TRINITY WESTERN UNIVERSITY

Academic Calendar

2017-2018

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The mission of Trinity Western University,

as an arm of the Church, is to develop godly Christian leaders: positive, goal-oriented university graduates with thoroughly Christian minds; growing disciples of Jesus Christ who glorify God through fulfilling the Great Commission, serving God and people in the various marketplaces of life.

What Trinity Western is All About

The Trinity Western Community

Trinity Western University is much more than an institution with classrooms, books, and exams; it is a passionate, intentional, disciple-making academic community.

The faculty and staff are committed to helping students make a positive contribution to their world, and to serve God, and others, over the course of their life. At TWU, staff and faculty take an interest in helping students develop their full potential. The University provides many opportunities where students can hone their gifts and skills as they prepare to make a difference.

Accepting the Invitation

Since TWU is a learning community with a unique mission, it is important for students to consider what it means to be a member of our community. First, students come into the TWU community with an exciting history and share—with fellow students, professors, and staff—our mission to have a positive impact on society. We count it a privilege to be members together in this enterprise.

Becoming a co-owner in any community brings with it certain expectations, responsibilities, and subsequent accountability. Accepting an invitation to become a member of the Trinity Western community entails agreeing to live in accordance with the Responsibilities of Membership and abide by the policies and guidelines of the University. These seek to foster a positive educational environment that reflects the values cherished by our community.

Students are called to maintain TWU's positive environment by being accountable to the community and its members for their own actions. The actions of each member have a direct effect on other co-owners of the community. Students are encouraged to take initiative to see where they can contribute to campus life and have a positive influence on others.

Rewards of Community

As students become active, responsible members in the TWU community, they find that the campus offers many privileges for them to enjoy. Through classes, community life, collegium membership, and living in residence, students have the unique opportunity to develop meaningful friendships with people from Canada and around the world. Through quality friendships, students come to better understand themselves and others, explore what is important to them, and discover what they have to offer.

Partnering in Service

As students become involved in student leadership and other campus activities, they discover opportunities to partner with others to serve the campus and the surrounding communities. In doing so, they earn the respect and trust of people and gain the right to have an even greater influence in their community and its development.

As students become shareholders in this community, engage others in active friendship, and work together to serve others, they will find that TWU is a learning community second to none.

Trinity Western's Basis and Purpose

Trinity Western is a unique Canadian university. It cultivates total student development through increased knowledge and discernment, sharpened critical thinking, communication and leadership skills, and a deepened commitment to Jesus Christ and a Christian way of life. The focus of all learning is to enable members of the Trinity Western community to glorify God and serve people wherever God places them in society. Trinity Western's education provides a God-honouring perspective as well as academic excellence. It helps students analyze and apply a Christian worldview, developing thoroughly Christian minds in the process. At the same time, employers and other universities respect the high academic quality of our programs. Both of these components are essential if TWU graduates are to become leaders who have a positive impact on society.

Trinity Western challenges its students to serve in a Christ-like manner where people live and work: homes, churches, schools, communities, the arts, sciences, human services, education at all levels, health care, recreation, and business. By recognizing their responsibilities and their vocations as a ministry, students can bring a refreshing quality to work, encouraging others through their leadership and modeling to consider the person and the message of Jesus Christ. During its history, Trinity Western has been a unique and attractive educational alternative. Its graduates have had a steadily growing and significant impact on our world.

Trinity Western University, as an arm of the Church, is first and foremost an academic community of people passionately committed to Jesus Christ and to God's purposes. Three biblical themes relate directly to its educational programs. In the Creation Mandate, God gives his human family the directive to develop the potential of the various aspects of life. In the Great Commandment, God enjoins his people to love and serve him and their neighbours. In the Great Commission, Christ gives God's people the responsibility to function as ambassadors of God's salvation to make disciples who also know God's will for their lives. Trinity Western's programs are based on these three mandates so that all members of its community may be and become knowledgeable, perceptive, principled, just, disciplined, and compassionate disciples of Jesus Christ who will penetrate every walk of life in Canada and around the world.

To accomplish its mission, Trinity Western's programs are established and implemented according to six core values:

- **Obeying the authority of Scripture:** All teaching, learning, thinking, and scholarship take place under the direction of the Bible, the wholly authoritative and truthful Word of God. Scripture is the ultimate standard of truth and the lens by which we evaluate our lives and the world. Both individually and corporately, Trinity Western wholeheartedly embraces all that the Bible teaches in regard to faith, ethical commitments, and way of life.

- **Striving for excellence in university education:** Trinity Western promotes not only academic and intellectual excellence, but integrates these with high standards of personal, moral, and spiritual integrity. We believe that God is pleased and honoured when his followers stretch their intellectual capacities and broaden the bounds of their understanding—and do so within a context of excellence in whole-person development.

- **Pursuing faith-based and faith-affirming learning:** Trinity Western's starting point for learning is that God calls humans to be stewards of his creation, doers of good toward all people, and agents of his reconciliation. To nurture such growth, Trinity Western encourages students to consider carefully the basic worldview tenets of biblical Christian faith. At the same time, we have a high regard for honest investigation and expose students to diverse viewpoints.

- **Having a transformational impact on culture:** God calls his followers to influence both individuals and the culture in which they live. Our greatest hope is that the TWU community influences people to forsake an unbelieving way of life and embrace the Christian faith. Furthermore, Trinity Western's programs encourage thought, word, and deed that affect the dynamics and institutions of our society on the basis of biblical principles, such as justice and mercy.

- **Servant leadership as a way of life:** Trinity Western strives to teach and to embody the pattern of servant leadership exemplified by Jesus Christ. Professors, administrators, staff, and students all have important roles in supporting and encouraging others in their tasks. We want to motivate and mobilize each other to think and act with creativity, integrity, and skill for the benefit of all concerned.

- **Discipling through community:** At Trinity Western, students, staff, faculty, and administrators are all invited and encouraged to deepen their understanding of what it means to be disciples of Jesus Christ, to practice such discipleship, and to help others be disciples. They respond to God's calling with wisdom and knowledge, with discernment and creativity, with playfulness and perseverance, and above all, with love and compassion. They promote biblical peace and justice that heals brokenness and restores relationships (Luke 1:51-53). They endeavour to act justly, love mercy, and walk humbly with their God (Micah 6:8).

At Trinity Western, students faculty, and staff are on a journey that takes seriously God's injunction to work out our salvation with fear and trembling. We believe it is God who works in us to will and to act according to His good purpose as we hold out the Word of Life in and through all our campus activities (Phil. 2:12-15).

In this way, a Trinity Western education can be the capstone to a Christian upbringing or an excellent means for new Christians to further their total growth. However, the University also welcomes and provides effective educational programs for others who are eager to learn, have an open mind, and are willing, for the duration of their time at Trinity Western, to live in accordance with the Responsibilities of Membership and to abide by the policies and guidelines of the University.

History of TWU

Trinity Western University began as the dream of a number of Canadian evangelical leaders who felt deeply that all people deserve, and many prefer, the option of university education in a Christian context. It seemed an impossible endeavour to launch a Christian liberal arts college in Western Canada, but in 1962 Trinity Junior College opened with 17 students. Dr. Calvin B. Hanson was the

founding president who served until 1974. Since then, the hopes and prayers of hundreds of men and women who have supported and shaped the institution through the years have been realized many times over.

The University operated for its first decade as Trinity Junior College, with a two-year university transfer program. In 1972, the name was formally changed to Trinity Western College through a revision to the governing legislation. Following the 1974 appointment of Trinity Western's second president, Dr. R. Neil Snider, the Trinity Western College Act was amended in 1977 to allow for a four-year university program. Finally in 1979, the Act was amended again to allow the new university to grant baccalaureate degrees. The first students to receive such degrees graduated in April 1980.

In 1984, Trinity Western was recognized by the Universities Canada, the congress of Canada's internationally-recognized degree-granting universities, when it was admitted to full membership. In 1985, the Province of British Columbia authorized the change of name to Trinity Western University. From 2006 to 2014, Jonathan S. Raymond, Ph.D., served as the University's third president. When he stepped down, Bob Kuhn, JD, was appointed as the University's fourth President and Vice Chancellor.

Since 1962, Trinity Western has continued to build a reputation for quality university education. Programs have been continually improved and developed in accordance with Trinity Western's concept of Christian university education and in consultation with representatives for BC's other universities.

Governance

Trinity Western University maintains strong ties for governance as well as faith and lifestyle commitments with its founding denomination, the Evangelical Free Church, and other denominations with which it has formal partnerships. In addition, warm, functional relationships exist with a number of other denominations sharing similar evangelical convictions. The University's Board of Governors is composed of up to 25 members selected for Christian commitment, geographic representation, and specific expertise in the areas of finance, student life, development, and university education. Because of the members' varied backgrounds, the Board operates effectively and efficiently through a committee system, providing governance for all areas of Trinity Western University's operation. The University is supported, in part, by individuals and churches within the broad partnership of denominations but serves the needs of the whole evangelical community, regardless of the denomination.

Recognition

Trinity Western University is chartered by the government of the Province of British Columbia to grant degrees. Graduates are accepted at virtually all colleges, universities, and professional schools around the world. TWU is a full-member of Universities Canada, the national congress of degree-granting institutions.

In 2002, the Government of British Columbia passed legislation establishing the Ministry of Advanced Education Degree Quality Assessment Board (DQAB).

All institutions of higher education desiring to use the word "university" in their name or to offer a new degree program must make application to the DQAB. The DQAB considers their application

and makes a recommendation to the Ministry of Advanced Education.

Institutions may apply for exempt status from full review by the DQAB if their organization, institutional governance, academic standards are sound and if they have been approved to grant degrees for at least 10 years. Trinity Western University received exempt status in 2004. Programs approved under the Ministry of Advanced Education's degree assessment process refer to DQAB in their descriptions.

Trinity Western University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Trinity Western University to offer specific degree programs. The council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the council at P.O. Box 43430, Olympia, WA 98504-3430.

Faculty

Trinity Western faculty members are selected on the basis of academic preparation, teaching ability, and commitment to the Christian faith. They have graduate degrees from numerous institutions, with most full-time professors holding doctorates. As a community of scholars, researchers, teachers, and Christian leaders, they bring to Trinity Western unique talents and gifts, which help to form and guide students toward achieving their utmost potential. In support of this, faculty are encouraged to develop professionally and to integrate biblical truth in their studies and research.

Staff

Staff members serving in all capacities seek to exemplify the mission statement and serve the students in a myriad of ways. They come from various fields such as business, government, education and Christian service, contributing their unique talents, thereby enabling Trinity Western to operate as an efficient, caring community.

Leadership

University education can play a significant role in the development of leaders. Studies in the arts and sciences cultivate key ingredients of effective leadership such as knowledge that can earn respect, balanced judgment, breadth of perspective, precise and creative thinking, and communication skills. Because of its Christian philosophy, Trinity Western also seeks to develop in its students an ever-deepening appreciation for God's creation; mental, spiritual, and emotional capacity for effective living; and an attitude of service. In this endeavour, Trinity Western seeks to follow in the tradition of other Christian universities with long and respected records of rich, beneficial contributions to society.

Whole-Person Approach

Just as Christianity addresses the whole person–body, mind, and spirit–so a Christian university education must speak to the whole person–developing students intellectually, socially, emotionally, physically, and spiritually within all these dimensions of life. Trinity Western terms this approach "total personal development." Together, the dual emphasis of Christian integration in the classroom and total personal development provides an excellent atmosphere for nurturing qualities of Christian character, of a biblical attitude of service, of uplifting and encouraging others, of using one's abilities to

further God's plan and purposes for humankind, and of thinking creatively and biblically about the world.

As a Christian university, Trinity Western University openly espouses a unifying philosophical framework to which all faculty and staff are committed without reservation. The University identifies with and is committed to historic orthodox Christianity as expressed by the official Statement of Faith.

We believe:

1. The Scriptures, both Old and New Testaments, to be the inspired Word of God, without error, in the original writings, the complete revelation of his will for the salvation of men and women and the divine and final authority for all Christian faith and life.
2. In one God, creator of all things, infinitely perfect and eternally existing in three persons, Father, Son, and Holy Spirit.
3. That Jesus Christ is true God and true man, having been conceived of the Holy Spirit and born of the Virgin Mary. He died on the cross, a sacrifice for our sins according to the Scriptures. Further, he arose bodily from the dead, ascended into Heaven, where, at the right hand of the Majesty on High, he is now our High Priest and Advocate.
4. That the ministry of the Holy Spirit is to glorify the Lord Jesus Christ and during this age to convict men and women; regenerate the believing sinner; indwell, guide, instruct, and empower the believer for godly living and service.
5. That humankind was created in the image of God but fell into sin and is therefore lost, and only through regeneration by the Holy Spirit can salvation and spiritual life be obtained.
6. That the shed blood of Jesus Christ and his resurrection provide the only ground for justification and salvation for all who believe, and only such as receive Jesus Christ are born of the Holy Spirit and thus become children of God.
7. That water baptism and the Lord's Supper are ordinances to be observed by the Church during the present age. They are, however, not to be regarded as means of salvation.
8. That the true Church is composed of all persons who, through saving faith in Jesus Christ, have been regenerated by the Holy Spirit and are united together in the body of Christ, of which he is the head.
9. That only those who are thus members of the true Church shall be eligible for membership in the local church.
10. That Jesus Christ is the Lord and Head of the Church, and that every local church has the right under Christ to decide and govern its own affairs.
11. In the personal, premillennial, and imminent coming of our Lord Jesus Christ and that this Blessed Hope has a vital bearing on the personal life and service of the believer.
12. In the bodily resurrection of the dead; of the believer to everlasting blessedness and joy with the Lord, of the unbeliever to judgment and everlasting conscious punishment.

Admissions and Registration

Trinity Western University desires to provide, for people of any race, colour, or creed, a university education in the arts and sciences with an integrated Christian world view.

Each applicant should be acquainted with the aims, objectives, regulations, and standards of conduct at Trinity Western University as outlined in the application materials, the Academic Calendar, Student Handbook, and University website. In making formal application for admission, the applicant agrees to respect these aims and objectives and to adhere to these regulations and standards of conduct.

The University reserves the right to grant, deny, or revoke the admission of any applicant or student on the basis of his or her inability to fully commit to and comply with the University's Community Covenant and/or policies and guidelines of the University. Further, the University reserves the right to grant or deny admission to any applicant on the basis of criteria outlined below. Limitation of facilities, personnel, or other considerations may also place restrictions on admission to the University and/or specific programs.

Academic Success

For academic success at Trinity Western University, students should consider taking the appropriate background courses for their intended major or admission to the program may be deferred. Contact the Admissions Office for more information: 604.513.2019, toll free at 1.888.GO.TO.TWU (468.6898), admissions@twu.ca, or twu.ca/undergraduate

In general, a C+ average (67 per cent) or higher in high school course work is required for admission to TWU (except for the School of Nursing, which has a higher grade average expected). Consideration is also given to the student's character and career goals. Applicants who fail to meet normal academic requirements are assessed individually on their potential for success in university studies. Additional conditions may be prescribed which must be fulfilled if admission is granted.

The University offers two Writing courses, WRTG 100 and WRTG 101, to develop students' foundational research, writing, and analytical skills in order to facilitate success in all university courses. Writing 100 is designed for students whose native language is English; Writing 101 is designed for students who are speakers of other languages or whose English education has been international. All students must take a Writing course in their first semester of full-time study at TWU or upon completing 26 sem. hrs. of part-time study unless they have demonstrated proficiency in these areas according to the criteria listed below. Students who do not pass the WRTG course in their first semester must register for the course in the following semester. A third attempt at passing a Writing course can be made only with written permission from the Registrar. Students must pass a Writing course before proceeding to the appropriate English course in the following semester. Students who do not pass a Writing course on the third attempt will be required to withdraw.

Students who pass WRTG 100 should register in ENGL 103 the following semester, followed by ENGL 104. Students who pass WRTG 101 should register in ENGL 101 the following semester, ideally followed by ENGL 102, a literature course with a global focus. However, after passing WRTG 101, students may choose to

follow the same path as students who have passed WRTG 100: ENGL 103, followed by ENGL 104.

If students entering TWU directly from high school meet at least one of the following criteria before beginning classes in their first semester at TWU, they will be exempted from the required Writing course and may choose to enroll directly in English 103:

- a final grade of 73% (B) in BC English 12 or the equivalent of BC English 12
- a score of 570 or higher on the writing portion of the SAT
- a score of 23 or higher on the English portion of the ACT
- score of 5 on the essay component of the LPI (Language Proficiency Index) test (www.lpitest. ca)

If students transferring to TWU from another post-secondary institution meet at least one of the following criteria before beginning classes in their first semester at TWU, they will be exempted from the required Writing course and may enroll directly in English*:

- 67% (C+) in a post-secondary English course from a recognized English-speaking post-secondary institution
- score of 5 on the essay component of the LPI (Language Proficiency Index) test (www.lpitest. ca)
- a completed Bachelor's degree from a recognized English-speaking post-secondary institution
- If transfer students do not have any post-secondary English credit, they will be assessed the same as a student entering from high school.

*if the Core English requirements have not already been satisfied by transfer credits.

Application Dates

Fall Semester

Early admission 1 — March 1

Application for Financial Aid — March 15

Application for Nursing — March 1 (Applications will be accepted after this date, subject to space availability)

Early admission 2 — May 1 (note Financial Aid and Nursing application dates above)

Priority deposit date — May 1 (students who submit deposit by May 1 receive first priority for course registration)

On-campus housing application — May 15 (Applications will be accepted after this date, subject to space availability)

Refund deadline for fall deposits (resident or commuter students) — June 1

Spring Semester

Early admission 1 — October 15

Early admission 2 — December 1

Regular admission — Applications submitted after December 1 will be considered as space allows
Priority deposit date — November 1 (students who submit deposit by November 1 receive first priority for course registration)

On-campus housing application — as space allows

Refund deadline for spring deposits (resident or commuter students) — December 1

Students must submit a completed application including all official transcripts and related documents before an admissions decision is made. Students from outside North America must submit an application fee of $150 before an admissions decision can be made.

Visiting Campus

A campus visit program is available to provide prospective students with a thorough understanding of what life and learning is like at TWU. Students are encouraged to attend one of the scheduled Preview Weekends, Preview Days, or to arrange an individual campus tour. To learn more about visiting TWU, or to register for a visit, go to twu.ca/undergraduate/visit or email visit@twu.ca.

Application Procedure

The application for admission is online at twu.ca/undergraduate.

After the online application is complete, mail all supporting documentation to:

Trinity Western University Admissions, 7600 Glover Road, Langley, BC V2Y 1Y1

Application Fee: Applications for students with current addresses outside of North America must be accompanied by a $150 application fee.

Learning Disabilities

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations.

Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. For further information see the Students with Disabilities section in this Calendar.

Orientation Program

An orientation program for all new students occurs at the beginning of each semester for the first several weeks. The purpose of the extended orientation program is to assist students in adjusting to university life. During this program, there are important discussions, instructions, and tests, making it imperative for all new students to be present.

Program Specifics

Aviation

In addition to the general University requirements, applicants to the Aviation program must also have completed the following with a minimum grade of C+ in each: Pre-Calculus 11 or Foundations of Mathematics 11 (preference given to applicants with Pre-Calculus 12 or Foundations of Mathematics 12), Physics 11, and English 12. Physics 12, Computer Science 11, and 1 French, or another language, are strongly recommended.

Trinity Western University has a cooperative agreement with Coastal Pacific Aviation and the University of the Fraser Valley for students who wish to combine quality aviation training with academic studies towards a university degree (baccalaureate) or an Associate of Arts diploma.

Students must make separate applications to Trinity Western University and to Coastal Pacific Aviation. Students can apply to Coastal Pacific after they have begun their studies at Trinity

Western University, although they must be accepted by both institutions for admission to the Aviation program.
Applicants to Coastal Pacific must have a current Canadian Private Pilot's Licence or make arrangements for completion prior to enrolment. Summer courses are offered at Coastal Pacific Aviation for students to complete their Private Pilot's Licence before beginning in the fall. Please contact Coastal Pacific Aviation at 604.855.1112 for more information on summer courses. Applicants must hold a Licence Validation Certificate showing Transport Canada Category 1 medical.

Applicants must also satisfy an entrance evaluation that includes one or more interview(s), a qualifying exam, and an assessment of references.

The Aviation program starts in September and the application deadline is February 28. Late applications may be considered if space permits. For an application to TWU, call 604.513.2019, 1.888. GO.TO.TWU (468.6898), or email admissions@twu.ca. For further information regarding the flight training component and for an application packet, call Coastal Pacific Aviation at 604.855.1112, or visitcoastalpacific.com. Students also need to complete a separate application to the University of the Fraser Valley. Contact the Admissions Office for more information.

Nursing

Admission to the TWU School of Nursing is limited to 60 students and students begin in the fall semester only. Students applying to Nursing must complete an application to the University and an application to the School of Nursing (a separate application and reference). Visit twu.ca/undergraduate.

Admission into the School of Nursing is competitive and based upon academic admission requirements, the nursing application, references, and relevant work and volunteer experience. Applications are reviewed for nursing admission after the March 1 deadline for the following fall semester. Applications will not be considered until all required components have been received. Late applications will be considered on a space availability basis.

In addition to meeting TWU entrance requirements, admission to the School of Nursing requires completion of Grade 12 or GED with a minimum cumulative GPA of B- in Biology 12, Chemistry 12, English 12, and Pre-Calculus 11 (Math 11 in old BC curriculum) with a minimum standing of C+ in each course.

Transfer students from colleges and universities, and applicants from TWU, must meet the entrance requirements outlined above. University credits must meet the stipulated minimum requirements within the School of Nursing: C in science courses, C average in all other courses, and C+ in any prior nursing credits. Transferring nursing credits into the TWU School of Nursing should not be assumed. Courses are considered on an individual basis. Transfer credits do not usually shorten the four years required to complete the TWU School of Nursing program.

Admitted students will receive notification by letter and/or a telephone call from their admissions counsellor. All admitted students must forward a $500 deposit by May 1 to confirm their admission into the School of Nursing (in addition to the admissions deposit). Those who do not make this payment by May 1 will lose their place in the program. This deposit is non-refundable after May 1. Students who meet the entrance criteria but who are not admitted are placed on a deferred admission list. Students from this list may be admitted after May 1 providing there is a place

in the program. Applications received after March 15 will be reviewed space permitting.

Personal interviews with nursing faculty may be required prior to admission to the School of Nursing.

Current TWU students who wish to enroll in the School of Nursing may pick up an application package from the School of Nursing faculty assistant. Completed application forms and supporting documentation must be submitted by March 1.

Students with English as a second language are required to meet the English Proficiency Requirements outlined in this Calendar.

Residence Requirement

Trinity Western University is committed to providing on-campus residence that assists students in personal growth. The University believes that residential living contributes significantly to the development of the total person and his or her persistence in post-secondary studies. To enhance the accomplishment of its mission "to develop godly Christian leaders," the University requires that all full-time (12 or more sem. hrs.) students live on campus for their first two years or until third year standing of at least 57 sem. hrs. is achieved.

Automatic exceptions to this policy will apply to anyone who is: married, living with parent(s)/ legal guardian, at least 21 years of age, or enrolled in part-time studies (11 sem. hrs. or less). Appeals for circumstances not mentioned in the previous exceptions may be submitted in writing to the Campus Service Centre no later than July 1 (for the fall semester) and November 1 (for the spring semester). Until an appeal is granted, the residence requirement remains in effect. Students living outside Trinity Western's residence requirement will be seen as not fulfilling the requirements of enrolment and may be required to deregister from the University.

Types of Students

Canadian Students

British Columbia

Graduation from a British Columbia secondary (high) school or equivalent with a university preparatory program. This must include English 12 plus three Grade 12 academic subjects from the list below at a minimum overall average of 67 per cent. A minimum grade of 60 per cent or better is required on the provincial examination portion of BC English 12. Students are not required to write provincial exams, unless required for high school graduation.

In addition to English 12, the program must include at least three Grade 12 academic subjects from the following list:

- BC First Nations Studies
- Biology
- Calculus
- Chemistry
- Comparative Civilization
- Economics
- English First Peoples
- English Literature
- Foreign Languages
- Foundations of Mathematics (new curriculum)
- French
- Geography
- Geology
- History
- Law
- Physics
- Philosophy
- Pre-Calculus (new curriculum)

- Principles of Mathematics (old curriculum)
- Social Justice
- Sustainable Resources
- Advanced placement (AP) courses (except Art or Music)
- International Baccalaureate courses (except Art, or Music)

Alberta, Northwest Territories, and Nunavut

Graduation from a secondary (high) school or equivalent with a university preparatory program. This must include English 30 plus three academic 30 level subjects with an average of 65 per cent from the following list:

- Aboriginal Studies 30
- Algebra 30
- Advanced placement (AP) courses (except Art or Music)
- Applied Math 30
- Biology 30
- Chemistry 30
- Foreign Languages at the 30 level
- International Baccalaureate courses (except Art and Music)
- Math 30
- Math 30-2
- Math 31
- Physics 30-1
- Science 30
- Social Studies 30
- Western World History 30
- World Geography 30

Saskatchewan

Graduation from a secondary (high) school or equivalent with a university preparatory program.

This must include English A30 plus three academic 30 level subjects with an average of 67 per cent from the following list:

- Algebra 30
- Advanced placement (AP) courses (except Art or Music)
- Biology 30
- Biology 30 CORE
- Calculus 30
- Chemistry 30
- Cree 30
- French 30
- Geography 30
- Geology 30
- Geometry-Trigonometry 30
- History 30
- International Baccalaureate courses (except Art and Music)
- Math 30
- Math A30
- Math B30
- Math C30
- Native Studies 30
- Physics 30
- Social Studies 30

Manitoba *Graduation from a secondary (high) school or equivalent with a university preparatory program. This must include English 40S plus three academic 40 level subjects with an average of 67 per cent from the following list:*

- Applied Math 40S
- Advanced placement (AP) courses (except Art or Music)
- Biology 40S
- Chemistry 40S
- French 40S
- Geography 40S
- History 40S
- International Baccalaureate courses (except Art and Music)
- Math 40S
- Physical Science 40S
- Physics 40S
- Pre-Calculus Math 40S
- Western Civilization 40S

- World Geography 40S
- World Issues 40S

Ontario

Students graduating from the Ontario High School curriculum must successfully complete an Ontario Secondary School Diploma (OSSD) or equivalent, with an overall minimum average of 67 per cent in six Grade 12 U or M courses, one of which must be Grade 12 U English. In addition to English, three courses must be from the following areas:

Geography

- Canadian and World Issues: A Geographic Analysis (CGW4U)
- World Geography: Human Patterns and Interactions (CGU4U)
- The Environment and Resource Management (CGR4M)
- Geomatics: Geotechnologies in Action (CGO4M)

History

- Canada: History, Identity, and Culture (CGI4U)
- World History: The West and the World (CGY4U)

Politics

- Canadian and World Politics (CPW4U)
- Analyzing Current Economic Issues (CIA4U)
- Canadian and International Law (CLN4U)

English

- English (ENG4U)
- Studies in Literature (ETS4U)
- The Writer's Craft (EWC4U)

Languages

- Any foreign language at the U level

Math

- Geometry and Discrete Mathematics (MGA4U)
- Advanced Functions and Introductory Calculus (MCB4U)
- Mathematics and Data Management (MDM4U)

Native Studies

- Issues of Indigenous Peoples in a Global Context (NDW4M)
- Aboriginal Governance: Emerging Directions (NDG4M)

Science

- Science 12 (SNC4M)
- Biology (SBI4U)
- Chemistry (SCH4U)
- Earth and Space Science (SES4U)
- Physics (SPH4U)

Philosophy

- Philosophy: Questions and Theories (HZT4U)

Religion

- Religious Education (HRE4M) (HRE4M or an equivalent may be used as part of the admission decision, but it will not count towards the four required academic subjects.)

*Students who graduated from an Ontario high school prior to June 2004 are evaluated using the Ontario curriculum from that time. Completion of the Ontario Secondary School Diploma (OSSD) including a minimum of six Ontario academic courses (OACs), one of which must be English, with a minimum of 65 per cent overall average in OACs. Consideration for admission is given to

students who have completed the OSSD with four OACs (including English) where a minimum of 70 per cent overall has been achieved.

Quebec

Successful completion of the first year of a CEGEP program including academic subjects with a 60 per cent average. Students who have completed a two-year CEGEP program may be eligible for transfer credit to a maximum of 30 sem. hrs. A minimum grade of 65 per cent must be achieved for a course to be considered for transfer credit.

New Brunswick

Graduation from an accredited high school with a minimum average of 65 per cent in English 122, plus three academic subjects from the following list:

- Adv. Math 120
- Adv. Math 122
- American History 120
- Advanced placement (AP) courses (except Art or Music)
- Biology 122
- Calculus 120
- Canadian Geography 120
- Canadian History 121 or 122
- Canadian Literature 120
- Chemistry 122
- French 121, 122
- International Baccalaureate courses (except Art and Music)
- Mathematics 121 or 122
- Modern European History 120
- Native Studies 120
- Physics 122
- Political Science 120
- 20th Century Literature

Nova Scotia

Graduation from an accredited high school with a minimum average of 65 per cent in English 12 plus three academic Grade 12 subjects from the following list:

- Advanced placement (AP) courses (except Art or Music)
- Biology 12 (441, 541)
- Canadian Literature 12
- Canadian Geology 12
- Chemistry 12 (441, 541)
- Etude Plan. Geog 12
- Foreign Languages 12
- Geography 12
- Global Geography 12
- Global History 12
- History 12
- International Baccalaureate courses (except Art and Music)
- Math 12 (441, 541)
- Math Pre-Cal (MPC) 12
- Physics 12 (441, 541)
- Political Science 12
- Sociology 12

Prince Edward Island

Successful completion of Grade 12 examinations in a university preparatory program with an overall average of 65 per cent. Program must include English 621 plus three academic subjects from the following list:

- Advanced placement (AP) courses (except Art or Music)
- Biology 621
- Chemistry 621
- French 621
- Geography 621
- History 621
- International Baccalaureate courses (except Art and Music)
- Mathematics 611 or 621

- Oceanography 621
- Physics 621

Newfoundland and Labrador

Graduation from an accredited high school with Language 3101 plus three academic 3000 level subjects with a minimum average of 65 per cent from the following list:

- Advanced placement (AP) courses (except Art or Music)
- Biology 3201
- Biologie 3231
- Chemistry 3202
- Chimie 3252
- French (core) 3201
- French (accel) 3203
- French (immer) 3202
- Français (1st lang) 3230
- Geographie 3232
- Global Issues 3205
- History 3201
- Histoire Mondiale 3231
- International Baccalaureate courses (except Art and Music)
- Literary Heritage 3202
- Thematic Lit 3201
- Math (acad) 3200
- Math (adv) 3201, 3204, 3205, or 3207
- Physics 3204
- Physique 3254
- World Geography 3202

International Baccalaureate (IB) Diploma
Students who are in the process of completing the IB Diploma will be considered for admission to the University based on their predicted grades. A minimum total score of 24 points, including the Extended Essay and Theory of Knowledge, will be required for general admission to the University. A higher score may be required for admission to the School of Nursing or Aviation program, specifically in program prerequisites. TWU requires that students submit the following items, signed, stamped, and sealed by their high school counsellor:

- the Anticipated IB Grades Form (available at twu.ca/undergraduate);
- an official high school transcript showing courses completed and grades attained for Grades 9 to 11;
- an official interim high school transcript that shows all other courses in progress (including
- IB courses).

In addition, upon completion of the IB Diploma, a final transcript will be required to complete the offer of admission and assessment of university credit for the IB Diploma courses.
Students completing the IB Diploma may be considered for financial aid based on their predicted grades. Refer to twu.ca/financial-aid for details.

IB Certificate Courses
Students completing one or more Certificate courses will be evaluated for admission based on their interim high school and IB Certificate grades. Predicted grades must be submitted in the same manner as those students completing the IB Diploma. Students' predicted grades will be converted to a percentage based on the chart below (for Certificate courses only).

IB Certificate Converted to Percentage	
7	96 per cent
6	90 per cent
5	86 per cent
4	76 per cent
3	70 per cent
2	64 per cent

University Credit for IB Diploma and Certificate Courses
IB courses will be considered for advanced credit, provided the student has received a minimum grade of 4 for each course submitted. An IB transcript is required to make this assessment. A transfer guide of IB courses to TWU is available at BC Transfer Guide.

Advanced Placement
Trinity Western University will grant high school graduates credit for Advanced Placement courses in which a minimum grade of 4 (on a scale of 1 to 5 with 5 being the highest) has been achieved. Transfer credit will be based on courses approved for first year or equivalent course credit by the faculty concerned. An Advanced Placement grade report is required to make this assessment. All AP courses with pre-approved TWU transfer equivalents are posted in an online transfer guide at BC Transfer Guide.

Homeschool Policy
Students who complete their secondary education through homeschooling must complete the regular application for admission and submit academic records of all high school work completed. Students completing their home studies under the supervision of an accredited school/organization will be assessed using admissions policy for the province in which they are studying (see provincial admission requirements for full details.) Students who do not follow the provincial graduation program, or who are not studying under the supervision of an accredited school/organization may still be eligible for admission, but will be assessed on a case-by-case basis. The University reserves the right to require additional academic course work or to request standardized testing be completed before admission is granted.

Unaccredited High Schools
Students graduating from unaccredited high schools are considered for admission on academic trial and may be required to meet additional conditions before being granted admission to Trinity Western University. Graduates of the Accelerated Christian Education program are considered for regular admission if they graduate from a Model Status school with the college preparation program and submit an acceptable SAT or ACT score (please see SAT and/or ACT details in the US Students section).

General Education Development (GED)
Students who do not complete a regular provincial high school diploma may complete a Test of General Education Development as an alternative to high school graduation. Admission to Trinity Western will be granted providing a standard score average of 500 is achieved with a minimum of 450 in any of the five individual tests. Eligibility to complete the GED may vary from province to province. Students are encouraged to contact their local school board for more information.
B.C. Adult Graduation Diploma (BCAGD)
Applicants who have completed the Adult Graduation Diploma will be considered for admission provided they are at least 19 years old and have completed the Diploma with four provincial level academic courses, one of which must be English. A minimum average of 67 per cent is required in these courses.

International Students
Requirements for international students include:
a) English language proficiency;
b) Proof of high school graduation; and
c) Specific high school course and GPA requirements, which vary by country.
Contact the Admissions Department for country-specific entrance requirements.

Academic ESL Requirements
Students whose TOEFL, IELTS, or CAEL scores do not meet the minimum requirement but who qualify academically to attend TWU may seek entrance to the University through the English as a Second Language International (ESLI) program at Trinity Western. These students must register with ESLI and will be assessed regarding their English skills during Orientation Week, at which time they will be placed in the appropriate ESL level. Upon completion of level 5, they may enrol in an undergraduate degree program without a TOEFL, IELTS, or CAEL score. For more information, see Affiliate Institutions: ESLI Language Centre section in this Calendar.

CAEL Requirement
Trinity Western University accepts the Canadian Academic English Language score as an alternative to the TOEFL or IELTS. A minimum overall score of 70 is required for admission, with no section score lower than 60 for undergraduate admissions. For more information on the CAEL test, go to cael.ca.

Documents
Official supporting documentation must be submitted. Documents that cannot be replaced should be sent via registered mail.

English Proficiency Requirement
Applicants must possess proficiency in both oral and written academic English. Those applicants whose native language is not English are required to demonstrate this proficiency regardless of their academic qualifications. TWU accepts official original results from TOEFL, IELTS, CAEL, and the ESLI proficiency exams. These results must be submitted at the time of application. Applicants may also complete the academic TWU/ESL program (see Academic ESL Requirements). As well, students must complete WRTG 101 and ENGL 101 in their first year of full-time study at Trinity Western University.

Proof of English language proficiency is required from all international students with the exception of natives of the following countries (for whom English is their first language):

- Australia
- Ireland
- New Zealand
- United States
- United Kingdom
- Countries of the West Indies except Cuba, Dominican Republic, Haiti, Martinique, Netherlands Antilles, Puerto Rico, St. Lucia
- South Africa

In the case of those who are not native to these countries but who have studied at a high school or post-secondary level in one of them, proof of English language proficiency is still required if less than four years of study have been completed. In cases of four years or more, the student's completed application will be reviewed and the language requirement may be waived. This will be assessed on a case-by-case basis. Students must submit a letter of appeal requesting this requirement be waived. If it is waived, WRTG 101 must normally be completed in the student's first semester.

ESL Proficiency Exam
Applicants who have not submitted a TOEFL, IELTS, or CAEL report may write an ESL Proficiency Exam through the English as a Second Language International (ESLI) Language Centre at TWU. Students who achieve 70 on the exam will be admitted to a regular undergraduate university program. Students who do not achieve the minimum score required for admission to a University program may study in the ESLI

program until they have achieved the recommended standing. This exam is administered on the TWU campus. Students must first make full application to Trinity Western before writing the Proficiency Exam.

IELTS Requirement
Trinity Western University will accept the International English Language Testing System (IELTS) score report as an alternative to TOEFL. A minimum score of 6.5 (with no part less than 6) is required for admission. For more information on the IELTS test, visit ielts.org.

Immigration Requirements
International students need to apply for an entry visa and a study permit with the Canadian Embassy, High Commission, or Consulate in their own country. Application for a visa and study permit should be made as early as possible to ensure sufficient time for processing. For more information, visit cic.gc.ca/english/study/index.html.

International Transfer Credit Evaluations
Transfer credit from international schools must be assessed by an external international credit evaluation agency. All transcripts sent to an international credit evaluation agency must be official documents. International evaluation reports that are based on unofficial transcripts will not be accepted for transfer credit. To avoid delays in receiving transfer credit, students should submit an international credit evaluation report during the admission process. The cost is determined by the agency. TWU recommends the International Credential Evaluation Service (ICES) through BCIT, a member of the Alliance of Credential Evaluation Services of Canada. This agency conducts evaluations for several BC universities. They may be contacted at bcit.ca/ices. Students are welcome to use World Education Services (WES), International Qualifications Assessment Services (IQAS), International Credentials Assessment Services, or any evaluation agency that is a member of the Alliance of Credential Services of Canada.

TOEFL Requirements
Regular admission requires a TOEFL score of at least 88 (Internet-based) and a Test of Written English (TWE) score of at least 5.
Students taking the iBT must achieve a minimum score of 21 in each of the four areas with a total overall score of 88.

For more information about TOEFL examinations, please contact:
Educational Testing Service
Box 899 Princeton, New Jersey USA 08541
Tel: 609.771.7100
Website: toefl.org

To send TOEFL results directly to Trinity Western University and to receive them more quickly, students should use code 0876.

US Students
To ensure success at university, applicants should have graduated from an accredited high school and have the following units in their college preparation course work:

English	4
Mathematics	3
Social Sciences	2
Science	2 (with one lab science)
Other college prep	2

It is recommended that a minimum of six solid subjects be completed in the applicant's junior and

senior years, including a minimum of three solids in the senior year.

Admission is based upon a combination of the application, the applicant's GPA in the above course work, and satisfactory standardized test scores. A minimum GPA of 2.5 in these courses with a combined SAT score of 1590 (1060 on old 2 section SAT) or an ACT score of 22 meets the minimum admission requirement. Scores should be sent directly to Trinity Western Admissions by using the following code numbers: SAT — 0876; ACT — 5242. For information on the new SAT requirements, contact the Admissions Office. Students studying US curriculum outside the United States are expected to meet the same criteria.

Advanced Placement and International Baccalaureate
Please see details under Canadian Students section.

General Education Development
Students who do not earn a regular high school diploma may complete a Test of General Education Development as an alternative to high school graduation. Admission to Trinity Western will be granted providing that a standard score average of 500 is achieved with a minimum of 450 in any of the five individual tests. Students who are under 19 years of age must submit an SAT or an ACT score report in addition to the completion of the GED. A minimum of 1590 on the SAT (1060 on old 2 section SAT) and 22 on the ACT is required for admission.

Immigration Requirements
United States citizens and legal residents thereof are allowed to apply for student visas at a Canadian port of entry. A student must be:
in possession of an official letter of acceptance from Trinity Western University
have evidence of sufficient funds for all tuition and accommodation expenses
be in good health and of good character
have either identification establishing his or her US citizenship or a US alien resident card

A processing fee ($125 Cdn. cash) will be collected at the port of entry. Students should contact the nearest Canadian embassy or consulate if they have questions about required documentation.

Mature Students

Applicants who do not fully meet the academic requirements for admission to the University may be admitted if there are indications of compensating strengths or other factors that point to probable success in university studies. Such students must be 21 years of age or older and have been out of school for at least one year.

Applicants in this category must have completed a high school diploma or equivalent. Please refer to the previous Canadian Students and US Students sections for more information about the Test of General Education Development and the BC Adult Graduation Diploma.

Any US student admitted as a mature student must have a high school diploma or its equivalent to be eligible for Title IV funds.

Transfer Students

Transfer students must present the same application forms and high school transcript as those applying for first year standing. In addition, an official transcript from each post-secondary institution attended must be submitted. Additional information such as course descriptions/syllabi may be requested from the Admissions Office to assist with evaluation. Students may find out what courses have been transferred from their college or university by visiting twu.ca/undergraduate to access TWU's transfer credit database. Courses

that cannot be found in the database will require an evaluation. Syllabi and/or course descriptions are required for the evaluation process. Please note that all course descriptions/syllabi must be from the year in which the course was taken. An official transfer credit assessment will be completed upon submission of a completed application.

Transfer students may be eligible for admission to the University upon completion of one semester of full-time studies (12 credits/hours or more) in a university transfer program, if they have also met the high school requirements in their home province. Admission will be based upon achievement in this post-secondary course work and previous college or high school work. A minimum cumulative GPA of 2.0 (C) is required on all post-secondary course work. Students who have completed a minimum of 27 credits/hours of course work may be admitted solely on the basis of their performance in post-secondary course work. A high school transcript is still required as part of the application as the Admissions Office requires a complete academic history of all students.

The University reserves the right to accept only courses that comply with the academic standards established by TWU and with the requirements for graduation. See Graduation Requirements section in this Calendar.

The maximum number of semester hours accepted for transfer credit from various post-secondary institutions is 75. Individual maximums are as follows:

Universities and Community Colleges – A maximum of 75 sem. hrs. of transfer credit will be given for all acceptable courses with a passing grade (D and higher).

Note: Some required courses in Business, Education, and Nursing programs require a minimum letter grade above that of a pass. In cases where a lower grade than the minimum required is achieved, no credit will be granted and the course must be retaken at Trinity Western University to meet graduation requirements.

Bible colleges accredited with the Association for Biblical Higher Education (ABHE) – A maximum of 60 sem. hrs. of appropriate courses of which a maximum of 24 sem. hrs. may be biblical studies and 36 sem. hrs. may be liberal arts courses. Transfer credit will be given for all acceptable courses completed with a C- grade (60 per cent) or higher.

Bible college courses that have been articulated with a public university may be assigned credit for these courses above the maximum totals indicated. Applicants from Bible colleges with candidate status with the ABHE are eligible for a maximum of 48 sem. hrs. of appropriate courses of which 24 sem. hrs. may be biblical studies and 24 sem. hrs. may be liberal arts courses. Transfer credit will be given for all acceptable courses completed with a C- grade (60 per cent) or higher.

Applicants from Bible colleges not accredited with the Association for Biblical Higher Education (ABHE) should not expect to receive transfer credit for work completed at Bible college except by appeal and careful review by the University. (Such a review would normally include evaluation of course syllabi and instructor credentials.) No credit will be given for work completed in practical discipleship training programs.

Note: Due to teacher certification requirements, TWU's Teacher Education program can accept Bible college transfer credit only if the Bible college is a fully accredited member of the Association for Biblical Higher Education (ABHE) or is a member of a recognized regional college and university accreditation body. Students must still meet

the normal Education degree and other TWU degree graduation requirements. Transfer credit from colleges with candidate or unaccredited status will not be accepted.

Institutes of Technology and Colleges of Applied Arts –
Courses will be considered on a course-by-course basis where a minimum grade of B- (73%) has been obtained. A maximum of 45 sem. hrs. of credit will be awarded for such course work. Course outlines/ syllabi are normally required to facilitate this process.

Note: Students transferring from the British Columbia Institute of Technology may transfer up to 75 sem. hrs. of course work to TWU. Courses eligible for transfer must have equivalency and have a passing grade (no less than a D).

Transfer Credit Limits –
Students will be able to transfer upper level courses taken at other institutions subject to the following limits (Note: Any exceptions to the major, concentration, and minor upper level limits stipulated below must be recommended by the relevant faculty or school dean and approved by the Vice Provost. See the department concerned for further details):

- courses in student's major field: 24 to 27 upper level sem. hrs. are required; a maximum of 9 of these can be taken at institutions other than Trinity Western University
- courses in student's field of concentration: 12 upper level sem. hrs. are required; a maximum of 6 of these can be taken at institutions other than Trinity Western University
- courses in student's minor field: 9 to 12 upper level sem. hrs. are required; a maximum of 3 of these can be taken at institutions other than Trinity Western University
- Courses outside of student's major, concentration, or minor:
- no limit to the transferability of appropriate upper level courses for elective credit, subject to the policies on (1) residency and (2) limits in major, concentration, or minor fields
- notwithstanding the above, no Trinity Western University baccalaureate degree can be earned in a major (or general degree in minors) that the University does not offer
- a student may not declare a major, concentration, or minor in any field not offered as such by the University (e.g., engineering)
- students who have transferred to Trinity Western University from other post-secondary institutions with at least 57 sem. hrs. of transfer credit may be eligible for adjustment in the core requirements (see Graduation Requirements section)

Block Transfer for British Columbia Associate of Arts or Science Degrees —
Trinity Western University guarantees 60 sem. hrs. of transfer credit to students who enter TWU with an Associate of Arts or Associate of Science degree that is awarded by a recognized college, university college, or university. Unless an institutional agreement has been established, students must still meet all 100 and 200 level course requirements for specific degree programs and this may require students to take more than 122 sem. hrs. to earn a Trinity Western degree. It is advised that transfer students plan their college course selection well in advance of transfer to TWU to help ensure courses meet graduation requirements. Courses for which no equivalent TWU course exists will be given unassigned credit at the lower level.

The Undergraduate Admissions Office

Brian Kerr, Executive Director

The Undergraduate Admissions Office provides prospective students and their families with information and resources they need to make an informed post-secondary decision. It also provides prospective students with personalized service in a timely and efficient manner.

The Undergraduate Admissions Office services include high school visits, representation at college and career fairs, on-campus visits, individual appointments with admissions counsellors, and course pre-registration for new students. The Undergraduate Admissions Office is responsible for the distribution of all information related to Trinity Western University and its undergraduate programs including applications and the Academic Calendar. The Office serves as a liaison between new undergraduate students and other University offices such as Financial Aid, the Office of the Registrar, the Advising Office, and the Housing Office.

Hours:
9 a.m. to 4:30 p.m.,
Monday — Friday,
Mattson Centre

Admissions inquiries:
Tel: 1.888.GO.TO.TWU (468.6898)
604.513.2019
Fax:
604.513.2064
Email:
admissions@twu.ca
Website:
twu.ca/undergraduate

Student Classifications

Degree Seeking Student

Students are referred to as being either part-time (1 to 11 sem. hrs. per semester) or full-time (12 or more sem. hrs. per semester), and in a particular year of their study based on the following number of semester hours completed: first year (0 to 26 sem. hrs.); second year (27 to 56 sem. hrs.); third year (57 to 89 sem. hrs.); and fourth year (90+ sem. hrs.).

Casual Studies Student

Individuals who wish to register in university courses for up to 9 sem. hrs. in one semester without admission to a degree program or specific program may do so through TWU Extension. Credit courses taken in the casual studies program may count towards a degree program upon application and admission to the traditional (degree) studies program. Students may complete up to a total of 27 sem. hrs. before full application and admission to TWU is required.

Auditor

A limited number of people who wish to enjoy some of the benefits of university study without being required to fulfil the normal requirements of courses taken for credit may enrol as auditors.

In all cases, admission to the University is required, although a simplified admission procedure is used. International students must meet the regular university TOEFL, IELTS, or CAEL requirement. Students may not pre-register to audit a course.

Students wishing to change to an audit status in a course must do so within the first two weeks of each semester by contacting the Office of the Registrar. Faithful attendance must be maintained by auditors.

Pre-registration

New Students

Course selection and scheduling for new students may be completed through the pre-registration program and services provided by the Admissions Office. Details regarding new student pre-registration will be included with the student's letter of admission. Students who do not pre-register may register in person upon arrival at the University.

Current Students

Students currently enrolled at TWU can pre-register for classes in November (for spring) and in March (for fall). Refer to the Calendar of Important Dates for exact dates.
Registration is permitted until the deadline for add/ drop. However, because many courses fill quickly, students are encouraged to register as early as possible to ensure the best course and schedule selections.

Course Load

Normal course load for undergraduate students per semester is 15 to 17 sem. hrs.; students may not enrol in more than 19 semester hours in one term, unless permission is granted by the Dean of the program in which the student is enrolled, or the student's program so specifies.

The Advising Office

Academic advising is an integral component of the learning process at Trinity Western University. The Advising Office personnel are available to assist students in developing their program of studies. Services include the selection of a degree program, long-term planning, course selection for each semester, and the adjustment to academic life.

The Advising Office, in consultation with the Office of the Registrar and the deans of the faculties and schools, will assign each student (advisee) to an academic advisor. Each advisor is a faculty member in the advisee's chosen field of study, thus ensuring a perspective from which guidance on discipline-specific issues such as careers and graduate study options can be provided.

As students progress through their educational experience at TWU, they may find that a change of program and/or advisor is necessary. The Advising Office is available to facilitate any changes. The overarching goal of the Advising Office is to ensure that each student progresses through to graduation.

The Advising Office collaborates with the Admissions Office, the Office of the Registrar, Financial Aid, Student Life, and all faculties and schools.

Hours:
9 am to 4:30 pm,
Monday — Friday,
Reimer Student Centre, Second Floor
Tel:
604.513.2182
604.513.2121 Ext. 3500
Fax:
604.513.2061
Email:
AdvisingOffice@twu.ca

Website:
twu.ca/academics/advising

Program of Study

When choosing a program of study, consideration should be given to the student's background and special interests as well as to the general course requirements for graduation as outlined in the program checklist for each program. Of necessity,

the course selection for a given semester will depend upon the official timetable of course offerings for that semester. (Some courses are offered in alternate years.)
Note: It is the sole responsibility of the student to ensure that the courses required for the granting of a degree have been completed satisfactorily. Students are therefore cautioned to be absolutely certain that the number and combination of their courses meet all University and departmental requirements.

Permission to Study Elsewhere

Trinity Western students who wish to pursue studies at other universities or colleges with the intention of obtaining credit toward a degree at Trinity Western must complete a Letter of Permission form available from the Office of the Registrar prior to their enrolment at another institution. Once the requested courses have been evaluated, a summary of transfer credit equivalents will be available on the student's Transfer Credit summary. Letters are available from the Transfer Credit office if required by the other institution for visiting student status. Students are responsible for ensuring that an official transcript of their grades is sent from the host institution to Trinity Western.

Note: Application for evaluation does not guarantee TWU Transfer Credit. There is a nominal processing fee for a Letter of Permission for institutions outside of BC.

Auditing a Course — Students may register to audit a regular university course with permission of the instructor and when they do so their participation is limited to that deemed appropriate by the instructor. In general, auditing students are expected to attend classes and complete some or all course requirements except the final exam, and may lose the audit privilege (i.e., have the audit removed from their record) if their performance is not satisfactory.
A grade of AU will appear for any course audited on the student's permanent academic record (transcript). A course completed as an audit is not counted towards a student's GPA, nor are the credit hours added to the hours attempted or completed by the student.
After the add/drop deadline, students may not change registration of an audit to the category of a regular course. Nor may students change registration from a regular course to the category of audit after the add/drop deadline.
There is a fee to audit courses; see the financial information portion of the Office of the Registrar website for specific amounts.

Math Survey Exam — *All students entering Natural and Applied Science programs in Biology, Chemistry, Computing Science, Environmental Studies, Mathematics, or Physics must write a Math Survey Exam during orientation week. The exam tests general understanding of math skills, mainly at the grade 9 to 11 levels and provides an indication of the student's overall ability in math.*

Music Placement Test — This test is designed by the Department of Music to measure the knowledge of rudimentary music theory of students wishing to take courses in music theory or history (not for MUSI 110 Fundamentals of Music or MUSI 150 Music Appreciation). It is not required for students who wish to participate in applied music courses. This short test covers material equivalent to Grade 2 Rudiments as prescribed by the Royal Conservatory of Music in Toronto.

RELS 101, 102 Challenge Examination — Please see Graduation Requirements section. See the Religious Studies Department chair for details.
Academic Standing

Scholastic Distinction — To encourage high standards of scholarship at Trinity Western University, the following scholastic honours will be recognized:

Full-time students who achieve 3.60 or higher current grade point average are listed on the Dean's List each semester (Pass/Fail courses do not count toward Dean's List status) Recognition of high levels of scholastic achievement will be made upon graduation, i.e. great distinction for a cumulative GPA of 3.70 or higher and distinction for a cumulative GPA of 3.30 to 3.69

Academic Probation — All Trinity Western University students are expected to maintain a level of academic achievement that will enable them to graduate at the completion of their program. The University minimum cumulative GPA is 2.00; some departments, especially those involved with professional programs, set the minimum GPA at a higher level. In order to continue in their program from semester to semester, students whose cumulative GPA is below 2.0 during first and second year, or below 2.10 during third and fourth year, must achieve academic standards that are monitored by the Academic Standards Committee. Failure to meet these standards will result in restrictions on course registration and may result in required enrolment in the Academic Recovery Program and/ or being required to withdraw from the University. Students below the required GPA (2.0 during first and second year, or 2.10 during third and fourth year) are notified of their status after the completion of each semester and are encouraged to engage a plan to improve their academic standing. Programs available at the University to assist students in this regard include the Study Skills course and the Choosing to Succeed program. If a student continues to report an unacceptably low GPA after several semesters, the University will normally require the student to withdraw.

Academic trial for the first semester of attendance may be required for students with a low standardized test score or who have completed an ACE program, providing these students with an opportunity to achieve success in university studies. Such students should take SKLS 001 (Study Skills) and have a reduced academic course load.

Attendance

It is the responsibility of the student to attend all class sessions of courses for which he or she is registered. Responsibility in this sense is intended to include participation in the class discussion as well as receiving the benefits of class lectures and reports. An instructor may bar a student from writing the final examination of his or her course if the student has been absent without permission or legitimate cause for more than one-quarter of the classes. Specific regulations regarding attendance in individual courses are announced in the course syllabus by the faculty member concerned. An instructor may remove a student from the course if the student misses the first two classes.

Chapel Attendance — Although it is optional, students are strongly encouraged to attend daily chapel services as part of their regular schedule of activities.

Change of Registration (Add/Drop) and Withdrawal

A student who wishes to make a change in the program of courses for which he or she has registered must make such changes by the Add/ Drop deadline.

Adding Courses — Students may add courses, subsequent to registration, until the end of the second week of the semester. All changes must be made through the online registration program. Courses normally may not be added after the second full week of lectures.

Dropping Courses — Courses dropped during the first two weeks of classes are not noted on the student's academic record. If a student drops all courses, fees that apply to withdrawing from the University will be assessed.

Waitlists — "W" listed in the status column of the student's schedule indicates that the class is currently full and the student has been added to the waitlist. The University encourages students to remain on waitlists, which allows exploration of various solutions as we observe student course needs. Any unpaid classes after the first payment date will be waitlisted; after the course add/drop deadline (2 weeks into the semester) they will be deleted from registration. Waitlisted classes are not accessible in MyCourses.

Withdrawing from Courses — Between the end of the second week and the end of the sixth week of classes, a student who withdraws from a course will be assessed a late course withdrawal fee and will receive a grade of 'W' on his or her permanent record. Signatures of the student's instructor(s) as well as the appropriate faculty/ school dean(s) are required. Withdrawal after six weeks is not permitted except in severe extenuating circumstances (as assessed by the University Registrar); documentation of the severe extenuating circumstances is required. In such cases, a WP or WF grade will be assigned by the instructor(s) concerned. There is no tuition refund on withdrawals after week six. Forms for three to six week and seven to 11 week withdrawals must be obtained from the Office of the Registrar. Withdrawal from a course is not permitted after the 11th week of classes in a semester (See section on Other Designated Grades in this Academic Calendar for more information).

Withdrawal from the University — Any student who, after registration, finds it necessary to withdraw from the University should request a withdrawal form at the Student Life Office and obtain signed approvals and releases from various departments as indicated. The date on which the completed form is submitted to the Student Life Office will be used by the Office of the Registrar for calculating refunds of tuition and residence fees. The administration of the University may request a student to withdraw from the University at any time for unsatisfactory conduct, for failure to abide by University regulations, or for exceptionally low academic performance. If a student is re-admitted to the University after being deregistered for one year or more, the graduation requirements at the point of re-admission will apply.

Directed Studies

If a course is a required component of a student's program and the student has valid reasons for not being able to take it when offered, students may apply to take the course by directed study but only during a semester when the course is not offered on campus. Students must apply during the first week of the semester to allow sufficient time for the instructor and the Office of the Provost to process the application prior to the add/drop deadline. (Application forms are available from the Office of the Registrar.) Directed study courses are normally available to third and fourth year students only. Students are allowed a maximum of 12 sem. hrs. of directed study in their degree program and may not normally take more than one directed study course per semester.

Transferability of TWU Courses to Other Institutions

Trinity Western University is a full member of the British Columbia Council on Admissions and Transfer, the governing body responsible for transfer agreements between post-secondary institutions within the province of BC. As such, Trinity Western University courses are transferable to other post-secondary institutions. Trinity Western University is also a full member of Universities Canada, and has signed on to the Pan-Canadian Protocol on the Transferability of University Credits. Members who have signed on to this Protocol agree to recognize each other's credits for transferability, and agree to remove barriers to post-secondary student mobility among Canadian provinces and territories, including barriers to the transferability of university credits. To determine the exact credit that TWU courses will receive at other post-secondary institutions, students should request an official transcript of their TWU academic record to be sent to the receiving institution. Often more detailed course syllabi are required to determine the exact credit to be awarded. Course syllabi are provided in each class by the instructor but can also be ordered from the Office of the Registrar.

Official Transcripts

Official transcripts of a student's TWU academic record can be ordered online at twu.ca/transcript. All requests will be ready for pick-up or delivery within two business days. Transcripts can be sent by surface mail or courier, or held for pick-up in the Office of the Registrar. Students are encouraged to review their unofficial transcript online before ordering. Unofficial transcripts can be viewed online at twu.ca/transcripts. Transcript fees (see Student Fees section) include regular mail service within North America. Courier service within North America or delivery outside of North America is available for an additional fee.

Office of the Registrar

Grant McMillan, Registrar

The Office of the Registrar is the foremost resource for students' registration and financial account activity. Located in Mattson Centre, the Office of the Registrar serves students in person and online.

Hours: *8:30 a.m. to 4:00 pm Monday, Tuesday, Friday*
9:30 a.m. to 4:00 pm Wednesday, Thursday
Tel:
604.513.2070
Fax:
604.513.2096
Email:
registrar@twu.ca
Website: twu.ca/registrar ***or*** twu.ca/services

Student Fees and Financial Aid

All funds quoted in Canadian currency.
Since the programs and policies of the University are under continual review, the University reserves the right to change the schedule of fees and charges without notice.

Tuition Charges and Other Fees

Tuition and Fees

For detailed information on tuition and fees, please see Payment Information or follow the links below for specific information.

Undergraduate Program Tuition and Fees

Additional Fees such as:

- Activity Fee and Student Association Fee
- Private Music Lessons
- Laurentian Leadership Centre Fees
- Freshman Academy Fees
- Parking Fees

School of Graduate Studies Program Tuition
SGS Student Association Fee

ACTS Seminaries Program Tuition
ACTS Student Association Fees

Housing Fees

Miscellaneous Service Fees

Confirmation Requests	$10 per document
Transcript Requests	$13 per copy
Incomplete Grade Fee (ACTS)	$50 (contract required)
Graduation Fee (ACTS)	$100
Syllabi Request	$5 per syllabus requested
Letters of Permission	$25
Late Registration Fee	$50
Late Payment Fee	$50
Returned Cheque	$30

Enrolment Deposit

Domestic Students:
An enrolment deposit is applicable for newly admitted and re-enrolling students and will be credited toward the appropriate semester tuition fees. Once the enrolment deposit is received, online registration will be open to the student. It is fully refundable if notice of cancellation of enrolment is received no later than June 1. After June 1st, the entire deposit will be forfeited if the student does not enroll for the semester.

International Students:
International students (whose citizenship is outside Canada and the US) are encouraged to contact their admissions counsellor for specific information.

Security Deposit

The security deposit is a $100 refundable deposit required of all students. The deposit will be used to cover damage or breakage in a student residence or academic lab and other areas of student indebtedness to the University including outstanding parking and library fees & fines, etc. Should there be any charges against this deposit reinstatement to the full amount of $100 will be required by the beginning of the next semester at the University. At the request of the student, the deposit will be refunded less any outstanding charges on their student account at the end of a student's studies at the University. Graduating students will have their security deposit automatically refunded after graduation. Students who are not planning to return to the university should email a Security Deposit Refund request to the Office of the Registrar. The email should include their current permanent home mailing address. The University will attempt to contact students who no longer attend and have not requested their deposit. If no reply is received during the period of one year the deposit will be forfeited to the Student Assistance Fund. Security Deposits of $50 or less will be refunded in cash only. All other refunds will be by cheque or bank wire.

Payment Schedule

Graduate Payment Deadlines

Payment is due two weeks prior to the first day of classes. You may pay earlier than two weeks prior to class and early payment will ensure you a place in the class and gain access to MyCourses. Once payment is received, your course status will be updated to current if there is still space in the course. Please note that if your payment and/or confirmation of loans are not received by the end of the first day of classes, we will assume that you have had a change in plans and will not be attending the course; and your course selection will be cancelled. Re-enrollment will be subject to $100 re-enrollment fee.

Undergraduate and ACTS Payment Deadlines

Payment for the fall semester is due August 15 and December 15 for spring. To maintain current status in courses, you must pay a minimum of 25% of the balance due as shown on your Student Statement, on or before the due date. If your first payment is not received by this date you will maintain your course selection, but you will lose priority in your classes.

To maintain class placement, sstudents must make the first payment (minimum 24% of outstanding tuition balance) by August 15 (Fall semester) and December 15 (Spring semester). If the first payment is not received by the first day of class, courses will be dropped and the student must contact the Office of the Registrar to resolve payment and re-register.

Effective this fall (2017), students will be able to make up to four tuition payments per semester. Payment dates are August 15, September 15, October 15 and November 15 for Fall semester and December 15, January 15, Feburary 15 and March 15 for Spring semester.

Student Statement

Once a student has enrolled in classes the statement may be viewed on the Student Portal once the semester charges have opened. This is a detailed financial statement for courses currently registered and advance deposits made toward the semester. Please note that the statement is dynamic and will adjust automatically with registrations and payments made by the student.

Payment Options

Pre Authorized Debit (PAD) Payment Plan of two or four payments per semester.

This is a withdrawal of funds from a person's bank account based on a previously signed authorization. This payment plan is available to all students who have a bank account at any major Canadian bank and/or Canadian credit union. You can access the PAD Payment Plan Online Application on the Student Portal. An administration fee of $25 per semester will be assessed to your student account for this payment option.

Payments in the four-payment plan schedule are due on August 7, September 7, October 7, and November 7 (for the fall semester), or December 7, January 7, February 7, and March 7 (for the spring semester). For the two-payment plan, payments are due on the 7th of August and October, or December and January.

If you apply for this payment option after the first payment date listed above, the payments must be caught up when the first payment is processed. Pre Authorized Debits that are returned by the bank as non-negotiable will incur a transaction fee of $50.00 per missed payment regardless of the reason and will also incur interest charges of 18% per annum. Once you have applied and been approved for this payment plan you can still opt out or cancel but will incur a cancellation fee of $30. Students will need to reapply for the PAD payment plan for each semester.

Financial Aid Program

Tim Shulba, Director

The Financial Aid program for undergraduate studies at Trinity Western University includes scholarships, need-based awards, campus employment opportunities, and loans (Canadian and United States governments). These may be extended to the student individually or in combination. All students seeking financial assistance should also apply for available assistance from local, regional, and provincial or state sources.

Scholarships

Merit-Based Financial Aid: Merit-scholarships are typically awarded for academic achievements. At Trinity Western University, new students are automatically assessed for scholarships once accepted to the University. Returning students are encouraged to complete the Financial Aid application to be considered for scholarships. The application is available at twu.ca/awards.

Need-Based Awards

Eligibility for need-based awards is determined by the student's and his or her family's financial situation. A standard formula is used nationwide to evaluate the student's and family's ability to pay for post-secondary expenses. This formula takes into account variables such as: family income, assets, taxes paid, family size, the number of dependent children in post-secondary studies, etc. The resulting figure is subtracted from an institution's cost of attendance to determine a student's total need. The amount of aid awarded may or may not meet the student's total eligibility. The application is available at twu.ca/awards.

Campus Employment

Students who wish to apply for campus employment must do so online through the Financial Aid Need- Based Award Application. The application can be found at twu.ca/awards. All students selected for campus employment will be notified by email of their eligibility. This email will also contain information on how to access campus employment opportunities.

Loans

A variety of government and private loan programs are available to university students. TWU urges students to evaluate their personal financial situation carefully with a view to avoiding accumulation of excessive educational debts. However, for many students, responsible borrowing is an important means of meeting educational costs, and the University's Financial Aid Office is prepared to offer students counsel and assistance in applying for aid under applicable government programs. Visit twu.ca/awards for instructions on how to apply for loans.

International Students

Students who are not residents of Canada and who require financial assistance to attend TWU must arrange for such assistance in their country of origin before arrival in Canada. Although TWU permits non-Canadian students to compete for scholarships, it must be stressed that non-Canadian students should not predicate their tuition and living expense estimates upon these sources. Any student may seek employment in Canada but the employer must receive approval from the Canada Employment Centre (CEC) to hire a foreign worker before the student can obtain an Employment Authorization. Only those who have skills that are in demand will be approved by CEC. Such students are expected and required by federal law to have sufficient funds guaranteed for their education prior to arrival in Canada.

Priority Application Dates

Undergraduate students (returning, new, and transfer): March 15 (scholarships, grants, and endowment awards)

Graduate students: May 1 (scholarships, grants, and endowment awards)

Applications submitted after priority application dates will be considered based on availability of funds. Applications submitted before priority application dates will be guaranteed funds (based on eligibility).

General Financial Aid Policies

Factors considered in awarding scholarships and grants include academic achievement, financial need (as defined by StudentAidBC), and evidence of student effort at self-help in terms of summer and part-time employment. Only full-time students (12 sem. hrs. or more for undergraduate students, 9 sem. hrs. for graduate students) are eligible for Trinity Western University financial assistance.

Awards are made on an annual basis, with one-half of the award applied to the fall semester and the balance applied to the spring semester. All scholarships and grants require at least a 2.00 cumulative GPA. Individual awards may have specific cumulative GPA requirements.

Academic Scholarship amounts are based on a 15 sem. hr. course load per semester and will be pro-rated according to the student's course load. Ongoing academic requirements must be met in order to renew the scholarship each year.

Financial Aid Office

The Financial Aid Office seeks to provide potential and current students with timely financial information, counsel, and funding, thereby ensuring that every reasonable effort has been made to enable students to meet their educational expenses in a fiscally responsible manner.

Hours: *8:30 am to 4:30 pm, Monday to Friday*
Mattson Centre
Tel: *604.513.2031*
Fax: *604.513.2159*
Email: **awards@twu.ca**
Website: **twu.ca/awards**

Academic Information

Undergraduate Program Table

Disciplines	Degree	Honours	Major	Concentration	Minor	Courses
Accounting					•	•
Acting	B.F.A.					
Anthropology						•
Applied Linguistics	B.A.	•	•	•	•	•
Art + Design	B.A.		•	•	•	•
Arts, Media + Culture	B.A.		•			•
Aviation	A.A.			•		•
Biblical Studies	B.A.	•	•	•	•	•
Biology	B.Sc.	•	•	•	•	•
Biotechnology	B.Sc.	•	•			
Business Administration	B.B.A.	•				
Business Administration	B.A.		•	•	•	•
Career Preparation						•
Catholic Studies					•	
Chemistry	B.Sc.	•	•	•	•	•
Chinese						•
Christianity and Culture	B.A.		•	•	•	•
Computing Science	B.Sc.			•	•	•
Co-operative Education						•
Corporate Communication	B.A.	•	•			•
Economics				•	•	•
Education	B.Ed.			•	•	•
Elementary School Physical Education					•	•

English	B.A.	•	•	•	•	•
Environmental Studies	B.A., B.Sc.		•		•	•
European Studies	B.A.		•			
Film Studies				•	•	
French				•	•	•
French Language & Literature				•	•	•
Gender Studies					•	
General Studies	B.A., B.Sc.		See note			
Geography	B.A.		•	•	•	•
Geology						•
German						•
Greek						•
Hebrew						•
History	B.A.	•	•	•		•
Humanities	B.A.		•		•	
Human Kinetics	B.H.K.					
Human Kinetics	B.A.		•	•	•	•
Human Services Programs	Certificate					•
Inter-Cultural Religious Studies	B.A.		•		•	•
Interdisciplinary Studies						•
International Development Studies				•	•	•
International Studies	B.A.	•	•			•
Japanese						•
Latin						•
Leadership	B.A.		•			•
Linguistics (Applied)	B.A.		•	•	•	•
Mathematics	B.Sc.		•	•	•	•

Mathematics with Computing Science	B.Sc.		•	•	•	•
Media + Communication	B.A.		•	•	•	•
Music	B.A.		•	•	•	•
Natural & Applied Sciences	B.Sc.		•			•
Nursing	B.Sc.N.					•
Philosophy	B.A.	•	•	•	•	•
Physics				•	•	•
Political Studies	B.A.	•	•	•	•	•
Professional Writing					•	•
Psychology	B.A.	•	•	•	•	•
Religious Studies	B.A.		•			•
Russian						•
Social Sciences	B.A.		•			
Social Studies				•		
Sociology	B.A.		•	•	•	•
Spanish				•	•	•
Special Education					•	•
Sport & Leisure Management	B.A.		•			•
Study Skills						•
TESOL	Certificate					•
Theatre	B.A.		•	•	•	•
World Languages & Cultures	B.A.		•	•	•	•
Worship Arts					•	•

Note: A B.A. in General Studies requires two minors or concentrations, at least one of which is not in the Natural or Applied Sciences. A B.Sc. in General Studies requires two minors or concentrations, both of which are in the Natural or Applied Sciences.

Graduation Requirements for Undergraduate Degrees

Note: See School of Graduate Studies section for graduate degree requirements. It is the responsibility of the student to ensure that the courses required for the granting of a degree have been satisfactorily completed. Students are therefore cautioned to make absolutely certain that the number and combination of their courses meet all University and departmental requirements.

Core Requirements*

All students must complete 46 sem. hrs. of core requirements unless transferring to TWU with a minimum of 57 sem. hrs. of initial transfer credit, in which case core requirements are modified. Core requirements are as follows:

Academic Research & Writing

- 6 sem. hrs. to be chosen from ENGL 101, 102, 103, 104. These courses are compulsory during first year for all new full-time (12 or more sem. hrs.) students, or, if WRTG 100 is required at the point of admission to the University, in the next two consecutive semesters following the successful completion of WRTG 100. ENGL 103 and 104 are recommended for students for whom English is their native language. Students for whom English is a second language may substitute ENGL 101 and 102 for ENGL 103 or 104 following the successful completion of WRTG 101 in their first semester, or may choose to take ENGL 103 and 104. For more information, please visit the Undergraduate Admissions section of this calendar.

Foundations:

- FNDN 101 (1 sem. hr.) This course is compulsory during the first semester of the first year for all students. Waived for students who have a minimum 24 sem. hrs. of initial transfer credit.
- FNDN 102, 201 (6 sem. hrs.) required of all students.

Logical & Ethical Reasoning:

- 3 sem. hrs. to be chosen from PHIL 103, 105, 106, 109, 210.

Religious & Spiritual Thought:

- RELS 101, 102 (6 sem. hrs.) Students who are unfamiliar with the biblical, theological and historical narrative of Christianity may take RELS 100 in place of either RELS 101 or 102. Students may challenge the RELS 101 and 102 courses by writing an exam provided by the chair of the Religious Studies Department. If successful, students must substitute RELS 101 and/or 102 with (an) alternative biblical content course(s).
- One of RELS 160, 271, 272 (3 sem. hrs.).

Scientific Method & Lab Research

- 3 sem. hrs. to be chosen from BIOL 103, 104, 113, 114, 216, 241, 262; CHEM 101, 103, 111; GENV 109, 121; GEOL 109; PHYS 111.

Ways of Knowing

3 sem. hrs. to be chosen from each of the six Ways of Knowing listed below. See the Undergraduate Programs section of this Calendar for specific course options in these Ways of Knowing for each program.

Aesthetic & Performance Inquiry (3 sem. hrs.)

Cultural & Linguistic Inquiry (3 sem. hrs.)

Experiential & Embodied Inquiry (3 sem. hrs.)

Historical & Archival Inquiry (3 sem. hrs.)

Quantitative & Computational Inquiry (3 sem. hrs.)

Social & Global Inquiry (3 sem. hrs.)

When a core requirement is met as part of another program requirement (e.g. when the Scientific Method & Lab Research requirement is met as part of a Biology major), the student is deemed to have met that core requirement without having to take additional courses.

Grade Point Average Requirements

In general, the University upholds the following requirements for graduation:

- University minimum cumulative GPA for an undergraduate degree: 2.00
- Minimum GPA for courses across the major: 2.00
- Minimum GPA for courses in minors and concentrations for all students taking an undergraduate degree: 2.00
- Minimum GPA for courses in minors for students taking an undergraduate degree in General Studies: 2.00 in each minor or concentration; 2.00 for the combined total of the two minors or concentrations
- For honours degrees, the minimum cumulative GPA is 3.0, with a minimum cumulative average of 3.00 for all courses in the honours discipline
- The required GPA applies to all courses taken in the subject irrespective of the total of semester hours in the subject.

Some programs have set minimum grade point requirements above these general University requirements. Such requirements are described in the specific program sections of this Calendar.

Graduation Requirements for Transfer Students

- Transfer students must meet all normal graduation requirements; however, FNDN 101 is waived for students entering TWU with a minimum of 24 sem. hrs.;
- Transfer students will be allowed to transfer into their TWU program a maximum of 9 sem. hrs. of upper level course credit towards a major, a maximum of 6 sem. hrs. of upper level credit towards a concentration, and a maximum of 3 sem. hrs. of upper level course credit toward a minor
- Core requirements* are modified, for a total of 30 sem. hrs., for students transferring to TWU with a minimum 57 sem. hrs. of transfer credit. Modified core requirements are as follows:

Academic Research & Writing

- 6 sem. hrs. to be chosen from ENGL 101, 102, 103, 104. These courses are compulsory during first year for all new full-time (12 or more sem. hrs.) students, or, if WRTG 100 is required at the point of admission to the University, in the next two consecutive semesters following the successful completion of WRTG 100. ENGL 103 and 104 are recommended for students for whom English is their native language. Students for whom

English is a second language may substitute ENGL 101 and 102 for ENGL 103 or 104 following the successful completion of WRTG 101 in their first semester, or may choose to take ENGL 103 and 104. For more information, please visit the Undergraduate Admissions section of this calendar.

Foundations:

- FNDN 201 (3 sem. hrs.) required of all students.

Religious & Spiritual Thought:

- One of RELS 160, 271, 272 (3 sem. hrs.).

Ways of Knowing

3 sem. hrs. to be chosen from each of the six Ways of Knowing listed below. See the Undergraduate Programs section of this Calendar for specific course options in these Ways of Knowing for each program.

Aesthetic & Performance Inquiry (3 sem. hrs.)

Cultural & Linguistic Inquiry (3 sem. hrs.)

Experiential & Embodied Inquiry (3 sem. hrs.)

Historical & Archival Inquiry (3 sem. hrs.)

Quantitative & Computational Inquiry (3 sem. hrs.)

Social & Global Inquiry (3 sem. hrs.)

- When a core requirement is met as part of another program requirement (e.g. when the Scientific Method & Lab Research requirement is met as part of a Biology major), the student is deemed to have met that core requirement without having to take additional courses.

*The new Liberal Arts Core Curriculum applies to all new undergraduate students starting in Fall 2017 (pending final approval from the British Columbia Ministry of Advanced Education).

Limitations

- Students may count a maximum of 9 sem. hrs. of Applied Music (ensembles and/or private music lessons) towards graduation requirements without having to take Music Theory and/ or History courses. An additional 6 sem. hrs. may be taken provided they are balanced by an equivalent number of semester hours in Music Theory and/or History. These restrictions do not apply to students taking a major, concentration, or minor in Music.
- Students may count a maximum of 6 sem. hrs. of Human Kinetics activity courses towards graduation requirements, unless they are taking a minor, concentration, or major in Human Kinetics.
- Students may count a maximum of 25 sem. hrs. of practicum courses towards graduation requirements, unless students are majoring in professionally oriented disciplines (Art, Arts, Media + Culture, Theatre, Music, Nursing, Human Kinetics, or Education).
- Students may count a maximum of 12 sem. hrs. of directed studies courses towards degree requirements.

Number of Semester Hours of Credit

Except where noted in program descriptions in this Calendar, the minimum number of semester

hours of university level studies required for undergraduate degrees is as follows:

- Regular B.A., B.B.A., B.F.A., B.H.K., B.Sc., and B.Sc.N. degrees: 122 sem. hrs.
- Honours degrees: 134 sem. hrs.
- Concurrent B.A./B.Ed. or B.Sc./B.Ed. (five-year program): 159 sem. hrs.
- B.Ed. (post-degree): 69 sem. hrs.
- B.A. in General Studies: Students may obtain a B.A. in General Studies by completing two minors or concentrations, at least one of which is not a Natural or Applied Science.
- B.Sc. in General Studies: Students may obtain a B.Sc. in General Studies by completing a minimum of two minors or concentrations, both of which are Natural or Applied Sciences.
- Students must complete a minimum of 42 sem. hrs. of courses numbered 300 or above for a regular undergraduate degree, or a minimum of 54 sem. hrs. of such courses for an honours degree.

Requirements for a Second Undergraduate Degree

To obtain a second, different undergraduate degree (e.g., a B.A. and a B.Sc.), students must fulfil all requirements for the second degree. Moreover, they must complete an additional 30 sem. hrs. (minimum) of course work for the degree that requires the higher number of semester hours. All such course work must be taken at Trinity Western University.

Specialization Requirements

Students can complete discipline specializations that are described in detail in department program descriptions.

- A major consists of at least 42 sem. hrs. in one discipline, of which 24 sem. hrs. must be numbered 300 or above
- A concentration consists of at least 30 sem. hrs. in one discipline, usually with at least 12 sem. hrs. of courses numbered 300 or above
- A minor consists of at least 24 sem. hrs. in one discipline, usually with at least 12 sem. hrs. of courses numbered 300 or above

Except where noted in program descriptions in this Calendar, the minimum number of semester hours required for graduation in discipline specializations is:

- For an honours degree, at least 54 sem. hrs.
- For a major, at least 42 sem. hrs.
- For a degree in General Studies, two minors in two different disciplines of at least 24 sem. hrs. each, subject to department regulations for those minors
- A multidisciplinary major of at least 60 sem. hrs., involving three disciplines, as specified for such majors elsewhere in this Calendar

When a student takes a combination of majors, concentrations, or minors for which the same course is required by, or allowed in, any two of the discipline specializations (excluding ancillary requirements), the student is required to take, in addition, another course from the options allowed to satisfy the semester hour requirements for each specialization.

Undergraduate Graduation Application Deadlines

1. *Students must apply to graduate by completing an application for graduation online at* twu.ca/graduation.
2. Students must apply for graduation by April 30 of the year prior to graduation. Students re-enrolling in January for the final semester before graduation must

apply for graduation by the day after registration. Late applicants will be assessed a $50 late fee for applications submitted after these deadlines.

3. Students wishing to participate in the April graduation exercises must meet the following criteria: a) achieve overall GPA of 2.0, plus other relevant GPA requirements for specific majors, concentrations, and minors by the December prior to the April graduation; b) demonstrate that they will have completed all required sem. hrs. and course requirements for their respective degree by April 30.

Students applying for April graduation after January 30 of the same calendar year will not be permitted to participate in graduation ceremonies until the following April.

Grading Practices

University Standard Grading System

The University assigns students letter grades at the end of each course. Instructors should follow the standard University percentage equivalent for letter grades (see below). Instructors may use other equivalencies, but in such cases they must show the scale used in the syllabus, and also announce the scale they use, orally, early in the course.

While instructors may choose to supplement or replace the standards below with other criteria more directly relevant to their particular disciplines, the following chart provides sample grade interpretation guidelines:

Letter Grade	Quality Characteristics
A	**Outstanding, excellent work**; exceptional performance with strong evidence of original thinking, good organization, meticulous concern for documented evidence, and obvious capacity to analyze, synthesize, evaluate, discern, justify, and elaborate; frequent evidence of both verbal eloquence and perceptive insight in written expression; excellent problem-solving ability in scientific or mathematical contexts with virtually no computational errors; demonstrated masterful grasp of subject matter and its implications. Gives evidence of an extensive and detailed knowledge base. Note: The A+ grade is reserved for very rare students of exceptional intellectual prowess and accomplishment, especially in lower level courses.
B	**Good, competent work**; laudable performance with evidence of some original thinking, careful organization; satisfactory critical and analytical capacity; reasonably error-free expository written expression, with clear, focused thesis and well-supported, documented, relevant arguments; good problem-solving ability, with few computational or conceptual errors in scientific subjects; reasonably good grasp of subject matter but an occasional lack of depth of discernment; evidence of reasonable familiarity with course subject matter, both concepts and key issues. Exhibits a serious, responsible engagement with the course content.
C	satisfactory grasp of basic elements of the course but frequent lapses in detailed understanding. Satisfies the minimum requirements of the course.
D	**Minimally acceptable work**; relatively weak performance with little

	evidence of original thinking or ability to analyze or synthesize course material; nominal or weak problem-solving ability in scientific subjects; written expression frequently exhibits difficulty in articulating a central thesis or sustaining a coherent argument; ideas are trite or juvenile, without discernible development. Shows inadequate grasp of some basic elements of the course.
F	**Inadequate work**; poor performance that indicates a lack of understanding or misunderstanding of essential subject matter; seems easily distracted by the irrelevant; written expression is poorly organized, often incoherent, and rife with mechanical and diction errors. Shows little evidence of even basic competency in the course content or skills.

The University-wide system of percentage equivalents is shown in the table below. Faculty members may deviate from this scale; however, if they do so, they must indicate, in their course syllabus, the percentage equivalency system they use.

Letter Grade	Percentage	Grade Point
A+	90–100	4.3
A	85–89	4.0
A-	80–84	3.7
B+	77–79	3.3
B	73–76	3.0
B-	70–72	2.7
C+	67–69	2.3
C	63–66	2.0
C-	60–62	1.7
D+	57–59	1.3
D	53–56	1.0
D-	50–52	0.7
F	Below 50	0

Revised August 1992

Examinations

Trinity Western University operates on a semester basis, with final examinations held in December and April. Final examinations in Summer Session courses are normally held on the last day of the course.

- **Absence from Final Examinations.** A student who is absent from a final examination without an acceptable excuse will be assigned a zero for that examination. Absence due to illness must be supported by a medical certificate indicating the nature of the illness. If an examination is missed for any reason, including illness, the student must notify the faculty member prior to the examination and the Office of the Registrar within 48 hours of the missed examination, giving written documentation explaining the absence.
- **Religious Observances during Examination Schedules.** The University does not hold examinations on Sundays, Good Friday, or Easter Monday. However, the University recognizes that some students may, on religious grounds, still require alternative times to write examinations. Students should contact the Office of the Registrar regarding alternative arrangements within two weeks of the publication of the final examination schedule.

- **Departure during Final Exam Period.** Students are cautioned not to finalize plans for departure from campus during exams until they have received the final examination schedule.
- **Student Access to Final Examinations.** Instructors will, on request by a student, informally review the final examination with the student after the semester grade has been released. Final examinations not returned to students will be kept for one year after the examination period, after which they may be shredded or destroyed by other acceptable means.

Exam Conflicts

Students may request to have an examination rescheduled if they have an exam conflict. An exam conflict is defined as one of the following:

1. Two exams in the same period.
2. Three consecutive exams.
3. An exam on a Saturday or Religious Holiday that cannot be written for religious reasons.

Exam Conflict Resolution Forms are available at the Office of the Registrar. A copy of your exam schedule, indicating the conflict, must be attached to this form. The form may be taken to your professor to request a change in exam time. *Exam changes are not official until the completed form is returned to the Office of the Registrar for approval.*
Students may also reschedule an exam in extenuating circumstances over which the student has no control (e.g. illness with supporting medical documentation, death in one's immediate family). No fee is incurred for this kind of rescheduling.

Since final examination dates are known well ahead of time, examinations may only be rescheduled for a fee provided:

- The reason for rescheduling is for reasonable and substantial cause, applied for with details and approved on a form prepared by the Registrar's Office, signed by the faculty member teaching the course, the faculty or school dean, and the Registrar. Faculty may not reschedule examinations outside this process;
- The examination is rescheduled within the normal exam period;
- The faculty member creates a new examination of equal difficulty to the original;
- The deadline for such requests is November 15 for Fall examinations, and March 15 for Spring examinations.

Change of Final Exam Authorization forms are available from the Office of the Registrar. *Exam changes are not official until the completed form is returned to the Office of the Registrar for approval.*

Grade Appeals

A student's appeal of a final grade should be submitted according to the following procedures:

- Informally, i.e., by the student contacting the instructor directly
- Formally, i.e., in writing, no later than March 1 for grades assigned during the previous fall semester, and no later than November 1 for grades assigned in the previous spring or summer semester, to the department chair or associate dean concerned. The chair and one other appointed member from the department will consider the appeal
- Further appeal may be made to the dean of the faculty or school involved; if dissatisfaction persists, final appeal may be made to the Office of the Provost

- Any formal evaluation may result in upward or downward revision, or no change
- A resulting change of grade will be submitted to the Office of the Registrar accompanied by a rationale for the change, along with the signatures of the instructor and the department chair or the dean of the faculty or school

Grading, Progression, and Academic Standing

The University provides a standardized measurement of students' academic progress, for individual courses and for the entire program of study. The University uses letter grades to measure progress in each course and a numeric grade point average to assess cumulative progress in all courses.

Grade Point Average

The indication of a student's academic performance, Grade Point Average (GPA), is calculated by changing each letter grade into its numerical equivalent and multiplying this number by the number of semester hours in the course. The grade points are then totaled and divided by the total semester hours.

Course	Sem. hrs.	Letter grade	Numerical Equivalent	Sem. hrs. x grade points
ENGL 101	3	B+	3.3	3 x 3.30 = 9.90
HKIN 131	2	A-	3.7	2 x 3.70 = 7.40
Total	5		17.30	
The GPA is (17.30 / 5) or 3.46.				

Note: Students have the opportunity to repeat any course to obtain a higher grade, whereupon only the higher grade is applied to their cumulative GPA. Each grade received is documented on the student's transcript.

Other Designated Grades

P = Pass. This is a legitimate grade in a Pass/Fail course (Pass/Fail course grades are not calculated into the GPA).

F = Failure (no grade points; F=0). No credit will be given except by successfully repeating the failed course at the University. If such repetition is successful, the failure remains on the student's permanent record but is not calculated into the GPA.

W = Withdrew. This is registered after the second week of classes and up to the end of the sixth week (Note: Withdrawal during the first two weeks of a fall or spring semester course is not registered on the student's transcript).

WP = Withdrew Passing. After the sixth week of classes and up to the eleventh week, the grade of 'WP' is assigned on the student's permanent record upon withdrawal from a course, provided the student was passing the course at the time of withdrawal.

WF = Withdrew Failing. This grade is assigned when the student is failing the course at the time of withdrawal. (See note under "WP"). WP/WF grades are not computed into the GPA.

Note: A student may withdraw from a course between the seventh and eleventh week with a WP or WF grade only because of severe extenuating circumstances beyond the student's control and if approval is granted by the University Registrar or his/her designate (The required form and procedures are available in the Office of the

Registrar). No course withdrawals are permitted after the end of the eleventh week in a semester.

INC = Incomplete. This indicates a temporary delay of the assignment of a grade when failure to complete the course has been caused by extenuating circumstances beyond the student's control. It normally occurs after the end of the eleventh week of the semester, and only when the majority of the course work has been completed (The required form and procedures are available in the Office of the Registrar).

Academic Standing

The levels of academic standing for students at Trinity Western University include First Class, Second Class, Average Class, Below Average Class, and Failure. A student's academic standing is determined by cumulative grade point average:

- First Class standing indicates a cumulative grade point average between 3.70 and 4.30
- Second Class standing indicates a cumulative grade point average between 2.70 and 3.69
- Average Class standing indicates a cumulative grade point average between 1.70 and 2.69
- Below Average Class standing indicates a cumulative grade point average between 0.70 and 1.69
- Failure indicates a cumulative grade point average between 0.00 and 0.69

Academic Policies

Academic Freedom

Trinity Western University recognizes that academic freedom, though varyingly defined, is an essential ingredient in an effective university program. Jesus Christ taught the importance of a high regard for integrity, truth, and freedom. He saw His role as, in part, setting people free from bondage to ignorance, fear, evil, and material things while providing the ultimate definition of truth.

Accordingly, Trinity Western University maintains that arbitrary indoctrination and simplistic, prefabricated answers to questions are incompatible with a Christian respect for truth, a Christian understanding of human dignity and freedom, and quality Christian educational techniques and objectives.

On the other hand, Trinity Western University rejects as incompatible with human nature and revelational theism a definition of academic freedom which arbitrarily and exclusively requires pluralism without commitment, denies the existence of any fixed points of reference, maximizes the quest for truth to the extent of assuming it is never knowable, and implies an absolute freedom from moral and religious responsibility to its community.

Rather, for itself, Trinity Western University is committed to academic freedom in teaching and investigation from a stated perspective, i.e., within parameters consistent with the confessional basis of the constituency to which the University is responsible, but practiced in an environment of free inquiry and discussion and of encouragement to integrity in research. Students also have freedom to inquire, right of access to the broad spectrum of representative information in each discipline, and assurance of a reasonable attempt at a fair and balanced presentation and evaluation of all material by their instructors. Truth does not fear honest investigation.

Trinity Western University's Statement on Academic Integrity

Trinity Western University aspires to achieve excellence in the scholarly activities of teaching, discovering, preserving and applying knowledge.

These goals require an adherence to high standards of academic integrity; consistent with the values of honesty, trust, fairness, respect, responsibility, and courage, upheld by the International Center for Academic Integrity [http://www.academicintegrity.org/icai/home.php]. In keeping with the university's founding documents and its Christian ethos, the University regards these qualities as being of the utmost importance. The University is a key constituent of the broader academic community and has a responsibility to prepare students to be global citizens, role models and leaders.

Trinity Western University takes academic integrity very seriously, since it is the basis for the reputation of the university and for its foundation of Christian high-quality education. The University values success as found in perseverance, learning from one's mistakes, acting responsibly, and respecting others. The academic environment at Trinity Western University strives to be an open and honest learning environment in which all relationships are marked by genuine inquiry, civility and non-violence.

The University expects students, staff and faculty to exhibit humility and integrity in all academic endeavours. All members of the TWU community are responsible to honour the highest standards of academic conduct and behave in a manner that does not denigrate the unique Christian mission of the University or harm the interests of members of the larger academic and non-academic communities. Many of these principles and expectations are further discussed in the university policies linked below:

Academic Freedom*

Integrity in Scholarship & Research

Academic Misconduct (see the following section)

Conflict of Interest

Animal Care

Biosafety & Biosecurity

Research Ethics (involving human subjects)

Intellectual Property policy

*This policy is currently under revision and review by the University Senate.

Academic Misconduct

One of the core values of Trinity Western University is the integration of high standards of personal, moral, and spiritual integrity with academic excellence. As such, the University considers it a serious offence when an individual knowingly acts, or fails to act, in a manner to gain unearned academic credit. It is the student's responsibility to inform him or herself as to what constitutes academic misconduct, and to address any questions to the individual professors with whom he or she is dealing. It is the instructor's responsibility to confront any student who, in the instructor's judgment, has committed an act of academic misconduct. The penalty for an act of academic misconduct will be assigned according to procedures listed below. The University does not record acts of academic misconduct on student transcripts, but does keep a permanent record of such acts for internal purposes.

Definition of Terms

Academic Misconduct: to act in a manner in order to gain unearned academic credit. Examples of academic misconduct include, but are not limited to:

- Plagiarism (see below)
- Cheating on examinations, tests, etc.

- Falsifying lab results
- Impersonating another student in an examination, test, etc.
- Falsifying or misrepresenting information on academic records or official documents
- Submitting the same or substantially the same work for credit in more than one course, without faculty permission (whether the earlier submission was at TWU or another institution)
- Aiding or abetting another student's academic misconduct

Plagiarism: "Plagiarism (from a Latin word for 'kidnapper') is the presentation of someone else's ideas or words as your own." (*The Little, Brown Handbook,* 2nd Can. Ed. p. 555)

Knowingly: if the person ought reasonably to have known

Procedures For Dealing With Acts of Academic Misconduct (Undergraduate students):

1. All allegations of misconduct in research, including those involving a research project or senior thesis, will be made directly to the Vice Provost, Research & Graduate Studies, as per the procedures outlined in the Integrity in Scholarship and Research policy.
2. For all other situations, if an instructor suspects that a student has committed an act of academic misconduct, the instructor shall determine if an offence has been committed by reviewing all relevant information and discussing the situation with the student.
3. If the instructor determines that an offence has been committed, the instructor shall query the Academic Misconduct database to see if the student in question has committed a prior offence before assigning a penalty. (The instructor takes this step by contacting his/her Dean, or if s/he is not available, the Office of the Provost.)
4. If it is the student's first offence, the instructor will impose an appropriate penalty and note this on the form entitled Record of Academic Misconduct, copies of which are then given to the student by the instructor and submitted to the Office of the Provost. For a first offence, the penalty will normally range from redoing the assignment to receiving a zero for the assignment/examination involved. Students may appeal the faculty member's decision to the Faculty/School Dean (or to the Vice Provost if the instructor is the Dean), whose decision is final.
5. If it is not the student's first offence, the instructor will consult with his/her Dean who will recommend an appropriate penalty to the Vice Provost, Teaching & Learning (or Vice Provost, TWU Extension for ADC programs) who will decide on the penalty. For a second offence, the penalty will normally range from receiving a zero on the assignment or examination to failing the course.
6. For a third or higher offence, the penalty will normally range from failing the course to being suspended or expelled from the University. The instructor shall complete the Record of Academic Misconduct and submit it to the Vice Provost who will meet with the student. For penalties up to failing the course, students may appeal the Vice Provost's decision to the Provost, whose decision is final.
7. In cases involving a recommendation for suspension or expulsion, the Vice Provost shall forward the recommendation to the

chair of the University Accountability Committee to begin stage two of the University's formal accountability process (as per the Student Handbook). Students are entitled to hearings and appeals set out by that Committee.

8. In all cases, every effort will be made to process the review/decision in a timely fashion.

Procedures for dealing with acts of academic misconduct (Graduate Students)

1. All allegations of misconduct in research, including those involving a research project, thesis or dissertation, will be made directly to the Vice Provost, Research & Graduate Studies, as per the procedures outlined in the Integrity in Scholarship and Research policy.
2. If an instructor suspects that a student has committed an act of academic misconduct on a course assignment or exam, s/he shall determine if an offense has been committed by reviewing all relevant information and discussing the situation with the student.
3. If the instructor determines that an offence has been committed, s/he shall query the Academic Misconduct database to see if the student in question has committed a prior offence prior to assigning a penalty. (Currently, the instructor takes this step by contacting his/her Dean, or if s/he is not available, the Office of the Provost.)
4. If it is the student's first offence, the instructor will impose an appropriate penalty and note this on the form entitled *Record of Academic Misconduct,* copies of which are then given to the student by the instructor and submitted to the Office of the Provost. For a first offence, the penalty will normally range from redoing the assignment with or without a grade reduction, to receiving a zero for the assignment/examination involved. Students may appeal the faculty member's decision to the Graduate Program Director (or the Faculty/School Dean if the Director is the course instructor), whose decision is final.
5. If it is not the student's first offence, the instructor will consult the Program Director and the Dean, who will recommend an appropriate penalty to the Vice Provost, Research & Graduate Studies, who will decide on the penalty. The penalty will normally range from failing the course to being suspended or expelled from the University. The instructor shall complete the *Record of Academic Misconduct* and submit it to the Vice Provost, Research & Graduate Studies who will meet with the student. Students may appeal the Vice Provost's decision to the Provost, whose decision is final.
6. In all cases, every effort will be made to process the review/decision in a timely fashion.

For the official policy on Integrity in Scholarship and Research, please click here.

Attendance

Students are expected to attend all of their classes on a regular basis. Students who are absent for the first two classes of a semester may be removed from the class list. Instructors may establish attendance requirements in their classes and will indicate any penalties for non-attendance in their course syllabus. Instructors have the right to bar students from writing the final examination in a course when students have missed 25 per cent or

more of the sessions in the course, provided this potential consequence is indicated in the course syllabus.

Students with a Disability

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office outlined in the Student Life section of this Calendar.

Undergraduate Programs

Faculty of Humanities and Social Sciences

Todd Martin, Ph.D., Dean

Purpose

The purpose of the Faculty of Humanities and Social Sciences is to produce compassionate and competent servant leaders through the development of cultural awareness, analytic powers, precise thought, religious knowledge, and research and communication skills all embedded in the unique perspective on life and learning offered by a Christian worldview. While graduates from this faculty are expected to enter many kinds of professions and assume various positions of leadership within society, they are also expected to cherish the abilities which make humans unique in God's creation, such as the capacities for speech, creativity, rationality, and knowledge of God. Faculty members desire that students become committed to fostering constructive relationships among people, regardless of religious, cultural, ethnic, geographic, physical, or other individual differences. They support students in their calling to assist others to live more meaningful, responsive, and responsible lives.

Perspective

The Faculty is committed to the view that a prerequisite to giving Christian leadership is a clear understanding of the biblical meaning of personhood, knowledge of the cultural, historical, and intellectual bases of society, and an ability to offer a Christian critique of the same. Students are therefore presented with and exposed to influential literature, historical texts and interpretations thereof, leading religious ideas and methodologies, differing geographical regions, and competing philosophical, psychological, and political systems, all in an effort to educate them about culture. They are also taught to think biblically and Christianly in the discipline areas which examine these topics. The professors who teach in this faculty are thoroughly Christian, well-educated, scholarly, committed to the value of knowledge, and dedicated to fostering the skills of analysis, research, and clear communication.

Programs

The Faculty offers Bachelor of Arts (honours) degrees in the following:

- Biblical Studies
- English
- History
- International Studies
- Political Studies
- Psychology

Bachelor of Arts degrees majoring in the following:

- Biblical Studies
- Christianity and Culture
- English
- Geography
- History
- Humanities
- Inter-cultural Religious Studies
- Linguistics
- Philosophy
- Political Studies
- Psychology
- Religious Studies
- Environmental Studies
- European Studies
- Humanities

- International Studies
- World Languages and Cultures
- Sociology
- Social Sciences

Also offered is a concentration in Social Studies; concentrations and minors in any of the non-multidisciplinary subjects above plus French, Linguistics with TESOL, and Spanish.

A certificate is also offered in Applied Linguistics (Teaching English to Speakers of Other Languages) and in Human Services, which incorporates courses in Psychology and Sociology as well as relevant practical experiences. A modest number of courses are available in Chinese, German, Greek, Hebrew, Japanese, Latin, and Russian. Finally, the Faculty offers a Master of Arts in Interdisciplinary Humanities offers streams in English, History, Philosophy and General Humanities; the Psychology department members participate in a Master of Arts in Counselling Psychology; and the Religious Studies department offers a Master of Arts in Biblical Studies (See Faculty of Graduate Studies).

The programs offered include the following emphases:

Theoretical Foundations

Students are introduced to the basic assumptions underlying the discipline areas of this faculty and are taught to evaluate these critically from a Christian perspective.

Leadership

Students develop their leadership abilities by increasing their understanding of how people function both individually and in groups and by applying leadership skills in relevant settings. They are encouraged to develop skills of research, critical thinking, and communication to assist them in gaining confidence in articulating viewpoints with clarity and defending them with precision and rigour. A historical perspective is conveyed so that beliefs and values can be understood in their cultural context.

Because Christians have a responsibility to serve and help their fellow humans, the content of the disciplines is integrated with Christian concern for one's neighbours and the attendant joy found in serving God and society. Students' study should equip them to channel the love of Christ in caring, people-helping service.

Career Preparation

Students are encouraged to combine their skills and knowledge with practical and creative applications in life and society. The majors earned in this faculty can lead directly to various careers, or they can prepare students for graduate or professional studies. Trinity Western graduates are pursuing careers in a wide variety of areas including business, industry, education, church or missions-related ministries, government service, international service, law, the media, social service agencies, counselling, publishing, and writing.

Biblical Studies

Department of Religious Studies

Kent D. Clarke, Ph.D., Department Chair and Program Coordinator

The Department of Religious Studies offers:

- an honours program in Biblical Studies, leading to a BA (honours) degree
- a major in Biblical Studies leading to a BA degree
- a concentration
- a minor

TWU offers the largest and strongest Biblical Studies program in Canada, with well-known

experts teaching in the department. A Biblical Studies degree offers students the opportunity to explore a variety of critical issues related to the study of the Bible, with a view toward excellence in biblical interpretation and the development of a mature Christian worldview.

In addition to learning to read the Bible in its original languages (Hebrew and Greek), students learn about the ancient world of the Bible and its writers, the scribal transmission of the biblical text in ancient times, various versions of the Bible (such as the Dead Sea Scrolls, the Septuagint, and the early Greek New Testament), the process of canonization, theories of interpretation, and the early Jewish and Christian traditions that gave rise to the Bible.

Professors encourage students to explore how the biblical messages of truth, love, and justice apply to daily life. Biblical Studies graduates have entered various fields such as teaching, ministry, and missions. The degree is also excellent preparation for a graduate degree in Biblical Studies.

Note: All Religious Studies courses with a second digit of 0 to 5 are regarded as biblical content courses. Courses with a second digit of 6 to 9 are regarded as non-biblical content courses.

Program Checklists and Requirements:

- honours program in Biblical Studies, BA (honours) degree
- major in Biblical Studies, BA degree
- concentration and minor in Biblical Studies

Admission to the honours program requires a cumulative GPA of at least 3.0. Students are required to maintain a GPA of 3.0 in the major throughout the program.

Programs, Activities, and Facilities

Dead Sea Scrolls Institute—The Dead Sea Scrolls Institute at Trinity Western University promotes research in the Qumran scrolls, many of which have been made public only recently. Among them are the oldest manuscripts of the Old Testament and many Jewish documents that shed light on the context of Jesus and the early church. The Institute hosts regular symposia that share the fruits of this research with the public. These proceedings are published in the Department's series, *Studies in the Dead Sea Scrolls and Related Literature*.

Holy Land and Asia Minor Tours—The Religious Studies Department regularly offers travel study tours of Israel (which may include Egypt and Jordan), and Asia Minor (which may include Italy and Greece). Students can take the tour to receive academic credit for numerous course offerings. This enables students to see the ancient sites and texts related to the biblical period. And, by being in the land of the Bible, students discover how the Bible itself is a living document.

Christianity and Culture

Department of Religious Studies

Craig D. Allert, Ph.D., program coordinator

The Department of Religious Studies offers:

- a major in Christianity and Culture leading to a BA degree
- a concentration
- a minor

The Christianity and Culture program provides a strong interdisciplinary understanding of the major issues and movements in Christian history. From the Church Fathers to contemporary Christianity, courses in this major explore the various ways that Christians have viewed

themselves and their relationship to society at large. Students also explore the influence of culture upon Christianity. Core requirements include Biblical Studies classes, and students may choose electives from Philosophy, English, or History to complete their major.

Students can also benefit from courses offered at Catholic Pacific College, a Roman Catholic college affiliated with TWU, located next to the main campus. Christianity and culture graduates have entered fields of teaching, ministry, and missions. A Christianity and culture degree is also excellent preparation for graduate studies in theology.

Note: All Religious Studies courses with a second digit of 0 to 5 are regarded as biblical content courses. Courses with a second digit of 6 to 9 are regarded as non-biblical content courses.

Program Checklists and Requirements:

- major in Christianity and Culture, BA degree
- concentration and Minor in Christianity and Culture
- minor in Christianity and Culture: Catholic Studies

Note: The minor in Christianity and Culture: Catholic Studies is offered by Catholic Pacific College, an approved teaching centre of Trinity Western University. See Catholic Pacific College *in the Affiliate Institutions chapter of this Calendar for specific requirements.*

English

Department of English and Creative Writing

Holly Faith Nelson, Ph.D., Chair

The Department of English and Creative Writing offers:

- an honours program, leading to a BA (honours) degree
- a major, leading to a BA degree
- a concentration
- a minor

The programs are designed to develop the desire and ability to write well (both analytically and creatively), conduct research, and critically evaluate all forms of writing, while introducing students to important bodies of literature from a broad spectrum of time periods and cultures—including authors and texts from Canada, the United States, Britain, and world literatures written in English.

Opportunities for graduates are wide and varied and include careers in teaching, writing, research, editing, publishing, speech pathology, broadcasting, public relations, advertising, politics, administration, law (with further studies), and international and humanitarian relief.

The goal in first year English is to nurture in students a desire and ability to read and write well, conduct research, and appreciate the gift of literature.

Second year English courses cover such diverse subjects as major authors, backgrounds of English literature, national literatures, creative writing, and the study of genre. At this level, students are encouraged to reflect upon and engage with various approaches to literature with a view to preparing them for further study at the upper levels.

Upper level courses numbered 300 and 400 are on the same academic level and qualify as both third and fourth year courses. Most of these courses are offered on an alternate year basis and form the specializations that students follow in their studies in English.

The honours program allows for a high degree of specialization in English. Admission to the

program requires a cumulative GPA of 3.0. Students must maintain grades of 3.5 or higher in all English courses. An overall cumulative GPA of 3.0 is required for graduation in the program. Prospective candidates for the honours program normally apply for admission at the end of their second year, although admission is possible during either semester of the third year. All applications should be made by November 30 or March 31 of the semester preceding the one into which admission is desired.

Program Checklists and Requirements:

- honours program in English, BA (honours) degree
- major in English, BA degree
- concentration and minor in English

Geography and Environment

Faculty of Humanities and Social Sciences and Faculty of Natural and Applied Sciences
David R. Clements, Ph.D., and Maxwell Ofosuhene, Co-Chairs

TWU offers a multidisciplinary program by combining strengths chiefly from three disciplines across two faculties: the geography program in the Faculty of Humanities and Social Sciences, and the biology and chemistry programs in the Faculty of Natural and Applied Sciences. The resulting Department of Geography and Environment offers:

- a major in environmental studies, leading to a BSc degree
- a major in environmental studies leading to a BA degree
- a major in geography leading to a BA degree
- a minor in environmental studies
- a concentration and a minor in geography

Both BA and BSc degree programs in environmental studies are offered at TWU. The BA in environmental studies is designed to equip students to meet the challenges of planning and policy-making that accompany wise environmental management. It uses a broad interdisciplinary base to ground a holistic appraisal of the issues involved in, and the practical application of, environmental management, planning, and policy. Courses either have content that is directly relevant to these areas, or they employ concepts that have value in dealing with environmental problems. The broad interdisciplinary range is coupled with enough flexibility to fulfil more specific interests in biology, chemistry, geography, political studies, business, or education. In addition, combinations of courses in geography, business, political studies, or biology could lead to an environmental studies focus in the education program. This program serves as excellent preparation for careers in environmental law; environmental journalism; land use planning; government agency, industry or non-government organization (NGO) work; and environmental education. Approved course credits that are part of the TWU Laurentian Leadership Centre count towards the environmental studies, BA degree.

A geography degree offers students the opportunity to tackle complex human and environmental problems with a skill set that emphasizes a combination of knowledge-building, critical thinking, informed problem solving, interdisciplinary learning, geospatial technologies and analysis, and hands-on

solutions to positively impact people's quality of life and their environments.

Geographers work in a wide array of fields including community development and missions, urban and regional planning, population and statistical analysis, computerized mapping and remote sensing, business, retail analysis and market research, environmental assessment and resource conservation, geophysical analysis, and natural science research. Graduates with geography degrees are in high demand. Significant employment opportunities exist within government, teaching, business, private sector consulting, and in non-governmental/non-profit organization. The reasons for this wide range of opportunities and the demand for trained geographers in the workplace are the unique spatial perspective, interdisciplinary skills, holistic approach, geospatial technologies, statistical analysis and other skills the geography graduate offers.

Program Checklists and Requirements:
See program checklist section for the BA offerings:

- major in environmental studies, BA degree
- major in geography, BA degree
- minor in environmental studies
- minor and concentration in geography

See Faculty of Natural and Applied Sciences program checklist section for the BSc offerings.

European Studies

Faculty of Humanities and Social Sciences
Kelsey Haskett, Ph.D., Coordinator

The Faculty of Humanities and Social Science offers:

- a major in European studies, leading to a BA degree

This major is designed for students keenly interested in Europe, in particular those who are drawn by its rich cultural heritage and its changing social, political, economic and spiritual dynamics. Bringing together European history, language and culture provides a focus for this interest and is intended to prepare students to play significant roles in Europe or in international settings relating to Europe.

Besides being relevant to the current world situation, understanding Europe represents is a critical factor in understanding North America, since much of North American culture is rooted and grounded in European civilization, including ideas on government, human dignity, and human rights. The historic presence of Christianity in Europe, as well as the move away from Christianity in more modern times, are also important areas to explore for Christians wanting to engage their faith in today's world. Graduates with this major will seek careers in international organizations, government, diplomatic work, business, missions, teaching, overseas journalism, research, and other fields pertaining to Europe.

Program Checklists and Requirements:

- multidisciplinary major in European studies, BA degree – language stream
- multidisciplinary major in European studies, BA degree – history stream
- multidisciplinary major in European studies, BA degree – English literature and fine arts stream

General Studies

A student may choose to pursue a BA or a BSc in general studies. These programs incorporate academic study in a combination of disciplines. This is particularly suitable for students whose areas of interest extend beyond the usual disciplinary boundaries.

A BA in general studies is available by combining a minimum of two minors (24 sem. hrs. each), at least one of which is not a natural or applied science.

A BSc in general studies is available by combining a minimum of two minors (24 sem. hrs. each) in the natural sciences. For more depth, students may choose to do a concentration (30 sem. hrs.) in one or both cases.

Program Checklists and Requirements:

- Major in General Studies, B.A. degree

History

Department of History, Political and International Studies

Darren Provost, Ph.D., Chair and Coordinator of History

The history program within the Department of Geography, History, and Political and International Studies offers:

- an honours major in history, leading to a BA (honours) degree
- a major in history, leading to a BA degree
- a concentration in history
- a minor in history

History students will become aware of the processes of change and the development of peoples, institutions, environments, and ideas over time.

They will investigate how peoples and societies unfolded in response to beliefs, ideas, passions, and material and social conditions. With change continuing today, the study of history prepares students to make sense of this unfolding process. Awareness of history is a prerequisite for informed citizenship and for understanding how to live as a person of faith in the world.

Furthermore, government and business employers are becoming more concerned about understanding political issues, social problems, and public attitudes.

Knowledgeable and thoughtful historians can be effective leaders in gaining and sharing an understanding of culture and thus making informed decisions.

TWU's Laurentian Leadership Centre in Ottawa gives students an opportunity to study Canada's history while also completing an internship that enables them to apply their historical skills in a government or industry setting.

Graduates with a background in history can look for employment in government-related service, administration, business, archives and museums, and teaching. This program is an excellent pre professional program for law, librarianship, ministerial training, journalism, broadcasting, and administration. The insight, skills of analysis and communication, and dispositions acquired in this field are increasingly recognized as a key to success in today's world.

Program Checklists and Requirements:

- Honours program in history, BA (honours) degree

- major in history, BA degree
- concentration and minor in history

The honours program in history allows for a greater degree of specialization in history and is especially valuable as a preparation for graduate studies. Also, history students interested in secondary education, who already are required to take a greater number of upper level history courses, may wish to consider the honours program.

Admission to the honours program in history is by application to the department chair. Prospective candidates normally apply at the end of their second year of study, but admission is possible during the third or fourth year. To be admitted, a cumulative GPA of 3.0 is required. A GPA of 3.0 must be maintained in all history courses throughout the duration of the program. An overall GPA of 3.0 is required for graduation.

Humanities

Faculty of Humanities and Social Sciences
Jens Zimmermann, Ph.D., Coordinator

The Faculty of Humanities and Social Sciences offers:

- a multidisciplinary major in humanities, leading to a BA degree

Program Description:

The humanities are about people—their ideas, beliefs, values, and self-expression. Humanities students learn to appreciate their cultural heritage and to discern the importance of religion in the shaping of cultures. Increased global awareness of religious and cultural plurality makes imperative the understanding of one's own traditions and the respect for other cultures. For these reasons, this program fosters familiarity with the Judeo-Christian roots and their religious antecedents and rivals, such as Islam, that have shaped the intellectual concepts and moral values of Western cultures, including the Christian humanistic ethos that gave birth to the liberal arts. Studying these influences within a consciously Christian liberal arts university, students will also gain a new perspective on the nature of humanity—the God-given capacity to pursue truth,to create beauty, and to do good, as well as a capacity for evil. The faculty who teach in this area encourage the development of an informed spiritual and intellectual maturity. Foundations in the humanities contribute to the fulfilment and enjoyment of life.

This program is designed for students with general interest in the humanities, rather than for those who wish to specialize in one discipline. The course combination is designed to familiarize students with the role of the humanities and with the abiding questions concerning human society and its purpose within the current Western and global cultural context.

Program Checklists and Requirements

- multidisciplinary major in humanities, BA Degree

Human Services

Department of Psychology, Sociology, and Anthropology
Chuck Macknee, Ph.D., Chair
Alexandra Dueck, MA, Coordinator

The Department of Psychology, Sociology, and Anthropology offers a certificate in human services (30 sem. hrs.) embedded within the BA psychology, BA sociology, or BA social sciences programs. Human services students must fulfil the requirements for the major in one of these degree programs (see the respective program checklists.) For students who have already fully completed a

university degree, a post-degree certificate in human services (30 sem. hrs) is available.

The human services certificate program is a set of courses in psychology and sociology with an applied focus.

The program introduces students to the helping professions and not only equips students to help others, but allows vocational discernment within the helping professions. A human services professional is educated and trained to work with individuals and communities experiencing emotional, cognitive, or social problems. Human services professionals find entry level positions as psychological aides, social work assistants, case workers, youth workers, and community workers; in fields including mental health, wellness, and substance abuse treatment; and in settings such as faith-based social services, group homes, and government agencies.

This program both requires and enhances a student's empathy for people, communication skills, interpersonal skills, insight into personal strengths and weaknesses, commitment to human services as a vocation, and analytical skills. SOCI 201 should be taken prior to the completed practicum.

Practicum settings may include such areas as services to children, to the aged, to people who have challenges (emotionally, physically, academically, etc.), and to individuals in corrective custody.

The human services certificate program at Trinity Western University is recognized by the Council for Standards in human service education (CSHSE). CSHSE is an accrediting body in the USA "committed to improving the quality, consistency, and relevance of human service education programs."

Program Checklists and Requirements

- Post-Degree Certificate in Human Services

Inter-Cultural Religious Studies

Department of Religious Studies

Joanne Pepper, Ph.D., Coordinator

The Department of Religious Studies offers:

- a major in inter-cultural religious studies leading to a BA degree
- a minor in inter-cultural religious studies

The inter-cultural religious studies (ICRS) program is designed for those who are interested in any kind of cross-cultural work or ministry. Interdisciplinary approaches provide students the opportunity to specialize in a stream of their choice, to shape learning outcomes toward individual visions and goals. ICRS explores the richness of various cultures and religions in light of globalization and the meaningful theological and social contextualization of the Gospel.

Additionally, through its inclusion of language learning, the possibility of obtaining a TESL diploma through selected coursework, and a cross-cultural practicum, the program lays academic foundations upon which practical experience is based. Semester study programs overseas or at the TWU Laurentian Centre in Ottawa may also be incorporated in the program. ICRS graduates have entered fields of teaching, political advocacy, community and social services, governmental and non-governmental organizations in Canada and overseas, global missionary service, and ministry roles in local church settings. Many ICRS alumni also enter

graduate studies in areas such as social science, religion, missiology, linguistics, and education.

Program Checklists and Requirements:

- major in inter-cultural religious studies, BA degree
- minor in inter-cultural religious studies

International Studies

Department of History, Political and International Studies

Darren Provost, Ph.D., Chair
Paul Rowe, Ph.D., Coordinator

The Department of History, Political and International Studies offers the following multidisciplinary programs in International Studies:

- an honours program in international studies, leading to a BA (honours) degree
- a major in international studies, leading to a BA degree

The multidisciplinary international studies program provides students with a broad understanding of the changing dynamics of our global society. It equips them with insights and skills for international careers in areas such as teaching, the foreign service, and international business; social service involving immigrants, refugees, resettlement, and overseas development; missionary service; and journalism, research, and advocacy work on global issues.
The program includes a core of courses that gives students a foundation in understanding contemporary global developments, with electives to suit their particular interests. The program provides a cross-cultural dimension for economic, social, and political issues. Approved course credits that are part of one of the Council for Christian Colleges and Universities' International Studies Programs or Trinity Western's Laurentian Leadership Centre count towards the international studies, BA (honours) or BA degree. For details, see 'Additional Curricular Opportunities' or contact the coordinator.

Program Checklists and Requirements:

- honours program in international studies, BA(honours) - international affairs track
- honours program in international studies, BA (honours) - international development and cultural change track
- honours program in international studies, BA (honours) - international political economy track
- honours program in international studies, BA (honours) - linguistics and TESOL track

The honours program in international studies allows for a greater degree of specialization in international studies and is especially valuable as a preparation for graduate studies and service in governmental and non-governmental organizations. Admission to the honours program in international studies is by application to the international studies coordinator. Prospective candidates normally apply at the end of their second year of study, but admission is possible during the third year. To be admitted, students must have a cumulative GPA of 3.0. A GPA of 3.0 must be maintained in all international studies courses. An overall average of 3.0 is required for graduation.

- Major in International Studies, B.A.- International Affairs and Global Policy Track
- Major in International Studies, B.A.- International Development and Cultural Change Track
- Major in International Studies, B.A.- International Political Economy Track
- Major in International Studies, B.A. - Linguistics and TESOL Track

Linguistics

Department of Linguistics
Randy Lebold, MLE., Chair

The Department of Linguistics offers:

- a major in applied linguistics, leading to a BA degree
- a concentration in applied linguistics
- a minor in applied linguistics
- a minor in applied linguistics with TESOL
- certificates in Teaching English to Speakers of Other Languages

Linguistics is the study of language and how it is used in any society in our global community. The courses teach the crucial skills needed for learning and describing languages, even those which are unwritten. These skills include the recognition and pronunciation of non-English speech sounds, alphabet formation, and description of grammars and systems of meaning and beliefs. Courses are based on proven techniques drawn from decades of research in hundreds of languages of the world. Students of linguistics have opportunities in the areas of translation, cross-cultural communication, international development (especially literacy programs), and teaching English as a second language.

The major is good preparation for the Master of applied linguistics and exegesis program, offered through Trinity Western's Graduate School of Theological Studies, and for the Master of Arts in linguistics program, offered through Trinity Western's School of Graduate Studies.

Program Checklists and Requirements:

- major in applied linguistics, BA degree
- concentration and minor in applied linguistics
- minor in applied linguistics with TESOL
- certificates in Teaching English for Speakers of Other Languages

Philosophy

Department of Philosophy
Grant Havers, Ph.D., Chair

The Department of Philosophy offers:

- an honours program leading to a BA (honours) degree;
- a major leading to a BA degree
- a concentration
- a minor

Philosophy, which means "the love of wisdom," is the rational quest for the most meaningful and truthful visions of reality involving critical, creative, and sometimes iconoclastic questioning of conventional assumptions about knowledge, human action, religion, and the nature of reality. Students who take degrees in Philosophy have their logical and critical skills both challenged and improved as they explore the writings of past thinkers whose ideas have shaped the tradition of the West.

They also engage in bringing what they learn to bear creatively on some of the most significant problems contemporary cultures around the world face.

Philosophy offers excellent tools for understanding and evaluating ideas, and provides a first-rate background (particularly in Christian apologetics and ethics) for law school and theological training among other professions.

Philosophy majors and minors have gone on to succeed in a variety of disciplines and professions, including business, law, politics, and education.

Program Checklists and Requirements:

- honours program in philosophy, BA (honours)degree
- major in philosophy, BA degree
- concentration and minor in philosophy

Students may apply for admission to the honours program at the end of the second semester of their first year. Admission to the honours program requires a grade point average of at least 3.0 (overall in their first year) and a recommendation to the Dean by the Chair of the Department of Philosophy.

Political Studies

Department of History, Political and International Studies
Darren Provost, Ph.D., Chair
Paul Rowe, Ph.D., Coordinator

The political studies program within the Department of History, Political and International Studies offers:

- an honours program in political studies, leading to a BA (honours) degree
- a major in political studies, leading to a
- BA degree
- a concentration in political studies
- a minor in political studies

In political studies, students explore how governments are organized and how they influence the amount and distribution of social and economic resources. Students develop a fuller understanding of government institutions, legislative processes, foreign policy, international relations, and public law.

Studying political studies helps prepare students to exercise their rights and responsibilities as citizens. TWU's Laurentian Leadership Centre in Ottawa gives students an opportunity to study the political process in the nation's capital while also completing an internship in a government office, non-governmental organization, or on Parliament Hill.

Graduates with a background in political studies can look for employment in government-related service, administration, business, archives and museums, and teaching. This program is an excellent preprofessional program for law, librarianship, ministerial training, journalism, broadcasting, and administration. The insight, skills of analysis and communication, and disposition acquired in this field are increasingly recognized as a key to success in today's world.

Program Checklists and Requirements:

- honours program in political studies, BA (honours) degree
- major in political studies, BA degree
- concentration and minor in political studies

The honours program in political studies allows for a greater degree of specialization in political studies and is especially valuable as a preparation for graduate studies and for those wishing to work in the public sector. Admission to the honours program in political studies is by application to the Department Chair. To be admitted, students must have a cumulative GPA of 3.0. A GPA of 3.0 must be maintained in all political studies courses. An overall average of 3.0 is required for graduation.

Psychology

Department of Psychology, Sociology, and Anthropology
Chuck MacKnee, Ph.D., Chair

The Department of Psychology, Sociology, and Anthropology offers:

- an honours program in psychology, leading to a BA (honours) degree
- a major in psychology, leading to a BA degree
- a concentration
- a minor

The psychology program seeks to give students a thorough grounding in the understanding of human experience and behaviour derived from systematic observation and research. This research is interpreted within the framework of the meaning and nature of persons and society revealed to us in the Bible.

Trinity Western's psychology professors see people both as part of God's created world, wholly dependent on Him, and as unique and responsible persons who bear the image of their Creator. Together with the students, they seek to appreciate the tremendous potential of humans and to understand how this potential can be realized in diverse cultural settings.

Students use a Christian worldview as the basis of interpretation. Psychology students investigate principles derived from research, as well as explore practical, life-oriented application of such principles. Students consider the implications of their faith in such areas as love, work, leisure, family, sexuality, value and meaning, and interpersonal relationships.

Graduates in psychology can have an impact on their world through enabling people to understand themselves and others and by helping them experience the transforming love and power of God. The program provides a good foundation for those considering people-helping or service oriented work such as counselling, therapy, public service, Christian ministry, or social work. Students who want to pursue graduate studies in psychology should consider the honours program in psychology.

The honours program allows for a high degree of specialization in psychology. Admission to the program requires a cumulative GPA of 3.0. Students must maintain grades of 3.0 or higher in all psychology courses. An overall cumulative GPA of 3.0 is required for graduation in the program. Prospective candidates for the honours program normally apply for admission at the end of their second year, although admission is possible during either semester of the third year.

All applications should be made by November 30 or March 31 of the semester preceding the one into which admission is desired.

Program Checklists and Requirements:

- honours program in psychology, BA (honours) degree
- psychology honours with human services certificate
- major in psychology, BA degree
- major in psychology with human services certificate, BA degree
- concentration and minor in psychology

Religious Studies

Department of Religious Studies
Kent D. Clarke, Ph.D., Chair

The Department of Religious Studies offers: an interdisciplinary major in religious studies leading to a BA degree. The religious studies program allows students to gain a broad exposure to all the disciplines found within the religious studies department at TWU, including biblical studies, theology, and intercultural religious studies. This major offers excellent preparation for Christian ministry or graduate studies.

Note: All Religious Studies courses with a second digit of 0 to 5 are regarded as biblical content courses. Courses with a second digit of 6 to 9 are regarded as non-biblical content courses.

Program Checklists and Requirements:

- major in religious studies, BA degree

Social Sciences

Faculty of Humanities and Social Sciences

The Faculty of Humanities and Social Sciences offers:

- a multidisciplinary major in social sciences, leading to a BA degree

The multidisciplinary major in social sciences incorporates academic study in a combination of social science disciplines. This major consists of a very flexible package of courses. Thus, it is particularly suitable for students whose areas of interest extend beyond the normal disciplinary boundaries. It is also attractive to students seeking to design a unique combination of courses that matches these interests. This major provides good preparation for those considering work in the service sector or in various areas of Christian ministry.

Program Checklists and Requirements:

- major in social sciences, BA degree
- major in social sciences, BA degree with human services certificate

Social Studies

Faculty of Humanities and Social Sciences

Alex Dueck, Coordinator

The Faculty of Humanities and Social Sciences offers:

- a concentration in social studies. This concentration enables students to obtain a broad background in social studies from the perspectives of several academic disciplines.

Program Checklists and Requirements:

- concentration in social studies

Sociology

Department of Psychology, Sociology, and Anthropology

Michael Wilkinson, Ph.D., Coordinator

The Department of Psychology, Sociology, and Anthropology offers:

- a major in Sociology leading to a BA degree
- a concentration in sociology
- a minor in sociology

Sociology is the study of human social interaction and includes a focus on structure, culture, interaction, stratification, institutions, and social change. Students with sociology backgrounds do well in areas such as human services, government, research, education, and other fields that require a good understanding of society and culture. Students may also choose to complete the human services program, a stream of study embedded within the sociology major. Students who complete the human services program receive a certificate in human services. The human services program meets the requirements for membership with the Council for Standards in Human Service

Education (cshse.org).
Note: This program is offered under the written consent of the Minister of Advanced Education effective March 5, 2008, having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).

Program Checklists and Requirements:

- major in sociology, BA degree
- major in sociology, BA degree with human services certificate
- concentration and minor in sociology

World Languages And Cultures

Department of World Languages And Cultures
Kelsey Haskett, Ph.D., Chair

The Department of World Languages and Cultures offers:

- a major in world languages and cultures
- a concentration and minor in French language and literature
- a concentration and minor in French studies
- a concentration and minor in Spanish
- introductory and intermediate courses in Chinese, German, Japanese, and Russian

Trinity Western University's program in world languages and cultures focuses on a number of extremely significant languages, and is therefore strategic to preparing graduates to impact the world. Courses contribute to a global vision and awareness as well as to an understanding of Canadian culture and identity. They lead to new avenues of cross-cultural communication, and open doors around the world. Literature courses provide insight into various cultures, examine ideas that have influenced the world, and help students develop analytical and writing skills. Language studies create a wide spectrum of opportunities for students. These include careers in teaching, missions, government and diplomatic work, international organizations, translation, business, social service, public relations, journalism, and many other exciting global opportunities.

The department's courses focus mainly on language acquisition, literature, and cultural studies. The major in world languages and cultures includes different languages within the Department. The French program covers all levels of language study, as well as literature from France, Quebec and other Francophone areas. Spanish courses focus on language learning as well as Hispanic literature and culture. Chinese, German, Japanese and Russian courses provide introductory and intermediate language study, all of which include significant cultural components.

Program Checklists and Requirements:

- a major in world languages and cultures, BA degree
- a concentration and minor in French language and literature
- a concentration and minor in French studies
- a concentration and minor in Spanish

Students who complete 15 sem. hrs. or more of French or Spanish but who do not intend to do a concentration or minor in the language may receive a letter of proficiency from the Department. Students who complete 12 sem. hrs. or more of Chinese, German, Japanese, or Russian

may receive a letter of proficiency from the Department.

Multidisciplinary Programs

The multidisciplinary programs in this section represent programs that span disciplines across three or more faculties or schools.

Gender Studies Institute

Purpose

In order to function as godly Christian leaders, students must be prepared to be sensitive to the nuances of gender in both the private and public sectors. The Gender Studies Institute fosters interdisciplinary teaching, intellectual dialogue, research, and collaboration in all areas of gender studies. The interdisciplinary nature of the Institute enables TWU scholars to collaboratively address with students gender issues that come out of every discipline, such as domestic violence, child abuse, and gendered visions of care, exploring how categories such as class, race, and gender intersect, to train leaders who enjoy and foster restorative gendered relationships.

The Gender Studies Institute offers a multidisciplinary minor in gender studies. The multidisciplinary minor in gender studies incorporates academic study in a combination of disciplines across several faculties or schools. This minor consists of a very flexible package of courses. Thus, it is particularly suitable for students whose areas of interest extend beyond the normal disciplinary boundaries.

Note: This program is offered under the written consent of the Minister of Advanced Education effective September 14, 2009, having undergone a quality assessment process and been found to meet the criteria established by the Minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree are appropriate to their needs (for example, acceptable to potential employers, professional licensing

Program Checklists and Requirements:

- minor in gender studies

Faculty of Natural and Applied Sciences

Craig D. Montgomery, Ph.D., Dean

Purpose

The mission of the Faculty of Natural and Applied Sciences is to produce godly Christians with expertise in the theoretical and applied sciences, an understanding of and appreciation for the relationship of scientific knowledge to authoritative biblical truth, as well as an awareness of the present and potential impact of science on society. Responsible scientific advancement requires men and women with sound ethical judgment in addition to scientific expertise. Natural sciences students at Trinity Western University acquire the fundamental scientific, general, and biblical knowledge that equips them to make a positive scientific contribution in industry, research, teaching, or the health sciences.

Perspective

Natural sciences students are challenged to live a Christ-centred life while developing a high degree of competence in their specialty. Students learn to apply biblical understanding to scientific issues of today, developing their own answers to many of the ethical issues facing our highly technological society. Students may choose from programs and course work in biology, biotechnology, chemistry, computing science, environmental studies,

physical geography, geology, mathematics (pure and applied), and physics, including well-supervised and up-to-date laboratory experience. The natural sciences faculty are capable and committed professors who teach their discipline with a deep love for Christ and an awareness of His claim on their lives. They keep abreast of new scientific thought and discovery, and as teachers, are expected to continuously advance in their field of expertise as well as in the application of scriptural truth to their discipline. Natural Sciences students learn an appreciation for scriptural truth and its relevance to scientific issues of today. The faculty emphasizes that knowledge of our created world is possible only because all things are held together through Christ.

Program

The Faculty offers a Bachelor of Science degree majoring in biology, biotechnology, chemistry, computing science, mathematics, and mathematics with computing science. An honours degree is available in biology, biotechnology, and chemistry. Jointly with the Faculty of Humanities and Social Sciences, the Faculty offers a major in environmental studies. A major in general studies with a concentration in biology, chemistry, computing science, mathematics, mathematics with computing science, or physics is also available. Minors are offered in each discipline where a major or concentration is offered. Natural sciences students may also complete the requirements of many pre-professional programs such as agriculture, architecture, dentistry, engineering, forestry, medicine, and pharmacy. Emphases of the natural sciences program include:

Scientific awareness — Scientific investigation demands sharp analytical, mathematical, observational, and laboratory skills. Faculty members help students develop an appreciation for the essentials of the scientific method and a disciplined approach to scientific investigation. Students are encouraged to approach science as a study of the intricate details of design and order inherent in creation and the resulting functional processes. The comprehensive nature of the program prepares students for entry into more advanced scientific studies at the graduate level;

The scope and limitations of science — Careful attention is given to developing sound judgment as to the scope and limits of scientific enterprise. Upper level students are encouraged to expand their capacity to address the ethical issues inherent in scientific discovery;

Practical application — Science teaches clear, logical thought and a rigorous, analytical approach to problems—valuable skills in any profession. Professors urge students to apply basic scientific principles to daily life, enabling them to adapt effectively to an increasingly technological world. Each major offers a fully integrated laboratory program. An increasing number of field courses are being offered as part of the science programs, including marine biology and botany courses in Hawaii and Salt Spring Island, B.C.

Au Sable Institute Courses

As a service to biology, chemistry, environmental studies and geography majors with an interest in environmental studies, several 300 or 400 level courses are available for credit to Trinity Western students through the Au Sable Institute for Environmental Studies. Opportunities are available in Washington state, the Great Lakes area, Costa Rica, and India. These are intensive courses taught primarily during the spring and summer and offer a distinct Christian perspective on the environment. Some financial assistance for travel and housing is available from the Au Sable

Institute and through a special partnership agreement between TWU and Au Sable. See course listings under environmental studies. Full details can be obtained from the Au Sable representatives at TWU, Dr. David Clements and Prof. Karen Steensma.

Biology

Department of Biology
Anthony Siame, Ph.D., Chair

The Department of Biology offers the following programs:

- an honours program, leading to a BSc (honours) degree
- a major, leading to a BSc degree
- a concentration in biology
- a minor in biology

The Department of Biology provides students with a thorough understanding of the role of biology in modern society. Students are prepared for careers in ecology and environmental science, biotechnology, and medical science. Courses of study meet the requirements for professional schools—education, medicine, dentistry, veterinary medicine, chiropractic, physiotherapy—as well as those for graduate school. The Department provides opportunities for further study in the spring and summer at the Au Sable Institute for Environmental Studies in Washington State, the Great Lakes area, Costa Rica, and India. The Department of Biology offers co-op programs that provide work experience in applied biology. The Department encourages students to participate in faculty research programs in ecology, marine biology, biotechnology, and medical science.

The honours program in biology provides students with sufficient latitude to design an in-depth program of study tailored to a specific emphasis in biology. The biology department currently offers four emphases in the honours program: cell and developmental biology, biochemistry and molecular biology, ecology, and general biology. Admission to the biology honours program requires a cumulative GPA of 3.0 over the first two years of study; a GPA of 3.0 in biology courses; and an overall GPA of 3.0 for graduation.

The Department also contributes to the environmental studies and biotechnology programs.

Program Checklists and Requirements:

- honours program in biology, BSc (Honours) degree - cell and developmental biology emphasis
- honours program in biology, BSc (Honours) degree - biochemistry and molecular biology emphasis
- honours program in biology, BSc (Honours) degree - ecology emphasis
- honours program in biology, BSc (Honours) degree - general biology emphasis
- major in biology, BSc degree
- concentration and minor in biology

Biotechnology

Department of Biology
Anthony Siame, Ph.D., Chair
Julia Mills, Ph.D., Coordinator

The biotechnology program offers:

- an honours program, leading to a BSc (honours) degree
- a major, leading to a BSc degree
- a multidisciplinary major in biotechnology and chemistry, leading to a BSc degree

- an interdisciplinary major in biotechnology and business administration, leading to a BSc degree

The TWU biotechnology program is comprised of a basic life sciences core together with biotechnology courses offered within the Departments of Biology and Chemistry. Business courses offered by the School of Business are also available for students intending a management career in biotechnology. Standard entry requirements for medical school and other professional schools are met by the basic life sciences core while biotechnology courses provide an understanding of the component technologies together with applications of biotechnology in health care, agriculture, forestry, food processing, marine sciences, and the environment. The program approaches ethical concerns from both a scientific and Christian perspective enabling students to contribute reasoned, ethical interpretations to the discourse of the biotechnology marketplace. The program includes required intern (for credit) and co-op (paid) placements in biotechnology industries in North America to provide hands-on, supervised work experience.

Note: This program is offered under the written consent of the Minister of Advanced Education effective March 9, 2006 (renewed April 4, 2011), having undergone a quality assessment process and been found to meet the criteria established by the Minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree are appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).

Program Checklists and Requirements:

- honours program in biotechnology, (BSc honours)
- major in biotechnology, BSc degree
- interdisciplinary major in biotechnology and business administration, BSc degree
- multidisciplinary major in biotechnology and chemistry, BSc degree

Admission to the biotechnology honours program requires a GPA of 3.0 in the first semester of study in a science program (e.g., BIOL 113; CHEM 111; MATH 123 or 105; ENGL 103; MYTW 101); a GPA of 3.0 in biology and biotechnology courses must be maintained as well as an overall GPA of 3.0 for graduation.

Chemistry

Department of Chemistry

Paul D. Brown, Ph.D., Chair

The Department of Chemistry offers:

- an honours program in chemistry, leading to a BSc (honours) degree
- a major in chemistry, leading to a BSc degree
- a concentration
- a minor

Chemistry plays an integral role in the professional preparation of the science student. Chemistry plays a crucial role in the professional preparation of the science student. Graduates of our chemistry program have found career opportunities in chemical, medical, environmental, agricultural, educational, management, and technology or biotechnology enterprises. A chemistry degree provides a basic foundation that can be widely applied to careers in many walks of life.

The chemistry student may choose one of a few programs that are tailored toward their interests and goals. The general program provides a versatile and solid chemistry background for many paths a graduate may choose in the future. The honours program and the program for graduate

school preparation enable a student to continue to an advanced research degree.

The chemistry – life sciences emphasis provides a strong chemistry-focused context for future paths in the life sciences, medical, or other pre-professional programs. Students may wish to supplement their program with business courses.

Within the individual chemistry courses, there is ample opportunity for breadth of preparation in theory and practice. Following the introduction of general principles and laboratory skills, courses are provided in analytical, organic, physical, and inorganic chemistry as well as biochemistry. Fourth year students may do independent projects in chemical problems encountered in testing, research, and development.

The chemistry department, located in the Neufeld Science Centre, features new and up-to-date laboratories and equipment. Advanced students are given opportunities to develop their teaching and leadership skills by acting as teaching assistants in first-year laboratories under the supervision of a faculty member.

Combined Chemistry and Business majors
This combination is ideal for those seeking managerial positions in a technological industry. As this program is demanding, it may require five years of study. Please consult the deans in both areas for details.

Program Checklists and Requirements:

- honours program in chemistry, BSc (honours) degree
- major in chemistry, BSc degree
- major in chemistry, BSc degree - graduate school preparation
- major in chemistry, BSc degree – life sciences emphasis
- concentration and minor in chemistry

Admission to the chemistry honours program requires a GPA of 3.0 in the first year of study. A GPA of 3.0 in chemistry courses must be maintained as well as an overall GPA of 3.0 for graduation.

Computing Science

Department of Mathematical Sciences
Arnold E. Sikkema, Ph.D., Chair
Herbert H. Tsang, P.Eng., Ph.D. Coordinator

The Department of Mathematical Sciences offers:

- a major
- a concentration
- a minor

Much of today's world is dependent on computing systems and technology. From small business to multi-national corporations, from home to government, we rely heavily on computing professionals. The field continues to grow and offers exciting opportunities to shape society. With Trinity Western's liberal arts and sciences education, you can approach Computing Science with a larger appreciation for other disciplines and their relation to your field of study.
A challenging academic study in Computing Science develops your ability to think clearly and logically. In the course of your Computing Science program, you develop skills needed for a wide range of careers in computing and informational technology.

Previous graduates of our degree programs have gone on to M.Sc. and Ph.D. programs as well. Trinity Western's computing science group has many active research projects. Our research partners come from a wide range of industries and other academic disciplines. Researchers in our program also gain access to the WestGrid (Western Canada Research Grid), the regional

high-performance computing consortia. It provides supercomputing resources to our researchers in tackling some of Canada's biggest research challenges.

Program Checklists and Requirements:

- major in computing science, BSc degree
- concentration and minor in computing science

General Studies

A student may choose to pursue a BA or a BSc in general studies. These programs incorporate academic study in a combination of disciplines. This is particularly suitable for students whose areas of interest extend beyond the usual disciplinary boundaries.

A B.A. in general studies is available by combining a minimum of two minors (24 sem. hrs. each), at least one of which is not a natural or applied science. A BSc in general studies is available by combining a minimum of two minors (24 sem. hrs. each), both of which are in the natural sciences. For more depth, students may choose to do a concentration (30 sem. hrs.) for either degree.

Program Checklists and Requirements:

- major in general studies, BA degree
- major in general studies, BSc degree

Minor and concentration requirements are listed in the checklists of the various disciplines.

Geography and Environmental Studies

Department of Geography and Environment

David R. Clements, Ph.D., and Maxwell Ofosuhene, Co-Chairs

TWU offers a multidisciplinary program by combining strengths chiefly from three disciplines across two faculties: the geography program in the Faculty of Humanities and Social Sciences, and the biology and chemistry programs in the Faculty of Natural and Applied Sciences. The resulting Department of Geography and Environment offers:

- a major in environmental studies leading to a BSc degree
- a major in environmental studies leading to a BA degree
- a major in geography leading to a BA degree
- a minor in environmental studies
- a concentration and a minor in geography

Both BA and BSc degree programs in environmental studies are offered at TWU. The BA in environmental studies is designed to equip students to meet the challenges of planning and policy-making that accompany wise environmental management. It uses a broad interdisciplinary base to ground a holistic appraisal of the issues involved in, and the practical application of, environmental management, planning, and policy. Courses either have content that is directly relevant to these areas, or they employ concepts that have value in dealing with environmental problems. The broad interdisciplinary range is coupled with enough flexibility to fulfil more specific interests in biology, chemistry, geography, political studies, business, or education. In addition, combinations of courses in geography, business, political studies, or biology could lead to an environmental studies focus in the education program. This program serves as excellent preparation for careers in environmental law; environmental journalism; land use planning; government agency, industry or non-government organization (NGO) work; and environmental education. Approved course credits that are part

of the TWU Laurentian Leadership Centre count towards the environmental studies, BA degree.

A geography degree offers students the opportunity to tackle complex human and environmental problems with a skill set that emphasizes a combination of knowledge-building, critical thinking, informed problem solving, interdisciplinary learning, geospatial technologies and analysis, and hands-on solutions to positively impact people's quality of life and their environments.

Geographers work in a wide array of fields including community development and missions, urban and regional planning, population and statistical analysis, computerized mapping and remote sensing, business, retail analysis and market research, environmental assessment and resource conservation, geophysical analysis, and natural science research. Graduates with geography degrees are in high demand. Significant employment opportunities exist within government, teaching, business, private sector consulting, and in non-governmental/non-profit organization. The reasons for this wide range of opportunities and the demand for trained geographers in the workplace are the unique spatial perspective, interdisciplinary skills, holistic approach, geospatial technologies, statistical analysis and other skills the geography graduate offers.

Program Checklists and Requirements:
See program checklist section for the BSc offerings:

- major in environmental studies, BSc degree –natural systems and resources emphasis
- major in environmental studies, BSc degree –biochemical emphasis
- major in environmental studies, BSc degree –physical and analytical emphasis
- minor in environmental studies

See program checklist section for the BA offerings:

- major in environmental studies, BA degree
- major in geography, BA degree
- minor in environmental studies
- minor and concentration in geography

Mathematics

Department of Mathematical Sciences
Arnold E. Sikkema, Ph.D., Chair

The Department of Mathematical Sciences offers:

- a major
- a concentration
- a minor

Program Checklists and Requirements:

- major in mathematics, BSc degree
- concentration and minor in mathematics

Mathematics with Computing Science

Department of Mathematical Sciences
Arnold E. Sikkema, Ph.D., Chair

The Department of Mathematical Sciences offers:

- a major
- a concentration
- a minor

Program Checklists and Requirements:

- major in mathematics with computing science, BSc degree
- concentration and minor in mathematics with computing science

Natural and Applied Sciences

Faculty of Natural and Applied Sciences
Craig D. Montgomery, Ph.D., Coordinator

The Faculty of Natural and Applied Sciences offers a multidisciplinary natural and applied sciences major with a concentration in one science area, a minor in a second area, and at least 6 sem. hrs. in a third area. It is also possible to gain a multidisciplinary major with concentrations in two areas.

Program Checklists and Requirements:

- major in natural and applied sciences, BSc degree

Physics

Department of Mathematical Sciences
Arnold E. Sikkema, Ph.D., Coordinator

The Department of Mathematical Sciences offers:

- a concentration
- a minor

Program Checklists and Requirements:

- concentration and minor in physics

Pre-Professional Studies (Sciences)

Faculty of Natural and Applied Sciences
Jack Van Dyke, Ph.D., Coordinator

In addition to the major programs, students may study in various pre-professional programs including:

Pre-Medicine
Students planning to enter the field of medicine may take their full pre-medicine program at Trinity Western. Due to very restricted enrolments in medical schools, students are encouraged to select a course of studies which will lead to a degree in their area of interest. Each medical school has specific requirements for entrance; however, requirements may include the following:

BIOL 113, 114 (or BIOL 103, 104, and 105); 223; 384, 386

CHEM 111, 112 (or 103, 104; or 103, 112); 221, 222 ENGL 103, 104

MATH 123, 124; or 123, 102

PHYS 111, 112

Pre-Dentistry
Normally students are required to complete three academic years towards a baccalaureate degree, including courses in the humanities and social sciences. Specific requirements for many dental schools may include the following:

BIOL 113, 114 (or BIOL 103, 104, and 105); 384, 386

CHEM 111, 112 (or 103, 104; or 103, 112); 221, 222

ENGL 103, 104

MATH 123, 124

PHYS 111, 112

Pre-Veterinary Medicine
Normally two years of study are required for admission to a school of veterinary studies and students are able to complete their requirements at Trinity Western. Admission to the Western College

of Veterinary Medicine (in Saskatoon, Sask.), for example, requires:

BIOL 113, 114 (or BIOL 103, 104, and 105); 333 or 334, 384 or 386 (384 preferred), 371
ENGL 103, 104

CHEM 111, 112 (or CHEM 103, 104; or CHEM 103, 112); 221

MATH 123, 124; or 123, 102
PHYS 111

Electives: 15 sem. hrs. (i.e. sufficient to complete two full years).

Pre-Pharmacy
Normally two years of study are required for admission to pharmacy. Admission to the Faculty of Pharmaceutical Sciences at the University of British Columbia, for example, requires:

BIOL 113, 114 (or BIOL 103, 104, and 105), 223 or 371, 333, 384

CHEM 111, 112 (or CHEM 103, 104 or 103, 112), 221, 222

ENGL 103, 104

MATH 123, 124, 102

HUM or SS 6 sem. hrs.

plus sufficient electives to complete 60 sem. Hrs.

Pre-Engineering
Herbert H. Tsang, P.Eng., Ph.D., Coordinator
Arnold E. Sikkema, Ph.D., Coordinator

TWU offers courses and advice for students wishing to transfer to another university to complete a degree in engineering. Requirements vary among those universities; and we provide suggested course sequences for one and two-year programs of study at Trinity Western University.

Details are available at www.twu.ca/academics/faculty-natural-applied-sciences/pre-engineering.

Recommended Guidelines for First Year Courses

The Faculty of Natural and Applied Sciences believes that students taking courses in the Faculty should have as many choices for entry points into the program as is consistent with providing a quality university education. Students should take note of the following 100 level courses and their prerequisites to determine which course is appropriate for them.

Labs and Tutorials
Some chemistry, physics, biology, biotechnology, geology, and physical geography courses have required labs that must be included in course registration.
Some biology and chemistry courses have required tutorials that must be included in course registration.
Computing science courses have required labs that must be added after classes have started.

Biology
First year biology students with no previous biology should take BIOL 103, 104, and 105, as well as CHEM 111 and 112 or CHEM 103, 104, or CHEM 103, 112. Those with Grade 12 biology should take BIOL 113 and 114 as well as CHEM 111 and 112 or CHEM 103, 112. Biology students with a B or better in BIOL 103 can take BIOL114 (instead of BIOL 104 and BIOL 105). Biology students who have Grade 12 Mathematics (Principles or Pre-Calculus) should take MATH

123. Biology students with a limited background in mathematics should take
MATH 105 (precalculus).

Chemistry
To complete a chemistry major or minor, the following courses are normally taken in first year: CHEM 111, 112 (or CHEM 103, 104; or CHEM 103, 112); MATH 123, 124; PHYS 111, 112. Physics may be delayed to second year if necessary, although there are advantages to taking it in first year. Students desiring a terminal general chemistry course: take CHEM 101.

Science majors with Chemistry 11: take CHEM 103, 104 or 103, 112. CHEM 103 has four lectures per week.

Science majors with Chemistry 12 or high standing
in Chemistry 11: take CHEM 111, 112.

Note: Students with a B or better in CHEM 103 may take CHEM 112. Students with a B or better in CHEM 104 may take second year chemistry courses.

Computing Science
Students with no previous computing experience: consider CMPT 140. Science majors:

- with credit for a university level introductory programming course: take CMPT 166 (second semester);
- with some computing experience but little programming: take CMPT 140 and then 166

Students planning to major in computing science are advised to take CMPT 150 in the first semester.

Environmental Studies
Students interested in environmental studies should take at least two of the three ENVS core courses in their first year: BIOL 113, 114; CHEM 111, 112; or GENV 121, 131; or GEOL 109. See the guidelines above for the recommended high school biology courses that prepare students for university.

Mathematics
All science majors take a math survey test during registration to determine whether to enroll in MATH 105 or 123. Students with limited knowledge of Principles of Mathematics 12 or pre-calculus 12 take MATH 105. Those demonstrating a B or better in Principles of Mathematics 12 or pre-calculus 12 normally take MATH 123.

Students planning to major in mathematics and/or computing science are advised to take MATH/ CMPT 150 in first year.

Education majors: elementary level pre-service teachers only with weak mathematics background: take MATH 190; secondary level or elementary level with a B or more in Principles of Mathematics 12 or Pre-Calculus 12: take MATH 123.

Business majors (B.B.A. program) take MATH 101; with a very good understanding of math: take MATH 123.

Science majors (except certain ENVS programs): take MATH 123, 124 (subject to math survey results).
Other majors: Math 102 (Statistics) and 150 (discrete mathematics) are good choices for students desiring widely-applicable topics in mathematics.

Note: No student may take both MATH 101 and 190. MATH 101, 102, 105, 190 cannot be taken for credit towards a degree in mathematics.

Physics
Students wishing to complete a concentration or minor in Physics should take CHEM 111, 112; PHYS 111, 112; and MATH 123, 124 in their first year.

Additional Information
All students must register in the tutorials for BIOL 241, 242; CHEM 103, 104; and CHEM 111, 112. Tutorials for MATH 123, 124 are recommended.

More Information
Contact Admissions, the Department chair, or the program coordinator.

School of the Arts, Media and Culture

David Squires, Ph.D., Dean

Purpose

The School of the Arts, Media and Culture is committed to positive mentoring within a community of learning to nurture students to become transformers of culture for Jesus Christ. While graduates from this School are expected to enter many kinds of professions and assume various positions of leadership within society, they are also expected to cherish the abilities which make humans unique in God's creation such as the capacities for speech and written communication, artistic creativity and performance, and the transmission of culture from generation to generation.

Perspective

The School of the Arts, Media and Culture covers a range of disciplines. They are grouped together because all of them have a professional or presentational dimension, which is an integral aspect of the area of specialty. In the courses and programs offered by the School, students develop their understanding of persons as creatures of God who are uniquely endowed to make meaningful contributions both to their immediate families and associates as well as to society as a whole. Students are challenged to use such knowledge to commit themselves in a deeper and fuller way to serving the Lord of Life, Jesus Christ, and to model a life of Christian faith wherever God calls them to serve. Students are encouraged to pursue the goals of intellectual curiosity and creativity; spiritual, emotional, and physical wholeness; moral integrity; compassion and love for others; and a concern for justice within the social, cultural, educational, and recreational structures of a fallen world. They are also helped to develop abilities that enable them to become discriminating and innovative practitioners in their chosen field of endeavour.

Programs

The School of the Arts, Media and Culture offers Bachelor of Arts degrees with majors in art and design, media and communication, music, and theatre, a multidisciplinary major in arts, media and culture, a Bachelor of Fine Arts in acting, and a Bachelor of Arts (honours) in art and design. The School offers concentrations in art and design, media and communication, music, theatre, and minors in those same areas as well as in worship arts.

Undergraduate Program Emphases

Theoretical Foundations — Throughout their programs, students acquire a broad base of knowledge. Students critically evaluate the strengths and weaknesses of various theoretical approaches, gradually developing and applying their own biblically informed conclusions to their intended field(s) of study and practice.

Artistic Expression — Students are encouraged not only to know their subjects well but to communicate their knowledge with grace, confidence, and creativity. This is especially important in program areas involving public expression, the use of modern media, teaching, the visual arts, music, and the theatre.
Leadership Ability — Students learn to develop their servant leadership skills by coming to value disciplined study, focused reflection, and the development of skill and competency through the rigours of rehearsal and practice. They come to see the positive influence of mentoring, epitomized in the life of Jesus Christ, but also evident in models both historical and contemporary. Students are given opportunities to practise these leadership skills both within and outside of classes.

Career Preparation — Students are encouraged to combine their theoretical knowledge with practical and creative applications in life and society. The majors in this School help prepare students for various careers in visual and performing arts, media, education, public relations, design and publishing, business, leadership and church ministry.

More Information
Contact Admissions, the Department Chair, or the Dean.

Art and Design

Department of Art + Design
Dr. Erica Grimm, Chair

The Department of Art + Design offers:

- An Honours program in Art + Design, leading to a BA (Honours) degree
- A major in Art + Design, leading to a BA degree
- A concentration
- A minor with a choice of streams in: Art History, Design, and Studio

SAMC Art + Design is a community of professional artists, designers, scholars, and students who are committed to inquiry-based visual scholarship and visual ways of knowing, expressing, interpreting, and making. Within a web of historical, critical, and theoretical contexts we explore how art contributes to and critiques culture. We are committed to mentoring students in discovering that art is a unique form of intelligence, a creative form of critical inquiry with which we make sense of the world. Art scrutinizes interior and exterior, inquires into self and society, and constitutes an experience.

Art seeks understanding, builds affective, perceptual, sensory, tacit, intuitive, haptic, spiritual, and intellectual receptivity, and enacts through material, experiential and textual means. Our program is grounded in a robust liberal arts core and offers visual foundations, studio, design, art history/theory streams of study; and a capstone experience within a community receptive to intersections between faith and art.
Each year has a particular curricular emphasis:

Year One—Visual Foundations
Year Two—Material/Semiotic Explorations
Year Three—Cultural Theory Integration
Year Four—Capstone Exhibition/Project
The department cultivates liberally educated, visually literate, cultural contributors by educating the heart and mind. An essential part of a life of shalom, aesthetic expression and interpretation adds value to our culture and economy. The arts cultivate a complex cognitive capacity that benefits the artist and society, without which, the individual, society, and curricula would all be handicapped. In an increasingly media-saturated culture, meaning is constructed through the visual,

making this field increasingly indispensable for human flourishing.

Program Checklists and Requirements:

- Honours program in Art and Design, (BA honours degree)
- major in art and design, (BA degree)
- concentration and minor in art and design

Arts, Media and Culture

School of the Arts, Media and Culture

David Squires, Ph.D., Dean

The School of the Arts, Media and Culture offers a multidisciplinary major in arts, media and culture, leading to a BA degree. The arts, media and culture major is designed to give broad exposure to art, film studies, theatre, and music. This program is designed for students with general interest in the arts, media and culture, rather than for those who wish to specialize in one discipline.

Students can select from two configurations of the major:

- A concentration (30 sem. hrs.) in one of art, communication: film studies, theatre, or music; a minor (24 sem. hrs.) in a second area of the four mentioned above, and 6 sem. hrs. in a third remaining area (chosen in consultation with the student's advisor).
- A major with a double concentration in any of the above four subject areas. See the art, communication: film studies, theatre, and music entries for requirements of concentrations and minors in each of these areas.

Program Checklist and Requirements:

- multidisciplinary major in arts, media and culture, BA degree
- double concentration in arts, media and culture, BA degree

Programs, Activities, and Facilities

Students are encouraged to participate fully in the activities and programs offered in the art and design, media and communication, music, and theatre departments. In particular, students are encouraged to participate in the London travel study.

Job Opportunities

Graduates in arts, media and culture have pursued careers such as education, film production, print, and interactive industry.

General Studies

A student may choose to pursue a BA or a BSc in general studies. These programs incorporate academic study in a combination of disciplines. This is particularly suitable for students whose areas of interest extend beyond the usual disciplinary boundaries.

A BA in general studies is available by combining a minimum of two minors (24 sem. hrs. each), at least one of which is not a natural or applied science. A BSc in general studies is available by combining a minimum of two minors (24 sem. hrs. each), both of which must be in the natural sciences. For more depth, students may choose to do a concentration (30 sem. hrs.) in one or both cases. Minor and concentration requirements are listed under the various disciplines.

Program Checklists and Requirements:

- major in general studies, BA degree

Media and Communication

Department of Media and Communication
Bill Strom, Ph.D., Chair

To study communication is to investigate how people understand, influence, and relate to each other through the creation and co-creation of messages in diverse contexts and situations. Students in this program examine and gain experience in the power, creativity, and responsibilities of media communication, leadership communication, and professional writing. The Department offers opportunity for on- and off-campus practica and co-op work opportunities to help students bridge the gap between university and career-related professional experience. The program is rooted in critical thinking and Christian ethics with the goal to develop leaders of integrity, wisdom, and honesty. The Department of Media and Communication features a liberal arts curriculum that emphasizes and assists students to think, create, write, lead, and speak well and offers the opportunity for skill development in numerous communication contexts.

The Department offers:

- A major in media and communication with a choice of four streams: general, media communication, leadership communication, and professional writing, leading to a BA degree.
- A major in corporate communication (in conjunction with the School of Business);

Note: This program is offered under the written consent of the Minister of Advanced Education effective May 27, 2010, having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).

- A concentration in media and communication.
- A concentration in media and communication: film studies.
- A minor in media and communication.
- A minor in media and communication: film studies.
- A minor in media and communication: professional writing.

Program Checklists and Requirements:

- major in media and communication, general stream (BA degree)
- major in media and communication, media communication stream (BA degree)
- major in media and communication, leadership communication stream (BA degree)
- major in media and communication, professional writing stream (BA degree)
- major in corporate communication, BA degree
- concentration and minor in media and communication: film studies
- concentration and minor in media and communication: professional writing
- minor in media and communication

Music

Department of Music
Jon Thompson, DMA Chair

The Department of Music offers:

- a major, leading to a BA degree
- a concentration
- two minors

Major in Music, BA Degree

In addition to taking a required core of theory, history, and applied music courses, students must select one of four options:

- General Music prepares students for advanced professional training or a variety of musical careers such as conducting, composition, and the music industry.
- Music Education, especially when taken in conjunction with Education at Trinity Western University, helps to prepare students for teaching in private or public schools.
- Performance prepares students for careers in the performing arts and/or private music instruction. This option is available to students who demonstrate exceptional potential as performers during the first two years of the degree program and are recommended to the Department chair by their instructor to pursue this option.
- Worship Arts prepares students for musical leadership in the worship ministry of the local Church.

Applied Performance Proficiency Requirements for Admission to the Music Major

Generally, for those intent on majoring in Music, previous instruction in applied music is assumed (a Royal Conservatory of Music grade seven or the equivalent is recommended). An audition—requiring the performance of two pieces from contrasting style periods—must be successfully completed for entrance into the music major. Auditions are held in late March and September each year.

All students planning on majoring in music, or non-music majors who are considering enrolling in MUSI 131 or 225 must write the music placement test during Orientation Week in September. This short test covers the basic rudiments of music (equivalent to Advanced Rudiments as prescribed by the Royal Conservatory of Music in Toronto).

Program Checklists and Requirements:

- major in music, BA degree
- concentration and minor in music
- minor in music education
- minor in worship arts

Programs, Activities, and Facilities

Instrumental Music

Instrumental music is a vital and growing part of TWU campus life, providing students with a wide variety of performance options in both large and small ensembles. In the ensembles students sharpen technical skills, develop artistic excellence, and learn to communicate musical expression with grace and creativity. The repertoire for the Orchestra and Concert Band is selected for its artistic quality and is representative of a variety of styles, composers, and historical periods. Each of the chamber music ensembles explores a broad range of music literature in preparation for recitals and other performances both on and off campus. The Jazz Combo rehearses and performs a variety of repertoire from Big Band standards to contemporary works.

Choirs and Vocal Ensembles

Trinity Western University's choral activities have grown extensively, reaching a quality and calibre of performance that has earned the University international recognition for its Music program. Commitment to excellence is evident in a large network of University choirs and vocal ensembles, outstanding voice professors, eclectic repertoire, and exposure to distinguished conductors. University choirs have frequently been featured in CBC Radio national broadcasts.

Four choirs and three small vocal ensembles provide students with opportunities to explore a wide range of repertoire including classical, gospel, contemporary,

Private Music Instruction
Private Music Instruction in voice, piano, guitar, and most band and orchestral instruments is offered on campus by a roster of affiliate Music faculty who are also active as professional performers.

The Recording Studio
The Recording Studio is a digital music and audio post-production facility. It features Cubase and Reason on a Macintosh platform with a collection of professional audio production equipment. Students who learn these technologies are likely candidates for practica positions that serve clients on and off campus.

The Contemporary Music Centre
In conjunction with the Council for Christian Colleges and Universities, this semester-long experience provides practical and professional training to second-, third-, and fourth-year students who qualify. Up to 9 sem. hrs. of course work may be transferred to the student's music major. The program takes place at The Contemporary Music Center, Nashville, TN, and can be taken in either the fall or spring semester. Consult the School Dean for further information.

Music Students' Guild
This is an organization administered by an executive committee of music majors. The primary thrust of the guild is to promote the music department both on and off campus and to work together with other music students and faculty in the ongoing development and enhancement of the University's music program.

Career Opportunities
Private music teacher; elementary or secondary music educator; minister of music and worship; conductor; accompanist; solo performer; instrumentalist in bands or orchestras.

Theatre

Department of Theatre
Angela Konrad, Chair

The Department of Theatre offers:

- a BFA degree in acting
- a major, leading to a BA degree
- a concentration
- a minor

The Theatre Program is designed to provide a solid grounding in all aspects of theatre education, with a firm foundation in the liberal arts. Theatre is a collaborative, interdisciplinary art that demands knowledge of literature, history, aesthetics, and psychology. No field of study is irrelevant in a discipline whose primary subject is the human story.

Bachelor of Arts
Our BA with a major in theatre ensures a strong foundation in key subject areas, while allowing the flexibility to specialize. Whether students are primarily interested in directing, playwriting, stage managing, or dramatic literature, the program can be tailored to each individual.

Bachelor of Fine Arts
Our BFA in acting combines a Christian liberal arts education with intense actor training. BFA in Acting students are required to take a range of acting, dramatic literature, voice, and movement classes, and receive a significant number of performance opportunities. In addition, they work backstage and take Directing and Playwriting. This ensures that BFA graduates are well-rounded theatre artists able to create their own work and make a significant contribution to the world of theatre. Students audition for the BFA program at the end of the first year.

Note: This program is offered under the written consent of the Minister of Advanced Education effective May 27, 2010, having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).

Because the Department believes Christian artists are called to be culture-shapers, students in the theatre program are expected to critically engage issues of faith and art at every stage of their development. With the guidance of instructors who are committed Christians and working professionals, students are challenged to apply classroom lessons to real theatre experience. The Department's goal is to graduate whole people, wholly engaged in using their talents to transform culture.

Both the BA and BFA programs offer a healthy mix of academic and studio courses, as well as varied production opportunities. Students are prepared for graduate school, public school education, or careers as theatre artists.
Students are required to attend performances at professional theatres in the Greater Vancouver area. TWU enjoys a unique relationship with Pacific Theatre, an acclaimed professional theatre company in Vancouver, and gifted students have the opportunity to intern and apprentice with Pacific Theatre and other local theatre companies.

Program Checklists and Requirements:

- BFA in acting degree
- major in theatre, BA degree
- concentration and minor in theatre

Worship Arts

Department of Worship Arts
Dr. David Squires, Coordinator

The minor in Worship Arts prepares students, regardless of their chosen major or discipline, for leadership in the worship ministry of the local church.
The minor has two distinct parts: a Worship Arts core (18 s.h.) and a Praxis area (6 s.h.) The Worship Arts core includes courses in worship theology, history, and contemporary issues, and a practicum placement in a local church worship ministry. To complement their core studies, students choose a Worship Arts track, which involves theoretical and practical study in Art, Communications, Music, or Theatre. It is also possible to assemble an interdisciplinary track that provides broad exposure to the arts.

Program Checklists and Requirements:

- minor in worship arts

School Of Business

Kevin Sawatsky, JD, Dean

Purpose

The purpose of the Trinity Western University School of Business is to develop positive, goal-oriented leaders—persons who thoroughly understand biblical stewardship and who apply their knowledge, skills, and values to impact the marketplace in dynamic and positive ways.
The School of Business strives to be an innovative and outstanding institution by designing its programming, course delivery, and learning experiences to serve and maintain interaction with regional, national, and international communities. In modeling exemplary business practices, the School builds strategic alliances with business

interests and endeavours to focus on empowering business students and leaders to pursue their academic and professional activities with a Christian perspective.

Perspective

The School of Business is a unique professional school that provides teaching in the conventional disciplines but does so through the eyes of faith and servant leadership.

The School of Business supports and promotes the core values of Trinity Western University:

- Obeying the authority of Scripture: The notion of biblical stewardship and biblical values such as integrity, justice, compassion, and respect for the dignity of humans provide the framework for all activities in the School of Business. The School wholeheartedly embraces all that Scripture teaches in regard to faith and a responsible way of life.
- Pursuing faith-based and faith-affirming leadership: The School gives fair and balanced representations of a wide diversity of business theories and practices, evaluating them from a biblical standpoint. It integrates theory, reflection, and practical experience.
- Having a transformational impact on culture: The School not only prepares students to have an impact on the marketplace after program completion, but also provides marketplace involvement for students while enrolled: mentoring experiences, co-op/internship programs, partnerships with business organizations, consulting opportunities, etc. The School intends students and graduates to be "salt and light" as they undertake business-related pursuits.
- Servant leadership as a way of life: The School helps business students and leaders to motivate and mobilize others to accomplish tasks and think with creativity, integrity, and skill. The School encourages leaders who work with and invest in others for the benefit of the common good.
- Growing as and making disciples: The School teaches people to be ambassadors of Jesus Christ and provides them with a model for a Christian way of life as they are engaged in business activities.
- Striving for excellence: The School sets high standards and vigorously pursues them in all its programs—standards that are acknowledged as worthy of pursuit by both the business and the Canadian university communities. This includes the goal of excellence in whole-person development, an excellence that glorifies and pleases God.

Today, it is widely recognized that successful business leadership requires character development as well as practical and theoretical expertise. The School of Business offers courses designed to develop students' skills in communication, problem-solving, goal-setting, team building, ethical decision-making, and many other competencies necessary for business life. Faculty members also encourage students to evaluate the theories, practices, and problems of modern business in light of biblical principles. Such evaluation enables students to form a distinctly Christian worldview, well suited to dealing with the ethical, moral, and human issues that are increasingly encountered in contemporary business and economic life.

Students interact with faculty members who have excellent academic backgrounds, relevant business experience, and a commitment to a biblical view

of the marketplace. To provide additional enrichment to students' studies, the School solicits the help of outside advisors, guest speakers who share their expertise and experience, and mentors who provide advice and counsel to students about their future business ventures. The School also maintains close liaison with professional organizations such as the British Columbia Institute of Chartered Professional Accountants and the Financial Planners Standards Council, ensuring an educational experience that is consistent with current standards and requirements.

Programs

The School of Business offers:

- an honours program in business administration, leading to a BBA (honours) degree
- a Bachelor of business administration degree, BBA
- a major in business administration, leading to a BA degree
- a major in sport and leisure management
- (in conjunction with the School of Human Kinetics), leading to a BA degree
- a major in corporate communication (in conjunction with the School of the Arts, Media & Culture), leading to a BA degree
- a concentration and minor in business administration
- a concentration and minor in economics
- a concentration and minor in international development studies
- a minor in accounting

The Bachelor of business administration is a professional degree with a minimum of 60 sem. hrs. of business-related courses. The honours program in business administration, leading to a BBA (honours) degree, requires a high GPA and an additional 12 sem. hrs. of upper level business courses. The Bachelor of Arts with a major in business administration offers students more flexibility to take concentrations or minors in other disciplines. The School of Business, in conjunction with the School of Human Kinetics, offers a Bachelor of Arts with a major in sport and leisure management. The School of Business, in conjunction with the School of Arts, Media, and Culture, offers a Bachelor of Arts in corporate communication. The School also offers various concentrations and minors as outlined in this section.

Accounting

The minor in accounting is open to all University students, and prepares students for the professional accounting designations.

Economics

Economics, according to economist Robert Heilbroner, is an effort to explain how a society knit together by the market, rather than by tradition or command, could work. It is divided into macroeconomics—the study of inflation and recession, unemployment, and economic growth— and microeconomics—the study of markets, prices, supply, and demand.

The concentration and minor in economics are open to all university students, not just business administration students.

International Development Studies

This program provides students with perspectives and skills that prepare them for a wide variety of careers in the developing world. These include overseas development work with non-governmental organizations, missionary service with church and mission agencies, and work with governmental agencies.

The concentration and minor in international development studies is open to all university students, not just business administration students.

Sport and Leisure Management
The demand for business professionals in the world of sport continues to expand as an area of impact upon sport and society. This degree is designed for students who wish to work in the field of sport and leisure management or for those with an entrepreneurial spirit who wish to work in senior sport management. A minimum grade of C is required in all business courses.

Corporate Communication
The demand for individuals to effectively communicate information to the internal and external community is growing. This degree is designed for students who want to positively impact an organization's message or its product or service or for students who seek a communications career in a for-profit or not-for-profit organization.

Program Checklists and Requirements:

- honours program in business administration, BBA (honours) degree
- bachelor of business administration degree, BBA degree
- major in business administration, BA degree
- major in sport & leisure management (in conjunction with the School of Human Kinetics), BA degree
- major in corporate communication (in conjunction with the School of the Arts, Media & Culture), BA degree
- concentration and minor in business administration
- concentration and minor in economics
- concentration and minor in international development studies
- minor in accounting

Other Programs

Accounting
The School of Business maintains a working relationship with all of British Columbia's professional accounting bodies, i.e., The Chartered Professional Accountants of BC and The Certified General Accountants Association of BC. The accounting courses offered by the School of Business meet all or the majority of the requirements for admission to these associations and allow the students to pursue the CPA and CGA designations.

Financial Planning
Many of the finance courses offered by the School of Business are accredited by the Financial Planners Standards Council of Canada (FPSC), which allows graduates to fast track their Certified Financial Planner (CFP) education. Graduates meet the first stage of requirements towards the CFP designation (a stage which normally takes two or more years) and are able to take their CFP comprehensive exam immediately following graduation. In this program of study students also are prepared to achieve the Canadian Securities Certificate (CSC) and write the first exam towards the Certified Financial Analyst (CFA).

Travel Studies
During summer sessions, faculty from the School of Business offer Business courses in different countries. Students can complete several of their regular classes while touring for-profit and not-for-profit companies, hearing presentations from senior executives in world headquarters, and attending lectures in Asian, European, and African universities.

Exchange Programs
The School of Business has agreements with universities in Europe so TWU business students

can take one term at these universities. These programs provide an opportunity for students to experience a different culture and to learn business from a global perspective. Although the programs are taught in English, students are given opportunities to learn the language of the country.

Laurentian Leadership Centre

Students from the School of Business can take a term at the Laurentian Leadership Centre in Ottawa and achieve credit for a full term of courses that includes two Business classes. A major component of the program is an internship in a local business or political office that aligns with the student's field of study and interest.

Study Abroad Programs

TWU is a member of the Council for Christian Colleges and Universities, which sponsors a number of programs that offer students the opportunity to study abroad for a semester. These include the Russian Studies, Latin American Studies, China Studies, Middle East Studies, and American Studies programs.

School Of Education

Allyson Jule, Ph.D.,Dean

Purpose

TWU's School of Education prepares educators who are interested in making a difference in the lives of children and young people, inspiring life-long learning oriented towards contributing to communities in caring and transformational ways. Whether you plan to become a certified teacher or an educator in community-based learning environments or build on your existing career in education, our undergraduate and graduate programs will support your journey in becoming a knowledgeable, competent, reflective, and compassionate educator.

Perspective

The TWU School of Education is the only teacher education program in BC that intentionally connects educational practice with the rich tradition of Christian spiritual understandings of teaching and learning. As a faculty, we are interested in advancing educational research and educational practice that nurtures wisdom, compassion, and care for all, integral ways of understanding the world, and transformation of learners and communities.

In each of our elementary, secondary, special education and leadership programs, students will be pointed beyond meeting standards and acquiring technical expertise and background knowledge, to the life-long exploration and development of philosophical and theological understandings of what it means to be human, to be educated, and to live well with others and the created.

Successful teaching and educational leadership require a broad liberal arts education, professional expertise, and personal integrity and trustworthiness. The School of Education requires pre-service teachers to take Trinity Western's liberal arts core and to gain a concentrated knowledge of one or two subject areas. Pre-service teachers gain an understanding of learning, teaching, curriculum planning, and philosophical and social issues in education. They also develop their abilities in teacher-learner interaction, classroom decision-making and problem solving, and student assessment that strives to improve learning. All this takes place within the contours of a distinctly Christian world view.

Programs

The School of Education offers the following programs:

- A five-year concurrent BA/B.Ed. or BSc/B.Ed. program for Grades K-12. Graduates are recommended for a Professional Teaching Certificate issued by the British Columbia Teacher Regulation Branch.
- A five-year B.Ed. program for Grades K-7. Graduates are recommended for a Professional Teaching Certificate issued by the British Columbia Teacher Regulation Branch.
- A two-year post-degree B.Ed. program for Grades K-12. Graduates are recommended for a Professional Teaching Certificate by the British Columbia Teacher Regulation Branch.
- A concentration in Education.
- A minor in Education.
- A minor in Education (Special Education).

Education

Concurrent Five-Year BA/B.Ed. or BSc/B.Ed. Programs (Grades K–7)

Beginning in the second semester of the first year, students in the concurrent BA/B.Ed. or BSc/B. Ed. program (K-7) take both liberal arts and professional education courses. During their first four years students complete core requirements, subject specializations, 33 or 34 sem. hrs. of specified foundational professional education courses, including a minimum of 4 sem. hrs. of initial classroom experiences. At the end of the fourth year, students obtain a BA or BSc degree, depending on their area(s) of specialization.

The fifth year is a professional certification year from late August to late May. During this final year students extend and implement their knowledge and skills in seminars and in two lengthy classroom practica under the guidance of master teachers as well as professors. During December, January, and May of the professional year, students complete 7 sem. hrs. of course work in curriculum and pedagogy courses in particular subject areas. Upon the successful completion of the Professional Year, students also receive a B.Ed. degree.

Concurrent Five-Year BA/B.Ed. or BSc/B.Ed. Program (Secondary)

Beginning in the second semester of the first year, students in the concurrent BA/B.Ed. or BSc/B.Ed. program (secondary) take both liberal arts and professional education courses. During the first four years students complete core requirements, subject specializations, and 33 or 34 sem. hrs. of foundational professional education courses, including at least 4 sem. hrs. of initial classroom experiences. At the end of the fourth year, students obtain a BA or BSc degree, depending on their area(s) of specialization.
The fifth year, from August to May, is a professional certification year. During this final year, students extend and implement their knowledge and skills in seminars and in two lengthy classroom practica under the guidance of master teachers as well as professors. During December, January, and May of the professional year, students complete 7 sem. hrs. of course work in curriculum and pedagogy courses in particular subject areas. Upon the successful completion of the Professional Year, students receive a B.Ed. degree.

Five-Year B.Ed. Program (Grades K–7)

Beginning in the second semester of the first year, students in the five-year B.Ed. program (K–7) take both liberal arts and professional education courses. During their first four years students complete core requirements, one subject specialization, 33 or 34 sem. hrs. of specified foundational professional education courses, including a minimum of 4 sem. hrs. of initial

classroom experiences. Students also have room to fit in a variety of elective liberal arts courses. The fifth year is a professional certification year from late August to late May. During this 70 final year students extend and implement their knowledge and skills in seminars and in two lengthy classroom practica under the guidance of master teachers as well as professors. During December, January, and May of the professional year, students complete 7 sem. hrs. of course work in curriculum and pedagogy courses in particular subject areas. Upon the successful completion of the Professional

NB: This degree is mainly designed for TWU and transfer students transitioning into an Education program after three years of undergraduate study (including 24 sem. hrs. of academic coursework in one teachable subject area). However, this degree is also available to students wishing to do an Education degree over five years, with the first four years focusing on one academic teachable and allowing opportunity for electives.

Two-Year Post-Degree B.Ed. Program (Grades K–12)

Trinity Western's post-degree Bachelor of Education program is for people who have completed a BA or BSc that meets the requirements of the acceptable degree policy for certification in British Columbia. This means the student's previous degree must include a minimum of 30 sem hrs. of course work in faculties other than Education. The program is intended for those who wish to teach at the elementary, middle, or high school levels.

During the first year of the program, students take three foundation education courses as well as courses in social issues in education, teaching exceptional students, curriculum planning, classroom management and leadership, assessment and evaluation, literacy or middle/ senior years education, and an interdisciplinary course in Christian world view thinking applied to educational issues. Students also complete two initial classroom experience practica.

In the second year of the program students bring together, implement, and extend their knowledge and skills in seminars and in two lengthy classroom practica under the guidance of master teachers and education professors. They complete the program by taking curriculum and pedagogy courses in specific school subjects in December, January, and May.

Applicants to the post-degree B.Ed. program are expected to have completed a four-year BA or BSc degree. Their minimum cumulative GPA for the semesters that include the last 60 sem. hrs. of credit must be 2.7 (B-).

To meet the acceptable degree policy for certification of elementary and middle school teachers in British Columbia, the applicant's university courses must include the following core courses:

- English (6 sem. hrs., including both composition and literature, with a minimum C average)
- mathematics (3 sem. hrs.)
- science (3 sem. hrs.)
- Canadian studies (3 sem. hrs.)

To meet the acceptable degree policy for certification of secondary school teachers in British Columbia, the applicant's university courses must include the following core courses:

- English (6 sem. hrs., including both composition and literature, with a minimum C average)
- Canadian studies (3 sem. hrs.)

All applicants must also have at least 24 sem. hrs. of course work in one of the following teachable specializations: art, biology, business, chemistry, computing science, English, French, geography,

history, human kinetics, applied linguistics/TESL, mathematics, music, physics, social studies, theatre, and Spanish.

Applicants who are one or two courses short of having completed the foregoing requirements are considered for entry if they can demonstrate that they will complete the prerequisites prior to entering the second year of the post-degree B.Ed. program.

Minor in Education (Special Education)
This minor can be taken as a teachable subject area by Education students interested in elementary, middle school or secondary education. The minor consists of 25 sem. hrs. in education and psychology course work. Education course work is in addition to course work already required in the B.Ed. degree.

Program Checklists and Requirements:

- concurrent five-year BA/B.Ed. or BSc/B.Ed. program (Grades K-7)
- concurrent five-year BA/B.Ed. or BSc/B.Ed. program (secondary)
- five-year B.Ed. program
- two-year post-degree B.Ed. program (grades K-12)
- concentration and minor in education
- minor in education (special education)

Important Information

Teacher Certification and Qualification

Categories
For students in the concurrent BA/B.Ed., BSc/B. Ed., and the post-degree B.Ed. programs for grades K–12, the School of Education sends the British Columbia Teacher Regulation Branch (BCTRB) a list of students who have successfully completed teacher certification requirements. The School includes a copy of each student's TWU transcript. Copies of transcripts from other post-secondary institutions are also required and must be sent in separately by the applicant. The BCTRB is the sole agency that issues teaching certificates that are valid in both public and independent schools in British Columbia. TWU's programs are designed to meet the criteria of the Professional Teaching Certificate. This certificate is valid at all grade levels.

Each student who wishes to teach in British Columbia must forward an application to the BCTRB for formal evaluation for certification and membership in the BCTRB. If students are not Canadian citizens, landed immigrants, or in possession of a Canadian work permit, they receive a Letter of Standing indicating that they qualify for the Professional Certificate. A Professional Certificate or the Letter of Standing entitles them to apply for a teaching certificate in all jurisdictions in Canada and most jurisdictions in the United States. However, early in their program they should determine specific requirements for the particular jurisdictions where they plan to teach so they can include those in their studies.

The Teacher Qualification Service (TQS) is an advisory service to teachers and school boards for evaluating newly certified teachers for salary placement. Sponsored jointly by the B.C. Teachers' Federation and the B.C. School Trustees Association, TQS assesses the number of years of preparation it finds acceptable for salary purposes. Requests for evaluation forms are available from the School of Education or directly from TQS at 106- 525 West 8th Avenue, Vancouver, B.C. V6J 1T5.

Teacher Certification and B.Ed. Program Changes
The B.Ed. degree is designed to prepare students for BC Teacher's Council Professional

Certification. Therefore, when the BCTRB makes changes to certification requirements, or suggests program changes in light of reviews or audits, the School of Education may make program requirement changes that are effective immediately in order to ensure that graduates are eligible for certification.

Transfer Credit into TWU'S Education Programs

Students may transfer courses into TWU's Education program from post-secondary institutions that are accredited and recognized by the British Columbia Teacher Regulation Branch (BCTRB), the provincial teacher certification authority. The BCTRB recognizes credits and BA or BSc degrees for entry into the Post Degree B.Ed. Program from any institution that is provincially authorized to grant degrees. Advanced Placement and International Baccalaureate courses are recognized only with Grades of 4 and 5. Transfer credit for courses in education depend on whether the courses are equivalent to those offered in TWU's Teacher Education program. Normally, a maximum of 6 transfer credits are accepted into the B.Ed. degree program.

Admission Process for TWU'S Education Programs

Concurrent Program Admissions Process:

In the concurrent five-year programs, students apply for official entry into the education program upon completion of the three education "screen" courses, i.e., EDUC 200, 203, and 211. Except for transfer students, this takes place when students complete their second year at Trinity Western. To be successful, students need at least a 2.7 cumulative GPA (B-), a minimum C average in English 103 and 104 (or their equivalents), and the recommendation of their second-year education course professors.

In the concurrent K–12 program, students apply for entry into the professional year by November 15 for entry the following September. Entry into this year is competitive. It is based on a minimum 2.7 GPA of the last 60 sem. hrs. of study, breadth of academic background, quality of the submitted CV, suitability for teaching as indicated by referees, and successful initial classroom experiences. Students must also be able to demonstrate that they will meet all graduation requirements for the concurrent program, except for those courses to be taken during the professional year, prior to entering that year. The School of Education must receive applications by November 15. Late applications are considered only when successful applicants who submitted their applications by November 15 have not filled all available positions.

Post -Degree Admissions Process:

Students must apply for admission into the post-degree B.Ed. program directly to the Professional Education Programs by February 15 for entry the following September.

Entry is competitive. If not all available positions are filled, applications received by May 15 are considered. Acceptance is based on a minimum 2.7 GPA of the last 60 sem. hrs. of study, breadth of academic background, quality of the submitted CV and interview, suitability for teaching as indicated by referees, and successful experiences working with children. Applicants should complete all the required core and subject specialization course work prior to entering the program. However, applications lacking one or two of these courses are considered, if it is possible to complete all core and subject requirements in the first year of study.

All students admitted to the post-degree program must provide evidence of a satisfactory standard of written and oral English. Post-degree B.Ed. program applicants who have had all their post-secondary study at English language

institutions and have obtained an average grade of C on the two required English courses are assumed to have met a satisfactory standard of writing. Students whose first language is not English are interviewed and may be evaluated for their spoken English by the School of Education prior to an admission decision.
Students may obtain application packages from the School of Education at 604.513.2072 or school.education@twu.ca.

Criminal Record Check
All Education students participating in practicum placements that involve working with children under the age of 19, and that are a requirement for certification by the B.C. Teacher Regulation Branch, are required to have a Criminal Record Check done by the Criminal Records Review Program. Education students are asked to complete a Criminal Record Review Consent Form by the School of Education in the fall of their second year. This Criminal Record Review is kept on file in the School of Education office for five years. International or US students should visit the School of Education during their first year for information about Criminal Record Reviews for international and US students. Students convicted of a criminal offence or given an absolute or conditional discharge and who are considering a teaching career should write to the registrar of the B.C. Teacher Regulation Branch for clarification on their status before undertaking an Education degree.

Withdrawal and Readmission
Students who are required to withdraw from EDUC 452 or 453 may appeal to the dean for permission to re-enroll in the program when EDUC 452 or 453 is offered again. Such an appeal must include evidence of having successfully met the conditions that were set at the time of withdrawal.

Students who voluntarily withdraw from EDUC 452 or 453 may apply to re-enter the program. Their new application is considered along with other applications. Acceptance is not guaranteed. Students who have been accepted but do not enter the professional certification year of the concurrent program or the post-degree program forfeit their place and must re-apply for program entry.

School Of Human Kinetics

Blair Whitmarsh, Ph.D., Dean

The School of Human Kinetics offers the following programs:

- bachelor of human kinetics, BHK degree
- major in human kinetics, leading to a BA degree
- major in sport and leisure management, leading to a BA degree
- concentration in human kinetics
- minor in human kinetics
- minor in elementary school physical education

Students may choose to take the BHK degree in one of four stream options: generalist, kinesiology, physical education, or sport and leisure management.

Trinity Western's human kinetics program is designed to give students the necessary theoretical foundations and practical experiences to be successful in teaching, coaching, and other recreational and human kinetics leadership positions.

Human kinetics specialists take courses ranging from a basic theoretical study of human physical

performance and behaviour such as biomechanics and sport psychology to courses with a more practical, applied approach such as fitness leadership, teaching, and coaching development. Students develop a sound knowledge base as well as relevant planning and organizational skills. They learn how to help others measure and evaluate their fitness and psychomotor skill levels as well as develop and implement realistic plans for self-improvement. Human kinetics students gain skills in lesson and program planning as well as the communication of sports skills, team concepts, and the need for physical fitness. Sport studies and supervised practica are an essential part of a progressive strategy of leadership education, with compulsory third and fourth year courses involving both applied and theoretical content. Trinity Western's programs do more than provide a conceptual knowledge base with complementary practical experiences. Students gain insight into how human kinetics activities can reflect the Christian life and biblical values. They experience how team sports can be used not only to improve skills but also as a means to build Christian community. They learn how human kinetics and recreation relate to the fundamental principles of a balanced, productive, Christ-honouring life. Students are challenged to model and teach Christian values to others, using current and future leadership positions as opportunities for discipleship and witness.

The School of Human Kinetics also offers students not specializing in human kinetics a wide variety of courses designed to promote physical health, fitness and wellness, psychomotor skill improvement, and positive attitudes towards a God-pleasing, physically-active lifestyle. Students wanting to combine Human Kinetics with teaching certification in British Columbia are strongly advised to consult with an advisor in the School of Education.

Human Kinetics

Bachelor of Human Kinetics, B.H.K. Degree

Stream 1: Bachelor of human kinetics, BHK degree - generalist
Stream 2: Bachelor of human kinetics, BHK degree - kinesiology
Stream 3: Bachelor of human kinetics, BHK degree - physical education
Stream 4: Bachelor of human kinetics, BHK degree - sport and leisure management

Program Checklists and Requirements:

- major in human kinetics, BA degree
- concentration and minor in human kinetics
- minor in elementary school physical education

Sport and Leisure Management

- Major in sport and leisure management, BA Degree

More Information

Contact Admissions or the Dean of the School of Human Kinetics.

School of Nursing

Sonya Grypma, Ph.D., Dean

Purpose

The mission of the School of Nursing is to prepare highly qualified graduates with the knowledge, clinical experience, and critical thinking skills necessary to provide exceptional nursing care within a rapidly changing health care field. The School aims to do this through:

1. Development and deliverance of exceptional undergraduate and graduate

nursing programs in conformance with the requirements and standards of the College of Registered Nurses of BC, the Canadian Association of Schools of Nursing, and the BC Ministry of Advanced Education.

2. Ongoing promotion and development of nursing scholarship and research capacity.
3. Promotion of program excellence through networking with external stakeholders, including professional associations, accrediting bodies, nursing educators, health services administrators, government agencies, research groups, and funding sources.
4. Embodiment of thoughtful Christian perspectives in a healthcare environment characterized by increasingly complex ethical, technical, organizational, and social challenges.

Perspective

The TWU School of Nursing is committed to equip nurses for excellence in nursing practice. Through the mentorship of knowledgeable, supportive and passionate faculty, TWU students are taught to be competent, 'covenantal caring' nurses, who embody a spirit of inquiry to provide person-centred care that addresses equity and quality of life for individuals and communities within pluralistic societies. TWU nursing graduates are reflective, life-long learners, prepared to give servant leadership to the changing health care needs of a global community.

Programs

The School of Nursing offers the following programs:

- a bachelor of science in nursing

Nursing courses are sequential. Therefore, first year nursing and science courses must be successfully completed before students progress to nursing courses designated for subsequent years. Students have opportunities to develop their clinical skills in the on-campus nursing skills lab and in off-campus clinical sites.

Program Checklists and Requirements:

- bachelor of science in nursing

TWU Extension

Phillip Laird, Ph.D., Associate Provost
Linda Long, Executive Director

TWU Extension specializes in programs serving adult, international, and online learners on the TWU Langley campus and at TWU Extension sites (Richmond and Bellingham, WA).

Purpose

To respond to the specialized needs of the lifelong learner, TWU Extension facilitates flexible learning practices and extends the mission and core values of TWU to non-traditional learning audiences around the globe. TWU Extension provides services and support to learners and faculty in technologically-innovative ways serving adult, undergraduate, and graduate programs. The function of TWU Extension is to facilitate the design, development, delivery, and distribution of non-traditional learning opportunities for both traditional and non-traditional audiences. TWU Extension's programs and courses are relevant, innovative, and interactive, featuring flexibility and convenience (accelerated, modularized, cohort-based, and face-to-face or mediated [online] formats). Courses are delivered both on campus and at extension sites via traditional classroom methods, online, and/ or mixed-mode delivery formats. Courses are delivered in evening and online classes, weekend seminars, one, two, three, six and up to eight weeks in length. To accommodate working learners around the globe, the admission and registration processes for TWU Extension vary by program and are simplified to accommodate unique learning choices.

Perspective

To effectively serve the needs of its diverse learners, TWU Extension is organized into the following four program areas:

- Adult Programs
- Global and International Programs
- Online Programs
- University Access Programs

Adult Programs

The focus of TWU Extension Adult Programs is to provide options for people who desire to engage or re-engage their university education while maintaining an active work and/or family life. Through TWU Extension, adult learners may enrol in any TWU course or program of study as part-time learners. Learners may also choose certificate programs such as the TESOL Certificate, Educational Leadership Certificate, Project Management Certificate, Certificate in Leadership for Christian Organizations, and Certificate in Leadership and Applied Public Affairs. Adult learners can also enrol in the Accelerated Adult Degree Completion Programs at the Langley campus, Richmond or Bellingham extension sites, or Online. Students (studying in cohorts) may complete a university degree in 18 to 24 months. In Bellingham, adults can complete a BA in Social Sciences or a BA in Psychology, both incorporating a Certificate in Human Services. In Langley, Bellingham, Richmond and Online they can complete a BA in Leadership. Designed for a busy working adult, accelerated degree completion classes meet in the evenings and/or weekends, or fully Online. Students work with a learning coach to develop an individual academic portfolio and learning plan, based on the individual's academic background. Through the laddering process, learners who complete the adult-oriented programs are able to continue their education by

applying to one of TWU's professional graduate programs such as the Master of Arts in Leadership, Master of Business Administration, Master of Arts in Teaching English as a Second or Other Language, or the Master of Arts in Counselling Psychology, or other masters programs (see Graduate Studies).

Admissions

Adult learners are 23 years of age or older and are not able to attend university full time during conventional class times. Admissions processes for adult learners are open and flexible. Learners are accepted into the course, certificate, or degree program based on either traditional University entrance standards, or on their life and work experiences. Admissions standards are set by program.

Inquiries should be directed to:
Langley and TWU Richmond programs: 604.513.2067
TWU Bellingham programs: 360.527.0222 or 604.513.2121 ext. 3986

Recognition for Prior Learning (RPL)

Adult learners may be given up to 30 university credits for their life and work experiences that can be documented as worthy of university credit at a basic level (60 per cent standing or higher in course related experiences). Recognition for prior learning is only available to adult learners enrolling in the Accelerated Degree Completion Programs. Students are able to receive recognition for prior learning through challenge exams, standardized exams, or portfolio assessment of prior learning.

For more information on RPL credit, please contact:
Langley or Richmond programs: 604.513.2067
TWU - Bellingham program: 360.527.0222 or 604.513.2121 ext. 3986

Degree Completion Formats

Accelerated degrees are completed in 18 to 24 months, through in-class or online offered 12 months of the year. To be fully admitted into an accelerated degree program, learners must have credit for an Associate of Arts (AA) degree, a recognized international diploma, or the equivalent (a combination of 60 lower level course credits including standard General Education Requirements). Learners may be conditionally accepted into the Accelerated Degree Completion Program with fewer than 60 credits at the discretion of the Associate Provost for TWU Extension. In accelerated degree formats, the lower level University core and standard prerequisite degree requirements are waived as having been completed as part of the AA or equivalent. International learners with recognized diplomas may be required to complete prescribed liberal arts courses in addition to the Leadership major. Upper level core requirements (two RELS courses and IDIS 400) must still be completed within the remaining 62 upper level credits to graduate from the accelerated degree completion programs. Individualized degree completion pathways are designed and provided to each learner at the outset of the accelerated degree process.

Customized Degree Completion Format

Students who have completed the majority of their university credits at TWU (90 or more credits) but who are unable to complete their degree can complete it through customized degree completion. Students in the customized degree completion program are supported by an advisor who assists students in choosing among existing options (TWU courses in the evening, weekend, online, alternate location, or in accelerated formats) for degree completion. The degree completion advisor can also help with student transfers of course credits from other institutions and developing online independent studies where

faculty develop an individualized online course to assist students in finishing the final components of their TWU degree. In some cases, the faculty advisor also assists students in transitioning to a more convenient degree pathway such as the Accelerated Degree Completion format, as long as this meets the educational needs of the learner.

Certificate Programs

A variety of certificate programs are offered through TWU Extension. Delivered at non-traditional times, formats, and locations, these programs are developed for the adult and non-traditional learner. Certificate programs feature laddering options to ensure smooth transition into bachelor's or master's degree programs. Completion requirements and standards vary by program.

Certificate in Leadership for Christian Organizations

This program is delivered online for flexible learning. Contact TWU Extension for more information and convenient registration. Phone (604) 513-2067.

This certificate makes leadership studies available to serve and strengthen lay volunteers, workers, and others in Christian organizations, for the purpose of helping them achieve their desired outcomes. The Certificate in Leadership for Christian Organizations is designed specifically for adult learners. The program is broadly titled to represent strategic studies for Christian non-profits as well as ministry-specific organizations including churches. The target audience is the Christian adult interested in a possible career move from a secular profession into a Christian organization, those seeking to volunteer more effectively in a leadership capacity of a Christian organization, and/or those preparing and exploring leadership studies in ministry or NGO organizations before engaging further education at a masters level i.e. MA Leadership or ACTS programs. This Certificate also serves as elective credit in the Adult Degree Completion program BA in Leadership.

Program Content:

The Certificate in Leadership for Christian Organizations requires the successful completion of the following courses.

LDRS 110 (3 sem. hrs.)	Christian Leadership Foundations
LDRS 205 (3 sem. hrs.)	Leading Spiritual Growth
LDRS 210 (3 sem. hrs.)	Growing Healthy Organizations
LDRS 230 (3 sem. hrs.)	Leading Teams and Groups
LDRS 255 (3 sem. hrs.)	Leading and Coaching

Teaching English for Speakers of Other Languages (TESOL) Certificate Program

TESOL is a comprehensive university-accredited

program that includes the following core components:

- Principles of teaching language
- Knowledge of the English language
- Cross-cultural communication
- Experience in the ESL/EFL classroom

The TWU TESOL program is designed for:

- Post-degree students who have completed a bachelor's degree and would like to add a TESOL certificate
- Pre-degree students who may or may not wish to apply the credits toward a bachelor's degree
- Current students wishing to pursue a TESOL emphasis in their undergraduate program at TWU or in partnering institutions
- Current teachers in the public or private
- education field who wish to add a TESOL specialization
- International students or teachers who have met TWU's language requirements

There are two TESOL Certificate strands to choose from:

1. TESOL Certificate - regular strand (26 sem. hrs.) provides a thorough understanding of English language teaching for today's world.
2. TESOL Certificate - TESL Canada strang (27 sem. hrs.) provides a thorough understanding of English language teaching for teaching ESL for adults in Canada. This certificate qualifies for TESL Canada Standard II.

There are also two short certificates to choose from:

1. Certificate in Fundamentals of English Language Teaching (10 sem. hrs.) gives a foundation in teaching English locally or abroad.
2. Certificate in TESOL Tutoring (10 sem. hrs.) presents how tutoring can be used for work or ministry.

See Linguistics section of this Calendar for information on a minor in Applied Linguistics and TESOL.

1. TESOL Certificate regular strand requires the successful completion of 26 sem. Hrs.:

LING 210 (3 sem. hrs.) - Language and Society
LING 268 (3 sem. hrs.) - Introduction to TESOL
LING 301 (1 sem. hr.) - TESOL Volunteer Practicum
LING 302 (3 sem. hrs.) - Cross-Cultural Communication (or LING 481 sem. hrs.)
LING 305 (3 sem. hrs.) - The Grammar of English for TESOL
LING 306 (3 sem. hrs.) - The Sound System of English
LING 410 (3 sem. hrs.) - Teaching Listening and Speaking
LING 420 (3 sem. hrs.) - Teaching Reading and Writing in TESOL
LING 401 (1 sem. hr.) - TESOL Teaching Practicum

plus 3 sem. hrs. from the following TESOL electives:

LING 304 (2 sem. hrs.) - Tutoring English Language Learners
LING 307 (1 sem. hr.) - The Lexical System of English
LING 308 (1 sem. hr.) - Introduction to Canadian Language Benchmarks
LING 312 (1 sem. hr.) - Testing in TESOL
LING 313 (1 sem. hr.) - Teaching English Pronunciation
LING 314 (1 sem. hr.) - Teaching Beginners ESL
LING 315 (1 sem. hr.) – Computer-Assisted Instruction in TESOL
LING 316 (1 sem. hr.) - Classroom Management in TESOL
LING 317 (1 sem. hr.) - Materials Creation and Evaluation in TESOL
LING 318 (1 sem. hr.) - Using Drama in TESOL

LING 319 (1 sem. hr.) - Issues in TESOL and Missions

2. TESOL Certificate TESL Canada strand requires the successful completion of 27 sem. hrs.:
LING 210 (3 sem. hrs.) - Language and Society
LING 268 (3 sem. hrs.) - Introduction to TESOL
LING 301 (1 sem. hr.) - TESOL Volunteer Practicum
LING 302 (3 sem. hrs.) - Cross Cultural Communication (or LING 481 sem. hrs.)
LING 305 (3 sem. hrs.) - The Grammar of English for TESOL
LING 306 (3 sem. hrs.) - The Sound System of English
LING 410 (3 sem. hrs.) - Teaching Listening and Speaking in TESOL
LING 420 (3 sem. hrs.) - Teaching Reading and Writing in TESOL
LING 401 (1 sem. hr.) - TESOL Teaching Practicum
LING 402 (1 sem. hr.) - TESOL Teaching Practicum II

Plus 3 sem. Hrs. from the following TESOL electives:
LING 304 (2 sem. hrs.) - Tutoring English Language Learners
LING 307 (1 sem. hr.) - The Lexical System of English
LING 308 (1 sem. hr.) - Introduction to Canadian Language Benchmarks
LING 312 (1 sem. hr.) - Testing in TESOL
LING 313 (1 sem. hr.) - Teaching English Pronunciation
LING 314 (1 sem. hr.) - Teaching Beginners ESL
LING 315 (1 sem. hr.) - Computer-Assisted Instruction in TESOL
LING 316 (1 sem. hr.) - Classroom Management in TESOL
LING 317 (1 sem. hr.) - Materials Creation and Evaluation in TESOL
LING 318 (1 sem. hr.) - Using Drama in TESOL
LING 319 (1 sem. hr.) - Issues in TESOL and Missions

3. Certificate in Fundamentals of English Language Teaching requires the successful completion of 10 sem. hrs.:

LING 268 (3 sem. hrs.) Introduction to TESOL
LING 301 (1 sem. hr.) TESOL Volunteer Practicum
LING 305 (3 sem. hrs.) The Grammar of English *or* LING 306 (3 sem. hrs.) The Sound System of English
Three TESOL electives at the 300-level (LING 307, 308, 312, 313, 314, 315, 316, 317, 318 or 319).

4. Certificate in TESOL Tutoring requires the successful completion of 10 sem. hrs.:
LING 268 (3 sem. hrs.) - Introduction to TESOL
LING 301 (1 sem. hr.) - TESOL Volunteer Practicum
LING 304 (2 sem. hrs.) - Tutoring English Language Learners
LING 305 (3 sem. hrs.) - The Grammar of English *or* LING 306 (3 sem. hrs.) The Sound System of English
One TESOL elective at the 300-level (LING 307, 308, 312, 313, 314, 315, 316, 317, 318 or 319).

Project Management Professional Certificate Program

There is an increasing demand for skilled project management professionals in our rapidly changing workplace. Employers are looking for trained people to successfully plan and execute complex work projects that are on target with budgets and time. Project Managers are identified as having strong leadership and organizational skills, which, combined with experience in current technologies, make a project manager an in-demand employee in nearly any organization or industry. The 20 sem. hr. Project Management Certificate may also be

laddered into the BA in Leadership program. Additionally, the certificate prepares students to apply for and pass the Project Management Institute's PMI Certified Associate in Project Management (CAPM) or the PMI Project Management Professional (PMP) certificate. This program is designed specifically for the busy, working adult and is available online. Courses are completed in six week cycles.

Courses	Semester Credits	Course Name
PMPP 201	3 sem. hrs.	Introduction to Project Management (PMPP 201 is a prerequisite to registration for each of the following courses - except with instructor permission to enroll)
PMPP 302	3 sem. hrs.	Project Management Foundation: Project Scope Management, Schedule Management, Cost Management
PMPP 303	3 sem. hrs.	Principles, Tools, and Practices of Project Risk Management
PMPP 304	3 sem. hrs.	Philosophy, Principles, and Practices of Quality Management
PMPP 305	3 sem. hrs.	Project Management Infrastructure: Human Resources, Communication, and Procurement
PMPP 401	3 sem. hrs.	Project Management Certification (CAPM or PMP)
PMPP 402	2 sem. hrs.	Project Management Practicum

Graduate Certificate in Educational Leadership

This certificate consists of five graduate level courses for educators. Serving multiple educational audiences, this program may be taken as a stand-alone certificate or may be laddered towards the MA in Leadership program for those seeking further degree options. This program is designed for current and prospective principals, assistant principals, curriculum and grade coordinators, teachers, and leaders in educational organizations. Some courses are delivered in face-to-face formats during Summer Sessions and some are delivered online between September and May. Check twu.ca/extension for schedules.

Program Content:

The Graduate Certificate in Educational Leadership requires the successful completion of five courses (15 sem. hrs.).

Core Requirements:

EDUC 622	Leadership in Educational Organizations	(3 sem. hrs.)
EDUC 624	School Leadership and Supervision	(3 sem. hrs.)
EDUC 625	Instructional Leadership and the Dynamics of Change	(3 sem. hrs.)

Elective Courses (choose two):

EDUC 621	Worldview Foundations for Schooling	(3 sem. hrs.)
EDUC 623	Developing Educational Programs	(3 sem. hrs.)
EDUC 626	Legal, Political, and Social Contexts of Education	(3 sem. hrs.)

Graduate Certificate in Christian School Education

Similar to the above Graduate Certificate in Educational Leadership, this program is for teachers and prospective teachers in Christian schools who want to enhance or develop a Christian worldview perspective in their teaching style and content. The program assists teachers in developing a Christian understanding of educational issues. Courses in the Certificate in Christian School Education may be applied to the MA in Christian Studies at TWU's ACTS seminaries. Courses at the 600 level may be used for credit towards the MA in Leadership (Education stream). Some courses are delivered in face-to-face formats during Summer Sessions and some are delivered online between September and May.

Program Content:

The Graduate Certificate in Christian School Education requires the successful completion of five courses (15 sem. hrs.).

Course Requirements (choose five of the following):

EDUC 514	Assessing Students with Learning Needs
EDUC 540	Christian Approaches on Teaching and Pedagogy
EDUC 545	Assessing and Evaluating Student Learning
EDUC 560	Christian Schooling: Foundations and Practices
EDUC 569	Curriculum and Pedagogy: Biblical Studies
EDUC 621	Worldview Foundations for Schooling
EDUC 622	Leadership in Educational Organizations
EDUC 623	Developing Educational Programs

Elective Option:

One approved 3 sem. hrs. course in Biblical Studies or Theology at TWU's ACTS seminaries may be substituted.

Certificate in Leadership and Applied Public Affairs

Offered at the Laurentian Leadership Centre in Ottawa, this residency certificate recognizes 15 sem. hrs. of upper level credit for specialized study in governmental affairs. The program includes 6 sem. hrs. of practicum experience throughout the semester. The practicum experience is relevant to a wide variety of career choices including international relations, business, communications, history, politics, non-governmental organizations, and public service.

This program may be laddered towards a bachelor's degree as a degree component or may be taken as an independent certificate through TWU Extension. For interested students who have a recognized bachelor's degree, this program may be taken as a Graduate Certificate in Leadership and Applied Public Affairs, with advanced study requirements. Visiting and non-degree seeking learners may access these certificates through TWU Extension.

Program Content:

The Certificate in Leadership and Applied Public Affairs requires the successful completion of:

POLS 391	Canadian Governmental Leadership	(3 sem. hrs.)
POLS 392	Ethics and Public Affairs	(3 sem. hrs.)
POLS 393	Law, Public Policy, and Cultural Change	(3 sem. hrs.)
POLS 395/396	Internships	(6 sem. hrs.)

or 6 sem. hrs. of discipline-specific practica recognized and authorized by the student's major or minor (e.g., Business, Communication, History, etc.).

University Transfer Certificate: Humanities and Social Sciences

This 24 sem. hrs. certificate program provides the learner with a liberal arts foundation in the humanities and social sciences. Developed for partnership institutions and organizations, the certificate provides a set of first and second year university courses applicable for transferable credit to most institutions.

Program Content:

ENGL 103	Introduction to Literature: Short Fiction and Poetry	(3 sem. hrs.)
ENGL 104	Introduction to Literature: Drama and the Novel	(3 sem. hrs.)
HIST 111	History of Western Civilization	(3 sem. hrs.)
HIST 260	History of Christianity	(3 sem. hrs.)
PHIL 105	Introduction to Philosophy	(3 sem. hrs.)
PHIL 210	Contemporary Ethical Issues	(3 sem. hrs.)
PSYC 106	Introduction to Psychology	(3 sem. hrs.)

SOCI 101	Introduction to Sociology	(3 sem. hrs.)

More Information Contact:
TWU Extension for certificate program information
Tel.:
604.513.2067
For specific course content information regarding Leadership and Applied Public Affairs Certificate, contact the TWU Langley campus liaison:
Tel.:
604.513.2121 ext. 3470
In Ottawa, contact the program director regarding Leadership and Applied Public Affairs Certificate
Tel.:
613.569.7511, ext. 5010.

Accelerated Summer Courses

A variety of TWU Extension accelerated courses occur in the summer when the main University campus operates at a slower pace. The summer schedule begins after April graduation and continues until September, utilizing a variety of face-to-face and online formats. Open registration provides a hassle-free process for visiting students who wish to transfer credits back to their primary institution. Adult learners use the summer accelerated course program to complete courses that are necessary for full standing in a degree completion or certificate program. Current university students can use accelerated courses to catch up on missed credits, retake courses that were not passed, take unique courses that allow for a high level of student-to-faculty engagement and full time immersion at a retreat centre or camp that would not be possible during the academic year. Students who take accelerated courses of study also enjoy smaller classes, are able to focus on one discipline at a time, and realize their plan to finish university on time or ahead of schedule. TWU's unique summer scheduling provides opportunities for a custom-designed summer of study, work, travel, retreat, and missions options. Courses are offered in one-, three-, or six-week session intensive learning formats. For more information, visit twu.ca/summer.

Camp Option

TWU Extension provides an opportunity for learners to finish their summer in a camp setting where they are able to complete a course while engaging faculty and fellow learners. University Week at Camp enables students to take classes while enjoying a high energy, socially packed learning experience. Contact TWU Extension for more details at 604.513.2067.

Four and Six Week Accelerated Courses

For a slightly more relaxed pace, students can enrol in four or six week courses in the Summer Session. Four-week courses require students to attend classes for three hours per day, three days per week, for four weeks. Six-week courses involve taking classes for three hours per day, two days a week, for six weeks. Whereas three-week and one-week intensive courses require students to be almost 100 per cent dedicated to their studies for the course duration, four- and six-week courses allow students to continue to work and take more than one class simultaneously. For a listing of the current four- and six-week modular courses, visit twu.ca/summer or contact TWU Extension at 604.513.2067.

One Week Intensives

One week intensive courses require 100 per cent student dedication during the week the class meets. Students must complete a pre-reading list before embarking on the course. In some cases, students must complete a paper prior to beginning

the class. Students then meet either at TWU or in a retreat or camp setting where they participate in three to six hours of classes daily for five consecutive days. Outside of class time, students are expected to interact with other learners and the faculty member about the impact of the course content on their developing worldview. At the conclusion of the one-week intensive, students are assigned a major paper that must be submitted to the professor at a predetermined time (typically two to four weeks after the completion of the class).

Retreat Options

TWU Extension provides an opportunity for learners to spend a week with a Trinity Western professor and a small group of students at a retreat site. Participants immerse themselves in disciplines blended with biblical perspectives while developing meaningful relationships with fellow learners, learning to communicate effectively, think critically and reflectively, and build self-awareness. For a listing of the current retreat course options, visit twu.ca/summer or contact TWU Extension at 604.513.2067.

Three Week Intensives

TWU Extension offers two sets of three-week intensive sessions in May and June. Each intensive involves taking classes for three hours per day, four days per week for three weeks. Three-week intensive sessions allow students the flexibility of staying at TWU for the first three or six weeks of the summer (from the beginning of May until the middle of June, depending on the annual calendar) and then to engage employment or recreational activities once their courses are completed. For a listing of the current three-week intensive courses, visit twu.ca/ summer or contact TWU Extension at 604.513.2067.

Global and International Programs

University Transition Year 1 (U1)

Global students who are academically strong can begin their undergraduate degree through U1. Students are admissible with an IELTS of 6.0, iBT of 78, CAEL of 60, or graduation from an English medium secondary school with a passing grade in Grade 12 English or a B in Communications 12. See www.twu.ca/u1 for additional details. During the U1 Year, students take a minimum of 27 semester hours while developing their confidence in post-secondary level studies in English. Students take liberal arts core courses (WRTG 101, ENGL 101, FNDN 101, CHIN 411 and PHIL) with a global cohort and add other courses of their choice. Throughout the year, the program director provides academic direction and personal support while a team of learning coaches is trained to guide, mentor, and instruct students one-on-one. Accent-reduction clinics, grammar support, and discipline-specific tutors (for subject such as math, sciences, and accounting) make the U1 Year a strong foundation for students from global contexts. Once students have completed at least 27 semester hours and achieved a minimum of 2.0, they move out of the U1 environment and continue their degree.

EDGE Program

International students who have successfully completed 3 years or more of a business degree in their home country and have achieved an IELTS 6.0 or equivalent qualify for the EDGE program. During this two-semester program, students take 24 semester hours consisting of WRTG 101, ENGL 101, two liberal arts of choice, and 4 upper level business courses. With a 3.0 GPA, students then qualify to ladder into the MBA. Admission to

EDGE and to MBA are determined by Graduate Studies Admissions.

International Degree Completion

International students with a completed diploma, or equivalent, from a recognized institution, and having met TWU language proficiency requirement, may apply to the BA in Leadership degree completion program. Upper level degree and upper level core requirements must still be completed to graduate from the accelerated degree completion program. For International learners to complete their degree, the BA in Leadership program requires 42 sem. hrs. in the Leadership major plus 21 sem. hrs. in specified university liberal arts courses. The accelerated delivery format allows the student to complete the program in less than 24 months.

Travel Studies Program

Each summer, students have the opportunity to combine academic studies with travel for exciting and unique experiential learning opportunities with fellow TWU students and faculty. Courses offered on each travel study either fulfil a program major or minor or satisfy electives and core requirements. The Travel Studies programs listed below are offered in May, June, July, or August on a rotational basis. They vary in length from approximately two weeks to one month. Because Travel Studies programs change periodically and not all programs are offered annually, students should check regularly which Travel Studies options are available. The list of Travel Studies below is not exhaustive. For more information, contact the TWU Extension office at 604.513.2067.

For more information see the Course Descriptions section for Travel Studies.

Collaborative Programs

TWU Extension serves a number of K-12, college, university and organizational groups through our collaborative programs. These programs provide opportunities for students, teachers, and professionals to study at TWU for short periods of time, for TWU to provide instruction to learners at other institutions in other locations, or for TWU students to study on other campuses or locations.

University Bridge Program

The Bridge Program provides international and second language learners with a variety of university English language and cultural support elements in the context of academic studies, such as English language writing courses and course companion classes (teaching critical thinking applications and rhetorical aspects of interaction with text and course content). In cooperation with ESLI (English as a Second Language Institute), international students transition seamlessly into mainstream classes of the University. The Bridge Program is a culmination of a variety of customized programs and services that meet the unique needs of international student groups that may require a higher level of support and service in order to be considered for full admission into TWU.

Au Sable Institute Of Environmental Studies

As a service to Environmental Studies majors and other majors who have an interest in environmental studies, a number of 300 and 400 level courses are available for credit to Trinity Western students through the Au Sable Institute, in Michigan, Washington, Florida, and India. These intensive courses, taught primarily during the spring and summer, offer a distinctly Christian perspective on the environment. Tuition fees are charged at regular Trinity Western Summer Session rates, but with each course assessed at 4

sem. hrs. Some financial assistance is available from the Au Sable Institute. Program details are obtained from the coordinators of the Environmental Studies Program.

Visiting Professor/Teacher's Programs

The Visiting Academic Scholars program provides an opportunity for professional academic scholars from other countries to engage in university classes and activities for one semester on a credit-free basis. It is open to teachers, professors, and professionals from non-English speaking countries and provides them with an opportunity to enhance their English language skills and to experience Canadian culture. In most cases, visiting professors or teachers come to TWU based on their relationships with TWU Extension or with a specific faculty or school at TWU. Occasionally, groups of professionals come to TWU as part of their professional development programs. In these cases, TWU Extension works with the relevant institutions to develop a collaborative model for the educational program and service to be provided. TWU has served teachers and faculty from a number of locations, but most specifically serves the Tianjin Municipal Education Commission in meeting the language and learning needs of K-12 teachers.

In addition to serving the needs of visiting teachers during the fall and spring semester, TWU Extension offers short term study options for students, teachers, and professionals from around the world during our summer session. Typically, visiting students or teachers come to TWU for 2-4 week periods and learn English while studying Canadian and North American lifestyles.

If you are an international student, K-12 school, college, or university and are interested in developing a short term summer or complete semester learning opportunity, contact TWU Extension at 604.513.2067.

Learner Support Services

TWU Extension provides a number of flexible and relevant learning services. Services include technology support for online learners and faculty, instructional services for faculty transitioning to teach in the Virtual Campus Moodle environment (online course design-development-delivery strategies), provision and maintenance of online platform, provision of learning resources for online and adult learners (reading and writing helps and university success strategies), academic advising, and enrolment services for TWU Extension students. Learner support services include one-stop shop for enrolment and payment of fees as well as learning coaches to support online, casual, international, and adult learners in defining and actualizing their learning pathway.

More Information Contact TWU Extension for more information.

Northwest Building, First Floor
Tel.: *604.513.2067*
Fax: 604.513.2060
Email: extension@twu.ca
Website: twu.ca/extension; mytwu.ca

TWU—Bellingham
143 W. Kellogg Road
Bellingham, Washington 98226
Tel.: *360.527.0222*
Email: WA.campus@twu.ca

Online Courses and Programs

TWU Extension provides adult learners with select Online learning opportunities at certificate, undergraduate and graduate levels. TWU Extension provides service and support for online

learning as well as the design, development, and delivery of online courses and programs through TWU's digital learning environment which includes tools such as Moodle and WordPress. Students automatically receive their TWUPass—the universal log-in-information—once registered in a course. Students are provided with live support for the use of Moodle or WordPress system Monday to Thursday from 9 am to 9 pm; Friday and Saturday from 9 am to 5 pm by calling 604.882.4357 or 1.866.614.4652, or by emailing esupport@twu.ca. Students may also access the TWU KnowledgeBase of support articles at any time. Faculty who desire or are contracted to use Moodle or WordPress in the development, design, and delivery of online learning are supported through TWU Extension instructional and online learning supports. Faculty are provided with group and individualized training in the appropriate use of online learning systems; are coached through the delivery of their online courses; and are able to access course design specialists to provide appropriate design elements to support their learning outcomes.

Students starting the following programs in September 2017, will be able to complete them fully Online:
MA in Leadership (see Graduate Studies). All specialty streams are available: Business, Education, Health Care, Non-profit, Ministry and Customized.
BA in Leadership (see TWU Extension) Degree Completion Program.
Project Management Certificate (see TWU Extension Certificates)
Certificate in Leadership for Christian Organizations (see TWU Extension Certificates)

Focus (Freshman Online Certificate—University Studies)

FOCUS is a program for individuals who want to begin their studies but are unable to attend courses on campus such as graduating homeschool students, stay-at-home parents, or individuals who work. The program supports students as a community of learners who stay together in cohorts for the entire academic year. A faculty learning coach is a key element of FOCUS and support is provided by phone or email. Intensive courses are seven to eight weeks in length and are taken two at a time for maximum concentration and success. It is recommended that students plan to devote between 25 to 30 hours of learning time per week to complete their studies. FOCUS represents 27 sem. hrs. in fall and spring and one 3 sem. hr. elective in a Summer session.

FOCUS Program Content:		
BUSI 111	Introduction to Business	(3 sem. hrs.)
ANTH 101	Introduction to Anthropology	(3 sem. hrs.)
MCOM 171	Introduction to Communication	(3 sem. hrs.)
PSYC 105	Introduction to Psychology	(part 1: 3 sem. hrs.)
PSYC 106	Introduction to Psychology	(part 2: 3 sem. hrs.)
HIST 111	History of Western Civilization	(3 sem. hrs.)
SOCI 101	Introduction to Sociology	(3 sem. hrs.)
PHIL 109	Critical Thinking: Informal Logic	(3 sem. hrs.)

WRIT 100	University Writing	(3 sem. hrs.)

Elective: choice of one 3 sem. hrs. online or on-campus course during Summer sessions (subject to availability)

Note: Courses offered may be adjusted with notice.

Online Courses

All students have the opportunity to enrol in online courses when they are offered. Through our independent study course program, any course in the TWU Calendar can be delivered in a customized way to a student based on faculty interest and availability. Check the timetable for current course listings.

Mixed Mode (Hybrid) Courses

Mixed modal courses involve a proportion of the learning face-to-face and a proportion online. Typically, each portion must comprise more than one third of the course instructional time in order to constitute a mixed mode course. What this means for the learner is that mixed mode courses involve less class time than traditional face-to-face classes. This type of learning mixes the best of both worlds and provides face-to-face instruction with a more convenient schedule. Check the timetable for current course listings.

Web-Enhanced Courses

Professors who use Moodle or WordPress to supplement their existing face-to-face class are conducting a web-enhanced course. A web-enhanced course involves either the use of technology to supplement or complement an existing face-to-face class or online class time substitution at less than one third of the class. Currently the majority of TWU classes use the Moodle for at least a portion of the learning that occurs.

Travel Abroad Programs

Council For Christian Colleges And Universities Programs

Trinity Western University is a member of the Council of Christian Colleges and Universities (CCCU), an association of more than 90 liberal arts Christian colleges and universities. Through the CCCU, a number of off-campus experiential learning opportunities exist. Most programs are one semester in length and provide a full course load of study. Students may transfer approximately 15 to 17 sem. hrs. of CCCU credit towards their TWU program.

American Studies Program

The American Studies Program serves as the Washington campus of CCCU-member institutions. Based on the principle of integrating faith, learning, and living, students spend a semester in Washington, D.C., earning academic credit by serving as interns and participating in a contemporary, issue-oriented seminar program. Available internships may include congressional offices, social service agencies, think tanks, or cultural institutions. The American Studies Program is designed for third and fourth year students with a wide range of academic majors and vocational interests. Available fall and spring terms. Contact TWU Extension for more information.

Contemporary Music Center

The Contemporary Music Center, located on the island of Martha's Vineyard, just off the coast of Cape Cod, Massachusetts, offers students the opportunity to spend a semester studying, living, and working with faculty, music industry experts, and other students interested in making and

marketing contemporary music. The program is designed not just for music majors but for any student considering a career as a musician, vocalist, songwriter, producer, engineer, artist manager, booking agent, A&R director, marketing executive, music publisher, concert promoter, or entertainment industry entrepreneur. In addition to core courses about the music industry and the intersection of faith and culture, students choose between the Artist Track and the Music Executive Track. The program combines lectures and seminars with intensive hands-on and field experience. Contact the Dean of the Faculty of Professional Studies and Performing Arts for more information.

Latin American Studies Program

An opportunity to live and learn in Latin America is available to students from CCCU-member institutions through the Latin American Studies Program. Located in San Jose, Costa Rica, the program is committed to helping students examine and live out the lordship of Jesus Christ in an international context. Each semester, approximately 25 students are selected to participate in this seminar and service experience. Available fall and spring terms every year. Contact TWU Extension for more information.

Los Angeles Film Studies Center

The purpose of the Los Angeles Film Studies Center is to enable Christian college and university students to serve in various aspects of the film industry with professional skill and Christian integrity. Located semester-long program combines seminar courses with an internship in various segments of the film industry, providing students with the opportunity to explore the industry within a Christian context and from a liberal arts perspective. Contact Ned Vankevich, Ph.D., for more information.

Middle East Studies Program

Located in Cairo, Egypt, students spend a semester learning how to relate to the Muslim world in an informed and constructive manner. Students explore Middle Eastern cultures, religions, and conflicts from within this diverse and strategic region of the world. Arabic language instruction is provided. Students serve as interns with various organizations in Cairo and spend two weeks in Israel. Available fall and spring terms. Contact the Dean of the Faculty of Humanities and Social Sciences for more information. Oxford

Honours Program

Students have the opportunity to study in England through an interdisciplinary semester at Oxford University. This rigorous academic program, aimed at increasing critical thinking skills and scholarship from a Christian perspective, allows participants to choose from a wide variety of tutorial study programs in the arts, religion, history, economics, philosophy, and other disciplines. In addition to two Oxford tutorials, students participate in a seminar and an integrative course through which they produce a scholarly project or term paper. Field trips provide opportunities for experiential learning in England's rich historical setting. Contact the chair of the English Department for more information.

Oxford Summer School Program

Students at CCCU-member colleges and universities are invited to apply for admission to the Oxford University Summer School Program, a multi-disciplinary study of the history and development of the Renaissance and Reformation through examination of the philosophy, art, literature, science, music, politics, and religion of this era. Students have the opportunity to study with the faculty of the Centre for Medieval and Renaissance Studies, which is affiliated with Oxford University's Keble College. Contact the

chair of the English Department for more information.

Australia Studies Centre

Students interested in the arts (music, dance, theatre, design) can enjoy a unique semester studying ways to express themselves in the thriving international city of Sydney, Australia, through the Wesley Institute. In this highly experiential program, students explore and learn how to live the Christian life in a world that is religiously and culturally pluralistic, grappling with the meaning of being salt and light in the arena of professional performing arts. Contact the Dean of the Faculty of Professional Studies and Performing Arts for more information.

Washington Journalism Center

Located in Washington, D.C., students intent on journalism have the opportunity to study the industry in the capital of the U.S.A. Students interact in internships and listen to professionals who broaden their understanding of news, reporting, and media involvement. Contact the chair of the Media + Communication Department for more information. Uganda Studies Program The Uganda Studies Program enables students to experience various geographical and cultural aspects of Uganda over the course of a semester. Witness a society in reform as the country experiences political and religious transformations with a new and growing government and an enthusiastic involvement of Christianity across the continent. Contact TWU Extension for more information.

More Information

Contact TWU Extension for more information.

Council for Christian Colleges and Universities

For detailed information on each program listed above, visit the CCCU website: BestSemester.com

University Access Programs

TWU Extension also extends TWU learning connections and community concepts to other agencies and assists them in meeting their own goals. TWU Extension provides individuals, schools, churches, associations, and organizations with educational solutions and advancements.

These learning products and programs may be customized for specific needs or may be drawn from the University's current course and program selections. TWU Extension is currently involved in the following partnership programs: courses offered in cooperation with high schools, university credit linguistics courses in cooperation with Canada Institute of Linguistics, teacher education professional development in cooperation with the Society of Christian Schools and the Association of Christian Schools International, and programs offered in post-secondary institutions and professional organizations (nationally and internationally).

University Connections also provide individuals with access to university transitions programs from high school to university (Freshman Academy), part-time studies for casual learners, and transitional support programs for international students seeking English language and cultural training in the context of academic studies (Freshman Academy and Bridge Program). Finally, accelerated programs provide students with opportunities to speed up their migration through university, to enrol in condensed and intensive programs of study or to catch up on their university education if they get behind in their degree pathway.

Casual/Continuing Studies

This program provides access to most TWU courses on a casual basis. Casual learners may have access to both on-campus classes and online courses through this program. Casual studies is ideal for students who need a few courses to complete a degree program or who are interested in trying TWU before making a full commitment to be admitted into a TWU degree program. For more information, visit twu.ca/extension.

Freshman Academy

Students whose academic background is slightly below admission standards can begin their degree through Freshman Academy. This program is also open to students who would like to experience their first year in a more supportive environment. During the Freshman Academy year, students take university core liberal arts courses (WRTG 100, ENGL 103, FNDN 101, PSYC 106, and PHIL) in a cohort and choose up to four additional courses for a total of 27 semester hours. The program advisor offers not only academic guidance but also personal support throughout the year, helping students navigate the university expectations and processes. In addition, students have one-on-one sessions with a learning coach each week as well as optional study sessions during the year. The goal of Freshman Academy is to support first year students to develop confidence and strengthen academic competencies. To complete the program and continue into second year, students must achieve a cumulative GPA of at least 2.0. Students whose grades fall below 2.0 are not permitted to continue their studies.

Test Drive

(University courses for High School Students)
This program is designed for high school students interested in getting a head start on university. In many school districts, dual credit may be available, providing students with credit for a course on both high school and university transcripts. Embedded in the modularized university course are university preparation learning resources that introduce the learner to university studies and how to navigate the post-secondary system and culture. These modules provide assistance on university level reading and writing skills, time management, career counseling, and university life orientation. Contact TWU Extension for more information 604.513.2067.

Leadership

Program Design and Delivery

The BA in Leadership program is an accelerated adult degree completion program delivered in Langley, Richmond, Online or at TWU Bellingham in Washington State. Successful applicants with two years or equivalent of TWU coursework or properly assessed college or university credit may complete their third and fourth years of baccalaureate study at the Langley, Richmond or Bellingham centres to earn the BA in Leadership degree. Courses run consecutively throughout the year on a six-week rotation at a time convenient for adult learners (evenings and weekends).

Program Objectives

The BA in Leadership graduate:

1. Understands the foundations and core principles underlying a variety of leadership models and organizational systems
2. Is able to define good leadership and understands the difference between leadership and management
3. Applies core leadership theories to existing and future workplace practices in order to effectively manage and communicate within an organizational environment
4. Plans strategies and implements steps to effectively move organizations forward

5. Critically integrates Christian perspectives in leadership theory and practice.

Note: This program is offered under the written consent of the Minister of Advanced Education effective April 28, 2008, having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).

Major in Leadership B.A. Degree

1. General Graduation Requirements: a total of 122 sem. hrs. are required. There are three elements: To enter the program, degree completion students must have earned an Associate of Arts (AA) degree or equivalent from a recognized institution or a recognized International Diploma, or have 60 transfer sem. hrs. from recognized institutions including TWU, or a combination of transfer sem. hrs. from recognized institutions to equal 60 sem. hrs. Up to 30 sem. hrs. of Recognition for Prior Learning (RPL) credit may be applied to enter the program;
2. To graduate, students must have at least 42 upper level sem. hrs, and 42 LDRS sem. hrs, including 24 upper level LDRS sem. hrs.;
3. An additional 20 sem. hrs. of electives are required. The electives may be transferred into the program or may be achieved through RPL.

Specific Course Requirements for the Major (42 sem. hrs.)

RELS/ LDRS 240	Book Study: Old Testament or 250 Book Study: New Testament	3
LDRS 301	Lifelong Learning Strategies in Leadership	2
LDRS 302	Historic Concepts and Theories of Leadership	3
LDRS 303	Contemporary and Popular Approaches to Leadership	3
LDRS 310	The Learning Organization	3
LDRS 320	Ethical Decision Making: Applications and Fiscal Foundations	3
LDRS 400	Interpersonal Leadership: Negotiation and Conflict Resolution	3
LDRS 410	Communication: Methods of Persuasion and Positive Influence	3
LDRS 420	Leading Change	3
LDRS 440	Developing Administrative Competence	3

LDRS 375	Culture and Christianity	3
LDRS 490	Leading in the World	3

Praxis Track (minimum of 7 sem. hrs.)

LDRS 491/493	Leadership Practicum I	2/3
LDRS 492/494	Leadership Practicum II	2/3
LDRS 499	Applied Leadership Project	3

Theory Track (minimum of 7 sem. hrs.)

LDRS 431	Building Leaders 1: Building Intergenerational Leaders	1
LDRS 432	Building Leaders 2: Vocation and Career Planning	1
LDRS 433	Building Leaders 3: Resilience in Leadership	1
LDRS 300	Leadership Theory and Practice	3
PSYC/ LDRS 330	Leadership in Organizations and Small Groups	3

More Information

TWU Extension—Langley Main Campus

Tel: *604.513.2067*

Fax: *604.513.2060*

Email: extension@twu.ca

TWU Extension – TWU-Richmond

5900 Minoru Blvd

Richmond, BC

Tel: 604-513-2193

Website: www.twu.ca/Richmond

TWU Extension – TWU-Bellingham 143 W. *Kellogg Road*

Bellingham, Washington 98226

Tel: *360.527.0222*

Website: *twubellingham.com*

Trinity Western University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Trinity Western University to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

Faculty of Graduate Studies and Programs

Dr. Eve Stringham, Dean of Graduate Studies

The Faculty of Graduate Studies is composed of 18 graduate programs, organized into two schools: the School of Graduate Studies and the Graduate School of Theological Studies. It is overseen by the Dean of the Faculty of Graduate Studies and the Graduate Academic Council, and administered through the Office of Graduate Studies.

General Information – Graduate Studies

Admissions Requirements

Admissions requirements are specific to each graduate program and are described in the Academic Calendar under the specific section for each program. For international students, additional admissions requirements are included under the international students section in the Academic Calendar.

For all programs, students are required to have an undergraduate degree from an accredited post-secondary institution. Some exceptions may apply.

For inquiries, email gradadmissions@twu.ca.

Academic Advisor

Upon admission, each student is assigned an academic advisor. Students need to consult their advisor regarding academic matters such as course selection. The academic advisor may differ from the thesis supervisor.

Admission Types

Full Admission — This classification requires a bachelor's degree from an accredited institution and fulfillment of all the admission requirements outlined under program information.

Advanced Standing — This classification admits students with graduate credits or graduate degrees from other programs. Applicants with advanced standing need to provide evidence of equivalence, such as a course syllabus, to transfer credits received at another accredited institution. All petitions for transfer credits must be sent to the relevant graduate director for approval. The maximum possible transfer credits into a graduate program is 50% of the program; however, the specific amount of transfer credit is determined on an individual basis by the program director. Courses with less than a B-grade and thesis work are not eligible for transfer credit.

Conditional Admission — For this classification, students are admitted with the understanding that they need to make up certain deficiencies prior to full admission. The student must maintain a minimum GPA of 3.0 for these prerequisite courses, as outlined in their admissions letter.

Unclassified Standing — There are situations where, for various reasons, individuals may wish to take specific courses without actually entering a graduate program. In this case, a person may apply for unclassified standing and, with the approval of the program director, may take up to four graduate courses without full admission to the program. There is a simplified application process for unclassified standing, but applicants must still meet the program admission requirements. Credits

earned as an unclassified student may be applied to the program upon formal admission. If auditing a course is desired under these conditions, the approval of the course professor must be obtained.

Qualifying Studies — This admissions classification is designed for students whose undergraduate degree lacks prerequisite courses or the background necessary for admission into their chosen area of graduate studies. This admission is through the School of Graduate Studies, although the courses taken are at the undergraduate level. Admission for qualifying studies does not imply admission to a specific graduate program. That is a supplementary process that the student must undertake to gain full admission to his or her desired program.

Visiting Student — A visiting graduate student, who is deemed qualified by the program director, may audit or take courses for credit for a variety of reasons (e.g. Letter of Permission, single courses taken for personal or professional development, to get started in the program based on a quick time frame). Visiting students will be restricted to 3 courses attempts or 9 semester hours, whichever is fewer. Further study would require full admission to a program (Letter of Permission excepting).

Applications

Applications are available online at twu.ca/gradapply. Applying online is encouraged; paper applications are accepted but a $40 processing fee applies. Each application must be accompanied by the required supporting documents, including two references and official academic transcripts issued directly from each university or college attended. References must be written by non-family members who know the applicant well and can describe his or her personal qualifications for the desired program of study. Additional supporting documents may be required for certain programs, as outlined on the application.

Deadlines

Each graduate program has unique application and financial aid deadlines, as described under each program in the Academic Calendar.

Financial Awards

A minimum course load of 9 semester hours per semester is required for most scholarships. Student loans require a minimum of 6 semester hours per semester.

Note: Due to the above requirement, some programs are not eligible for financial assistance.

A list of Trinity Western University's awards and scholarships for graduate students is available at twu.ca/graduate.

Graduate Student Status

Full-time Graduate Student — A full-time student is registered in the program for not less than 9 sem. hrs. per semester. The student is regularly involved in graduate student activities and discussions. Admission priority is given to full-time students.

Part-time Graduate Student — Registration in less than 9 sem. hrs. per semester.

On-leave Status — On-leave status may be granted, with the program director's permission, to students who find it necessary to interrupt their graduate studies. Leave is limited to one year. Normally a single fee for continuation is charged to students granted on-leave status. However, a student may apply for a waiver of the continuation fee for various reasons, such as for parental or

medical leave. This application must be made in writing to the director. Failure to request leave from the director and/or failure to pay the Continuing Graduate Fee may result in suspension from the program. A leave of absence is registered as 000 (e.g., CPSY 000).

Students may take a maximum leave of four months (one semester) without charge; this fee exemption may also apply for certified medical conditions. However, students requesting subsequent terms of leave (except Summer sessions) are charged the Continuing Graduate Fee to remain registered in the program.

Continuous Enrolment — Students are expected to maintain continuous enrolment throughout the program. Failure to enrol for a minimum of 3 sem. hrs. or payment of a continuation fee in a given semester may result in suspension from the program. A leave of absence must be formally requested (see above). Re-enrolment requires application for re-admission to the program through the Office of the School of Graduate Studies.

Degree completion — A maximum of five years is allowed for degree completion from first enrolment. A limited extension may be granted upon appeal by the student and the recommendation of the thesis/ project supervisor and the director.

International Students

Trinity Western University is a diverse community that welcomes students from around the world. There are various things that international students should be aware of when applying to Trinity Western University.

Application Fee - International students must pay an application fee of $150 at the time of application.

English Proficiency Requirement
Applicants must possess proficiency in both oral and written academic English. Those applicants whose native language is not English are required to demonstrate this proficiency regardless of their academic qualifications. TWU accepts official original results from TOEFL, IELTS, CAEL, and the ESLI Proficiency exams. These results must be submitted at the time of application.

Proof of English language proficiency is required from all international students with the exception of natives of the following countries (for whom English is their first language):

- Australia
- Ireland
- New Zealand
- United States
- United Kingdom
- Countries of the West Indies except Cuba, Dominican Republic, Haiti, Martinique, Netherlands Antilles, Puerto Rico, St. Lucia
- South Africa

In the case of those who are not native to these countries but who have studied at a post-secondary level in one of them, proof of English language proficiency is still required if less than four years of study have been completed. In cases of four years or more, the student's completed application will be reviewed and the language requirement may be waived. This will be assessed on a case-by-case basis.

Applicants who do not meet the English language requirements may be conditionally admitted to certain graduate programs by applying for and

successfully completing the Pre-Masters Program (PMP) offered through ESLI at Trinity Western University. For further information on PMP, contact the Graduate Admissions Office at gradadmissions@twu.ca.

Degree Equivalency Assessment
International students must submit a degree equivalency assessment of their undergraduate degree prior to being assessed for admission to a graduate program.

Please send an official copy of your transcript for evaluation to one of the organizations listed below and then have an official copy of both your transcript and the evaluation sent to:

Trinity Western University
Graduate Admissions
7600 Glover Road
Langley BC, V2Y 1Y1

Educational Credentials Evaluators (ece.org/)
Select "Course by Course" Assessment
Telephone: (414) 289-3400
Fax: (414) 289-3411
Email: eval@ece.org

Foreign Credentials Service of America (fcsa.biz/university_admissions)
Select "Detailed Evaluation of Coursework"
Telephone: (512) 459-8428
Fax: (512) 459-4565
Toll Free: 1-877-553-4285
Email: info@fcsa.biz

International Credential Evaluation Service (bcit.ca/ices/)
Select "Comprehensive Report"
Telephone: (604) 432-8800
Fax: (604) 435-7033
Toll Free: 1-866-434-9197
Email: icesinfo@bcit.ca

World Education Services – Canadian Office (wes.org/ca/students/index.asp)
Select "Course by Course Report"
Phone: (416) 972-0070
Fax: (416) 972-9004
Toll Free: 1-866-343-0070

Immigration Requirements
International students need to apply for an entry visa and a study permit with the Canadian Embassy, High Commission, or Consulate in their own country. No person will be permitted to enter Canada as a student without presenting the required documents to immigration officials at the port of entry. Application for a visa and study permit should be made as early as possible to ensure sufficient time for processing. For more information, visit cic.gc.ca/english/study/index.asp.

Health Care Requirements
Trinity Western University requires all non-Canadian students who will reside in BC for the academic year to enrol in the British Columbia Medical Services Plan. See details under Tuition and Student Fees.

Graduation Requirements

1. All students must apply to graduate by completing an application for graduation available online at twu.ca/graduation.
2. The Graduation Application deadline for all Graduate Studies students is July 15 of each year. a) This deadline applies to all students who wish to participate in the graduation ceremony in the fall of the same year. b) Students who apply after this deadline will not be permitted to participate in the graduation ceremony. c) Students who may not be eligible to participate in the ceremony may still be eligible for a December 31 conferral.

3. Students who apply for graduation on or before July 15 of each year will be deemed eligible to participate in the graduation ceremony on the following basis: a) ALL course work, internships, and other degree requirements (other than thesis or graduating essay or project) must be completed with final grades posted as of August 31 of that same year. b) Summative projects (thesis, graduating essay, or applied project) must be deemed passable by the faculty no later than September 30 of that same year. c) A minimum cumulative GPA of 3.00 is required for graduation.
4. In all cases, ALL grades must be received and posted before a student is deemed to have completed their degree. Students who are completing a thesis must submit their final edited and bound copy to the Graduate Studies office before a conferral date will be determined. The two primary conferral dates each year are May 31 and December 31.

Graduate Tuition and Student Fees

Payment of Fees

Payment is due two weeks prior to the first day of classes. Early payment will ensure your place in the class and access to MyCourses. Once payment is received, your course status will be updated to current if there is still space in the course. Once students have enrolled in classes, they may view their semester invoice on the student portal. If students fail to complete their payment two weeks prior to the first day of classes (see below for payment options), their course registration will not be cancelled; however, their status in classes may be shifted from preregistered to waitlist status. If payment arrangements are not received by the first day of classes, course selection will be cancelled. Students may re-register until the add/drop deadline, but will incur a late registration fee of $50.

Additional Fees (per semester)

1. Lab Fees (if applicable): $8–$75
2. Graduate Students Fee: $3/ sem. hr.
3. Facilities & Technology Fee: $15/ sem. hr.
4. Parking Permit (Aug. 15–April 30): $350.00- 382.50 (plus applicable taxes)
5. Health and Accident Insurance (per year): Trinity Western University is committed to ensuring that students' health care needs are provided for while they study. For this reason, TWU requires all non-Canadian students who reside in BC during the academic year to enrol in the British Columbia Medical Services Plan (BCMSP). BCMSP provides all basic health care needs. When students arrive on campus, Trinity Western staff members provide information about BCMSP, sign students up for both interim health care coverage and BCMSP, and take the payment. This cost covers interim health care coverage for three months and BCMSP coverage for nine months. Please contact the Wellness Centre for current rates. Information regarding BCMSP coverage is available at health.gov.bc.ca/msp/infoben/faqs.html.

Students who come for short-term programs and who will reside in BC for less than three months must provide proof of personal medical insurance coverage when they register at TWU.

Course Additions and Withdrawals

Regular on-campus courses may be added prior to the add/drop deadline without additional costs. Online or summer courses may be added during the first two weeks of a semester.

Course additions later than these dates require approval of the program director. An administration fee will be charged.

Students who find it necessary to withdraw from the program or semester courses after completing registration and whose withdrawal is approved by the program director will be granted refunds as outlined below.

1. **Tuition Refunds (Fall and Spring semesters for programs which run the full semester):** During the first two weeks of the semester a full refund of tuition charges will be made less a $200* withdrawal fee. During the third week of the semester, a 70 per cent refund will be issued. Refunds will decrease by 10 per cent per week over subsequent weeks with no refund after the sixth week. * *Note: If the Office of the Registrar has provided a Confirmation of Registration Letter, the withdrawal fee is $1000.*
2. **On-Campus Summer Classes:** Full refund less a $500 withdrawal fee during the first day of class only. No refund thereafter.
3. **Online Classes:** 75 per cent refund during first two weeks. No refund after two weeks. *Note: Calculation of the refund depends upon the date of receipt of the withdrawal form in the Office of the Registrar.*

Method of Payments

We accept payment in Canadian and U.S. currency—cash or cheque.

We accept payment through online banking from Canadian banking institutions.

We offer a Pre Authorized Debit (PAD) payment plan option.

For American and International students, we accept payment through Flywire (flywire.com) Further payment information is available at twu.ca/academics/office-of-the-registrar/financial-information/payment-methods.html

Miscellaneous Fees

1. **Continuing Graduate Fee**
   Fall and Spring semester: $955 |
   Summer semesters: $450

   Students must pay this fee for each semester required to complete the thesis or internship requirements beyond the 6-12 sem. hr. allotment. This fee also covers students on leave from the program, with the exception of parental leave and other certified medical leave (see above). Registration for continuation needs to be made each semester a student continues in his or her thesis beyond the original thesis registrations. Students applying for government loans may need to complete a form signed by the director to prove equivalent credit status, since no extra credit is awarded for continuation. See the Financial Aid Director for details.

2. **Admission Deposit For All Programs**
   Domestic Students: $300
   International Students: $9990
   For new and re-enrolling students, this deposit is credited towards payment of other fees. Students should check with the Director of Graduate Admissions for all deposit due dates and cancellation deadlines. All registration deposits sent by

mail should be addressed as follows: *Trinity Western University Graduate Admissions 7600 Glover Road Langley, B.C. V2Y 1Y1*

3. **Security Deposit** $100

   The security deposit is a $100 refundable deposit required of all students. The deposit will be used to cover damage or breakage in a student residence or academic lab and other areas of student indebtedness to the University including outstanding parking and library fees & fines, etc. Should there be any charges against this deposit reinstatement to the full amount of $100.00 will be required by the beginning of the next semester at the University.

4. **Transcripts** $13

   A fee is charged for each copy ordered as per the fee schedule on the Registrar website. Students may order transcripts online from the Office of the Registrar at twu.ca/transcripts.

5. **Returned Cheque** Regardless of Reason $30

6. **Late Registration Fee** $50
   This fee is applicable to all course registrations after the first week of the semester.

7. **Late Payment Fee** $50
   This fee is applicable for those students who do not make payments on time. This fee is over and above interest charges incurred on overdue accounts.

Residence Fees

Student housing is available for some graduate students, especially for those attending the summer semester. Contact the director of the Housing Office for costs and availability.

Telephone: *604.513.2032*
Email: housing@twu.ca

Graduate Tuition and Student Fees 2016 - 2017

On-Campus Programs

Information regarding Tuition Fees can be found at:
twu.ca/academics/office-of-the-registrar/financial-information/

Since the programs and policies of the University are under continual review, the schedule of fees and charges may change without notice. The following is the fee structure for 2016-2017. Tuition fees may vary for some graduate programs.

Tuition Fees (for all semesters)

Graduate Degree Programs

MA Leadership	$725/sem. hr.
MA Leadership - China	$706/sem. hr.
MA Leadership Accelerated Business - Richmond Campus	$795/sem. hr.
MA Educational Leadership	$725/sem. hr.
MA Counselling Psychology	$680/sem. hr.
MA Biblical Studies	$680/sem. hr.
MA Educational Studies – Special Education	$680/sem. hr.

MA Teaching English to Speakers of Other Languages	$710/sem. hr.
MA TESOL (res)	$800/sem. hr.
MA Interdisciplinary Humanities	$680/sem. hr.
MA Linguistics	$535/sem. hr.
Master of Business Administration	$760/sem. hr.
Master of International Business Administration	$805/sem. hr.
Master of International Business EDGE Program	$680/sem. hr.
Master of Science in Nursing	$740/sem. hr.

Graduate Certificate Programs

Certificate in Biblical Studies	$705/sem. hr.
Certificate in Business	$705/sem. hr.
Certificate in Leadership or Educational Leadership	$705/sem. hr.
Audit Rate:	$254/sem. hr.

*additional class fees may apply – see the Timetable
twu.ca/academics/office-registrar/course-timetable

Withholding of Documents

If there is any outstanding indebtedness to the University, degree parchments and transcripts are not released until such matters have been cleared with the Office of the Registrar.

Graduate Interdisciplinary MA in the Humanities (English, History, Philosophy)

Myron Penner, Ph.D., Director

Description

The Master of Arts (MA) in the Humanities is an interdisciplinary program, focusing on the disciplines of English, History, and Philosophy. Students may choose either a general program of study in all three disciplines or a greater level of specialization in one of the disciplines. The program may be completed in four semesters or in several years on a part-time basis. It combines the disciplines of English, History, and Philosophy to analyze significant aspects of Western culture, including those that are rooted in, are impacted by, and/or are challenges to a Christian world view. It specifically focuses on such themes of cultural formation as: humanity's purpose in the world; the values, traditions, mores, and belief systems that inform personal and corporate relationships; and the context within which communities function. The cross-disciplinary integration of faith and learning, focused on but not limited to Christian thought and action, encourages students to explore and examine the ideals of truth, goodness (virtue), and beauty.

Note: This program is offered under the written consent of the Minister of Advanced Education effective April 12, 2005 (renewed March 31, 2010), having undergone a quality assessment process and been found to meet the criteria established by the Minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree are appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).

Purpose

The MA Humanities program provides a graduate-level competency that prepares students for admission to related doctoral programs. In addition, it is of interest to teaching professionals who wish to further their own education through advanced training in the key high school subjects of English, history, or philosophy, which will equip them for effective service in their educational and social context. Other professionals, working in fields such as administration, communication and writing, social service and ministry, have benefited from the program and some students have found it excellent preparation for law school. The program enhances leadership potential through development of the skills of analysis, critical thinking, research and communication, and strengthens each student's ability to evaluate cultural trends from historical, philosophical, and literary perspectives.

Admission Requirements

Normally one of the following:

- BA (Honours) or equivalent in English, history, or philosophy;
- a four-year BA degree with a major in English, history, or philosophy (at least 42 sem. hrs.);
- a BA degree with 24 or more senior level (300- 400) semester hours in one of the above disciplines
- B.Ed. and a major in one of the disciplines or concentrations/minors in at least two of the disciplines; or
- a strong BA program in diverse humanities disciplines.

In each case, an average of B+ in the relevant humanities disciplines is normally required. Consideration for admission into a period of qualifying studies is given to motivated applicants whose academic or disciplinary background is not as strong or as specialized. Details regarding the amount of preparation necessary for entry into the program are determined by the program director.

In addition to BA requirements, applicants will be required to submit two references, all official post-secondary transcripts and, upon request, an academic writing sample.
The application for the MAIH program can be found online at twu.ca/gradapply.

Application Deadlines

Typically students can begin in the program annually in September, January and July. The priority application deadline for July or September entry is April 1 and for January entry is November 1. Late applications are accepted as space permits.

General Humanities

This option is designed for several categories of students including: teachers of English, history, social studies and related disciplines; professionals and other interested students desiring broad studies in the humanities disciplines and students desiring to pursue doctoral studies in general humanities. It includes the core as above but replaces the thesis requirement with a major essay and an additional course. It requires 36 sem. hrs.

Program Checklists and Requirements:

- Master of Arts in Humanities, general humanities

Specialized Humanities

This track is appropriate for students with a strong interest in one of the disciplines in the program. The level of specialization is similar to that of a MA in that discipline (e.g. MA in English, MA in History, or MA in Philosophy). Both the thesis and non-thesis options are open to any student

with a strong background in one of these disciplines, but are designed primarily for students desiring to pursue doctoral studies in the chosen discipline.

At the same time, the interdisciplinary character of the humanities program is provided by: 1) the composition of the required three interdisciplinary core seminars; 2) the ability of the student (with the advisor) to select, according to individual interest, appropriate courses from a variety available in each disciplinary stream; and 3) an intentional interdisciplinary component in the thesis. The common critique from a Christian world view perspective is also both an integrative and an interdisciplinary facet.

The thesis option is recommended for students in philosophy. The non-thesis option includes the same core but replaces the thesis requirement with a major essay and an additional course. It is recommended for students in English and history.

Program Checklists and Requirements:

- MAIH Thesis & Non-Thesis

More Information

Contact the Graduate Admissions Office at gradadmissions@twu.ca for further information or look online at twu.ca/graduate/master-of-arts-in-interdisciplinary-humanities/.

Graduate Program in Biblical Studies (MA) Program

Craig Allert, Ph.D., Director

Description

The Master of Arts in Biblical Studies is a specialized academic program designed to prepare students to interpret Scripture and investigate major issues that attend biblical studies. Led by expert faculty, students become acquainted with the most recent scholarship in this field. Together they engage in original research and critically examine biblical and related primary texts in their original languages (e.g. biblical manuscripts, the Dead Sea Scrolls, papyri, inscriptions, early rabbinica, and pseudepigrapha). Students formulate their own written contributions to scholarly conversations in a style that is professional and compelling. The MA in Biblical Studies has a proven track record of preparing graduates for entrance to and success in Ph.D. programs at leading academic institutions.

Admission Requirements

Normally, applicants who qualify for immediate entry into the graduate year have earned a BA in biblical studies or the equivalent of 42 credit hours in biblical studies, including 12 sem. hrs. of Hebrew and 12 sem. hrs. of Greek. Applicants who have completed an M.Div. (or equivalent) at an accredited institution and meet the language requirements also qualify. (NB: see the second paragraph following.)

The minimum GPA for admission is 3.0 (or B) based on the last two years of the BA (at least half of these courses must be upper level), including the 12 sem. hrs. of upper level course work in the major in the final two years with a minimum GPA of 3.5 (or B+).

Highly motivated applicants with a bachelor's degree in another discipline may apply to undertake the qualifying course work of up to 42 credit hours in biblical studies, including 12 sem. hrs. of Hebrew and 12 sem. hrs. of Greek. Upon

satisfactory completion of the qualifying course work, students are eligible to enter the graduate year.

Applicants must submit an online application, two references, all official transcripts and a recent written sample of their work in the area of biblical studies. Normally this would be a research or term paper produced in the last two years of the BA program. Papers specifically prepared for application are also accepted.

All students are required to familiarize themselves with Trinity Western University's Community Covenant and voluntarily commit themselves to honour the Covenant while enrolled at the University.

The application for the program can be found online at twu.ca/gradapply.

Deadlines

Application for admission to the MA in Biblical Studies program may be submitted up to one year prior to the desired date of entry. All application materials should be sent to the Office of Graduate Admissions. The priority application deadline for September enrolment is June 15; for January enrolment, the priority application deadline is November 1. Late applications are processed on a first-come basis with acceptance dependent on available space in the program.

Applications are processed and admissions responses forwarded, usually within three weeks of application completion, or by June 30 for fall enrolment. Admitted students are required to indicate formal acceptance by submitting a $300 deposit to the Office of Graduate Admissions.

Graduation Requirements

Program Checklists and Requirements:

- MA in Biblical Studies

Procedure for Acceptance and Supervision of Theses

1. The program director is responsible for approving thesis proposals, establishing thesis guidelines, supplying counsel to thesis advisors and, where necessary, adjudicating student appeals.
2. Requirements and a full description of thesis research and writing guidelines are covered in Research Design (RELS 690). Current requirements may be reviewed at the MA in Biblical studies website, twu.ca/academics/graduate/biblical/thesis-research-writing-guidelines.doc

Qualifying Courses

Students requiring qualifying courses may select from the electives below, as available. See Undergraduate Course Descriptions. Course assignments are normally upgraded for 500 level courses.

Electives:

- RELS 500 (cf. RELS 300) Principles of Biblical Interpretation
- RELS 511 (cf. RELS 311) History of Ancient Israel
- RELS 515 (cf. RELS 415) Intertestamental Literature
- RELS 520 (cf. RELS 320) Dead Sea Scrolls
- RELS 523 (cf. RELS 423) Apocalyptic Literature
- RELS 525 (cf. RELS 425) Pauline Theology
- RELS 540 (cf. RELS 340) Current Issues in Biblical Theology
- RELS 541 (cf. RELS 341) The Pentateuch

- RELS 542 (cf. RELS 342) Psalms and Wisdom Literature
- RELS 546 (cf. RELS 446) Hebrew Prophets
- RELS 548 (cf. RELS 448) Ancient Near East and the Old Testament
- RELS 549 (cf. RELS 449) Old Testament Seminar
- RELS 551 (cf. RELS 331) Life and Teachings of Jesus
- RELS 552 (cf. RELS 352) Life and Letters of Paul
- RELS 553 (cf. RELS 453) The Synoptic Gospels and Acts
- RELS 554 (cf. RELS 454) The Johannine Writings
- RELS 556 (cf. RELS 456) New Testament Seminar

Language Courses:

RELS 521, 522 (cf. LATN 211, 212)	Biblical and Ecclesiastical Latin
RELS 528, 529 (cf. RELS 234, 329)	Elementary Greek
RELS 531, 532 (cf. RELS 331, 332)	Readings in the Greek New Testament
RELS 545, 536 (cf. RELS 335, 246)	Elementary Hebrew
RELS 537, 538 (cf. RELS 337, 338)	Readings in the Hebrew Bible

The Dead Sea Scrolls Institute

The Dead Sea Scrolls Institute provides important additional resources and scholarly support to the University's Graduate Program in biblical studies. The Institute sponsors symposia in which leading scholars give lectures to students and the public on the latest results of research. Transfer Students

1. Students may seek to transfer credits received at another accredited institution towards the graduate year. If deemed equivalent to course work required in the degree program, the student may be granted advanced standing. The amount of transfer credit is determined by the Registrar and the Admissions Committee. Courses that have less than a B grade are not considered for transfer.
2. Courses taken at an undergraduate level normally cannot be transferred into a graduate program, but some advanced placement may be granted (i.e., course exemptions replaced by electives).
3. Normally maximum transfer into the MA program is 6 sem. hrs. of the final year (i.e., 600 level electives).

More Information

Further information on the program is available through the Office of Graduate Admissions at gradadmissions@twu.ca or online at twu.ca/academics/school-graduate-studies/biblical-studies-ma

Graduate Program in Business Administration (MBA)

Murray MacTavish, Ph.D., Director

Purpose

The purpose of the MBA program is to develop positive, goal-oriented Christian business leaders who apply their knowledge, skill, and values to positively impact the marketplace. In particular, the program has the following objectives:

1. Equip participants in the art of business leadership, including the ability to effectively motivate and mobilize

employees and others to accomplish organizational goals and objectives.
2. Provide all participants with a thorough foundation in core business areas (marketing, finance, accounting, human resources, economics, and corporate law).
3. Encourage all students to have a global business perspective.
4. Develop managers and professionals uniquely skilled and prepared for entrepreneurial business, the non-profit and charitable organization sector, or international business.
5. Provide all participants with an ethics and values foundation that ensures graduates will function with integrity in their personal and professional life.

Note: This program is offered under the written consent of the Minister of Advanced Education effective July 31, 2006, having undergone a quality assessment process and been found to meet the criteria established by the Minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).

MBA Program Options

The MBA program offers three specializations in three formats, varying in duration and structure. Each program format consists of nine core business courses (including an applied research project) and five specialization courses for a total of 45 sem. hrs. The core courses feature an integrated curriculum with application to each of the specializations.

22-Month Part-Time Programs

The MBA program consists of two specializations— Non-Profit and Charitable Organization Management and Management of the Growing Enterprise—and is 22 months in length. Courses are delivered through a mixed-modal approach, including five residencies (total of eight weeks) on the TWU campus and the utilization of online and other distance learning technologies. The primary entry date is August for the Management of the Growing Enterprise specialization and Non- Profit and Charitable Organization Management specializations. However, it is possible to start in October and January.

The **Management of the Growing Enterprise** specialization is designed to equip students with the skills and creative mindset to pursue new initiatives or launch a new product in an existing firm. With its focus on growth and innovation, this specialization is suited for those seeking to initiate new projects or start a new company.

The **Non-Profit & Charitable Organization Management** specialization helps non-profit managers lead their organizations to achieve greater missional fulfillment amidst the myriad challenges and limited resources. Management capacity building is a critical goal of this MBA option.

This specialization is also of interest to non-profit Board of Directors.

12-Month Full-Time Program

The International Business specialization is delivered over 12-18 months on the Langley campus. Designed with the global marketplace in mind, this specialization prepares current and future leaders to navigate the ever-changing landscape of doing business across borders. An international trip to a key global market region is a critical component of the learning experience in this specialization.

The courses are delivered in monthly modules. Each module includes pre-readings, one week of concentrated classroom instruction, and two to four weeks of course work completion. Program entry is possible most months for the international business specialization. International students interested in this program may be required to take one or more semesters of English in the ESLI Pre-Masters program before entering the MBA program. The Pre-Masters program accepts students on the TWU campus beginning in January, May, or September.

Great Wall MBA Program (Tianjin, China)

The Great Wall MBA program is delivered in English in Tianjin, China on the campus of our partner university, Tianjin University of Finance and Economics (TUFE). The courses are taught by expert faculty from TWU's School of Business and TUFE's MBA programs. The length of the program is approximately 18 months.

The program's goal is to help students develop a global business perspective by studying in one of the world's largest and fastest growing economies. As part of this process, the Great Wall MBA program equips students in the art and science of strategic leadership, providing a solid foundation in core business areas through engaging in analysis of theories and application to real-world solutions in China and globally. The intention is to create a globally-diverse classroom that supports and encourages business connectivity through the exchange of relationships between business leaders from China, Canada, and other countries. The program also engages students in conversations about ethical business practices in the global marketplace.

For more information, please contact Brenton Reimer at Brenton.Reimer@twu.ca or visit twu.ca/mba.

Note: This program is offered under the written consent of the Minister of Advanced Education effective July 25, 2013, having undergone a quality assessment process and been found to meet the criteria established by the Minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).

Program Checklists and Requirements:
Master of Business Administration

Domestic Student MBA Admissions Requirements And Application Deadlines

Students can apply for direct admission to the MBA program. Students have the option of choosing one of three program specializations: Management of the Growing Enterprise specialization, Non-Profit and Charitable Organization Management, or International Business.

To be admitted into the MBA program, participants must meet the following requirements:

- Applicants must normally have a bachelor's degree. In exceptional cases, a combination of education and work experience may be considered
- Applicants must have a GPA of at least 3.0 (B) based on the final two years of their undergraduate program
- Successful applicants must have sufficient knowledge of math and statistics. Some students may be required to take

additional preparatory courses before admission into the program is granted
- Applicants must complete the GMAT exam. While no minimum GMAT score is identified, in order to be competitive, applicants need a score of 550 or better
- Selected applicants may be required to successfully complete an entrance interview (which may occur by telephone conference call). The interview evaluates an applicant's level of maturity, interpersonal skills, career focus, and motivation

The application process includes submission of an application form, all official post-secondary education transcripts, GMAT score, two letters of reference and a personal statement that illustrates the applicant's readiness to study in the MBA program.

Entry to the MBA program depends upon the specialization chosen, with entry possible most months for the International Business Specialization and in August, October, and January for the Management of the Growing Enterprise specialization and Non-Profit and Charitable Organization Management specializations. The application deadline is two months prior to the desired date of entry.

International Student MBA Admission Requirements And Application Deadlines

International students may apply for direct admission to the MBA program or if they do not have a sufficient English proficiency test score (e.g., TOEFL, IELTS) they may apply for conditional admission to the MBA program through our ESLI Pre-Masters Program. For more information on the ESLI Pre-Masters Program, contact the Office of Graduate Admissions at gradadmissions@twu.ca.

To be admitted into the MBA program, international applicants must meet the following requirements:

- Applicants must normally have a bachelor's degree. In exceptional cases, a combination of education and work experience may be considered
- Applicants must have a GPA of at least 3.0 (B) based on the final two years of their undergraduate program
- Successful applicants must have sufficient knowledge of math and statistics. Some students may be required to take additional preparatory courses before admission into the program is granted
- Applicants must complete the GMAT exam. While no minimum GMAT score is identified, in order to be competitive, applicants need a score of 550 or better. For international students
- taking the ESLI Pre-Masters Program, the GMAT exam may be deferred until the final semester of the ESLI Pre-Masters Program
- Applicants who did not take their bachelor degree in an English speaking country (these include Canada, USA, UK, Australia, New Zealand) must submit an official TOEFL or IELTS score. Alternately, they may complete the ESLI Pre-Masters Program before entering the MBA program. A TOEFL or IELTS score is not a requirement for conditional admission to the MBA program through the ESLI Pre-Masters Program. English language proficiency is assessed upon arrival at TWU and students are placed into the appropriate ESL or Pre-Masters level. However, applicants with an iBT

score of 88 with at least 21 in each category (or an equivalent) are eligible for immediate entry into the ESLI Pre-Masters Program
- Selected applicants may be required to successfully complete an entrance interview (which may occur by telephone conference call). The interview evaluates an applicant's level of maturity, interpersonal skills, career focus, and motivation

The application process includes submission of an application form, all official post-secondary education transcripts, GMAT score (for those students entering the MBA program directly without the ESLI Pre-Masters Program), two letters of reference, and a personal statement that illustrates the applicant's readiness to study in the MBA program.

Entry to the International Specialization is possible most months with the application deadline two months prior to the desired date of entry.

Entry dates for the ESLI Pre-Masters Program are at the beginning of January, May, or September. Students should apply to the ESLI/MBA program at least two to four months prior to the desired date of entry to allow for visa and study permit processing.

More Information

For more information, please contact the Graduate Admissions Office at gradadmissions@twu.ca or visit twu.ca/mba.

Graduate Program in Counselling Psychology (MA)

Marvin McDonald, Ph.D., Director

Purpose

The purpose of the Graduate Program in Counselling Psychology is to fulfil the mission of the University in the professions of counselling and psychology. Godly Christian leaders are nurtured to serve God and people as mental health professionals, community advocates, and scholars. The mission of the program can be summarized as the equipping of students and the advancement of knowledge in counselling psychology. Graduates of the program are competent, professional counsellors who are able to function in a pluralistic society. The Graduate Program in Counselling Psychology encourages personal and spiritual growth, fosters community spirit, and promotes the integration of scholarship, practice, and faith. Graduates from the program may pursue doctoral studies in counselling or clinical psychology, counsellor education, and related fields. There is a wide variety of professional approaches and research interests represented by program faculty and students.

Students gain a unique perspective on the discipline as they learn to integrate scientific psychology and counselling skills. This synergy between research and practice is grounded in a profound recognition of biblical principles and spiritual resources in the healing process. Likewise, the personal and professional development of students emerges in the heart of integration as they strengthen their ability to make a difference in the world. The program fosters a community spirit through shared values, teamwork, ministry opportunities, and mutual

support. Students entering this program bring a wide range of personal, cultural, and professional experience to their training and contribute in many ways to the growth and awareness of their colleagues in the program. The MA program prepares students to function competently and professionally in community agencies and to work with families and individuals in increasingly diversified and pluralistic communities.

Admission Requirements & Application Deadlines

Applicants must have completed a BA in Honours Psychology or an equivalent four-year program. Applicants with a non-psychology degree who demonstrate high academic competence and a serious commitment to pursue counselling as a profession require courses in the following undergraduate psychology areas: Introductory Psychology, Introductory Statistics, Research Design, Brain and Behaviour, Abnormal Psychology, Personality Psychology, and Developmental Psychology. In addition, applicants normally need to have successfully completed a course in basic counselling skills (offered each August at TWU as CPSY 490). Other recommended courses that provide good background for professional practice include: Social Psychology, Cognitive Psychology, Learning Theory, Psychological Testing, Marriage and the Family, and History of Psychology. Although these recommended courses are not required for entry, students without them may be at a learning disadvantage in graduate studies and may need to do extra reading. Additional background that further strengthens preparation for graduate studies includes studies in cultural psychology and community psychology; experience as a research assistant or teaching assistant; advanced courses in research design, statistics, or neuropsychology; and familiarity with multiple languages.

The minimum GPA for admission is 3.0 (or B), based on the last two years of the BA (presuming these include predominantly upper level courses), and the minimum grades for four of the upper level psychology courses must be 3.7 (or A-). Applicants may supplement the documentation of their academic credentials by submitting their score from the GRE Aptitude Examination (General Test) or from the MAT (Miller Analogies Test). When more than five years have elapsed since their bachelor's degree was awarded, applicants must submit either the GRE or MAT. Other applicants who would like to strengthen their application by submitting the GRE or MAT scores may do so. Trinity Western's institutional code for score submission is 0876. Applicants who have an MA in research-based subfields of psychology but who wish to acquire clinical skills are encouraged to apply.

Applicants must supply evidence of successful work or volunteer service in a counselling-related field over a two-year period. Applicants must provide a brief description (approximately two pages long) of their reasons for wishing to pursue a master's degree at TWU, their view of counselling processes, and their career goals. They should also describe their openness to self-examination and their commitment to personal and professional self-development during professional training and as a life-long practice. They may also want to mention their spiritual journey and personal faith. All members of TWU, including faculty, staff, and students, are required to honour the University's Community Covenant. This code of conduct reflects the shared values of the TWU community.

Applications must be accompanied by two references: one academic and one work/experience-related reference. The references must be written by persons who know the applicant well and can describe his or her personal

qualifications for the role of a counsellor. Applicants are also required to submit a video that clearly demonstrates capacity to provide warmth, support, encouragement, and active listening on personal topics along with a confidential Character & Professional Fitness Disclosure form.

Additional information detailing both the video requirements and the Character & Professional Fitness Disclosure form can be found online at twu.ca/cpsy.

The application for the program can be found online at twu.ca/graduate/apply.

The MA Counselling Psychology program accepts applications twice per year. Students wishing to begin in September should apply by January 31. Space in the program is limited so applicants are encouraged to apply on time; however, late applications will be accepted and qualified applicants may be placed on a waitlist if space permits. A limited number of applications are considered for admission in January. The application deadline for January admission is October 15. Successful applicants are required to submit a $300 deposit to the Grad Admissions Office upon their formal acceptance to the program. Applicants who fail to respond by this date risk losing their placement in the program.

Program Checklists and Requirements:
MA Counselling Psychology - Thesis Track
MA Counselling Psychology - Non-Thesis Track

More Information
For more information on on this program, please contact the Graduate Admissions Office at gradadmissions@twu.ca or visit twu.ca/cpsy.

Graduate Program in Educational Studies - Special Education (MA)

Kenneth Pudlas, Ed.D., Director

Purpose

The Master of Arts in Educational Studies – Special Education program serves TWU's mission of developing godly Christian leaders for the various marketplaces of life. This graduate program offers advanced preparation for leadership in the K-12 classroom and in educational administration and will empower educational leaders to meet the increasingly diverse learning needs in public and private school classrooms.

Outcomes

In the MAES – SPED program, students will further develop:

- familiarity with current trends and issues regarding diversity in education
- knowledge of diverse cognitive needs
- knowledge of diverse sensory and physical abilities
- knowledge of diverse emotional and behavioural needs
- ability to assess students with diverse learning needs
- ability to apply the assessment data to the development of individual educational plans (a particular strength of the program)
- knowledge of counselling issues for students with diverse needs
- educational strategies for students with diverse learning needs
- new professional skills and resulting confidence to provide leadership in educating diverse learners;

- experience in implementing educational strategies through field work
- understanding of research design and evaluation, and preparation for further (doctoral) studies
- thoughtful Christian perspectives on diversity theory and practice

Admission Criteria And Graduation Requirements

To be admitted into the program, applicants require an undergraduate degree in education or a relevant field and successful completion of the professional year, with an overall GPA of at least 3.0, possession of or eligibility for a BC Professional Teaching Certificate or other Professional Teaching Certification as approved, and three or more years of school-based teaching experience or approved equivalent. Consideration may be given to a lower GPA when the applicant can demonstrate ability to study at the graduate level.

To graduate from the program, students must successfully complete 35 semester hours, including a major project or a thesis, with a cumulative grade point average of at least 3.0.

Note: This program is offered under the written consent of the Minister of Advanced Education effective January 6, 2014 having undergone a quality assessment process and been found to meet the criteria established by the Minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to meeting their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).

Application

The application process includes completion of an online application form (or submission of written forms), including two references, all post-secondary education transcripts, and a personal statement that illustrates the applicant's readiness to study in the MAES-SPED program.

Deadlines

Applications are reviewed up until two weeks prior to the commencement of the new cohort each summer. Applicants are encouraged to apply early in order to ensure space is available in the program. Successful applicants are required to indicate formal acceptance by submitting a deposit to the Office of Graduate Admissions.

Program Checklists and Requirements:

- Master of Arts in Education Studies – Special Education - Non-Thesis
- Master of Arts in Education Studies – Special Education - Thesis

Program Structure

The program courses are delivered in two years through a combination of on-campus and online courses with a third year for the capstone project. Students have three residencies: four weeks on TWU's Langley campus during the first two summers, and a final residency for a capstone course and work on either their thesis or major project. Online learning experiences offered during the academic year ensure a provincially, nationally, and internationally accessible graduate program accessible to working educators.

More Information

Contact the Director of Admissions, School of Graduate Studies for further information or visit twu.ca/mase.

Graduate Program in Leadership (MA) and in Educational Leadership (MA)

Phil Laird, Ph.D., Acting Director & Vice Provost

Purpose

The purpose of the MA in Leadership and MA in Educational Leadership programs is to help professional people improve their leadership competence through enhanced commitment, capability, and effectiveness in five specialty areas: business, health, education, non-profit organizations, and Christian ministry.

The goal of the MA in Leadership and the MA in Educational Leadership programs is to enable participants to:

Develop a personal value-based foundation;
Develop a personal philosophy of servant leadership;

- Understand leadership and its personal and corporate challenges in a world of shared power and multiple organization leadership levels;
- Appreciate leadership as the establishment of vision that is expressed through service;
- Acquire skills in the formation, direction, motivation, and evaluation of individual and team activities (negotiation, resolution, and positive use of conflict in living and employment circumstances, etc.);
- Ensure better organization performance through strategic leading and commitment to financial accountability, and;
- Apply leadership principles in the place of employment and in other areas of life.

Perspective

TWU's leadership degrees are intended to be intensely practical, with an emphasis on developing skills that can be used immediately in the participant's place of employment. The cohort model assists in achieving this objective.

To ensure that participants learn leadership skills particular to their needs, and those of the organization in which they are employed, adult learning principles are applied in the learning process:

- Balancing the instructor's information presentation with opportunities to raise leadership-based service improvement;
- Providing a learning format that accommodates personal styles and rate of learning progress;
- Involving extensive group interaction and assignments;
- Solving practical problems faced in participant work situations;
- Promoting different perspectives towards realization of shared learning outcome expectations;
- Utilizing instructor experiences, special readings, and case studies in understanding new concepts, and;
- Empowering participants through specification of shared learning objectives.

Program Overview

Learners can select from three different leadership programs:

- MA in Leadership
- MA in Educational Leadership
- MA in Leadership (Business Stream) in Mandarin

MA in Leadership
The MA in Leadership program is offered at two campuses: Langley and Richmond.

- Langley Campus – The program is offered as a part-time and full-time option and consists of eight courses online and four face-to-face courses. There are five specializations (Streams) offered in the following areas: Business, Education, Health, Non-Profit, Christian Ministry, Education. Each year there are two program-start intakes: January and July.

- Richmond Campus – The Program is offered as a full-time program only and all courses are taught face-to-face. There is only one specialization (Stream) offered—Business. Each year there are two program-start intakes: January and September. The admission requirements for the Richmond program vary somewhat from the Langley Campus program. Contact the program office for details.

MA in Educational Leadership
The MA in Educational Leadership is offered at the Langley Campus and offers a part-time and full-time option. Eight courses are taught online and four are taught face-to-face at the Langley Campus. Each year there are two program-start intakes: January and July.

Students interested in this stream must have an education background.

MA in Leadership (Business Stream) in Mandarin
The MA in Leadership (Business Stream) in Mandarin is offered for students in Mandarin and is contextualized for business in China. There is one course face-to-face at the Langley Campus and all other courses are taken online.

Curriculum

Curriculum Specific to MA in Leadership & MA in Educational Leadership
The MA in Leadership and MA in Educational Leadership programs comprise 34 semester, hours which include six foundational courses, four stream courses, and two Leadership Integration Project (Capstone) courses.

- The foundational course topics include: Leadership Foundations, Scholarly Inquiry, Results-based Leadership, Team Leadership & Conflict Resolution, Leadership Values and Ethics, and Strategic Leadership. The introductory course on Scholarly Inquiry is designed to facilitate critical thinking, logical, and systemic major project work. Each new student cohort intake (January and July), the students will be taught two, face-to-face foundational courses on-campus.

- The next two foundational courses are taught online and the last two foundational courses are held face-to-face on campus, usually, in July or August of the last year of study.

- The specialized online courses (stream courses) focus on the participant's chosen area of leadership practice: Business, Education, Health, Non-Profit, Christian Ministry.

- The Leadership Integration Project (Capstone Project) culminates the leadership competencies and allows the student to apply them to a practical, individually inspired project. Throughout the program students will work

one-on-one with an assigned advisor as part of the two Leadership Integration Project courses.

Curriculum specific to MA in Leadership (Business Stream) in Mandarin

The Master of Arts in Leadership (Business Stream) in Mandarin includes a mandatory two day in-person Orientation and a pre-requisite (non-credit) course (LDRS 498) offered predominantly online. Learners must successfully complete the Orientation and prerequisite course to commence the program.

The Master of Arts in Leadership (Business Stream) in Mandarin consists of 34 semester hours, including five foundational leadership courses, one scholarly inquiry course, four specialized business courses, and Leadership Integration Project (Capstone Project).

- All courses in the MA in Leadership (Business Stream) in Mandarin degree program are based on the MA in Leadership degree program (business stream) while contextualized for Chinese business realities.

- All participants are required to take five foundational leadership courses. Please refer to (MA Leadership program description for the list of foundational courses). Four of the five foundational courses in the MA in Leadership (Business Stream) in Mandarin program are delivered predominantly online with an experiential learning/travel study component conducted in an offline seminar format to enrich online learning and to facilitate community building.

- One of the five foundational courses is delivered entirely face-to-face on TWU campus in Canada, where learners engage in classroom learning, challenge courses and rowing courses to achieve course objectives and realize learning outcomes. Learners also take this opportunity to develop social belonging to the larger Trinity Western University community.

- The Scholarly Inquiry course is designed to facilitate critical thinking, develop research methods and improve learner's ability to analyze research results in order to best prepare for the Capstone Project. This course is delivered entirely online.

- Four business stream specific courses are delivered entirely online, with focus on leadership practices in the Chinese business context. Please refer to MA Leadership program description for the list of business stream specific courses.

- The final requirement is the completion of a Leadership Integration Project or the Capstone Project. Learners begin the Project immediately after completing the Scholarly Inquiry course, at which time each learner will be assigned an advisor. In the following months leading up to Graduation, learners will work one-on-one with their advisor to complete the Project.

Admission Criteria

Admission Criteria Specific to MA in Leadership & MA in Educational Leadership

To be admitted to the MA in Leadership (Business Stream) in Mandarin Program, applicants are

expected to meet the following TWU and program admissions criteria:

- All students are expected to have completed a bachelor-level degree before applying to the program. Preferably, the degree should be in a field related to leadership; however, students with a combination of relevant work experience and partial bachelor-level credentials may be admitted, conditional on demonstrating ability to study at the graduate level during the initial two credit courses.

- The program focuses on the learning needs of middle to senior level business leaders or leaders who are emerging for management job promotion potential.

- All students are expected to have worked for three years prior to applying to the program. Prior work experience improves the quality of interactive and applied learning.

- All students are expected to be proficient in the use of verbal, listening, reading and writing skills in Mandarin. Al course-work will be taught in Mandarin

- All admitted students are expected to have a GPA of no less than 3.0, though an occasional exception may be made for special circumstances; and

- All applicants must provide a personal statement to describe academic goals, some of the key experiences leading to their desire for academic advancement, and reasons for pursuing this program at Trinity Western University.

- All applicants must provide two reference letters, one professional and one personal. One referee should comment on the applicant's professional experience, achievements, and leadership potential as well as the applicant's ability to complete a Canadian master's program;

- The other referee should comment on the applicant's character.

Application

Application Information Specific to MA in Leadership & MA in Educational Leadership

Application to the MA in Leadership or MA in Educational Leadership programs consists of an online-application form, two references (one professional and one personal), all post-secondary education transcripts, and a personal statement that illustrates the applicant's readiness to study in the leadership program.

Applications for the MA in Leadership can be completed online:
twu.ca/graduate/apply

For questions:
Via email: lead@twu.ca
Telephone: 1-604-513-2172

Application information specific to MA in Leadership (Business Stream) in Mandarin

Application to the MA in Leadership (Business Stream) in Mandarin program may be submitted in Chinese (for Mandarin cohorts) or English (for English cohorts). Application package consists of an application form, two references (one professional and one personal), all post-secondary education transcripts, and a personal admission statement that illustrates the applicant's readiness and purpose to study the graduate leadership program.

All applications for the MA in Leadership (Business Stream) in Mandarin are to be forwarded to the MA Leadership program office in Canada:
Via email: emal@twu.ca
Via facsimile: 1-604-513-2177
Telephone: 1-604-513-2121 ext. 3855

Deadlines

Application Deadline Specific to MA in Leadership & MA in Educational Leadership
Applications are accepted throughout the year. Applicants who elect to start the program in July need to have all application materials must be submitted by May 31 to be considered. Applicants who elect to start in January need to have all application materials submitted by November 30 to be considered. Admission occurs on the basis of first come, first qualified, first approved.

Responses are usually issued within three weeks of all application materials being received. Successful applicants are required to formally accept admission offers by submitting an enrolment deposit to the Graduate Admissions Office by June 1. Applicants who fail to respond by this date risk losing their placement in the program.

For information on application deadlines for MA in Leadership, please contact the Graduate Admissions office at (604) 513-2019 or email gradadmissions@twu.ca.

Application Deadline Specific to MA in Leadership (Business Stream) in Mandarin
For information on application deadlines for MA in Leadership (Business Stream) in Mandarin, please email emal@twu.ca or phone 1-604-513-2121 ext. 3855, or visit twu.ca/lingdaoli

Graduation Requirements

Graduation Requirements Specific to MA in Leadership & MA in Educational Leadership
A student who has completed all requirements described on the program checklist is permitted to graduate. Graduation occurs during the first October/November after completion of all required course work and the Leadership Integration Project. These must be completed by the end of August to be a full participant in the October/November graduation.

Credit Requirements

1. **Foundational Courses:** 18 credit hours comprising six courses
2. **Specialization Stream:** 12 credit hours comprising four courses
3. **Leadership Integration Project:** 4 credit hours comprising two courses
4. The graduation date will depend on whether the learner selects the part-time program (up to 36 months) or the full-time program (13 months). Continuation fees will be applied to learners who have not completed the program in three years (their expected date of graduation.

Graduation Requirements Specific to MA in Leadership (Business Stream) in Mandarin
A total of 34 credit hours are required for graduation. To graduate, all course work and the Leadership Integration Project must be completed (as outlined in the Program Checklist), with a minimum overall (cumulative) GPA of 3.00. Courses for which the final grade falls below a B-will NOT be counted towards graduation.

To be eligible for graduation, the student must complete an Application for Graduation by July 15th of the year in which the student intends to

graduate. Once the completed application has been received, a degree audit will be performed.

This audit will confirm whether the student has met all of the graduation requirements. The program office will advise the student of the audit result.

Program Checklists and Requirements:
MA in Leadership (Business Stream) in Mandarin
MA in Educational Leadership
MA in Leadership
Certificate in Leadership
Certificate in Educational Leadership

More Information
For further information about the Master of Arts in Leadership programs, contact the following:

For admission requirements - Director of Admissions, School of Graduate Studies for further information.

For program specific information

- MA in Leadership or MA in Educational Leadership, contact the program office at lead@ twu.ca, visit the program website at twu.ca/lead or phone 604-513-2172
- MA in Leadership (Business Stream) in Mandarin, contact program office at emal@twu. ca or visit program website at: twu.ca/lingdaoli or phone 1-604-513-2121 ext. 3855

Graduate Program in Linguistics (MA)

Sean Allison, Ph.D., Director

Program Description

The MA in Linguistics program is a two-year graduate academic program that is strongly oriented towards field work. It prepares students to analyze and describe the linguistic structures of languages and to put previously unwritten languages into writing. Upon graduation, students are prepared for careers in linguistics, literacy, and translation. They are also prepared to gain admission into doctoral programs in linguistics.

Note: This program is offered under the written consent of the Minister of Advanced Education effective March 20, 2006 (renewed April, 2016), having undergone a quality assessment process and been found to meet the criteria established by the Minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree are appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).

Admission Criteria

To be considered for admission, applicants must have:

- A bachelor of arts or equivalent degree from an accredited institution with a minimum cumulative GPA of 2.75 for all undergraduate work and 3.0 based on the last two years of the BA
- Completed at least 12 sem. hrs. of linguistics prerequisites, including courses equivalent to Articulatory Phonetics, Phonological Analysis, and Grammatical Analysis. All prerequisite courses must have been completed with a minimum grade of B.
- Completed at least 6 sem. hrs. (or equivalent) of a foreign language. If the applicant does not meet this requirement, the requirement may be met later in the program. However, any credits earned towards the foreign language requirement will not be included in the total hours needed to complete the MA.

- A minimum IELTS score of 7 on all bands (Listening, Reading, Writing, Speaking) or a TOEFL score of 100iBT (with the Writing section assessed at no lower than 27 points) for students who are not mother-tongue speakers of English.

Students may transfer into the program up to 18 sem. hrs. from other institutions. The Registrar and program director shall determine which courses may be transferred and from which institutions.

Deadlines

All new applications should be received by May 15 prior to the fall semester in which enrolment is desired. Although admission takes place as applications are received, later applications may be considered if space is available.

Program Objectives

The program aims to produce graduates who are able to:

- Analyze a language that is not well documented
- Understand the implications of linguistic analysis for various applications such as the development of orthographies, literacy materials, pedagogical grammars, and dictionaries
- Critically read and understand scientific literature in their field
- Prepare research findings for publication in professional journals
- Qualify for entrance into doctoral studies in linguistics
- Continue their professional development
- Integrate their faith with their work

Program Requirements

The program has two options: thesis and non-thesis. Students who wish to subsequently pursue a doctorate in linguistics are advised to take the thesis option. Students who pursue the thesis option must complete 33 sem. hrs. of linguistics coursework taken at the 500 or 600 level, write a thesis (6 sem. hrs.), and defend it successfully. Students who pursue the non-thesis option must complete 39 sem. hrs. of linguistics coursework at the 500 or 600 level and receive a grade of P (Pass) on written comprehensive exams.

The MA in Linguistics program has core course requirements of 15 sem. hrs. These five courses cover the main areas of linguistics that are necessary for students preparing for fieldwork in linguistics. *Survey of Linguistic Theories* gives students a broad overview of linguistic theory. *Morphosyntax II and Advanced Phonology* prepare students for field work in two of the most fundamental areas of linguistics. *Field Methods and Advanced Field Methods* focus on teaching students how to gather linguistic data, manage that data electronically, analyze the data, and write descriptions of their data and analyses.

The program has two streams: analytic and applied. Students take at least 12 sem. hrs. in their chosen stream. In the case of the analytic stream, the courses develop skills that are necessary for field workers who wish to focus mainly on linguistic analysis. In the case of the applied stream, the courses develop skills that are necessary for field workers who plan to work mainly in the areas of literacy development and translation.

Program Checklists and Requirements:
MA in Linguistics

More Information
Contact Director of Admissions, School of Graduate Studies for further information.

Graduate Program in Nursing (M.S.N.)

Sheryl Reimer-Kirkham, Ph.D., Director

Purpose

The Master of Science in Nursing program serves TWU's mission of developing Christian leaders for the various marketplaces of life. Nurses with graduate preparation provide leadership locally, nationally, and globally to meet humanity's most basic and pressing needs in the realm of health and illness. This program prepares nursing leaders to serve in key nursing education, advanced practice, and health care leadership positions.

The vision of TWU's Master of Science in Nursing program is to foster values-based nursing, educational vitality, excellence in scholarship in practice, and transformation through Christian graduate nursing education. A strong disciplinary nursing core together with electives allows students to personalize their studies for their unique career path, whether as educators, leaders, or advanced practice nurses.

The objectives of the program are to prepare graduates who are able to:

1. apply thoughtful Christian perspectives to nursing practice
2. enact a vision and mission for values-based leadership
3. enact an enhanced professional role based on specialized knowledge and expertise in nursing education, administration, and practice
4. advance nursing scholarship in practice that is informed by sound evidence
5. promote ethically responsible health care and health-related policy
6. relate historical, academic, social, and political influences to health and nursing
7. qualify for entrance into doctoral studies

Graduates who choose a focus on nursing education are prepared to step into the many current and upcoming faculty and clinical supervision positions in baccalaureate nursing programs. Graduates who choose a focus on nursing leadership have integrated interdisciplinary nursing knowledge— about health promotion, patient responses to illness, interpersonal communication, population health and the social contexts of health and illness—and emerging knowledge about health care organizations and leadership theory. TWU M.S.N. graduates are in a unique position to provide highly effective leadership to today's changing, complex health care environments. The electives in Advanced Nursing Practice with the Older Adult reflect a social responsiveness to the demographic trend of an aging population and prepare nurses for various advanced practice positions.

Note: This program is offered under the written consent of the Minister of Advanced Education effective April 28, 2008 having undergone a quality assessment process and been found to meet the criteria established by the Minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to meeting their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).

Admission Criteria

To be admitted into the M.S.N. program, applicants must have:

- Baccalaureate degree in nursing with a GPA of 3.0 (B) in the final two years of the undergraduate program (GPA requirement may be waived in exceptional circumstances, e.g. mature student with additional experience/education)

- Undergraduate statistics course within the past five years. There is a program expectation that a student has statistical knowledge at the level of a basic undergraduate statistics course. Students who do not have an undergraduate statistics course will be required to take a statistics course prior to or during the program as a pre-requisite for NURS 540
- Practising registration with provincial/state regulatory body
- For students whose first language is not English: a minimum TOEFL score of 250 if computer based, 600 if paper based

Application

The application process includes submission of an application form, two references, all post-secondary education transcripts, TOEFL score (for applicants who do not have English as their native or primary language), and a personal statement that illustrates the applicant's readiness to study in the M.S.N. program.

Deadlines

Applications are reviewed November 1, and March 1. As this is a competitive program, serious applicants are encouraged to apply early in order to ensure space is available in the program. Successful applicants are required to indicate formal acceptance by submitting a $300 deposit to the Graduate Admissions Office. Deposits are due January 15 (for November 1 review date), and April 15 (for March 1).

Program Checklists and Requirements:
Master of Science in Nursing

Program Structure

The program courses are delivered in two years through a combination of on-campus and online courses with a third year for the capstone project. The program consists of six core nursing courses, two electives, and a capstone project (knowledge translation project or thesis) for a total of 30 semester hours of study. For those students who wish to complete the program in a condensed version, elective courses may be taken concurrently with core courses for completion in 15 months. Students have two residencies: four weeks on TWU's Langley campus during the first summer, and one week at TWU's Laurentian Leadership Centre (LLC) in Ottawa in the second summer. The LLC residency offers students an exceptional experience in healthcare policy and leadership analysis. Online learning experiences offered during the academic year ensure a provincially, nationally, and internationally accessible graduate program.

More Information
Contact the Director of Admissions, School of Graduate Studies for further information.

Graduate Program Teaching English to Speakers of Other Languages (MA)

William Acton, Ph.D., Director

Purpose

The mission of the Master of Arts in Teaching English to Speakers of Other Languages (TESOL) is to prepare English language teachers for excellence as practitioners and leaders in the field.

Perspective

The program focuses on personal and professional development from several perspectives. The emphasis is on a personally rewarding approach to language instruction in the service of others, globally. The curriculum is

future-oriented, preparing instructors who are competent and experienced in online technology, state-of-the-art teaching strategies, course design, and program implementation. Although the Christian world view is fundamental to the program and the TWU community, students of all faiths and beliefs are welcome.

Admission

The following are typically required for entrance to either program:

- A bachelor's degree
- A TESL certificate, similar to that offered by TWU, is highly recommended
- Teaching experience (one to two years)
- An IELTS score of 7.5 on all bands (for non-native English speakers) of the equivalent

Other factors which may enhance a candidate's application include extensive teaching experience, other languages studied, and a strong rationale for entering the program. If necessary, students lacking some of this background may be required to take certificate level courses, such as Phonetics, English Grammar, and Introduction to TESL, prior to beginning the program.

Program Structure

Online Track (Two to Three Years)

The program uses a unique form of collaborative online instruction. The first summer of the program, students begin with two months of online orientation and then do one course online before the beginning of Fall semester. Throughout the academic year, students work through modules that are mediated by a combination of online discussions, readings, media, and collaborative project work. May is the sole entry point into the program, but exceptions may be made with highly qualified applicants.

Residential Track (12 To 16 Months)

The residential MA TESOL program can be completed within 12 to 16 months. It is suitable for those on study leave of one to two years' duration from their teaching positions. All courses are delivered face-to-face in the classroom on campus.

September is the entry point into the program, but exceptions may be made with highly qualified applicants.

Program Requirements

Program Checklists and Requirements

MA in Teaching English to Speakers of Other Languages

Students must satisfy all requirements listed on the program checklist. (Credit or waiver of some courses may also be allowed by transfer of equivalent graduate courses taken previously.) Conferral of the MA is granted following completion of the internship, capstone and ePortfolio. Degrees are officially conferred twice annually, in May and December. To participate in the fall convocation, all work must be completed by September 30th.

More Information

Contact the Director of Admissions, School of Graduate Studies for further information.

Trinity Western Seminary and ACTS Seminaries:

A Collaborative Graduate School of Theological Studies at TWU

Trinity Western Seminary (TWS) is the non-denominational seminary of Trinity Western

University with a special relationship with the Evangelical Free Church of Canada (EFCC). The Associated Canadian Theological Schools (ACTS) Society is a collaborative effort of four seminaries (Canadian Baptist Seminary, Mennonite Brethren Biblical Seminary, Northwest Baptist Seminary, and Trinity Western Seminary) working together to provide high quality graduate theological studies. With Trinity Western Seminary, the ACTS schools constitute a Graduate School of Theological Studies of Trinity Western University. Degrees in the consortium are offered conjointly, that is, by both the University and the participating seminary together. In this way, ACTS students receive the best of university education and professional seminary training. TWU maintains membership in Universities Canada and ACTS is an accredited member in the Association of Theological Schools in the United States and Canada (ATS).

Trinity Western Seminary/ACTS Degree Programs

Graduate Program in Pastoral Ministries (M.Div.)

Our Master of Divinity (M.Div.) is a three-year program that develops godly leaders who have a love and compassion for others growing out of their strong commitment to Jesus Christ and the Christian scriptures. A combination of classroom and church-based environments are utilized to equip graduates with the spiritual and personal maturity, biblical understanding, theological knowledge, and practical skills and competencies to plant, develop, and lead healthy churches.

At TWS, students can take the ACTS Master of Divinity program either as the M.Div. Classic, the traditional graduate form of study, with classes and strong mentored field experience, or as the new, church-based cooperative Immerse M.DIV. model, which focuses more on mastering program outcomes within a "serve and learn" context. Additionally, TWS M.Div. students may opt for an English Bible plan of study without Greek or Hebrew studies.

Track Options for the Classic M. Div. Options:
Apologetics, Biblical Studies; Chaplaincy; Church Ministries; Theological Studies.

For program information see ACTS program website

Graduate Program in Marriage and Family Therapy (MAMFT)

The Master of Arts in Marriage and Family Therapy (MAMFT), a 68 semester hour program, is designed to produce professional counselors with effective marriage and family therapy skills, committed to responding to spiritual and emotional needs by developing a biblically oriented, theoretical and practical understanding of human nature and the helping process. It is the perspective of the program that counselling as a vocational calling is grounded in clinical excellence, the compassion of Jesus for those in need, and the teaching of the New Testament that offers healing for the whole person in Christ.

For program information see ACTS program website

Graduate Program in Theological Studies (MTS)

The Master of Theological Studies (MTS) offered by TWS with its ACTS partners is a flexible two-year research-oriented program of 50 semester hours designed for those whose sense of vocation includes teaching and scholarship, who are planning to pursue doctoral studies, or who are interested in advanced training and knowledge for their own educational purposes. The program

offers a choice of seven specializations, and includes opportunities to study in a mentoring relationship with faculty.

Track Options:
New Testament; Old Testament; Theology; Church History; Septuagint; Apologetics and Cross-Cultural Studies.

For program information see ACTS program website

Graduate Program in Applied Linguistics And Exegesis (MLE)
The Wycliffe related Canadian Institute of Linguistics (CanIL) has been on TWU's campus since 1985. TWS Master of Applied Linguistics and Exegesis (MLE) offered at ACTS is a two-to-three-year program designed to provide a thorough knowledge of the techniques of applied linguistics and biblical exegesis. Exegetical skills are developed through the study of biblical languages and intensive interaction with the biblical text. Graduates are prepared for effective cross-cultural communication and ministry with focus in Bible translation or language development. This degree program is offered in cooperation with the Canada Institute of Linguistics.

For program information see ACTS program website

Graduate Program in Christian Studies (MACS)
One of the most popular degrees for TWS students studying at ACTS is the Master of Arts in Christian Studies (MACS), a two-to-three-year program designed to assist a person who possesses an undergraduate degree or equivalent to develop a coherent, biblical worldview, strengthen his or her spiritual disciplines, learn significant leadership skills, and demonstrate a measure of expertise in theological and ministry disciplines. Graduation requires the completion of a graduating essay.

Track Options:
Biblical Studies; Theological Studies; Chaplaincy and Pastoral Care; Christian Leadership Development; Church History; Church Planting Leadership; Contemporary Apologetics; Cross-Cultural Ministry; Pastoral/Church Ministries; Global Leadership (Korean Language).

For program information see ACTS program website

Graduate Program in Theological Studies (M.Th.)
The Master of Theology (M.Th.) at TWS/ACTS is a specialized, post-M.Div. research-oriented program of 30 semester hours. The program is designed for those whose sense of vocation includes teaching and scholarship, who are planning to go on to doctoral studies, or who are interested in acquiring advanced training and knowledge in a specialized area to enhance church-based ministries or to enrich a teaching role. The program offers a choice of seven specializations, and includes opportunity to study in a mentoring relationship with faculty.

Track Options:
New Testament; Old Testament; Theology; Church History; Septuagint; Apologetics; and Cross- Cultural Ministries.

For program information see ACTS program website

Postgraduate Program in Doctorate of Pastoral Ministry (D.Min.)

Trinity Western Seminary/ACTS' Doctor of Ministry degree is a professional development degree designed for people who have earned a Master of Divinity or the equivalent and who are actively engaged in pastoral ministry or evangelism. The program focuses upon two broad areas of ministry: spiritual formation and leadership development. It gives significant attention to ministry practice and theological integration. Applicants must complete at least three years of full-time ministry after completing an M.Div., before pursuing admission to the D.Min. program. As an in-service degree, students must be involved in regular ministry during the time of enrolment. Courses are offered in one week modules, three times per year. The primary focus remains on the final and significant "Project" which emerges from the ministry setting of the student. The program can be completed in four to five years.

For program information see ACTS program website

Graduate Diploma in Christian Studies (DCS)
One way to begin to explore theological education for older students is to enroll in the Diploma in Christian Studies at TWS. The one-year (27–32 sem. hrs.) Graduate Diploma in Christian Studies provides students who are actively engaged in ministry and witness with a quality master's level theological and biblical education combined with advanced integration in practice. This program is also designed for those wishing refreshment and upgrading of academic and professional life experience. The Graduate Diploma offers flexibility to meet individual in-service needs, especially for those students desiring a non-thesis program. If students work closely with their advisors, a large part of this program could be applicable to a more advanced degree. An undergraduate degree or its equivalent is normally required for admission.

Track Options:
Apologetics/Defending your Faith; Chaplaincy and Pastoral Care; Church History; Church Ministries; Church Planting; Cross-cultural Ministries; Women's Ministry; Children's Ministry; Korean Worldview Studies.

Note: A track is comprised of at least 9 semester hours of course work in a specific area of study.

For program information see ACTS program website

Admissions Information

All Trinity Western Seminary degree programs normally require an undergraduate degree or equivalent as a prerequisite for admission. Because the particular nature of the bachelor's degree may vary, applicants should consult the specific description of each degree program. In addition, each candidate must show evidence of personal faith in Jesus Christ as Lord and of submission to His will, as well as the positive recommendation of his or her church congregation. All TWS students must agree to the Community Covenant of the University and signify this by their signature on it. TWS admits students of any race, nationality, or ethnic origin to all the rights, privileges, programs, and activities generally made available to students within ACTS.

Trinity Western Seminary/ACTS Application Procedures

Trinity Western Seminary, as the seminary of Trinity Western University, welcomes students from all denominations. Evangelical Free affiliated students are particularly sought after, but 80% of TWS students are from a variety of many faith traditions—which we love!
Seminary affiliation is up to the choice of each student, and Trinity Western Seminary, with it's

broad Evangelical tradition and unique connection to Trinity Western University, is the largest participating school within ACTS. All applicants should also note carefully the specific admissions requirements of each program.

Prospective TWS students should apply at actsseminaries.com, submitting all educational and other documents as required. The application fee is payable on submission of the application. It is the policy of ACTS to welcome students from other denominations into its programs as space permits.

The Admissions Committee considers each application together with the other relevant documents and informs the candidates of their status as soon as possible. At the direction of the committee, candidates may be asked to attend a personal interview as part of the admissions process.

Seminary Graduation Application

1) All students must apply to graduate by completing an application for graduation available online at twu.ca/graduation
2) The Graduation Application deadline for all seminary students is October 31.
   a) This deadline applies to all students who wish to participate in the graduation ceremony in April of the following year. Students who complete their degree outside of this timeline are encouraged to apply so that a conferral and conferral date can be determined that may differ from the ceremony dates.
   b) Students who apply after this deadline will not be permitted to participate in the graduation ceremony.
   c) Students who may not be eligible to participate in the ceremony may still be eligible for a May 31 conferral.
3) Students who apply for graduation on or before October 31 of each year will be deemed eligible to participate in the April graduation ceremony on the following basis:
   a) Students may have only one course remaining, after registration for the semester of graduation, to be completed in their program. MA in Marriage and Family Therapy students are allowed an additional four semester hours of internship outstanding at the time of graduation.
   b) Summative projects (thesis, graduating essay or applied project) must be deemed passable by the faculty no later than March 31 of that same year.
   c) A minimum cumulative GPA is required for graduation. See specific program requirements for more information.
   - In all cases, ALL grades must be received and posted before a student is deemed to have completed their degree. Students who are completing a thesis must submit their final edited and bound copy to the ACTS Deans office before a conferral date will be determined. The two primary conferral dates each year are May 31 and December 31.

More Information

Contact ACTS Admissions Office.

Tel:

604.513.2019 (local)

1.888.468.6898 (toll free)

Email:

acts@twu.ca

Website:

actsseminaries.com

Affiliate Institutions

Trinity Western University partners with several affiliate institutions. These partnerships create opportunities for both parties to fulfil their mission in ways that might not otherwise be possible.

Canada Institute of Linguistics (CanIL)

Danny Foster, President

Since 1985, Trinity Western University has been the site for the Canada Institute of Linguistics (a training partner of Wycliffe Bible Translators and SIL International). CanIL offers linguistics courses in all three academic terms. The nine-week summer session runs from mid-June to mid-August. CanIL cooperates with TWU in offering both undergraduate and graduate degree programs. Undergraduate students may choose a B.A. with a major, concentration, or minor in Applied Linguistics. Graduate students may choose either a Master of Applied Linguistics and Exegesis (offered in cooperation with ACTS Seminaries) or a Master of Arts in Linguistics (offered in cooperation with Trinity Western's School of Graduate Studies).

Purpose Statement

The Canada Institute of Linguistics trains linguists, translators, and trainers so that all people may have access to the Bible in their own language. The courses at CanIL are designed to teach skills necessary for learning and describing unwritten languages and for the work of language development and translation. The courses deal with general principles that are basic to all languages and are illustrated by material from many of the world's languages. Students benefit greatly by being part of a community where most faculty members have had years of experience in linguistic fieldwork. CanIL graduates are well prepared to serve anywhere in the world in language development and Bible translation. Graduates of CanIL have also gone on to a variety of careers including speech language pathology, TESOL (teaching English to speakers of other languages), teaching, multicultural and bilingual education, and many others.

Undergraduate Course Offerings

The following are CanIL's undergraduate course offerings (the 200 and 300 level courses function as prerequisites for the 400 level courses):

LING 101	Introduction to Linguistics
LING 210	Language and Society
LING 310	Articulatory Phonetics
LING 330	Phonological Analysis
LING 360	Morphosyntax I
LING 399	Linguistics Practicum
LING 460	Morphosyntax II
LING 470	Language and Culture Acquisition
LING 471	First Language Acquisition
LING 475	Scripture Engagement
LING 476	Acoustic Phonetics
LING 480	Field Methods: Data Management and Analysis
LING 481	Anthropological Linguistics: Ethnography
LING 482	Issues in Community Literacy

LING 483	Language Program Design and Management
LING 484	Principles of Literacy
LING 485	Principles of Translation
LING 486	Advanced Phonological Analysis
LING 488	Literacy Materials Development
LING 490	Special Topics in Linguistics
LING 491	Discourse Analysis
LING 493	Semantics and Pragmatics
LING 499	Philosophical Perspectives in Linguistics

Graduate Course Offerings

LING-LIN 555	Historical and Comparative Linguistics
LING-LIN 560	Morphosyntax II
LING-LIN 566	Principles of Sociolinguistic Survey
LING-LIN 570	Language and Culture Acquisition
LIN 571	Training Across Cultures
LIN 575	Scripture Engagement
LING-LIN 576	Acoustic Phonetics
LING-LIN 580	Field Methods: Data Management & Analysis
LING-LIN 581	Anthropological Linguistics: Ethnography
LING-LIN 582	Issues in Community Literacy
LING-LIN 583	Language Program Design & Management
LING-LIN 584	Principles of Literacy
LING-LIN 585	Principles of Translation
LING-LIN 586	Advanced Phonological Analysis
LING-LIN 587	Lexicography
LING-LIN 588	Literacy Materials Development
LING-LIN 593	Semantics and Pragmatics
LING-LIN 599	Philosophical Perspectives in Linguistics
LING-LIN 650	Survey of Linguistic Theories
LING-LIN 660	Topics in Morphology and Syntax
LING-LIN 680	Advanced Field Methods: Analysis and Writing
LING-LIN 688	Tone Analysis
LING-LIN 691	Discourse Analysis
LING 695	Topics in Linguistics
LING 697	Linguistics Thesis I
LING 698	Linguistics Thesis II
LING 699	Linguistics Continuing Registration

The CanIL Summer Session

Prospective students should have completed two years of post-secondary education to qualify for admission to the summer session. Mature students with equivalent experience are also considered. The summer session is especially encouraged for

those fulfilling pre-requisites before entering either graduate program.

TWU students wishing to take CanIL summer courses should register directly through CanIL using the online application at summer.canil.ca, preferably by May of the year they wish to begin the summer session. Students requiring housing for the summer may contact the CanIL admissions coordinator at caniladmissions@twu.ca.

More Information
Contact Admissions or the Canada Institute of Linguistics.
Email:
caniladmissions@twu.ca
Website:
canil.ca

Catholic Pacific College

Catholic Pacific College (CPC) is an independent Catholic college that functions as an approved teaching centre at Trinity Western University for a number of TWU courses. The University's Undergraduate Academic Council approves courses included in this arrangement. The appropriate school or faculty dean gives oversight to the quality of instruction and approves the credentials of all instructors involved in the courses.

Catholic Pacific's Mission

Catholic Pacific is a liberal arts college born from the heart of the Catholic Church and its rich intellectual tradition.

At *Catholic Pacific College*, while studying imaginative literature, philosophy, theology, history, science, the arts and various media, students are taught how to engage with the Church's tradition, and with the entire heritage of western civilization, in order to evaluate what human beings in preceding generations have counted as wisdom, and in an endeavor to "sift all things and hold fast to what is good" (1 Thess 5:21). Yet, at *Catholic Pacific,* our attention is not just on the past and on what preceding generations have taught. We believe that it is essential that students examine everything they have received from the Catholic tradition in such a way as to make that inheritance their own. As Pope Benedict XVI said in *Deus Caritas Est*, "Being Christian is not the result of an ethical choice or a lofty idea, but the encounter with an event, a person, which gives life a new horizon and a decisive direction." Hence, a Catholic educational institution is first and foremost a "place to encounter the living God who in Jesus Christ reveals his transforming love and truth." A Christianity that is a lived experience of all that is beautiful, good, and true, touches the deepest longing of our hearts, and can transform and make fruitful our lives. Hence, *Catholic Pacific College's* mission is to help all whom we meet develop a consciousness of Christ's presence in the here and now, so that, transformed, we can be faithful to the Church's mission in service to the Gospel.

Certificates

CPC Catholic Liberal Arts Certificate
Successful completion of eight CPC Catholic Liberal Arts courses (24 sem. hrs.).

CPC Catholic Theological Studies Certificate
Successful completion of eight selected CPC Religious Studies and Philosophy courses (24 sem. hrs.). See catholicpacific.ca/courses for specific courses pertaining to this certificate.

CPC Catholic Education Certificate
Successful completion of eight selected CPC courses qualifies a student for this certificate, designed to give Catholic students a solid background in the heritage of their faith. This knowledge is an integral part of their preparation for the option of teaching in Catholic schools. See catholicpacific.ca/courses for specific courses pertaining to this certificate.

Courses

TWU core and elective requirements described in the specific commentary of each of the various undergraduate majors, concentrations, or minors are met by sections of CPC courses. CPC offers both sections of TWU courses as well as unique CPC-TWU courses.

Catholic Pacific College Sections of TWU Courses

MCOM 172 CP	Introduction to Interpersonal Communications
ENGL 103 CP	Introduction to Fiction
ENGL 104 CP	Introduction
RELS 101 CP	Introduction to Old Testament Studies
RELS 102 CP	Introduction to New Testament Studies
RELS 160 CP	Introduction to Theology
RELS 224 CP	New Testament Theology
RELS 465 CP	Influential Thinkers in the Western Christian Tradition

See this Calendar's Course Descriptions section for more information.

Catholic Pacific College Unique Courses
The TWU Undergraduate Academic Council has approved for TWU course credit the following unique CPC courses:

ART 215 CP	Beauty and the Sacred: Introduction to the Sacred Arts
EDUC 203 CP	Foundations of Education
LATN 211 CP, 212 CP	Medieval Ecclesiastical Latin
LATN 311 CP, 312 CP	Advanced Readings in Latin
HIST 302 CP	Greece and Rome: Leadership in the Ancient World
PHIL 111 CP	History of Western Philosophy: Ancient and Medieval
PHIL 303 CP	Medieval Philosophy
PHIL 304 CP	Philosophy of St. Thomas Aquinas
PHIL 305 CP	Philosophy of the Human Person
PHIL 333 CP	Philosophy of Literature
RELS 365 CP	Christian Moral Theology
RELS 366 CP	Theology of the Body
RELS 372 CP	Contemporary Catholic Theology of the Love of God
RELS 375 CP	The Christian Apologetics of C.S. Lewis
RELS 382 CP	The Catholic Church:

	Theology and Practice
RELS 387 CP	Christian Theology in Ecumenical Dialogue
RELS 388 CP	Christian Church and Sacraments
RELS 399 CP	Catholic Spirituality in the Modern World
RELS 473 CP	The Theology of Thomas Aquinas and John Paul II

See Course Descriptions for information on each course. Refer to the TWU timetable or the CPC website, catholicpacific.ca, for information on when courses are offered. All TWU students should register for CPC courses through TWU's course registration process.

Minor in Christianity and Culture: Catholic Studies

A minor in Catholic Studies consists of 24 sem. hrs. in religious studies and philosophy courses at *Catholic Pacific College*, of which at least 12 sem. hrs. must be at 300 or 400 level.

Program Checklists and Requirements:
Minor in Christianity and Culture: Catholic Studies

Coastal Pacific Aviation/UFV Aviation Studies

Since September 1993, Trinity Western University has had a cooperative agreement with Coastal Pacific Aviation (CPA) and the University of the Fraser Valley (UFV) in Abbotsford, BC, for students who wish to combine quality aviation training with academic studies towards a university baccalaureate degree.

Aviation subjects are taught by Coastal Pacific instructors. University academic courses are taught by professors at Trinity Western University. Students study part time at Trinity Western University while completing two years of aviation course work at Coastal Pacific. The Aviation program credits are transferable towards a bachelor's degree at Trinity Western as a special concentration in aviation consisting of approximately 26 sem. hrs. of aviation courses at CPA/UFV (depending on specialization). An additional 4 sem. hrs. of upper level TWU aviation courses are granted, upon completing all CPA/UFV aviation requirements, resulting in a concentration (30 sem. hrs.) in aviation. Students who pursue a baccalaureate degree are required to do at least one other concentration. If that concentration is chosen from the Faculty of Natural and Applied Sciences, a BSc is granted; otherwise, a BA is awarded.

The Aviation program through Coastal Pacific is designed to cover the academic and flying components essential to the preparation of commercial pilots for entry-level positions in the aviation industry. The program consists of training for a commercial licence followed by advanced training, generally including multi-engine and instrument training, but with an optional flight instructor rating. The program is rigorous and requires a high standard of academic and flight performance. Program requirements are meant to protect the applicant's investment by enhancing the professional environment in which he or she trains. Students need to make direct application to CPA for acceptance into the program. Inquiries should be made well in advance of intended commencement. Acceptance is not guaranteed.

It should be noted that responsibility for ensuring the academic quality of Coastal Pacific's aviation courses rests with the University of the Fraser Valley, not Trinity Western. Similarly, all liability

exposure for the Aviation program rests solely with Coastal Pacific/University of the Fraser Valley. Trinity Western merely grants 30 sem. hrs. of transfer credit for Coastal Pacific's Aviation program toward one of its baccalaureate degrees.

The program objective is to develop pilots who are well-trained in the manual skills required to fly an aircraft, who have a comprehensive academic background to help them understand complex aircraft systems, and who have the interpersonal skills to work effectively in a team.

Further information is available from the Admissions Office or the Academic Advising Office at Trinity Western University or from:

Coastal Pacific Aviation
Abbotsford Airport
30575 Approach Dr.
Abbotsford, B.C. Canada
V2T 6H5
Attention: Aviation Program Coordinator
coastalpacific.com

Program Checklists and Requirements:

- Bachelor of Arts degree in Aviation
- Bachelor of Science degree in Aviation
- Aviation Concentration

ESLI Language Centre at TWU

Susan Priebe, Director

English as a Second Language International (ESLI) partners with Trinity Western University to provide intensive academic English preparation for university-bound international students. The goal of the ESLI program is to teach the standard academic English skills students need to succeed in university. International students not intending full-time study at the University also benefit from the program's multi-skilled approach to language acquisition. International students can apply for the English Only program or undergraduate and graduate degree programs, regardless of English competency at the time of application.

Admission Requirements

1. English Only students must be at least 16 years of age
2. Applicants for undergraduate studies must have:
   a) graduated from an accredited secondary school with a Canadian Grade 12 equivalent
   b) completed four academic subjects (e.g., math, history, science) in their final year of high school with a minimum Canadian GPA of 2.3

More Information
Hours:
8 a.m. to 4 p.m. (PST) Monday - Friday
Reimer Student Centre
Tel: *604.513.2082*
Fax: *604.513.2071*
Email: esli@esli-intl.com *or* esli@twu.ca
Website: esli-intl.com

Document Requirements
All ESLI applicants must submit a completed ESLI application (including a signed Community Covenant statement). In addition, any student planning to study in a TWU degree program must include the following:

- Undergraduate Studies: official original transcripts from all schools attended, including high school and college or university, sent directly from the sending institution to TWU.

- Graduate Studies: official original transcripts from all college and universities attended sent directly from the sending institution to TWU
- FCSA Evaluation of all former post secondary transcripts.

ESLI Student Housing

As university students, applicants to the ESLI program are eligible to live in TWU campus housing with North American roommates. Students who prefer to live with Canadian families may do so through the ESLI Homestay Program. ESLI students 21 years of age and over may choose to make their own housing arrangements. The ESLI office makes every effort to assist in this process.

International Student Applications

All students whose first language is not English or who have not completed the majority of their schooling in English should refer to the Undergraduate Admissions, Registration, and Enrolment section of this Calendar to determine eligibility for direct entry into a TWU degree program. Students who do not meet the University's language requirements may receive an offer of admission to TWU conditional upon the successful completion of the ESLI program. Conditional admission is granted for:

1. Undergraduate Studies
2. School of Graduate Studies

Types of Programs

Upon arrival, international students are evaluated and placed in one of five levels. Each ESLI level provides students with 25 hours of classroom instruction per week. In addition to academic reading, writing, listening, and speaking courses, ESLI programming also includes field trips and cultural transition support. ESLI students bound for undergraduate studies at TWU participate in the University Bridge program. This program enables students to take a university credit course as part of their ESLI studies. The Bridge program has been developed to provide maximum opportunity for undergraduate students to prepare for university.

Students who have been conditionally admitted to a TWU graduate program are required to complete one semester of a Pre-Masters Program (PMP). The PMP focuses on research, writing, and presentation skills specific to the student's area of study. MBA bound students will also take a GMAT course if they have not already completed the GMAT requirement for MBA admission.
Students may enrol in the ESLI program throughout the semester. However, students arriving six weeks into the term or later are placed into regular academic ESLI classes and are given a general comprehensive final exam to evaluate their language progress. When successful, students progress to the next level.

Summit Pacific College

Summit Pacific College (SPC) is an affiliate of Trinity Western University. Under this arrangement, students may transfer between institutions (see course equivalency chart), elect to participate in the SPC-TWU Joint Program (two years of study at SPC followed by two years of study at TWU), or take the University Transfer Certificate program (see Certificates in the TWU Extension section of this Calendar) concurrent with their SPC program.

Affiliation Course Equivalencies

The TWU Undergraduate Academic Council has approved TWU course equivalencies for the following Summit Pacific College courses:

Summit Pacific Course No.	Cred. Hrs.	SPC Course Title	TWU Equivalent
BIBL 111	3	Bible Survey	RELS 100 level (3 sem. hrs.)
BIBL 113	3	Hermeneutics	RELS 100 level (3 sem. hrs.)
BIBL 114	3	Pentateuch	RELS 100 level (3 sem. hrs.)
BIBL 115	3	Gospels	RELS 100 level (3 sem. hrs.)
BIBL 211	3	Historical Literature of the Old Testament	RELS 100 level (3 sem. hrs.)
BIBL 212	3	Acts of the Apostles	RELS 200 level (3 sem. hrs.)
BIBL 311	3	Pauline Literature	RELS 300 level (3 sem. hrs.)
BIBL 312	3	Prophetic Literature	RELS 300 level (3 sem. hrs.)
BIBL 313	3	Psalms	RELS 300 level (3 sem. hrs.)
BIBL 314	3	Wisdom Literature of the Old Testament	RELS 300 level (3 sem. hrs.)
BIBL 316	3	Eschatological Literature	RELS 300 level (3 sem. hrs.)
BIBL 411	3	New Testament Backgrounds	RELS 400 level (3 sem. hrs.)
THEO 321	3	Biblical Theology of the Holy Spirit	RELS 300 level (3 sem. hrs.)
THEO 323	3	Christology	RELS 200 level (3 sem. hrs.)
THEO 421	3	New Testament Theology (3 sem. hrs.)	RELS 224 (3 sem. hrs.)
THEO 422	3	Old Testament Theology (3 sem. hrs.)	RELS 400 level (3 sem. hrs.)

SPC-TWU Joint Program

This joint program enables students to take the first two years at Summit Pacific College and the final two years at TWU. Each institution offers several courses on the other institution's campus during the four-year degree. TWU grants the BA in General Studies.

BA in General Studies (TWU)

First and Second Year at Summit Pacific College (60 sem. hrs.) 1.1 Concentration in Biblical Studies

		Sem. hrs.
BIBL 113	Hermeneutics	3
BIBL 114	Pentateuch	3
BIBL 115	Gospels	3
BIBL 211	Historical Literature	3
BIBL 212	Acts of the Apostles	3
BIBL 311	Pauline Literature	3
THEO 421	New Testament Theology	3
THEO 422	Old Testament Theology	3
		Total: 24

In addition to TWU RELS electives (300 and 400 level)* (6)

1.2 Christianity and Culture**

		Sem. hrs.
RELS 131	Introduction to Spiritual Issues	3
RELS 132	Cross-cultural Studies	3
RELS 133	Religious Conversion in a Multi-Faith Society	3
RELS 134	Apologetics	3
		Total: 12

1.3 History

		Sem. hrs.
BIBL 214	Major Prophets	3
BIBL 313	Psalms	3
BIBL 314	Wisdom Literature of the Old Testament	3
BIBL 316	Eschatological Literature	3
THEO 321	Biblical Theology of the Holy Spirit	3
THEO 323	Christology	3

Including one additional BIBL or THEO elective (3 sem. hrs.) Second and Third Year Studies at Trinity Western University (62 sem. hrs.)

2.1 Core Requirements
(Contact TWU-Extension for questions regarding specific requirements.)

2.2 Minor (24 sem. hrs.)
In fields such as English, history, psychology, and sociology, the total minimum required for a TWU bachelor's degree is 122 sem. hrs., of which 42 sem. hrs. must be 300 or 400 level courses.
*TWU concentration (30 sem. hrs.) in Biblical Studies requires that a minimum of half of the upper level requirements (i.e., 6 sem. hrs. of the 12) be taken at TWU.

**Courses in this category count towards a TWU degree as part of this program only. They are not transferable otherwise.

Additional Curricular Opportunities

Blaauw Eco Forest

Christopher Hall, Outdoor Laboratory Supervisor

The Blaauw Eco Forest was donated to Trinity Western University in the fall of 2013 by the Blaauw family in memory of Thomas Blaauw, a local farmer who passed away in 2012. The forest is preserved for public use, education, and research. It can be accessed from a trailhead located on 257A Street, just north of 84th Avenue.

The Blaauw Eco Forest consists of 25 acres located in Glen Valley in Langley Township just south of the Fraser River. It is found within the Western Hemlock biogeoclimactic zone, which is characterized by three layers of plant canopy and mature stands of red cedar, Douglas-fir, and hemlock. Smaller stands of big leaf maple and ancient cottonwood are scattered throughout. The forest sits on top of a glacial moraine; the soils consists of gravel, medium stones, sand and coarse debris with a medium organic layer on top. This forest has unique microhabitats such as various wetlands and mixed forest communities, which can foster a greater richness of plant and animal species.

Rare species that have been identified in the forest include the northern red-legged frog, the wandering salamander, and the Pacific sideband snail. The Blaauw Eco Forest also plays host to larger wildlife such as coyotes, barred owls, bald eagles, great blue herons, black-tailed deer, raccoons, black bears, bobcats, and garter snakes. This relatively small remnant of the type of forest that once covered much of the Fraser Valley provides excellent opportunities for student research projects and field experiences associated with Trinity Western courses. It is also a place for the public to enjoy a quiet, serene walk in God's creation. We are grateful to the Blaauw family and also for many community members such as WOLF (Watchers of Langley Forests) who made it possible to preserve this unique habitat. Visitors are asked to abide by the rule "leave only footprints, take only pictures" so that this beautiful corner of God's creation can continue to flourish for generations to come.

Tel:
604.805.2162
Email:
christopher.hall@twu.ca

Choirs, Vocal Ensembles, and Instrumental Ensembles

Non-music students are encouraged to participate in one or more of the choirs, vocal ensembles, or instrumental ensembles under the auspices of the Department of Music in the School of the Arts, Media + Culture.

Co-operative Education

Putting Education To Work

Trinity Western offers Co-operative Education (Co-op) opportunities. A Co-op enables students to gain career-related work experience in a real work environment. Students participate in a minimum of three work terms, to a maximum of five work terms, integrated with their academic program. Co-Operative Education allows students to explore career choices while making valuable contributions to the marketplace. Participating

employers include corporations, government, industry, small business, non-profit groups, Christian ministries, and professional service firms.

Admission To The Program

Interested Co-op students, including US and international students, should make early contact with their program director. Students must be enrolled in full-time studies in an approved program at Trinity Western to participate in a Co-op and have earned less than 90 sem. hrs. A minimum GPA is required.

A completed application form and an entrance interview are required. College transfer students who have participated in Co-op programs elsewhere may be credited with the semesters already taken. TWU presently offers Co-op programs in Biology, Business Administration (Accounting, Finance, Human Resource Management, Marketing, Small Business Management), Chemistry, Media and Communication, Computing Science, English, Environmental Studies, Geography, Human Kinetics, International Studies, Linguistics, Music, Nursing, Political Studies, Psychology, Religious Studies, and Theatre. It is recommended that students take Career Prep 100.

Benefits To Students

Co-op students acquire 12 to 20 months of practical work experience related to their major interests within a field of study
During the program, students develop self-confidence, leadership abilities, and interpersonal and communication skills
Work terms allow students to realistically evaluate interests, values, skills, educational needs, and future employment opportunities
Co-op programs help to build a professional network
Competitive wages paid during work terms may assist with financing educational costs

Co-Op Work Term

Each work term represents 400 to 640 hours of discipline-related work that may be fulfilled through one or a combination of the following options:

- Traditional full-time co-op placement during an academic semester or the summer
- 12 to 20-month full-time co-op internship

Depending on career goals and availability of assignments, students may work for one employer or a number of organizations throughout the duration of their co-op program. These options allow students to customize a co-op program to fit their goals and the needs of interested organizations.

Definition of Work Term

Appropriate work opportunities are identified by either the co-op program or by students according to the following criteria:

- Each work site is to be approved by the program coordinator as a suitable learning and working situation
- The student is to be engaged in productive work rather than merely observing
- The student is to receive remuneration for the work performed
- The student's progress on the job is to be monitored by the co-op program coordinator and evaluated by the employer
- The student is to complete a work term report at the end of each work term
- The program coordinator must approve all co-op work terms before they

commence. Registration for each work term must be submitted by the add/drop date for each semester

Students are allowed to complete a maximum of five work terms using the following course numbers that indicate the level of the work term (e.g., COOP 110 for the first work term): COOP 110, 210, 310, 410, 420. These courses are listed on a student's transcript with a Pass/Fail notation. Upon successful completion of the co-op work terms and Career Prep 100, students receive a Co-op Certificate. Failure to successfully complete a co-op work term terminates participation in the Co-operative Education Program.

International Students

International students must apply for and receive employment authorization before they commence a co-op work term in Canada. Students must maintain continuous student status to remain in the co-op program.

Program Objectives

Individual assistance is also given through counselling, orientation, and evaluation so that students gain the most benefit from the program. In general, program objectives include:

- Awareness of personal qualifications and their relation to work opportunities
- Ability to look for work and to succeed on the job
- Ability to understand employer expectations
- Development of self-confidence and an adaptable attitude towards a constantly changing work environment
- Direct application of classroom learning in an employment setting

Crow's Nest Ecological Research Area

The Crow's Nest Ecological Research Area (CNERA) consists of 72.7 acres of ecologically significant land located on Salt Spring Island in the Southern Gulf Islands of B.C. It was donated to Trinity Western University in 2000. Soon after, it was discovered that in addition to breathtaking views, the property contained some of the few remaining Garry oak (Quercus garryana) meadows in British Columbia. These meadows and their associated communities contain more plant species than any other terrestrial ecosystem in coastal B.C., as well as a multitude of other creatures, many not found elsewhere in Canada.

The purpose of the TWU Crow's Nest Ecological Research Area is fourfold: 1) to encourage people to reflect on their relationship with nature (community) and God (ethics); 2) to conserve and restore the integrity of the unique ecological regions entrusted to TWU; 3) to research methods of inventorying, studying and interacting with natural systems; and 4) to educate others from a Christian perspective about humanity's responsibility to nature.

The CNERA is not open to the public. Since 2001, TWU professors and students have been involved in research projects on the property. The goal is to continue to contribute to the understanding of this unique ecosystem, enabling TWU to manage the property in such a way as to keep it ecologically healthy for future generations to enjoy. Students enrolled in programs such as Environmental Studies, Biology, Geography, and Chemistry may visit the CNERA on field trips and have the opportunity to gain valuable field experience through student research positions during the summer.

More Information
David Clements, Ph.D.

Tel: ***604.513.2121 ext. 3280***
Email: clements@twu.ca
David Jordan, MA
Tel: ***604.513.2121 ext. 3242***
Email: DavidJ@twu.ca **Website:** twu.ca/crowsnest

Ecosystem Study Area

Christopher Hall, Outdoor Laboratory Supervisor

Encompassing all undeveloped natural areas of the Trinity Western University main campus, as well as 57 acres across Glover Road, the Ecosystem Study Area (ESA) is a beautiful example of God's creation, providing areas for recreation, relaxation, and outdoor education. While specific university course work and research projects make use of virtually all of the 100+ acres, the Salmon River Trail, which runs through woodlands, a pond area, and along the Salmon River, is the primary area open to the campus community and public.
The purpose of the Ecosystem Study Area is threefold: 1) to provide an area open to all for recreation and appreciation of nature; 2) to serve as a living outdoor laboratory for university course work and public education; and 3) to serve as a creation stewardship site for protection of plant and wildlife species.

Hundreds of species, including a number of rare and endangered species, have been catalogued in the ESA, and ongoing research efforts continue to add to this total. The Salmon River and its tributaries comprise the largest Coho salmon-producing watershed on the Fraser River. Additionally, the ESA is home to the endangered Oregon Forest snail, supporting the largest known populations of this species in Canada. Trinity Western University has become the lead research institution studying this species, through a World Wildlife Fund grant to the Environmental Studies Program. Splendid examples of mature Pacific Northwest temperate rainforest species exist in some portions of the ESA, with highly productive salmon-bearing streams throughout. While of obvious value to Biology, Environmental Studies, and other science departments, the ESA is also of interest to non-science departments as an historic area, a fitness course, and an inspirational area for literary and fine arts students.

In the interest of serving the multiple uses of the ESA, certain areas have been set aside for general public use, while other areas are left in a natural state, accessed for research of special projects only by permission from the campus Ecological Stewardship Committee. It is intended that this division of public and restricted areas strikes a balance between heavy impact use and conservation/education use. To that end, the following set of rules has been developed for the Ecosystem Study Area:

- Stay on designated trails
- Leave all vegetation and animals in place
- No motorized vehicles, bicycles, horseback riding, or pets

A group of volunteer stewards conducts patrols, research projects, and maintenance projects in the ESA throughout the year. For information about stewarding opportunities, to arrange a group tour, or simply to learn more about the ESA, contact the Outdoor Laboratory Supervisor, Christopher Hall, or visit the Ecosystem Study Area website at twu.ca/ecosystem.

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Website:
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Laurentian Leadership Centre program (Ottawa)

The Laurentian Leadership Centre program provides a full semester of credits (15 sem. hrs.) every fall and spring. It is designed to give third and fourth year students, as well as alumni, experience relevant to a wide variety of careers including international relations, business, communications, history, politics, non-governmental organizations, and public service. All students in this program must complete a supervised internship related to their major and up to three courses. The program operates on the semester system although the dates may vary from Trinity Western's regular calendar. The cost of the program is comparable to a full academic program while living on campus.

Certificate In Leadership and Applied Public Affairs

The program and curriculum described above may be a component of a degree, or may be taken as an independent certificate. For students who have already completed a recognized bachelor's degree, this program may be taken as a Graduate Certificate in Leadership and Applied Public Affairs, with advanced study requirements. Visiting and non-degree seeking learners may apply to the program. Receiving a certificate requires successful completion of the entire program, a minimum GPA of 1.7 in each course, and the recommendation of the director of the Laurentian Leadership Centre.

Curriculum

Students take three courses. Each course is designed to introduce students to experts in the field who are not available on the Langley campus. The courses also enable students to see how their Christian faith can and does impact public life. The three courses are:

POLS/HIST/ SOCI 391	Canadian Governmental Leadership
POLS/SOCI 392	Ethics and Public Affairs
POLS/IDIS 393	Law, Public Policy, and Cultural Change (an IDIS 400 equivalent course).

Students who take the three courses and the accompanying internship are eligible, upon satisfactory completion of the program, for a Certificate in Leadership and Applied Public Affairs or for a Graduate Certificate in Leadership and Applied Public Affairs.

For personal and academic reasons, some students may elect to take only two of the three courses. These students are free to remain at two courses or take an online directed study course, or attend a class at either Carleton University or the University of Ottawa. Students who elect this option are not eligible for the certificates.
While the courses offered at the Laurentian Leadership Centre are in the areas of Political Studies, International Studies, History, Business, and Communications, students not completing a major in one of these areas are encouraged to take these courses as electives. Students should consult their department chair as to how the internship credits may be counted towards their major. As well, students in Business or Communication programs should inquire about options to fulfil revised program requirements by taking courses at the Laurentian Leadership Centre. Students completing the Human Services Certificate should inquire of the practicum coordinator about fulfilling practicum requirements at the LLC.
To benefit from this unique learning experience, students need some understanding of Canadian politics and government. For that reason, the course pertaining to this, POLS 234, is offered each semester at TWU and online during the summer and is required for admission to the Centre. Business students may be exempted from this requirement if they have taken BUSI 345 and 346. Leadership experience and the ability to

speak French are assets. For admission requirements, see the contact information below.

Internship

Students select an internship worth 6 sem. hrs. of credit towards their major. Placements have included working in a Member of Parliament's office, political party office, governmental department or agency, national and local media outlets, a business office (in accordance with a student's special interests), or non-governmental organization. There are a variety of internship sites from which to choose that would help to advance the student's career interests. The internships occur every afternoon and some full days and offer an opportunity to learn from experts and meet leaders in the field. These internships provide a broader learning experience than what students would experience if they were employees of an organization. Internships are designed to show the student the inner workings of the organization and how that organization interfaces with others.
For internship credits, students choose one set (6 sem. hrs.) from:

BUSI 395	Internship (3 sem. hrs.)
BUSI 396	Internship (3 sem. hrs.)
MCOM 393	Internship (3 sem. hrs.)
HIST 315	Internship (3 sem. hrs.)
HIST 316	Internship (3 sem. hrs.)
POLS 395	Internship (3 sem. hrs.)
POLS 396	Internship (3 sem. hrs.)

Students in HKIN, Human Services, Art, English or Geography and Environment may arrange with the practicum supervisor in their department to complete a practicum in that major with permission from the Director and the practicum supervisor.

Location

The program operates from the famous Booth Mansion, later known as the prestigious Laurentian Club, a unique heritage site located in the heart of Ottawa. It is located at 252 Metcalfe Street, which leads directly to Parliament Hill.

More Information
At TWU, contact the campus administrator at: 604.513.2121 ext. 2169.
In Ottawa, contact the program director at: 613.569.7511, ext. 5010.

Website:
twu.ca/Laurentian

Omada Teambuilding

Omada Teambuilding is part of Trinity Western University, which has a 50-year legacy of leadership development. Omada Teambuilding, which caters to school groups, corporate teams, sports teams, youth groups, non-profit organizations, students, and others, seeks to bring out the best in each person, while building cohesive and energized teams. Through shared experiences, such as our high ropes course, team development programs, voyageur canoeing, rock climbing, caving, hiking, snowshoeing, and orienteering, groups must learn to co-operate, trust, problem-solve, and communicate in the pursuit of a common goal. A time of reflection following the events revitalizes people's perspectives on team dynamics and individual strengths and weaknesses. Every Omada Teambuilding event is individually tailored to suit the group's specific needs and desires. Each activity is directly relevant to the group, and a group never has the same experience twice. Students have the opportunity to experience Omada's programs through their classes, student

leadership positions, or by working as facilitators for Omada Teambuilding.

Contact the Director of Omada Teambuilding for bookings and further information.
David E. Enarson Gymnasium
Tel:
604.513.2119
Fax:
604.513.2149
Email:
omada@twu.ca
Website:
Omadateambuilding.com

Spartans Athletics

In full concert with, and support of, the University mission statement, Spartans Athletics develops godly Christian leaders equipped to succeed in dynamic environments, persistently advancing to the edge of their abilities, shaping and transforming sport and culture, and growing in their personal relationship with Jesus Christ.

Spartans Athletics is characterized by:
Transformation: Spartans Athletics transforms lives. With a pervasive climate of whole-person development, Spartans Athletics works intentionally with student athletes to enable them to become great competitors, committed scholars, mature Christian leaders, and full participants in their communities upon graduation.

Servant-Leadership: Spartans Athletics has outstanding leadership and leadership development. Spartans Athletics is led by a highly effective team of servant leaders who reflect TWU's mission and values and who are committed to learning, modeling, and teaching effective teamwork and servant leadership.

Collaboration: Spartans Athletics is a valued partner. Spartans Athletics works collaboratively and proactively as a strategic partner with every TWU department to support the goals and initiatives of others.

Recognition: Spartans Athletics is well recognized. Spartans teams and staff are recognized locally and nationally for their outstanding model of higher education athletics and for positive contributions to local and non-local communities.

Trinity Western University offers a first-class athletics program in a Christian environment. The University is a member of Canadian Interuniversity Sport (CIS) and competes regionally in the Canada West division.

Complete Champion Approach

The Complete Champion Approach focuses on developing student athletes as whole persons (spiritual, physical, intellectual, emotional, and social). The Complete Champion Approach helps student athletes use their God-given talents and intellect to live a life of significance, experiencing true personal success and powerfully influencing their family and their community.
Partnering with other departments of the University, Spartans Athletics intentionally strives to develop the Complete Champion in five areas:

Athletic Development

- ***technical skill development, high-level competition, strength and conditioning, nutrition, sport psychology, and video analysis***

Spiritual Development

- ***discipleship, mentoring, sport ministry, national training camp, Bible studies, Playbook (Sunday Night Alive), prayer teams, winter retreat, and short-term cross-cultural mission trips***

Academic Development

- ***athletes have access to an academic coach, the Learning Resource Centre, study hall/study skills, tutoring, advising, technical support, and a Collegium membership***

Leadership Development

- ***Student-Athlete Leadership Team (SALT) leadership opportunities, professional development for SALT and team captains, and community service projects***

Personal Development

- ***life skills seminars, career planning, time management seminars, counseling service, special speakers bureau, and Toastmasters***

Other Services

There are many components to the Spartans Athletics infrastructure. Developing Complete Champions (well-rounded, well-developed graduates) requires the coordinated effort of many athletic services, including:

Sport Therapy

Under the leadership of a certified therapist and in concert with campus health workers, a comprehensive rehabilitative programs (prevention of injuries), strength and conditioning program, injury assessment, and rehabilitative programs take place year round. More than 15 student therapists receive on-the-job training and certification and assist with the delivery of therapy services to 120 student athletes.

Event Management

Under the leadership of the Events Manager, many students gain experience hosting campus and community spectators at 80 sporting events each year. More than 16,000 people watch Trinity Western's home games every year.

Athletics Marketing, Promotions, and Advertising

Athletics marketing, promotions, and advertising is responsible for raising the profile of Spartans Athletics in the business community and supporting the efforts of student-athletes. These business partnerships include sponsoring signage in the gymnasium and on the soccer fields, game-night sponsorships, and program advertising. It also hosts the annual golf tournament that raises funds towards scholarships for student-athletes and the Complete Champion Approach.

Sports Information

The sports information director, student assistants, and head coaches provide coordination, guidance, and direction to the public relations program. Several students are mentored each year in journalism, public announcing, web broadcasting, statistical data entry, and photography. Sports information is disseminated in a variety of methods including highlights, features, game broadcasts, web pages, Spartans Hotline, press releases, and bulletin board displays. Spartans Athletics is under the administrative leadership of the Director of Athletics and the Dean of the School of Human Kinetics.

David E. Enarson Gymnasium
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gospartans.ca

Theatre Opportunities

Trinity Western University offers a variety of performance, playwriting, and technical theatre opportunities each semester. See the Department of Theatre overview for details or contact the Department chair.

Ensemble

Ensemble offers students a range of performance and production opportunities. These have included original touring shows, classics, student-created productions, contemporary works, and specially commissioned plays.

Guest Artists and Workshops

Theatre professionals are invited to the TWU campus to share their skills in low-cost workshops or free seminar sessions. Guest artists have included professional actors, designers, directors, make-up artists, critics, television producers, and playwrights.

Mainstage Productions

Classic, contemporary, and original works are staged each semester as part of the Theatre program. Auditions for most productions are open to all registered TWU and ACTS students. Each production also provides opportunities in stage management, set construction, costuming, lighting, sound, front of house, and publicity. Recent productions include ***Romeo and Juliet*** by William Shakespeare, ***Proof*** by David Auburn, ***Halo*** by Josh MacDonald, ***The Good Woman of Setzuan*** by Bertolt Brecht, and ***Fiddler on the Roof*** by Joseph Stein, Jerry Bock, and Sheldon Harnick.

Student Directed One-Acts And New Play Readings

Students interested in directing, who have completed the Theatre Department's directing course, may be invited to direct a one-act play as part of New Generations, a bi-annual festival of student work. Playwriting students may be invited to produce a staged reading, and some of these plays may be chosen for full production in New Generations. Additional opportunities for directing and playwriting exist for exceptional students.

Other Opportunities

TWU enjoys a unique relationship with Pacific Theatre, an acclaimed professional theatre company in Vancouver. TWU students are frequently involved in Pacific Theatre's emerging artist productions, as actors, stage managers, and technical theatre artists. Students and graduates have interned and apprenticed with Pacific Theatre, as well as with other professional theatre companies. Many TWU grads have worked professionally with Pacific Theatre as artists and/or administrators.

Course Descriptions

Course descriptions consist of:

- **Subject heading:** ANTH
- **Course number:** 101
- **Course title:** Introduction to Cultural Anthropology
- **Credit value:** 3 sem. hrs.
- **Course description:** A study of the....
- **Co-requisites:** (None listed)
- **Special notes (NB):** (None listed)
- **Cross-listings:** (None listed)
- **Prerequisite(s):** None
- **Lecture –** Lab hrs. per week: (3-0; 3-0)

The course numbering system generally conforms to the following:

- **First digit —** represents the year in which the course would normally be taken;
- **Second digit —** represents the department designation to an area or time period within that subject area;
- **Third digit —** odd numbers generally indicates the course will be offered in the fall; even numbers in the spring; and '0' that the course may be offered in either semester.

Weekly lecture/laboratory hours are indicated as follows:

- (3-0; 0-0) = 3 hours lecture only, fall semester
- (0-0; 3-0) = 3 hours lecture only, spring semester
- (3-0; 3-0) = 3 hours lecture only, both semesters
- (3-0 or 3-0) = 3 hours lecture only, either semester
- (3-3; 3-3) = 3 hours lecture, 3 hours laboratory, both semesters

In addition, some courses may have a tutorial or seminar indicated by 3-1-3 or 0-3.

Note: The University reserves the right to cancel or revise any of the courses listed or to withdraw for the semester any course for which there is insufficient demand.

Anthropology

ANTH 101 Introduction to Cultural Anthropology (3 sem. hrs.)

Introduction to the general field of anthropology, including reviews of scientific theories as basis of the academic research, as well as social, cultural, ethnographic and methodological topics which refer to the discipline. The course includes a study of diversity and similarity of behavior patterns, values, traditions, economical systems and customs of people in different cultural contexts-present and past.

The focus will be to enhance students understanding of human nature. This will be derived from the investigation of the variety and range of socially standardized responses to the circumstances of human living. Such insight transcends a culture- bound approach, which views things from the narrow perspective of one's native cultural background. In each aspect of human culture this introduction seeks to provide an appreciation of other cultures as well an understanding of our values attitudes within

society, lastly it reflects the perspective of our Christian faith toward society.

Prerequisite(s): None. (3-0 or 3-0)

ANTH 210 Islamic Culture (3 sem. hrs.)

This course is designed as an introduction to the religion of Islam and the Muslim cultures.
It's a basic overview/ survey of the most influential denominations of Islamic faith, like Sunna, Shia, Ismailia, Druze, Alavites and Ahmadyia. In the course we will examine the history of Islamic religion and the different theological and juristic schools like the Hanafits, Shafiites, Malekites and Hanibalites, as well the practice and pillars of Islam with particular attention to the classic texts of Ou'ran and Hadith. The course will also analyze the role of Jesus in the Qu'ran as well compare stories written in the bible.

We will further focus on an interdisciplinary investigation of inter- relation and cross -influence of religious behavior and cultural traditions, the impact of Islam on society in respect to gender issues, law institutions, art and architecture, economic behavior and daily Muslim taboos, rooted in the folk Islam, in different Islamic societies.
The class will also evaluate the relationship of Christianity and Islam as well compare the different approaches to spiritual questions like eternal life, heaven and hell.

***NB*:** Not offered every year. See department chair.
Prerequisite(s): None. (0-0; 3-0)

ANTH 302 Cross-cultural Communication (3 sem. hrs.)

This course is about the nature of cross-cultural interaction. Cultural concepts and contexts are explored through taxonomies, theories, and comparative analysis. Through in-class and out-of-class activities, students become self-aware and other-aware. Students also experiment with cultural behaviours and cultural change, aiming to increase both explanatory and predictive cultural knowledge, and enhance behavioural competencies.

Cross-listed: MCOM 372; LING 302.
Prerequisite(s): ANTH 101 or instructor's consent. (0-0; 3-0)

ANTH 390 Special Topics in Anthropology (3 sem. hrs.)

An examination of selected topics and theories within the field of anthropology.

Prerequisite(s): ANTH 101 or instructor's consent (3-0 or 3-0)

ANTH 395 First Nations in Canada (3 sem. hrs.)

This course is an introduction to the culture, languages, history and enduring presence of First Nation people of Canada, intended to explore and construct the range of indigenous social formations, both past and present, and to consider the future. First Nation histories and cultures are fundamental to the development of Canadian identity and the formation of contemporary Canadian society in contrast to the history taught out of the perspective of the settlers. The exploration of First Nation cultures, past and present and how Aboriginal Peoples interact with other sociocultural groups provides a logical starting point for the exploration, communication and analysis of cultural identity. Students explore and evaluate a wide range of political, social, historical, legal and environmental issues form an intercultural perspective, an analysis of First Nation Peoples' experiences in contemporary

Canadian society, using a range of approaches. These include comparative studies, investigating the experiences of both First Nations' communities elsewhere in the world and a different cultural communities within Canada. The importance of ethical considerations in the investigation of cultural and social issues is emphasized. Students explore 'shared histories' and involve themselves in active reconciliation. This course affirms the cultural experience and identity of First Nation. All students have opportunities to learn from, and with, First Nation people.

ANTH 452 Leadership Communication in Multicultural Contexts (3 sem. hrs.)

This course builds on foundational concepts of cross-cultural communication, taking a deeper look at issues raised by the interface of leadership communication and multicultural, non-western contexts. Explores issues such as cognitive frameworks, motivation, decision-making, conflict resolution, and the management of time, people, and projects. Studies perception and the enactment of relational leadership behaviour in settings abroad, deepening understanding and sharpening cross-cultural skills, thereby equipping students for maximum effectiveness in a professional multi-cultural setting.

NB: Summer session only in Guatemala or Kenya.
Cross-listed: MCOM 472.
Prerequisite: ANTH 302.

ANTH 470 Linguistic Field Methods: Language and Culture Learning (3 sem. hrs.)

An introduction to various facets of linguistic field work with an emphasis on language acquisition. Students develop self-directed strategies based on personal learning styles. Various topics related to field work include text collection, cultural journaling, and technical writing. Practical experience in the above topics is gained by working with a speaker of a non-Indo-European language. Additional work includes phonological and grammatical analysis of this language.

Co-requisite(s): LING 460, 480.
Cross-listed: LING 470.
Prerequisite(s): LING 210; 310, 330, 360; or instructor's consent. (3-2; 0-0)

Art and Design

ART 140 Introduction to Printmaking (3 sem. hrs.)

This studio course introduces the basic application and procedures of two traditional methods of printmaking–relief and screen printing. The course is designed to provide a positive studio experience for non-art students interested in art and its application to popular culture. This course is similar to ART 240, but is intended for non-art majors; therefore ART 140 and ART 240 may not both be taken for credit.

Prerequisite(s): None. (0-3 or 0-3)

ART 150 Creative Thinking (3 sem. hrs.)

In this interdisciplinary course, students will gain experience with a wide range of creative thinking practices with a focus on ideation techniques and creative problem solving methodologies, such as design thinking. Students will apply creative problem solving techniques to complex problems and personal interests while learning about the history, key players, and processes that have led to our contemporary understanding of creativity. Students will develop their capacity for flexible and original thinking, and will begin cultivating

habits that support their ability to quickly adapt and innovate in our rapidly changing world.

Prerequisite(s): None (0-3; 0-3)

ART 180 Integration Forum (0 sem. hrs.)

A seminar for students in all levels of the program, this course is required for all majors each semester (concentrations and minors are encouraged to attend). The core of the class is a visiting lecture series facilitating presentations, critiques, and communication amongst local artists, faculty, and students. The class covers topical issues in art; facilitates communication regarding departmental and professional practices; creates a community of inquiry supporting one another's production; addresses issues common to students of art; and supports the integration of faith and art in preparation for a life in the arts.

Prerequisite(s): None.

ART 181 Visual Foundations I (3 sem. hrs.)

This foundations level studio course invites students to explore artistic practice as a mode of inquiry and a meaning-making language. The course cultivates visual intelligence through carefully sequenced drawing exercises, illustrated lectures and readings. Perceptual, conceptual and technical skills are honed and elements of art and principles of design are explored through drawing and composition projects that give students an experiential understanding of a wide range of art-making paradigms.

Prerequisite(s): None. (0-3; 0-3)

ART 182 Visual Foundations II (3 sem. hrs.)

Introductory studio course that invites students into the investigation of colour and its interaction, time and space arts, and three-dimensional art. Through the immersive practice of developing of artwork, students experience art as a mode of inquiry where meaning is understood through intuitive, imaginative, creative and interpretive methodologies. Using foundational skills, students employ critical and creative thinking that reflects fluency and flexibility of imagination and expression to create art and make new connections or respond to a chosen problem, concept or question.

Prerequisite(s): None. (0-0; 0-3)

ART 211 Life Drawing I (3 sem. hrs.)

Through this intensive investigation into life drawing, students develop perceptual awareness, build an expressive visual vocabulary and critically examine how cultural stereotypes inscribe and politicize the body. Anatomical, aesthetic, perceptual, critical and conceptual inquiries are explored. Students examine the ways in which culture, society and theology influence imaging the body.

Prerequisite(s): ART 181 and one of ART 237 or 238 (0-3 or 0-3)

ART 212 Life Drawing II (3 sem. hrs.)

A continuation of the life drawing investigations introduced in ART 211, with a particular focus on developing critical interpretive tools to examine how culture, society, and theology influence imaging the body.

Prerequisite(s): ART 181 and one of ART 237 or 238
NB: Not offered every year. (0-0; 0-3)

ART 215 Beauty and the Sacred: Introduction to the Sacred Arts CP (3 sem. hrs.)

This course introduces students to the particular genre of sacred art and the subject of beauty as central to the proclamation of the Gospel with which the Church has been entrusted. As such, beauty and sacred art are discussed as the subject matter of theology. The course reviews a broad historical study of the sacred arts beginning with Byzantine art and spirituality until the present, addressing aspects of painting, the written word, music, and architecture. A primary focus is the genre of sacred art as it impacts the Christian individual, the Church, and the world as a whole.

NB: Course taught at Catholic Pacific College, an approved TWU learning centre.
Prerequisite(s): None. (3-0 or 3-0)

ART 221 Painting I (3 sem. hrs.)

This studio course focuses on the acquisition of basic painting skills. Colour theory is used in increasingly intentional ways as students explore strategies of using picture plane, shape, plane, volume, and brushstroke. Students are involved in issues of how personal voice and concerns translate into painting practices.

Prerequisite(s): ART 182, and one of ART 237 or 238. (0-3 or 0-3)

ART 222 Painting II (3 sem. hrs.)

A studio course designed with a view to increase understanding of how painting skills have been used through history as carriers of disparate personal and socio/political meaning. Through a series of exercises in painting, students develop their painting skills and explore how seemingly intuitive choices made while painting always intersect with an artist's personal expression as well as with cultural theory.

NB: Not offered every year.
Prerequisite(s): ART 182 and one of ART 237 or 238. (0-0; 0-3)

ART 224 Byzantine Iconography (3 sem. hrs.)

This studio course teaches how to make religious icons in the Byzantine tradition. Students are led through the preparation of the icon support, background, egg emulsion, pigments, and gold leaf application. The course traces the historical and theological basis for icons, divine rules, and prayers for iconographers.

NB: Summer session only.
Prerequisite(s): None.

ART 226 Issues in Art and Culture: 1850 to Present (3 sem. hrs.)

Thematically examines how western artists and architects have engaged and sparked public debates through their art and writings, and investigates these ideas and controversies in context.

NB: Not offered every year.
Prerequisite(s): SAMC 112, ART 181 or 182, and ART 237 or 238. (0-0; 3-0)

ART 230 Photography (3 sem. hrs.)

An introduction to photographic art - students explore basic techniques of digital and traditional photography. These include, but are not limited to: composition, visual literacy, lighting, review of darkroom procedures, and production. Photographic theory is introduced as it relates to cultural, aesthetic, ethical, and theological matters.

Prerequisite(s): None. (0-3 or 0-3)

ART 237 History of Western Art (3 sem. hrs.)

An introductory survey inviting students, as a mode of inquiry, to explore, examine, analyze and appreciate specific historical visual images, sculptural objects, and architectural structures. It traces thematically and chronologically some of the major developments that have influenced both western and eastern cultures from prehistoric cave painting to the 15th century. Students employ historical means and methods (notably artworks as important historical documents complementing written texts) to question, in a systematic and rigorous way, and to interpret the ways in which particular works of art participate in the social, political, economic, religious and cultural climates of which they have been an integral part learning.

Prerequisites: None. (3-0; 0-0)

ART 238 History of Western Art (3 sem. hrs.)

An introductory survey inviting students, as a mode of inquiry, to explore, examine, analyze and appreciate specific historical visual images, sculptural objects, and architectural structures. It traces thematically and chronologically some of the major developments that have influenced Western cultures from the Renaissance to the present. Students employ historical means and methods (notably artworks as important historical documents complementing written texts) to question, in a systematic and rigorous way, and to interpret the ways in which particular works of art participate in the social, political, economic, religious and cultural climates of which they have been an integral part learning.

Prerequisite(s): None. (0-0; 3-0)

ART 240 Printmaking I (3 sem. hrs.)

This studio course introduces the basic applications and procedures of printmaking through the medium of screen printing. The class covers black and white, colour separation, editioning, registration, proofing, and printing, integrating technical ability with conceptual development during the execution of each project.

Prerequisite(s): SAMC 112, ART 137 or 138; and 181 or 182. (0-3 or 0-3)

ART 250 Foundations in Digital Design (3 sem. hrs.)

An active exploration of graphic design essentials, creative ideation methods, and visual communication techniques. Students use creative thinking methodologies to experiment with a wide range of design approaches, evaluate the aesthetic and conceptual value of specific design solutions, and sharpen their creative, critical thinking, and perceptual skills.

NB: Priority given to Art + Design and Media and Communication students.
Cross-listed: MCOM 231.
Prerequisite(s): None. (0-3 or 0-3)

ART 280 3D Design (3 sem. hrs.)

The course investigates three-dimensional design and overviews the various stages in the process of design from ideation and planning to production. Through a study of the properties and characteristics of objects within cultures, students focus on relationships between form, function, ideas and ideologies.

NB: Not offered every year.
Prerequisite(s): None. (0-3 or 0-3)

ART 283 Sculpture I (3 sem. hrs.)

An introduction to working in three dimensions in a variety of media, including clay, wood, and metal. Historical and contemporary approaches to sculpture are examined to achieve an understanding of the relationship of materials to form, space, expressive content, and the construction of meaning.

NB: Not offered every year.
Prerequisite(s): ART 181 or 182, and ART 237 or 238. (0-3 or 0-3)

ART 290 Special Topics in Art (3 sem. hrs.)

Topics vary from year to year.

NB: Not offered every semester. Course may be repeated.
Prerequisite(s): None. (0-3 or 0-3)

ART 291 Special Topics in Art (1 sem. hrs.)

Topics vary from year to year.

NB: Not offered every semester. Course may be repeated.
Prerequisite(s): None. (0-3 or 0-3)

ART 292 Special Topics in Art (2 sem. hrs.)

Topics vary from year to year.

NB: Not offered every semester. Course may be repeated.
Prerequisite(s): None. (0-3 or 0-3)

ART 305 Art Practicum (1 sem. hr.)

In this art-related work experience, students are invited into embodied and experiential inquiry. Students immerse themselves into a hands-on investigation of professional practices while being mentored by practicing artists and other art professionals in areas of creative and critical expertise. This participatory experience may include guidance from artists, art historians, art institutions, designers, art therapists, and others.

NB: Course may be repeated.
Prerequisite(s): Art major, concentration, or minor, and third or fourth year standing; or instructor's consent. (0-1 or 0-1)

ART 310 Drawing (3 sem. hrs.)

Students explore inquiry-based perceptual, abstract, conceptual, and performative definitions of contemporary drawing practice. The criteria for defining, analyzing, interpreting, and evaluating drawings are widened to embrace current theoretical frameworks. Issues and themes of drawing practice after the initial decades of postmodernism are the focus of student inquiries/projects.

NB: Not offered every year.
Prerequisite(s): ART 211 or 212. (0-3 or 0-3)

ART 321 Abstract Painting (3 sem. hrs.)

This course provides an in-depth look at the integration of theory and practice surrounding historical and contemporary abstract painting. Art elements and principles, particularly colour, are used with increasing specificity and intentionality. Students investigate how aesthetic choices realized on a canvas reveal the artist's position within art, culture, and political history.

Prerequisite(s): ART 221 or 222. (0-3 or 0-3)

ART 324 Byzantine Style Iconography (3 sem. hrs.)

Byzantine Iconography involves the making of art objects for a specific purpose. Icons, however, were never made with the intention of being "art" as we think of art today. This class explores the historical and current purposes of iconography. Student projects examine icon making during and outside of class time.

NB: Summer session only.
Prerequisite(s): ART 224 and upper level standing or instructor's consent.

ART 327 Modern Art History (3 sem. hrs.)

This course traces the diverse artistic movements that developed in urban centres throughout Europe from The Great Exhibition of 1851 in London to the Dada movement in Zurich in the 1920s. Students consider the changing role of the artist and the way in which both the subject matter and the stylistic treatment of their art are shaped by and are a response to this "modern" world.

NB: Not offered every semester.
Prerequisite(s): ART 237 or ART 238. (3-0; 0-0)

ART 328 Modern Art History (3 sem. hrs.)

This course explores how art strategies (in traditional mediums such as painting, sculpture, and architecture, as well as film, video, performance) and the critical debates that arose in Europe and North America in the aftermath of the First World War to the present day, reflect the social, economic, and political context charting the rise and fall of modernism and the transition to postmodern practices within the visual arts. The role of art in society, its relationship to mass culture, and what is at stake in maintaining socially engaged art today are considered.

NB: Not offered every semester.
Prerequisite(s): one of ART 237 or 238 or SAMC 112. (0-0; 3-0)

ART 330 Photographic Vision (3 sem. hrs.)

Cultivating an informed engagement with our predominantly visual culture, this course combines photographic technical skill (composition, lighting, darkroom procedures, etc.) with informed cultural photographic theory relating to aesthetic, ethical, and theological issues. Participants are encouraged to embody a re-visioning as photographers and thinkers who embrace a Christian view of the world and its inhabitants.

NB: Not offered every year.
Prerequisite(s): 3 sem. hrs. of art and ART 230. (0-0; 0-3)

ART 340 Printmaking II (3 sem. hrs.)

Printmaking is explored historically, and as a vehicle for critical inquiry and self-expression. Critical, theoretical, and practical aspects of relief printmaking are studied.

NB: Not offered every year.
Prerequisite(s): ART 240 and 6 sem. hrs. of art, or instructor's consent. (0-0; 0-3)

ART 351 Intermedia (3 sem. hrs.)

Integrating cultural theory with material experimentations, this course investigates a variety of contemporary practices and themes, including, but not limited to, multimedia investigations, site-specific installation, soundscapes, video, performance, and phenomenologically driven practices. The boundaries of more traditional art

experience are pushed to discover new possibilities of collaborative and personal expression using a variety of media in time and space.

NB: Not offered every year.
Prerequisite(s): 15 sem. hrs. of art and third or fourth year standing. (0-3 or 0-3)

ART 352 Intermedia Production (3 sem. hrs.)

This studio production course complements ART 351. Students spend the semester researching, planning, producing, and presenting a piece of work in the media they have chosen to develop in ART 351 (installation, sound work, video, performance, digital project). Unlike ART 351, where emphasis is on process, the emphasis in ART 352 is on production — following through with material, aesthetic, ethical, and social issues to produce a work suitable for a graduate portfolio or professional exhibition. This course also prepares senior students for their final exhibition.

NB: Not offered every year.
Prerequisite(s): ART 351. (0-0; 0-3)

ART 361 Imaging and Illustration Design (3 sem. hrs.)

An exploration of the conception, production, and analysis of imagery in graphic communication design, including photos, illustrations, and graphic marks. Imagery-based problems are investigated in multiple design contexts and formats. Specialized rendering techniques, digital studio practices and iconographic style development are considered.

Cross-listed: MCOM 331.
Prerequisite(s): ART 250 or MCOM 231, and one of the following: MCOM 111; MCOM 261; ART 181, ART 182, or instructor's consent. (0-3 or 0-3)

ART 362 Symbol and Typography Design (3 sem. hrs.)

An exploration of integrated conceptual thinking and formal experimentation with type and related symbol systems in graphic communications. Emphasis is placed on type as image, principles of typesetting, hierarchy, and structure. The complex interaction of type in relation to other graphic elements in multiple design contexts and formats is considered.

Cross-listed: MCOM 332
Prerequisite(s): ART 250 or MCOM 231, and one of the following: MCOM 111; MCOM 261; ART 181, ART 182, or instructor's consent. (0-3 or 0-3)

ART 363 Format and Layout Design (3 sem. hrs.)

An exploration of integrated conceptual thinking and formal experimentation with the structural and organizing systems at work in graphic communications. Emphasis is given to the development of unified graphic systems spanning multiple design contexts and formats.

Cross-listed: MCOM 333
Prerequisite(s): ART 250 or MCOM 231, and one of the following: MCOM 111, MCOM 261, ART 181, ART 182, or instructor's consent. (0-3 or 0-3)

ART 364 Interaction Design (3 sem. hrs.)

Introduces students to the design of interactive digital experiences with a focus on website design, User Experience (UX) design, and User Interface (UI) design. Students will learn the core concepts and principles of interaction design by working through technical and design projects using industry standard design software. Students leave this course with the ability to build basic websites

and design digital experiences that follow current interaction design standards and methodologies.

Cross-listed: MCOM 334
Prerequisite(s): ART 250 or MCOM 231. (0-3 or 0-3)

ART 390 Cultural Theory (3 sem. hrs.)

This course introduces students to a broad range of critical and theoretical texts that have impacted art practices and the discipline of art history in the 20th century through to the current day. The role of enlightenment aesthetics and the rise of mass culture are explored in relation to the formation of cultural modernism and how Marxist, psychoanalytic, and poststructuralist theories have challenged modernist conceptions.

This course investigates the implications for Christians engaging with visual culture today; considers the theoretical underpinnings of postmodern theory; and cultivates the critical thinking skills necessary to engage in current critical debates within visual culture.

NB: Not offered every year.
Prerequisite(s): ART 327 or 328. (3-0 or 3-0)

ART 410 Drawing (3 sem. hrs.)

This studio course guides students in developing independent, inquiry-based projects in drawing. Students link theory with praxis; inquire into the interrelationships between aesthetics, theory and theology in relation to their emerging body of work; and locate themselves within contemporary drawing practices.

NB: Not offered every year.
Prerequisite(s): 15 sem. hrs. of art and third or fourth year standing. (0-3 or 0-3)

ART 411 Senior Studio (3 sem. hrs.)

In this intensive studio course, students are guided through sustained research that culminates in a senior show during ART 412. With the approval of the Senior Studio faculty, sustained visual cultural research and the development of a body of work is executed. This work is self-directed and must demonstrate an increasingly high level of understanding of a professional work process and the resulting production. Through research, as well as written and spoken practice, students gain confidence and a voice to articulate visually and verbally, as well as to contextualize their work in contemporary practice. Students research and write on the integration of faith and art.

Prerequisite(s): 12 sem. hrs. of art and fourth-year standing. (0-3; 0-0)

ART 412 Senior Studio (3 sem. hrs.)

In this studio course, the research and experimentation in production done during ART 411 culminates in an intense semester of developing a sophisticated body of work for the Senior Show. A multidisciplinary environment is protected, and diversity in style and medium is emphasized.

Prerequisite(s): ART 411. (0-0; 0-3)

ART 421 Advanced Painting (3 sem. hrs.)

This studio course emphasizes the development of advanced artistic inquiry in painting. Students examine strategies for structuring and developing a visual investigation. By studying examples of serial and thematic approaches, students see how artists have developed bodies of sophisticated and exploratory work.

NB: Not offered every year.
Prerequisite(s): ART 321. (0-3 or 0-3)

ART 435 The Incarnate Eye: Representations of the Body of Christ in the Latter Middle Ages and Early Renaissance (3 sem. hrs.)

Through a series of focused readings, this course examines the diversity of visual representations of the body of Christ and considers the ways in which these images constitute a variety of signifying social practices within a dynamic social, political, or religious context. These issues resonate with a variety of contemporary artistic practices which confront the legacy of a dualistic enlightenment theology with a more visceral presentation of the body of Christ.

NB: Not offered every year.
Prerequisite(s): ART 237. (3-0 or 3-0)

ART 450 Socially Engaged Art (3 sem. hrs.)

This project based upper level art and humanities interdisciplinary capstone course fosters interdisciplinary collaborative research and socially engaged art-making practices alongside art-making practices, co-creating with community organizations to develop socially engaged projects.

Prerequisite(s): Upper level standing. (0-3 or 0-3)

ART 490 Special Topics in Art (3 sem. hrs.)

Topics vary from year to year. i.e. Relational Aesthetics (Socially Engaged Art), Curatorial Practices, Human Centered Design etc.

NB: Not offered every year. Course may be repeated.
Prerequisite(s): 6 sem. hrs. of art or permission of instructor. (0-3 or 0-3)

ART 491 Special Topics in Art (1 sem. hr.)

Topics vary from year to year.

NB: Not offered every year. Course may be repeated.
Prerequisite(s): 6 sem. hrs. of art or permission of instructor. (0-3 or 0-3)

ART 492 Special Topics in Art (2 sem. hrs.)

Topics vary from year to year.

NB: Not offered every year. Course may be repeated.
Prerequisite(s): 6 sem. hrs. of art or permission of instructor. (0-3 or 0-3)

ART 495 Honours Project (3 sem. hrs.)

Students plan, produce and install a solo exhibition, major paper or major design project, and are mentored through the process by a faculty member. The mentoring can be continued through two or more semesters.

Prerequisite(s): Permission of instructor

Arts, Media and Culture

SAMC 110 Introduction to the Arts (3 sem. hrs.)

A general education course designed to give the student an understanding of the differences and similarities in structure, content, and style of artistic media including music, painting, sculpture, architecture, film, theatre, and dance. Examples of various art forms from ancient to modern times are discussed and explored.

Prerequisite(s): None. (3-0 or 3-0)

SAMC 111 Critical Issues in the Arts (3 sem. hrs.)

This foundational interdisciplinary course introduces the arts as a way of knowing, especially through some of the complex issues in the arts, such as: arts and interpretation, arts and technology, arts and justice, arts and gender, and arts and faith. Students will explore these issues through the engagement of representative works of both artists and scholars from varying viewpoints and historical periods. Students will be expected to participate fully in individual and collaborative research projects applying both developing skills and critical evaluation. The format of the course includes lectures supplemented by assigned readings for discussion and debate. The course will be delivered by an interdisciplinary teaching team. Students attend weekly lectures, and participate in one of three discussion groups.

Prerequisite(s): None.

SAMC 112 Interdisciplinary History of Western Arts (3 sem. hrs.)

A foundational interdisciplinary introduction to key historical developments in Western artistic practice and concepts from ancient times to present. Students critically engage artistic materials (paintings, music, theatrical scripts, etc) and writings of the various style periods, developing their ability to meaningfully experience, interpret, and articulate different approaches to the arts in relation to the changing ideas of Western culture. Students are encouraged to think critically, charitably, and divergently, exploring and evaluating how the arts were understood and written about in different periods, and investigating the relationship of past artistic ideas to contemporary ideas and practices. The format of the course includes lectures, readings, discussion, and individual investigative assignments and research projects. The course is delivered by an interdisciplinary teaching team. Students attend weekly lectures, and participate in one of four discussion groups.

Prerequisite(s): None.

SAMC 246 Canadian Landscape and the Arts (3 sem. hrs.)

This course examines the Canadian landscape as constructed by artists in a variety of disciplines including painters, photographers, poets, filmmakers, and musicians.

NB: Not offered every year.
Prerequisite(s): Second year standing. (0-0; 3-0)

SAMC 351, 352, 353 Arts, Media and Culture Practicum (1, 2, 3 sem. hrs.)

Designed for any student seeking arts leadership skills through experience-based learning. Students work with systems and strategies applying to self-promotion and production, interdisciplinary and collaborative work, and arts organizations. Working under the direction of fine arts faculty, students focus on utilizing resources for development and implementation of special projects.

NB: Pass/Fail courses.
Prerequisite(s): SAMC 110 or equivalent and upper level standing.

SAMC 370 Aesthetics (3 sem. hrs.)

This course doesn't merely explore different questions about the nature, value, and meaning of beauty, artworks, and aesthetic experience; its primary goal is to assist students in developing lifestyles that embody the values, pleasures, and risks of moving through the God's creation with

deep aesthetic attention coupled to an expansive imagination.

NB: Not offered every year. See Department of Philosophy chair.
Cross-listed: PHIL 370.
Prerequisite(s): Third or fourth year standing or 6 sem. hrs. of philosophy or instructor's consent. (3-0 or 3-0)

SAMC 420 Arts, Media and Culture Travel Study (3 sem. hrs.)

A three-week interdisciplinary fine arts study trip to London, England, in which students critically engage culture and the fine arts. Visits to galleries, performances, and cultural sites accompany lectures and readings to encourage students to develop and deepen their biblically-informed view of the role of fine arts. While most course activities take place in London proper, several day trips to surrounding locations are included.

NB: Summer travel study course. This course is limited to students wishing to take this course for credit. No prior courses in art, theatre, or music are necessary. Another course, often MUSI 310, is offered on the travel study.

Cross-listed: IDIS 420.
Prerequisite(s): Completion

Au Sable Institute of Environmental Studies

For more information on this off-campus program and for course descriptions, see TWU's Au Sable faculty representatives, Prof. Karen Steensma or David R. Clements, Ph.D., or go directly to ausable.org. Au Sable courses are offered at the Great Lakes site in Northern Michigan, at the Pacific Rim Institute on Puget Sound in Washington, and in India and Costa Rica. Courses go directly on the transcript at TWU. Please see the Office of the Registrar for tuition rates.

Great Lakes

- BIOL/GEOL/GENV 301 Land Resources
- BIOL 302 Lake Ecology and Management
- BIOL 305 Field Ecology of Birds
- BIOL 311 Field Botany
- BIOL 321 Animal Ecology
- BIOL 322 Aquatic Biology
- BIOL 345 Wildlife Ecology
- BIOL/GEOG 355 Watersheds in Global Development
- BIOL 360 Molecular Tools for the Field Biologist
- BIOL 361 Field Biology in Spring
- BIOL/ENVS/GEOG 362 Environmental Applications in GIS
- BIOL/CHEM/GEOG 390 Directed Individual Study
- BIOL/GEOG 471 Conservation Biology
- BIOL 482 Restoration Ecology
- BIOL/CHEM/ENVS/GEOG 490 Research Methods I
- BIOL/CHEM/ENVS/GEOG 491 Research Methods II
- BIOL/CHEM/GEOG 499 Research
- CHEM 332 Environmental Chemistry
- ENVS 310 Environmental Law and Policy

Pacific Rim

- BIOL 318 Marine Biology
- BIOL 359 Marine Mammals
- BIOL 368 Forest Ecology
- BIOL 452 Environmental Health
- BIOL 478 Alpine Ecology

- BIOL/GEOG 303 Ecological Agriculture
- BIOL/ENVS/GEOG 304 International Development and Environmental Sustainability
- BIOL/CHEM/GEOG 499 Research

India

- BIOL 367 Conservation and Ecology in the Indian Tropics

Costa Rica

- BIOL/GEOG 343 Tropical Agriculture and Missions

Aviation

Note: All Aviation courses are taught by instructors at Coastal Pacific Aviation, Abbotsford Airport.
Course descriptions of these Aviation courses.

Biology

BIOL 101 Genes and Society (3 sem. hrs.)

This course introduces students to modern concepts in biology and enables them to evaluate independently the potential benefits and risks of the biotechnological revolution and its implications for society. The topics give an understanding of the nature of the genetic material, as well as major technologies currently used in genetic engineering. Cloning and genetic engineering of microorganisms, plants, and animals are discussed. Students are made aware of the impact of various genetic engineering projects on their own lives and on society in general. Ethical, moral, and theological issues arising from genetic engineering are also discussed.

NB: Not to be taken for credit by biology students. The course fulfils the non-lab science core requirement and does not require Biology 12.
Prerequisite(s): None. (3-0; or 3-0)

BIOL 103 Introduction to Biology I – Ecology and Biodiversity (3 sem. hrs.)

An introduction to basic concepts and connections in the study of life, with emphasis on ecology and adaptation of representative life forms. The major plant and animal groups are surveyed with emphasis on unifying elements and diversities. This course is designed for non-Science majors and, without BIOL 104 and 105, does not serve as a prerequisite for upper level biology courses.

Prerequisite(s): None. (3-3; 0-0)

BIOL 104 Introduction to Biology II – The Design of Life (3 sem. hrs.)

An introduction to the basic relationships governing the existence of all living organisms. The anatomy and physiology at all levels from DNA to organ-systems are studied, looking at energy requirements, inheritance, reproduction, development, and adaptation of representative life forms. This course is designed for non-Science majors and, without BIOL 105, does not serve as a prerequisite for upper level biology courses.

Prerequisite(s): None. (0-0; 3-3)

BIOL 105 Advanced Introduction to Biology (3 sem. hrs.)

This lecture course covers certain topics in biology that are foundational to modern biology. The course examines the chemistry of life, DNA, phylogeny, ecosystems, physiology, and biotechnology. This course is designed for students who have taken BIOL 103, 104 and intend to take upper level biology courses.

NB: Summer sessions only.
Prerequisite(s): BIOL 103, 104

BIOL 113 Principles of Biology I (3 sem. hrs.)

An introduction to the basic relationships governing the existence of all living organisms, with emphasis on ecology and adaptation of representative life forms. Consideration is given to classification and surveys of the major plant and animal groups with emphasis on unifying elements and diversities.

Prerequisite(s): Biology 11 or 12 or equivalent. (3-3; 0-0)

BIOL 114 Principles of Biology II (3 sem. hrs.)

An introduction to the basic relationships governing the existence of all living organisms. Consideration is given to the anatomy and physiology at all levels as these relate to the energy requirements, inheritance, reproduction, development, and adaptation of representative life forms.

Prerequisite(s): Biology 11 or 12 equivalent. (0-0; 3-3)

BIOL 200/300 Biotechnology Practica II, III (2 or 3 sem. hrs.)

Biotechnology Practica II and III provide general and advanced intern experiences in industrial settings. BIOL 200 (2 sem. hrs.) is a requirement for entry to co-op placements and graduation. BIOL 300 (3 sem. hrs.) is additional intern experience providing exposure to advanced techniques and applications in biotechnology. The skills taught in each practicum vary depending on the industrial setting, but should include some of the following techniques: mammalian tissue culture; monoclonal antibody production including cell fusion; hybridoma screening by ELISA and immunoblotting; fermentation microbiology and the operation of large-scale fermentation systems; insect cell culture and use of Baculovirus expression vectors to produce recombinant proteins; downstream processing and the recovery and purification of proteins, carbohydrates, lipids; freezing, freeze-drying and preservation of microorganisms, animal viruses, cell lines and hybridomas; high throughput screening strategies, diagnostic testing; methods in bioinformatics; and quality control procedures.

Cross-listed: BIOT 200/300.
Prerequisite(s): BIOT 100.

BIOL 212 Biology of Vascular Plants (3 sem. hrs.)

An exploration of the role of plants as the basis for most ecosystems, and as valuable resources for agriculture, horticulture, forestry, biotechnology, and other areas of human concern. The study of vascular plants includes classification, development, physiology, ecology, and economic uses, with comparison of form, function, and significance. The course involves local field trips and laboratory studies.

NB: Students may take only one of BIOL 212 and BIOL 312 for credit. Not offered every year. See department chair.
Prerequisite(s): BIOL 103, 104, and 105; or BIOL 113, 114. (0-0; 3-3)

BIOL 214 Biology of Non-vascular Plants (3 sem. hrs.)

An exploration of non-vascular plants and the important niches they occupy, particularly in aquatic or moist environments and in relation to human health. The course covers algae, fungi, lichens, and bryophytes including classification,

development, physiology, and ecology. Applied aspects include productivity of freshwater and marine systems, commercial uses, mushroom culture, plant pathology, and environmental and human health. Firsthand experience of the organisms includes local field trips and laboratory studies.

NB: Students may take only one of BIOL 214 and BIOL 314 for credit. Not offered every year. See department chair.
Prerequisite(s): BIOL 103, 104, and 105; or BIOL 113, 114. (0-0; 3-3)

BIOL 216 Plant Environments (3 sem. hrs.)

The crucial role of plant ecology in shaping major habitats, including those in British Columbia, will be examined. A trip to Salt Spring Island will highlight the threatened Garry oak ecosystem and other features of interest. Field trips throughout the course will highlight the population dynamics and interrelationships of plant communities in natural habitats, agricultural crops and managed forests. Critical assessment of planetary stewardship will form a common theme across various issues in plant ecology.

Cross-listed: GENV 216.
Prerequisite(s): Instructor's consent.

BIOL 223 Cell Biology (3 sem. hrs.)

A study of the molecules and processes that determine cell structure and function, including how this information is derived from the wide range of visual and analytical tools available today. The course describes the chemical nature of cells and the structure and behaviour of cells in the context of tissues

NB: Students taking BIOL 223 are urged to take CHEM 221 (Organic Chemistry) concurrently in order to be prepared to take BIOL 384 or 386.
Prerequisite(s): A minimum grade of C in BIOL 103, 104, and 105; or BIOL 113, 114; and one of CHEM 103 or 111; and one of CHEM 104 or 112. (3-3; 0-0)

BIOL 226 Introduction to Evolutionary Theory (3 sem. hrs.)

An introduction to the basic concepts of evolution as an organizing theory in biology. Topics covered include: comparative genomics, sources or variation, natural selection, genetic drift, adaptation, sexual selection, kin selection, speciation and phylogenetics.

Prerequisite(s): BIOL 103, 104 AND 105; or BIOL 113 and 114.

BIOL 233 Microbiology for Nurses (3 sem. hrs.)

A study of pathogenic microorganisms and the control of infectious diseases. Topics include (i) the biology of bacteria, viruses, fungi, protozoa, and helminths; (ii) immunity, immunology, and immunization; (iii) sterilization, disinfection, chemotherapeutic agents; and (iv) epidemiology and public health microbiology. This course is only open to nursing students. Students may not take both BIOL 233 and 333 for credit.

Prerequisite(s): BIOL 241 and 242.

BIOL 241 Human Anatomy and Physiology I (3 sem. hrs.)

An introductory course in human anatomy and physiology focusing on the structure and function + *application & integration* of the cellular, histological, integumentary, skeleton, muscular, cardiovascular, respiratory and metabolic systems. Special attention will be given to the interaction of

these systems in maintenance of homeostasis and adaptations during performance and disease conditions.

Prerequisite(s): None. (3-3; 0-0)

BIOL 242 Human Anatomy and Physiology II (3 sem. hrs.)

An introductory course in human anatomy and physiology focusing on the structure and function of the nervous, digestive, renal, endocrine, and reproductive systems in addition to immunity and acid-base balance. Special attention will be given to the interaction of these systems in maintenance of homeostasis and adaptations

Prerequisite(s): BIOL 241 or Instructor's permission. (0-0; 3-3)

BIOL 262 Marine Biology (3 sem. hrs.)

A study of the life history and distribution of marine organisms in several major habitat types, including soft sediment and rocky substrate communities. Emphasis is on field and laboratory work in a survey of common local marine plants and animals and their relationships. Includes field work in the Lower Mainland, Gulf Islands, and/or Vancouver Island.

NB: Summer sessions only. Not offered every year. See department chair.
Cross-listed: GENV 262.
Prerequisite(s): Instructor's consent. Fulfils lab-science requirement for non-majors.

BIOL 290 Introduction to Biotechnology (3 sem. hrs.)

This course reviews the role of modern biotechnology in plant, animal, and marine biology, microbiology, agriculture, the pharmaceutical industry, and medicine. The course focuses on underlying technologies in biotechnology, how these technologies are implemented, together with public concerns and government guidelines and legislation.

Cross-listed: BIOT 290.
Prerequisite(s): BIOL 103, 104, and 105 or BIOL 113, 114. (3-0 or 3-0)

BIOL 308 Vertebrate Zoology (3 sem. hrs.)

A comparative study of the vertebrate classes with special emphasis on the anatomy and physiology of representative forms. The significance of advances in the complexity of chordates is considered, as well as the impact of human activities on vertebrate population dynamics.

NB: Not offered every year. See department chair.
Prerequisite(s): BIOL 103, 104, and 105; or BIOL 113, 114. (3-3; 0-0)

BIOL 312 Advanced Biology of Vascular Plants (3 sem. hrs.)

An exploration of the role of plants as the basis for most ecosystems, and as valuable resources for agriculture, horticulture, forestry, biotechnology, and other areas of human concern. The study of vascular plants includes classification, development, physiology, ecology, and economic uses, with comparison of form, function, and significance. The course involves local field trips and laboratory studies. Recent discoveries in plant biology are highlighted through the completion of a literature review.

NB: Students may take only one of BIOL 212 and BIOL 312 for credit. Not offered every year. See department chair.
Prerequisite(s): BIOL 103, 104, and 105; or BIOL 113, 114. (0-0; 3-3)

BIOL 314 Advanced Biology of Non-Vascular Plants (3 sem. hrs.)

An exploration of non-vascular plants and the important niches they occupy, particularly in aquatic or moist environments and in relation to human health. The course covers algae, fungi, lichens, and bryophytes including classification, development, physiology, and ecology. Applied aspects include productivity of freshwater and marine systems, commercial uses, mushroom culture, plant pathology and environmental and human health. Firsthand experience of the organisms includes local field trips and laboratory studies. Recent discoveries in plant biology are highlighted through the completion of a literature review.

NB: Students may take only one of BIOL 214 and BIOL 314 for credit. Not offered every year. See department chair.
Prerequisite(s): BIOL 103, 104, and 105; or BIOL 113, 114. (0-0; 3-3)

BIOL 315 Plant Physiology (3 sem. hrs.)

An inventory of basic plant mechanisms and plant development. Mechanisms include assimilation, transport, and utilization of water and mineral nutrients and the utilization and distribution of photoassimilates. Plant development includes cell division, tissue culture, meristems, and the role of hormones in plant morphogenesis. Experimental approaches and biotechnology applications of plant molecular biology are stressed.

NB: Not offered every year. See department chair.
Prerequisite(s): BIOL 103, 104, and 105; or BIOL 113, 114; BIOL 223 recommended. (3-3; 0-0)

BIOL 316 Plant Ecology (3 sem. hrs.)

The crucial role of plant ecology in shaping major habitats, including those in British Columbia, will be examined. A trip to Salt Spring Island will highlight the threatened Garry oak ecosystem and other features of interest. Field trips throughout the course will highlight the population dynamics and interrelationships of plant communities in natural habitats, agricultural crops and managed forests. Critical assessment of planetary stewardship will form a common theme across various issues in plant ecology.

NB: Summer sessions only. Includes field work in the Gulf Islands. Not offered every year. See department chair.
Cross-listed: GENV 316.
Prerequisite(s): BIOL 103, 104, and 105; or BIOL 113, 114.

BIOL 318 Tropical Botany (3 sem. hrs.)

As an exploration of the botanical riches of the tropics - focusing on the plant life of Hawaii - this course traces fundamentals of plant taxonomy, physiology, and ecology in relation to complexities of existence on the most isolated island chain in the world. Issues related to indigenous vegetation, including effects of introduced animals and plants, agriculture, and ethnobotany, are discussed. The course involves one week of lectures at Trinity Western and two weeks of lectures and field work in Hawaii.

NB: Summer sessions only. Not offered every year.
Cross-listed: GENV 318
Prerequisite(s): BIOL 103, 104, and 105; or BIOL 113, 114 and instructor's consent. BIOL 216 or 312 or 314 or 316 strongly recommended.

BIOL 326 Evolutionary Theory (3 sem. hrs.)

An in-depth survey of evolution as an organizing theory in biology, with emphasis on the primary scientific literature. Topics covered include comparative genomics, sources of variation, natural selection, genetic drift, adaptation, sexual selection, kin selection, kin selection, speciation and phylogenetics. Note: Credit may be obtained for only one of BIOL 226 and BIOL 326.

Prerequisite(s): BIOL 371 and at least one of BIOL 372 or 386. (3-3; 0-0)

BIOL 333 Introduction to Medical Microbiology (3 sem. hrs.)

A study of pathogenic microorganisms and the control of infectious diseas es. Topics include: (i) the biology of bacteria, viruses, fungi, protozoa, and helminths; (ii) infectious diseases of temperate and tropical climates; (iii) immunity, immunology, and immunization; (iv) sterilization, disinfection, chemotherapeutic agents; and (v) epidemiology and public health microbiology. Students cannot take both BIOL 233 and 333 for credit.

Prerequisite(s): BIOL 103, 104, and 105; or BIOL 113, 114; or BIOL 241, 242 (3-3; 0-0)

BIOL 334 Basic and Applied Microbiology (3 sem. hrs.)

An advanced study of topics in basic and applied microbiology. Topics include: (i) the structure, ultrastructure, and biochemical structure of prokaryotes, eukaryotes, and viruses; (ii) microbial biochemistry and physiology; (iii) microbial taxonomy and phylogeny; (iv) microbial ecology and agricultural microbiology; and (v) industrial microbiology and biotechnology.

NB: Not offered every year. See department chair.
Prerequisite(s): BIOL 103, 104, and 105; or BIOL 113, 114. (0-0; 3-3)

BIOL 336 Immunology (3 sem. hrs.)

A lecture course covering current topics in immunology, including: the cellular basis of immunity, the molecular genetics of antibody diversity, the major histocompatibility complex, antigen recognition, lymphocyte development, the complement system, hypersensitivity reactions, and immunodeficiency diseases. The course provides an integrated view of the immune system and the immunologic response to disease.

NB: Not offered every year. See department chair.
Prerequisite(s): BIOL 223; BIOL 333 recommended. (0-0; 3-0)

BIOL 340 Developmental Biology (3 sem. hrs.)

This course studies animal development and its underlying causal principles including introductory reproductive biology, embryology, and developmental genetics.

NB: Not offered every year. See department chair.
Prerequisite(s): BIOL 103, 104, and 105; or BIOL 113, 114; 223. (3-3; 0-0)

BIOL 343 Human Histology (3 sem. hrs.)

A study of the normal microscopic anatomy of the various tissues and organs of the body with an emphasis on the relationship between structure and function. Special attention is given to the field of human histology with some discussion of the similarities and differences in animals. The laboratory component of the course involves the observation and discussion of representative tissue sections and provides a basic understanding of normal versus abnormal morphology.

NB: offered every year. See department chair.
Prerequisite(s): BIOL 103, 104, and 105; or BIOL 113, 114; BIOL 223 recommended. (3-3; 0-0)

BIOL 344 Environmental Physiology (3 sem. hrs.)

A survey of physiological adaptations of animals to different environments including environmental stress. These adaptations are examined at several levels of organization, from the molecular and biochemical to the function of organ systems and behaviour. Includes in-depth examination of both vertebrate and invertebrate examples.

NB: Not offered every year. See department chair.
Prerequisite(s): BIOL 103, 104, and 105; or BIOL 113, 114. (0-0; 3-3)

BIOL 345 Vertebrate Physiology (3 sem. hrs.)

A course on the physiology of the various organ systems of humans and higher vertebrates. The course provides an integrated view of the organization and functioning of the different organ systems of the body and their role in maintaining homeostasis.

NB: Not offered every year. See department chair.
Prerequisite(s): 103, 104, and 105; or BIOL 113, 114; BIOL 223 recommended. (3-3; 0-0)

BIOL 346 Advanced Human Physiology (3 sem. hrs.)

Providing a deeper insight into mechanisms underlying a broad range of physiological phenomena, this course emphasizes the integration of the homeostatic mechanisms involving the various organ systems.

NB: Not offered every year. See department chair.
Prerequisite(s): BIOL 103, 104, and 105; or BIOL 113, 114; 345; or instructor's consent. (0-0; 3-3)

BIOL 360 Invertebrate Zoology (3 sem. hrs.)

A survey of the invertebrate phyla with particular reference to their phylogenetic relationships. Laboratories and field trips provide hands-on experience studying both terrestrial and marine invertebrates of the Pacific coastal region.

NB: Not offered every year. See department chair.
Prerequisite(s): BIOL 103, 104, and 105; or BIOL 113, 114. (3-3; 0-0)

BIOL 362 Marine Ecology (3 sem. hrs.)

A study of the ecological relationships of marine life in several major habitat types. Emphasis is on productivity, food webs, nutrient cycling, and community ecology. Ecosystem parameters are investigated through field and laboratory studies. Part of coursework takes place in the Lower Mainland, Gulf Islands, and/or Vancouver Island.

NB: Summer sessions only. Not offered every year. See department chair.
Cross-listed: GENV 362.
Prerequisite(s): Advanced standing in biology and instructor's consent. BIOL 308 and/or 360 strongly recommended.

BIOL 364 Coral Reef Ecology (3 sem. hrs.)

A field course focusing on the systematics and ecology of tropical coral reef organisms. Plants, animals, and physical factors of a fringing coral reef are examined through snorkeling excursions and laboratory studies. One species is chosen for a detailed research project. Includes field course work in Hawaii.

NB: Summer sessions only. Not offered every year. See department chair.
Cross-listed: GENV 364.
Prerequisite(s): Advanced standing in biology and instructor's consent. BIOL 262, 308, 360 and/or 382 strongly recommended.

BIOL 371 Introduction to Genetics (3 sem. hrs.)

An introduction to the study of heredity. Emphasizes classic genetics of populations and individuals in viruses, bacteria, plants, and animals.
Prerequisite(s): BIOL 103, 104, and 105; or BIOL 113, 114. (3-4; 0-0)

BIOL 372 Molecular Genetics (3 sem. hrs.)

This course considers modern developments and techniques in genetics, especially the basic and applied aspects of recombinant DNA technology.

Prerequisite(s): BIOL 103, 104, and 105 or BIOL 113, 114; a minimum grade of C in BIOL 223; and one of CHEM 103 or 111; and one of CHEM 104 or 112;. CHEM 221, 222 and BIOL 371 recommended. (0-0; 3-3)

BIOL 381 General Ecology (3 sem. hrs.)

A study of the structure and dynamics of ecosystems. Consideration of plant and animal populations in relation to physical, chemical, and biological factors affecting their interaction and productivity. Considerable laboratory time is devoted to the study of local ecosystems, field sampling techniques, and field trips to ecological research areas.

Cross-listed: GENV 381
Prerequisite(s): BIOL 103, 104, and 105; or BIOL 113, 114; or equivalent. (0-0; 3-3)

BIOL 384 Principles of Biochemistry (3 sem. hrs.)

This course studies chemical structure, function, and metabolism of carbohydrates, lipids, proteins, and nucleic acids. This class is continued as BIOL 386.

Cross-listed: CHEM 384.
Prerequisite: CHEM 221, 222.
Recommended: BIOL 103, 104, and 105; or BIOL 113, 114; 223. (3-1-3; 0-0-0)

BIOL 386 Biosynthesis (3 sem. hrs.)

This course explores the modern understanding of the biochemical transfer of genetic information: DNA structure and synthesis, transcription and translation. This course also examines the regulatory mechanisms of gene control in prokaryotes and eukaryotes, as well as protein structure and function. The central theme of the course is to illustrate the significance of nucleic acid and protein biochemistry in modern biology.
Cross-listed: CHEM 386.
Prerequisites: CHEM 221, 222.
Recommended: BIOL 103, 104 and 105; or BIOL 113, 114; 223; 384 (0-0; 3-0)

BIOL 390 Biology and Christian Theology (3 sem. hrs.)

This course is designed to untangle some of the actual or perceived dissonance between issues of biological science and Christian theology. Six major topics are addressed: (1) models, analogies, and metaphors in science and Christian theology; (2) scientific and religious investigations of the biosphere; (3) defining human nature; (4) defining non-human nature; (5) caring for the earth; and (6) the biomedical revolution. The common

threads among these topics are the tension between Christian faith and the findings of basic and applied biology (biotechnology), and the call to action required in a faith-based view of creation. As well as speaking from their own disciplines and background, the course instructors take part in panel discussions at the end of each of the six units to foster discussion and dialogue on the issues. Student participation is encouraged by group projects that develop and present a position paper on an area that engenders dissonance between scientific and religious worldview perspectives.

NB: Not offered every year. See department chair.
Cross-listed: BIOT 390.
Prerequisite(s): BIOL 103, 104, and 105 or BIOL 113, 114; third year standing. (3-0 or 3-0)

BIOL 400 Directed Studies in Biology (3 sem. hrs.)

Students are required to produce an outline of the topic to be studied in consultation with the instructor. A course of reading and/ or experimentation is pursued according to the approved outline. Assessment may be via examination and/or a final written report.

NB: This course, with the appropriate choice of topics, can be used as a preparation for the senior thesis (BIOL 410).
Prerequisite(s): Advanced standing in biology or instructor's consent.

BIOL 409 Thesis Preparation (1 sem. hr.)

Students will be required to choose a topic for their senior thesis (BIOL 409-410/GENV 409-410) in consultation with an instructor. Selected readings and references pertinent to the topic will be assigned. A final written report will be presented consisting of a detailed thesis proposal and a review of the literature.

Cross-listed: BIOT 409
Prerequisite(s): Advanced standing in biology or instructor's consent. (1-1; 0-0)

BIOL 410 Senior Thesis (2 sem. hrs.)

Research in a chosen area of biology or environmental studies with a final written report. Presentation of research findings will also be made by the student in a poster session.

Cross-listed: BIOT 410
Prerequisite(s): BIOL 409, a related directed study in preparation, or instructor's consent. (0-0; 1-2)

BIOL 411 Senior Thesis (3 sem. hrs.)

In this course, students research a chosen area of biology and provide a final written report. Students present research findings in a seminar. This course option allows students with larger projects to gain extra credit.

Prerequisite(s): BIOL 409, a related directed study in preparation, or instructor's consent. (0-0; 1-3)

BIOL 423 Advanced Cell and Molecular Biology (3 sem. hrs.)

A laboratory course emphasizing advanced techniques in cell biology, molecular biology, and developmental genetics. Topics include functional genomics, mobile genetic elements, somatic clonal analysis, molecular cloning, and epifluorescence/ confocal microscopy. This course is designed for students who are interested in a career in the life sciences and who wish to familiarize themselves with a number of applied laboratory techniques.

NB: BIOL 423 is an appropriate addition to or substitution for BIOL 409, 410.
Prerequisite(s): CHEM 221, 222; a minimum grade of C in BIOL 223, and at least one of BIOL 384 or 372. BIO 371 is highly recommended. (0-4; 0-0)

BIOL 438 Virology (3 sem. hrs.)

This course provides a basic understanding of some of the current topics in modern virology including the structure, classification, and replication of viruses, virus-cell interactions, diagnostic and research applications in virology, and the molecular biology of several important viruses causing disease in humans and animals. Special emphasis is given to viral pathogenesis making this course suitable for those pursuing careers in medicine or related fields.

NB: Not offered every year. See department chair.
Prerequisite(s): BIOL 223; 333; and BIOL 372 or 386. (0-0; 3-0)

BIOL 440 Developmental Neurobiology (3 sem. hrs.)

A study of the development of the nervous system in humans and invertebrate and vertebrate model organisms. Topics covered include neurogenesis, the development and cell biology of neurons and glia, developmental genetics, and nervous system defects arising from abnormal development.

Prerequisite(s): BIOL 371; at least one of BIOL 372 or BIOL 386. (3-3; 0-0)

BIOL 450 Neuroscience (3 sem. hrs.)

An advanced course in neuroscience which examines current research on the cellular organization of the brain as well as the role of physiological processes in human thought, emotions, and behaviour. Interactions between physiological and psychological processes are emphasized. Laboratory experiments focus on the basics of recording bioelectric potentials in invertebrates and humans.

NB: Not offered every year. See department chair.
Prerequisite(s): PSYC 354 and either BIOL 113, 114 or PSYC 105, 106; and 201. (0-0; 3-3)

BIOL 470 Introduction to Bioinformatics (3 sem. hrs.)

An overview of the interdisciplinary science of genomics, proteomics, and bioinformatics which applies the tools of information technology (computer hardware and software) to analyze biological data such as gene or protein sequences. This course examines the theory of bioinformatics as well as its practical application to biological problems using approaches such as BLAST searches, phylogenetics, and protein structure function analysis.

Cross-listed: BIOT 470 or CMPT 470
NB: Not offered every year. See department chair.
Prerequisite(s): BIOL 223; BIOL/CHEM 372, and either 3 sem. hrs. of Computing Science or MATH 102. (0-0; 3-3-0)

BIOL 474 Genetics and Cell Biology of Neoplasia (3 sem. hrs.)

A lecture course reviewing a wide range of topics related to cancer including the biology and immunology of tumor cells, chemical and viral carcinogenesis, oncogenes, genetic predisposition to cancer, and treatment strategies.

NB: Not offered every year. See department chair.
Prerequisite(s): BIOL 223, and one of BIOL 340, 372, or 386. (0-0; 3-0)

BIOL 484 Applied Ecology (3 sem. hrs.)

An exploration of various practical applications of biology in environmental management, monitoring, and remediation. Topics include many important areas of concern such as wildlife management, fisheries, forestry, agriculture, water and air pollution, and protection of endangered ecosystems. Various biological approaches to these are considered, such as population modelling, ecophysiology, microbiology techniques, biomonitoring, ecosystem health, and biodiversity inventories. The implications of environmental ethics and the role of Christian environmental stewardship are discussed.

NB: Not offered every year. See department chair.
Cross-listed: GENV 484.
Prerequisite(s): BIOL 381 (may be taken concurrently). (0-0; 3-3)

BIOL 490 Advanced Biotechnology (3 sem. hrs.)

This capstone course in biotechnology considers the theoretical and practical aspects of implementing biotechnology, paying particular attention to current issues including: (1) technology transfer and commercialization; (2) patent protection in biotechnology; (3) Good Laboratory Practices (GLP); (4) Good Manufacturing Practices (Food and Drug Regulations, 2002 edition); (5) Good Clinical Practices (GCP); (6) Research Ethics Board guidelines; (7) validation studies; (8) downstream processing and the recovery of purified products; (9) novel developments in methodology. The course includes a seminar series by industry and regulatory experts and site visits to local biotechnology companies to assess how they have implemented and overcome obstacles to production and quality control.

Cross-listed: BIOT 490
Prerequisite(s): BIOL 290. (0-0; 3-3)

For further course listings, see Au Sable Institute of Environmental Studies listings (under Environmental Studies).

Biotechnology

BIOT 100 Biotechnology Practicum I (1 sem. hr.)

This hands-on course is part of an intern program in the Biology Department at TWU designed to provide instruction in general laboratory procedures and laboratory safety beyond that required during regular undergraduate laboratories. Performed tasks are evaluated and occur in the areas of animal husbandry, general laboratory maintenance, cell culture, histochemistry, light microscopy, and protein chemistry (i.e. western blotting, SDS-PAGE). Students will also acquire general instruction in Good Laboratory Practice (GLP) and Good Animal Practice (GAP).

Prerequisites/Co-requisites: BIOL 103/104/105 or BIOL 113/114. (0-0, 0-1)

BIOT 200/300/400 Biotechnology Practica II, III, IV (2 or 3 sem. hrs.)

Biotechnology Practica II–IV provide general and advanced intern experiences in industrial settings. BIOT 200 (2 sem. hrs.) is a requirement for entry to co-op placements and graduation. BIOT 300 and 400 (3 sem. hrs. each) are additional intern experiences providing exposure to advanced techniques and applications in biotechnology. The skills taught in each practicum vary depending on the industrial setting, but should include some of the following techniques: mammalian tissue culture; monoclonal antibody production

including cell fusion; hybridoma screening by ELISA and immunoblotting; fermentation microbiology and the operation of large-scale fermentation systems; insect cell culture and use of Baculovirus expression vectors to produce recombinant proteins; downstream processing and the recovery and purification of proteins, carbohydrates, lipids; freezing, freeze-drying and preservation of microorganisms, animal viruses, cell lines and hybridomas; high throughput screening strategies, diagnostic testing; methods in bioinformatics; and quality control procedures.

Cross-listed: BIOL 200/300
Prerequisite(s): BIOT 100.

BIOT 290 Introduction to Biotechnology (3 sem. hrs.)

This course reviews the role of modern biotechnology in plant, animal, and marine biology, microbiology, agriculture, the pharmaceutical industry and medicine. The course focuses on underlying technologies in biotechnology, how these technologies are implemented, together with public concerns and government guidelines and legislation.

Cross-listed: BIOL 290
Prerequisite(s): BIOL 103, 104, and 105 or BIOL 113, 114. (3-0 or 3-0)

BIOT 390 Biotechnology and Christian Theology (3 sem. hrs.)

This course is designed to untangle some of the actual or perceived dissonance between issues of biological science and Christian theology. Six major topics are addressed: (1) models, analogies and metaphors in science and Christian theology; (2) scientific and religious investigations of the biosphere; (3) defining human nature; (4) defining non-human nature; (5) caring for the earth; and (6) the biomedical revolution. The common threads among these topics are the tension between Christian faith and the findings of basic and applied biology (biotechnology), and the call to action required in a faith-based view of creation. As well as speaking from their own disciplines and background, the course instructors take part in panel discussions at the end of each of the six units to foster discussion and dialogue on the issues. Student participation is further encouraged by group projects in which the group must develop and dissonance between scientific and religious worldview perspectives.

NB: Not offered every year. See department chair.
Cross-listed: BIOL 390.
Prerequisite(s): BIOL 103, 104, and 105 or BIOL 113, 114; third year standing. (3-0 or 3-0)

BIOT 409 Thesis Preparation (1 sem. hr.)

Students will be required to choose a topic for their senior thesis (BIOL 409-410/GENV 409-410) in consultation with an instructor. Selected readings and references pertinent to the topic will be assigned. A final written report will be presented consisting of a detailed thesis proposal and a review of the literature.

Cross-listed: BIOL 409.
Prerequisite(s): Advanced standing in biotechnology. (1-1; 0-0)

BIOT 410 Senior Thesis (2 sem. hrs.)

Research in a chosen area of biology or environmental studies with a final written report. Presentation of research findings will also be made by the student in a poster session.

Cross-listed: BIOL 410.
Prerequisite(s): BIOL 409, a related directed study in preparation, or instructor's consent. (0-0; 1-2)

BIOT 470 Introduction to Bioinformatics (3 sem. hrs.)

An overview of the interdisciplinary science of genomics, proteomics, and bioinformatics which applies the tools of information technology (computer hardware and software) to analyze biological data such as gene or protein sequences. This course examines the theory of bioinformatics as well as its practical application to biological problems using approaches such as BLAST searches, phylogenetics, and protein structure function analysis.

Cross-listed: BIOL 470.
Prerequisite(s): BIOL 223; BIOL/CHEM 372; and either 3 sem. hrs. of computing science or MATH 102. (0-0; 3-3-0)

BIOT 490 Advanced Biotechnology (3 sem. hrs.)

This capstone course in biotechnology considers the theoretical and practical aspects of implementing biotechnology, paying particular attention to current issues including: (1) technology transfer and commercialization; (2) patent protection in biotechnology; (3) Good Laboratory Practices (GLP); (4) Good Manufacturing Practices (Food and Drug Regulations, 2002 edition); (5) Good Clinical Practices (GCP); (6) Research Ethics Board guidelines; (7) validation studies; (8) downstream processing and the recovery of purified products; (9) novel developments in methodology. The course includes a seminar series by industry and regulatory experts and site visits to local biotechnology companies to assess how they have implemented and overcome obstacles to production and quality control.

Cross-listed: BIOL 490.
Prerequisite(s): BIOT 290. (0-0; 3-3)

Business

BUSI 110 Business in the Global Market (3 sem. hrs.)

An introduction to global business practices. The course surveys governmental and corporate practices of major economic systems: Japan, Europe, Pacific Rim, Rhine countries, etc. Different cultural meanings of concepts such as globalization, world class, nimble organizations, empowerment, and teams are explored. The course provides students with experiential as well as classroom learning to provide a better grasp of the differences in cultures and the adaptation of business concepts.

NB: Offered when available in summer, with overseas travel component. Open to Business and nonBusiness majors.
Cross-listed: ECON 110.
Prerequisite(s): Instructor's consent.

BUSI 111 Introduction to Business and Management (3 sem. hrs.)

In this course, modern business is studied in its various aspects: economic and social setting, business classifications and financial requirements, business structure and functional areas, basic concepts and techniques, practices and responsibilities, and career opportunities in business.

Prerequisite(s): None. (3-0; 3-0)

BUSI 121 Financial Accounting I (3 sem. hrs.)

Accounting fundamentals, techniques, principles, and concepts. Other topics include the complete accounting cycle, including adjusting and closing entries, the preparation and interpretation of

simple financial statements, inventory treatments, capital assets, and partnership accounting. Students are also required to complete a computer based accounting lab.

Prerequisite(s): None. (3-0; 3-0)

BUSI 176 Introduction to Business Research and Decision Making (3 sem. hrs.)

Business research allows managers to make effective decisions in today's organizations. This class will assist students in understanding the research questions to ask in business and will prepare them to analyze and present the data they gather. Students will gain extensive skills in the use of spreadsheets and in spreadsheet modeling – an indispensable tool in the business world.

Cross-listed: ECON 176.
Prerequisite(s): None. (3-0; 3-0)

BUSI 222 Financial and Managerial Accounting (3 sem. hrs.)

The first half of the course focuses on financial accounting with topics such as shareholder equity, investments, the cash flow statement, the comprehensive income statement, and financial analysis. Students learn to analyze and extract key information from corporate financial statements. The second half of the course focuses on managerial accounting covering topics such as cost-volume-profit analysis and budgeting.

Prerequisite(s): BUSI 121 (3-0; 3-0)

BUSI 231 Principles of Marketing (3 sem. hrs.)

This course explores basic considerations affecting the domestic and international marketing of goods and services. Topics include: the nature of marketing activities and marketing institutions, the function and responsibility of an effective marketing system, as well as its role in the economy, the manner in which various forces influence the marketing process, and the analysis of marketing concepts, policies, and practices.

Prerequisite(s): BUSI 111 and second year standing or instructor's consent. (3-0; 3-0)

BUSI 241 Personal Financial Planning (3 sem. hrs.)

Personal financial planning is key to the successful accomplishment of one's life goals. Topics in this course include foundations in financial planning, asset management, debt management, insurance analysis, investment management, retirement planning, and estate planning.

NB: Open to business and nonbusiness students.
Prerequisite(s): None. (3-0; 0-0)

BUSI 245 Foundations of Business Law in Canada (3 sem. hrs.)

A general overview of business law with specific focus on the law of contracts. Attention is given to offer and acceptance, consideration, assignment, discharge, breach, and remedies available at law.

Prerequisite(s): Second year standing. (3-0; 3-0)

BUSI 275 Business Statistics (3 sem. hrs.)

This course considers statistical tools and knowledge necessary for success in business endeavours. Topics include: descriptive statistics, probability (with discrete and continuous distributions), hypothesis testing, regression, and ANOVA. Students learn theory behind the methods, and primarily use spreadsheets as tools for solving advanced problems.

Cross-listed: ECON 275.
Prerequisite(s): BUSI 176 or instructor's consent. (3-0; 3-0)

BUSI 280 Organizational Behaviour (3 sem. hrs.)

This course focuses on the nature of individuals and behaviour in organizations. The emphasis of the course is on building a set of conceptual and pragmatic skills useful in understanding and managing interactions among individuals and groups within organizations. By providing a knowledgebase of organizational and managerial concepts, and by using cases, videos, exercises, and personal inventories, this course develops a student's analytical, diagnostic, and interpersonal skills.

Prerequisite(s): BUSI 111 and second year standing. (3-0; 3-0)

BUSI 301 Managerial Economics (3 sem. hrs.)

The study of the main principles and techniques of price theory and its practical applications. Major topics include: price, production, and distribution theories, the theory of the firm, risk and uncertainty, game theory, and transaction costs. New developments and/or approaches to microeconomic analysis.

Cross-listed: ECON 301.
Prerequisite(s): ECON 102, 201. (3-0; 3-0)

BUSI 302 Intermediate Macroeconomics for Managerial Decision-Making (3 sem. hrs.)

This course looks at the main concepts and methods usually used by economists to explain macroeconomic variables. Topics include: inflation, unemployment, consumption, investment, foreign trade, monetary and fiscal policies, and economic growth. Classical and Keynesian macroeconomic models are studied and compared in terms of economic statics and dynamics.

NB: May not be offered every year.
Cross-listed: ECON 302.
Prerequisite(s): ECON 102, 201. (0-0; 3-0)

BUSI 304 Financial Markets and Institutions (3 sem. hrs.)

The study of the role of money, monetary policy, and financial institutions in the Canadian and U.S. economies. Major topics include: interest rates, decision makers, financial asset prices, risk management, banking and financial institutions, and central banks and monetary policy.
Cross-listed: ECON 304.
Prerequisite(s): BUSI 342. (3-0 or 3-0)

BUSI 311 Global Issues in Business (3 sem. hrs.)

The focus of this course is on understanding the institutions (e.g. political, economic, and cultural) and the resources (e.g. natural, human, technology, and innovation) that are present within home and host countries that influence the decision making of business owners and managers as they consider going global with their product or service. Discussions centre around understanding culture, ethics, and global sustainability that relate to being a responsible and ethical global citizen.

NB: May not be offered every year.
Cross-listed: ECON 311.
Prerequisite(s): ECON 102, 201. (3-0; 3-0)

BUSI 317 Investment Theory (3 sem. hrs.)

A study of financial markets and the various instruments traded on those markets, with consideration to how these instruments are priced.

Other topics explored include: portfolio theory, market efficiency, equilibrium, asset analysis, asset allocation, and portfolio management.

Cross-listed: ECON 317.
Prerequisite(s): BUSI 342. (3-0 or 3-0)

BUSI 318 Applied Investments (3 sem. hrs.)

This course encompasses the Canadian Securities course (CSC) and will explore investment topics relevant to an investment advisor in the Canadian securities industry. Topics considered in this course include: capital markets and their regulation, investment products, portfolio management, and managed accounts. The student has opportunity to apply this knowledge through detailed analysis of a specific investment product. **NB: Please note that there is an additional, external fee of approximately $1,000 payable to the Canadian Securities Institute for students enrolling in this course.**

Prerequisite(s): BUSI 342. (0-0; 3-0)

BUSI 321 Intermediate Accounting I (3 sem. hrs.)

This course explores the role and objectives of financial reporting, the challenges facing standard setting, and a review of the accounting process. Other topics include income measurement and issues related to economic resources such as cash, receivables, inventories, and operational assets.

Prerequisite(s): BUSI 121, 222 with at least a 2.5 GPA. (3-0; 0-0)

BUSI 322 Intermediate Accounting II (3 sem. hrs.)

Accounting principles related to capital assets and amortization. Topics include: investments, contingent liabilities and disclosure, bonds and long term liabilities, capital and operating leases, income tax liabilities, pension and benefits liabilities, shareholder's equity, and earnings per share calculations.

Prerequisite(s): BUSI 321. (0-0; 3-0)

BUSI 323 Management Accounting I (3 sem. hrs.)

Accounting concepts used by management to plan and control their operations. Topics include: analysis of accounting information for use in decision-making, cost-volume-profit relationships, the techniques for costing a firm's products and services, the managerial uses of these costs, and the development of budgets.

Prerequisite(s): BUSI 222. (3-0; 0-0)

BUSI 324 Management Accounting II (3 sem. hrs.)

A study of the design, preparation, and use of flexible budgets and variances, the cost information required for pricing and product evaluation, management control systems and performance measures, and how to assist in the strategic planning of the firm.

Prerequisite(s): BUSI 323. (0-0; 3-0)

BUSI 334 Sales Management (3 sem. hrs.)

This course looks at case studies, textual material relating to various aspects of sales management - such as marketing strategy, planning the sales function, and controlling of the sales effort - sales analysis, and evaluation management of the sales force and personal selling.

Prerequisite(s): BUSI 231. (3-0 or 3-0)

BUSI 335 Consumer Behaviour (3 sem. hrs.)

This course explores the ways human beings think about buying the products and services they need, want, or desire in order to help the producers of products and services better design and deliver them. This understanding of what we term "consumer behavior" is a fundamental key to all marketing decisions and programs as we seek to explore the psychology of the entire buying process from awareness of need to post-purchase evaluation. Students are exposed to numerous theories from psychology, sociology, economics, education, and marketing to explain why and how consumers buy the products and services they do.

Prerequisite(s): BUSI 280: ECON 201 (3-0 or 3-0)

BUSI 338 International Marketing Management (3 sem. hrs.)

Designed to equip students for marketing in a global environment, this course will cover the scope and challenges of international marketing, the dynamics of international trade, and the cultural, political, legal, and business systems of global markets. Students will develop the ability to recognize global market opportunities; they will also learn to develop global marketing strategies.

Prerequisite(s): BUSI 231. (3-0 or 3-0)

BUSI 342 Management Finance (3 sem. hrs.)

This course will explore the principles of successful financial management and will target various aspects of managing an organization financially. The focus of the course is on theory and application of that theory to four key areas of financial management: capital budgeting; optimal debt levels; financial management of day -to-day activities; and, various ways to assess and identify risk. The course will be taught from a Christian worldview and will emphasize the importance of man's responsibility/ stewardship of what she/he is responsible for, and to whom she/he is ultimately accountable.

Prerequisite(s): BUSI 176, 222. (3-0; 3-0)

BUSI 346 Law for the Business Manager (3 sem. hrs.)

This course follows up on BUSI 245 and provides students with the knowledge and skills to manage a number of business areas that have potential legal risk including sale of goods, agency, bailment, insurance and guarantees, negotiable instruments, employment and human rights, intellectual property, real property, mortgages, partnerships, the nature and operations of corporations, credit transactions, and government regulation of business.

Prerequisite(s): BUSI 245. (3-0; 3-0)

BUSI 351 Industrial Relations (3 sem. hrs.)

This course focuses on the nature of union-management relations in organizations. The course emphasis is on building a set of conceptual skills useful in understanding the industrial relations system within Canada. By using cases, videos, and exercises, students discuss laws and practices of unionization, the negotiation and administration of collective agreements, and a variety of dispute resolution procedures.

Prerequisite(s): BUSI 280; third year standing. (0-0; 3-0)

BUSI 352 Managing the Human Resource (3 sem. hrs.)

A practical study on how organizations obtain, maintain, and retain their human resources that

enable them to achieve their objectives. Topics include: human resource planning, recruitment, selection, performance management and training and development.

Prerequisite(s): BUSI 280; third year standing. (3-0; 3-0)

BUSI 363 Organizational Design and Development (3 sem. hrs.)

This course focuses on how to design and maintain organizational effectiveness through developing appropriate levels of control and coordination. This course introduces and critically examines the current theories and approaches to the management and structural design of organizations, and assesses their relevance and usefulness to organizations wanting to remain competitive in a rapidly changing marketplace.

Prerequisite(s): BUSI 280; third year standing. (3-0; 3-0)

BUSI 370 Business Information Systems (3 sem. hrs.)

A study of the impact of information technology and the ways in which organizations can achieve competitive advantage and support of key business functions through the strategic design, deployment, and use of information technology. The course teaches students the utilization of spreadsheet, database management, and project management software to manage the design, deployment, and use of information technology within an organizational setting.

Prerequisite(s): Third year standing. (3-0 or 3-0)

BUSI 377 Operations Management (3 sem. hrs.)

This course considers the various operative models with which firms attempt to create value. Topics include: quality theory, quality measurement, production/supply chain planning and execution, process design, and project management. The course also covers information tools necessary for effective operations, and management of the service content of the firm's products.

Prerequisite(s): BUSI 275. (3-0; 3-0)

BUSI 381 Advanced Topics in Operations Management (3 sem. hrs.)

This course looks at the management of operations' variables and their part in the overall business strategy. Students will focus on one chosen firm or industry, possibly with additional focus on the business climate in a chosen geographic region. Topic emphasis will vary depending on the focus, but will include some combination of: allocation and scheduling of resources, inventory and quality control, personnel needs, how to achieve production efficiencies and cost control, operation layout and design, and standards and methods development. Quantitative management tools are incorporated.

NB: May not be offered every year.
Prerequisite(s): BUSI 377. (0-0; 3-0)

BUSI 395/396 Business in the Global Market (3 sem. hrs.)

An introduction to global business practices while on a travel study. The course surveys governmental and corporate practices of major economic systems throughout the world. Different cultural meanings of concepts such as globalization, world class, nimble organizations, empowerment, and teams are explored. The class provides students with experiential as well as classroom learning to provide a better grasp of the differences in cultures and the adaptation of the concepts.

NB: Offered when available in summer with overseas travel component and as part of the Laurent Leadership Program.
Cross-listed: ECON 411.
Prerequisite(s): Permission of the instructor. (3-0 or 3-0)

BUSI 411 Business in the Global Market (3 sem. hrs.)

An introduction to global business practices while on a travel study. The course surveys governmental and corporate practices of major economic systems throughout the world. Different cultural meanings of concepts such as globalization, world class, nimble organizations, empowerment, and teams are explored. The class provides students with experiential as well as classroom learning to provide a better grasp of the differences in cultures and the adaptation of the concepts.

NB: Offered when available in summer with overseas travel component.
Cross-listed: ECON 411.
Prerequisite(s): Permission of the instructor. (3-0 or 3-0)

BUSI 412 International Economic Competitiveness (3 sem. hrs.)

This course studies the competitiveness of companies in different countries and regions given ever-changing economic conditions and policies. The course reviews factors that determine competitive advantage including: factor conditions, demand conditions, supporting industries, firm strategy, and government policy.

Cross-listed: ECON 412
Prerequisite(s): ECON 102, 201; third year standing. (3-0 or 3-0)

BUSI 413 Business as Mission (3 sem. hrs.)

This course examines the emerging role of business as mission, in both international and domestic context. The general themes taught in this course include: the theology of business as mission; practical issues related to using business as a vehicle for cross-cultural mission; and, specific for-profit business models and case studies.

Prerequisite(s): BUSI 311, 342, and fourth year standing. (3-0 or 3-0)

BUSI 421 Advanced Accounting (3 sem. hrs.)

This course explores advanced topics such as business combinations, foreign currency transactions, translation of foreign financial statements and the move toward international accounting standards. Students acquire skills and knowledge to analyze information from a consolidated Canadian public company with foreign currency transactions. Accounting for non-profit organizations, segmented reporting and interim financial accounting are also considered.

Prerequisite(s): BUSI 321. (3-0 or 3-0)

BUSI 426 External Auditing: Concepts and Methods (3 sem. hrs.)

This course follows the risk based audit approach and discusses quality assurance, professional ethics, auditor responsibilities, legal liability, and corporate governance issues. Topics include: strategic systems approach to auditing; preparing audit procedures that focus on the identified key areas of risk; the internal control system and audit reports; fraud awareness auditing, internal auditing and public sector auditing; and the movement toward international auditing standards.

Prerequisite(s): BUSI 321. (3-0 or 3-0)

BUSI 428 Canadian Taxation (3 sem. hrs.)

An initial examination of Canadian income tax legislation. Historical, legal, and theoretical background concerning taxation in Canada are presented. Current legislation is covered with emphasis on tax-planning opportunities for individuals and corporations.

Prerequisite(s): BUSI 222; third year standing. (3-0 or 3-0)

BUSI 430 Marketing Research (3 sem. hrs.)

The course covers the role of research in the decision-making process. Objectives: first, to give some familiarity with the tools of research that are available; second, to learn by doing, i.e. to design and execute a research project; third, to provide some practice in the handling and interpretation of research results.

Prerequisite(s): BUSI 231, 275; third year business standing. (3-0 or 3-0)

BUSI 435 Marketing Management (3 sem. hrs.)

This course covers the concepts and problems associated with the management of the marketing function. The development of problem-solving, teamwork, and effective communication skills are undertaken in the course primarily through the use of the case study method.

Prerequisite(s):BUSI 231; third year business standing. (3-0 or 3-0)

BUSI 437 Advertising and Promotional Strategy (3 sem. hrs.)

A study of advertising and promotional strategy Promotional planning, the various media, the mechanics of advertising, ethics and advertising's role in modern society.

Prerequisite(s): BUSI 231; third year business standing. (3-0 or 3-0)

BUSI 441 Advanced Topics in Business Finance (3 sem. hrs.)

This course takes an in-depth look into advanced topics in managerial finance including capital budgeting, financing, risk management, and working capital management. Students are expected to apply the theory to real cases, and to integrate the functional components of managerial finance with not only the other functional areas of business but also within the context of their personal world view.

Prerequisite(s): BUSI 342. (3-0 or 3-0)

BUSI 442 Advanced Personal Financial Planning (3 sem. hrs.)

This course, the capstone for the financial planning track, takes an in-depth look into advanced personal finance topics. Topics include family law, risk management, retirement planning, estate planning, and practice management. Case studies along with group projects are used to communicate these principles.

Prerequisite(s): BUSI 241; 317 or 318; 428. (3-0 or 3-0)

BUSI 443 Retirement and Estate Planning (3 sem. hrs.)

This course covers the principles of successful retirement and estate planning, and, therefore,

targets various aspects of how to develop, monitor, and maintain a retirement plan and strategy. As a result, the focus of the course is on the theory and application of that theory to major issues surrounding Retirement and Estate Planning. The course is taught from a Christian worldview and, therefore, emphasizes the importance of humanity's responsibilities/stewardship of what it is responsible for, and to who it is ultimately accountable.

Prerequisite(s): BUSI 241 and BUSI 428.

BUSI 446 Commercial Legal Relations (3 sem. hrs.)

The legal environment within which businesses must function, especially the legal relationships between individuals and commercial organizations. The legal relationships between the corporation and shareholders, directors, employees, financiers, debtors, lawyers, and society in general.

NB: May not be offered every year.
Prerequisite(s): BUSI 346. (3-0 or 3-0)

BUSI 453 Managing and Developing the Human Resource (3 sem. hrs.)

This course teaches conceptual and pragmatic skills for the management and development of the human resource within organizations. Topics include: Understanding the role of the internal consultant, identifying, developing, implementing employee development programs; creating effective performance management systems; and creating empowering work environments.

Prerequisite(s): BUSI 352. (3-0 or 3-0)

BUSI 454 Compensation and Work Environment (3 sem. hrs.)

This course teaches conceptual and pragmatic skills for creating a quality and engaging workplace environment, including the concept of the "total rewards system" and its elements, the design and implementation of a compensation system, and the essential components of workplace health and safety.

Prerequisite(s): BUSI 352.

BUSI 470 Information Systems Project/ Internship (3 or 4 sem. hrs.)

Application of several business disciplines and information systems concepts, principles, and practice in an actual business information system. Students are expected to develop a complex business information systems project. Students work closely with the professor and individuals in the information systems profession. Students may also take the course as an internship while working for an enterprise in an information systems position.

Prerequisite(s): Fourth year standing; BUSI 222, 280; 342, 370, 371. (0-0; 3/4-0)

BUSI 480 Leadership in the Global Context (3 sem. hrs.)

This course addresses issues faced by leaders working in settings throughout the globe. Students examine approaches to leadership and develop an understanding of the important role culture plays in multicultural organizational contexts. Cross-cultural communication, cultural intelligence, and individual and organizational behaviour in various cultures are studied. Particular attention is given to the servant leadership approach and how to develop the

mindset of an effective leader in both non-governmental and for-profit organizational contexts.

Cross-listed: ECON 480.
Prerequisite(s): Third year standing. (3-0 or 3-0)

BUSI 481 Business Ethics (3 sem. hrs.)

This course studies the role of business in contemporary society where multiple demands are placed upon it, the responsibility of a corporation to its many constituencies, and responsiveness to changing cultural climate. The course studies a biblical basis for business ethics.

Prerequisite(s): Third year business standing. (3-0 or 3-0)

BUSI 484 Strategic Management (3 sem. hrs.)

A capstone, integrative course that focuses on how firms formulate, implement, and evaluate strategies. Strategic management concepts and techniques, and comprehensive strategic analyses of organizations are considered.

Prerequisite(s): Fourth year business standing; and BUSI 301, 342, 363, and 377. (3-0; 3-0)

BUSI 486 Small Business and Entrepreneurship I (3 sem. hrs.)

A capstone, integrative course focused on key concepts of entrepreneurship. Topics include the nature and role of the entrepreneur; creating and organizing new ventures; the tools and techniques needed to facilitate and plan a new enterprise; and the insight and judgment skills required in dealing with new venture management. Students also engage in preparation and presentation of a comprehensive business plan.

Prerequisite(s): Fourth year business standing; and BUSI 301, 342, 363, and 377. (3-0; 3-0)

BUSI 487 Small Business and Entrepreneurship II (3 sem. hrs.)

This course studies entrepreneurial finance; obtaining venture and growth capital; valuation, structure, and negotiation of a deal; and obtaining debt capital. The course also looks at managing rapid growth and entrepreneurship beyond the startup; the entrepreneur and the troubled company; and the harvest and beyond.

Prerequisite(s): Fourth year business standing.
Recommended: BUSI 486. (0-0; 3-0)

BUSI 491 Integrated Group Project for Accounting (3 sem. hrs.)

This course requires students to apply several business disciplines - in an actual business setting - to the development of a complex business project. Students work closely with both the professor and individuals in the business community.

NB: May not be offered every year.
Prerequisite(s): Fourth year business standing. (3-0 or 3-0)

BUSI 492 Integrated Group Project for Finance (3 sem. hrs.)

This course requires students to apply several business disciplines - in an actual business setting - to the development of a complex business project. Students work closely with both the professor and individuals in the business community.

NB: May not be offered every year.
Prerequisite(s): Fourth year business standing. (3-0 or 3-0)

BUSI 493 Integrated Group Project for Human Resource Management (3 sem. hrs.)

This course requires students to apply several business disciplines - in an actual business setting - to the development of a complex business project. Students work closely with both the professor and individuals in the business community.

NB: May not be offered every year.
Prerequisite(s): Fourth year business standing.
(3-0 or 3-0)

BUSI 494 Integrated Group Project for International Business (3 sem. hrs.)

This course requires students to apply several business disciplines - in an actual business setting - to the development of a complex business project. Students work closely with both the professor and individuals in the business community.

NB: May not be offered every year.
Prerequisite(s): Fourth year business standing.
(3-0 or 3-0)

BUSI 495 Integrated Group Project for Leadership and Management (3 sem. hrs.)

This course requires students to apply several business disciplines - in an actual business setting - to the development of a complex business project. Students work closely with both the professor and individuals in the business community.

NB: May not be offered every year.
Prerequisite(s): Fourth year business standing.
(3-0 or 3-0)

BUSI 496 Integrated Group Project for Marketing (3 sem. hrs.)

This course requires students to apply several business disciplines - in an actual business setting - to the development of a complex business project. Students work closely with both the professor and individuals in the business community.

NB: May not be offered every year.
Prerequisite(s): Fourth year business standing.
(3-0 or 3-0)

Business Administration, Graduate Courses

Core Business Courses

MBA 501 Marketing Management (3 sem. hrs.)

This course explores the theoretical underpinnings of the discipline of marketing in order to develop a conceptual framework to critique the practice of marketing in the early 21st century. This course utilizes extensive case analysis techniques to enhance the manager's ability to develop and critique marketing plans in both the for-profit and nonprofit sectors.

MBA 521 Managerial Accounting (3 sem. hrs.)

Managerial Accounting provides managers with an understanding of internal reporting of operating results, including the tools they need to interpret key financial information and improve overall performance. Management accounting plays a vital decision-making role in today's lean organization. Topics include cost concepts and applications,

cost-volume-profit relationships, product costing, budgeting, and standard costing.

MBA 525 Managerial Economics (3 sem. hrs.)

This course applies economic theories and quantitative methods to management decision-making. Solutions for many important management decision problems in the areas of product selection, pricing, investment, and organization design can be found in managerial economics using relevant economic theories and quantitative methods. Topics include theory of the firm, theory of consumer demand, industrial organization, game theory, forecasting, statistical estimation, decision-making under uncertainty, and capital budgeting.

MBA 542 Managerial Finance (3 sem. hrs.)

This course provides an opportunity for the manager to develop good understanding in the areas of capital investment and financing. The capital investment decision allocates scarce resources to projects in the organization and involves asset valuation, capital budgeting, risk management, working capital management, and performance assessment. The financing decision chooses sources of cash to finance the investment decisions and involves capital structure, financial instruments, the risk-return trade-off, financial planning, and the cost of capital. Ethical considerations and management in the global context from a Christian worldview are integrated into these topics.

MBA 552 Human Resource Management (3 sem. hrs.)

This course focuses on the strategic use of human resource practices to reinforce and support the core capabilities of the organization. The course reviews the functions of human resource management, organizational behaviour, and organizational theory within a business and a non-profit setting, with a special emphasis on doing business in the global marketplace. The course examines how organizations plan for, attract, retain, and manage employees for a sustained competitive advantage.

MBA 570 Information and Knowledge Management Systems (3 sem. hrs.)

This course provides an overview and understanding of the issues involved in the strategic management of the information and knowledge assets of national, international, and transnational organizations. The course examines a broad range of issues and problems associated with information systems (IS) and knowledge management systems (KMS) and their alignment with the strategic goals of an organization. The course includes a comparative study of present theories with particular attention to the role of computer-based information and knowledge management systems in the organizational policy of a variety of business, government, and other institutions.

MBA 571 Operations Management (3 sem. hrs.)

This course considers the various operative models by which firms attempt to create value. It is assumed that business operations are conducted to realize the aims of the business strategy. Toward that end, students develop the skills and the thinking necessary to maximize the effectiveness of the operations. Topics include quality, production/supply chain planning, production/supply chain execution, process design, and project management. Analytical methods are introduced when appropriate. Specific consideration is given to the correct management of the service content of the firm's products.

MBA 590, 591, 592 Christian Leadership and Ethics (1, 1, 1 sem. hr.)

This unique course consists of three modules taken during the first three residencies. The course explores a Christian perspective on business and how it impacts management and leadership of organizations. The course introduces students to cutting edge leadership theory, techniques, and tools. Topics include: general leadership principles, motivation and behavioral change, decision-making, vision setting, understanding group dynamics, team building, communication processes, understanding power, and conflict resolution. The course includes a self-assessment of leadership skills and focuses on Christian values and ethics in the marketplace, surveying Christian perspectives of morality as they relate to particular business leadership issues. This includes examination of ethical issues arising in the areas of corporate social responsibility, dispute resolution, employee rights, advertising, and the use of information technology.

MBA 593 Christian Leadership and Ethics (3 sem. hrs.)

This course explores a Christian perspective on business and how it impacts management and leadership of organizations. The course introduces students to cutting edge leadership theory, techniques, and tools. Topics include: general leadership principles, motivation and behavioral change, decision-making, vision setting, understanding group dynamics, team building, communication processes, understanding power, and conflict resolution. The course includes a self-assessment of leadership skills and focuses on Christian values and ethics in the marketplace, surveying Christian perspectives of morality as they relate to particular business leadership issues. This includes examination of ethical issues arising in the areas of corporate social responsibility, dispute resolution, employee rights, advertising, and the use of information technology.

MBA 684 Business Strategy (6 sem. hrs.)

This course focuses on competitive strategy at the corporate and business unit level. Strategy development is highly complex and this course helps students develop skills that identify and properly address issues. The format of the class is designed for thought and practice on the part of each student. Key topics include: learning curve, relative market share, value chain; Porter's 5 Forces, BCG, GE, PIMS, EVA, and other such concepts; mission statement, competitive positioning, SWOT and other aspects of analyzing one's own organization; forecasting – sources of information, trends, and analysis; critically analyzing situations and persuasively presenting solutions to various audiences; ethics and corporate responsibilities; and implementation strategies.

Prerequisite(s): MBA 501, 521, 542, and 552.

Specialization Courses

MBA 650 Integrated Project for a Non-Profit Organization (3 sem. hrs.)

This integrated project for a non-profit organization requires students to apply several management disciplines to the development of a complex project in an actual non-profit community setting. Students will work closely with both the professor and individuals in the nonprofit community to complete the project. All projects are to be approved by the MBA Director.

MBA 660 Business Internship (3 sem. hrs.)

This integrated project for a non-profit organization requires students to apply several

management disciplines to the development of a complex project in an actual non-profit community setting. Students will work closely with both the professor and individuals in the nonprofit community to complete the project. All projects are to be approved by the MBA Director.

Specialization Courses – Nonprofit and Charitable Organization Management

MBA 651 The Formation and Structure of Nonprofit and Charitable Organizations (3 sem. hrs.)

This course explores the elements of an effective start-up of a charitable organization. They include analysis of steps needed to form a charitable organization, development of a business plan, recruiting leadership, establishing a board, securing seed funding, and much more. The course also analyzes why some organizations succeed while others do not.

MBA 652 Management and Leadership for Nonprofit and Charitable Organizations (3 sem. hrs.)

This course examines the unique characteristics and role of nonprofit organizations in our society. From this perspective, we seek to understand the role of effective management and leadership of nonprofits, with attention to factors that leaders may use to improve the effectiveness of their organizations. Through case description and theoretical analysis, students learn about major differences between managing nonprofit and profit-making organizations. Student acquire skills focused on governance, financing, and general management of nonprofit organizations.

MBA 653 Legal Issues for Charitable Organizations (3 sem. hrs.)

Managers of nonprofit and charitable organizations face numerous legal challenges not faced by corporate managers. The course examines a number of such legal challenges including formation of the charity, obtaining charitable status, reporting requirements, charitable governance, employment and human rights concerns including codes of conduct and lifestyle requirements, working with volunteers, and exposure to tort liability.

MBA 654 Grants, Funding, and Not-for-Profit Marketing (3 sem. hrs.)

Securing adequate resources is a challenge for all non-profit organizations. Funding can be obtained from a variety of sources, including grants, user fees, gifts and bequests, and investments. This course provides the tools for properly assessing the funding mix of an organization and developing strategies to increase revenue streams. In particular, topics such as fee setting and collection, grant writing, investment management, public relations, and donor development and relations are covered.

MBA 655 Financial Management of Nonprofit and Charitable Organizations (3 sem. hrs.)

The practice of financial management in nonprofit organizations is significantly different from that in for-profit businesses. Many of the differences stem from the difficulty of measuring and valuing outputs, and from restrictions imposed by donors and grant-making agencies. This course considers accounting, budgeting, financing, investment, and other financial management activities in non-profit organizations, including fund accounting, form and interpretation of financial statements, endowment management issues, federal and provincial regulation, measurement and evaluation

of organizational performance, and control systems design. This course is ideally suited for students who expect to manage non-profit organizations or serve on nonprofit boards.

Specialization Courses – Management of the Growing Enterprise

MBA 671 Enterprise Start-Up and Positioning (3 sem. hrs.)

This course explores the process of creating a new venture, including opportunity recognition, feasibility analysis, business plan creation, and financing. This course looks at factors that lead towards entrepreneurial success including characteristics of the entrepreneur. Class discussion and case analyses present decision-making techniques and skills required to evaluate business start-up strategies.

MBA 672 Business and Venture Financing (3 sem. hrs.)

This course focuses on the development of strategies for financing entrepreneurial ventures. It includes analysis of numerous funding sources including debt, venture capital, and private equity financing. It includes a study of the contractual and operational relationships that exist between suppliers of venture capital, intermediaries, and the entrepreneurial firm. The course also assists managers in understanding how to pragmatically structure and negotiate the financing deal.

MBA 673 Strategic Issues in Marketing the Growing Enterprise (3 sem. hrs.)

This course familiarizes students with writings and research in the areas of e-marketing, global marketing, internal marketing, relationship marketing, services marketing, and sports marketing, particularly with respect to how each impacts the growing enterprise. The rapidly evolving field of marketing requires extensive discussion around these various topics and the ability to connect these seemingly disparate topics together within an integrated theoretical marketing framework.

MBA 674 Leadership, Management, and Systems Change (3 sem. hrs.)

Growing enterprises often encounter leadership, management, and systems problems caused by their growth. To sustain growth, the activities of entrepreneurs usually have to change from innovation to delegation, with greater levels of communication and organization. Different functional and leadership skills are needed at various stages of growth. External supports, such as accountants, lawyers, and investors, often have to be incorporated into the operations of the firm. In addition, corporate systems require significant change as the enterprise grows. This course is designed to identify the reasons for, and the tools to make critical leadership, management, and systems change as the enterprise grows.

MBA 675 The Legal Environment of Business (3 sem. hrs.)

This course provides students with an understanding of the legal environment in which Canadian businesses operate. The course focuses on key areas of the legal environment that particularly impact business decision-making including the legal system and risk management, contractual principles and issues, corporate formation and governance, partnerships, agency, employment and human rights issues, intellectual property considerations, and business torts.

Specialization Courses - International Business

MBA 661 Global Economic Competitiveness (3 sem. hrs.)

This course includes the study of the competitiveness of companies in different countries and regions given ever-changing economic conditions and government policies. General trends in the increasingly interdependent global economy are reviewed. With an integrated global economy, the production process is increasingly fragmented, and the implications of this fragmentation on competitiveness are reviewed. Other topics included in the course are: the emergence of the Chinese and Indian economies and their impact on the global economy, the acceleration of regional economic integration in Europe, North America, and Asia, and the implication of such for the global economy.

MBA 662 Managing a Global Organization (3 sem. hrs.)

This course examines a number of issues particularly critical to the management of international businesses or multinational firms. These topics include an examination of comparative management practices including similarities and differences in cross-cultural management styles; a comparison of Pacific Rim, European Union, and North American value systems; and an analysis of best practices and their impact in industries such as automotive, electronics, education, and medical services. The course includes discussion of current international business issues including: the future of globalization, the impact of outsourcing, and particular areas of corporate risk including foreign exchange and the political/social climate. The course also explores current economic and business planning in multilingual organizations.

MBA 663 Canadian and International Business Law (3 sem. hrs.)

This course provides students with an understanding of the legal environment in which Canadian businesses operate. The course focuses on key areas of the legal environment that particularly impact business decision-making. This includes an understanding of the Canadian legal system, risk management, business torts, contractual principles, corporate formation and governance, and employment law. The course also examines the often challenging legal regime within which international businesses operate. This includes an overview of key legal systems around the world, international dispute resolution, understanding treaties and conventions, international contract issues, and intellectual property concerns.

MBA 664 International Finance and Accounting (3 sem. hrs.)

This course explores important accounting and finance issues for firms operating in a multinational environment. The course provides an overview of international differences in accounting and financial reporting and the need for international harmonization of accounting standards. It particularly examines accounting and finance issues faced by corporations operating in the United States, Europe, and the Pacific Rim. The course also explores the implication of governments, standard setting bodies, and other regulators in both developed and emerging markets increasingly requiring the use of IFRS either by listed companies or all companies.

MBA 665 Comparative International Management (Travel Course) (3 sem. hrs.)

This course provides a direct introduction to global business practices. The course is normally taught as part of an overseas travel experience. This provides students with experiential as well as classroom learning and enables students to better grasp the differences between cultures, and to understand each culture's respective management techniques.

NB: There is an additional travel fee for this course.

Specialization Courses – Great Wall

MBA 501 Marketing Management (3 sem. hrs.)

This course explores the theoretical underpinnings of the discipline of marketing in order to develop a conceptual framework to critique the practice of marketing in the early 21st century. The course utilizes extensive case analysis techniques to enhance the manager's ability to develop and critique marketing plans in both the for-profit and nonprofit sectors.

MBA 521 Managerial Accounting (3 sem. hrs.)

Managerial Accounting provides managers with an understanding of internal reporting of operating results, including the tools they need to interpret key financial information and improve overall performance. Management accounting plays a vital decision making role in today's lean organization. Topics include cost concepts and applications, cost-volume-profit relationships, product costing, budgeting, and standard costing.

MBA 525 Managerial Economics (3 sem. hrs.)

This course applies economic theories and quantitative methods to management decision making. Solutions for many important management decision problems in the areas of product selection, pricing, investment, and organization design can be found in managerial economics using relevant economic theories and quantitative methods. Topics include theory of the firm, theory of consumer demand, industrial organization, game theory, forecasting, statistical estimation, decision making under uncertainty, capital budgeting.

MBA 542 Managerial Finance (3 sem. hrs.)

This course provides an opportunity for the manager to develop good understanding in the area of capital investment and financing. The capital investment decision allocates scarce resources to projects in the organization and involves asset valuation, capital budgeting, risk management, working capital management, and performance assessment. The financing decision chooses sources of cash to finance the investment decisions and involves capital structure, financial instruments, the risk-return trade-off, financial planning, and the cost of capital. Ethical considerations and management in the global context from a Christian worldview are integrated into these topics.

MBA 552 Human Resource Management (3 sem. hrs.)

This course focuses on the strategic use of human resource practices to reinforce and support the core capabilities of the organization. With a special emphasis on doing business in the global marketplace, the course reviews the functions of human resource management, organizational

behaviour, and organizational theory within a business and a non-profit setting. This course examines how organizations plan for, attract, retain, and manage employees for a sustained competitive advantage.

MBA 570 Information and Knowledge Management (3 sem. hrs)

This course provides an overview and understanding of the issues involved in the strategic management of the information and knowledge assets of national, international, and transnational organizations. The course examines a broad range of issues and problems associated with information systems (IS) and knowledge management systems (KMS) and their alignment with the strategic goals of an organization. The course includes a comparative study of present theories with particular attention to the role of computer-based information and knowledge management systems in the organizational policy of a variety of business, government, and other institutions.

MBA 571 Operations Management (3 sem. hrs.)

This course considers the various operative models by which firms attempt to create value. It is assumed that business operations are conducted to realize the aims of the business strategy. Toward that end, students develop the skills and the thinking necessary to maximize the effectiveness of the operations. Topics include quality, production/supply chain planning, production/supply chain execution, process design, and project management. Analytical methods are introduced when appropriate. Specific consideration is given to the correct management of the service content of the firm's products.

MBA 593 Leadership and Ethics (3 sem. hrs.)

This course introduces students to cutting edge leadership theory, techniques, and tools. Topics include general leadership principles, motivation and behavioural change, decision making, vision setting, understanding group dynamics, team building, communication processes, understanding power, and conflict resolution. The course includes a self-assessment of leadership skills and focuses on values and ethics in the marketplace, surveying perspectives of morality as they relate to particular business leadership issues. This includes examination of ethical issues arising in the areas of corporate social responsibility, dispute resolution, employee rights, advertising, and the use of information technology.

MBA 661 Global Economic Competitiveness (3 sem. hrs.)

This course includes the study of the competitiveness of companies in different countries and regions given ever-changing economic conditions and government policies. General trends in the increasingly interdependent global economy are reviewed. With an integrated global economy, the production process is increasingly fragmented, and the implications of this fragmentation on competitiveness are reviewed. Other topics included in the course are: the emergence of the Chinese and Indian economies and their impact on the global economy, and the acceleration of regional economic integration in Europe, North America, and Asia, and the implication of such for the global economy.

MBA 662 Managing a Global Organization (3 sem. hrs.)

This course examines a number of issues particularly critical to the management of international businesses or multinational firms.

This includes: an examination of comparative management practices including similarities and differences in cross cultural management styles; a comparison of Pacific Rim, European Union and North American value systems; and an analysis of best practices and their impact in industries such as automotive, electronics, education, and medical services. The course includes discussion of current international business issues including the future of globalization, the impact of outsourcing, and particular areas of corporate risk including foreign exchange and the political/social climate. The course also explores current economic and business planning in multilingual organizations.

MBA 663 International Business Law (3 sem. hrs.)

This course examines the legal regime within which international businesses operate. It includes topics such as international dispute resolution, understanding treaties and conventions, GATT rules, international contract issues, and intellectual property concerns. It also explores how a Christian worldview may impact a person doing business internationally including such areas as developing trust based relationships, dealing with corporate and government corruption, facing bribery issues, and employment issues with foreign employees.

MBA 664 International Finance and Accounting (3 sem. hrs.)

This course explores important accounting and finance issues for firms operating in a multinational environment. The course provides an overview of international differences in accounting and financial reporting and the need for international harmonization of accounting standards. It particularly examines accounting and finance issues faced by corporations operating in the United States, Europe, and the Pacific Rim. The course also explores the implication other regulators in both developed and emerging markets increasingly requiring the use of IFRS either by listed companies or all companies.

MBA 680 International Finance and Global Capital Markets (3 sem. hrs.)

This course is designed to develop a critical managerial perspective on key financial management issues confronting firms operating in a global environment. Through developing an understanding of financial markets, systems, and institutions, students will address a wide range of topics including equity, debt, foreign exchange, and credit instruments, as well as the principal derivative products. In a step-by-step fashion, making extensive use of real-world cases and examples, students will engage in such topics as: money markets, foreign exchange, bond markets, cash equity markets, equity valuation techniques, swaps, forwards, futures, credit derivatives, options, option risk management and convertible bonds. This course is offered as an option for Great Wall MBA students instead of MBA 665.

Prerequisite(s): MBA 542, MBA 661, MBA 664 (3-0 or 3-0)

MBA 684 Strategic Management (3 sem. hrs.)

This course focuses on competitive strategy at the corporate and business unit level. Strategy development is highly complex and this course helps students to develop skills that identify issues and properly address them. The format of the class is designed for thought and practice on the part of each student Key topics include: learning curve, relative market share, value chain; Porter's 5 Forces, BCG, GE, PIMS, EVA and other such concepts; mission statement, competitive positioning, SWOT and other aspects of analyzing one's own organization; forecasting - sources of information, trends, and analysis; critically

analyzing situations and persuasively presenting solutions to various audiences; ethics and corporate responsibilities; and implementation strategies.

Prerequisite(s): MBA 501, 521, 542, and 552.

Career Preparation

PREP 100 Career Preparation

This course is required for all co-operative education students and open to any student interested in exploring career options and learning effective job search methods. Course content includes personal assessment, job search strategies, labour market trends, and principles of career planning from a Christian perspective.

NB: Pass/Fail course.
Prerequisite(s): None.

Chemistry

CHEM 101 Introduction to General Chemistry (3 sem. hrs.)

An introduction to chemical concepts, such as: stoichiometry, thermochemistry, the periodic table, bonding, nature of solutions, the physical behaviour of gases, and acids and bases. Course lectures are concurrent with those of CHEM 103, but the term is shorter. This course is terminal and is provided for non-science majors wishing to fulfil a core scientific method and lab research requirement.

Prerequisite(s): None. (4-1-3; 0-0-0)

CHEM 103 General Chemistry I (3 sem. hrs.)

This course is intended for students with a background of high school chemistry less than Chemistry 12 (students with Chemistry 12 normally go into CHEM 111). As an introduction to chemical concepts, topics include stoichiometry, the nature of solutions, the gas laws, thermochemistry, the periodic table, bonding, and molecular structure.

NB: Like CHEM 111, this course provides the prerequisite for other chemistry and biology courses needed in a science major at TWU. CHEM 103 includes *one extra lecture per week* compared to the alternative 111 course to allow students with less preparation in their background to develop adequate chemical skills over the firsts year.

Prerequisite(s): None. (4-1-3; 0-0-0)

CHEM 104 General Chemistry II (3 sem. hrs.)

A continuation of CHEM 103. Topics include: chemical equilibrium, chemical kinetics, the nature of organic substances and some of their basic reactions. These concepts are discussed as far as possible in the context of their significance in life processes, in industrial process, and in the environment.

NB: Chem 104 is the normal sequel to CHEM 103. Like CHEM 112, this course provides the prerequisite for other chemistry and biology courses needed in a science major at TWU. CHEM 104 includes one extra lecture per week compared to the alternative 112 course to aid development of adequate chemical skills over the first year.
Prerequisite(s): CHEM 103 or equivalent or instructor's consent. (0-0-0; 4-1-3)

CHEM 111 Principles of Chemistry I (3 sem. hrs.)

This course considers modern concepts in the fundamental laws and principles of chemistry. Investigated topics include: stoichiometry, and chemical calculations, nature of solutions, thermochemistry, molecular bonding and structure, and descriptive inorganic chemistry.

NB: Credit is not given for both CHEM 103 and CHEM 111.
Prerequisite(s): Chemistry 12 or instructor's permission.. (3-1-3; 0-0-0)

CHEM 112 Principles of Chemistry II 3 sem. hrs.)

Modern concepts in the fundamental laws and principles of chemistry: molecular bonding and structure, stoichiometry, and chemical calculations, thermochemistry, nature of solutions, introduction to chemical kinetics, chemical equilibrium, acids, bases and buffer systems, elementary energy concepts, introduction to organic chemistry, and descriptive inorganic chemistry.

NB: Credit is not given for both CHEM 104 and 112.
NB*:* CHEM 111 normally precedes CHEM 112.
Prerequisite(s): CHEM 111, CHEM 103 with mark $\geq$ B, or Chemistry 12 or equivalent with instructor's permission.. (0-0-0; 3-1-3)

CHEM 221, 222 Organic Chemistry (3, 3 sem. hrs.)

An introduction to theoretical, physical, and descriptive organic chemistry. A study of the properties of aliphatic, alicyclic, and simple aromatic compounds is examined. Introductory spectroscopy. The laboratory course illustrates the operations, representative reactions, and syntheses of organic chemistry.

NB: CHEM 221 should precede CHEM 222.
Prerequisite(s): Students must have one of 103 or 111 and one of 104 or 112. (3-1-4; 3-1-4)

CHEM 230 Inorganic Chemistry (3 sem. hrs.)

This course studies the chemical and physical properties of the elements and inorganic compounds using atomic orbital theory and the theory of bonding in molecules and crystalline solids. Main group element chemistry and the structure of the periodic table are emphasized throughout.

Prerequisite(s): Students must have one of 103 or 111 and one of 104 or 112. (3-0 or 3-0)

CHEM 240 Physical Chemistry (3 sem. hrs.)

An introduction to thermodynamics as applied to chemical reactions. Topics include: the First and Second Laws of Thermodynamics, free energy and equilibria, phase equilibria, and electrochemistry.

NB: Not offered every year. See department chair.
Cross-listed: PHYS 240.
Prerequisite(s): Students must have one of 103 or 111 and one of 104 or 112.; MATH 123, 124. (3-4 or 3-4)

CHEM 321, 322 Advanced Organic Chemistry (3, 3 sem. hrs.)

Methods for spectroscopic determination of structures in organic chemistry. The course covers functional chemistry of organic substances that have particular relevance to the life sciences; modern synthetic techniques for functional group transformation; principles involved in the planning

and execution of multi-step synthesis of organic molecules; and, laboratory in synthetic methods and spectroscopic techniques.

NB: Not offered every year. See department chair.
Prerequisite(s): CHEM 221, 222. (3-4; 3-0)

CHEM 341, 342 Advanced Physical Chemistry (3, 3 sem. hrs.)

The fundamental concepts of matter and its structure in relation to energy. Quantum mechanics, statistical thermodynamics, spectroscopy, kinetics, and the solid state are considered.

NB: Not offered every year. See department chair.
Cross-listed: CHEM 341 is cross-listed as PHYS 341.
Co-requisite: MATH 223.
Prerequisite(s): CHEM 240. (3-4; 3-0)

CHEM 357, 358 Modern Analytical Methods (3, 3 sem. hrs.)

Introduction to the theory and practice of analytical chemistry. After a review of the basic laboratory techniques used in pure and applied chemistry and in biological chemistry, the course discusses a number of instrumental techniques, particularly those based on chromatographic, electromagnetic radiation, and electrochemical theories.

NB: CHEM 357 should precede CHEM 358. Not offered every year. See department chair.
Prerequisite(s): Students must have one of 103 or 111 and one of 104 or 112; and a 200 level or above chemistry lab course. (3-4; 3-4)

CHEM 370 Environmental Chemistry (3 sem. hrs.)

The study of chemical reactions as they relate to the environment. The course takes a biogeochemical approach with emphasis placed on the deleterious effects that human activities and technologies have had on atmospheric, aquatic, and terrestrial systems. Methods to alleviate environmental problems are considered.

Prerequisite(s): Students must have one of 103 or 111 and one of 104 or 112. CHEM 221, 222 recommended. (0-0; 3-4)

CHEM 372 Molecular Genetics (3 sem. hrs.)

This course considers modern developments and techniques in genetics, especially the basic and applied aspects of recombinant DNA technology.

NB: CHEM 372 may only be applied to the Life Sciences Emphasis Program in chemistry.
Cross-listed: BIOL 372.
Prerequisite(s): BIOL 113, 114; a minimum C grade in 223; students must have one of 103 or 111 and one of 104 or 112. CHEM 221, 222 recommended. (0-0; 3-3)

CHEM 384 Principles of Biochemistry (3 sem. hrs.)

The study of chemical structure, function, and metabolism of carbohydrates, lipids, proteins, and nucleic acids. This class is continued as CHEM 386.

Cross-listed: BIOL 384.
Prerequisite(s): CHEM 221, 222.
Recommended: BIOL 113, 114; 223. (3-1-3; 0-0-0)

CHEM 386 Biosynthesis (3 sem. hrs.)

In this course, two aspects of biochemistry are developed: (1) The modern understanding of the biochemical transfer of genetic information: DNA structure and synthesis, transcription, and translation. These are related to developments in

recombinant DNA technology. (2) An introduction to physiological biochemistry including vision, muscle contraction, and neurotransmission.

NB: CHEM 386 may only be applied to the Life Sciences Emphasis and honours programs in chemistry.
Cross-listed: BIOL 386.
Prerequisite(s): CHEM 221, 222.
Recommended: BIOL 113, 114; 223. (0-0; 3-0)

CHEM 400 Directed Studies in Chemistry (2 or 3 sem. hrs.)

Students are required to produce an outline of the topic to be studied in consultation with the instructor. A course of reading and/ or experimentation is pursued according to the approved outline. Assessment may be via examination and/or a final written report.

NB: This course with the appropriate choice of topics can be used as a preparation for the senior thesis (CHEM 410).
Prerequisite(s): Advanced standing in chemistry or instructor's consent.

CHEM 409 Thesis Preparation (1 sem. hr.)

In consultation with a faculty advisor, the student will propose a chemical research project, which will actually be investigated in the follow-up course, CHEM 410. The student must first do a thorough search of the relevant chemical literature. A specific project proposal is then to be formulated and presented in a written report.

Prerequisite(s): Advanced standing in chemistry or instructor's consent.

CHEM 410 Senior Thesis (2 sem. hrs.)

The course follows up on CHEM 409; the research project that was proposed in CHEM 409 is actually carried out in CHEM 410. This is done under the supervision of a faculty member of the chemistry department. As a result, there are no lectures; rather the course is centered on the lab. In addition to the facilities at Trinity Western, other facilities may be utilized where possible and useful. The project will result in a written thesis and public presentation.

Prerequisite(s): CHEM 409, a related directed study in preparation, or instructor's consent.

CHEM 411 Senior Thesis (3 sem. hrs.)

Students research a chosen area of chemistry and provide a final written report.

NB: This course can only be taken by prior arrangement with the department chair and the Office of the Registrar.

Prerequisite(s): CHEM 409, a related directed study in preparation, or instructor's consent.

CHEM 431, 432 Advanced Inorganic Chemistry (3, 3 sem. hrs.)

This course looks at the chemistry of the transition metals. Emphasis during the first semester is on classical coordination chemistry, including stereochemistry, symmetry, theories of bonding and electronic structure in complexes. The second semester includes a variety of special topics in inorganic chemistry, such as organometallic chemistry, catalysis, and bioinorganic chemistry.

NB: CHEM 431 should precede 432. Not offered every year. See department chair.
Prerequisite(s): CHEM 230. (3-4; 3-0)

CHEM 469 Polymer Chemistry (3 sem. hrs.)

A study of organic and structural aspects of several polymer families, physical properties including molecular weight and distribution, solution properties of macromolecules, kinetics of polymerization in free radical, ionic, and condensation systems. Stereochemistry of polymers. Application to the properties of selected synthetic rubbers and plastics.

NB: Not offered every year. See department chair.
Prerequisite(s): CHEM 221, 222. (3-0 or 3-0)

For further course listings, see Au Sable Institute of Environmental Studies listings (under Environmental Studies).

Chinese

CHIN 101, 102 Introduction to Chinese Language and Culture I & II (3, 3 sem. hrs.)

A basic introduction to Mandarin Chinese for students with no previous knowledge of either Mandarin or Cantonese. The courses focus on speaking and listening comprehension, but also introduce reading and writing. With Chinese culture as a major component, students gain insight into the significance of China today and over the centuries.

Prerequisite(s): None; CHIN 101 is a prerequisite for CHIN 102. (3-1; 3-1)

CHIN 201, 202 Intermediate Chinese Language and Culture I & II (3, 3 sem. hrs.)

These courses develop students' Chinese language skills and provide them with further insight into Chinese culture and history. With an emphasis on improving communication skills, the courses offer extensive practice in listening, speaking, reading, and writing. Students read various authentic texts, review and study grammar, and expand their cultural understanding through readings, film, and discussion with the instructor. A field trip to the Chinese community enables students to practise their language skills and experience Chinese culture firsthand.

Prerequisite(s): CHIN 102 or permission for CHIN 201; CHIN 201 FOR CHIN 202

CHIN 211, 212 Decoding Chinese Mythologies I & II (3, 3 sem. hrs.)

Through analyzing selected texts from Chinese mythologies and the Bible, students will come to understand the formation of Chinese ideology and to consider Chinese cultural texts from a Christian perspective. While expanding the students' vocabulary and grammatical structures, this course will also help them increase their proficiency in formal written expression in Mandarin, as well as improve their skills in critical reading and writing. Courses given entirely in Mandarin.

Prerequisite(s): Instructor's permission, following a successful Mandarin Placement test for CHIN 211. CHIN 211 for CHIN 212. Courses are for Chinese native-language speakers or those with equivalent level of competency.

CHIN 301, 302 Intermediate Chinese Language and Culture III & IV (3, 3 sem. hrs.)

These courses are intended to further improve students' Chinese language skills and to expand their understanding of the Chinese culture and history. With an emphasis on both spoken and written Chinese, the courses help students enlarge their Chinese vocabulary, improve their speaking

skills, enhance their understanding of Chinese grammar, and develop their writing skills in Chinese. Through reading authentic Chinese texts of increasing difficulty, students gain a greater mastery of the language and a better understanding of Chinese culture.

Prerequisite(s): CHIN 202 for CHIN 301; CHIN 301 for CHIN 302

CHIN 311, 312 Comparative Study of the Analects of Confucius I & II (3, 3 sem. hrs.)

Through a comparative inquiry into the texts of Confucius, the biblical Proverbs, and the gospel of Matthew, students will gain fresh insight into the core values of Chinese culture. While expanding the students' vocabulary and grammatical structures, these courses will also help them increase proficiency in formal written Mandarin, as well as improve their ability in critical reading and writing.

Prerequisite(s): CHIN 212, or instructor's permission following a successful Mandarin Placement test for CHIN 311. CHIN 311 for CHIN 312. Courses are for Chinese native-language speakers or those with equivalent level of competency.

CHIN 321, 322 Classical Chinese Literature I & II (3, 3 sem. hrs.)

Through comparative inquiry into classical Chinese literature and history and the biblical books of I & II Kings, students will gain fresh insight into Chinese cultural practices and ideology. Students will continue to develop proficiency in Chinese language skills and expand their understanding of Chinese history and culture. Emphasis will be on improving students' ability to critically read and analyze simplified Chinese texts.

Prerequisite(s): CHIN 312 for 321, or instructor's permission following a successful Mandarin Placement test. CHIN 321 for 322. Courses are for Chinese native-language speakers or those with equivalent level of competency.

CHIN 401, 402 Advanced Chinese Language and Culture I & II (3, 3 sem. hrs.)

As advanced courses in Mandarin Chinese, CHIN 401 and 402 continue to improve students' capabilities in the skills of listening comprehension, speaking, reading, and writing, with an emphasis on conversational skills. With extensive listening, speaking, and reading practice, these courses will help students enlarge their Chinese vocabulary, improve their oral skills, increase their understanding of Chinese grammar, and enrich their knowledge of Chinese culture.

Prerequisite(s): CHIN 302 for 401; CHIN 401 for 402.

CHIN 411, 412 Modern Chinese Texts 1 & II (3, 3 sem. hrs.)

Intensive reading courses for students who have acquired advanced reading skills in modern Chinese. Selected reading materials cover a wide range of modern and contemporary Chinese fiction, nonfiction and cinematic texts from 1975 to the present. Through intensive reading of some influential works of this period, students will gain a better understanding of the development and major themes of modern Chinese culture.

NB: Presently offered as a directed study.
Prerequisite(s): CHIN 402 for CHIN 411; or Grade 12 Chinese; or instructor's permission following a successful Mandarin Placement test; CHIN 411 for CHIN 412. Courses are for

Chinese native-language speakers or those with equivalent level of competency.

Computing Science

NB: Students studying programming must master very large amounts of technical material and demonstrate their mastery in written form. For this reason, a high level of English reading and writing skills is required before taking the following courses. Students who lack such skills should take courses to develop them before considering enrolment in any programming course.

CMPT courses numbered below 130 do not count towards a mathematics, applied mathematics with computing science, or computing science major, concentration, or minor.

CMPT 113 Introduction to Information Systems and Web Technologies (3 sem. hrs.)

An introductory level of understanding of information systems with an emphasis on web technologies. Students learn about authoring static and client-sided dynamic web pages and sites. Information systems and web technology studies, including the development of database aware server-sided web pages and sites in later courses, are also examined.

NB: Not offered every year. See department chair.
Prerequisite(s): None. (3-3 or 3-3)

CMPT 123 Data Analysis for Information Systems (3 sem. hrs.)

An introduction to spreadsheets and databases. Cell formulas, charts, macro programming are examined. Database design, decomposition; basic SQL. Tools such as Excel, Access, and MS-SQL may be used, but the focus is on concepts and design rather than skills with specific tools.

Prerequisite(s): CMPT 113 or CMPT 140, or equivalent. (3-1-3 or 3-1-3)

CMPT 140 Introduction to Computing Science and Programming I (3 sem. hrs.)

An elementary introduction to computing science and programming as a problem-solving tool. Fundamental concepts and terminology of computing science will be introduced. Programming skill will be obtained by using a high-level language. Topics will include: abstraction, data types and control structures, fundamental algorithms and pseudocode, computability and complexity, and computer architecture.

Prerequisite(s): None. (3-1-3 or 3-1-3)

CMPT 150 Introduction to Discrete Math (3 sem. hrs.)

An introduction to those branches of pure mathematics which are most commonly used in the study of Computing Science and/or have other practical applications. Topics include logic, proofs, switching circuits, set theory, induction, functions, languages, finite automata, combinatorics, and algebraic structures.

NB: Not offered every year. See department chair.
Cross-listed: MATH 150.
Prerequisite(s): Mathematics 12, MATH 101 or the equivalent. (3-1-0 or 0-0-0)

CMPT 166 Introduction to Computing Science and Programming II (3 sem. hrs.)

A rigorous introduction to computing science and computer programming. Students will learn

in-depth programming concepts by seeing how object oriented (OO) concepts are employed in the design and writing of code in a variety of notations. The emphasis is on the theory of OO programming and design of solutions, as well as implementation using an OO language such as Java or C++.

Prerequisite(s): CMPT 140 with a minimum grade of C+. (0-0; 3-3)

CMPT 200 Computing Projects (1-3 sem. hrs.)

In this course, students choose to work on a particular computing project. Possible projects include: a second or third computer language, computer applications in the arts and sciences, ethical issues, computer security, networking, or a major software project. Enrolment is strictly limited, and instructor's consent is required.

NB: Not offered every year. See coordinator of academic computing for permission to take this course.
Prerequisite(s): CMPT 166. (3-3 or 3-3)

CMPT 211 Web Technologies I (3 sem. hrs.)

An introduction to web application development using current web technologies, best practices, and standards. The modern web application framework will be studied.

NB: Not offered every year. See department chair.
Prerequisite(s): CMPT 166. (3-3 or 3-3)

CMPT 231 Data Structures and Algorithms (3 sem. hrs.)

Basic organization of programs, optimizing program structure, modularization, data structures, search and sorting algorithms, handling large data sets, analysis of algorithms.

Prerequisite(s): CMPT 150 and 166. (3-3 or 3-3)

CMPT 242 Computing Machine Organization (3 sem. hrs.)

An introduction to assembly language, machine architecture, low-level components of the operating system, and other low-level issues.

NB: Not offered every year. See department chair.
Prerequisite(s): CMPT 140 or equivalent. (3-3 or 3-3)

CMPT 325 Computer Networking (3 sem. hrs.)

This course looks at network protocols, network operating systems, and the construction and maintenance of server sites.

NB: Not offered every year. See department chair.
Prerequisite(s): CMPT 150, 231 and MATH 123. (3-0-3 or 3-0-3)

CMPT 330 Numerical Analysis (4 sem. hrs.)

Numerical techniques for solving problems in applied mathematics. Error analysis, roots of equations, interpolation, numerical differentiation and integration, ordinary differential equations, matrix methods are considered.

NB: Not offered every year. See department chair.
Cross-listed: MATH 330.
Prerequisite(s): MATH 223, 250; CMPT 140; or equivalent. (4-0 or 4-0)

CMPT 334 Principles of Operating Systems (3 sem. hrs.)

Operating system and control software at a low level, memory management, processor management, storage management, and system architecture are among the topics considered.

NB: Not offered every year. See department chair.
Prerequisite(s): CMPT 150 and 231. (3-0-3 or 3-0-3)

CMPT 339 Introduction to Database Management Systems (3 sem. hrs.)

An introduction to database management systems, overviewing issues related to the design, organization, and management of databases. Topics include logical database design, entity relationship (ER) models, and formal relational query languages such as the Structured Query Language (SQL).

NB: Not offered every year. See department chair.
Prerequisite(s): CMPT 166, 231. (3-2 or 3-2)

CMPT 340 Discrete Structures and Computing (3 sem. hrs.)

This is a second course in the topics of pure mathematics, particularly those most commonly used in the study of computing science and related applications. It includes proof techniques, models of computation, formal languages, analysis of algorithms, trees and advanced general graph theory with applications, finite state and automata theory, encryption, and an elementary introduction to mathematical structures such as groups, rings, and fields.

NB: Not offered every year. See department chair.
Cross-listed: MATH 340.
Prerequisite(s): CMPT 150 or MATH 150. (0-0; 3-0)

CMPT 360 Comparative Programming Languages (3 sem. hrs.)

The history, development, and design principles for programming notations. The design and internal operations of the major notational categories are examined in detail. Students are expected to become proficient in at least four languages they have not previously learned, typically chosen from historical, modern working, and cutting edge languages and from among such (non-exclusive) categories as Algol-descended, functional, scripting, Web-based, modular, application-specific, visual, and object oriented. They will also learn how to select appropriate programming notations for a given project. Programming will be undertaken in at least three OS environments.

NB: Not offered every year. See department chair.
Prerequisite(s): CMPT 140, 166 and 231. (3-0-3 or 3-0-3)

CMPT 370 Computer Graphics (3 sem. hrs.)

This course introduces the fundamentals of computer graphics and principles of raster image generation. Topics include: graphics primitives, coordinate systems, transformations, rendering techniques, and geometric modelling.

NB: Not offered every year. See department chair.
Prerequisite(s): CMPT 150, 166, 231; MATH 250. (3-3 or 3-3)

CMPT 385 Introduction to Software Engineering (3 sem. hrs.)

An introduction to the theory of designing and carrying out large software projects. All stages of the software engineering cycle, including requirement analysis, design, implementation, testing, and maintenance will be examined. The student will complete a semester-long team based project.

NB: Not offered every year. See department chair.
Prerequisite(s): CMPT 150, 166, and 231. (3-3; 0-0)

CMPT 386 Software Engineering II (3 sem. hrs.)

This course will study advanced techniques, tools, and standards in software engineering. The student will complete a semester-long team based project.

NB: Not offered every year.

Prerequisite(s): CMPT 385. (0-0; 1-6)

CMPT 387 Software Engineering Project II (3 sem. hrs.)

The projects designed in CMPT 385/386 are carried through to completion and tested. This course permits students to do a second project.

NB: Not offered every year. See department chair.
Prerequisite(s): Grade of B- in CMPT 385 and 386 and the ability to work on a team. (0-0; 1-6)178

CMPT 400 Directed Studies in Computing Science (1-3 sem. hrs.)

Students are required to produce an outline of the topic studied in consultation with the instructor. A course of reading and/or experimentation is pursued according to the approved outline. Assessment may be via examination and/or a final written report.

NB: This course with the appropriate choice of topics can be used as a preparation for the senior thesis (CMPT 410) or senior project (CMPT 420). This course can only be taken with the consent of the academic computing coordinator.
Prerequisite(s): Advanced standing in computing science.

CMPT 401 Special Topics in Computing Science (3 sem. hrs.)

A study of special topics or issues in computing science that are not considered in-depth in other courses.

NB: Not offered every year. Course may be repeated.
Prerequisite(s): Advanced standing in computing science or instructor's permission.

CMPT 409 Thesis Preparation (1 sem. hr.)

Students are required to choose a topic for their senior thesis (CMPT 410 or 411) in consultation with an instructor. Selected readings and references pertinent to the topic are assigned. A final written report is presented, consisting of a detailed thesis proposal and a literature review.

NB: A student is allowed credit for only one of CMPT 409 or 419.
Prerequisite(s): Advanced standing in computing science or instructor's consent.

CMPT 410 Senior Thesis (2 sem. hrs.)

Students research a chosen area of computing science and provide a final written report.

NB: Normally 2 sem. hrs. are assigned unless prior arrangement is made with the department chair and registrar.
Prerequisite(s): CMPT 409, a related directed study in preparation, or instructor's consent.

CMPT 411 Senior Thesis (3 sem. hrs.)

Students research a chosen area of computing science and provide a final written report.

NB: Normally 2 sem. hrs. are assigned for a senior thesis unless prior arrangement is made with the department chair.
Prerequisite(s): CMPT 409, a related directed study in preparation, or instructor's consent.

CMPT 419 Project Preparation (1 sem. hr.)

Students are required to choose a topic for their senior group project (CMPT 420 or 421) in consultation with the instructor. Selected readings and references pertinent to the topic are assigned. A final written report (software requirements document) is produced giving a detailed specification of the proposed software project.

NB: A student is allowed credit for only one of CMPT 409 or 419.
Prerequisite(s): Advanced standing in computing science or instructor's consent.

CMPT 420 Special Topics - Senior Collaborative Project (1-6 sem. hrs.)

Students work on a major collaborative software project in a chosen area of computing science and provide a final report and presentation. At least two, and normally not more than five people, work as a team to design, code, debug, test, and document the software.

Prerequisite(s): CMPT 419, a related directed study, or instructor's consent
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CMPT 421 Special Topics - Senior Collaborative Project (1–6 sem. hrs.)

Students work on a major collaborative software project in a chosen area of computing science and provide a final report and presentation. At least two, and normally not more than five people, work as a team to design, code, debug, test, and document the software.

NB: The choice of CMPT 420 or both 420 and 421 depends on the instructor's assessment of the proposed project's size and complexity.
Prerequisite(s): CMPT 420.

CMPT 470 Introduction to Bioinformatics (3 sem. hrs.)

An overview of the interdisciplinary science of genomics, proteomics, and bioinformatics which applies the tools of information technology (computer hardware and software) to analyze biological data such as gene or protein sequences. This course examines the theory of bioinformatics as well as its practical application to biological problems using approaches such as BLAST searches, phylogenetics, and protein structure function analysis.

Cross-listed: BIOT 470 or BIOL 470
Prerequisite(s): CMPT 150, 166, and 231.

CMPT 480 Ethical and Social Issues in High Technology (3 sem. hrs.)

A study from a Christian context of some historical, social, and ethical issues relating to the development and use of scientific ideas and techniques. Science and technology are examined in their total social, historical, and intellectual contexts, with a view to tracing, in possible new developments, what the key issues are today. Students are challenged to think through the issues from more than one point of view and to learn how to determine appropriate Christian responses to them.

NB: Not offered every year. Offered only in fall semester. See department chair. This course may be substituted for IDIS 400 and/or NATS 487, but not NATS 490. Students need to take both CMPT 480 and NATS 490 to meet the core requirement in upper level Interdisciplinary

Studies. Students from other departments may take CMPT 480 as their IDIS 400 requirement, but they should be familiar with the history and/or the practice of science.

Prerequisite(s): Third year standing overall and at least one computing science or lab science course at the university level. (3-0; 0-0)

Co-operative Education

COOP 110, 210, 310, 410, 420 Co-op Work Terms (0 sem. hrs.)

These are the course numbers for co-op work terms. The appropriate semester coincides with the first digit; i.e., 110 would be the first semester of work experience for students in the co-op program. Co-op terms provide an opportunity to integrate theory and practice. Requirements include completion of a work term report.

NB: Non-credit, Pass/Fail course.
Counselling Psychology, Graduate Courses
NB: *CPSY 502-695 are graduate courses. For further information about when courses are offered, see the School of Graduate Studies section or contact the Counselling Psychology Graduate Program.*

CPSY 490 Basic Counselling Skills (3 sem. hrs.)

This course introduces the art of counselling 180 skills as a part of the growth process. Basic helping skills will be explored from Hill's three stage model of helping; exploration, insight and action. Students will be provided a framework from which they can approach the counselling process. They will also learn specific skills to use in sessions with clients to help their clients explore, gain insight, and make changes in their lives. Students will also begin to explore the process of coming to think of themselves as a helper.

CPSY 502 Research Design (3 sem. hrs.)

This seminar-style course provides training in quantitative, qualitative, and mixed-methods and program evaluation designs for conducting empirical research in counselling psychology. It is an advanced level course that assumes basic undergraduate competence in statistics and social scientific research. Students will be exposed to the methods and stages of basic research, applied research, and program evaluation. An emphasis is placed on training students to reflect critically on the methods themselves -- their philosophical underpinnings, promises, and limitations. Ethical and cultural considerations in research are also addressed. This course is designed to be interactive and dialogical, and entails a mix of lectures, discussion and classroom activities.

CPSY 504 Evaluating Statistics and Research (3 sem. hrs.)

Prepares students to evaluate and critique statistics and research methods in counselling psychology, including learning about the use and misuse of basic quantitative and qualitative analytical techniques in counselling -related research and in program evaluation. The course also provides an introduction to ethical issues in research, and conducting critical reviews of the literature. Please note: Students must also register for the mandatory weekly tutorial (0 s.h.) depending on the student's' program of study- counselling psychology, or marriage and family therapy

NB: Credit will not be granted for CPSY 504 if CPSY 502/517 have already been taken.

CPSY 505 Foundations of Counselling and Psychology (3 sem. hrs.)

Provides a critical introduction to scholarly literature on cultural, philosophical, historical, and theological perspectives on counselling, psychotherapy, and research. Students explore their personal worldviews in relationship to professional, biblical, and scientific standards and begin to formulate their approaches to serving in socially, spiritually, and culturally diverse professional settings.

CPSY 506 Theories of Counselling (3 sem. hrs.)

Critical evaluation of major theories of counselling and psychotherapy in terms of their assumptions, research support, and applications. Such issues as cultural diversity, gender differences, and human development are discussed. Students are introduced to the process of integrating theories as they develop their own framework for counselling practice.

CPSY 508 Family and Community Systems (3 sem. hrs.)

This course provides a theoretical and applied introduction to systems theory with a focus on illustrating interventions targeting the wellbeing of children and youth. This course will provide an overview of family systems theory and therapy with an emphasis on clinical skill building and conceptualization within a family life cycle and lifespan human development focus. Attention will be paid to person-environment interactions within families and communities, including ways in which societal issues impact functioning of the individual, family, and community. This course will highlight distinctions between traditional 1:1 intervention paradigms and those of family and community psychology with the aim of expanding the repertoire of skills and approaches available to future professionals. Consideration of issues related to diversity, power, and privilege as they relate to age, gender, sexual orientation, health/ability, culture and ethnicity, socioeconomic status, and spirituality and religion will be encouraged throughout the course.

CPSY 510 Group Counselling (3 sem. hrs.)

An overview of meta-theory and skill applications necessary for leadership of effective group processes. Participants develop and demonstrate introductory group facilitation skills. In addition to an overview of group dynamics, the course includes an introduction to the major models of group counselling and therapy, and a laboratory section to facilitate the development of group counselling skills and competencies. Ethics and cultural differences are also addressed.

Prerequisite(s): CPSY 590 and/ or instructor permission.

CPSY 515 Career Counselling (3 sem. hrs.)

An overview of some of the most useful major career development theories and resources. A wide range of issues such as gender, culture, socioeconomic status, age, and mental health concerns are also addressed, as these issues impinge upon career. Students are introduced to a variety of career counselling and implementation strategies within the current labour market. In addition, each student completes a set of career assessment instruments, and interprets them for a class partner.

CPSY 517 Advanced Data Analysis (3 sem. hrs.)

The course covers advanced quantitative and qualitative data analysis strategies, such as: multiple regression, different models of analysis of variance, factor analysis, content analysis and

coding across several qualitative methods (e.g., grounded theory, phenomenology, ECIT, etc.). An additional focus of the course will be on integrating quantitative and qualitative data analysis methods (mixed methods research).

Prerequisite(s): CPSY 502, plus undergraduate course in statistics.

CPSY 518 Research Seminar (3 sem. hrs.)

Helps to orient students to several significant research areas in counselling and psychology as well as issues critical to the successful completion of thesis research. Students present their research ideas in class and develop a research proposal.

Prerequisite(s): CPSY 502, 517, and permission.

CPSY 522 Basic Principles and Applications of Assessment (3 sem. hrs.)

Covers basic principles of psychometrics as applied to the construction and validation of formal tests. Addresses ethical standards of test usage, multicultural assessment, and assessment paradigms. Students learn how to select appropriate tests for specific purposes, to conduct assessment interviews, and to synthesize qualitative and quantitative assessment information in normal personality assessment. Please note: Students must also register for the mandatory weekly Lab (L1) sessions (0 s.h.) in order to engage in the practical application of assessment skills.

Prerequisite(s): CPSY 504 or 517; and 591.

CPSY 590 Advanced Counselling Skills (3 sem. hrs.)

Students are engaged in this course using a laboratory format. Classes include conceptual presentations on advanced counselling skills, in-class demonstrations, and triad exercises designed to facilitate counsellor development. Students also analyze and transcribe portions of video recordings of sessions. Professional roles, functions, preparation standards, ethics, and cultural differences are addressed.

Prerequisite(s): Undergraduate psychology course covering basic empathy and communication skills. CPSY 490 is recommended.

CPSY 591, 592 Practicum I & II (3, 3 sem. hrs.)

Individual and group clinical practice with intensive supervision totaling more than 100 hours over eight months. The course includes an average of one hour individual supervision and 1.5 hours of group supervision each week. Students must complete a minimum of 40 direct client hours, of which at least 10 hours must be group work. Any incomplete hours must be made up during internship placements. The practicum course is designed to be completed in teams of five students and a faculty supervisor. Practicum I and II must be completed consecutively.

NB: Limited to CPSY students only.
Prerequisite/Co-requisite(s): CPSY 506, 510, 590.182

Year Two

CPSY 603, 604 Thesis I & II (3, 3 sem. hrs.)

Students are required to complete an MA thesis that passes an examiner external to the University with expertise in the area of the thesis. The thesis must be defended orally before an examination committee. Students may complete one of three types of theses. Students who intend to pursue a

Ph.D. degree are advised to complete an empirical thesis (1 or 2):

1. **Quantitative Research –** Typically involves systematic, experimental, or correlational investigation, and employs quantitative analysis and inferential statistics.
2. **Qualitative or Mixed Methods Research –** Includes a variety of qualitative methods in collecting and analyzing data. Typically, the focus is on phenomenological experience.
3. **Theoretical-Integrative Thesis –** Requires a critical review of relevant research and the development of an integrative model that attempts to encompass available data and competing theories.

Students normally choose their area of research with help from the thesis coordinator and other faculty after their second semester in the program.

Visit the program's website at ***http://www2.twu.ca/cpsy*** to view some thesis topics.

Prerequisite(s): CPSY 502, 517, and 518, and permission.

CPSY 605 Thesis & Program Continuation (0 sem. hrs.)

Students who are completing a thesis are required to register for continuation for every term subsequent to CPSY 604 until the thesis has been deposited, in addition to any other courses that are being taken. In addition, all students (including non-thesis track) are required to enrol in Program Continuation in every term, fall, spring, and summer, during which they are not registered for any other courses in the program.

Prerequisite(s): CPSY student.

CPSY 607 Psychopathology (3 sem. hrs.)

An overview of current conceptualization, diagnosis, etiology, and treatment of mental disorders. Historical, biological, sociological, neuropsychological, cultural, and psychological theories and processes involved in the ongoing discourse around psychopathology are examined through the use of historical and current research articles, the Diagnostic and Statistical Manual of Mental Disorders Fifth Edition (DSM-5), class discussions, case studies in print and media, and guest presentations. In addition, "evidence-based" treatments of the more commonly understood mental illnesses, and the social justice and ethical issues involved in the treatment of emotional distress are a focus of discussion.

Prerequisite(s): CPSY 591

CPSY 609 Seminar on Ethical Integration (3 sem. hrs.)

This course explores the laws and ethics that guide practitioners in the field of counselling psychology. Students will be expected to grapple with complex issues that arise when confronted with ethical dilemmas in a variety of professional contexts, including clinical practice, research, teaching, consultation, and supervision. Since ethical and legal principles are not the only standards by which counsellors make decisions, students will be challenged to integrate these guidelines with their personal values and spiritual beliefs, as well as clinical judgments and multicultural considerations. This is a "capstone" course, which enables students to demonstrate their accumulated learning throughout the Counselling Psychology program.

Prerequisite(s): CPSY 505, 691, and 45 sem. hrs. earned in the CPSY program.

CPSY 613 Crisis Counselling (3 sem. hrs.)

Focuses on the theory, interventions, and research relevant to providing crisis management services with people experiencing situational, transitional, and cultural/socio-structural crises. The course, based on a psycho-socio-cultural perspectives, explores the interaction of crises with situational factors, developmental status, family dynamics, ethnicity, and gender. The course involves exploration of interactions between crises and situational factors, developmental levels, family dynamics, ethnicity, and gender, as well as both didactic and skills development components.

Prerequisite(s): CPSY 590 & 591; preference given to 2nd-year CPSY students.

CPSY 615 Child and Youth Counselling (3 sem. hrs.)

This course is designed to provide students with a foundation in the theory and practice of assessment, diagnosis, and interventions with children and youth. Consideration of presenting problems will be informed by understanding of lifespan human development. Both individual- and systems-focused interventions will be examined. An advocacy focus on culturally competent perspectives, collaboration with larger systems, and the impact of sociocultural issues on children and families is maintained. Expressive and structured counselling modalities are considered as they relate to research evidence, and the need to tailor interventions to individual clients' needs. Discussion of faith-informed perspectives and legal-ethical principles as they inform practice with children and families will be encouraged.

Prerequisite(s): CPSY 508, 590, 591, 592; minimum completion of 24 sem. hrs. in CPSY program.

CPSY 616 Systemic Therapy with Couples, Families and Aging Adults (3 sem. hrs.)

This course is designed to provide students with a foundation in the theory and practice of assessment, diagnosis, and interventions with couples and older adults. Consideration of presenting problems will be informed by understanding of lifespan human development. Both individual- and systems-focused interventions will be examined. An advocacy focus on culturally competent perspectives, collaboration with larger systems, and the impact of sociocultural issues on couples and older adults is maintained. A clinical focus on relational violence will be used to integrate various professional priorities. Multiple clinical modalities are considered as they relate to research evidence and the need to tailor interventions to individual clients' needs. Discussion of faith-informed perspectives and legal-ethical principles as they inform practice with couples and older adults will be encouraged.

Prerequisite(s): CPSY 508, 590, 591, 592; minimum completion of 24 sem. hrs. in CPSY program.

CPSY 622 - Psychological Assessment and Test Interpretation (3 sem. hrs.)

Evaluates different approaches to assessment as well as the theoretical, empirical, and practical foundations of psychological assessment. Overviews ethical, legal, and cultural facets of psychological assessment. Students are introduced to selected cognitive and personality/ behavioural assessment instruments. The course includes training in administration of widely used intellectual assessment tools (e.g., Wechsler scales), interpretation of test score profiles, and report writing and interpretation. Professional

standards and ethical use of standardized assessment tools are emphasized. Multicultural and multilingual issues in assessment are addressed.

NB: Not offered every year.
Prerequisite(s): CPSY 522.

CPSY 624 Counselling in Diverse Educational Settings (3 sem. hrs.)

Examines the foundations of counselling in various educational settings, including elementary and secondary schools, and college counselling, and explores relevant issues and challenges relating to diverse learners, community contexts, and the changing ecology of education in Canada. This skill-building course emphasizes legal and ethical standards of practice and the importance of developing a comprehensive counselling program for students. The class sessions are interactive and experiential, providing opportunities for critical discussion, site visits, and professional consultation.

NB: Not offered every year.

CPSY 630 Advanced Topics in Legal and Ethical Issues (3 sem. hrs.)

Examination of paradigms and developments in professional ethics. This course builds on the 184 professional ethics training infused throughout the curriculum, including topics in legal issues, family therapy, professional psychology and counselling, consultation, and client advocacy. International developments are addressed in professional mobility and regulations, competency standards, and multicultural contexts of professional standards. Emphasis is placed on fostering student proficiency in navigating licensure requirements and fostering accountability in professional practice.

NB: Not offered every year.

CPSY 633 Addictions Counselling (3 sem. hrs.)

Current theories and treatments of addictive behaviour are reviewed, and the impact of addiction upon family systems and other relationships is particularly stressed. Content includes reviews of the effects of mood-altering substances on the body, and therapy modalities for both chemical and process addictions. Co-occurring disorders are addressed, and students are introduced to agency settings where addiction treatment is offered.

NB: Preference given to 2nd-year CPSY students.

CPSY 634 Trauma and Sexual Abuse Counselling (3 sem. hrs.)

A survey of recently developed assessments and treatments for psychological trauma & dissociation, especially sequelae of domestic violence, sexual abuse and sexual assault. Trauma-related disorders include: PTSD, complex PTSD, dissociative disorders, somatoform disorders, eating disorders, and substance abuse disorders. The neuroscience of psychological trauma, along with relational, cultural, and sociological influences, is also discussed.

NB: Preference given to 2nd-year CPSY students. Not offered every year.

CPSY 640 M.A. Non-thesis Comprehensive Exam (MANTCE) (3 sem. hrs.)

Students are expected to successfully formulate and articulate informed and integrative judgments about a range of ethical and professional practice questions encountered in counselling psychology.

Prerequisite(s): Completion of at least 51 sem. hrs. in the CPSY program including CPSY 609 and 691, and permission of the program director.
CPSY 655 Advanced Special Topics in Counselling Psychology (1, 2, or 3 sem. hrs.)
An in-depth examination of special topics or issues in counselling psychology.
NB: Not offered every year.

CPSY 660 Advanced Topics in Multicultural Counselling (3 sem. hrs.)

Exploration of topics such as the significance of culture, migration, social class, race, language, and ethnicity for human health and well-being. This course builds on multicultural counselling and diversity awareness principles infused throughout the master's program. Both theory and interventions for addressing bicultural identity development, advocacy, acculturation stress, and barriers to help-seeking and counselling effectiveness. Critical appropriation of professional literature, competencies models, and intersections with other aspects of diversity are emphasized.

NB: Preference given to 2nd-year CPSY students. Not offered every year.

CPSY 670 Psychopharmacology (3 sem. hrs.)

An introduction to principles of pharmacology and the use of pharmacological agents for the treatment of psychological and neuropsychiatric conditions. Reviews basic physiological and biological aspects of psychopathology. The course does not prepare a student for the practice of pharmacology. However, it does enhance the student's ability to communicate more effectively with physicians and assist them in participating in multidisciplinary and interdisciplinary settings.

Prerequisite(s): CPSY 607.

NB: Not offered every year.

CPSY 691, 692 Supervised Internship (3, 3 sem. hrs.)

Students are required to complete a minimum of 600 hours of approved internship, 240 hours of which are in direct service with clients. This provides students with opportunities to refine basic assessment and counselling skills as well as develop specialized areas of interest. The internship is regarded as a summative clinical experience leading to the master's degree in counselling psychology. The primary objective of the internship is to provide an opportunity for integration and practice of knowledge and skills in a professional counselling setting. In addition to the on-site requirements for internship, a reading list and a bi-weekly seminar are required to ensure that students are familiar with professional, ethical, and legal issues. Participation in the seminar counts towards the 600 hours required for internship.

Prerequisite(s): CPSY 591, 592.

CPSY 695 Internship Continuation (0 sem. hrs.)

Students are required to register for Internship Continuation for every term subsequent to CPSY 691 until 120 direct clinical hours have been completed during internship and have been documented. In addition, students are required to register for Internship Continuation for every term subsequent to CPSY 692 until all required direct clinical hours for the entire program have been completed and documented.

Prerequisite(s): CPSY 691.

Directed Studies

CPSY 650, 651 Directed Studies (1, 2, or 3 sem. hrs.)

For students who want to explore academic areas of special interest not provided in the existing curriculum. These areas must be related to the discipline of counselling psychology. Students normally take a maximum of one directed study per semester. A maximum of three directed study courses may be applied to completion of the MA degree.

Prerequisite(s): Permission of program director and instructor.

Leave of Absence

CPSY 000 – Leave of Absence (0 sem. hrs.)

Students who have been granted a leave of absence are required to enrol each semester, fall, spring, and summer for the duration of their leave.

Prerequisite(s): Permission of program director

Economics

ECON 102 Principles of Macroeconomics (3, 3 sem. hrs.)

Basic lessons of macroeconomics, where the economic growth and economic fluctuations are studied. Issues such as GDP, CPI are discussed. Long-run trend and causes of economic growth rate, unemployment rate and inflation rate are examined. This course also covers short-run fluctuations of an economy around the long-run trend; government responses to the short-run fluctuation of an economy, namely monetary and fiscal policy; and exchange rate, current account, and capital flights in an open economy context.

Prerequisite(s): none; (3-0; 3-0)

ECON 110 Business in the Global Market (3 sem. hrs.)

An introduction to global business practices. A survey of governmental and corporate practices of major economic systems—Japan, Europe, Pacific Rim, Rhine countries, etc. Different cultural meanings of concepts such as globalization, world class, nimble organizations, empowerment, and teams are explored. The class provides the students with experiential as well as classroom learning to provide a better grasp of the differences in cultures and the adaptation of business concepts.

NB: Offered when available in summer with overseas travel component.
Cross-listed: BUSI 110.
Prerequisite(s): Permission of the instructor. Open to business and nonbusiness majors.

ECON 176 Introduction to Business Research and Decision Making (3 sem. hrs.)

Business research allows managers to make effective decisions in today's organizations. This course will assist students in understanding the research questions to ask in business and will prepare them to analyze and present the data they gather. Students will gain extensive skills in the use of spreadsheets and in spreadsheet modeling – an indispensable tool in the business world.

Cross-listed: BUSI 176.
Prerequisite(s): none. (3-0; 3-0)

ECON 201 Principles of Microeconomics (3, 3 sem. hrs.)

A fundamental understanding of how economists view the world, how people make decisions, and

how people interact with one another. Basic economic analysis of consumer behaviour, firms' production behaviour, and market equilibrium. Graphical analysis.

Prerequisite(s): Second year standing or instructor's consent; knowledge of spreadsheet software. (3-0; 3-0)

ECON 230 Introduction to International Development (3 sem. hrs.)

This course provides an introduction to the field of international development through an overview of the many issues and challenges relating to economic disparity among people of various nations. Students engage in the exploration of responses to these situations. The course is open to students from all disciplines.

Prerequisite(s): None. (3-0 or 3-0)

ECON 275 Business Statistics (3 sem. hrs.)

Statistical tools and knowledge necessary for success in business endeavours. Descriptive statistics, probability (with discrete and continuous distributions), hypothesis testing, regression, and ANOVA. Students learn theory behind the methods and primarily use spreadsheets as tools for solving advanced problems.

Cross-listed: BUSI 275.
Prerequisite(s): BUSI/ECON 176; or instructor's consent. (3-0; 3-0)

ECON 301 Managerial Economics (3 sem. hrs.)

The main principles and techniques of price theory and its practical applications. Major topics include: price, production and distribution theories, the theory of the firm, risk and uncertainty, game theory, and transaction costs. New developments and/or approaches to microeconomics analysis.

Cross-listed: BUSI 301.
Prerequisite(s): ECON 102, 201. (3-0; 3-0)

ECON 302 Intermediate Macroeconomics for Managerial Decision-Making (3 sem. hrs.)

The main concepts and methods usually used by economists to explain macroeconomic variables: inflation, unemployment, consumption, investment, foreign trade, monetary and fiscal policies, and economic growth. Classical and Keynesian macroeconomic models are studied and compared in terms of economic statics and dynamics.

NB: May not be offered every year.
Cross-listed: BUSI 302.
Prerequisite(s): ECON 102, 201. (0-0; 3-0)

ECON 304 Financial Markets and Institutions (3 sem. hrs.)

The study of the role of money, monetary policy, and financial institutions in the Canadian and U.S. economies. Major topics include: interest rates, decision-makers, financial asset prices, risk management, banking and financial institutions, and central banks and monetary policy.

Cross-listed: BUSI 304.
Prerequisite(s): ECON 102, 201. (3-0 or 3-0)

ECON 306 History of Economic Thought (3 sem. hrs.)

An investigation of the overlap of economic history and economic thought all the way from ancient Greeks philosophers, through medieval scholastics, to mercantilist businessmen, to Adam Smith and the classical economists of the

Industrial Revolution, to macroeconomists emerging from the Great Depression, and into the Twenty-First century. Students examine the main economic questions and themes of these various periods including: What is the good life? Is business moral? How do selfish individuals promote societal good through markets? What is the proper role and scope of government? As an inquiry-based course, students will have considerable latitude to examine topics of particular interest to them in more detail.

NB: May not be offered every year.
Cross-listed: HIST 306.
Prerequisite(s): ECON 102, 201. (3-0 or 3-0)

ECON 308 Canadian Economic Policy and Problems (3 sem. hrs.)

The identification and analysis of various kinds of Canadian economic problems: regional and provincial problems, agricultural and natural resource policies, unemployment, inflation, foreign/ international policies, poverty, economic effects of population growth, decline, immigration/ emigration, labour unrest, social problems, and industrialization strategies. Emphasis is on current and pertinent economic problems.

NB: May not be offered every year.
Prerequisite(s): ECON 102, 201. (3-0 or 3-0)

ECON 311 Global Issues in Business (3 sem. hrs.)

The focus of this course is on understanding the institutions (e.g. political, economic, and cultural) and the resources (e.g. natural, human, technology, and innovation) that are present within home and host countries that influence the decision making of business owners and managers as they consider going global with their product or service. Discussions centre around understanding culture, ethics, and global sustainability that relate to being a responsible and ethical global citizen.

NB: May not be offered every year.
Cross-listed: BUSI 311.
Prerequisite(s): ECON 102, 201. (3-0; 3-0)

ECON 317 Investment Theory (3 sem. hrs.)

A study of financial markets and the various instruments traded on those markets, to include how these instruments are priced. Other topics explored include: portfolio theory, market efficiency and equilibrium, asset analysis, asset allocation, and portfolio management.

Cross-listed: BUSI 317.
Prerequisite(s): BUSI 342. (3-0 or 3-0)

ECON 330 Theory and Practice of Development (3 sem. hrs.)

A study of major theories or models of economic development and evaluation of practices and approaches to economic development by studying various cases from several different countries. Theories and practices of development are examined from a Christian perspective, with consideration of the influence of the human factor.

Prerequisite(s): ECON 230. (3-0 or 3-0)

ECON 354 Geography of the World Economy (3 sem. hrs.)

This course investigates the changing geographical patterns of global economic activity and the processes influencing the organization of economic space. It focuses on the spatial patterns of production and manufacturing; the distribution of goods and services; and the role of multinationals, global marketing strategies and outsourcing. It also investigates issues and

challenges from global to local economies, including: population growth and development, poverty and unemployment, and environmental sustainability.

NB: Offered every other year.
Cross-listed: GENV 354.
Prerequisite(s): GENV 111. (0-0; 3-0)188

ECON 411 Business in the Global Market (3 sem. hrs.)

An introduction to global business practices while on a travel study. A survey of governmental and corporate practices of major economic systems throughout the world. Different cultural meanings of concepts such as globalization, world class, nimble organizations, empowerment, and teams are explored. The class provides the students with experiential as well as classroom learning to provide a better grasp of the differences in cultures and the adaptation of the concepts.

NB: Offered when available in summer with overseas travel component.
Cross-listed: BUSI 411.
Prerequisite(s): Permission of the instructor. (3-0 or 3-0)

ECON 412 International Economic Competitiveness (3 sem. hrs.)

This course studies the competitiveness of companies in different countries and regions given ever-changing economic conditions and policies. The course reviews factors that determine competitive advantage including: factor conditions, demand conditions, supporting industries, firm strategy, and government policy.

NB: May not be offered every year.
Cross-listed: BUSI 412.
Prerequisite(s): ECON 102, 201; BUSI 311; third year standing. (3-0 or 3-0)

ECON 480 Leadership in the Global Context (3 sem. hrs.)

This course addresses issues faced by leaders working in settings throughout the globe. Students examine approaches to leadership and develop an understanding of the important role culture plays in multicultural organizational contexts. Cross-cultural communication, cultural intelligence, and individual and organizational behaviour in various cultures is studied. Particular attention is given to the servant leadership approach and how to develop the mindset of an effective leader in both non-governmental and for-profit organizational contexts.

Cross-listed: BUSI 480.
Prerequisite(s): Third year standing. (3-0 or 3-0)

Education

Preference for entry into 200 level education courses is given to declared education program students, concentrations, and minors. Preference for entry into 300 and 400 level education courses is given to students who have been officially accepted into the education Program.
To take a 300 or 400 level education course, students must have a minimum cumulative GPA of 2.5.

EDUC 200 Principles of Teaching and Learning (3 sem. hrs.)

The principles of teaching and learning in a classroom setting, including consideration of research results. The course includes consideration of past realities and current research findings. Topics include: the nature and purpose of schooling; models of teaching and learning; pedagogy and learning styles; classroom planning and management; and current issues of education concerning inclusion and diversity. This course is

guided by the assumption that one's faith impacts one's actions in meaningful and thoughtful ways.

NB: Students are involved in 12 hours of classroom observation, normally two hours per week for six weeks.
Prerequisite(s) or Co-requisites: EDUC 211; second year standing. (3-0; 3-0)

EDUC 203 Foundations of Education (3 sem. hrs.)

A critical consideration of selected educational thinkers and the establishment and development of public schooling in British Columbia. An evaluation of prominent theoretical approaches to education and how they are rooted in certain worldview perspectives. An analysis of concepts such as teaching, training, indoctrination, tolerance, pluralism, multiculturalism, and relevance. An examination of important issues in education such as the nature and aims of schooling, views of knowledge and the curriculum, and moral and values education. The development of a personal theory of education.

NB: Offered only in the spring.
Prerequisite(s) or Co-requisites: EDUC 211; second year standing. (3-0; 3-0)

EDUC 211 Psychological Foundations of Teaching and Learning (3 sem. hrs.)

An evaluation of psychological theories and research relating to learning and teaching, with a focus on: developmental stages, learning theories, motivation, classroom management, evaluation, inter- and intra-individual differences, and needs of exceptional children.

Cross-listed: PSYC 214
Prerequisite(s): Student must have completed at least one semester. (3-0; 3-0).

EDUC 268 Introduction to Teaching English as a Second Language (3 sem. hrs.)

This introductory course investigates the English language itself (what we teach), the various ELT methodologies and classroom techniques (how we teach), and the participants in the teaching/ learning process (the who of ELT). LING 268 is a foundational course for further studies in the TESOL certificate program.

Cross-listed: LING 268.
Prerequisite(s): None. (3-0 or 3-0)

EDUC 302, 303 Initial Classroom Experience (1, 1 sem. hr.)

These initial classroom experience practica provide students with meaningful educational experiences in schools and classrooms. Students relate their studies in the university classroom to school settings. They become more confident in being in the classroom and interacting with students and teachers, and carry out activities that prepare them for more advanced practica. Pre-service teachers are involved in 25 hours of classroom experience, normally 2.5 hours a week for 10 weeks.

NB: Pass/Fail courses.
Prerequisite(s): Acceptance into School of Education, enrolment in a third or fourth year education class for EDUC 302; EDUC 302 for EDUC 303.

EDUC 310 The Exceptional Child in the Regular Classroom (3 sem. hrs.)

The study of the identification, etiology, diagnosis, and prognosis of students with exceptional learning needs such as learning and physical disabilities, visual and auditory impairments, behaviour disorders, intellectual delay, and giftedness.

Cross-listed: PSYC 310.
Prerequisite(s): EDUC 211 or PSYC 214; third year standing. (3-0 or 3-0)

EDUC 321 Curriculum Planning for the Classroom (3 sem. hrs.)

The theory and process of curriculum development based on a faith-informed understanding, with diverse applications of classroom curriculum planning. Topics include: definitions and aims of the curriculum; justifying the curriculum; current approaches to curriculum development; knowledge and curriculum content; curriculum integration; planning, constructing and implementing classroom units; evaluating and using curriculum resources; curriculum planning, implementation and evaluation beyond the classroom level.

NB: Formerly EDUC 421.
Prerequisite(s): EDUC 200 and third year standing, 2.5 GPA. (3-0; 3-0)

EDUC 345 Gender and Education (3 sem. Hrs.)

An introduction to gender and education as a method of inquiry into the role of education in society. In particular, the course explores the relationship of gender and education in the context of formalized schooling, both in Canada and around the world. By focusing on gender, this course considers the experiences of people in their roles of students, classmates, teachers, and in positions of leadership. For people of faith, students will become familiar with 'gender' as a sociological variable (i.e. cultural) in schooling by exploring current sociological theories of education and current lived realities of girls and boys in schools.

Prerequisite(s): third year standing, 2.5 GPA.

EDUC 350 Elementary School Human Kinetics (3 sem. hrs.)

Teaching methodology and curriculum for physical education instruction. An introduction to lesson planning, active living, movement skills, and safety, fair play and leadership as it applies to students in a school physical education program.

Cross-listed: HKIN 350.
Prerequisite(s): Third year standing or instructor's consent. (3-0 or 3-0)

EDUC 365 Social Issues in Education (3 sem. hrs.)

This course is an introduction to the sociology of education as an analysis of the role of education in society. In particular, the course will explore societal trends affecting the institutions and practices of education; interpretative paradigms and related research studies; group dynamics in education; religious, social, and economic factors and issues in Canadian education.

Prerequisite(s): EDUC 200; third year standing. (3-0 or 3-0)

EDUC 401 Assessment and Evaluation for Learning (3 sem. hr.)

A consideration of models of student assessment that contribute to effective and meaningful student learning. Assessment of learning, for learning, and as learning. Topics include: underlying perspectives on student assessment, including faith informed perspectives; linking assessment to curriculum and learning, grading practices and guidelines, sampling student performance, keeping records, communicating the results of assessment, interpreting and using the results of large-scale testing.

Prerequisite(s) or Co-requisite: EDUC 321 and fourth year standing; 2.5 GPA. Concurrently taking a practicum course: EDUC 303, EDUC 402, or EDUC 403. (3-0; 0-0)

EDUC 402, 403 Initial Classroom Experience (1, 1 sem. hr.)

These initial classroom experiences provide students with meaningful educational experiences in schools and classrooms. Students relate their studies in the university classroom to school settings. Throughout the course and school visits, students become more confident in being in the classroom, interacting with students and teachers, and in carrying out activities that prepare them for more advanced practica. Pre-service teachers are involved in 25 hours of classroom experience, normally 2 ½ hours a week for 10 weeks.

NB: Pass/Fail courses.
Prerequisite(s): EDUC 303 for EDUC 402; EDUC 402 for EDUC 403; enrolment in a third or fourth year education class.

EDUC 411 Early Learning Curriculum and Assessment (3 sem. hrs.)

An exploration of early childhood theories, philosophical perspectives, effective practices, curriculum and assessment and an overall understanding of what it means to effectively support and nurture early learners. The vital role of a well prepared early learning educator and the importance of learning through play, emergent curriculum and authentic assessment methods will be thoroughly examined. Content addresses the entire spectrum of a child's growth and development within the context of place, families and communities: linguistic, socio-cultural, emotional, physical, spiritual, and cognitive development. Preservice teachers learn how to develop engaging and developmentally appropriate learning opportunities that celebrate and nurture the 'whole child' and encourage them to creatively and reverently engage with all others and their environment.

Prerequisite(s) or Co-requisite: EDUC 200 and fourth year standing.

EDUC 412 Strategies for the Exceptional Child (4 sem. hrs.)

This course builds upon the information presented in introductory courses to special education. It is intended for pre-professional Education students, professional teachers, and those in psychology, social services, and nursing, and is designed to provide information and strategies for: assessing the needs of students, developing intervention techniques, and utilizing the resources of various professionals to meet the diverse needs of exceptional students and exceptional families. Enrolment in this class includes a practicum in a special needs setting.

NB: Offered in the spring.
Cross-listed: PSYC 412.
Prerequisite(s): EDUC 310 or PSYC 310; third year standing or professional teaching experience and permission of instructor. (0-0; 3-1)

EDUC 430 Foundations and Principles of Music Education (3 sem. hrs.)

An introduction to the historical, philosophical, sociological, and psychological foundations of music education. Topics include program development, teaching methods, administration, supervision, and evaluation.

NB: Not offered every year. See music department chair.
Cross-listed: MUSI 430.
Prerequisite(s): MUSI 131, 132; 225, 226; third or fourth year standing. (3-0 or 3-0)

EDUC 451, 452 Classroom Teaching: Theory and Practice (7 plus 8 sem. hrs.)

This course is designed to help prospective teachers reflect on factors that make classrooms and schools effective communities for learning. Students recognize, develop, and practice the relevant strategies and skills required for effective teaching and learning, and reflect on their teaching and its effects on student growth and learning. Eight weeks is classroom practica; six weeks focuses on a process of deliberation and reflective action that interrelates theory and practice.

NB: 7 sem. hrs. theory; 8 sem. hrs. practica. Students may not take other courses when taking EDUC 451, 452 except required curriculum and pedagogy courses. Pass/Fail courses.
Prerequisite(s): Acceptance into the Professional Year of the Teacher Education Program.

EDUC 453 Extended Practicum (15 sem. hrs.)

This course is a 14-week semester including eight weeks of full immersion, three to four weeks partial immersion, and two weeks of seminars. Pre-service teachers will relate principles and theories from conceptual frameworks to actual practice in classrooms and schools. School placement will normally be appropriate to the grade levels and subject specialties which the student expects to teach after the program's completion.

NB: Students may not take other courses when taking EDUC 453 except required curriculum and pedagogy courses. Pass/Fail course.
Prerequisite(s): EDUC 451 and 452.

EDUC 455 Curriculum and Pedagogy: K–7 Language Arts (3 sem. hrs.)

An overview of the development of language and literacy in children and the teaching of language arts in the elementary school including topics such as: the nature of the reading and writing process; becoming members of a literature culture; and components and organization of effective reading and writing programs. The course will be guided by the assumption that literature, literacy, and faith intersect in powerful, personal ways.

Prerequisite(s) or Co-requisites: EDUC 321; fourth year standing, 2.50 GPA. (0-0; 3-0)192

EDUC 456 Curriculum and Pedagogy: K–7 Mathematics (2 sem. hrs.)

The components of an effective elementary school mathematics program: goals of mathematics teaching and learning, recent curriculum trends, function and use of instructional materials, teaching strategies and learning activities, problem solving strategies and skills, and evaluation procedures.

Co-requisite(s): EDUC 451 and 452.

EDUC 457 Curriculum and Pedagogy: K–7 Social Studies (2 sem. hrs.)

A survey and evaluation of recent trends, teaching strategies, learning approaches, and resources in elementary and middle social studies. Participants engage in constructing their own understanding of the rationales, goals, and strategies appropriate for social studies instruction. Additionally, course participants practice selecting and analyzing current social studies resources and instructional methods, and design and create effective and engaging teaching materials.

Prerequisite(s): EDUC 451 and 452.

EDUC 458 Curriculum and Pedagogy: K–7 Science (2 sem. hrs.)

A survey of research in science education, goals of science education; current curricula and resources; planning an elementary-level program; children's science learning; teaching strategies for diverse learners; teaching for inquiry and critical thinking; planning and implementing hands-on activities.

Prerequisite(s): EDUC 451 and 452.

EDUC 459 Curriculum and Pedagogy: Strategies for Teaching Reading and Writing at the Primary Level (1 sem. hr.)

An extension of EDUC 455 as applied to the primary grades (K-2), especially with respect to developing reading and writing proficiency. Theories and models of reading and writing processes. Diagnosing individual strengths and weaknesses in reading and writing development. Planning, organizing, implementing, and assessing a balanced literacy program. Evaluating and choosing resources. Developing learning activities.

Co-requisite(s): EDUC 451 and 452; EDUC 455.

EDUC 460 Curriculum and Pedagogy: Strategies for Teaching Reading and Writing at the Intermediate Level (1 sem. hr.)

An extension of EDUC 455 as applied to the intermediate and middle grades (3-8), especially with respect to developing reading and writing proficiency and the study of literature. Models and practices of reading and writing instruction are introduced and explored. The role of text structure and grammar are examined. Selecting and teaching a range of genres, especially works written for older children, are included. Planning, organizing, implementing, developing, and assessing a balanced language arts program that targets writing acquisition and reading/writing connections are stressed.

Co-requisite(s): EDUC 451 and 452; EDUC 455.

EDUC 465 Teaching and Learning in the Middle and Senior Years (3 sem. hrs.)

The nature of learning and appropriate teaching strategies for students in the middle and senior years. Current trends and recent research as a basis for learning and teaching strategies, for organizing and planning curriculum, and for structuring classrooms and schools. Specific topics include characteristics of 10 to 18-year-olds and the implications for learning; curriculum integration; building student-teacher, teacher-parent, and student-student partnerships; evaluation and assessment in the middle and senior years; personal and career planning; and the role of "exploratories."

Prerequisite(s) or Co-requisite: EDUC 321. (0-0; 3-0).

EDUC 468 Curriculum and Pedagogy: Teaching French as a Second Language (2 sem. hrs.)

This course facilitates teachers and pre-service teachers to teach French as an additional language. It is designed to integrate theory and application in order to enhance successful additional language learning. Special attention is given to teaching French in Grades K–7, but higher class levels are also addressed.

NB: Offered in May on Saturdays so it is available to practicing teachers.

Prerequisite(s): Teacher Certification or EDUC 321.

EDUC 471 Curriculum and Pedagogy: An Introduction to Teaching the Humanities Grades 8–12 (2 sem. hrs.)

An overview of curriculum organization and principles of teaching and learning in Social Studies and English at the secondary level. The connection with the Humanities is understood as a key ingredient in Education, but so is the integration of the Humanities in all other subjects in the curriculum. The course is guided by the view that the areas of the Humanities and faith intersect in powerful and personal ways. All Professional Year secondary students are required to take EDUC 471.

Co-requisite(s): EDUC 451, 452.
Prerequisite(s): EDUC 465.

EDUC 472 Curriculum and Pedagogy: An Introduction to Teaching the Natural and Mathematical Sciences Grades 8–12 (2 sem. hrs.)

Curriculum organization and principles of teaching the natural and mathematical sciences; developing a basic understanding of the aims, content and pedagogy in secondary math and science; evaluation of selected science and math resources; developing curriculum, instruction and assessment for a unit plan; promotion of science literacy and numeracy (math literacy); teaching strategies for diverse learners; teaching for inquiry, problem-based learning, critical thinking and responsible citizenship. All Professional Year secondary students are required to take EDUC 472.

Prerequisite(s): EDUC 451,452

EDUC 475 Advanced Teaching and Learning Praxis In Major Teachable Subject Grades 8–12 (3 sem. hrs.)

A mentorship by master teachers in the field in a student's main area of secondary subject specialization. Students use a guide and assignment rubrics to research effective teaching and learning strategies in their main subject area. They discuss their findings with their subject mentor and, possibly, other teachers in the school. Students also attend seminars with the course coordinator, and present an overview and evaluation of their findings in a culminating session.

Co-requisite(s): EDUC 451 and 452.

EDUC 490 Special Topics and Issues in Education (3 sem. hrs.)

An examination of special topics or issues in education that are not considered in depth in other education courses.

NB: Not offered every year. See the dean of education.
Prerequisite(s): 12 sem. hrs. of education courses or consent of the instructor. Specific prerequisites may be required for certain topics or issues. (3-0 or 3-0)

EDUC 495 Critical Issues in Education and Culture (3 sem. hrs.)

A consideration and analysis of selected critical concerns in education that link and interact with broad issues in culture and society. The course emphasizes how worldview thinking across various disciplines affects societal approaches to questions such as religion and multiculturalism in the schools, the influence of technology on education, and plurality and choice in schooling. An overarching theme of the course is the

application of a biblical conception of justice to such issues.

NB: Taken concurrently with EDUC 496. Offered only in the fall.

Cross-listed: IDIS 495.
Co-requisites: EDUC 496.
Prerequisite(s): Fourth year standing; minimum cumulative GPA of 2.5. (3-0; 0-0)

EDUC 496 Indigenous Perspectives in Education (2 sem. hrs.)

A study of indigenous culture and worldview, the history of Indigenous education in Canada, current social, economic, political, and ethical issues affecting Indigenous education, and the current structure and status of Indigenous education in British Columbia, with an emphasis on indigenous language preservation and education. Understanding and integrating Indigenous learning, epistemologies and pedagogical approaches, literature and learning resources is the key focus of inquiry, supporting the consideration of teaching and learning in diverse classrooms that include Indigenous students, as well as, teaching and learning in Indigenous schools.

NB: Taken concurrently with EDUC 495 to fulfil education IDIS core requirements. Offered only in the fall.
Co-requisites: EDUC 495.
Prerequisite(s): 2.5 GPA, fourth year standing. (2-0; 2-0)

Education, Graduate Courses

EDUC 504 Evaluating Statistics and Research (3 sem. hrs)

This course prepares students to evaluate and critique statistics and research methods in Education and Counselling Psychology, including learning about the use and misuse of basic quantitative and qualitative analytical techniques in research and in program evaluation. The course also introduces ethical issues in research and conducting critical reviews of the literature.

EDUC 512 Strategies for the Exceptional Child (3 sem. hrs)

This course builds upon the information presented in introductory courses to special education. It is intended for pre-professional education students, professional teachers, and those in psychology, social services, and nursing, and is designed to provide information and strategies for: assessing the needs of students, developing intervention techniques, and utilizing the resources of various professionals to meet the diverse needs of exceptional students and exceptional families. Enrolment in this class includes a practicum in a special needs setting.

EDUC 513 Current Issues and the Exceptional Child (3 sem. hrs.)

This is the foundational course that covers current trends and issues which transcend any particular "category" of diversity. In particular, the course critically examines the current educational practice of "full inclusion" and lays the foundation for critically evaluating how content of subsequent courses might lead to more inclusive learning communities. This is the introductory course that brings together each new cohort in the master's program and so one important focus is the establishment of a cooperative learning community. This course also lays the groundwork for future work toward either a major project or

thesis by introducing the basic elements of each as they relate to this program.

Specific formative readings are assigned to provide a common foundation. Additionally, the course provides an opportunity for students to pursue research in areas of specific interest to their current ecology. For example, some participants may be dealing with a student population that has a very high level of cultural diversity which may exacerbate the identification and remediation of traditionally identified types of exceptionality. Other topics of relevance are determined and students contribute to a dynamic portfolio of readings.

Concomitantly the course utilizes students' developing knowledge of statistics and research design as applied to current literature. They formulate potential research hypotheses related to topics of special interest, begin to work on proposals for their major papers/theses, and vet their proposals with peers. These processes will be completed in the capstone course which synthesizes program content.

EDUC 514 Assessment of Students with Learning Needs - Level B Assessment (3 sem. hrs.)

The understanding, administration, scoring and interpretation of "Level B" (APA) tests for students with special learning needs, including tests of word reading, passage comprehension, arithmetic, spelling, and receptive vocabulary. This course covers the practical understanding and use of assessment devices and techniques. Students discuss recent litigation issues about assessment and learn to read and understand "Level C" reports (school psychologists, speech-language pathologists, etc.).

EDUC 515 Lab: Field Based Assessments and IEP Development (2 sem. hrs.)

In the authentic ecology of their professional placements, students focus on students with exceptional learning needs and apply the principles of assessment learned in the previous course segment to gather assessment data of various forms, including basic achievement and diagnostic tests. Based on these assessments (including formal tests as appropriate) students then apply the data in developing model Individualized Education Plans (IEPs). As members of the cooperative student cohort, students vet these data and plans among peers in the course

EDUC 516 Students with Diverse Cognitive Needs (3 sem. hrs.)

This course builds upon the information presented in introductory courses to special education and, in conjunction with other courses in the program, examines in depth the unique learning characteristics and needs of persons who are on either end of the continuum of cognitive abilities, and those with at least average intellectual ability but who demonstrate learning disabilities. Also examined is the evolving discourse on neurodiversity and the challenges of students who fit the evolving description of those on the Autism Spectrum of Disorders (ASD) or Pervasive Developmental Disability Not Otherwise Specified (PDD-NOS). Given the wide range of challenges (behavioural, communication, social) they are critically examined in other courses; it is intended that there be continuity and overlap in the content of the various courses in the overall program.

This course is intended for educators and for professionals in psychology, social services, and nursing. It is designed to provide information and strategies for: understanding the unique needs of

neuro-atypical students, developing intervention techniques, and utilizing the resources of various professionals to enable exceptional learners whose challenges derive from their atypical cognitive abilities.

EDUC 517 Diverse Emotional and Behavioural Needs (3 sem. hrs.)

Traditional categories of Attention Deficit Disorder (ADD) and ADHD as well as Emotional Disorders and Behaviour Disorders (ED/BD) are examined. In context, the issues pertaining to students with PDD-NOS are once again addressed, as many of the interventions transcend categorical boundaries. The course includes a critical review of the literature, building on students' extant knowledge and professional experience examining current best practice in each of the areas. Classroom intervention strategies are studied and critically evaluated and experts in the various areas are consulted to give perspective and lend authenticity to the information and suggestions. Authentic assessment data is utilized to collaboratively develop Individualized Education Plans (IEPs) and graduate students work collaboratively to develop intervention strategies for implementation of those IEPs.

EDUC 518 Students with Diverse Sensory Needs (3 sem. hrs.)

This course deals with students who have visual or auditory deficits, ranging from mild to profound in regard to hearing and partially sighted to blind in regard to vision. In addition to sensory components, the course addresses students with unique physical challenges and those who may have multiple disabilities or for whom the foregoing may have a cause and effect relationship to disorders of communication.

EDUC 519 Special Topics in Diversity (3 sem. hrs.)

An examination of special topics or issues in diversity in education that are not considered in depth in other courses.

EDUC 540 Christian Approaches on Teaching and Pedagogy (3 sem. hrs.)

An examination of the theory and practice of teaching and pedagogy, including: the nature of teaching; a biblical framework for understanding and implementing teaching and learning; the classroom context for teaching and learning; the relationship between teaching and a teacher's personal, professional, and spiritual growth; theories of instruction and distinctively Christian approaches to instruction; and a taxonomy of teaching strategies.

NB: Summer sessions only.
Prerequisite(s): Undergraduate degree in education.

EDUC 545 Assessing and Evaluating Student Learning (3 sem. hrs.)

An understanding of assessment and its implementation as an integral part of the curriculum planning. How the purpose of an assessment must fit with the assessment strategy employed. Distinctions between diagnostic assessment, assessment for learning, assessment of learning, and assessment as learning. The interpretation of assessment results in order to shape current and future teaching and learning activities. Clear and accurate communication of the results of assessment for particular audiences.

NB: Summer sessions only.
Prerequisite(s): Undergraduate degree in education.

EDUC 548: Providing for Student Diversity in the Classroom (3 sem. hrs.)

Meeting the needs of diverse learners in classroom: developing strategies for exceptional students and ones with diverse cultural backgrounds, and implementing differentiated learning.

NB: Summer sessions only.
Prerequisite(s): Undergraduate degree in education.

EDUC 569 Curriculum and Pedagogy: Biblical Studies (3 sem. hrs.)

The Bible and its use in Christian schools. How to teach Biblical Studies from Grades K–12, how to use the Bible as a devotional book, and how the Bible gives direction to the learning-teaching process in all areas of the curriculum. The wisdom literature of the Bible, the Minor Prophets, and the Gospels, both from the point of view of how these can be taught in the classroom and to extrapolate from them pedagogical guidelines for teaching of Bible. Planning scope and sequence charts, units, and learning activities.

NB: Summer sessions only.
Prerequisite(s): Undergraduate degree in education.

EDUC 599 Ethical Issues in Diversity (3 sem. hrs.)

This course serves as a capstone course in the Master of Arts in Educational Studies - Special Education program. It reviews the current state of the field and addresses numerous ethical and moral issues such as the inherent value of life and of euthanasia. In addition, social role valorization is explored in the context of persons with special learning needs as well as related issues of diversity in culture and gender.

EDUC 601 Research Design (3 sem. hrs.)

This seminar-style course provides training in quantitative, qualitative, and mixed-methods designs for conducting research in social sciences. It is an advanced level course that assumes competencies in statistics and social scientific research. Students are exposed to the methods and stages of basic research, applied research, and program evaluation. An emphasis is placed on educating students to critically reflect on the methods themselves – their philosophical underpinnings, promises and limitations. This course is designed to be interactive and entails a mix of lectures, discussion and classroom activity.

EDUC 602 Advanced Statistics (3 sem. hrs.)

This course is an examination of common parametric and non-parametric statistical techniques used in psychology education and other social sciences research, and principles of accurate application and interpretation of those techniques (e.g., effect size; power; sample size; implications of violations of test assumptions). Topics focus on multiple regression, different models of analysis of variance and covariance, and also include categorical data analysis, meta-analysis, and an introduction to interpretation of multivariate statistics.
An emphasis is placed on applied data analysis and accurate conceptualization, rather than statistical theory.

EDUC 603 Comprehensive Exam (3 sem. hrs.)

Every non-thesis student in the MA in Educational Studies (Special Education) program is required to write a comprehensive examination. The comprehensive is a take-home written exam of 72 hours duration, typically scheduled from a

Friday to a Monday. The exam consists of questions from the coursework integrating the professional practice of diversity in education within case scenarios, and questions addressing the ethical and legal practice of the profession. Students receive the exam syllabus at the beginning of the program so they can prepare for the exam as they complete the program requirements.

Prerequisite(s): All course work must be completed before the comprehensive exam is written.

EDUC 690 Major Project (4 or 5 sem. hrs.)

A major project examines an applied issue from a leadership perspective and, preferably, from the participant's place of employment. The paper focuses on a combination of course content and on a quality presentation of content.

EDUC 691 Educational Leadership Mentorship (1 sem. hr.)

An educational leadership mentorship experience taken by students who elect to take EDUC 690 for 4 sem. hrs.

EDUC 697 Major Project (3 sem. hrs.)

The major project is a synthesis of research, theory, and practice. Students work under the supervision of an approved supervisor to design, implement and evaluate a project related to their professional field of interest. Such projects may involve an analysis of current educational policy, development of a curriculum product, or an in-depth analysis of extant literature on a particular topic related to the course of study. The main focus of the project is the integration of research, theoretical and practice perspectives to a particular practice, focus or problem.

Prerequisite(s): EDUC 601, 603, and 599 or permission.

EDUC 698 Thesis I (3 sem. hrs)

Students are required to complete a thesis (6 sem. hrs.) that passes an examiner external to the 198 University with expertise in the particular area of the thesis. The thesis must be defended orally before an examination committee. Students may choose their area of research with help from the program director and other faculty. This may occur at any time after their first semester in the program.

Prerequisite(s): EDUC 601, (602), and permission

EDUC 699 Thesis II (3 sem. hrs)

Students are required to complete a thesis (6 sem. hrs.) that passes an examiner external to the University with expertise in the particular area of the thesis. The thesis must be defended orally before an examination committee. This is the second phase of the thesis project.
Students may choose their area of research with help from the program director and other faculty. This may occur at any time after their first semester in the program.

Prerequisite(s): EDUC 601, 602, 698 and permission.

English

NB: Two of the following courses, ENGL 101, 102, 103 and 104, are compulsory during first year for all new full-time (12 or more sem. hrs.) students, or, if a WRTG course is required at the point of admission to the University, in the next two consecutive semesters following the successful completion of WRTG 100 or 101.

Students for whom English is a second language may substitute ENGL 101 and ENGL 102 (6 sem.hrs.) for ENGL 103 or 104, with ENGL 101 and 102 compulsory in the next two semesters following the successful completion of WRTG 101.

ENGL 101 Introduction to Writing (3 sem. hrs.)

Guides students through the writing and research tasks of the university classroom in order to equip them with confidence and the ability to write in a variety of academic genres, including the research paper. Students expand critical thinking skills through reading and writing cognitively complex arguments while also exploring academic voice, style, and vocabulary.

Prerequisite(s): WRTG 100 or 101 unless exempt at point of admission to the University. (3-0; 3-0)

ENGL 102 Introduction to Literature and Culture (3 sem. hrs.)

This course examines literature from a multicultural perspective. In comparing and contrasting works of literature composed in a variety of countries, students will gain cultural literacy, appreciation of universal themes, and understanding of the rich relationship between literature and its historical and situational context. In studying this material, students will develop their critical thinking, research, and writing skills. This course is recommended for students who have come from international contexts.

Prerequisite(s): WRTG 100 or 101 unless exempt at point of admission to the University. (3-0 or 3-0)

ENGL 103 Introduction to Fiction (3 sem. hrs.)

An introductory study of fiction with the purpose of understanding literature and cultivating skills in scholarly research, textual analysis, and academic writing and documentation. Such skills are fostered by closely reading and analyzing works of short fiction and the novel by accomplished prose stylists. Students focus on the distinctive conventions of fiction in order to interpret these works critically, while interacting thoughtfully with themes presented therein; there is a particular focus on analyzing and making use of narrative strategies and rhetorical tools. Students continue to develop their academic prose, with attention to improving foundational grammar, diction, phrasing, organization, and argument-building in the thesis-driven essay.

Prerequisite(s): WRTG 100 or 101 unless exempt at point of admission to the University. (3-0; 3-0)

ENGL 104 Introduction to Poetry and Drama (3 sem. hrs.)

Building on the skills acquired in English 103, an advanced study of poetry and drama with the purpose of understanding literature and cultivating skills in scholarly research, textual analysis, and academic writing and documentation. Such skills are fostered by closely reading and analyzing poems and plays by accomplished writers. Students focus on the distinctive conventions of the genres of poetry and drama in order to interpret these works critically, while interacting thoughtfully with themes presented therein; there is a particular focus on analyzing and making use of effective patterns of language, lyrical and theatrical presentation, and figures of speech. Students continue to develop their academic prose, with attention to advanced grammar,

diction, phrasing, organization and argument-building in the thesis-driven essay.

Prerequisite(s): WRTG 100 or 101 unless exempt at point of admission to the University. (3-0; 3-0)

ENGL 207 Introduction to Creative Writing (3 sem. hrs.)

A seminar in the techniques of imaginative writing and in the development of a critical appreciation of the art of writing in its varied forms. This course focuses on free verse poetry, flash fiction, the short story, and short dramatic works.

Prerequisite(s): ENGL 103 and 104, with a minimum grade of B. (2-1; 2-1)

ENGL 208 Introduction to Creative Writing (3 sem. hrs.)

A seminar in the techniques of imaginative writing and in the development of a critical appreciation of the art of writing in its varied forms. This course focuses on formal verse poetry, the longer short story and the novel, plus full-length dramatic works.

Prerequisite(s): ENGL 103 and 104, with a minimum grade of B. (2-1; 2-1)

ENGL 213 Major Authors (3 sem. hrs.)

A concentrated study of ten to twelve authors from the medieval period to the early eighteenth century, including Chaucer, Shakespeare, and Milton.

NB: Strongly recommended for students intending to major in English.
Prerequisite(s): ENGL 103, 104. (3-0; 3-0)

ENGL 214 Major Authors (3 sem. hrs.)

The concentrated study of ten to twelve authors from the eighteenth to the twentieth century, including at least two novelists.
NB: Strongly recommended for students intending to major in English.

Prerequisite(s): ENGL 103, 104. (3-0; 3-0)

ENGL 216 Introduction to Poetry in the Twentieth Century (3 sem. hrs.)

An introduction to poetry, its forms and conventions, as well as innovations in its development during the twentieth century, with particular representation from the American tradition.

NB: This course may not be taken for credit if ENGL 316 is taken for credit.
Prerequisite(s): ENGL 103, 104. (3-0 or 3-0)

ENGL 217 Introduction to Canadian Literature (3 sem. hrs.)

A historical survey of representative works of Canadian prose, poetry, and drama prior to 1960.

NB: This course may not be taken for credit if ENGL 317 is taken for credit.
Prerequisite(s): ENGL 103, 104. (3-0; 0-0)

ENGL 218 Studies in Modern Canadian Literature (3 sem. hrs.)

A study of representative works of modern Canadian poetry, fiction, and drama after 1960.200

NB: This course may not be taken for credit if ENGL 318 is taken for credit.
Prerequisite(s): ENGL 103, 104. (0-0; 3-0)

ENGL 219 Studies in Short Fiction (3 sem. hrs.)

The exploration of shorter narratives, primarily through a study of the short story and novella of the nineteenth and twentieth centuries.

Prerequisite(s): ENGL 103, 104. (3-0; 0-0)

ENGL 222 Studies in the Novel (3 sem. hrs.)

Traces the development of the novel written in English through a study of works written between the eighteenth and twentieth centuries.

Prerequisite(s): ENGL 103, 104. (0-0; 3-0)

ENGL 223 Introduction to American Literature (3 sem. hrs.)

A survey of American literature from the colonial period to the present. Readings will be drawn from major writers such as Nathaniel Hawthorne, Edgar Allan Poe, Herman Melville, Mark Twain, and Henry James, along with poets such as Anne Bradstreet, Emily Dickinson, and Walt Whitman and essayists Henry David Thoreau, Ralph Waldo Emerson, and Jonathan Edwards, all writers of influence in the literary and historical contexts of America.

NB: This course may not be taken for credit if ENGL 323 is taken for credit.
Prerequisite(s): ENGL 103, 104. (3-0; 3-0)

ENGL 224 Introduction to American Literature: 1850 to the Present (3 sem. hrs.)

A course in American literature (prose and poetry) from 1850 to the present, emphasizing the continuity of the American literary tradition and focusing on literary analysis of and theoretical perspectives on representative works of the novel, short fiction and essays in their particular conventions. Readings will be drawn from major writers such as Edith Wharton, Stephen Crane, Edna St. Vincent Millay, F. Scott Fitzgerald, William Faulkner, John Steinbeck, Ernest Hemingway, Raymond Carver, Flannery O'Connor, and other writers of influence in the literary and historical contexts of America.

NB: This course may not be taken for credit if ENGL 324 is taken for credit.
Prerequisite(s): ENGL 103, 104 (3-0; 3-0)

ENGL 231 Classical Backgrounds of English Literature (3 sem. hrs.)

Readings in Greek and Roman mythology, epic poetry, and short poetry with attention to the cultural and literary context of these works of literature. This course includes the study of selected works of English literature that have been influenced by the Greek and Roman literary tradition.

NB: Either ENGL 231 or 232 is strongly recommended for English majors.
Prerequisite(s): ENGL 103, 104. (3-0; 0-0)

ENGL 232 Biblical Backgrounds of English Literature (3 sem. hrs.)

Readings in the various genres of Biblical literature with attention to the cultural and literary context of these works. This course includes the study of selected works of English literature that have been influenced by the Biblical literary tradition.

NB: Either ENGL 231 or 232 is strongly recommended for English majors.
Prerequisite(s): ENGL 103, 104. (3-0; 9-0)

ENGL 290 Special Topics and Themes in English Literature (3 sem. hrs.)

This course offers an intensive study of literature focusing on one particular topic or theme. The topical or thematic approach will allow students to explore literary works across time periods and in different genres that address areas of interest in their liberal arts studies, since a semester's study might focus on one of these areas: politics, athletics, religion, art, or ecology.

Prerequisite(s): ENGL 103, 104. (3-0; 0-0)

ENGL 307 The Writing of the Literary Novel (3 sem. hrs.)

An advanced study and application of the strategies and techniques involved in writing the literary novel.

Prerequisite(s): minimum grade of B in either ENGL 207 and/or ENGL 208; an English Course focusing on the novel is strongly recommended (e.g. ENGL 222, 371, 482).

ENGL 308 The Writing of Poetry (3 sem. hrs.)

An advanced study and application of poetic form and content, focusing on evaluating and producing literary poetry.

Prerequisite(s): minimum grade of B in either ENGL 207 and/or ENGL 208; an English Course focusing on the novel is strongly recommended (e.g. ENGL 222, 371, 482).

ENGL 310 The Writing of Creative Nonfiction (3 sem. hrs.)

Studies in the reading and writing of literary non-fiction, known as the "fourth genre": (auto) biography, memoir, diaries, travel and nature writing, and personal essays. Writers include Virginia Woolf, C.S. Lewis, Henry Thoreau, Thomas Merton, E.M. Forster, George Orwell, Michael Ondaatje, Annie Dillard, and others of literary influence.

Prerequisite(s): minimum grade of B in ENGL 207 and/or ENGL 208. (3-0; 0-0)

ENGL 316 Introduction to Poetry in the Twentieth Century (3 sem. hrs.)

An introduction to poetry, its forms and conventions, as well as innovations in its development during the twentieth century, with particular representation from the American tradition.

NB: This course may not be taken for credit if ENGL 216 is taken for credit.
Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing, or instructor's consent. (3-0 or 3-0)

ENGL 317 Introduction to Canadian Literature (3 sem. hrs.)

A historical survey of representative works of Canadian prose, poetry, and drama to 1960.

NB: This course may not be taken for credit if ENGL 217 is taken for credit.
Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing, or instructor's consent. (3-0; 0-0)

ENGL 318 Studies in Modern Canadian Literature (3 sem. hrs.)

A study of representative works of modern Canadian poetry, fiction, and drama after 1960.

NB: This course may not be taken for credit if ENGL 218 is taken for credit.

Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing, or instructor's consent. (0-0; 3-0)

ENGL 323 Introduction to American Literature (3 sem. hrs.)

A survey of American literature from the colonial period to the present. Readings will be drawn from major writers such as Nathaniel Hawthorne, Edgar Allan Poe, Herman Melville, Mark Twain, and Henry James, along with poets such as Anne Bradstreet, Emily Dickinson, and Walt Whitman and essayists Henry David Thoreau, Ralph Waldo Emerson, and Jonathan Edwards, all writers of influence in the literary and historical contexts of America.

NB: This course may not be taken for credit if ENGL 223 is taken for credit.
Prerequisite(s): 9 sem. hrs. of English 202 and third or fourth year standing, or instructor's consent. (3-0; 3-0)

ENGL 324 Introduction to American Literature: 1850 to the Present (3 sem. hrs.)

A course in American literature (prose and poetry) from 1850 to the present, emphasizing the continuity of the American literary tradition and focusing on literary analysis of and theoretical perspectives on representative works of the novel, short fiction and essays in their particular conventions. Readings will be drawn from major writers such as Edith Wharton, Stephen Crane, Edna St. Vincent Millay, F. Scott Fitzgerald, William Faulkner, John Steinbeck, Ernest Hemingway, Raymond Carver, Flannery O'Connor, and other writers of influence in the literary and historical contexts of America.

NB: This course may not be taken for credit if ENGL 224 is taken for credit.

Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing, or instructor's consent. (3-0; 0-0)

ENGL 334 European Literature in Translation (3 sem. hrs.)

A survey of European drama and prose classics exploring and critically evaluating the shift in worldviews from Dante's Christian humanism to Kafka's and Camus' modern existentialist views and focusing on the theme of human nature (the self) and the purpose of human life. Works are discussed in their historical and cultural contexts.

Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing, or instructor's consent. (3-0; 0-0)

ENGL 348 World Drama (3 sem. hrs.)

This survey course of the dramatic literature of the past 2500 years begins with the Greek and Roman classic drama and principal Asian drama. It then examines the Christian drama of the Middle Ages, the Renaissance neoclassical drama of the early modern period, and the 18th century antecedents to the realistic drama of the 19th century. Students also explore the modern drama of the 20th century, and the global contemporary international drama of the 21st century. The course is a reading and discussion course that requires students to read major plays and attend live performances of world dramatic masterpieces being performed at local theatres.

Cross-listed: THTR 348.
Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing; or 6 sem. hrs. of English and 3 sem. hrs. of theatre and third or fourth year standing; or instructor's consent. (3-0 or 3-0)

ENGL 351 Shakespeare I (3 sem. hrs.)

An intensive study of selected works by William Shakespeare situated in their Elizabethan and Jacobean contexts. Works studied may include: the sonnets, the history play *Henry IV* (Parts 1 and 2) or *Henry V*, the comedies *A Midsummer Night's Dream* and *As You Like It*, the problem play *Measure for Measure*, the tragedies *King Lear* and *Macbeth*, and the romance *Cymbeline*.

Cross-listed: THTR 341.
Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing; or 6 sem. hrs. of English and 3 sem. hrs. of theatre and third or fourth year standing; or instructor's consent. (3-0 or 3-0)

ENGL 352 Shakespeare II (3 sem. hrs.)

An intensive study of selected works by William Shakespeare situated in their Elizabethan and Jacobean contexts. Works studied may include *Venus and Adonis*, the history play *Richard III*, the comedy *The Merchant of Venice*, the tragedies *Titus Andronicus*, *Hamlet*, and *Antony and Cleopatra*, and the romances *The Winter's Tale* and *The Tempest*.

NB: No overlap with ENGL 351.
Cross-listed: THTR 342.
Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing; or 6 sem. hrs. of English and 3 sem. hrs. of theatre and third or fourth year standing; or instructor's consent. (3-0 or 3-0)

ENGL 371 The Nineteenth-Century Novel (3 sem. hrs.)

A study of representative novels from nineteenth-century Britain. The novel as a genre flourished during this time as the novel's form was shaped by writers such as Jane Austen, Charlotte Brontë, Charles Dickens, and George Eliot.

Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing, or instructor's consent. (3-0 or 0-0)

ENGL 372 Romantic Poetry and Poetics (3 sem. hrs.)

A study of the poetry created by the six major poets grouped under the term "romantic": William Blake, William Wordsworth, Samuel Taylor Coleridge, Lord Byron (George Gordon), Percy Bysshe Shelley, and John Keats. Students consider both the poetry and critical theories of these influential authors.

Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing, or instructor's consent. (0-0; 3-0)

ENGL 382 Studies in Modern British Literature (3 sem. hrs.)

A study of representative works in British fiction and poetry that have been most influential in shaping and reflecting twentieth-century sensibilities and imaginations. The course may include: the poetry of W.B. Yeats and T.S. Eliot, and novels by Joseph Conrad, Virginia Woolf, D.H. Lawrence, James Joyce, Ford Madox Ford, William Golding and/or others of significant influence in this tradition.

Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing, or instructor's consent. (3-0 or 3-0)

ENGL 384 Contemporary Canadian Fiction (3 sem. hrs.)

A study of representative works of contemporary Canadian fiction and the development of the post-modern, post-colonial, post-national novel. Authors (a minimum of six) may include: a selection of Margaret Atwood, Dionne Brand,

Timothy Findley, Jack Hodgins, Hugh Hood, Thomas King, Yann Martel, Rohinton Mistry, Alice Munro, Michael Ondaatje, Sky Lee, Jane Urquhart, Guy Vanderhaeghe, and Rudy Wiebe.

Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing, or instructor's consent. (0-0; 3-0)

ENGL 390 Studies in Individual Authors and Themes in Literature (3 sem. hrs.)

This course is designed to give students the opportunity to study the works of significant writers while also providing opportunities for engagement with significant thematic concerns and special topics in literary studies. Students may take two or more versions of this course.

Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing, or instructor's consent. (3-0 or 3-0)

ENGL 391 Children's Literature (3 sem. hrs.)

A survey of children's literature from the sixteenth century to the present, examining representative texts and changing attitudes towards children and their books. Various approaches to the literature are used, although emphasis is on close critical readings of the prescribed texts.

Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing, or instructor's consent. (3-0 or 3-0)

ENGL 392 Fantasy Literature (3 sem. hrs.)

Approaches to the genre of fantasy literature, including the study of early works (such as *Beowulf* and *Sir Gawain and the Green Knight*) that shaped the imagination of creators of modern fantasy such as C.S. Lewis and J.R.R. Tolkien.

Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing, or instructor's consent. (3-0; 0-0)

ENGL 393 Canadian Drama (3 sem. hrs.)

A survey of Canadian plays. Students engage in detailed analyses of dramatic texts: their structure, historical/cultural contexts, and production histories. In addition to readings, papers, presentations, and in-class discussions, students are required to attend and report on a current production of a Canadian play (provided such a production occurs during the semester).

Cross-listed: THTR 343
Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing; or 6 sem. hrs. of English and 3 sem. hrs. of theatre and third or fourth year standing; or instructor's consent. (3-0; 0-0)

ENGL 394 Modern Drama (3 sem. hrs.)

A study of eight to ten modern plays, British, American, and Canadian, representing different forms and approaches to drama in the last one hundred years.

Cross-listed: THTR 344.
Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing; or 6 sem. hrs. of English and 3 sem. hrs. of theatre and third or fourth year standing; or instructor's consent. (0-0; 3-0)

ENGL 395 Irish Drama (3 sem. hrs.)

A survey of the dramatic literature of Ireland, focusing on 20th century plays from Yeats to Beckett and Friel. After a quick review of the 18th and 19th centuries, the course turns to the drama

of Irish nationalism and follows its development into the international arena.

Cross-listed: THTR 345.
Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing; or 6 sem. hrs. of English and 3 sem. hrs. of theatre and third or fourth year standing; or instructor's consent. (3-0; 0-0)

ENGL 396 American Drama (3 sem. hrs.)

A survey of significant American dramatic literature. Touching on the 18th and 19th century contributions from Royal Tyler's *The Contrast* (1787) to George Aiken's *Uncle Tom's Cabin* (1853) and Steele MacKaye's *Hazel Kirke* (1880), the course moves quickly to Eugene O'Neill's *Beyond the Horizon* (1920), which many historians consider the first truly indigenous American drama of international import, and examines the significant work of playwrights such as Arthur Miller, Lillian Hellman, Tennessee Williams, Sam Shepard, and David Mamet.

Cross-listed: THTR 346.
Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing; or 6 sem. hrs. of English and 3 sem. hrs. of theatre and third or fourth year standing; or instructor's consent. (3-0 or 3-0)

ENGL 400 Special Topics in English (3 sem. hrs.)

Independent but guided research in a specialized area of interest to the student. Directed studies are not offered concurrently for courses available in the regular academic year.

Prerequisite(s): 9 sem. hrs. of English, third or fourth year standing, and instructor's consent. (3-0; 3-0)

ENGL 403 Preparing for English Professions (1 sem. hrs.)

A seminar designed to introduce students to practical techniques and strategies for continuing in their academic and professional lives after graduating with an English degree. This course prepares students for further academic study, and for writing in academic, creative, and professional contexts.

Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing, or instructor's consent (3-0 or 3-0)

ENGL 412 Studies in Twentieth-Century American Literature (3 sem. hrs.)

A study of representative works of twentieth-century American literature and the development of its themes in various historical, political, and socio-cultural contexts, including the major wars and social upheavals in which American society has been involved in the last one hundred years. Works for discussion are drawn from influential American voices of this period (at least six) such as Ernest Hemingway, William Faulkner, F. Scott Fitzgerald, John Steinbeck, Toni Morrison, Theodore Dreiser, Walker Percy, Flannery O'Connor, and Saul Bellow.
Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing, or instructor's consent. (0-0; 3-0)

ENGL 414 Literature and Spirituality (3 sem. hrs.)

Literature has been at the centre of the human story from its beginnings as recorded in ancient sacred texts to it's current study as cultural narrative with transformative and transcendent possibilities for interpretation and creativity. This course will explore literary themes integral to the pursuit of Christian spirituality, past and present.

Prerequisite(s): Enrolment priority given to fourth-year English majors, concentrations, and minors; third and fourth year students with a minimum of 12 sem. hrs. of English are considered.

ENGL 422 Chaucer (3 sem. hrs.)

A study of *The Canterbury Tales* and selected minor works, which may include *The Book of the Duchess*, *The Parliament of Fowls*, and *Troilus and Criseyde*. The course involves reading Chaucer's texts alongside samples of contemporary and historical writings ranging from mystical theology to natural philosophy, including *Boethius' Consolation* of Philosophy and *the Roman de la Rose*. The student also develops a good reading knowledge of Chaucerian Middle English.

Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing, or instructor's consent. (3-0 or 3-0)

ENGL 430 Medieval English Literature (3 sem. hrs.)

A study of non-Chaucerian medieval English writings covering a number of different themes. Works studied may include secular and religious lyrics, sermons, debates, visionary or mystical poetry and prose, and/or romance.

NB: No overlap with ENGL 422.
Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing, or instructor's consent. (3-0 or 3-0)

ENGL 450 Honours Essay (3 sem. hrs.)

A research paper of 40 to 50 pages written in close consultation with a member of the English department, to be completed in the final semester of fourth year by all honours students.

Prerequisite(s): Admission to honours program. See department chair. (0-0; 0-3)

ENGL 451 Drama to 1642 Excluding Shakespeare (3 sem. hrs.)

A study of English drama from its liturgical origins to the closing of the theatres in 1642, including medieval mystery cycles and morality plays as well as works by Elizabethan, Jacobean, and Caroline playwrights.

Cross-listed: THTR 441.
Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing; or 6 sem. hrs. of English and 3 sem. hrs. of theatre and third or fourth year standing; or instructor's consent. (3-0; 0-0)

ENGL 453 Milton (3 sem. hrs.)

The intensive study of selected works of poetry and prose by John Milton, situated in their cultural contexts. Particular attention is paid to *Paradise Lost* and *Paradise Regained*.

Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing, or instructor's consent. (3-0; 0-0)206

ENGL 454 Renaissance Poetry and Prose (3 sem. hrs.)

The study of selected works of Renaissance poetry and prose (excluding those by Shakespeare and Milton), situated in their cultural contexts.

Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing, or instructor's consent. (0-0; 3-0)

ENGL 456 Seventeenth-Century Women's Writing (3 sem. hrs.)

The study of selected works written by women in seventeenth-century Britain and America, situated in their cultural contexts.

Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing, or instructor's consent. (0-0; 0-3)

ENGL 462 18th Century Drama (3 sem. hrs.)

A survey of the English drama of the 18th century. An examination of representative works of the London stage and comparative continental dramas, in transition and in cultural context.

Cross-listed: THTR 442.
Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing; or 6 sem. hrs. of English and 3 sem. hrs. of theatre and third or fourth year standing; or instructor's consent. (3-0 or 3-0)

ENGL 465 Eighteenth-Century Literature (3 sem. hrs.)

A study of the poetry, non-fiction prose, and novels of the major writers of the neoclassical period, including such authors as John Dryden, Jonathan Swift, Alexander Pope, Samuel Johnson, and Samuel Richardson.

Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing, or instructor's consent. (3-0; 0-0)

ENGL 471 Victorian Poetry and Prose (3 sem. hrs.)

The study of the poetry and nonfiction prose of British writers during the Victorian era (1837-1901), including prose authors such as Thomas Carlyle, John Stuart Mill, and John Ruskin, and poets such as Elizabeth Barrett Browning, Robert Browning, Gerard Manley Hopkins, and Alfred, Lord Tennyson. The course considers these works in the context of Victorian Britain's preoccupation with questions about politics, education, art, science, religion, and the role of women.

Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing, or instructor's consent. (0-0; 3-0)

ENGL 482 World Literature in English (3 sem. hrs.)

This course focuses on issues related to post-colonialism and literature through the study of works written in English by writers from post-colonial nations.

Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing, or instructor's consent. (3-0 or 3-0)

ENGL 490 Literary Theory and Criticism I (3 sem. hrs.)

A study of the major documents of literary theory and criticism from Plato to Frye. Students consider traditional texts and terminology (historical development), genre conventions, and the relation of literary texts to the author, to the reader, and to social and cultural reality.

NB: This course is required of all honours English students.
Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing, or instructor's consent. (3-0 or 3-0)

ENGL 495 Literary Theory and Criticism II (3 sem. hrs.)

A survey of the major interpretive approaches to literature from poststructuralism to the recent ethical turn in literary theory. Designed to

complement ENGL 490, the course examines contemporary theory and practice (e.g., deconstruction, psychoanalytic criticism, neo-Marxism, historicism, philosophical hermeneutics, gender studies, and ethical criticism) and considers the social and intellectual context out of which each approach arises.

NB: This course is required of all honours English students.
Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing, or instructor's consent. (3-0 or 3-0)

English, Graduate Courses

ENGL 510 The Writing of Creative Nonfiction (3 sem. hrs.)

A seminar in the reading and writing of literary nonfiction and in the development of a critical appreciation of its various forms. The course examines life writing in terms of its literary forms, as the authors' responses to their culture, and as texts within which identity is shaped and altered by the intentional acts of their writers. It examines current theories of life writing, based on the assumption that life writing participates in the construction of the identity and the historicity of the individual. Chosen texts demonstrate the art of life writing, as well as other paradigms for its interpretation and its literary and cultural influence. As the genre of literature in ascendency among readers and writers during this century, it bears careful examination as a means of navigating the reclamation of human selfhood and spirituality in our postmodern condition. The purpose is to provide approaches to the reading and writing of literary nonfiction. Studies include the techniques of writing creative nonfiction and the critical appreciation of this form, known as the "fourth genre." Such forms as (auto)biography, memoir, letters, diaries, travel and nature writing, and personal essays will provide the models for students' exploration of this genre. Examples are drawn from writers such as C.S. Lewis, Thomas Merton, E.M. Forster, George Orwell, Michael Ondaatje, Annie Dillard, Kathleen Norris, Flannery O'Connor, John Bunyan, Virginia Woolf, and others who form part of the literary canon of such writing.

ENGL 512 Studies in Twentieth-Century American Literature (3 sem. hrs.)

Examines representative works of twentieth-century American literary prose and the development of its themes in various historical, political, and socio-cultural contexts, including the major wars and social upheavals in which American society has been involved in the last one hundred years. Students examine the major themes and values that comprise a canon of literature which addresses the literary movements characterized by realism and naturalism and the contexts of modernism and postmodernism to which literature has responded in the American tradition. American literature and its contributions to the discussions on religion, morality and Christianity, and the relationship between the three, are engaged.

ENGL 514 Literature and Spirituality (3 sem. hrs.)

Literature has been at the centre of the human story from its beginnings as recorded in ancient sacred texts to it's current study as cultural narrative with transformative and transcendent possibilities for interpretation and creativity. This course will explore literary themes integral to the pursuit of Christian spirituality, past and present. The movement to interdisciplinary interpretation and literary hermeneutics demands that students, as readers of text, understand the role that Christian thought and aesthetics have played in

their influencing of contemporary literature. In understanding that role, human spirituality is being considered as one of the integral aspects of this enterprise; Christian spirituality offers foundational vantage points from which to participate in this ongoing task of creativity and engagement in the human condition.

ENGL 522 Chaucer (3 sem. hrs.)

This course focuses on *Chaucer's Canterbury Tales, The Parliament of Fowls,* and *The Book of the Duchess*. Care is taken to develop a good reading knowledge of Chaucerian Middle English. The literary, social, economic, political, and spiritual principles in Chaucer's text, and the aesthetic techniques employed to shape them, will be situated within the historical and cultural context of Ricardian, or late fourteenth-century England. Chaucer wrote for a populace that had confronted decimating plagues as well as social, economic, and religious upheaval. The course draws out the competing medieval voices that emerge in the works composed in this context, which often articulate searing critiques of a complex, disorderly, patriarchal, violent, and humorous medieval world.

ENGL 530 Medieval English Literature (3 sem. hrs.)

Focuses on the rich and varied visionary and mystical literature of the early, high and late Middle Ages, including the writings of Bernard of Clairvaux, Richard of St. Victor, Julian of Norwich, Margery Kempe, Richard Rolle, the author of the Cloud of Unknowing, and Meister Eckhart. The influence of early theologians and philosophers (such as Origen, Plotinus, and Augustine) on these mystics is considered in detail, as is the influence of the medieval mystics on mystical thinkers of Renaissance Europe (including Teresa of Avila and John of the Cross). This course also seeks to read the ontological and epistemological elements of medieval mysticism through the filter of modern philosophical paradigms.

ENGL 534 European Literature in Translation (3 sem. hrs.)

A survey of European drama and prose classics from the thirteenth to the twentieth century, this course explores and critically evaluates the shift in worldviews from Dante's Christian humanism to Kafka's and Camus' modern existentialist view of human existence. In order to provide depth to our analysis of the works and to highlight the significance of the shift in worldview, the works will be discussed in their historical, philosophical, and cultural contexts, in combination with close reading and various theoretical interpretative approaches.

ENGL 551 Shakespeare I (3 sem. hrs.)

Students study seven plays by William Shakespeare (representative histories, tragedies, comedies, and romances) in addition to his narrative poem *Venus and Adonis*. Shakespeare's plays are considered as both established literary works and as scripts written for performance, and students apply different critical approaches to his works in an attempt to discover the source and nature of the play's aesthetic power and dramatic force. The course attempts to determine whether William Shakespeare is, as some have claimed, the greatest and most influential writer of all time.

ENGL 552 Shakespeare II (3 sem. hrs.)

Students examine seven representative plays (not covered in ENGL 551) of William Shakespeare and a selection of his sonnets. The Shakespearean works are read within the historically specific cultural context in which they were produced. The course pays particular attention to the way in which Shakespeare blurs generic, thematic, and

ideological boundaries in his poetic and dramatic works — exploring his fusion of the tragic and the comic, the sacred and the profane, the noble and the plebeian, the fantastic and the historic, and the orthodox and the transgressive. Students also explore the ways in which these richly layered texts affirm or interrogate the dominant cultural values in Elizabethan and Jacobean Britain.

ENGL 553 Milton (3 sem hrs.)

The major poetic works and selected prose of Milton are read in light of his claim to be the delegated spokesperson for God and Parliament in early-modern England. Milton's works are seen both to reflect the tension and trauma of the Civil War, Interregnum and Restoration, and to participate in shaping a new state and new modes of existence.

ENGL 554 Renaissance Poetry and Prose (3 sem. hrs.)

The course examines representative selections of the poetry and prose of the high and late Renaissance periods in England, covering a century from about 1580–1680, an era characterized by an impressive range of literary output that has never been rivaled in the western world. Even apart from the work of the most eminent figures— Shakespeare and Milton—this period offers a rich and varied legacy of poetry and impressive essays, treatises, and allegories, by such great literary figures as Sidney, Spenser, Marlowe, Jonson, Bacon, Donne, Herbert, Marvell, Browne, Walton, Pepys, and Bunyan who, along with other selected authors, are represented in this course. The course also addresses the political, religious, and theological controversies that energized so much of the writing of this dynamic century.

ENGL 556 Seventeenth-Century Women's Writing (3 sem. hrs.)

A survey of women's writing in the seventeenth century which examines the poetry, prose, and dramatic works of literary figures such as Lady Mary Wroth, Aemilia Lanyer, Anne Bradstreet, Katherine Philips, Margaret Cavendish, and Aphra Behn. The writings of these early-modern women are examined in order to understand how they address not only what it is to be a woman in early-modern times, but what it is to be human, an activity which involves the exploration of historical practices, philosophical concepts, political theories, and theological tenets.

ENGL 565 Eighteenth-Century Literature (3 sem. hrs.)

A study of the poetry, non-fiction prose, and novels of the major writers of the neoclassical period, including such authors as John Dryden, Jonathan Swift, Alexander Pope, Samuel Johnson, and Samuel Richardson.

ENGL 567 Drama to 1642 Excluding Shakespeare (3 sem. hrs.)

The study of selected dramatic works written in English prior to the closing of the theatres in 1642, including medieval mystery and morality plays and works by Elizabethan, Jacobean, and Caroline playwrights, excluding Shakespeare.

ENGL 571 The Nineteenth-Century Novel (3 sem. hrs.)

This course offers a study of representative novels and novelists from nineteenth-century Britain. The novel as a genre flourished during this time, as the novel's form was shaped by writers such as Jane Austen, Charlotte Brontë, Charles Dickens, George Eliot, and Thomas Hardy.

ENGL 572 Romantic Poetry and Poetics (3 sem. hrs.)

A study of the poetry created by the six major poets grouped under the term "romantic": William Blake, William Wordsworth, Samuel Taylor Coleridge, Lord Byron (George Gordon), Percy Bysshe Shelley, and John Keats. The course considers both the poetry and critical theories of these influential authors. Graduate students concentrate on the poetry and criticism of one particular poet.

ENGL 573 Victorian Poetry and Prose (3 sem. hrs.)

The study of the poetry and nonfiction prose of British writers during the Victorian era (1837-1901), including prose authors such as Thomas Carlyle, John Stuart Mill, and John Ruskin, and poets such as Elizabeth Barrett Browning, Robert Browning, Gerard Manley Hopkins, and Alfred, Lord Tennyson. The course considers these works in the context of Victorian Britain's preoccupation with questions about politics, education, art, science, religion, and the role of women.

ENGL 582 Studies in Modern British Literature (3 sem. hrs.)

This course studies representative works in British prose, fiction and poetry that both shape and reflect contemporary British literary sensibilities. It includes a selection of poetry from writers such as W.B. Yeats, W.H. Auden, T.S. Eliot, Dylan Thomas, D.H. Lawrence, Philip Larkin and Seamus Heaney; prose from George Orwell and Virginia Woolf; and novels from A.S. Byatt, Joseph Conrad, John Fowles, David Mitchell and Graham Swift.

ENGL 583 World Literature in English (3 sem. hrs.)

This course focuses on issues related to post-colonialism and literature through the study of literature written in English by writers from post-colonial nations.

ENGL 584 Contemporary Canadian Fiction (3 sem. hrs.)

A study of representative works of contemporary Canadian fiction and the development of the post-modern, post-colonial, post-national novel. Authors (a minimum of six) may include a selection of Margaret Atwood, Dionne Brand, Timothy Findley, Jack Hodgins, Hugh Hood, Thomas King, Yann Martel, Rohinton Mistry, Alice Munro, Michael Ondaatje, Sky Lee, Jane Urquhart, Guy Vanderhaeghe, and Rudy Wiebe.

ENGL 590 Studies in Individual Authors (3 sem. hrs.)

Designed to give students the opportunity of studying for an entire semester the works of up to two significant authors.

ENGL 591 Children's Literature (3 sem. hrs.)

The course examines children's literature from the seventeenth century to the present, analyzing representative texts and changing attitudes toward children and their books. Beginning with early didactic stories and traditional folk and fairy tales, and then moving on to British, American, and Canadian novels, the course focuses on questions of history, philosophy, authorship, readership, and genre. The emphasis is on close critical readings of the texts.

ENGL 593 Fantasy Literature (3 sem. hrs.)

Examines the long history of fantasy texts by first locating works of George MacDonald, C.S. Lewis, J.R.R. Tolkien, and Madeleine L'Engle within the Anglo-Saxon epic and the Medieval romance literary traditions in English literature, including *Beowulf and Sir Gawain* and *the Green Knight*. The course also considers how these works have shaped the imagination of creators of modern fantasy as well as the argument that modern fantasy is a response to post-Enlightenment rationalism.

ENGL 600 Core Seminar: Reading the Signs of the Times: Text and Interpretation (3 sem. hrs.)

Designed to orient students to the crucial transition from modernist to postmodernist and post-postmodernist models of texts and interpretation, models that depend on changing philosophical views of truth and reality. Examines the main interpretive paradigms in literary studies in order to show how views of reason, language, and textuality continue to shape one's life horizons.

ENGL 607 Special Topics in English Literature (3 sem. hrs.)

Topics may vary. Courses to date include:

- Foundations of Ethical Being
- James Baldwin: The Dialectic of Race and Religion
- Kierkegaard's Postscript
- Life Writing as a Literary Genre: Biography as Identification of Self and Subjectivity
- The Poetics of Resistance, Affirmation and Immigrant Voices and the Poetry of Trauma
- Studies in George MacDonald
- German Romanticism
- Gothic Fiction
- Poetics of American Literature
- Merton and the Solitary Tradition
- The Eighteenth-Century Novel
- Jane Austen
- Identity and Ethics in Communication
- Milton and the Romantics
- Shakespearean Trauma and the Early-Modern Suffering Self
- Studies in the Late-Victorian Fiction of Sir Arthur Conan Doyle

ENGL 610 Bibliography (3 sem. hrs.)

Under the direction of the student's approved thesis or major research paper advisor, a course of reading and study which leads to the development of both a significant bibliographical essay (or annotated bibliography) and a thesis proposal. The latter includes at least the following: major question(s) to be addressed; significance of the issue(s); methodologies to be used; theories to be addressed and primary sources to be examined.

ENGL 611/612 Thesis (3 sem. hrs.; 3 sem. hrs.)

ENGL 613 Major Essay (3 sem. hrs.)

Under the direction of a supervisor, students not writing a thesis will research and write a major paper of approximately 10,000–15,000 words in length.

ENGL 615 "Of Paradise and Light": Early Modern Devotional Writing (3 sem. hrs.)

The study of the literary expression of religious desire, doubt, and despair in early-modern British literature. The aesthetic shaping of spiritual belief and sentiment within specific historical and cultural contexts is investigated in a selection of early-modern works, including those by Anne

Vaughan Lock, Robert Southwell, George Herbert, John Donne, Elizabeth Melville, Henry Vaughan, Richard Crashaw, An Collins, Thomas Traherne, John Bunyan, George Fox, and Margaret Fell Fox. Their works are read alongside religious texts central to the Catholic and Protestant traditions, including the Geneva Bible, the Douay-Rheims Bible, the King James Bible, the Book of Common Prayer, John Foxe's *Book of Martyrs*, the Thirty-Nine Articles, the *Spiritual Exercises* of St. Ignatius of Loyola, and Joseph Hall's *The Art of Divine Meditation.*

ENGL 620 (Auto)biography as Literary Genre: Self-Identification and Subjectivity (3 sem. hrs.)

Examines (auto)biographies as literary artifacts, responses to culture, and as texts within which identity is shaped and altered by the intentional acts of their writers. Examines current theories of (auto)biography by including life studies written by individuals whose association with the literary order has its origins in intellectual and cultural spheres. Explores how life writing participates in the construction of identity and engages subjectivity as a narrative strategy. Theorists including Paul Ricoeur, George Steiner, Richard Kearney, and Eva Hoffman are foundational to this study. The reading list includes (auto)biographical writings from authors such as: Elie Wiesel, Victor Frankl, Eva Hoffman, Anne Michaels, Michael Ondaatje, Dietrich Bonhoeffer, Richard Foster, John Bunyan, Frederick Buechner, Annie Dillard, Virginia Woolf, Lytton Strachey, Jean-Paul Sartre, Simone de Beauvoir, Thomas Merton, C.S. Lewis, and other significant (auto)biographers of the nineteenth and twentieth centuries.

ENGL 625 Christian Humanism (3 sem. hrs.)

This course seeks to recover humanism as a central ethos of western culture and its Christian roots in two ways: first, by tracing, as much as possible, the story of humanism and its development from Christian roots to the Renaissance and to Postmodernity and its current "overcoming." This historical exercise requires a counter narrative to the secularist master narrative that dominates both contemporary secular and Christian ideas of humanism. Secondly, students are encouraged to consider recovering Christian humanism as a possible philosophy of culture that could address the main malaise of our present cultural predicament: an exhaustion of secular reason on the one hand, and the resurgence of religion (or at least its perception by secularist scholars) on the other. For this purpose the course draws on works from eastern and western theologians to establish theologically the theme of humanism as it arises from the Christology of the early church and persists into works of modern Catholic, Protestant, and eastern theology. All of this study provides the student with a deep sense that studying in the humanities may indeed be linked directly to Christology and ecclesiology.

ENGL 630 Religion, Gender, and Literature in Nineteenth-Century Britain (3 sem. hrs.)

This course provides an intensive study of how the writers of influential nineteenth-century British literary texts (including short and long poems, a novella, novels, and prose non-fiction) chose to portray the intersection of religious faith and gender. This course not only familiarizes students with the most significant nineteenth-century British authors, but also enables a thorough exploration of two of the most prevalent areas of debate in the nineteenth century: gender roles and questions of faith. The

course focuses on these texts as literature, taking into consideration genre, literary techniques, and audience, but the course as a whole crosses disciplinary boundaries as students read philosophical and historical writers such as John Stuart Mill and John Ruskin. Students also become familiar with the major theoretical approaches applied to these texts by contemporary literary critics.

ENGL 640 Science Fiction, 1600-1900: A Literary Historical Perspective (3 sem. hrs.)

This course will provide an intensive study of significant works of 'science fiction' written between 1600 and 1900 from a literary historical perspective.

ENGL 645 The Great Tradition: Christian Thought in Western Literary Classics (3 sem. hrs.)

Focuses on one overarching theme: how Christian thought is embedded in some of the greatest literary classics of the Western World, selected from the Patristic period up to the twentieth century. These include such diverse genres as St. Augustine's autobiographical ruminations in his *Confessions;* Dante's *Divine Comedy*; Shakespeare's *Hamlet;* Milton's *Paradise Lost*; Bunyan's *Pilgrim's Progress;* Goethe's *Faust;* Hardy's *Tess of the d'Urbervilles*; and T.S. Eliot's *Murder in the Cathedral*. This course deals with questions such as: What are we referring to when we speak of the mind? What is the nature of the human mind? Does it have a nature? Does it exist as something separate from the human brain? Is it a property of the human brain? Is it identical to the human brain? Or is it merely an abbreviated way of talking about bodily behaviours? More particularly, how is our phenomenologically rich and existentially weighted point of view on the world related to the neurophysiological conditions that underwrite it (or as one writer put it, "how is the water of the brain transubstantiated into the wine of consciousness?")? How does the way we understand the answers to these questions inform the Christian belief that humans bear God's image? And how does theology bear on our understanding of our bodies' relationship to our minds?

ENGL 650 The Writings of C.S. Lewis (3 sem. hrs.)

The impact of prominent Inklings author C.S. Lewis continues to grow, garnering both applause and, in other quarters, heavy criticism. Lewis is lauded as an intellectual giant, a Christian apologist without equal, and a gifted myth-maker, but also identified as misogynistic, racist, sado-masochistic, and enjoying violence. This course focuses on the literary achievement of C.S. Lewis, analyzing representative texts of his literary criticism, poetry, essays, novels, fictional narratives, and devotional writing, in order to examine his mythopoeic vision and its contribution to Christianity and culture. Through close reading of the texts, and considering these in relation to various forms of theoretical inquiry – historical, sociological, psychological, gender discourse, ecological, ethical and spiritual or theological – students will engage in the critical task of assessing the ongoing impact of the writings of C.S. Lewis.

Foundations

FNDN 101 The Liberal Arts Journey (1 sem. hr.)

Students engage in inquiry and discussion of concepts underpinning a Christian liberal arts education; explore TWU's unique core curriculum and Student Learning Outcomes; practice strategies to confidently navigate their university

journey; and develop an educational plan to guide their academic decision-making.

Prerequisite(s): None.

FNDN 102 Human Flourishing (3 sem. hr.)

This course is organized around the theme of integrated personal wellbeing and human flourishing. Students will explore adaptive social, physical, spiritual and psychological strategies that promote human thriving. A strong emphasis will be placed upon positive and holistic strategies that fully develop and celebrate our being human as an integral part of divine creation. Students will construct a personal architecture of wellbeing that incorporates environmental and cultural factors.

Prerequisite(s): None.

FNDN 201: Ideas That Inspire (3 sem. hrs.)

A "big question" launches students into foundational inquiries from various disciplines and perspectives. The instructor provides an overview and background for each prompt and highlights the method of inquiry. Building on this, students work together with the guidance of the instructor to explore, discuss, and analyze documents, speeches, artifacts, performances, and arts (ancient through contemporary) that create an intersection of voices. Students develop their own conclusions on the answer to the central question.

Prerequisite(s): None.

French

NOTE: regarding all French courses: After consulting with the department, students may begin one level below that for which they qualify if they have not taken French for several years, or if they lack confidence in the adequacy of their preparation. Placement tests may be given to determine a student's level.

FREN 101, 102 Introduction to French (3, 3 sem. hrs.)

Courses provide an introduction to the French language and culture for those with no or very little French (nothing higher than high school French 10). Through intensive work in grammar, conversation, vocabulary building, and basic reading, as well as through online work and videos that accompany the text, students develop oral and written skills and are introduced to various aspects of French culture. Language labs provide additional practice in oral work.

Prerequisite(s): None; FREN 101 is a prerequisite for FREN 102. (3-1; 3-1)

FREN 111, 112 Intermediate French (3, 3 sem. hrs.)

Courses improve the student's command of oral and written French by reviewing previous knowledge and introducing new grammar structures and readings with a cultural content. Students receive intensive practice in reading, writing, speaking and aural comprehension, and develop their knowledge of the language largely through a communicative approach. Language labs using various media provide additional practice.

Prerequisite(s): Grade 11 French or FREN 102. FREN 111 is a prerequisite for FREN 112. Students with a Grade 12 average in French of less than 75% may take FREN 111 with permission. (3-1; 3-1)

FREN 203, 204 Conversational and Written French (3, 3) (Previously FREN 113, 114)

Conversational courses aimed at developing greater fluency in the spoken language through the study of society and culture, as well as language. The emphasis is on developing oral skills, including: improved grammar structures, vocabulary, and pronunciation, aided by written work. FREN 204 focuses on language for the workplace or professional settings and is currently offered in the summer, depending on demand. Courses are conducted entirely in French.

Prerequisite(s): Grade 12 French or FREN 112 for either FREN 203 or FREN 204.
NB: Courses are NOT intended for students with Grade 12 French Immersion.

FREN 205, 206 Langue et introduction à la littérature française (3 sem. hrs.) (Previously FREN 121, 122)

Courses introduce students to French literature through the study of various genres: short story, poetry, novel, and theatre. Students improve their language skills through reading, writing, and discussion. As well, basic elements of French grammar are thoroughly reviewed and consolidated. Language labs provide additional oral practice.

Prerequisite(s): Grade 12 French or FREN 111, 112. FREN 205 is a prerequisite for FREN 206.
NB: Students whose Grade 12 average in French is 75% or higher should register in FREN 205; if it is lower than 75%, they may register in FREN 111 with permission. Students whose Grade 12 average in French Immersion is 80% or higher may enter FREN 305, following a successful placement test.

FREN 303 Conversation avancée (3 sem. hrs.) (Previously FREN 214)

Designed to provide intensive oral practice at the advanced level through conversation, discussion, debate, and oral presentations. Content focuses on social issues of current interest, allowing students to learn how to correctly express their opinions. Various forms of media may be used such as websites, television and film clips and magazine articles. Students work on expressing their thoughts accurately while integrating correct grammatical principles and improving sentence structure, vocabulary, and pronunciation.

Prerequisite(s): FREN 203 or 204, or 206, or Grade 12 French Immersion.

FREN 305, 306 Langue écrite et orale (3 sem. hrs.) (Previously FREN 215, 216)

This course prepare students to go into more advanced work in French by focusing on grammar, reading, writing, and oral practice. Besides intensive work in grammar, the study of literature and other readings provides the basis for discussion and composition, as well as the means of acquiring vocabulary and cultural insights. Language labs provide additional oral practice. These courses are prerequisites for all other upper level courses, except FREN 303. With permission, certain upper level courses may be taken concurrently with FREN 305, 306.

Prerequisite(s): FREN 206. FREN 305 is a prerequisite for FREN 306.

FREN 318 Le modernisme en littérature et en art (3 sem. hrs.)

This course focuses on French literature, culture, and society in the latter part of the 19th century and the beginning of the 20th century. It introduces students to early modernism in French

poetry and prose, while presenting parallels in art and architecture. Beginning with such poets as Baudelaire, Rimbaud, Verlaine, and Mallarmé, it shows how the concerns of the symbolist poets and their precursors are reflected in Impressionist art. Apollinaire's poetry is examined in relation to early 20th century society and developing art forms such as cubism and surrealism. Novelists Marcel Proust and André Gide are also studied as founding figures of modernism.

NB: Offered alternating years.
Prerequisite(s) or Co-requisite (with permission): FREN 306. (3-0 or 3-0)

FREN 320 Littérature française du XXe siècle (3 sem. hrs.)

20th century literature as represented by the works of major authors such as Camus, Sartre, and Duras. Various works and literary movements are examined in the light of their philosophical, ideological, and historical contexts, as well as their spiritual implications. Students reflect on underlying issues reflected in these works from a biblical perspective.

NB: Offered alternating years.
Prerequisite(s) or Co-requisite (with permission): FREN 306. (3-0 or 3-0)

FREN 321, 322 Littérature française du Moyen Age au XIXe siècle (3, 3 sem. hrs.)

A survey of French literature from the Middle Ages to the 19th century, through the study of specific texts and literary excerpts. Courses focus on various time periods and movements including: classicism, romanticism, and realism. FREN 321 covers to the end of the 17th century. FREN 322 deals with the 18th and 19th centuries and includes a look at the French Revolution and Enlightenment thinkers.

NB: Offered alternating years.
Prerequisite(s): FREN 306; and FREN 318 or 320 or instructor's permission. (3-0; 3-0)

FREN 340 Littérature francophone (3 sem. hrs.)

Course introduces students to the history and literature of the francophone world, including such regions as Africa, the Caribbean, and Vietnam. Problems of colonization, decolonization, and national identity are examined through literature.

Prerequisite(s): FREN 216.

FREN 350 Civilisation française (3 sem. hrs.)

An overview of French civilization, highlighting important aspects of French life today and over the centuries. Through a mainly historical approach, major developments in government, society, and the arts (including architecture) are examined, while the basic geographical features of France are noted and cultures of the various regions are explored.

NB: Usually offered alternating years.
Prerequisite(s): FREN 306. (3-0 or 3-0)

FREN 360 Grammaire française avancée (3 sem. hrs.)

An advanced course designed to give students a thorough review of French grammar while emphasizing the structure of the language. Students learn to identify all parts of speech and analyze sentences grammatically. Through numerous written exercises, students significantly improve their grammatical skills, including verb usage.

NB: Offered alternating years.
Prerequisite(s): FREN 306. (3-0 or 3-0)

FREN 370 Style et composition (3 sem. hrs.)

Designed to give advanced students intensive practice in written French through various types of composition as well as stylistic exercises. Students work on improving vocabulary, grammar, and syntax, while focusing on different writing styles, including argumentative texts and various forms of creative writing. A variety of articles and short literary texts are used to provide models and examples.

NB: Offered alternating years.
Prerequisite(s): FREN 306; FREN 360 strongly recommended. (3-0 or 3-0)

FREN 380 Phonétique et prononciation (3 sem. hrs.)

Course in French phonetics and pronunciation, providing intensive language practice through a study of the mechanisms of pronunciation and numerous applied exercises, both oral and written. Students improve their accent, intonation, and speech patterns, while also learning the International Phonetic Alphabet as it applies to French.

NB: Not offered every year. Normally offered during summer sessions. See department chair.
Prerequisite(s): FREN 306. (3-0 or 3-0)

FREN 420 Littérature québécoise (3 sem. hrs.)

An overview of the traditional themes of French Canadian literature followed by an intensive study of the works of several modern Québécois authors, revealing an evolving society through the texts.

NB: Offered alternating years.
Prerequisite(s): FREN 306; and one of FREN 318, 320, 321 or 322. (3-0 or 3-0)

FREN 430 Littérature féminine d'expression française (3 sem. hrs.)

A study of selected works of well-known French and francophone women writers, including a discussion of the themes, major concerns, and importance of their works.

NB: Not offered every year. See department chair.
Prerequisite(s): FREN 306; and one of FREN 318, 320, 321 or 322. (3-0 or 3-0)

FREN 450 Études dirigées en littérature ou en culture françaises (3 sem. hrs.)

With permission from the department, a student may do a directed study in a specific area of French literature or culture, accompanied by various assignments, essays, and an oral and written exam.

Prerequisite(s): FREN 306; and an upper level French literature course; and third or fourth year standing.

Geography and Environment

GENV 109 Introduction to Physical Geology (3 sem. hrs.)

An introduction to the materials and processes of the physical earth: rocks and minerals, earth structure and composition, plate tectonics, volcanology, seismology, crustal deformation, weathering and erosion, slope movement, sedimentation, wind and water processes, glaciation, and geologic time. Earth materials and processes are studied in the laboratory and in the field. This course is an environmental studies core requirement.

Cross-listed: GEOL 109
Prerequisite(s): None. (3-3; 0-0)

GENV 111 Human Geography and Global Change (3 sem. hrs.)

An introduction to human geography and the notion of globalization by exploring some of the major economic, political, social, cultural, environmental, and technological changes that have recently occurred at the global level and are shaping local places. The course is designed to provide students with better understanding of the variation, interaction, and interdependence of places, regions, people and their environments in a globalizing world; and to demonstrate how human geographers might consider and examine the concepts, forces, processes, issues, and ideas that are associated with global transformation.

Prerequisite(s): None. (3-0; 0-0)

GENV 121 Earth and Atmospheric Science (3 sem. hrs.)

An introduction to the fundamental concepts and systems of Earth and atmospheric science from a geographic perspective. Emphasis is placed on the origins and development of Earth's surface features; the characteristics and circulations of the atmosphere, including weather and global climates; and the biophysical principles governing vegetation on Earth.

Prerequisite(s): None. (3-3; 3-3)

GENV 131 Global Environment Issues (3 sem. hrs.)

An investigation of the scientific principles behind environmental issues and practictical inquiry-based approaches to environment concerns in our local and global communities. The course integrates theoretical knowledge about the environment with real-life activities in a multitude of settings outside of the classroom to help students learn about complex interactions between human populations and their environments; and to inspire critical thinking about environmental challenges for today and future generations.

Prerequisite(s): None. (0-0; 3-0)

GENV 212 Urbanization Issues of Developing Countries (3 sem. hrs.)

This course explores urbanization processes in developing countries, particularly in urban settings across Africa, Asia, and Latin America. It provides a geographic perspective on the socio-economic, political, cultural, and environmental conditions under which cities of the Third World are rapidly growing and their relation to globalization issues. Case studies from selected areas examine such problems as unemployment, inadequate health services, housing shortages, and inadequate urban infrastructure.

Prerequisite(s): None. (0-0; 3-0)

GENV 216 Plant Environments (3 sem. hrs.)

An inventory of plant life across major habitats - particularly in the local area of British Columbia - this course provides insights into the ecology of these environments. Local field trips highlight natural habitats, agricultural and horticultural crops, and managed forests. Critical assessment of planetary stewardship forms a common theme.

NB: Summer sessions only. Includes field work in the Gulf Islands. Not offered every year. See department chair.

Cross-listed: BIOL 216.
Prerequisite(s): Instructor's consent.

GENV 220 Geology of the Vancouver Region (3 sem. hrs.)

An overview of the fundamental earth science processes responsible for the creation, transformation, and ongoing physical development of the Pacific Northwest. These processes are studied in the context of the building of the North American continent through tectonic forces and surface dynamics. Topics include: geologic time, tectonics, volcanology, seismology, stratigraphy, glaciation, erosion, paleontology, paleoclimatology, and environmental issues. Field trips and field studies are included.

Cross-listed: GEOL 220.
Prerequisite(s): None. (0-0; 3-0)

GENV 230 Geography of Canada (3 sem. hrs.)

This course describes and explores Canada's physical and human geography focusing on the regional distribution of natural features and resources, population and settlements, economic activities and development, and cultural change. It emphasizes the diversity and interrelationships between the physical and human landscapes which have evolved over time, creating the identifiable regions and subregions within the country.

Prerequisite(s): None. (3-0; 3-0)

GENV 262 Marine Biology (3 sem. hrs.)

A study of the life history and distribution of marine organisms in several major habitat types, including soft sediment and rocky substrate communities. Emphasis is on field and laboratory work in a survey of common local marine plants and animals and their relationships. Includes field work in the Lower Mainland, Gulf Islands, and/or Vancouver Island.

NB: Summer sessions only. Not offered every year. See department chair.
Cross-listed: BIOL 262
Prerequisite(s): Instructor's consent.

GENV 282 Geographic Information Systems (3 sem. hrs.)

Students are invited into understanding and using quantitative and computational inquiry to understand and discern computer-based spatial analysis as a mode of inquiry. Students develop confidence in using Geographic Information Systems (GIS) and accompanying computer-based, spatial analytical tools to model geographic problems using mathematical and computing notation. Students are provided with the opportunity to investigate the theory and practical utility of GIS through collecting empirical spatial data, analyzing quantitative data, conducting computational spatial analyses to answer meaningful geographic and environmental questions, making judgements based on quantitative information derived from these analyses, and communicating the results with purposeful, multi-audience cartographic products.

Prerequisite(s): None. (0-0; 3-2)

GENV 312 Wilderness, Water, and Global Warming: Canadian Environmental History (3 sem. hrs.)

A thematic case study approach to Canadian Environmental History that highlights the nation's unique reciprocal relationships with nature as illustrated through ideas (Wilderness), material resources (Water) and social/ethical issues (Global Warming). Investigates how "natural" elements like climate, topography, plants, animals and diseases have influenced our choices about nature, and how "cultural" content, like "clean/green" energy initiatives, pipeline projects, save the whale campaigns, and fear of climate change, have

shaped our perceptions of the places we inhabit. Critically engages the ethical decisions we make about the environment that may determine the future we wish to construct as Canadian and global citizens.

NB: Offered every other year.
Prerequisite(s): 6 sem. hrs. of geography and environment including one of GENV 111, 212, 131, or 230 or instructor's consent. (0-0; 3-0)

GENV 316 Plant Ecology (3 sem. hrs.)

The crucial role of plant ecology in shaping major habitats, including those in British Columbia, will be examined. A trip to Salt Spring Island will highlight the threatened Garry oak ecosystem and other features of interest. Field trips throughout the course will highlight the population dynamics and interrelationships of plant communities in natural habitats, agricultural crops and managed forests. Critical assessment of planetary stewardship will form a common theme across various issues in plant ecology.

NB: Summer sessions only. Offered every other year.
Cross-listed: BIOL 318
Prerequisite(s): BIOL 103, 104, and 105; or BIOL 113, 114. (0-0; 3-0)

GENV 318 Tropical Botany (3 sem. hrs.)

This course explores the changing geographical patterns of transportation and communication, settlement and economic activity, and social and cultural change since the beginning of European contact. Topics include: the role of the physical environment in shaping regional identities; pre-industrial cities and economic activities; urban and economic growth during industrialization; and the changing social geography of the country. Field trips are required.

NB: Offered every other year.
Prerequisite(s): BIOL 103, 104, and 105; or BIOL 113, 114 and instructor's consent. BIOL 216 or 312 or 314 or BIOL/GENV 316 strongly recommended.

GENV 320 Geomorphology (3 sem. hrs.)

A scientific examination of the physical processes which shape landform development, structure, and dynamics. Topics include: weathering, slope systems, fluvial and coastal environments, and glacial and periglacial systems. Special emphasis is placed on deciphering past events from current landscape structures. Field trips and field studies are required.

NB: Offered every other year.
Cross-listed: GEOL 320.
Prerequisite(s): 6 sem. hrs. of geography and environment including one of GENV 121, 131; 220; or GEOL 109; or instructor's consent. (3-2; 0-0)

GENV 321 Geography of Soils (3 sem. hrs.)

A scientific investigation of the various aspects of soil as a natural resource. Topics include: physical, chemical, and biological characteristics of soils applied in the context of soil formation, soil classification and land use, agriculture, and environmental engineering. Soil mapping and spatial distribution of soils is also considered. Field trips and field studies are required.

NB: Offered every other year.
Cross-listed: GEOL 321.
Prerequisite(s): 6 sem. hrs. of geography and environment including one of GENV 121, 131; 220; or GEOL 109; or instructor's consent. (3-3; 0-0)

GENV 322 Global Climate Change (3 sem. hrs.)

Students will investigate what are the scientific principles and processes which govern natural and human-induced climate change. Students will gather evidence drawing on the latest research and evolving pattern of scientific data that has emerged on climate in recent years. Employing scientific data, students will then be invited to analyze the severity of climate change impacts on a myriad of living and nonliving systems such as arctic sea-ice, freshwater, terrestrial and marine ecosystems; as well as analyzing the socio-economic changes and adaptations that human communities are making in response to Earth's changing climate.

NB: Offered every other year..
Prerequisite(s): 6 sem. hrs. of geography and environment including one of GENV 121, 131; 220; or GEOL 109; or instructor's consent. (0-0; 3-0)

GENV 332 Geography of Western Canada (3 sem. hrs.)

This course provides an overview of the physical and human geography that shapes and defines the Prairie provinces and British Columbia. The course focuses on selected cultural and environmental factors in understanding the spatial variation in population patterns and economic activity. Emphasis is also placed on the role of regional literature and painting in the formation of regional images.

NB: Offered every other year.
Prerequisite(s): 6 sem. hrs. of geography and environment including one of GENV 111, 131; 212, or 230; or instructor's consent. (0-0; 3-0)

GENV 341 Resource and Environmental Management (3 sem. hrs.)

An introduction to key concepts and issues in natural resources management. The course examines major resource-based industries, including agriculture, fishing, forestry, mining, energy, and recreation. It also emphasizes understanding the varied influences that environmental, socio-economic, and political factors have on the spatial distribution of resource utilization and resource management.

NB: Offered every other year.
Prerequisite(s): 6 sem. hrs. of geography and environment including one of GENV 111, 131; 212, or 230; or instructor's consent. (3-0; 0-0)

GENV 343 Geography of the Pacific Rim (3 sem. hrs.)

This course examines the physical and human geography of the Pacific Rim. It gives particular attention to regional distribution of natural features and resources, population and settlements, economic activities and development, as well as globalization and its impact on this region. The Pacific Rim is a geographic realm that has changed dramatically since the middle of the 20th century, therefore, this course explores the dynamic issues, problems, and challenges facing contemporary Pacific Rim countries, how the issues are being addressed, and the future prospects for the people and countries within this region.

NB: Offered every other year. Fulfils area studies requirements for International Studies major/honours.
Prerequisite(s): 6 sem. hrs. of geography and environment including one of GENV 111, 131; 212, or 230; or instructor's consent. (3-0; 0-0)

GENV 344 Geography of Africa (3 sem. hrs.)

This course examines the human and physical geography of Africa. Attention is given to the regional distribution of natural features and resources, population and settlements, economic activities and development, and globalization and its impact on this vast continent. Because Africa is a geographic realm that has changed dramatically since the middle of the 20th century, this course explores the dynamic issues, problems, and challenges facing contemporary African societies, how the issues are being addressed, and the future prospects for the people and countries within this geographic region.

NB: Offered every other year. Fulfils area studies requirements for International Studies major/honours.
Prerequisite(s): 6 sem. hrs. of geography and environment including one of GENV 111, 131; 212, or 230; or instructor's consent. (3-0; 0-0)220

GENV 354 Geography of the World Economy (3 sem. hrs.)

This course introduces students to the globalization of the world economy. It provides theoretical and practical foundation for exploring the global economy in an era of technological advancements, restructuring economies, and geopolitical realignments. It focuses on economic development of developed and developing countries of the world, and examine the impacts and critical problems associated with economic growth, development, and distribution and how to address the problems.

NB: Offered every other year.
Cross-listed: ECON 354.
Prerequisite(s): 6 sem. hrs. of geography and environment including one of GENV 111, 131; 212, or 230; or third year standing in Economics/ Business, or instructor's consent. (0-0; 3-0)

GENV 355 Geography of Urban Areas (3 sem. hrs.)

This course focuses on the origin, physical environment, and structure of urban settlements; the growth and processes of urbanization; and the impact of globalization on urban centres. It investigates societal issues common to urban environments including; poverty, homelessness, substance abuse, criminality, environmental degradation and deterioration of the built environment. It also provides an overview of urban renewal and planning processes.

NB: Offered every other year.
Prerequisite(s): 6 sem. hrs. of geography and environment including one of GENV 111, 131; 212, or 230; or instructor's consent. (3-0; 0-0)

GENV 356 Urban and Regional Planning (3 sem. hrs.)

This course provides a comprehensive introduction to the principles, problems, and techniques of urban, suburban, rural, and regional land use planning. It focuses on the elements and make-up of the comprehensive plan, the politics of planning, and the assessment of economic, social and environmental plans.

NB: Offered every other year.
Prerequisite(s): 6 sem. hrs. of geography and environment including one of GENV 111; 212; 355 or instructor's consent. (0-0; 3-0)

GENV 362 Marine Ecology (3 sem. hrs.)

A study of the ecological relationships of marine life in several major habitat types. Emphasis is on productivity, food webs, nutrient cycling, and community ecology. Ecosystem parameters are

investigated through field and laboratory studies. Part of coursework takes place in the Lower Mainland, Gulf Islands, and/or Vancouver Island.

NB: Summer sessions only. Not offered every year. See department chair.
Cross-listed: BIOL 362.
Prerequisite(s): Advanced standing in biology and instructor's content. BIOL 308 and/or 360 strongly recommended.

GENV 364 Coral Reef Ecology (3 sem. hrs.)

A field course focusing on the systematics and ecology of tropical coral reef organisms. Plants, animals, and physical factors of a fringing coral reef are examined through snorkeling excursions and laboratory studies. One species is chosen for a detailed research project. Includes field course work in Hawaii.

NB: Summer sessions only. Not offered every year. See department chair.
Cross-listed: BIOL 364.
Prerequisite(s): Advanced standing in biology and instructor's content. BIOL 262, 308, 360 and/or 382 strongly recommended.

GENV 372, 373 Internship/Practicum (3 sem. hrs. each)

This internship course gives students an opportunity to apply the knowledge and skills acquired in the classroom to a real world work environment. The course is an efficient way to hone students' practical skills in spatial information science (SIS) and analysis within the realms of geography, environmental science, and/or geographic information systems (GIS) helping them gain valuable work experience by learning new skills, gaining new perspectives in integrating SIS, exploring the SIS work environment, and networking with the experts in this field. This practicum is offered as a tripartite arrangement that includes: the student, the University's course instructor/program coordinator, and the approved practicum supervisor in a reputable government department, business, or non-profit/non-governmental organization.

NB: Pass/Fail course. See geography and environment coordinator/department chair.
Prerequisite(s): Third year standing with a minimum of 9 sem. hrs. of geography and environment including two of GENV 111, 121, 131, 212, 282 or instructor's consent.

GENV 374, 375 Environmental Studies Internship (3 sem. hrs. each)

This internship/practicum course gives students an opportunity to apply the knowledge and skills acquired in the classroom to a real-world work environment. The course is an efficient way to hone students' practical skills in scientific and social scientific analysis within the realm of environmental science/studies helping them gain valuable work experience by learning new skills, gaining new perspectives in areas such as environmental assessment and ecological analyses, and networking with the experts in this field. This practicum is offered as a tripartite arrangement that includes the student, the University's course instructor/program coordinator, and the approved practicum supervisor in a reputable government department, business, or non-profit/non-governmental organization.

Prerequisite(s): Third year standing with a minimum of 9 sem. hrs. towards an GENV degree including two of BIOL 113, CHEM 101 or 111, GENV 121 and GENV 131 or instructor's consent. (3-0 or 3-0)

GENV 381 General Ecology (3 sem. hrs.)

A study of the structure and dynamics of ecosystems. Consideration of plant and animal populations in relation to physical, chemical, and biological factors affecting their interaction and productivity. Considerable laboratory time is devoted to the study of local ecosystems, field sampling techniques, and field trips to ecological research areas.

Cross-listed: BIOL 381.
Prerequisite(s): BIOL 103, 104, and 105; or BIOL 113, 114; or equivalent. (0-0; 3-3)

GENV 382 Applied Geographic Information Systems (3 sem. hrs.)

This course focuses on the utility of Geographic Information Systems in problem solving and decision-making in real world settings. Students are expected to complete a major term project in consultation with the instructor.

NB: Offered every other year.
Prerequisite(s): 6 sem. hrs. of geography and environment including GENV 282, or instructor's consent. (0-0; 3-2)

GENV 383 Geographic Data Analysis (3 sem. hrs.)

Geography is an integrative spatial science that attempts to explain and predict the spatial distributions and variation of human activity and physical features on the Earth's surface. Geographers and Environmental scientists greatly benefit from the use of quantitative and computational analyses to help answer where, why and what-to-do questions. Geographers might explore such questions as: what type of municipal transportation policy might best achieve more equitable access for urban residents to city services and facilities? Environmental scientists might ask: what sort of land use decisions are required to balance sustainable economic development with protection of wetlands in a fragile ecosystem? Students are invited into understanding and using statistical analysis as a means to develop a quantitative and computational inquiry.

NB: Offered every other year.
Prerequisite(s): 6 sem. hrs. of geography and environment. (0-0; 3-2)

GENV 391, 392 Directed Studies in Geography and Environment (3 sem. hrs.)

In special cases, with the instructor's consent, students may pursue an independent but guided 222
reading and research course in a specialized area of geography of interest to students.

Prerequisite(s): 6 sem. hrs. of geography and environment, and instructor's consent. See geography and environment coordinator. (3-0 or 3-0)

GENV 400 Special Topics in Geography and Environment (3 sem. hrs.)

A study of special topics or issues in geography and environment that are not considered in-depth in other courses.

NB: Not offered every year. See geography and environment coordinator.
Prerequisite(s): Not offered every year. See geography and environment coordinator.

GENV 409 Thesis Preparation (1 sem. hrs.)

Students are required to choose a topic for their senior thesis (GENV 410) in consultation with an instructor. Selected readings and references

pertinent to the topic are assigned. A final written and oral report is presented consisting of a detailed thesis proposal and a literature review. Students are advised to start in their third year to allow observations over a full calendar year.

Prerequisite(s): Advanced standing in geography and environment studies or instructor's consent. (1-0; 0-0)

GENV 410 Senior Thesis (2 sem. hrs.)

Research in a chosen area of environmental studies with a final written report. Presentation of research findings are also made by the student in a seminar.

NB: Normally 2 sem. hrs. are assigned unless arrangements are made with the department chair.
Prerequisite(s): GENV 409, a related directed study in preparation, instructor's consent. (0-0; 1-2)

GENV 411 Rural Development (3 sem. hrs.)

The course is designed to introduce students to the broad concept of rural development, to the relationship between rural communities and their environments, and to the critical issues of rural restructuring and sustainability. This course examines the theoretical underpinnings, principles, and practices of rural development as well as the problems and challenges facing rural communities in both developed and developing countries. It is expected that, by the end of the course, students gain and/or broaden their knowledge of contemporary domestic and international rural development processes, practices, and issues.

NB: Offered every other year.
Prerequisite(s): 6 sem. hrs. of geography and environment, third or fourth year standing, or instructor's consent. (0-0; 3-0)

GENV 412 Senior Thesis (3 sem. hrs.)

Research in a chosen area of environmental studies with a final written report. Students present research findings in a seminar. Allows students with larger projects to gain extra credit.

NB: Normally 3 sem. hrs. are assigned unless arrangements are made with the department chair.
Prerequisite(s): GENV 409, a related directed study in preparation, instructor's consent. (0-0; 1-2)

GENV 414 Nature, Society, and History in Global Perspective (3 sem. hrs.)

Human interaction with the environment is the most fundamental of all relationships. This course examines the different ways in which societies have defined, understood, and used their non-human surroundings and the processes through which the environment influences culture and adapts to human communities. Students explore the historical context of the human-nature interaction in global perspective and compare the ways in which the concepts of politics, nationalism, race, ethnicity, gender, religion, etc. inform and guide the relationship.

NB: Not offered every year. See department chair.
Cross-listed: HIST 409
Prerequisite(s): 6 sem. hrs. of history, third or fourth year standing, or instructor's consent. (3-0; 0-0)

GENV 441 Resource Management in British Columbia (3 sem. hrs.)

This course offers a detailed examination of natural resource management issues in British Columbia. It asks participants to consider selected BC environmental issues in a broad context by posing a number of questions: What do we mean

when we use the term "environment"? What is problematic? To whom? What is the response? How do we apply what we learn within the context of sustainability and stewardship of Creation? Course themes such as the case of Pacific salmon within the Fraser River Watershed are utilized.

NB: Offered every other year.
Prerequisite(s): 6 sem. hrs. of geography and environment, third or fourth year standing, or instructor's consent. (0-0; 3-0)

GENV 442 Environmental Thought (3 sem. hrs.)

A survey of the origin and development of those streams of geographic thought reflecting people's relationship to the natural environment. The course includes discussions within the context of Christian and non-Christian alternatives, of the development of a responsible Christian environmental ethic and its application to global environmental issues.

NB: Offered every other year.
Prerequisite(s): 6 sem. hrs. of geography and environment, third or fourth year standing, or instructor's consent. (3-0; 0-0)

GENV 482 Geovisualization and Analysis (3 sem. hrs.)

An introduction to the underlying principles and methods of 3D modeling within ArcGIS 3D Analyst. It provides experience with 3DE tools as well as opportunities for practical, real-life applications through a series of examples and exercises, which include: constructing the 3D environment/ landscape, analyzing spatial data, and creating outputs (e.g., 3D maps), based on real-life modeling examples such as urban landscapes, parks, business locations, and housing.

Prerequisite(s): GENV 282 or instructor's consent. (3-0 or 3-0)

GENV 484 Applied Ecology (3 sem. hrs.)

An exploration of various practical applications of biology in environmental management, monitoring, and remediation. Topics include many important areas of concern such as wildlife management, fisheries, forestry, agriculture, water and air pollution, and protection of endangered ecosystems. Various biological approaches to these are considered, such as population modelling, ecophysiology, microbiology techniques, biomonitoring, ecosystem health, and biodiversity inventories. The implications of environmental ethics and the role of Christian environmental stewardship are discussed.

NB: Not offered every year. See department chair.
Cross-listed: BIOL 484.
Prerequisite(s): BIOL 381 (may be taken concurrently). (0-0; 3-3)
Geology

GEOL 109 Introduction to Physical Geology (3 sem. hrs.)

An introduction to the materials and processes of the physical earth: rocks and minerals, earth structure and composition, plate tectonics, volcanology, seismology, crustal deformation, weathering and erosion, slope movement, sedimentation, wind and water processes, glaciation, and geologic time. Earth materials and processes are studied in the laboratory and in the field. This course is an environmental studies core requirement.

Cross-listed: GENV 109.
Prerequisite(s): None. (3-3; 0-0)

GEOL 220 Geology of the Vancouver Region (3 sem. hrs.)

An overview of the fundamental earth science processes responsible for the creation, transformation, and ongoing physical development of western North America. These processes are studied in the context of the building of the North American continent through tectonic forces and surface dynamics. Topics include: geologic time, tectonics, volcanology, seismology, stratigraphy, glaciation, erosion, paleontology, paleoclimatology, and environmental issues. The objective of the course is to familiarize students with the physical environment around them so they may take a more active role in the stewardship of the earth. Field trips and field studies are included.

Cross-listed: GENV 220.
Prerequisite(s): None. (0-0; 3-0)

GEOL 320 Geomorphology (3 sem. hrs.)

The scientific examination of the physical processes which shape landform development, structure, and dynamics. Topics include: weathering, slope systems, fluvial and coastal environments, and glacial and periglacial systems. Special emphasis is placed on deciphering past events from current landscape structures. Field trips and field studies are required.

NB: Offered every other year.
Cross-listed: GENV 320.
Prerequisite(s): 6 sem. hrs. of geography and environment including GENV 121, 131; 220; or GEOL 109; 220, or instructor's consent. (3-2 or 0-0)

GEOL 321 Geography of Soils (3 sem. hrs.)

A scientific investigation of the various aspects of soil as a natural resource. Topics include: physical, chemical, and biological characteristics of soils applied in the context of soil formation, soil classification and land use, agriculture, and environmental engineering. Soil mapping and spatial distribution of soils is also considered. Field trips and field studies are required.

Cross-listed: GENV 321.
For further course listings, see Au Sable Institute of Environmental Studies listings.

German

GERM 101, 102 Introduction to German (3, 3 sem. hrs.)

An introduction to German for those with no previous knowledge of the language. Course includes intensive practice in both spoken and written German, as well as cultural content. Integrated laboratory program.

Prerequisite(s): None for GERM 101; GERM 101 is a prerequisite for 102. (3-1; 3-1)

GERM 201, 202 Intermediate German (3, 3 sem. hrs.)

An intermediate language course designed to develop the student's fluency in reading, writing, speaking, and listening comprehension. Grammar and composition are systematically reviewed, and students are introduced to German literature and culture through short fiction, as well as excerpts from documents and articles.

NB: Not offered every year. See department chair.
Prerequisite(s): GERM 101, 102 or equivalent. (3-1; 3-1)

Greek

GREE 235 Elementary New Testament Greek (3 sem. hrs.)

This course comprises an introduction to Hellenistic (Koiné) Greek that is designed to prepare the student for reading the Greek New Testament with linguistic aptitude, as well as developing a cultural intelligence pertaining to the ancient people and history that gave rise to the biblical text. Students will explore and investigate linguistic theories and ideas related to the script, grammar, syntax, and vocabulary of the Greek New Testament, as well as evaluate and compare differences and similarities that exist between the Ancient Greco-Roman and Jewish cultures and our own contemporary culture.
This course will not only encourage students to develop a foundational proficiency that aids in their life-long inquiry into the Greek New Testament and the cultures from which it ensued; but will also enable and encourage the creative application of fruit born from such a study into the life of the student in a manner that results in "skillful Christian living".

Cross-listed: RELS 235. (3-0; 3-0)

GREE 329 Elementary New Testament Greek (3 sem. hrs.)

A continuing study of Koine Greek that is designed to prepare the student for reading the Greek New Testament.

Cross-listed: RELS 329.
Prerequisite(s): GREE/RELS 235 (3-0; 3-0)

GREE 331, 332 Readings in the Greek New Testament (3, 3 sem. hrs.)

A reading of selected texts from the Greek New Testament, including a study of syntax and an introduction to exegetical methodology.

Cross-listed: RELS 331, 332.
Prerequisite(s): GREE 235, 236; or RELS 235, 236. GREE 331 is a prerequisite for 332. (3-0; 3-0)

Hebrew

HEBR 245 Elementary Biblical Hebrew (3 sem. hrs.)

An introduction to the grammar and vocabulary of biblical Hebrew, designed to prepare the student for serious study of the Hebrew Bible as an item of both ancient and ongoing cultural, historical, and theological significance.

Cross-listed: RELS 245. (3-0; 3-0)

HEBR 336 Elementary Biblical Hebrew (3 sem. hrs.)

A continuing study of the grammar and vocabulary of biblical Hebrew, designed to prepare the student for serious reading and study of the Hebrew Bible.

Cross-listed: RELS 336
Prerequisite(s): RELS/HEBR 245. (3-0; 3-0)

HEBR 337, 338 Readings in the Hebrew Bible (3, 3 sem. hrs.)

A reading of selected texts from the Hebrew Bible, including a study of Hebrew syntax and an introduction to exegetical methodology.

Cross-listed: RELS 337, 338.

Prerequisite(s): HEBR 245, 246; or RELS 245, 246. HEBR 337 is a prerequisite for 338. (3-0; 3-0)

History

HIST 107 World History to 1750: Ancient to Early Modern (3, 3 sem. hrs.)

This course involves a general examination of primary themes in the history of the world's major civilizations from antiquity to the 18th Century. Although European realities will be examined, the focus of this course will be global in nature with an emphasis on systems of cultural and economic exchange and on the global nature of historical development. As a part of this process students are provided with the opportunity to use the historical method, including primary sources, to understand and write accounts of the past.

Prerequisite(s): None. (2-1; 2-1)

HIST 108 World History from 1750 to 1945: Early Modern to Contemporary (3, 3 sem. hrs.)

This course involves a general examination of primary themes in the history of the world's major civilizations from 1750 to decolonization. Although the continued growth of European influence will be examined, the primary focus of this course will be global in nature focusing on systems of cultural and economic exchange, as well as an investigation of non-European societies on their own terms, including their responses to the colonial experience and the factors which influenced the nature of post-colonial development. As a part of this process students are provided with the opportunity to use the historical method, including primary sources, to understand and write accounts of the past.

Prerequisite(s): None. (2-1; 2-1)

HIST 109 World History Since 1945 (3 sem. hrs.)

An overview of the world's major civilizations since the last year of World War II, a period of profound 226
global transformation marked by the Cold War, the escalation of intra-state conflicts in the wake of the Cold War, and evolving ideas of human security.

Prerequisite(s): None. (3-0; 3-0)

HIST 111 History of Western Civilization (3 sem. hrs.)

An exploration of the main events, individuals, and ideas in the history of Western society, from its beginnings in the ancient Near East to the birth of the modern era in the Renaissance and Reformation. Key themes that will be investigated include: the emergence of the first civilizations; the development of citizenship and philosophy; the growth and transformation of Christianity; the emergence of Islam; changes in gender roles and the family. As part of this exploration, students will use historical methods, with a focus on reading primary sources, to understand and describe the past.

Prerequisite(s): None. (2-1; 0-0)

HIST 112 History of Western Civilization (3 sem. hrs.)

An exploration of the main events, individuals, and ideas in the history of Western society, from the mid-17th century to the mid-20th century. Key topics investigated include: the rise of absolutism; the Scientific Revolution and Enlightenment; the Industrial and French Revolutions; the development of new political ideologies, including liberalism, nationalism and socialism; changes in

gender roles and the family; colonialism and imperialism; the origins and consequences of both World Wars, fascism, communism, and the Cold War. As part of this exploration, students will use historical methods, with a focus on reading primary sources, to understand and describe the past.

Prerequisite(s): None. (0-0; 2-1)

HIST 135 Globalization, Co-Existence, and Identity (3 sem. hrs.)

Examines the construction of past events that make up the body of knowledge known as Pre-Confederation Canada; explores alternative forms of understanding Canada's past and the possibility of a history of relation; dialogues with indigenous and newcomer ways of knowing; reimagines Canada's past in the formation of identity and nationalism, colony and empire, and co-existence and partnership in local, national and global contexts. Considers how representations of Canada's past continue to shape relations between indigenous nations and settler society, Quebec and Canada, and Canada and the globe.

Prerequisite(s): None. (2-1; 2-1)

HIST 136 All My Relations: Canada and the World after 1867 (3 sem. hrs.)

Examines the construction of past events that make up the body of knowledge known as Post-Confederation Canada; explores alternative narratives from those of progressive nationalism and identity politics as informed by race, class, gender, ethnicity, and environmentalism and encourages a history of relation; dialogues with Indigenous and newcomer ways of knowing. Considers how Canada's past shaped (and continues to inform) relations between indigenous nations and settler society, Quebec and Canada, charter members and minorities, patriarchy and women, society and the environment, and Canada and the globe.

Prerequisite(s): None.

HIST 230 History of Nursing (3 sem. hrs.)

This course examines the development of Canadian nursing over the past four centuries, with an emphasis on the 20th century. Based on an understanding of nursing as rooted in a Christian ethos of caring for strangers, this course critically explores the ways in which religion, politics, gender, race, economics, technology, culture, war, and epidemics have influenced the development of nursing both nationally and globally.

Cross-listed: NURS 230.
Prerequisite(s): None (3-0; 3-0)

HIST 237 Co-Existence, Genocide, Reconciliation: Indigenous Nationhood and Canada (3 sem. hrs.)

The history of First Nations, Métis Nations and Inuit Nations in Canada from time immemorial through to the present from various perspectives gained from interactions with Indigenous authors and guest speakers and cultural experiences such as immersion trips to Indigenous territories. Engage broad economic, social and political themes associated with Canada's settler society and gain cultural intelligence by analyzing from an Indigenous perspective how standard narratives of progress shaped early encounters, the fur trade economy, governmental policy, Christianity and culture, residential schools, land reserves and self-government. Considers the ways in which Indigenous nations utilized and reshaped Canada's historical narrative to resist assimilation, paternalism, "civilization", marginalisation, and integration. Examines arguments for partnership,

cooperation, negotiation and reconciliation in a movement towards peaceful co-existence.

Prerequisite(s): None.

HIST 251, 252 History of the United States of America (3, 3 sem. hrs.)

An introduction to the social, cultural, political, and economic development of the United States from the colonial period to the present day. HIST 251 examines that history until the Civil War; HIST 252 traces developments since the Civil War.

Prerequisite(s): None. (2-1; 2-1)

HIST 302 Greece and Rome: Leadership in the Ancient World RP (3 sem. hrs.)

A study of the most influential leadership in ancient Greece and Rome. Plutarch's biographical studies are the main focus. Various accounts of Herodotus, Thucydides, Aristotle, Xenophon, Livy, Sallust, Tacitus, and Suetonius are used as supplementary material.

NB: Course taught at Redeemer Pacific College, an approved TWU learning centre.
Prerequisite(s): 6 sem. hrs. of History including HIST 107 or HIST 111, or instructor's consent. (3-0 or 3-0)

HIST 303 Early Medieval Europe (3 sem. hrs.)

An inquiry into European civilization at its beginnings. Features from the ancient world that survived the fall of Roman culture. The nature of the native Germanic and Slavic traditions and how Christianity was received and altered. The beginning of political and economic institutions. The struggle between spiritual ideals and traditional attitudes and material realities. Gender relations in Medieval Europe.

NB: Not offered every year. See department chair.
Prerequisite(s): 6 sem. hrs. of history including HIST 107 or HIST 111, or instructor's consent. (3-0 or 3-0)

HIST 304 Late Medieval Europe (3 sem. hrs.)

An inquiry into a period of Europe's past in which beliefs, attitudes, and institutions, moulded in the previous centuries, were consolidated into shapes that mark modern European (and North American) culture. The outlines of the modern state and of the modern family. An examination of late medieval civilization for indications of decline and rebirth. Signs of struggle between forces of tradition and of innovation, idealism and material or corporeal realities, and gender relations.

NB: Not offered every year. See department chair.
Prerequisite(s): 6 sem. hrs. of history including HIST 107 or HIST 111, or instructor's consent. (3-0 or 3-0)

HIST 306 History of Economic Thought (3 sem. hrs.)

An investigation of the overlap of economic history and economic thought all the way from ancient Greeks philosophers, through medieval scholastics, to mercantilist businessmen, to Adam Smith and the classical economists of the Industrial Revolution, to macroeconomists emerging from the Great Depression, and into the Twenty-First century. Students examine the main economic questions and themes of these various periods including: What is the good life? Is business moral? How do selfish individuals promote societal good through markets? What is the proper role and scope of government? As an inquiry-based course, students will have

considerable latitude to examine topics of particular interest to them in more detail.

NB: May not be offered every year.
Cross-listed: ECON 306.
Prerequisite(s): 6 sem. hrs. of history including HIST 111 or 112. (3-0 or 3-0)

HIST 307 Renaissance Europe (3 sem. hrs.)

An examination of the social, intellectual, artistic, political, and economic transformations that gave rise to, and followed in, the wake of the "rebirth" of ancient Greek and Roman culture that began in Italy in the mid-14th century and spread to the rest of Europe for the next 200 years.

NB: Not offered every year. See department chair.
Prerequisite(s): 6 sem. hrs. of history including HIST 107 or HIST 111, or instructor's consent. (3-0 or 3-0)

HIST 308 Reformation Europe (3 sem. hrs.)

An examination of the social, intellectual, artistic, and political history of Western Europe from the 14th to the 17th century, with a special emphasis on changes in theology and devotional practices, and the ensuing wars of religion, as the Protestant and Catholic Reformations spread throughout Europe.

NB: Not offered every year. See department chair.
Cross-listed: RELS 368.
Prerequisite(s): 6 sm. hrs. of history including one of HIST 107, 111, 112, or instructor's consent (3-0)

HIST 309 The Age of Enlightenment (3 sem. hrs.)

An examination of the main events, individuals, and ideas in European history from 1600 to 1789. Key topics include: the growth of absolutism, the Scientific Revolution, and the Enlightenment; the development of new political and economic theories; artistic and cultural movements; the rise of the public sphere; religious revivals; and changes in marriage, the family and gender roles.

NB: Not offered every year. See department chair.
Prerequisite(s): 6 sem. hrs. of history including one of HIST 107, 111, or 112, or instructor's consent. (3-0 or 3-0)

HIST 310 History in Practice (3 sem. hrs.)

An exploration of the various manifestations of the practice of history in the public sphere. Students will be exposed to the ways in which communities, regions, nations, and others polities collect, manage, create, present and understand their histories, pasts, and stories. Analyze how forms of historical consciousness show themselves in archives and museums, films and theatrical productions, monuments and memorials, anniversaries and celebrations, government policies and sporting achievements, genealogy and national origin stories, etc. Practical application of historical skills and tools through communication with public historians, visits to local historic sites, completing relevant assignments and engaging experiential learning. Students will gain valuable experiences and knowledge related to a variety of areas where public history is practiced and will be exposed to career opportunities in history. This course is a prerequisite for other History Practicum opportunities

NB: This course is the prerequisite for any history practicum (HIST 315). Not offered every year. See department chair.
Prerequisite(s): 6 sem. hrs. of history. (3-0 or 3-0)

HIST 312 Science and Technology in Global Perspective (3 sem. hrs.)

This course provides a survey of the history of science and technology from the ancient world to the present with particular emphasis on the early-modern and modern eras. While much of the focus is on developments in the Western world, this course also examines select issues and events in a comparative world perspective.

NB: Not offered every year. See department chair.
Cross-listed: GENV 314
Prerequisite(s): 6 sem. hrs. of history or third year standing in the natural and applied sciences. (3-0 or 3-0)

HIST 315, 316 History Practicum (3 sem. hrs.)

A supervised field experience designed to give students an opportunity to apply the skills and methodology of the discipline of history in a variety of settings so as to expose them to the broad range of contemporary applications for their formal education. Placements may take place in a variety of public settings including but not limited to: areas such as businesses and industry, government and public service, non-governmental organizations and international agencies, information management and preservation, resource management and land use, and education and training.

NB: Not offered every year. See department chair. Pass/fail course.
Prerequisite(s): Completion of HIST 310 with a minimum grade of a C+. Students may include a maximum of 6 sem. hrs. in their history major, a maximum of 3 sem. hrs. of practicum in their concentration or minor, and a maximum of 9 sem. hrs. in their degree. (3-0 or 3-0)

HIST 321 Tudor-Stuart England (3 sem. hrs.)

An exploration of the history of England from the coming of the Tudors in the 15th century to the so called Glorious Revolution at the end of the 17th century. This was an eventful age, featuring the reigns of Henry VIII and Elizabeth I, the defeat of the Spanish Armada, the creativity of William Shakespeare, a bitterly fought civil war, and the development of a limited monarchy. Particular attention is paid to two developments that transformed English life: the religious reformations of the 16th century, and the civil war and political revolutions of the 17th century.

Prerequisite(s): 6 sem. hrs. of history, including one of HIST 107, 111, 112 or permission of instructor. (3-0; 3-0)

HIST 324 19th Century Europe (3 sem. hrs.)

This course examines the long 19th century from the French Revolution to the onset of the Great War. Explores key movements and themes in political, intellectual, and socio-economic history through lectures, discussion groups, and close readings of primary and secondary sources.

NB: Not offered every year. See department chair.
Prerequisite(s): 6 sem. hrs. of history including HIST 108 or 112, or instructor's consent. (3-0 or 3-0)

HIST 325 20th Century Europe (3 sem. hrs.)

This course involves an investigation of significant themes in the historical development of European society since 1914. Primary focus is on the issue of changing European perceptions of the nature of social organizations and of Europe's broader role in the international system. Topics include: the origin, nature, and effects of world war; the

Russian Revolution and the rise of the Soviet state; the rise of Fascism and the emergence of "totalitarian" style movements; the construction of the Soviet empire in Eastern Europe and the emergence and ultimate resolution of the cold war; decolonization; and the rise of the welfare state and emergence of European federalism.

NB: Not offered every year. See department chair.
Prerequisite(s): 6 sem. hrs. of history including HIST 108 or 112, or instructor's consent. (3-0 or 3-0)

HIST 328 Politics and Society in Britain: 1815- 1964 (3 sem. hrs.)

The major political and social events, issues, developments, controversies, and interest groups in Britain in the period from Waterloo to the close of Macmillan's ministry. Selected themes such as the slave trade and abolitionism, British philanthropy, the decline of religion, imperialism, and the welfare state.

NB: Not offered every year. See Department chair.
Prerequisite(s): 6 sem. hrs. of History including HIST 108 or 112, or instructor's consent. (3-0 or 3-0)

HIST 332 Issues in the History of British Columbia (3 sem. hrs.)

The history of British Columbia from its earliest beginnings to the late 1980s. The province's move from regionalism, to provincialism, to internationalism by examining many of the social, cultural, political, and economic forces of change which shaped the "West Beyond the West" in Canada. Specific aspects of BC's history that particularly enlighten us about the character of the region, its unique place in Canadian history, and how these events have shaped the province today.

NB: Not offered every year. See department chair.
Cross-listed: POLS 332.
Prerequisite(s): 6 sem. hrs. of history including HIST 135 or 136, or instructor's consent. (3-0 or 3-0)

HIST 334 Issues in Canadian Government and Politics (3 sem. hrs.)

Provides the student with a detailed examination of the political issues that divide and unite Canadians. Topics include: discussion of alternative theoretical approaches to Canadian politics; regionalism, citizenship, and political participation; the French- English Cleavage; provincialism versus federalism; aboriginal politics; gender and class issues; the uneasy relationship between the United States and Canada; multiculturalism and bilingualism as key indicators of Canadian political culture; the Executive in Parliament dispute; legislative politics and judicial interpretation; law and constitution.

NB: Not offered every year. See department chair.
Cross-listed: POLS 334.
Prerequisite(s): 6 sem. hrs. of history including HIST 135 or 136, or instructor's consent. (3-0 or 3-0)

HIST 335 Development of the Canadian Constitution (3 sem. hrs.)

A survey of the historical development of the Canadian Constitution from 1867 to the present. The search for an amending formula and the patriation of the Constitution. The evolving nature of the federation; the Meech Lake Accord; the Charlottetown Accord; the October 26 Referendum; Western demands for major changes to the Senate and other national institutions of the federation, and the unfinished constitutional agenda. The profound effect on law and public policy development resulting from the Canadian Charter of Rights and Freedoms.

NB: Not offered every year. See department chair.
Cross-listed: POLS 335.
Prerequisite(s): 6 sem. hrs. of history including HIST 135 or 136, or instructor's consent. (3-0 or 3-0)

HIST 347 Religion in the U.S.A. (3 sem. hrs.)

Religious developments in the U.S.A. from the beginning of European settlement to today. The relationship between such developments and the political, economic, and social life of the country. The Great Awakenings and the Modernist/ Fundamentalist controversy.

NB: Not offered every year. See department chair.
Cross-listed: RELS 377.
Prerequisite(s): 6 sem. hrs. of history including one of HIST 135, 136; 251, 252, 264; 348; 362 or instructor's consent. (3-0 or 3-0)

HIST 348 Religion in Canada (3 sem. hrs.)

Religious developments in Canada from the beginning of European settlement to today. The relationship between such developments and the political, economic, and social life of the country.

NB: Not offered every year. See department chair.
Cross-listed: RELS 378.
Prerequisite(s): Any two of HIST 135, 136; 264; 347; 362. (3-0 or 3-0)

HIST 352 Government and Politics of the United States (3 sem. hrs.)

An introduction to American politics, including the major branches of government: the presidency, the Congress, and the Supreme Court. The dynamics of American political institutions and their interaction. The prime emphasis is on national politics, especially the interaction of the executive and legislative, including presidential decision-making.

NB: Not offered every year. See department chair.
Cross-listed: POLS 352.
Prerequisite(s): 6 sem. hrs. of history including HIST 135, 136; 251, 252; 347; or instructor's consent. (3-0 or 3-0)

HIST 355 American Foreign Policy (3 sem. hrs.)

A study of principle themes in United States foreign policy with in-depth review of post-Second World War presidential periods. Students analyze the causes and results of American policy choices in the context of evolving world order. The course explores philosophy and leadership styles.

NB: Not offered every year. See department chair.
Cross-listed: POLS 355.
Prerequisite(s): 6 sem. hrs. of history including one of HIST 136; 251, 252; or 347; or instructor's consent. (3-0 or 3-0)

HIST 361 History of Christianity I (3 sem. hrs.)

A study of the history of the Christian church from the turn of the first century to the eve of the 16th century Reformation, with attention to the persons, events and issues involved in the major developments of Christianity.

Cross-listed: RELS 361, HIST 561.
Prerequisite(s): 6 sem. hrs. of history including HIST 111 or 112. (3-0; 0-0)

HIST 362 History of Christianity II (3 sem. hrs.)

An examination of the development of the Christian church from the late medieval period through the early 21st century. Key topics include:

the Protestant and Catholic reformations; the Great Awakenings and the rise of modern evangelism, fundamentalism, and the growth of modern missionary movements, along with a consideration of significant individuals, changes in theology, institutions, devotional practices, gender roles, and attempts to engage and shape culture.

Cross-listed: RELS 362, HIST 562.
Prerequisite(s): 6 sem. hrs. of history including HIST 111 or 112. (3-0 or 3-0)

HIST 366 History of the Family to 1600 (3 sem. hrs.)

This course examines the historical development of the family beginning with the ancient world up to 1600. A central inquiry is the formation of families and households, as well as the impact of religion on gender and family roles. The course also explores the use of power and coercion in the organization of family. It includes an inquiry into contemporary gender theory but concentrates on the lives and ideas of actual persons insofar as the historical record reveals them.

NB: Not offered every year. See department chair.
Prerequisite(s): 6 sem. hrs. of history including HIST 107 or 111, or instructor's consent. (3-0 or 3-0)

HIST 367 History of the Family after 1600 (3 sem. hrs.)

An examination of the historical development of the family in the "modern" era. There is a central focus on the formation of families and households and the impact of religion on gender and family roles. The course integrates contemporary gender theory, but concentrates on the lives and ideas of historical actors as they are revealed in the historical record.

NB: Not offered every year. See department chair.
Prerequisite(s): 6 sem. hrs. of history including HIST 108 or 112, or instructor's consent. (3-0 or 3-0)

HIST 371 Africa Since 1500: From Pre-colonial to Colonial (3, 3 sem. hrs.)

This course will involve an examination of the major themes of sub-Saharan African history from 1500 to the partition of Africa following the Berlin Conference of 1884. Primary emphasis will be on the nature of African societies and the political, social, and economic consequences of their interaction with Europe. Special attention will be given to issues such as the origins and nature of African societies; the rise and impact of the slave trade; the growth of the European presence and the nature of European imperialism; and the onset of direct European colonial rule and the African response to it.

NB: Not offered every year. See department chair.
Prerequisite(s): 6 sem. hrs. of history including HIST 107, 108 or 109. (3-0 or 3-0)

HIST 372 Africa Since 1500: From Colonial to National (3, 3 sem. hrs.)

This course will involve a survey of Sub-Saharan African history since the Berlin Conference of 1884-1885. Primary emphasis will be on a variety of regions at various stages of their development, while exploring the roles of colonial power, emerging nationalisms and the politics of underdevelopment.

NB: Not offered every year. See department chair.
Prerequisite(s): 6 sem. hrs. of history including HIST 107, 108 or 109. (3-0 or 3-0)

HIST 377 20th Century China and East Asia (3 sem. hrs.)

A cultural and political history of China and Japan since 1900 with an emphasis on late 20th century

issues. Course includes discussion of Hong Kong and Taiwan as Chinese territories and Korea as a primary neighbour of China and Japan. Of special interest are the relations of Japan and China with the United States.

NB: Not offered every year. See department chair.
Cross-listed: POLS 377.
Prerequisite(s): 6 sem. hrs. of history including HIST 107 or 108. (3-0 or 3-0)

HIST 381 The Arab Middle East in the 20th Century: The Politics of Identity (3, 3 sem. hrs.)

An examination of some major theses in the history of the Arab Middle East since the breakup of the Ottoman Empire following World War I. The course examines the role played by issues of identity in the development of national structures in the Arab East (Egypt, Syria, Lebanon, Iraq, Saudi Arabia and the Gulf States). Themes include: the nature of the Islamic community, the structure and legacy of the Ottoman rule, post-Ottoman settlement and the impact of colonial rule, the emergence of nationalist politics and the growth of contemporary Arab state system, oil and the politics of family rule in the Gulf States, and the relationship between religion and politics.

NB: Not offered every year. See department chair.
Prerequisite(s): 6 sem. hrs. of history including HIST 107, 108 or 109. (3-0; 3-0)

HIST 382 Palestine and the History of the Arab- Israeli Conflict (3, 3 sem. hrs.)

A survey of the history of the Israeli-Palestinian conflict. The historical roots of the conflict, issues of land ownership and immigration, the development of national consciousness, and the process of state formation within both communities, impacts on the larger international community, and problems of peacemaking.

NB: Not offered every year. See department chair.
Prerequisite(s): 6 sem. hrs. of history including HIST 107, 108 or 109. (3-0; 3-0)

HIST 390 Special Topics in History (3 sem. hrs.)

An examination of special topics or issues in history that are not considered in depth in other courses.

NB: Not offered every year. See department chair.
Prerequisite(s): 6 sem. hrs. of history, third or fourth year standing, or instructor's consent. (3-0 or 3-0)

HIST 391 Canadian Governmental Leadership (3 sem. hrs.)

In the setting of the historical Booth Mansion in Ottawa, students are invited to explore the history of Canadian political leadership. Using the historical method, including research in primary sources, they will evaluate the leadership of Canadian Prime Ministers and examine how they addressed the needs and crises of the nation. By means of their enquiries into Canada's political leadership, students will develop their own theories of effective leadership.

Cross-listed: POLS 391; SOCI 391.
Prerequisite(s): Admission to Laurentian Leadership Centre. (3-0; 3-0)

HIST 392 Sugar, Slaves, Silver: The Atlantic World, 1500–1850 (3 sem. hrs.)

This course examines the Atlantic world during an era of immense global change. Since the navigations of the 15th century, the Atlantic has been a corridor for fundamental exchanges of peoples, crops, technology, and ideas. Topics

include: early maritime explorations, the destruction and reconfiguration of indigenous societies, the labour migrations of Europeans, Native Americans, and Africans, slavery and the trans-Atlantic slave trade, the establishment of an Atlantic economy, the maturation of Euro-American colonial societies and their struggles for autonomy and national independence.

NB: Not offered every year. See department chair.
Prerequisite(s): 6 sem. hrs. of history, third or fourth year standing, or instructor's consent. (3-0; 3-0)

HIST 398 Radical Religion in the 16th to 18th Centuries (3 sem. hrs.)

Radical Christian movements from the Reformation period to the early Enlightenment: 16th century Anabaptism, German Spiritualism, radical German Pietism and American Pietism, early English Separatism, radical Puritanism, the Levellers, early Baptists, the Philadelphian movement, and the Methodist movement. Class time is divided between lectures and seminar discussion of primary source readings.

NB: Not offered every year. See department chair.
Cross-listed: RELS 398.
Prerequisite(s): 6 sem. hrs. of history including HIST 107, 111, 112; 264, or 362. (3-0 or 3-0)

HIST 400 Directed Studies in History (3, 3 sem. hrs.)

Independent but guided reading and research in a specialized area of history of interest to students.

Prerequisite(s): 6 sem. hrs. of history and instructor's consent. (3-0 or 3-0)

HIST 403 Engendered History (3 sem. hrs.)

This seminar examines specific topics in the history of gender throughout the period known loosely as the modern world. The course is designed to clarify the process through which ideas of gender evolved and the ways in which masculinity and femininity have been constructed and experienced in a global context. The seminar also examines group interactions across lines of race, class, ethnicity, region, and religion and the influence of groups striving to assert their own identities on ideas of gender.

NB: Not offered every year. See department chair.
Prerequisite(s): 6 sem. hrs. of history, third or fourth year standing, or instructor's consent. (3-0 or 3-0)

HIST 406 War, Peace, and Society (3 sem. hrs.)

Examines the changing nature of, and approaches to, war and its effect on society from the ancient world to the present, including an assessment of various visions and proposals for peace. The course includes an assessment of historic and relatively recent armed conflicts, exploring the causes of contemporary conflict and some of its distinctive characteristics. It also evaluates the effectiveness of various strategies for preventing, abating and terminating current forms of conflict. Questions discussed include: Why do states go to war? How do they create a lasting peace? What role does morality play in foreign policy? What is our obligation to just peace or just war?

NB: Not offered every year. See department chair.
Cross-listed: POLS 406.
Prerequisite(s): 6 sem. hrs. of history, third or fourth year standing, or instructor's consent. (3-0 or 3-0)

HIST 409 Nature, Society, and History in Global Perspective (3 sem. hrs.)

Human interaction with the environment is the most fundamental of all relationships. This course examines the different ways in which societies have defined, understood, and used their non-human surroundings and the processes through which the environment influences culture and adapts to human communities. Students explore the historical context of the human-nature interaction in global perspective and compare the ways in which the concepts of politics, nationalism, race, ethnicity, gender, religion, etc. inform and guide the relationship.

NB: Not offered every year. See department chair.
Cross-listed: GENV 414.
Prerequisite(s): 6 sem. hrs. of history, third or fourth year standing, or instructor's consent. (3-0; 0-0)

HIST 411 History, Culture, and Interpreting the Past (3 sem. hrs.)

The study of history relies on the written and oral record of human experience. The use to which words have been put has varied over time ranging from the ancient world's innocent acceptance of recorded inventories and boastful heroic conquests, to the postmodern era where the text is not a bearer of truth but an instrument of power. This course traces the place of the text in the human effort to know and remember the past. Although the written text has been foundational for the study of the past, people have left other signs of their presence and we interact with other realities than the text. This course brings in additional disciplines including philosophy, literary criticism, biology, psychology, physics, and biblical studies.

NB: Approved alternative to IDIS 400.
Prerequisite(s): Enrolment priority given to fourth year history majors, concentrations, and minors; third and fourth year students with minimum of 6 sem. hrs. of history are considered. (3-0; 0-0)

HIST 412 Senior Thesis (3 sem. hrs.)

A program of independent readings and research on a specific topic leading to a written paper for students choosing the European area. A research project involving the use of primary sources, archives, etc., for those choosing the North American area.

NB: For history majors only. See department chair.
Prerequisite(s): 15 sem. hrs. of history including HIST 411.

HIST 415 Science and Religion from Copernicus to Creation Science (3 sem. hrs.)

In 1896 Andrew Dickson White published his famous History of the Warfare of Science with Theology in Christendom, a work that helped establish the belief that science and religion were irreconcilable domains. This course examines the validity of that claim from the Copernican revolution in the 16th century to the rise of the modern creation science movement, and aims to place the relationship between science and faith in a mature, historical, scientific, and theological context.

NB: offered every year. See department chair.
Prerequisite(s): 6 sem. hrs. of history or third year standing in the natural and applied sciences. (3-0 or 3-0)

HIST 423 History of the First World War (3 sem. hrs.)

A seminar course involving an examination of the origins and course of the First World War. Primary focus on various campaigns and fronts of the war, and on specific issues such as the nature and impact of trench warfare, the domestic policies of the belligerent powers, and the social, economic, and political impact of the conflict.

NB: Not offered every year. See department chair.
Prerequisite(s): 6 sem. hrs. of history including one of HIST 108, 112, 136; or 252; or instructor's consent. (3-0 or 3-0)

HIST 424 The History of the Second World War (3 sem. hrs.)

A seminar course involving an examination of the origins and course of the Second World War. Primary focus on main campaigns of the war in Europe and Asia, the domestic policies of the belligerent powers, and the social, economic, and political impact of the conflict.

NB: Not offered every year. See department chair.
Prerequisite(s): 6 sem. hrs. of history including one of HIST 108, 112, 136; or 252. (3-0 or 3-0)

HIST 435 Social History of Canada (3 sem. hrs.)

An examination of major developments in the society and culture of Canada with a particular spotlight on the diverse experience of the people who made Canada. The course highlights aspects of Canadian identity as seen through the lenses of gender, race, class, ethnicity, religion, and region. The focus is on the interaction between migrant groups and the host society, rural and urban societies, education and social reforms, labour and capital, and changing gender roles.

NB: Not offered every year. See department chair.
Prerequisite(s): 6 sem. hrs. of history including one of HIST 135 or 136. (3-0 or 0-0)

HIST 436 Canadian and U.S. Relations (3 sem. hrs.)

A survey of relations between the two countries from their origins, ranging from military and diplomatic contacts to intellectual and cultural. Comparative developments in the two nations.

NB: Not offered every year. See department chair.
Cross-listed: POLS 436.
Prerequisite(s): 6 sem. hrs. of history including one of HIST 135, 136; 251, 252. (3-0 or 3-0)

HIST 440 The Evolution of Canadian Foreign Policy (3 sem. hrs.)

An overview of the formulation and trends of Canadian foreign policy in the period since Confederation. The domestic and external determinants of Canadian foreign policy, the nature of the foreign policy-making process, and the evolution of key themes in Canadian foreign policy.

NB: Not offered every year. See department chair.
Cross-listed: POLS 440.
Prerequisite(s): 6 sem. hrs. of history including one of HIST 109, 135, or 136. (0-0; 3-0)

HIST 471 Missions and Imperialism in the Global Context (3 sem. hrs.)

This seminar-based course examines some of the major themes in the history of the West's colonial encounter with non-Western communities and the role played by Christian missions and missionaries in that process. Primary attention is given not only to the origins of, and complex inter-relationship between, the colonial encounter and the evangelical enterprise, but to the redefinition and reconstruction of Western and non-Western

identities which emerged as a result of such interactions.

Prerequisite(s): 6 sem. hrs. of history including HIST 108. (3-0; 3-0)

HIST 482 Historical Perspectives on Reformation and Post-Reformation Thought (3 sem. hrs.)

A re-evaluation of the issues involved in the origin of the 16th century Protestant Reformation and the subsequent development of Calvinist thought: justification by faith, covenant theology, and election. An analysis of why Calvinists and Arminians were unable to overcome their differences, and how Reformed scholasticism went beyond John Calvin's insights in some significant respects.

Cross-listed: RELS 482.
Prerequisite(s): 9 sem. hrs. of history including HIST 264, 308, or 362. (3-0 or 3-0)

HIST 490 Special Topics in History (3 sem. hrs.)

An examination of special topics or issues in history that are not considered in depth in other courses.

NB: Not offered every year. See department chair.
Prerequisite(s): 6 sem. hrs. of history, third or fourth year standing, or instructor's consent. (3-0 or 3-0)

HIST 497, 498 Honours Thesis (3, 3 sem. hrs.)

A 12,000-15,000 word thesis based on a review of the secondary literature and research in primary sources in archival, published, microform, microfiche, or electronic form, on an approved topic. An oral defence and a library-acceptable copy are required. Taken in fourth year by all honours students in history.

Prerequisite(s): Application and acceptance into honours program in history. See department chair. (3-0; 3-0)

History, Graduate Courses

HIST 503 Engendered History (3 sem. hrs.)

Examines specific topics in the history of gender throughout the period known loosely as the modern world and is designed to clarify the process through which ideas of gender evolved and the ways in which masculinity and femininity have been constructed and experienced in a global context. Also examines group interactions across lines of race, class, ethnicity, region, and religion and the influence of groups striving to assert their own identities on ideas of gender.

HIST 504 Late Medieval Europe (3 sem. hrs.)

An inquiry into a period of Europe's past in which beliefs, attitudes and institutions, moulded in the previous centuries, were consolidated into shapes that mark modern European (and North 236 American) culture. The outlines of the modern state and of the modern family are examined. It is also an examination of late medieval civilization for indications of decline and rebirth. The course looks for signs of struggle between forces of tradition and of innovation, and between idealism and material or corporeal realities.

HIST 506 War, Peace, and Society (3 sem. hrs.)

Surveys the changing nature of and approaches to war and its effect on society from the Middle Ages to the present including an examination of various visions and proposals for peace. Includes an assessment of relatively recent armed conflict in Africa, Central Europe, and the Middle East, exploring the causes of contemporary conflict and some of its distinctive characteristics. Also evaluates the effectiveness of various strategies for preventing, abating, and terminating current forms of conflict. Some of the questions discussed are: Why do states go to war? How do they create a lasting peace? What role does morality play in foreign policy? What is our obligation to just peace or just war?

HIST 508 Reformation Europe (3 sem. hrs.)

Examines the nature of religious reform in the 16th century. Religious ideas are the starting point for an examination of economic conditions, the existing social structure, the family, and the state. Examines how ideas were communicated to and received by the common people. It also examines displays of intolerance and tolerance, coercion and power, and relations between government and society and between women and men.

HIST 509 Early Modern Europe: 1600-1789 (3 sem. hrs.)

An examination of developments and events from 1600 to 1800 including religious wars, the witch craze, growth of absolutism and political rights, enlightened despots, movements within the church and the culture of the enlightenment. In addition, wealth and poverty, social hierarchies, popular customs and culture, marriage, the family, and gender are examined.

HIST 510 History in Practice (3 sem. hrs.)

An analysis of the practice of history in the public sphere including the ways in which communities, regions, nations, and others entities collect, manage, create, present, and understand their histories and stories. How forms of historical consciousness show themselves in archives, museums, films, monuments, anniversaries, government policies, genealogy, etc. Practical application of historical skills and tools through communication with public historians, visits to local historic sites, and relevant assignments and experiential learning. Students gain valuable experiences and knowledge related to a variety of areas where public history is practised and are exposed to career opportunities in history.

HIST 515 History of Science and Religion from Copernicus to Creation Science (3 sem. hrs.)

Examines the engagement of science and religion in western culture over the past five centuries. In 1896, Andrew Dickson White published his famous History of the Warfare of Science with Theology in Christendom, a work that helped establish the belief that science and religion were irreconcilable domains. This course examines the validity of that claim from the Copernican revolution in the 16th century to the rise of the modern Creation Science movement, and aims to place the relationship between science and faith in a mature historical, scientific and theological context.

HIST 521 Family, Gender, and Power (3 sem. hrs.)

Examines the historical development of the family beginning with the ancient world up to 1600. A central inquiry is the formation of families and households, as well as the impact of religion on gender and family roles. The course also explores

the use of power and coercion in the organization of family and includes an inquiry into contemporary gender theory but concentrates on the lives and ideas of actual persons insofar as the historical record reveals them.

HIST 522 History of the Family after 1600 (3 sem. hrs.)

Examines the historical development of the family from 1600 to the present day. A central inquiry is the formation of families and households, as well the impact of religion on gender and family roles. The course also explores the use of power and coercion in the organization of family and includes an inquiry into contemporary gender theory but concentrates on the lives and ideas of actual persons insofar as the historical record reveals them.

HIST 523 Tudor-Stuart England

This course is designed to survey a historical period in greater depth while introducing students to related primary and secondary sources. Students are familiarized with major themes, events, and issues of interpretation in the history of early modern England. Particular attention is paid to two developments that transformed English life: the religious reformations of the 16th century, and the civil war and political revolutions of the 17th century. These and other topics are explored through close readings of primary sources. Students also consider various methodological and theoretical approaches that have influenced the way that modern historians have analyzed and explained this period in English history.

HIST 532 Issues in B.C. History (3 sem. hrs.)

Explores issues in the history of British Columbia from its earliest beginnings to the early 2000s. In particular, the province's move from regionalism, to provincialism, to internationalism is explored by examining many of the social, cultural, political, and economic forces of change that shape the "West Beyond the West" in Canada. The lectures, readings, and discussions focus on specific aspects of BC's history that particularly enlighten us about the character of the region, its unique place in Canadian history, and how these events have shaped the province today.

HIST 533 Development of the Canadian Constitution

A historical and political analysis of the major steps leading to the present constitution, including landmark court cases, attempted and successful amendments (Constitution Act 1981, the Meech Lake Accord, the Charlottetown Accord, etc) and various historical Acts both prior to and post-Confederation.

HIST 534 Canadian Political Thought: An Intellectual History

This course examines selected Canadian authors (George Grant, Will Kymlicka, and Charles Taylor most prominently) who have contributed significantly to the development of Canadian political discourse. Topics include federalism, multiculturalism, and national identity. The systematic study of these particular authors aids in understanding the development of Canadian political thought. The first part of the course provides the intellectual history to enable an effective study of George P. Grant, Will Kymlicka, and Charles Taylor through a careful reading of Fierlbeck, Political Thought in Canada: An Intellectual History.

HIST 535 Social History of Canada

This seminar course examines major developments in the society and culture of Canada with a particular spotlight on the diverse experience of the people who made Canada. The course highlights aspects of the evolution of

Canadian identity as seen through the various lenses of gender, race, class, ethnicity, religion, and region. The focus is on the interaction between migrant groups and the host society (and the shift from an indigenous to Euro-Canadian to multicultural host society), rural and urban societies, education and social reforms, labour and capital in the industrialization of Canada, and changing gender roles (of women and men) in Canadian society.238

HIST 537 Canada and War in the 20th Century (3 sem. hrs.)

Surveys the changing social, political, and cultural impact of war on Canada in the 20th century. The course is divided into four sections—World War I, World War II, the Cold War, and Post-Cold War. In each section students examine Canadian responses to war and warfare and the impact of those responses in shaping Canadian politics (both domestic and foreign policy), society, and culture. Topics include defence, security, and Canadian nationalism; the role of imperialism and continentalism in influencing Canadian identity and Canadian foreign policy; Canada as a middle power and the shift to Canada as a no power; war and the changing role of women in Canadian society; and, the creation of Canadian military myths.

HIST 540 Issues in First Nations – Canadian Relations (3 sem. hrs.)

Examines the history of First Nations in Canada from pre-contact with newcomers through to the present time. Broad economic, social, and political themes that intersect with the history of its original peoples is covered including early encounters, fur trade economy, governmental policy, Christianity and culture, education, reservations and land claims. It surveys the major eras—assimilation, protection, civilization, marginalization, and integration—by specifically highlighting the observations and experiences of First Nations.

HIST 542 Evolution of Canadian Foreign Policy (3 sem. hrs.)

This course provides an overview of the formulation and trends of Canadian foreign policy from confederation to the present. The domestic and external determinants of Canadian foreign policy, the nature of the foreign policy-making process, and the evolution of key themes in Canadian foreign policy are its major themes.

Cross-listed: POLS 440/HIST 440.

HIST 543 Medieval Europe 500-1250 (3 sem. hrs.)

An inquiry into the origins of European civilization. It examines what features from the ancient world survived the fall of Roman culture and the nature of the native Germanic and Slavic traditions. It looks at the way Christianity was received and altered. It looks at political, social, gender, and economic relationships and at the struggle between spiritual ideals on the one hand and traditional attitudes and material realities on the other.

HIST 547 History of Religion in the US (3 sem. hrs.)

Writing in the 1830s, Alex de Tocqueville noted the profound influence religion had upon the American populace, arguing that "there are some who profess Christian dogmas because they believe them and others who do so because they are afraid to look as though they did not believe in them. So Christianity reigns without obstacles, by universal consent." At times, his comments continue to ring true, particularly with regard to the centrality of religious faith to the American experience. While not intended to be exhaustive, this course examines representative episodes in

the history of religion in the United States, albeit largely in its Christian (and Protestant) form.

HIST 548 History of Religion in Canada (3 sem. hrs.)

Canada is sometimes regarded as a more secular version of its American neighbour. Henry Alline, the late 18th-century Nova Scotian revivalist, would not have agreed, for he believed that while Old and New England were engaged in a "most inhuman war," a great redeemer nation was emerging in his corner of British North America. This course examines Canada's rich Christian heritage from the first European encounters with aboriginal peoples to contemporary times, with particular emphasis on the relationship between Christianity and the broad socio-political and intellectual history of the nation.

HIST 561 History of Christianity I (3 sem.hrs.)

A study of the history of the Christian Church from the turn of the first century to the eve of the 16th century Reformation with attention to the persons, events, and issues involved in the major developments of Christianity.

HIST 562 History of Christianity II (3 sem.hrs.)

Surveys the development of the Christian Church from the late medieval period through to the early 21st century. Key topics include: the Protestant and Catholic Reformations; the Great Awakenings and the rise of modern Evangelicalism, Fundamentalism, and the growth of modern missionary movements, along with a consideration of significant individuals, changes in theology, institutions, devotional practices, gender roles, and attempts to engage and shape culture.

HIST 581 The Politics of Identity: The Arab Middle East in the 20th Century (3 sem. hrs.)

This course examines some the major themes in the history of the Arab Middle East since the breakup of the Ottoman Empire following World War I. Primary emphasis is on the role played by issues of identity in the development of national structures in the Arab East (Egypt, Syria, Lebanon, Iraq, Saudi Arabia, and the Gulf States). Major themes include the nature of Islamic community, the structure and legacy of Ottoman rule, the post- Ottoman settlement and the impact of colonial rule, the emergence of nationalist politics and the growth of the contemporary Arab state system, oil and the politics of family rule in the Gulf States, and the relationship between religion and politics.

HIST 590 Special Topics in History (3 sem. hrs.)

Topics may vary. Courses offered to date include: Canada and War in the 20th Century.

HIST 592 Sugar, Slaves, Silver: The Atlantic World, 1450-1850 (3 sem. hrs.)

Examines the Atlantic world during an era of immense global change. Since the navigations of the fifteenth century, the Atlantic has been a corridor for fundamental exchanges of peoples, crops, technology and ideas. Topics include early maritime explorations, the destruction and reconfiguration of indigenous societies, the labour migrations of Europeans, Native Americans, and Africans, slavery and the trans-Atlantic slave trade, the establishment of an Atlantic economy, and the maturation of Euro-American colonial societies and their struggles for autonomy and national independence.

HIST 600 CORE SEMINAR – History, Culture and Interpretation (3 sem. hrs.)

Designed to explore history as a discipline and a form of knowledge. It examines the process and the structure of how human societies have interpreted, ordered and used historical inquiry. Major theoretical/philosophical traditions and their historians are analyzed. Special attention is paid to modern rational history with its focus on the notion of progress and the challenges brought about by the claims of postmodern interpretation-based history with its emphasis on language, race, ethnicity, gender, and environment. Furthermore, it explores history's impact on other disciplines including philosophy, literary criticism, biology, physics, and religious studies. Combines weekly readings with selected guest lectures that explore the ways in which history is understood in History and in other disciplines.

HIST 606 History of the Family (3 sem. hrs.)

Examines the historical development of the family beginning with the ancient world up to 1600. A central inquiry is the formation of families and households, as well the impact of religion on gender and family roles. Also explores the use of power and coercion in the organization of family, and an inquiry into contemporary gender theory, but concentrates on the lives and ideas of actual persons insofar as the historical record reveals them.

HIST 607 Special Topics in History (3 sem. hrs.)

Topics may vary. Courses offered to date include:

- Decolonizing Gender in African History
- First Nations-Canadians in B.C.
- History of Arian Theology
- History of the Celtic Church
- History of the Metis in Canada
- Introduction to Patristics Study
- Medieval Warfare
- Arian Theology
- Sacred Women in the Ancient World
- War, Peace, and International Law
- Gender and the Charter
- Transatlantic British Empire
- Christian Perspective on Israel

HIST 610 Research Design/Bibliography Seminar (3 sem. hrs.)

Under the direction of the student's approved thesis advisor, a course of reading and study which leads to the development of both a significant bibliographical essay (or annotated bibliography) and a thesis proposal. The latter includes at least the following: major question(s) to be addressed; significance of the issue(s); methodologies to be used; theories to be addressed and primary sources to be examined.

HIST 611, 612 Thesis (3 sem. hrs.)

HIST 613 Major Essay (3 sem. hrs.)

Under the direction of a supervisor, students who do not do a thesis research and write a major paper of approximately 10,000–15,000 words in length.

HIST 618 Popular Religion in Europe

Students examine, through readings, discussion, and student presentations, the way that men and women in Europe circa 1300 to 1700 embraced alternative religious beliefs, some of which were accepted and domesticated by the Catholic or protestant institutional churches, while others were rejected and persecuted as heresy and/ or witchcraft by both. Students also evaluate

different historiographical and methodological approaches to the study of heterodoxy.

HIST 619 The Renaissance Mind

This course examines the period of transition and turmoil in European history, from approximately 1360 to 1550, known as the Renaissance. As the cultural synthesis of the high middle ages was crumbling, poets, philosophers, artists, architects, theologians, and statesmen in search of a fresh model for society rejected the late medieval scholastic worldview and embraced a new educational program, the studia humanitatis, based on a re-evaluation and revival of classical culture. This transition affected not only literature, the arts, the sciences, religion, and government, but virtually every other sphere of human activity. Therefore, this course, while providing an in-depth, interdisciplinary introduction to the key topics of humanism, religion, political theory, and changes in high culture, also investigates the issues of gender, economic development, and social history during this period. It also assesses different methodological approaches to the study of the Renaissance.

HIST 661 History of non-Western Christianity (3 sem. hrs.)

During the 20th century, it became clear that the majority of Christians worldwide were not Europeans or North Americans but Latin Americans, Africans, and Asians. Some observers interpret this as a major shift in the very nature of Christianity but others view it as the renewal of what is essentially a non-Western religion. Instead of representing an entirely new development, they see the 20th century growth of Christianity as a return to the history of Christianity before 1200-1400 AD when Europe developed as its dominant heartland. By means of readings, guest lectures, and student seminar presentations, this course examines aspects of non-Western Christianity including early origins, struggles with Islam, the impact of European imperialism and missions, and factors involved in the accelerated growth in many parts of the world since the mid-20th century.

HIST 670 Pre-Nicene Christianity (3 sem. hrs.)

This course examines in detail the background and development of Christian thought and life in the period spanning the Apostolic Fathers through to the Council of Nicaea (325). Particular attention is paid to how the early Christians understood themselves, how they interpreted their religious tradition and related it to their religious experience, and how they defined their own purposes. This course seeks to contextualize pre-Christianity in its diverse expressions. Thus, the course analyzes the complex formulation of Pre-Nicene Christianity through the writings of some of its most influential thinkers, leaders, and movements (both orthodox and heretical) with an eye toward identifying major developments in early Christian theology and practice.

Cross-listed: RELS 670.

HIST 692 Villains and Wenches: (Re)Conceiving the Atlantic World (3 sem. hrs.)

This course uses reading, discussion, and student presentations to examine the ways that historians have conceptualized the Atlantic World and those who people it. It considers the very idea of the Atlantic system as a framework for historical study and the ways in which various historiographical and methodological approaches have affected the way we understand the people and events of the Atlantic basin.

Human Kinetics

A. Activity Courses

These 1 sem. hr. introductory courses emphasize physical activity, recreation, and sport skills necessary to maintain an active lifestyle. Each activity course consists of 20 hours of instruction and application.

- HKIN 100 Special Program (1 sem. hr.) (0-2 or 0-2)
- HKIN 101 Physical Conditioning (1 sem. hr.) (0-2 or 0-2)
- HKIN 102 Run for Fun (1 sem. hr.)
- (0-2 or 0-2)
- HKIN 103 Weight Training (1 sem. hr.) (0-2 or 0-2)
- HKIN 104 Fitness for Living (1 sem. hr.) (0-2 or 0-2)
- HKIN 105 Self-Defence (1 sem. hr.) (0-2 or 0-2)
- HKIN 107 Advanced Weight Training (1 sem. hr.) (0-2 or 0-2)242
- HKIN 108 Martial Arts (1 sem. hr.) (0-2 or 0-2)
- HKIN 120 Rock Climbing (1 sem. hr.) (0-2 or 0-2)
- HKIN 121 Hiking (1 sem. hr.) (0-2 or 0-2)
- HKIN 135 Ropes Course (1 sem. hr.)
- (0-2 or 0-2)
- HKIN 136 Outdoor Pursuits I (1 sem. hr.) (0-2; 0-0)
- HKIN 137 Outdoor Pursuits II (1 sem. hr.) (0-0; 0-2)
- HKIN 143 Badminton (1 sem. hr.)
- (0-2; 0-2)
- HKIN 144 Tennis (1 sem. hr.)
- (0-2 or 0-2)
- HKIN 145 Golf (1 sem. hr.)
- (0-2 or 0-2)
- HKIN 161 Basketball (1 sem. hr.)
- (0-2 or 0-2)
- HKIN 162 Volleyball (1 sem. hr.)
- (0-2 or 0-2)
- HKIN 163 Soccer (1 sem. hr.)
- (0-2; 0-0)

B. Human Kinetics Courses

HKIN 191 Introduction to Exercise Physiology (3 sem. hrs.)

Applied study of exercise factors: the cardiovascular system, anthropometry, nutrition, and environmental conditions. Emphasis on assessment and prescription in laboratory sessions.

Prerequisite(s): None. (3-1; 0-0)

HKIN 195 Foundation of Human Kinetics (3 sem. hrs.)

An introductory overview of the fields of human kinetics and sport with an emphasis on the basic knowledge necessary for leadership positions or careers in these fields. Current issues and future developments. Integration of biblical perspectives in human kinetics and sport.

Prerequisite(s): None. (3-0; 0-0)

HKIN 260 Physical Growth and Development (3 sem. hrs.)

A study of developmental principles and theoretical approaches and issues related to the study of human growth and development and motor behaviour across the lifespan.

NB: Offered every other year.
Prerequisite(s): HKIN 191, 195. (0-0; 3-0)

HKIN 276 Psycho-Motor Learning (3 sem. hrs.)

An examination of concepts and the practice of learning motor skills and a theoretical basis for developing effective motor skill learning and teaching strategies.

Prerequisite(s): None. (3-1; 0-0)

HKIN 277 Technological Applications in Human Kinetics and Recreation (3 sem. hrs.)

A study of computers, technology, information systems, electronic research, communication, distance education, video conferencing, and specific software packages related to the sport and recreation domain.

Prerequisite(s): None. (0-0; 3-1)

HKIN 280 Foundations of Coaching (3 sem. hrs.)

An introduction to the field of coaching, including the role of the coach, responsibilities from planning through evaluation, and relationships with the team and other groups. An analysis of problems and issues in coaching. NCCP theory certification is available.

Prerequisite(s): None. (0-0; 3-0)

HKIN 292 Social Determinations of Health and Physical Activity (3 sem. hrs.)

An introductory course to the social determinants that influence the health of persons and communities, with partial emphasis on those determinants that influence physical activity engagement.

Co-requisite(s): FNDS 102. (0-0; 3-0)

HKIN 298 Introduction to Biomechanics (3 sem. hrs.)

An applied study of the mechanical, anatomical and biological components of human movement including sport and active daily living activities.

Prerequisite(s): HKIN 191 (0-0; 3-0)

HKIN 303 Advanced Principles of Strength Training (3 sem. hrs.)

Students experience an in-depth study of the theoretical foundations and practical applications of strength training and program development. This course focuses on the neuromuscular/biomechanical basis of strength training: adaptations to resistance training; systems of strength development; and program design variables.

NB: HKIN 103 or 107 can be taken simultaneously.
Prerequisite(s): HKIN 103 or 107, 191, 198; BIOL 241, and third year standing. (0-0; 3-1)

HKIN 320 Management and Facilities (3 sem. hrs.)

This course is designed to give the student a broad understanding of recreational management and facilities management. Topics include: personnel management, fundraising, budgeting, public relations, promotion, use of volunteers, administration practices, legal requirements, facility planning, and parks management.

NB: Offered every other year.
Prerequisite(s): Instructor's permission. (0-0; 3-0)

HKIN 325 Sociocultural and Philosophical Aspects of Sport and Leisure (3 sem. hrs.)

An examination of the sociological, cultural, and philosophical dynamics of sport and the way that sport has become a significant socializing agent of society and culture. Sport issues and controversies are explored in depth to assist the human kinetics practitioner in applying critical thinking and critical decision-making in the realm of sport and physical activity.

Prerequisite(s): Third year standing. (3-0; 0-0)

HKIN 340 Psychology of Sport and Exercise (3 sem. hrs.)

The need for and purpose of psychology in sport and physical activity. An examination of the research focusing on psychological and social psychological factors influencing athletic and motor performance.

Cross-listed: PSYC 360.
Prerequisite(s): Third year standing. (0-0; 3-0)

HKIN 342 Creative Movement (3 sem. hrs.)

Students are introduced to the theoretical and practical application of dance through technique, improvisation, and choreographic principles in order to develop a movement vocabulary. Emphasis will be given to teaching techniques and the choreographic process through the principles of design, space, dynamics and relationship of form to content. Students will be given a practical introduction to dance appropriate in physical education programs. Opportunity will be given to explore and develop movement as an expressive and artistic language through individual and group work. The class will draw on human experience, faith experience, music, story, parable and scripture as a jumping off point for improvisation. A philosophical and biblical foundation for the integration of movement in education will be examined. The concepts of context and intention will be explored through viewing, participating in, and analyzing various forms of dance.

Prerequisite(s): Third year standing. (1-2; 0-0)

HKIN 350 Teaching Physical Education (3 sem. hrs.)

Teaching methodology and curriculum for physical education instruction. An introduction to lesson planning, active living, movement skills, and safety, fair play, and leadership as it applies to students in a school physical education program.

Cross-listed: EDUC 350.
Prerequisite(s): Third year standing. (3-0; 3-0)

HKIN 351 Leadership and Management in Human Kinetics (3 sem. hrs.)

An applied study of leadership, including planning, supervisory skills, and responsibilities related to instructional/intramural-recreational and intercollegiate human kinetics and sport programs.

Prerequisite(s): Third year standing. (0-0; 3-0)

HKIN 372 Athletic Injuries (3 sem. hrs.)

The theory and practice of the prevention, assessment, management, and rehabilitation of athletic injuries. Emergency care, nutrition, and taping skills.

Prerequisite(s): BIOL 241 or instructor's consent; third year standing. (0-0; 3-1)

HKIN 375 Research Methods (3 sem. hrs.)

An introduction to research and measurement in sport and human kinetics. Emphasis is placed on practical application of research techniques and designs as well as measurement techniques related to a variety of sport and human kinetics settings.

Prerequisite(s): MATH 102, MATH 108 or PSYC 207. (3-0, 0-0)

HKIN 396 The Olympic Games Movement (3 sem. hrs.)

NB: Not offered every year. Usually offered in conjunction with attendance at Summer Olympic Games. See Dean for details.
Prerequisite(s): HKIN 195 and second year standing or instructor's approval. (3-0 or 3-0)

HKIN 400 Directed Study (3 sem. hrs.)

Student will explore an in-depth research study of a human kinetics topic in consultation with a supervising human kinetics professor.

Prerequisite(s): 4th year standing or Instructor Permission. (3-0 or 3-0)

HKIN 420 Sports Nutrition (3 sem. hrs.)

The analysis and application of sport nutrition. Emphasis is placed on nutrition, supplementation, and ergogenics most appropriate to sport and exercise performance.

Prerequisite(s): HKIN 191 and third year standing. (3-0; 0-0)

HKIN 440 Applied Mental Skills in Sport and Fitness (3 sem. hrs.)

The direct application of select mental skills to sport and physical activity. A strong emphasis is placed on how to apply mental skills in a variety of settings.

NB: Offered every other year.
Prerequisite(s): HKIN 340. (0-0; 3-1)

HKIN 446 Advanced Human Anatomy (3 sem. hrs.)

An in depth study of human anatomy with a focus on the appendicular and axial skeleton and upper and lower body muscle: identification, origin, insertion and function, vascular and neural supply, surface anatomy and joint structure.

Prerequisite(s): BIOL 241 and third year standing.

HKIN 453 Adapted Physical Activity (3 sem. hrs.)

Characteristics of the mentally or physically disabled as related to their participation in human kinetics, recreation, and sports education. Special interests, needs, limitations, and potentials in relation to the types of activity, programs, and approaches to teaching. Strategies for helping the gifted.

Prerequisite(s): Third year standing or instructor's consent. (3-0; 0-0)

HKIN 465 Physical Activity and Aging (3 sem. hrs.)

Students will examine the theories of aging and the topics and issues associated with physical activity and recreation for older adults.

NB: Offered every other year.

Prerequisite(s): Third or fourth year standing or instructor permission. (3-0 or 3-0)

HKIN 470 Exercise Physiology (3 sem. hrs.)

An applied study of the effects of exercise on body systems as related to the functional capacity of individual systems to maximal human performance. Principles and methods of conducting and developing physical exercise and training programs.

NB: Offered every other year.
Prerequisite(s): HKIN 191, 198; BIOL 241, or instructor's consent; third year standing. (3-1; 0-0)

HKIN 495 Senior Seminar (3 sem. hrs.)

A course offered on topics of current interest in sport performance and human kinetics. Under supervision of faculty, students conduct a careful review of the literature on a topic of their choice and prepare a substantial paper. Final student papers are presented in the form of an oral presentation.

Prerequisite(s): Fourth year standing plus 12 sem. hrs. of HKIN theory. (0-0; 3-0)

C. Supervised Leadership Experience
Supervised practical teaching, coaching, or administrative experiences conducted on and off campus for the purpose of on-the-job training and experience. B.H.K. students, human kinetics majors, concentrations, and minors must complete a number of sem. hrs. for graduation (check with specific programs for exact number).

Prerequisite(s): 12 sem. hrs. of human kinetics theory courses and third year standing.

- HKIN 355A Core Teaching Experience I (1 sem. hr.) (0-3 or 0-3)
- HKIN 355B Core Teaching Experience I (2 sem. hrs.) (0-6 or 0-6)
- HKIN 455A Core Teaching Experience II (1 sem. hr.) (0-3 or 0-3)
- HKIN 455B Core Teaching Experience II (2 sem. hrs.) (0-6 or 0-6)
- HKIN 456A Core Teaching Experience III (1 sem. hr.) (0-3 or 0-3)
- HKIN 456B Core Teaching Experience III (2 sem. hrs.) (0-6 or 0-6)
- HKIN 457A Coaching Experience I (1 sem. hr.) (0-3 or 0-3)
- HKIN 457B Coaching Experience II (2 sem. hrs.) (0-6 or 0-6)
- HKIN 458A Approved Leadership Experience I (1 sem. hr.) (0-3 or 0-3)
- HKIN 458B Approved Leadership Experience II (2 sem. hr.) (0-6 or 0-6)
- HKIN 459 Sport and Leisure Management Experience (3 sem. hr.) (0-6 or 0-6)
- HKIN 460 Sport and Leisure Management Experience (3 sem. hrs.) (0-6 or 0-6)

Humanities

HUMA 607 Special Topics in the Humanities (3 sem. hrs.)

Topics may vary.

Prerequisites: Admission to Masters in Interdisciplinary Humanities program and instructor's consent.

Interdisciplinary Studies

IDIS 393 Law, Public Policy, and Cultural Change (3 sem. hrs.)

This course will provide students with theoretical and practical frameworks in the areas of law and public policy to engage with social and global issues. Students will explore the intersection of law, politics and culture in the setting of Canada's capital. Students will critique culture and identify positive ways Christians engage and shape culture, particularly in public policy and law. They will explore how law and public policy are developed through observing courts and Parliament in action. Students will identify a critical problem in society and suggest ways to resolve this problem through law and public policy that is consistent with core Christian beliefs.

Cross-listed: POLS 393.
Prerequisite(s): Admission into Laurentian Leadership Centre. (3-0 or 3-0)

IDIS 400 Developing a Christian Worldview (3 sem. hrs.)

This is an interdisciplinary studies course that addresses a topic of significance and contemporary concern. Faculty from several disciplines participate, as well as others who have expertise in the topic but who are not faculty members at TWU.

NB: This course is a University core requirement for all degrees, although approved alternatives may be taken. Offered in the fall semester every year.
Prerequisite(s): Third or fourth year standing and completion of at least 70 sem. hrs. of study by end of preceding semester. (3-0; 0-0)

IDIS 410 Influencing the Changing Workplace: An Interdisciplinary Christian Perspective (3 sem. hrs.)

This course motivates students to explore ways in which they can have an impact for God's kingdom in a rapidly changing world economic environment. It gives students the opportunity to integrate disciplines in the liberal arts and religious studies, as well as business administration and economics, so as to provide them with a biblically-based worldview and set of strategies for influencing the workplace in which they are called by God to serve.

Prerequisite(s): Completion of at least 84 sem. hrs. of study by end of preceding semester. The course is required for business majors; non-business students with the minimum prerequisite are welcome. (3-0 or 3-0)

IDIS 420 Arts, Media and Culture London Travel Study

A three-week interdisciplinary fine arts study trip to London, England, in which students critically engage culture and the fine arts. Visits to galleries, performances, and cultural sites accompany lectures and readings to encourage students to develop and deepen their biblically-informed view of the role of fine arts. While most course activities take place in London proper, several day trips to surrounding locations are included.
NB: Summer travel study course. This course is for students wishing to take this course for credit. It meets both the Fine Arts and IDIS 400 equivalent core requirements (provided students choose this as their "double-counted" core requirement) although the total credits for the course is 3 sem. hrs. No prior courses in art, theatre, or music are necessary. Another course, often Music 310, is offered on the travel study.

Cross-listed: SAMC 420.

Prerequisite(s): 70 sem. hrs. of study and permission of the instructor.252

IDIS 430 Christian Values in a Global Community (3 sem. hrs.)

This course explores the nature and scope of a Christian worldview by means of a three-week interdisciplinary study trip to Geneva and Rome. Specifically, the course explores historical and contemporary religious and international issues—such as ecumenical dialogue, human rights, world hunger and refugees—through the perspective of church and governmental agencies based in these two cities.

NB: Summer travel study course. This is an approved alternative to IDIS 400.
Prerequisite(s): 70 sem. hrs. of study and permission of the instructor.

IDIS 440 Perspectives within the Global Sport Community (3 sem. hrs.)

This course explores the nature and scope of worldview perspectives by means of an interdisciplinary study trip. Specifically, the course explores historical and contemporary sport and international issues such as elite training, sportsmanship, drugs and sport, coaching, etc. The course seeks to establish some of the historical, religious, philosophical, and art ties between the relative culture and sports and to relate these values and practices to our Western culture. By exposing students to theory and practical experience related to major global sporting events, the course attempts to assist students to understand the importance of thinking about an issue from an interdisciplinary viewpoint and integrating knowledge into a comprehensive world view. This is an approved alternative to IDIS 400.

NB: Summer travel study course. This is an approved alternative to IDIS 400.

IDIS 450 Transformational Development and Leadership (3 sem. hrs.)

The course provides opportunity for the articulation of transformational leadership (both cultural and personal). Students become wise to effective leadership communication as they examine worldview, history, and economic challenges in various global regions.
This course explores underlying cultural and faith-based worldviews by means of an interdisciplinary travel study. Specifically, the course explores social and humanitarian responses to critical social issues. Through readings, lectures (including field practitioners and experts), and field experiences, students are exposed to the complex nature of human problems and societal responses.
Students seek to understand critical social issues in light of cultural, environmental, economic, political, and historical frameworks. Of particular interest is the manner in which religious world view shapes one's response to the disadvantaged, and how the transformational model informs leadership behaviour and the development process.

NB: This course functions as an alternative to

IDIS 400. For the Kenya travel study, students may take this alone or as a second course.

Cross-listed: MCOM 491.
Prerequisite(s): Upper level standing (minimum of 70 sem. hrs.) and instructor's consent.

IDIS 495 Critical Issues in Education and Culture (3 sem. hrs.)

A consideration and analysis of selected critical concerns in education that link and interact with broad issues in culture and society. The course emphasizes how worldview thinking across various disciplines affects societal approaches to questions such as religion and ethics in the schools, the influence of technology and media on education, and plurality and choice in schooling.

NB: Approved alternative to IDIS 400; required for all education students.
Cross-listed: EDUC 495.
Prerequisite(s): EDUC 203; fourth year standing; minimum cumulative GPA of 2.5. (3-0; 0-0)
Other courses that are approved alternatives to IDIS 400:

- CMPT 480 Ethical and
- Social Issues in High Technology
- HIST 411 History, Culture, and Interpreting the Past
- MATH 480 Foundations of Mathematical Sciences
- NATS 487 Developing a Christian Worldview in the Natural and Applied Sciences
- NATS 490 Seminar: Christianity and the Natural Sciences
- ***NB:*** NATS 487 and 490 must be taken together to be considered equivalent to IDIS 400.
- PSYC 490 Personhood: An Interdisciplinary Examination of the Individual
- RELS 476 Christian World Views in Historical and Cultural Context.

Japanese

JAPA 101, 102 Introduction to Japanese (3, 3 sem. hrs.)

An introduction to modern Japanese language and culture for students with no knowledge of Japanese. Basic listening, speaking, reading, and writing skills are taught, along with cultural components. Includes instruction on using computer software to produce Japanese scripts on an English keyboard.

NB: Native Japanese speakers or students who have studied Japanese at this level may not take these courses for credit. Higher levels may be offered by directed study. For more information, contact the instructor.
Prerequisite(s): None for 101; JAPA 101 is a prerequisite for 102. (3-1; 3-1)

JAPA 201, 202 Intermediate Japanese I & II (3, 3 sem. hrs.)

In this course, students study modern Japanese, both oral and written, at the intermediate level. They continue to learn basic grammar principles through the study of increasingly complex sentence patterns and memorize Chinese characters, called "Kanji" in Japanese. Classes include reading, conversational activities, and listening practice in the lab. Cultural components are also included.

NB: Presently offered as a directed study.
Prerequisite(s): JAPA 102 or instructor's permission; JAPA 201 for 202.

JAPA 301, 302 Intermediate Japanese III & IV (3, 3 sem. hrs.)

In these courses, students study modern Japanese, both oral and written, at the high intermediate level. They continue to learn essential grammar

principles through the study of increasingly complex sentence patterns. They also memorize Chinese characters, called "Kanji" in Japanese. Classes include reading, conversational activities, and listening practice in the lab. Cultural components are included.

NB: Presently offered as a directed study.
Prerequisite(s): JAPA 202 for JAPA 301; JAPA 301 for 302.

Latin

LATIN 211, 212 Medieval Ecclesiastical Latin CP (3, 3 sem. hrs.)

An introduction to Latin grammar and the basic vocabulary of medieval ecclesiastical Latin. The one-or two-semester program of study is designed to prepare the student for independent reading in Jerome's Latin Vulgate, the Summa Theologiae of Thomas Aquinas, and other medieval texts of 254 moderate difficulty.

NB: taught at Catholic Pacific College, an approved TWU learning centre.
Prerequisite(s): None, but completion of 211 is normally required for LATIN 212. (3-0; 3-0)

LATIN 311, 312 Advanced Readings in Latin CP (3, 3 sem. hrs.)

This course illustrates advanced topics in Latin grammar by allowing the student to study and translate advanced Latin texts. Some of the texts are chosen by the student in consultation with the instructor in order to become familiar with specialized study in a Latin author of choice.

NB: Course taught at Catholic Pacific College, an approved TWU learning centre.
Prerequisite(s): Latin 211 CP and 212 CP. Completion of 311 is required for 312. (3-0; 3-0)

Leadership

LDRS 110 Christian Leadership Foundations (3 sem. hrs.)

An introduction to historical, biblical and contemporary concepts and practices of leadership, and how they are understood and applied within Christian organizations.

Prerequisite(s): Must be enrolled in Certificate in Leadership for Christian Organizations.

LDRS 205 Leading Spiritual Growth (3 sem. hrs.)

An exploration of major historical movements of Christian spirituality, the different ways people relate to God, and the leadership principles and practices of encouraging people to grow in spiritual maturity.

Prerequisite(s): LDRS 110 or permission of instructor and must be enrolled in Certificate in Leadership for Christian Organizations.

LDRS 210 Growing Healthy Organizations (3 sem. hrs.)

An exploration of the developmental aspects of leading organizational growth, including theories of organization and change, principles of governance, and approaches to organizing work.

Prerequisite(s): LDRS 110 or permission of instructor and must be enrolled in Certificate in Leadership for Christian Organizations.

LDRS 220 Leading with Numbers (3 sem. hrs.)

Students develop confidence in using quantitative inquiry within organizational leadership contexts

to understand how and when numbers are used to support positions people make.

Prerequisite(s): None. (3-0 or 3-0)

LDRS 230 Leading Teams and Groups (3 sem. hrs.)

A practical study of how leaders guide, influence, and respond to group dynamics and the best practices utilized in leading and developing teams and groups in organizations.

Prerequisite(s):
LDRS 110 or permission of instructor and must be enrolled in Certificate in Leadership for Christian Organizations.

LDRS 255 Leading and Coaching (3 sem. hrs.)

An exploration of whole person development in the practice of coaching and mentoring individuals toward self-understanding, strong character, high performance, and well-being within organizational contexts.

Prerequisite(s): LDRS 110 or permission of instructor and must be enrolled in Certificate in Leadership for Christian Organizations.

LDRS 300 Leadership Theory and Practice (3 sem. hrs.)

This course is designed for students who wish to advance their understanding of leadership and enhance their personal leadership skills, attitudes, and behaviours in keeping with the mission of TWU. It introduces students to the literature of leadership, helps them design tools for assessing their own leadership abilities, and enables them to develop a Christian servant leadership model within the context of a Christian worldview. Team building and self-assessment exercises, leadership presentations, case studies, and field research are included.

Prerequisite(s): Second year standing or above. (0-0; 3-0)

LDRS 301 Lifelong Learning Strategies in Leadership (2 sem. hrs.)

Developing good leadership skills is a lifelong pursuit requiring continuous learning. This required introductory course is designed to provide the adult learner with an introduction to both learning and leading that ensures academic and personal learning success for a lifetime of leadership development and application. Foundational to leadership concepts is: (1) a thorough understanding of self; (2) an understanding of what leadership refers to: the definition, the differences between leadership and good leadership, what it means to distinguish leadership from management, and why leadership is necessary in organizations; and (3) the role and importance of learning within an organization. The course includes assessment tools to assist the students in understanding themselves, and measures their progress in leadership comprehension and application.

Prerequisite(s): None.

LDRS 302 Historical Concepts and Theories in Leadership (3 sem. hrs.)

An exploration of what leaders can learn from the past to understand contemporary leadership and to imagine future ways of leading. Students are provided with the opportunity to use the historical method, including primary sources, to understand past leaders and leadership thought. Emphasis is given to the social circumstances and philosophical ideas that led to the Classical and Scientific Management theories, and subsequent leadership theories emerging through to the 1980s.

Prerequisite(s): Third year standing or permission of instructor.

LDRS 303 Contemporary and Popular Approaches in Leadership (3 sem. hrs.)

This course provides an overview of contemporary and popular approaches that have influenced current movements in leadership and management trends from the 1990s to present day. Students are exposed to a variety of contemporary leadership approaches that focus on psychodynamics, individual and organizational values, ethical relational orientations, emotional intelligence, and other aspects that have helped define current interpretations of leadership. Because understanding oneself is the foundation of contemporary leadership, experiential learning techniques are used to expose students to concepts that assist them in building a knowledge bank of contemporary approaches and practical tools for leadership and management application.

Prerequisite(s): Third year standing or permission of instructor.

LDRS 310 The Learning Organization (3 sem. hrs.)

In the knowledge age, leaders must influence the nature, direction, and quality of organizational knowledge and competence. This course exposes students to the importance of expanding people's ability to understand and cope with the challenges organizational situations generate. Organizational theory is defined and analyzed. Practical methods of managing knowledge assets and facilitating learning are discussed as students grapple with how to integrate all aspects of organizational presence into a comprehensive and iterative learning organization.

Prerequisite(s): Third year standing or permission of instructor.

LDRS 320 Ethical Decision-Making (3 sem. hrs.)

The course explores ethical decision-making in a business environment. It examines individual, organizational, and macro-level issues in ethics. The course does not determine correct ethical action; it is designed to promote the understanding of the role of values and ethics as leaders formulate strategies for motivating, communicating, utilizing power, and developing followers.

Prerequisite(s): Third year standing or permission of instructor.

LDRS 330 Leadership in Organizations and Small Groups (3 sem. hrs.)

Comprehensive understanding of leadership. Theories, models, facets of leadership, and characteristics of effective leaders. Leadership development and current issues.

NB: Not offered every year. See department chair.
Cross-listed: PSYC 330.
Prerequisite(s): PSYC 105, 106 or instructor's consent. (3-0 or 3-0)

LDRS 375 Culture and Christianity (3 sem. hrs.)

This course examines important aspects of Christianity's involvement in global culture. Alternative models and historical examples of this involvement are considered as well as the engagement of Christianity with specific current social and cultural issues.

Prerequisite(s): LDRS 301 or permission of instructor.

LDRS 391, 392, 393, 394 Supervised Leadership Experience (3, 3, 3, 3 sem. hrs.)

These courses are designed to provide a critical examination of a leadership topic or area through one's personal involvement in leadership practice. Readings emphasize leadership theory, personal reflection, and the application of leadership principles. These courses involves both a critical examination of leadership and an investigation of one's personal strengths. Leadership practice is structured to provide a context to apply leadership theory, personally reflect on the theory and application, and learn how to be a more effective leader through interaction with a leadership facilitator.

Prerequisite(s): Permission of instructor.

LDRS 400 Interpersonal Leadership: Negotiation and Conflict Resolution (3 sem. hrs.)

Students learn to identify conflict sources within and outside organizations related to personal differences, real and imagined levels of power, and stakeholder interests. Forms of dispute resolution are discussed including professional arbitration and alternative methods of mediation, with recognition that conflicts can be beneficial.

Prerequisite(s): Third year standing or permission of instructor.

LDRS 410 Communication: Methods and Mediums of Persuasion and Positive Influence (3 sem. hrs.)

Communication within an organization impacts directly/indirectly and internally/externally in four directions: colleagues, subordinates, superiors, and current and potential customers. All successful leaders are competent communicators and seek ways to develop their skills. This course provides a broad overview of communications and offers learners practical tools to improve their rapport with various audiences.

Prerequisite(s): Third year standing or permission of instructor.

LDRS 420 Leading Change (3 sem. hrs.)

Leaders need to understand change in order to lead change. This course enables students to understand the impact of change, develop a better sense of leading complex change, and learn about various change process models, frameworks, and engagement principles to gain commitment and involvement. Students also develop an understanding of how to coach in the midst of change. Using a nine-phase change process model, students apply their learning to a change project or initiative.

Prerequisite(s): Third year standing or permission of instructor.

LDRS 431 Building Leaders I: Building Intergenerational Leaders (1 sem. hr.)

An examination of the universal process of human development from a psycho-social perspective in order to understand personal responses to leadership and the perspective-taking requirements of the leader in leading others. This course provides an overview of different generations (Baby Boomers, Gen Xers, Millennials) and both their approach and responses to leadership challenges with a view to increasing the emotional intelligence of emerging leaders.

Prerequisite(s): Third year standing or permission of instructor.

LDRS 432 Building Leaders II: Vocation and Career Planning (1 sem. hr.)

An examination of leaders' vocation discernment and career planning in the context of both modeling and mentoring. Emphasis is given to the leaders' identification of personal calling and the creation of their career development plans and how they use their self-development knowledge as life mentors to those they lead, bringing others toward personal and professional clarity and growth.

Prerequisite(s): Third year standing or permission of instructor.

LDRS 433 Building Leaders III: Resilience in Leadership (1 sem. hr.)

An examination of everyday challenges and weaknesses leaders face, and how to cope effectively. This course focuses on approaches and attitudes related to leadership aspects such as criticism, failures, successes, personal attacks, weaknesses, and persistence.

Prerequisite(s): Third year standing or permission of instructor.

LDRS 440 Developing Administrative Competence (3 sem. hrs.)

Students learn key principles and methods beyond general strategies of leadership, which lead to successful administration of private and public organizations. This course provides the student with an opportunity to apply learned leadership principles of the program in the context of a management application, thus demonstrating an understanding of both management and leadership, and acknowledging that a good leader is also a good manager. Topics include preparing strategic plans, modifying strategies, designing the organization to fit objectives, organizational governance, staffing the organization, budget building and defending, risk management and due diligence, and effective implementation of plans.

Prerequisite(s): None.

LDRS 490 Leading in the World (3 sem. hrs.)

Students are invited to use the discipline of leadership as a mode of inquiry to explore the relation between the leader as a person and the social world where the leader seeks to intervene. Emphasis is given to how a leader's awareness of human uniqueness and interconnectedness is practically expressed in, and informed by, social ways of relating respectfully to all others in order to create positive transformations in the workplace and society, locally, nationally, and globally.

Prerequisite(s): Third year standing or permission of instructor.

LDRS 491, 493 Leadership Practicum II(2, 2 sem. hrs.)

Students are engaged in an experiential learning opportunity within a practical setting to apply knowledge and skills they have gained in their B.A. in Leadership studies. Applied projects are developed within the supervised environment of a business, non-profit agency, social service agency, or other institution related to the student's personal interests and future plans.

Prerequisite(s): Third year standing or permission of instructor.

LDRS 492, 494 Leadership Practicum II (3, 3 sem. hrs.)

Students are engaged in an experiential learning opportunity within a practical setting to apply

knowledge and skills they have gained in their B.A. in Leadership studies. Applied projects are developed within the supervised environment of a business, non-profit agency, social service agency, or other institution related to the student's personal interests and future plans.

Prerequisite(s): Third year standing or permission of instructor and the completion of at least 3 leadership courses.

LDRS 499 Applied Leadership Project (3 sem. hrs.)

The applied leadership project provides students with an opportunity in which to test and apply the skills learned in their practicum placement as well as to reflect on their own personal development as professionals. Students conduct their applied leadership project in a supervised business, non-profit agency, social service agency, or institution related to their personal interests and future plans (preferably in the same setting as they completed their practicum). This self-directed, but practicum-facilitated project helps the students reflect on and integrate their knowledge with practical experience.

Prerequisite(s): Completion of at least 75 per cent of the major coursework and practica.

Leadership, Graduate Courses

Foundational Courses

LDRS 500 Leadership Foundations (3 sem. hrs.)

This introductory course provides an understanding of the philosophical and theoretical basis for leadership, including the participant's stage of development. Major historical models for leadership are examined with special attention to servant leadership. Participants also examine ways of improving their own leadership skills through practical interactive group exercises.

LDRS 501 Strategic Leadership (3 sem. hrs.)

The student gains an appreciation of practical visioning and strategic leadership with an emphasis on understanding strategic leadership framework, integrating new leadership knowledge, using different strategic perspectives, appreciation of strategy-making process and factors, developing workplace application skills, acquiring development tools and the integration of transformational servant leadership skills throughout.

LDRS 502 Team Leadership and Conflict Resolution (3 sem. hrs.)

This course prepares those currently in leadership positions to assess and develop their abilities to coach and develop teams, manage conflict by building relationship, and turn confrontation into cooperation, as well as explore and experience teamwork.

Participants understand conflict theory teamwork development, motivation, and management strategies. As leaders and agents of change, candidates analyze and formulate key knowledge and skill areas that enable them to construct the competencies of self-renewal, communication, and understand how they interact in a team.

Development of these competencies increase participants' abilities to value people, and thereby, increase the effectiveness of their negotiation, intervention, and impact in a team environment.

The course is facilitative, participatory, and experiential. Candidates complete this course having experienced personal change, and having the confidence and competence to influence others through building relationship, cooperative negotiation, and a greater trust in a team environment.

LDRS 503 Results Based Leadership (3 sem. hrs.)

An analysis of organizational development and operation in a leadership-based system for performance results measurement and reporting: terminology, concepts, and skill needs; the role of a Christian perspective on financial accountability; concepts and principles underlying effective computer-assisted financial accountability systems; specific stakeholder interests in defining data/ information needs; key elements and factors for quality business plans and budgets; governance and financial leadership interface; and performance results measurement and reporting strategy.

LDRS 504 Leadership Values and Ethics (3 sem. hrs.)

This course focuses on enhancing ethical awareness and practicing ethical leadership from a Christian worldview perspective. Students critically evaluate ethical frameworks and apply dilemmas and cases to leadership. Participants assess personal values, purpose and vision in relation to leadership and construct a personal decision-making framework.

LDRS 590 Scholarly Inquiry and Research Methods (2 sem. hrs.)

This course provides an overview of the process, critical analysis, and associated skills required for scholarship and research. Students are introduced to the complexities of scholarly inquiry and various research approaches being used in the field of leadership. The course is a prerequisite for the major project (LDRS 690, 691). The aim of this online course is to provide students with the knowledge and skills necessary for the completion of an applied major project. Students learn how to frame their major project focus or question, how to answer that question, and how to present their work.

LDRS 591 Scholarly Inquiry (3 sem. hrs.)

This course provides an overview of the process, critical analysis, and associated skills required for scholarship and research. This course is designed for learners who may have little experience in the area of research, and provides introduction to scholarly inquiry and various research approaches being used in the field of leadership to the end that learners may become discriminating consumers of research.

NB: This course is a prerequisite for LDRS 696.

The aim of this online course is to provide students with the knowledge and skills necessary for the completion of an ePortfolio, which serves to integrate practical MA in leadership program curriculum content.

Specialization Online Courses

Business Stream

LDRS 611 Organizational Behaviour (3 sem. hrs.)

This is a graduate-level introduction to the social theory and analysis of organizations. Process of individual behaviour in organizations is examined, including attitudes, motivation, satisfaction, stress, perception, and attribution. Social behaviour studies include group formation and structure, socialization, organizational culture, and gender dynamics. Attention is given to the evolution of organizations along with the scaling or organizational processes during growth, and the consequent demands upon leaders as organizations change.

LDRS 612 Leading Change and Innovation (3 sem. hrs.)

This course is designed to deepen student's understanding of how transformational servant leaders can and must survive and thrive while leading change initiatives, leading for innovation, and promoting new "ways of being" in 21st century organizations. This is a time of uncertainty and opportunity. Change and innovation is about understanding and predicting reality; it is about new strategic and operational paradigms. Leading innovation requires different ways of engaging people around issues, and new personal, team and organizational responses to today's world.

LDRS 614 Mission, Marketing, and Quality (3 sem. hrs.)

An examination of marketing models and frameworks including an initial exploration of Christian worldview perspectives. The course explores marketing as it is practised by North American organizations (tools, techniques, and frameworks used in market analysis and planning); and engages in the marketing discipline through the eyes of faith.

LDRS 617 Employee Engagement and Stewardship (3 sem. hrs)

This course examines the concept of employee engagement within an organization in relation to effective employee stewardship by the leadership of that organization. It further considers effective tools for the measurement and assessment of an organization's employee engagement and stewardship practice, and methods for creating and managing organizational culture characterized by meaningful participation, loyalty, and affirmation.

Education Stream

LDRS 620 Worldview Foundations of Educational Leadership (3 sem. hrs.)

This course examines the complex issue of the Christian believer's mandate to "indwell" the Biblical story in the context of contemporary western culture, paying particular attention to ways in which this issue impacts the task of educational leadership. Students will discuss the potential of transformational servant leadership and values-based leadership for building personal and shared vision in educational settings. They will develop and discuss strategies through which the school leader can work reflectively with faculty, parents, students and others in establishing and sustaining a vision-shaped educational community. Students will also participate in a school leadership self-assessment exercise.

NB: May not be taken for credit for students who have credit for EDUC 621.
Cross-listed: EDUC 620.

LDRS 623 Developing and Assessing Educational Programs (3 sem. hrs.)

This course reviews the foundations and practises of both macro- and micro-level program development for schools and school systems. Students will consider the underlying assumptions and effects of alternative approaches to program planning. They will explore how worldviews shape curriculum theory and analyze how they affect curriculum development. They will also examine contemporary issues and research problems related to planned curriculum change and development. The participants will develop a framework and criteria for developing programs, resources, and curriculum practice based on a Christian worldview.

Cross-listed: EDUC 623.

LDRS 624 School Leadership and Supervision (3 sem. hrs.)

In this course participants will review the role of principals and other educational leaders in nurturing a healthy professional climate and sustaining teacher growth. They will develop an integrated model for continuous staff development. On the basis of the principles of Christian servant leadership and current supervision paradigms, they will consider how to supervise and evaluate school personnel. They will also scrutinize methods of staff selection, induction, and dismissal. Throughout, the focus will be on strategies for building positive school cultures.

Cross-listed: EDUC 624.

LDRS 625 Educational Leadership and Change (3 sem. hrs.)

This course involves an examination of the characteristics of schools and classrooms that provide an environment for productive instruction and successful student learning within the contours of a defined vision for education. Included is an exploration of theories, current research, and examples of constructive and dynamic educational leadership. Learners will analyze models, practices, and investigate how to implement effective educational programs and bring about related changes at the classroom and institutional levels while overcoming barriers to change.

Cross-listed: EDUC 625.

LDRS 626 Leadership for Contemporary Issues in Education (3 sem. hrs.)

The school is a community for learning within a larger community. This course explores the links between schools and the social, political, and legal forces that impinge on them. Students will examine the relationship of the school with its social context, and how school leaders interact with external influences and affect them.

Cross-listed: EDUC 626.

Health Care Stream

LDRS 631 Healthcare Leadership Issues (3 sem. hrs.)

This course provides a foundation for students in the health care stream and a comprehensive application of servant leadership principles to the health sector. As emerging leaders, students develop their leadership skills in inspiring, stewarding, and problem solving. The course facilitates integrated learning on the needed leadership competencies to support health systems and organizations. The leadership competencies include leading change, leading people, being results driven, ensuring business acumen, and

building coalitions and communication. Leadership issues in the course include values, ideologies, leadership imperatives, cultural change, population health, reform, vision, financial and human resource considerations, education, professional regulation, technology, and health system integration.

LDRS 632 Leadership and Change (3 sem. hrs.)

This course explores how effective leaders use creativity and innovation to address emerging global needs. Necessary skills of cognitive load management, cross-cultural collaboration, interpersonal and communications skills, and adaptability and resilience will be explored as tools for leaders facing the need to promote new ways of being for 21st century organizations.

LDRS 634 Accountability and Performance (3 sem. hrs.)

When health service executives and professionals are asked to explain what outcomes are being achieved by the provincial and territorial health systems across Canada, the reply is usually rhetoric and platitudes, but with little evidence. The reality is we do not have the ability to define what we accomplish that costs approximately 44 per cent of the provincial and territorial budgets. This course explores the concepts of accountability and governance in detail. The collective goal is to better explain what the health systems are producing as tangible outcomes. Servant leaders are called to communicate with the communities and populations they serve with integrity and honesty and to serve their patient/client/resident needs as best they can, based on the organization's values and strategy, as well as the customer's expectations.

Prerequisite(s): LDRS 500.

LDRS 637 Employee Engagement and Stewardship (3 sem. hrs)

This course examines the concept of employee engagement within an organization in relation to effective employee stewardship by the leadership of that organization. It further considers effective tools for the measurement and assessment of an organization's employee engagement and stewardship practice, and methods for creating and managing organizational culture characterized by meaningful participation, loyalty, and affirmation.

Christian Ministries Stream

LDRS 641 Theology of Christian Leadership (3 sem. hrs.)

Explores key theological and biblical leadership concepts and identifies points of harmony and incompatibility with secular leadership paradigms: personalized philosophy of biblical leadership; comparison of biblical leadership to other perspectives; application of leadership principles to ministry issues; and best practice considerations.

LDRS 646 Empowering Leadership: Mentoring, Spiritual Directing, Coaching (3 sem. hrs.)

This course is a study reflecting the character, heart, hope, and practices of relational leadership with a focus toward empowering others—especially the next generation of leaders. Mentoring as a primary strategy is examined in depth. A historical perspective exposes the challenges used throughout the history of mentoring. A constructed best practices model offers principles of relational leadership for use in organizations, churches or with individuals. The

coaching model for leadership development receives greatest consideration in this course. Students have an opportunity to reflect on those women and men who played a significant role in their own leadership development and then anticipate what they may need in present or future contexts by way of mentoring and/or coaching development.

LDRS 647 Sustainability in Transformational Servant Leadership (3 sem. hrs.)

This course promotes sustainable transformational servant leadership (TSL). Effective TSL demonstrates care for, and promotes the sustainability of, three interdependent dimensions: self, team organization, and client.
The TSL strengthens the capacity of those in this system to achieve excellence over time: resilience in action. Participants will develop a personal holistic and sustainable approach to leadership and life, emphasizing creation of a caring community across all three system dimensions. On completion, participants will model behaviours and priorities that enhance both caring TSL and performance, in their personal plans.

Non-profit Stream

LDRS 651 Theory and Practice of Volunteerism (3 sem. hrs.)

This course examines the issues relevant to how the NGO organization establishes a secure relationship with external stakeholders through effective leadership practice. The NGO sector is the second largest sector within the Canadian political economy, and requires special attention as the sector becomes increasingly reliant on volunteers. Specific issues relate to connecting with, gaining interest, and keeping volunteer support at the policy, program, and operations level, including how the effective leader's conduct affects this challenging process. Of particular interest is the challenge of generating volunteer funds to support the operation of the organization.

LDRS 654 NGOs as Social Enterprise (3 sem. hrs.)

This course addresses practical issues and opportunities to the servant-centered leader that wishes to develop as a social entrepreneur. The concept carries with it elements of the traditional business, non-governmental, and political arenas we are so accustomed to working and living with.

This course provides practical, entrepreneurial focused leadership knowledge and skills needed to have an impact in initiating, inspiring, and developing social enterprise in the North American context. This course focuses on student development as servant-centered leaders of social enterprise.

Prerequisite(s): LDRS 500

Capstone Courses

LDRS 697/698 Leadership Integration Project 1/2

LDRS 697 is a two semester hour course that together with LDRS 698 comprises the four semester hour Leadership integration project capstone. All learners must complete the LDRS 697/698 capstone. The process of designing and completing LDRS/MAEL 697/698 is the practical exercise of higher order learning processes. LDRS/MAEL 697/698 is focused on integrating the learning from various program courses into a comprehensive understanding and personal practice of leadership. The learnings of program

courses will be collectively analyzed and re-evaluated to determine meta-themes to inform a deeper level of scholarly inquiry in the field of leadership. LDRS/MAEL 697/698 represents the capstone demonstration of a learner's ability to integrate practical program curriculum content and to demonstrate achievement in the programs defined leadership competencies. The course requires competent use of evidence-based scholarly knowledge, ability to analyze an issue, discipline in the problem-solving process, and scholarly documentation and presentation of information.

Linguistics

NB: Canada Institute of Linguistics courses are a part of the linguistics program at Trinity Western University. Students may pursue a major, concentration, or minor in linguistics.

LING 101 Introduction to Linguistics (3 sem. hrs.)

An introduction to the primary elements of linguistics, including an introduction to morphology and semantics (words and meaning), phonetics (the sounds of language), phonology (the sound systems of language), syntax (grammatical systems), sociolinguistics, psycholinguistics, language acquisition theory, and current issues in linguistics. No previous knowledge of linguistics is required.

Prerequisite(s): None. (3-0; 3-0)

LING 210 Language and Society (3 sem. hrs.)

This course gives students the opportunity to examine and interpret how the socio-cultural context affects the way people speak in that setting. Topics in focus include regional and social dialects, multilingualism, language attitudes and their impact on national and personal identity, linguistic politeness, the maintenance, shift, loss, and spread of languages, and the impact of modern technology. Applications to gender and education are explored in depth.

Prerequisite(s): None. (Summer or 3-0; 3-0)

LING 268 Introduction to TESOL (3 sem. hrs.)

This introductory course investigates the English language itself (what we teach), the various ELT methodologies and classroom techniques (how we teach), and the participants in the teaching/ learning process (the who of ELT). LING 268 is a foundational course for further studies in the TESOL certificate program.

Cross-listed: EDUC 268.
Prerequisite(s): None. (3-0; 3-0)

LING 301 TESOL Volunteer Practicum (1 sem. hr.)

This semester of classroom experience provides opportunities for students to link their TESL courses to school settings. Students volunteer in an ESL classroom in order to become more confident in the classroom, interacting with students and teachers, and carrying out activities that prepare them for the 400 level practicum.

Prerequisite(s): LING 268.

LING 302 Cross-cultural Communication (3 sem. hrs.)

This course is about the nature of cross-cultural interaction. Cultural concepts and contexts are explored through taxonomies, theories, and comparative analysis. Through in-class and out-of-class activities, students become self-aware and other-aware. Students also experiment with

cultural behaviours and cultural change, aiming to increase both explanatory and predictive cultural knowledge, and enhance behavioural competencies.

Cross-listed: ANTH 302/MCOM 372.
Prerequisite(s): None. (3-0; 3-0)

LING 304 Tutoring English Language Learners (2 sem. hrs)

This course highlights the unique aspects of tutoring English language learners. Students use needs-assessments to design individualized programs and lessons, as well as explore the business side of tutoring.

Prerequisite(s): LING 268 or TESOL certificate director's consent. (2-0; 2-0)

LING 305 The Grammar of English for TESOL (3 sem. hrs.)

This course examines the structure, function, and usage of English grammar within the context of language teaching. LING 305 is a foundational course for further studies in the TESOL certificate program.

Prerequisite(s): LING/EDUC 268 or TESOL certificate director's consent. (3-0; 3-0)

LING 306 The Sound System of English (3 sem. hrs.)

In this course, students explore the sounds of English, transcribing them with phonetic symbols, and discover how these sounds function within English to encode meaning. These findings are then applied to assist language learners with their pronunciation.

NB: Students may not take both LING 306 and LING 310. Linguistics majors should take LING 310 and 330 rather than LING 306.

Prerequisite(s): LING 268 or TESOL certificate director's consent. (3-0; 3-0)

LING 307 The Lexical System of English (1 sem. hr.)

This course explores how words are formed (morphology) and used to create meaning and identifies common problems students encounter with vocabulary development in order to provide practical application for the classroom context.

Prerequisite(s): EDUC/LING 268 or TESOL certificate director's consent.

LING 308 Introduction to Canadian Language Benchmarks (1 sem. hr.)

This course introduces the Canadian Language Benchmarks (CLBs) and their application to language assessment and lesson planning.

NB: *This course is offered as an online course.*
Prerequisite(s): LING/EDUC 268 or TESOL certificate director's consent.

LING 310 Articulatory Phonetics (3 sem. hrs.)

Theoretical and practical introduction to the broad range of human speech sounds including tone, intonation, stress, and duration; extensive drill in producing and recognizing these sounds and recording them with phonetic symbols; and practice in recording and reproducing the sounds of selected languages.

NB: Students may not take both LING 306 and LING 310. Students taking a TESOL Track minor in Applied Linguistics with TESOL and students taking the TESOL track TESOL Certificate should take LING 306 rather than LING 310.
Prerequisite(s): None. (Summer or 3-0; 3-0)

LING 312 Testing in TESOL (1 sem. hr.)

Students are introduced to various methods of testing in TESOL for all four skill areas: reading, writing, listening, and speaking. Based on this knowledge, students create a variety of test materials for English language learners.

Prerequisite(s): EDUC/LING 268 or instructor's consent. (1-0; 1-0)

LING 313 Teaching English Pronunciation (1 sem. hr.)

An exploration of principles and resources for the teaching of pronunciation and application of these to the language learning classroom.

Prerequisite(s): LING 268, and LING 306 or 310. (1-0; 1-0)

LING 314 Teaching Beginners ESL (1 sem. hr.)

Practical demonstrations of various methods for teaching beginning students with an emphasis on communicative theory and activities. Resource materials appropriate for classroom activities.

Prerequisite(s): LING 268 or EDUC 268 or instructor's consent. (1-0; 1-0)

LING 315 Computer Assisted Language Learning in TESOL (1 sem. hr.)

An exploration of the history and theory underlying computer assisted ESL instruction, as well as the evaluation of online resources and the application of new technologies to both individual and classroom learning.

Prerequisite(s): EDUC/LING 268 or TESOL certificate director's consent. This course is offered as an online course. (1-0; 1-0)

LING 316 Classroom Management in TESOL (1 sem. hr.)

Students explore principles of classroom management, especially as they apply to TESOL. They become familiar with current sources of information on classroom management, and begin to develop a personal classroom management system that is appropriate to the varied TESOL audiences.

Prerequisite(s): EDUC/LING 268 or TESOL certificate director's consent. (1-0; 1-0)

LING 317 Materials Creation and Evaluation in TESOL (1 sem. hr.)

This course highlights the foundational principles of materials design and evaluation in English-language teaching. Students evaluate published and teacher-made materials, and apply the principles to their own created materials in a practical workshop setting.

Prerequisite(s): EDUC/LING 268 or TESOL certificate director's consent. (1-0; 1-0)

LING 318 Using Drama in TESOL (1 sem. hr.)

This hands-on course provides an introduction to using drama techniques in TESOL. Students critically examine and reflect on how drama activities can be used to contribute to the TESOL classroom.

Prerequisite(s): EDUC/LING 268 or TESOL certificate director consent. (1-0; 1-0)

LING 319 Issues in TESOL and Missions (1 sem. hr.)

This course examines the role English language teaching has played within the modern foreign missions movement. Criticisms of this approach are examined, issues clarified, assumptions articulated, and principles of a biblical, ethical approach are suggested.

Prerequisite(s): EDUC/LING 268 or TESOL certificate director's consent. (1-0; 1-0)

LING 330 Phonological Analysis (3 sem. hrs.)

The study of sound systems of human language, including initial principles of phonological analysis. Application of these principles to a wide range of natural language data.

Co-requisites: LING 310. (Summer; 3-1; 3-1)

LING 360 Morphosyntax I (3 sem. hrs.)

Theories of grammar and principles of language analysis. Topics include: morphology, syntax, stems, words, phrases, sentences, and categories of meaning. Problem solving with data from a variety of languages is a major part of the course.

Co-requisites: LING 310. (Summer; 3-1; 0-0)

LING 399 Linguistics Practicum (3 sem. hrs.)

The linguistics practicum course is designed to give students a short-term practical experience in a language development program. Students work with a faculty member at TWU and a mentor on location to develop their ability as field linguists through making a contribution to language development work. The location, length of assignment, and work commitments are determined by the faculty member in consultation with the student and field mentor. 120 hours of work are required.

Prerequisite(s): 14 sem. hrs. of linguistics (not including TESOL courses). Ideally, these courses are 210, 310, 330, 360. 480 and 481 are highly recommended prior to the practicum.

LING 401 TESOL Teaching Practicum (1 sem. hr.)

A teaching practicum. Students spend 25 hours in an approved English language learning (ESL/EFL/ELL) program: 15 hours observation and assisting, 10 hours teaching. Students apply TESOL principles and skills to actual practice in the classroom.

NB: Pass/Fail course.
Prerequisite(s): 20 sem. hrs. in TESOL certificate (including LING 301 and LING 410 or 420).

LING 402 TESOL Teaching Practicum II (1 sem. hr.)

A teaching practicum for students wishing to apply for TESL Canada certification. Students spend 25 hours in an approved ESL program: 15 hours of observation and assisting, 10 hours of teaching. Students apply TESOL principles and skills to actual practice in the classroom.

NB: Pass/Fail course.
Prerequisite(s): LING 401.

LING 410 Teaching Listening and Speaking in TESOL (3 sem. hrs.)

This course helps students acquire the practical knowledge and skills necessary to effectively teach listening and speaking to English language learners. The course provides an orientation to the theoretical perspectives of teaching listening and

speaking, to a variety of classroom strategies and assessment methods, and to printed and online resources.

Prerequisite(s): 10 sem. hrs. in TESOL certificate (including LING 268, 301, 305, and either 306 or 310).

LING 420 Teaching Reading and Writing in TESOL (3 sem. hrs.)

This course is designed to help students acquire the practical knowledge and skills to effectively teach reading and writing to English language learners. The course provides an orientation to the theoretical perspectives of teaching reading and writing, to a variety of classroom strategies and assessment methods, and to printed and online resources.

Prerequisite(s): 10 sem. hrs. in TESOL certificate (including LING 268, 301, and 305). (3-0; 3-0)

LING 460 Morphosyntax II (3 sem. hrs.)

This course explores the rich variety of morphological and syntactic constructions and processes found in human language, deepening the students' understanding of morphosyntactic phenomena from a typological perspective. The topics are examined within the framework of a current theory of syntax.

Prerequisite(s): LING 210; 310, 330, 360 (Summer or 3-0; 0-0)

LING 466 Principles of Sociolinguistic Survey (3 sem. hrs.)

This course introduces the students to the rudiments of linguistic and sociolinguistic survey. The focus is on purpose-driven language survey design and appropriate subsequent reporting of the findings. Consideration is given to current issues in social science research such as the ethics of sampling, and statistical significance of sample populations.

Co-requisite(s): LING 210 (Summer)

LING 470 Language and Culture Acquisition (3 sem. hrs.)

This course introduces students to theories of second language and second culture acquisition. Students develop and evaluate self-directed strategies based on personal learning styles. Practical experience in the above topics is gained by working with a speaker of a non-Indo-European language.

NB: LING 480 is recommended in same semester
Cross-listed: ANTH 470.
Prerequisite(s): LING 210; 310, 330, 360. (Summer or 3-2; 0-0)

LING 471 First Language Acquisition (3 sem. hrs.)

Covers typical first language acquisition in children. Major topics include phonology, vocabulary, grammar, syntax, pragmatics, as well as literacy development. Application to fields of speech-language pathology and audiology are developed through sections on language impairment and hearing loss.

Prerequisite(s): LING 310, LING 330 and LING 360 (0-0; 3-0)

LING 475 Scripture Engagement (3 sem. hrs.)

This course focuses on developing appropriate materials and activities that enhance a community's engagement with Scripture. Students learn how to research worldview, work with local

artists and teachers, and partner with local leaders in this process.

Prerequisite(s): None. (Summer)

LING 476 Acoustic Phonetics (3 sem. hrs.)

This course introduces students to fundamental principles of acoustics that are relevant to the study of human speech sounds. Students gain a basic understanding of the properties of speech sound waves and learn to investigate these properties instrumentally using acoustic analysis software. Students gain extensive practice interpreting acoustic displays such as waveform graphs, fundamental frequency graphs, and spectrograms. A major focus of the course is the effective use of these displays as an aid to correctly transcribing speech sounds and understanding their phonetic properties in the context of descriptive phonetic and/or phonological fieldwork. Significant attention is also given to the complex interrelationships among acoustic, articulatory, and perceptual correlates of speech sounds.

Prerequisite(s): LING 310. (3-0; 0-0)

LING 480 Field Methods: Data Management and Analysis (3 sem. hrs.)

Practical methodology for managing, analyzing, and describing language data. Working with a native speaker of a non-Indo-European language, students gain experience in the ethics of fieldwork, techniques of data collection and recording, analysis using the scientific method and the use of linguistic software

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NB: LING 480 is recommended in same semester.

Prerequisite(s): LING 310, 330, 360. (3-0; 0-0)

LING 481 Anthropological Linguistics: Ethnography (3 sem. hrs.)

This course introduces crucial concepts in anthropology and ethnography to linguists. It focuses on cross-cultural communication with an emphasis on participant observation as an effective methodology for such research. Students collect and analyze data related to topics such as oral traditions, kinship, and social structure. They are introduced to various tools for ethno-semantic analysis, including analysis of cultural themes and worldview, semantic domain analysis, and taxonomic analysis.

Prerequisite(s): LING 210, or equivalent introduction to sociolinguistics or instructor's consent. (Summer or 3-0; 3-0)

LING 482 Issues in Community Literacy (3 sem. hrs.)

This course focuses on issues relating to literacy programs in a community of speakers of a minority language. It deals with various program issues, including: bridging the gap to oral communities and introducing change in a community, motivation and mobilization, capacity-building and sustainability, training and evaluation, the challenges of working in multilingual societies and with those in stressed situations, and using participatory approaches in all aspects of the program.

Co-requisite: LING 484. (0-0; 3-0)

LING 483 Language Program Design and Management (3 sem. hrs.)

This course investigates the sociolinguistic and background factors upon which a language development program for speakers of vernacular languages may be based. Students learn to work with local people and agencies in designing and

implementing a program to effectively meet the needs of specific language groups.

Prerequisite(s): LING 210 or instructor's consent. (Summer (online) or 0-0; 3-0)

LING 484 Principles of Literacy (3 sem. hrs.)

As an introductory course in principles for literacy work in ethnolinguistic minority groups, this course includes an introduction to what a literacy program involves, including orthography design, pre and post- literacy considerations, learning and reading theory, and instructional methodologies. Requires a background knowledge of phonology.

Prerequisite(s): LING 310, 330, or instructor's consent. (Summer or 3-0; 3-0)

LING 485 Principles of Translation (3 sem. hrs.)

This course covers the process of translating from a source language to a target language. Students will develop skill in understanding a message as originally communicated in one language and cultural setting and in communicating essentially that message in a very different language and culture. Discussion includes: source language, target language, and cross-language transfer, with particular attention to the translation of Scripture.

Prerequisite(s): LING 460, 470, 480, or instructor's consent. (0-0; 3-0)

LING 486 Advanced Phonological Analysis (3 sem. hrs.)

This course introduces students to advanced concepts of phonological theory. Employing the theoretical models they are learning, students develop a clearer understanding of the typological behavior of phonological systems by analyzing data 268 from a variety of languages. Students are also taught to integrate insights from phonological theory into the development of practical orthographies.

Prerequisite(s): LING 310, 330; minimum grade of B-. (0-0; 3-0)

LING 488 Literacy Materials Development (3 sem. hrs.)

This course teaches students how to prepare basic pedagogical materials and early readers in languages that may not have a long written tradition. Special emphasis is given to teaching techniques for involving the local language community in the production of these materials.

Co-requisite(s): LING 484. (0-0; 3-0)

LING 490 Special Topics in Linguistics (3 sem. hrs.)

An examination of special topics or issues in linguistics that are not covered in depth in other courses.

NB: Offered on a case by case basis as needed. See department chair.
Prerequisite(s): LING 310, 330, 360, or equivalent courses, third year standing, and instructor's consent. (3-0 or 3-0)

LING 491 Discourse Analysis (3 sem. hrs.)

This course focuses on the question of how speakers of a given language effectively accomplish their communicative goals through the strategic use and shaping of language in both written and oral discourse. Students learn to identify different discourse genres, to chart texts for analysis, to discern hierarchical units within the macrostructure of a text, and to describe features of cohesion and participant reference, as well as

identifying strategies in language for establishing the relative prominence of various streams of information. Special attention is paid to the interaction between alternate syntactic forms and their varying pragmatic functions in context.

Prerequisite(s): LING 310, 330, 360, 480 or equivalent courses, third year standing and instructor's consent. (3-0; 0-0)

LING 493 Semantics and Pragmatics (3 sem. hrs.)

This course provides students with the theoretical tools with which to study meaning at the word and sentence levels, and to explain how people interpret utterances in context. Students will study various models of semantics and pragmatics, and learn how to apply different approaches to the study of meaning in natural language.

Prerequisite(s): LING 360 (3-0; 3-0)

LING 499 Philosophical Perspectives in Linguistics (3 sem. hrs.)

This course examines the philosophical bases of human language and communication, with special attention to issues relating to semantics, discourse, lexicon, metaphor, and translation, etc.; all the areas that deal with meaning creation. There is a critical review of some major schools of thought within philosophy of language and hermeneutics. These are examined in light of current insights in text linguistics, cognitive linguistics, and integrational linguistics.

Prerequisite(s): LING 310, 330, and 360. (3-0; 0-0)

Linguistics, Graduate Courses

NB: The following courses are part of the Linguistics Graduate Program. For further information about courses see the School of Graduate Studies section or contact the MA LING Graduate Program director.

LING 513 Sociolinguistics (3 sem. hrs.)

This course examines language within its social context through dealing with topics such as dialect and language definition, the role of the mother tongue in defining self-identity, language attitudes, the maintenance, loss, shift or spread of language domains, multilingualism, and sociolinguistic survey. Also, a means of helping students develop realistic expectations and appropriate approaches for linguistic issues in cross-cultural fieldwork, attention is given to an overview of language study within a worldview context, to sociolinguistic factors affecting literacy programs, and to methods of second language acquisition. (3-0; 0-0)

LING 555 Historical and Comparative Linguistics (3 sem. hrs.)

This course introduces students to language change. It considers how and why languages change and the role of language contact. It also presents different theories and methodologies useful for historical and comparative linguistic investigation. Students will investigate a number of related existing languages from language families around the world, and seek to reconstruct substantial elements of earlier proto-language stages in terms of phonology, morphology, lexicon, and historical dialectology.

LING 560 Morphosyntax II (3 sem. hrs.)

This course explores the rich variety of morphological and syntactic constructions and processes found in human language, deepening the students' understanding of morphosyntactic phenomena from a typological perspective. The topics are examined within the framework of a current theory of Syntax. (3-0; 0-0)

LING 566 Principles of Sociolinguistic Survey (3 sem. hrs.)

This course introduces the students to the rudiments of linguistic and sociolinguistic survey. The focus is on purpose-driven language survey design and appropriate subsequent reporting of the findings. Consideration is given to current issues in social science research such as the ethics of sampling, and statistical significance of sample populations.

Co-requisite(s): LING 210, or equivalent introduction to sociolinguistics. (Summer, 0-0; 0-0).

LING 570 Language and Culture Acquisition: Theory and Praxis (3 sem. hrs.)

This course introduces students to theories of second language and second culture acquisition. Students develop and evaluate self-directed strategies based on personal learning styles. Practical experience in the above topics is gained by working with a speaker of a non-Indo-European language. (3-0; 0-0)

NB: LING 580 is recommended in the same semester. (3-0; 0-0)

LING 576 Acoustic Phonetics (3 sem. hrs.)

This course introduces students to fundamental principles of acoustics that are relevant to the study of human speech sounds. Students gain a basic understanding of properties of speech sound waves and learn to investigate these properties instrumentally using acoustic analysis software. Students gain extensive practice interpreting acoustic displays such as waveform graphs, fundamental frequency graphs, and spectrograms. A major focus of the course is the effective use of these displays as an aid to correctly transcribing speech sounds and understanding their phonetic properties in the context of descriptive phonetic and/or phonological fieldwork. Significant attention is also given to the complex interrelationships among acoustic, articulatory, and perceptual correlates of speech sounds. (3-0; 0-0)

LING 580 Field Method: Data Management and Analysis (3 sem. hrs.)

Practical methodology for managing, analyzing, and describing language data. Working with a native speaker of a non-Indo-European language, students gain experience in the ethics of fieldwork, techniques of data collection and recording, analysis using the scientific method, and the use of linguistic software.

NB: LING 570 is recommended in the same semester. (3-0; 0-0)

LING 581 Anthropological Linguistics: Ethnography (3 sem. hrs.)

This course introduces crucial concepts in anthropology and ethnography to linguists. It focuses on cross-cultural communication with an emphasis on participant observation as an

effective methodology for such research. Students collect and analyze data related to topics such as oral traditions, kinship, and social structure. They are introduced to various tools for ethno-semantic analysis, including analysis of cultural themes and worldview, semantic domain analysis, and taxonomic analysis.

Prerequisite(s): LING 210, or equivalent introduction to sociolinguistics. (Summer or 3-0; 3-0)

LING 582 Issues in Community Literacy (3 sem. hrs.)

The issues in community literacy work that are covered in this course include various program issues such as introducing literacy in an oral community, motivation for literacy, capacity-building and sustainability, training of personnel and evaluation of the program, and using participatory approaches in all aspects of the program.

Co-requisite(s): LING 584. (0-0; 3-0)

LING 583 Language Programs Design and Management (3 sem. hrs.)

This course investigates the sociolinguistic and background factors upon which a language development program for speakers of vernacular languages may be based. Students learn to work with local people and agencies in designing and implementing a program to effectively meet the needs of specific language groups.

Prerequisite: LING 210, or equivalent introduction to sociolinguistics. (Summer; 0-0 or 3-0)

LING 584 Principles of Literacy (3 sem. hrs.)

This course covers methods used in the introduction of literacy to ethno-linguistic minority groups. It includes orthography design, consideration of socio-historical issues, strategies for literacy programs, stimulation of local authorship, reading theory, and instructional methodologies. (Summer or 3-0; 0-0)

LING 585 Principles of Translation (3 sem. hrs.)

This course covers the process of translating from a source language to a target language. Students will develop skill in understanding a message as originally communicated in one language and cultural setting, and in communicating essentially that message in a very different language and culture. Discussion includes: source language, target language, and cross-language transfer, with particular attention to the translation of Scripture.

Prerequisite(s): 560, 570, 580, or instructor's consent. (Summer or 0-0; 3-0)

LING 586 Advanced Phonology (3 sem. hrs.)

This course introduces students to advanced concepts of phonological theory. Employing the theoretical models they are learning, students develop a clearer understanding of the typological behavior of phonological systems by analyzing data from a variety of languages. Students are also taught how to integrate insights from phonological theory into the development of practical orthographies. (0-0; 3-0)

LING 587 Lexicography (3 sem. hrs)

Provides a theoretical and practical basis for analyzing the semantics of the lexicon, managing a lexical database and producing dictionaries for a

variety of audiences including the local community, translators and linguists.

Prerequisite(s): LING 580. (0-0; 3-0)

LING 588 Literacy Materials Development (3 sem. hrs.)

This course teaches students how to prepare basic pedagogical materials and early readers in languages that may not have a long written tradition. Special emphasis is given to teaching techniques for involving the local language community in the production of these materials. (0-0; 3-0)

LING 593 Semantics and Pragmatics (3 sem. hrs.)

This course provides students with the theoretical tools with which to study meaning at the word and sentence levels, and to explain how people interpret utterances in context. Students will study various models of semantics and pragmatics, and learn how to apply different approaches to the study of meaning in natural language. (3-0; 3-0)

LING 599 Philosophical Perspectives in Linguistics (3 sem. hrs.)

This course examines the philosophical basis of human language and communication, with special attention to issues relating to semantics, discourse, lexicon, metaphor, and translation— all the areas that deal with meaning creation. There is a critical review of some major schools of thought within philosophy of language and hermeneutics. These are examined in light of current insights in text linguistics, cognitive linguistics, and integrational linguistics. (3-0; 0-0)

LING 611 Applied Phonology for TESOL (3 sem. hrs.)

This course examines a wide range of more advanced applications for phonological and phonetic frameworks. In addition to methods for teaching and integrating pronunciation in language teaching for several learner populations, from basic articulation training to discourse-level pronunciation instruction, students study relevant techniques from a number of academic disciplines which deal with relationships between speech, voice, body movement, and emotion. (summer)

LING 612 Research Methods in Applied Linguistics (3 sem. hrs.)

This course develops student understanding of quantitative and qualitative research methods and familiarize them with research issues and statistics related to applied linguistics. In addition, students are guided through the methodology of action research and the process of topic choice for the major project (to be done in the internship). (summer)

LING 650 Survey of Linguistic Theories (3 sem. hrs.)

This course introduces students to a wide range of linguistic theories. Students read and discuss original works written from various perspectives and gain in the process a clearer appreciation for the range of views that exist concerning the nature of human language and its syntactic, semantic, phonological, and discourse properties.

Prerequisite(s): LING 560, LING 586. (0-0; 3-0)

LING 660 Topics in Morphology & Syntax (3 sem. hrs.)

This course provides an in-depth exploration of current issues in the linguistic subfields of morphology and syntax, expanding on the

knowledge acquired in the prerequisite course (560). The topics are explored via published articles and book chapters written from a variety of theoretical positions.

Prerequisite(s): LING 560. (0-0; 3-0)

LING 680 Advanced Field Methods: Analysis and Writing (3 sem. hrs.)

In this course, students transcribe, organize, and analyze data from a non-Indo-European language and prepare a written description of phonological, morphosyntactic, or discourse features of the language. The course focuses on applying effective fieldwork methodologies and on developing the ability to write good linguistic descriptions that conform to established practices in the field of linguistics.

Prerequisite(s): LING 560, LING 580, LING 586. (3-0; 0-0)

LING 688 Tone Analysis (3 sem. hrs.)

This course introduces students to a methodology of tone analysis, incorporating the insights of current theoretical approaches. Students also learn to apply insights from the analysis of a tone system to developing practical orthographies.

Co-requisite(s): (0-0; 3-0)

LING 691 Discourse Analysis (3 sem. hrs.)

This course focuses on the question of how speakers of a given language effectively accomplish their communicative goals through the strategic use and shaping of language in both written and oral discourse. Students learn to identify different discourse genres, to chart texts for analysis, to discern hierarchical units within the macrostructure of a text, and to describe features of cohesion and participant reference, as well as identifying strategies in language for establishing the relative prominence of various streams of information. Special attention is paid to the interaction between alternate syntactic forms and their varying pragmatic functions in context.

Prerequisite(s): LING 580. (3-0; 3-0)

LING 695 Topics in Linguistics (3 sem. hrs.)

This course exposes students to a wide variety of literature in the field of tone theory. There is a strong emphasis on reading and understanding foundational material in the discipline as well as becoming acquainted with some of the more recent literature. (3-0; 3-0)

LING 697 Linguistics Thesis I (3 sem. hrs.)

The student, in frequent consultation with his/her advisor, selects a thesis topic and writes a thesis proposal. Once the proposal has been accepted by the student's thesis advisory committee, he/ she begins writing the thesis. There are no formal classes.

Prerequisite(s) or Co-requisite: LING 680. (3-0; 3-0)

LING 698 Linguistics Thesis II (3 sem. hrs.)

The student, in consultation with his/her advisor, works towards completion of the thesis. Upon completion, the thesis must be defended orally before an examining committee. There are no formal classes.)

Prerequisite(s): LING 697. (3-0; 3-0)

LING 699 Linguistics Continuing Registration (0 sem. hrs.)

Continuing Registration maintains the student's enrolment in the program and is taken only when all required courses are complete and only as a continuation of an incomplete thesis or graduating essay. Enrolment in Continuing Registration is automatic, and although no credit is given for it, a fee is charged for each semester of enrolment.

NB: Additional 500-level linguistics courses are part of the TESOL Graduate Program. See the TESOL, graduate courses section of this calendar for course descriptions. (3-0; 3-0)

Mathematics

MATH 101 Mathematics for Business (3 sem. hrs.)

Basic concepts in mathematics with applications in business. Topics include elementary counting and probability, variables, equations and functions, interest rates, annuities, and loan calculations. The course is aimed at business students and serves to enhance a student's understanding of mathematics and its usefulness in a business environment.

Prerequisite(s): At least a C in BC Principles of Mathematics 11, Foundations of Math 11, Pre-Calculus 11 or equivalent. (3-0 or 3-0)

MATH 102 Introduction to Probability and Statistics (3 sem. hrs.)

Students will explore probability theory, descriptive and inferential statistics at an introductory level; applications are taken from a wide range of disciplines. Topics include descriptive analysis, scientific visualization, sets, permutations and combinations, probability, discrete and continuous distributions (e.g. binomial, normal, t), confidence intervals and hypothesis testing. Not for credit towards a major, concentration, or minor in Mathematics.

NB: Credit is granted for only one of MATH 102 or MATH 108.
Prerequisite(s): At least a C in BC Principles of Mathematics 11, Foundations of Math 11, Pre-Calculus 11 or equivalent. (3-0; 3-0)

MATH 105 Pre-Calculus Mathematics (3 sem. hrs.)

An introduction to the tools essential for the study of calculus. Topics include algebra, trigonometry, exponents, logarithms, functions, graphs, conics, and plane analytic geometry. This course is taken by Science majors whose screening test during registration indicates they are not ready to take MATH 123.

Prerequisite(s): At least a B in MATH 101 or BC Principles of Mathematics 11, Foundations of Math 11, Pre-Calculus 11 or equivalent. (4-0; 0,0)

MATH 108 Statistics for Health Students (3 sem. hrs.)

Students specializing in the field of nursing will explore applied statistics at an introductory level. The focus is on developing the conceptual aspects of the subject rather than the mathematical foundations and assumes no prerequisite except elementary algebra. Topics include descriptive statistics, probability, the normal, t-, chi-square and F-distributions, confidence intervals, hypothesis testing, correlation, and regression. Applications are directed towards health and biological studies.

NB: Credit may be received for only one of MATH 102 or MATH 108.
NB: Only open to nursing students.

Prerequisite(s): At least a C in BC Principles of Mathematics 11, Foundations of Math 11, Pre-Calculus 11 or equivalent. (3-0 or 3-0)

MATH 120 Calculus for Social Sciences (3 sem. hrs.)

An introduction to the basic elements of calculus and its application to problems encountered particularly in economics and the social sciences. Topics include limits, derivatives and their applications, and integration and its applications.
NB: Credit is granted for only one of MATH 120 or MATH 123.
NB: Not offered every year. See Department Chair.

Prerequisite(s): At least a B in BC Principles of Mathematics 12, or Pre-Calculus 12 or equivalent, or MATH 101. (4-0 or 4-0)

MATH 123 Calculus I (3 sem. hrs.)

An introduction to the basic elements of calculus and its applications to modeling solutions to quantitative and computational problems encountered in mathematics and science. Lectures are three 75-minute classes, there are two voluntary tutorials (no sign-up needed), and there are extensive assignments requiring up to 12 hours per week.

NB: Credit is granted for only one of MATH 120 or MATH 123.
Prerequisite(s): At least a B in BC Principles of Mathematics 12, or Pre-Calculus 12 or equivalent, or MATH 105. (4-0; 4-0)

MATH 124 Calculus II (3 sem. hrs.)

Transcendental functions, integration techniques, polar co-ordinates, sequences, series, and Taylor series.

Prerequisite(s): MATH 123 or an A in MATH 120 and the instructor's permission. (0-0; 4-0)

MATH 150 Introduction to Discrete Math (3 sem. hrs.)

An introduction to those branches of pure mathematics which are most commonly used in the study of Computing Science and/or have other practical applications. Topics include logic, proofs, switching circuits, set theory, induction, functions, languages, finite automata, combinatorics, and algebraic structures.
NB: Not offered every year. See department chair.
Cross-listed: CMPT 150.
Prerequisite(s): BC high school Mathematics 12, or Pre-Calculus 12, or MATH 101, or the equivalent. (3-1-0; 0-0-0)

MATH 190 Mathematics for Elementary Teachers (3 sem. hrs.)

Mathematical concepts and topics that undergird the elementary school mathematics curriculum. Topics include principles and applications of number systems, sets, equations, linear programming, geometry, and mathematical proof within a historical and societal context. It may not be used to meet a mathematics requirement in any other program.

NB: Credit is granted for only one of MATH 101, 102, 108, or 190. Open to declared Elementary Education majors only. Education students may meet their requirement for a Mathematics course by substituting another course for MATH 190 unless transferring for their professional year to a school requiring this specific course. Students planning to transfer to University of Victoria (and some other universities) for their professional year are required to take two Mathematics courses rather than one.

Prerequisite(s): At least a C in BC Principles of Mathematics 11, Foundations of Math 11, Pre-Calculus 11 or equivalent. (4-0 or 4-0)

MATH 223 Calculus III (3 sem. hrs.)

Multivariate calculus. Topics include vectors, vector functions and derivatives; curves; partial and directional derivatives; Lagrange multipliers; double and triple integrals; spherical and cylindrical co-ordinates; vector integrals, Green's Theorem, and surface integrals.

Prerequisite(s): MATH 124. (3-0; 0-0)

MATH 250 Linear Algebra (3 sem. hrs.)

Systems of linear equations, matrices, determinants, vector spaces, linear transformations, eigenvalues and eigenvectors, diagonalization applications, and linear programming.

Prerequisite(s): MATH 123 and preferably MATH 150. (3-0 or 3-0)

MATH 310 Probability and Statistics (3 sem. hrs.)

A study of the fundamental principles of mathematical statistics. Topics include probability distributions and densities, expectation and moment-generating functions, functions of random variable, sampling distributions, estimation, hypothesis testing, regression and correlation, analysis of variance, nonparametric tests.

NB: With the instructor's permission, may be taken concurrently with MATH 223. Not offered every year. See Department chair.
Prerequisite(s): MATH 223. (3-0 or 3-0)

MATH 320 Complex Analysis (3 sem. hrs.)

Functions of a complex variable, differentiation, analytic and elementary functions, Cauchy's theorem and contour integration, Taylor and Laurent series, residues and poles, and conformal mapping. Emphasis is placed on physical applications.

NB: Not offered every year. See department chair.
Prerequisite(s): MATH 223. (3-0 or 3-0)

MATH 321 Differential Equations (4 sem. hrs.)

First-order differential equations, linear differential equations, Laplace transforms, systems of differential equations, non-linear systems, series solutions, introduction to partial differential equations. Special emphasis is placed on applications to physics and engineering.

NB: Not offered every year. See department chair.
Cross-listed: PHYS 321.
Pre- or Co-requisite(s): MATH 223, 250. (4-0 or 4-0)

MATH 323 Analysis (4 sem. hrs.)

Sequences and induction; convergence of sequences and series; limits, continuity, and differentiability; Riemann integrals; sequences of functions and an introduction to topology.

NB: Not offered every year. See department chair.
Pre- or Co-requisite(s): MATH 223 (4-0 or 4-0)

MATH 330 Numerical Analysis (4 sem. hrs.)

This course covers numerical techniques for solving problems in applied mathematics, including error analysis, roots of equations, interpolation, numerical differentiation and

integration, ordinary differential equations, matrix methods and selected topics from among: eigenvalues, approximation theory, non-linear systems, boundary-value problems, numerical solution of partial differential equations.

NB: Not offered every year. See department chair.
Cross-listed: CMPT 330.
Pre- or Co-requisite(s): MATH 223, 250; CMPT 140 or equivalent. (4-0 or 4-0)

MATH 340 Discrete Structures and Computing (3 sem. hrs.)

This is a second course in the topics of pure mathematics, particularly those most commonly used in the study of Computing Science and related applications. It includes proof techniques, models of computation, formal languages, analysis of algorithms, trees and advanced general graph theory with applications, finite state and automata theory, encryption, and an elementary introduction to mathematical structures such as groups, rings, and fields.

NB: Not offered every year. See department chair.
Cross-listed: CMPT 340.
Prerequisite(s): CMPT 150 or MATH 150. (0-0; 3-0)

MATH 350 Operations Research (3 sem. hrs.)

Linear programming, duality, network analysis, queuing theory, inventory theory, dynamic programming, non-linear programming.

NB: Not offered every year. See department chair.
Prerequisite(s): MATH 223, 250. (3-0 or 3-0)

MATH 370 Geometry (3 sem. hrs.)

Finite geometries, transformations, Euclidean geometry, constructions, inverse geometry, projective geometry, non-Euclidean geometry.

NB: Not offered every year. See department chair.
Prerequisite(s): MATH 223, 250. (3-0 or 3-0)

MATH 390 Topics in Arithmetic (3 sem. hrs.)

This course includes a study of the ideas of classical number theory from the early Greek mathematicians through the European contributions of the 17th century to modern times. Topics include divisibility and primes, modular arithmetic, primality tests, primitive roots, quadratic reciprocity, Diophantine equations, and continued fractions.

NB: Not offered every year. See department chair.
Prerequisite(s): Third year standing and an understanding of mathematical proof techniques, or instructor's consent. (3-0 or 3-0)

MATH 400 Directed Studies in Mathematics (3 sem. hrs.)

Students are required to produce an outline of the topic to be studied in consultation with the instructor. A course of reading and/or research is pursued according to the approved outline. Assessment may be via examination and/or a final written report.

NB: This course with the appropriate choice of topics can be used as a preparation for the senior thesis (MATH 410).
Prerequisite(s): Advanced standing in mathematics or instructor's consent.

MATH 409 Thesis Preparation (1 sem. hr.)

In consultation with a faculty advisor students choose a mathematics topic for experiential inquiry that will develop into a senior thesis (MATH 410). Through student exploration and advisor feedback a selection of relevant readings and references are examined. A final written

report is presented consisting of a detailed thesis proposal and a review of the literature.

Prerequisite(s): Advanced standing in mathematics or instructor's consent.

MATH 410 Senior Thesis (2 sem. hrs.)

Student-led inquiry into a chosen area of mathematics with a final written report on the research.

NB: Normally 2 sem. hrs. are assigned unless arrangements are made with the department chair. If 3 sem. hrs. are required, MATH 411 is taken.
Prerequisite(s): MATH 409, a related directed study in preparation, or instructor's consent.

MATH 411 Senior Thesis (3 sem. hrs.)

Research in a chosen area of mathematics with a final written report.

Prerequisite(s): MATH 409, a related directed study in preparation, or instructor's consent.

MATH 420 Topics in Applied Mathematics (3 sem. hrs.)

Possible topics could include mathematical models of social and natural phenomena, linear programming, applied mathematics in physics and astronomy, etc.

NB: Not offered every year. See department chair. Entry restricted to third and fourth year students who meet the prerequisites for the topic to be offered. (3-0 or 3-0)

MATH 450 Modern Algebra (3 sem. hrs.)

Abstract algebra including group, field, and ring theory; algebraic systems, polynomial theory and additional topics in modern and abstract algebra as time permits.

NB: Not offered every year. See Department chair.
Prerequisite(s): MATH 150 and 250, third year standing or better (a 300 level Mathematics course such as 323, 340, 370 or 390 is recommended), and a very good understanding of mathematical proof techniques, or instructor's consent. (0-0; 3-0)

MATH 480 Foundation of Mathematical Sciences (3 sem. hrs.)

A study of basic issues in the history and philosophy of mathematics and physics. Topics include logic, infinity, Godel's theorems, time, space, determinism, the nature of mathematical and scientific truth, the ontological status of theoretical entities, implications of relativity, quantum mechanics, and modern cosmology. Particular attention is paid to philosophical/theological presuppositions, implications, and applications in the mathematical sciences.

NB: In combination with NATS 490, it meets the Faculty of Natural and Applied Sciences Interdisciplinary Studies core requirement. Not offered every year. See department chair.
Prerequisite(s): Third year standing, including 9 sem. hrs. in mathematics, physics, or philosophy. (3-0 or 3-0)

Media and Communication

MCOM 111 Introduction to Mass Communication (3 sem. hrs.)

An investigation into the nature and impact of mass media and popular culture. Students will explore a wide range technological, historical, economic, theological, and other social factors and issues so they will be equipped to answer the central question of the course: how can media users faithfully and critically engage the popular narratives and other media experiences of today's culture?

NB: Fulfills University core requirement for social and global inquiry. Required of all media studies stream majors in first year.
Prerequisite(s): None. (0-0; 3-0)

MCOM 171 Introduction to Communication (3 sem. hrs.)

This course is designed to introduce students to key questions in the field of communication studies regarding human interconnectedness. Beginning with social scientific and humanistic models of inquiry it proceeds to survey theories and research, and requires students to investigate questions and formulate answers to personal, social, and global issues.

NB: Fulfills University core requirement for social and global inquiry. Required of all media and communication majors in first year.
Prerequisite(s): None. (3-0; 0-0)

MCOM 172 Introduction to Interpersonal Communication CP (3 sem. hrs.)

An introduction to basic self-awareness and interpersonal communication skills. Students learn about the nature of the communication process. The emphasis is on developing and practising the ability to communicate effectively with others. As part of the course requirements, students are expected to share personal (but not necessarily private) experiences with others.

NB: Course taught at Catholic Pacific College, an approved TWU learning centre.
Prerequisite(s): None. (3-0 or 3-0)

MCOM 190 Communication Colloquium (0 sem. hrs.)

This course gathers the entire department together on a weekly basis to talk about important issues facing communication students and professionals, and to help prepare students for finding and building their careers after graduating, which is accomplished by bringing in guest speakers from a variety of professions. These sessions also give an opportunity for students to consider the integration of faith and career. Another goal is to build connections and community within the department and the School of the Arts, Media and Culture.

Prerequisite(s): None.

MCOM 191 Research and Writing in Communication (3 sem. hrs.)

This writing-intensive course orients students to the demands of academic research and writing within the media and communication major. By course completion, the diligent student should be able to write lucid, academic, and researched prose in the genres of cultural critique, scientific reporting, and term papers. Central to the course

are the twin emphases of critical thinking strategies and research methods in the information age.

NB: Course fee. Required of all media and communication majors and all corporate communication majors in second year.
Prerequisite(s): None. (0-0; 3-0)

MCOM 211: Introduction to Film Studies (3 sem. hrs.)

Course covers the art of cinema as it explores issues and ideas related to the study of film as an aesthetic, moral, textual, social, and technical art. In doing so, it will help students investigate and discover how to "read" and interpret narrative film from a variety of perspectives. It will also give students the opportunity to create short films that explore cinematic expression from a hands-on perspective. Though the emphasis will be on traditional narrative approaches to cinema the course will also compare and contrast this approach with experimental, alternative, and transgressive cinemas that challenge the status quo and offer unconventional and unorthodox perspectives. Ethical and spiritual considerations from a Christian perspective will also be explored.

NB: Lab fee. Required of all film concentrations and minors.
Prerequisite(s): None. (3-0; 3-0)

MCOM 221 Digital Filmmaking I (3 sem. hrs.)

This introductory course in the art and craft of digital video production familiarizes students with the "classical" approach to cinematic aesthetics and techniques. Students work individually and collaboratively as they produce, shoot, and edit short films. Emphasis is placed on analyzing films from a filmmaker's perspective.

NB: Lab fee. Fulfils university core requirement for aesthetic and performance inquiry. Fulfils departmental visual creativity competency requirement; required of all film concentrations and minors.
Prerequisite(s): None. (3-0; 0-0)

MCOM 231 Fundamentals of Digital Design (3 sem. hrs.)

An active exploration of graphic design essentials, creative ideation methods, and visual communication techniques. Students use creative thinking methodologies to experiment with a wide range of design approaches, evaluate the aesthetic and conceptual value of specific design solutions, and sharpen their creative, critical thinking, and perceptual skills.

NB: Lab fee. Fulfils university core requirement for aesthetic and performance inquiry. Fulfils departmental visual creativity requirement. (Priority given to media and communication students.)
Cross-listed: ART 250
Prerequisite(s): None. (3-0; 3-0)

MCOM 251 Introduction to Journalism (3 sem. hrs.)

The journalistic principle of "serving the public interest" has been understood as serving one's own public, social class or nation. With the global reach of media, journalism's "public" becomes the citizens of the world. How are ethical principles of objectivity, balance and independence understood in a global context? How can journalism help citizens understand local, national, and global problems such as poverty, environmental degradation, technological inequalities and political instability? Students examine Canadian and international media, evaluate the news process, consider the role of reporters in this process, and learn basic news writing.

NB: Course fee. Fulfils University core requirement for social and global inquiry.
Prerequisite(s): MCOM 191. (3-0; 0-0)

MCOM 252 Introduction to Public Relations (3 sem. hrs.)

In this course, students examine the role of public relations within and among various sectors of society including business, government, and nonprofit organizations. Case studies are used to illustrate the profession and practice of public relations where possible, and ethical standards in public relations are emphasized. Media, consumer, employee, and community relations, as well as ethical standards in the public relations industry are examined.

NB: Required of all corporate communication majors.
Prerequisite(s): None. (3-0; 0-0)

MCOM 261 Fundamentals of Writing for Publication (3 sem. hrs.)

A seminar/tutorial approach to the rudiments of writing non-fiction. Principles of producing effective feature material, along with general editorial requirements, are outlined.

NB: Course fee. Required of all professional writing stream majors and professional writing minors.
Prerequisite(s): MCOM 191. (3-0 or 3-0)

MCOM 271 Introduction to Leadership Communication (3 sem. hrs.)

Leadership Communication introduces students to the art, science, and practice of influencing and being influenced by others in diverse contexts. The course explores the role of communication in building credibility, exercising power, motivating, and expressing one's leadership style. It also considers the topics of followership, the ethics of leadership, leadership development, and leading in times of crisis. The course serves as a foundation for future studies in the leadership communication stream within the Department of Media and Communication.

NB: Required of all leadership stream majors in second year..
Prerequisite(s): None.

MCOM 272 Organizational Communication (3 sem. hrs.)

This course introduces students to the importance of communication within organizations. Organizational communication theory is discussed as it relates to climate, dyads, small group, public, and mediated communication. Students apply theory in several business writing and speaking assignments.

NB: Required of all corporate communication majors.
Prerequisite(s): None. (0-0; 3-0)

MCOM 281 Public Speaking (3 sem. hrs.)

This course requires students to research, create, and deliver speeches on topics and issues that reflect personal beliefs and values. In doing so they discern diverse materials, consider logical and ethical demands, and analyze their audience in order to create socially and globally responsible rhetorical messages.

NB: Fulfils University core requirement for experiential and embodied inquiry. Required of all students majoring in this department.
Prerequisite(s): None. (3-0 or 3-0)

MCOM 290 Introductory Special Topics in Media and Communication (3 sem. hrs.)

Topics vary from year to year.
NB: Possible fee.

MCOM 311 Television and Culture (3 sem. hrs.)

This course provides an in-depth look at television as a mass medium with particular financial and cultural constraints. Students examine the decision-making process behind television programming, learn criteria for viewing television critically, and ask how Christians may respond to television responsibly.

NB: Course fee. Not offered every year.
Prerequisite(s): Third or fourth year standing. (3-0; 0-0)

MCOM 312 Video Games and Culture (3 sem. hrs.)

This course considers the social and cultural impact of video games in contemporary culture from a Christian perspective. Students play, read about, write about, and critically engage a wide variety of computer and video games.

NB: Lab fee; not offered every year.
Prerequisite(s): MCOM 111 or instructor's consent; third year standing. (0-0; 3-0)

MCOM 313 Social Media: Theory and Practice (3 sem. hrs.)

Prepares students to use social media professionally and to culturally engage these same tools of communication with a critical perspective. The course invites students to discover and analyze best practices in social media marketing and community building, as well as to apply theory to critical investigations of the cultural roles and impacts of current digital media, both in North America and around the world, with the goal of helping students become both effective communicators and highly-ethical and faithful global citizens who can positively impact their profession and their society.

NB: Fulfils University core requirement for social and global inquiry. Not offered every year.
Prerequisite(s): Third year standing. (0-0; 3-0)

MCOM 315 Film History II (3 sem. hrs.)

Emphasizes the role films and filmmakers have played in impacting culture and reflecting their historical milieu, especially as they relate to the events and traumas of World War II and the Cold War. Students explore key post-World War II film movements including Neo-Realism, the French New Wave, the rise of art house and nationalist cinemas, and the moral and social rebellions of the 1960s and 70s.

NB: Fulfils University core requirement for social and global inquiry. Not offered every year. Required of film concentrations and minors.
Prerequisite(s): None. (3-0 or 3-0)

MCOM 316 Film Genre and Criticism (3 sem. hrs.)

The history and art of film criticism. Theoretical, historical, and applied or practical critical components. The special language of film, the history of key cinematic techniques and story types, film genre analysis, and types of film criticism. Emphasis is placed upon the role of the film critic as social historian. Addresses the ethical and spiritual challenges related to contemporary films, from a Christian perspective.

NB: Viewing fee; fulfils theory and criticism requirement for media and communication majors.
Prerequisite(s): None.

MCOM 317 Ethics, Morals, and Media (3 sem. hrs.)

This course focuses on understanding the nature of ethics and morals in the media. Through reading, on-going discussion, case studies, guest lecturers, on-site observation and media analysis, students develop their own framework for moral and ethical decision-making.

NB: Fulfils University core requirement for social and global inquiry. Not offered every year. Fulfils corporate communication media studies requirement.
Prerequisite(s): At least third year standing or instructor's consent. (3-0 or 3- 0)

MCOM 321 Digital Filmmaking II (3 sem. hrs.)

This advanced production course focuses on the key components necessary for making creative and compelling narrative and non-narrative short films. Topics include concept and script development, cinematography techniques, effective mise-en-scene integration, and production workflow. A key component also includes writing, producing, shooting, and editing short films.

NB: Lab fee.
Prerequisite(s): MCOM 221. (0-0; 3-0)

MCOM 322 Digital Film Post-Production (3 sem. hrs.)

This course examines the art and theory of digital film editing and the post-production process. The goal is to help students understand the role editing plays in the filmic and television viewing experience, especially the way shot selection, pacing, rhythm, sound, etc., impact a scene's development and how various editing techniques and aesthetics relate to dramatic and narrative storytelling. Historical, theoretical, and critical dimensions are addressed as students research seminal examples of film and video editing. This intense workshop offers a real world simulation component as students work under strict deadlines to edit and complete digital film projects.

NB: Lab fee. Not offered every year.
Prerequisite(s): MCOM 221 or instructor's consent. (0-0; 3-0)

MCOM 323 Digital Recording I (3 sem. hrs.)

An introduction to various aspects of the recording arts with emphasis on working within the digital (virtual) studio environment with Cubase and other Virtual Instrument software.

NB: Lab fee.
Cross-listed: MUSI 340.
Prerequisite(s): MUSI 226 or third year standing. (1-3 or 1-3)

MCOM 331 Imaging and Illustration Design (3 sem. hrs.)

This course explores the conception, production, and analysis of imagery in graphic communication design, including photos, illustrations, and graphic marks. Imagery-based problems are investigated in multiple design contexts and formats. Specialized rendering techniques, digital studio practices, and iconographic style development are considered.

NB: Lab fee. Fulfills corporate communication major media studies requirement.
Cross-listed: ART 361.

Prerequisite(s): ART 250 or MCOM 231, and one of the following: MCOM 111; 171; ART 181, 182, or instructor's consent. (0-0; 3-0)

MCOM 332 Symbol and Typography Design (3 sem. hrs.)

An exploration of integrated conceptual thinking and formal experimentation with type and related symbol systems in graphic communications. Emphasis is placed on type as image, principles of typesetting, hierarchy and structure. The complex interaction of type in relation to other graphic elements in multiple design contexts and formats is considered.

Cross-listed: ART 362.
NB: Lab fee. Fulfills corporate communication major media studies requirement.
Prerequisite(s): ART 250 or MCOM 231, and one of the following: MCOM 112; 171; ART 181, 182, or instructor's consent. (0-3 or 0-3)

MCOM 333 Format and Layout Design (3 sem. hrs.)

An exploration of integrated conceptual thinking and formal experimentation with the structural and organizing systems at work in graphic communications. Emphasis is given to the development of unified graphic systems spanning multiple design contexts and formats.

Cross-listed: ART 363.
NB: Lab fee. Fulfils corporate communication major media studies requirement.
Prerequisite(s): ART 250 or MCOM 231, and one of the following: MCOM 111; 171; ART 181, 182, or instructor's consent. (3-0 or 3-0)

MCOM 334 Interaction Design (3 sem. hrs.)

Introduces students to the design of interactive digital experiences with a focus on website design, User Experience (UX) design, and User Interface (UI) design. Students will learn the core concepts and principles of interaction design by working through technical and design projects using industry standard design software. Students leave this course with the ability to build basic websites and design digital experiences that follow current interaction design standards and methodologies.

NB: Lab fee.
Cross-listed: ART 364.
Prerequisite(s): ART 250 or MCOM 231.. (3-0 or 3-0)

MCOM 351 Business and Technical Writing (3 sem. hrs.)

This workshop course offers students effective techniques for written and oral communication within the fields of business and industry, including key aspects of technical correspondence, report writing, oral communication, and the job-seeking process.

NB: Course fee. Required of corporate communication majors.
Prerequisite(s): ENGL 103, 104, and third or fourth year standing or instructor's consent. (3-0 or 3-0)

MCOM 352 Online Journalism and Writing (3 sem. hrs.)

A hands-on seminar that explores the style, format, technique and design of web writing — specifically related to online journalism. The course explores historical aspects, storytelling structures, design concepts, ethical issues, writing styles, and media concerns that affect online news websites. A course project creates and develops editions of an online news magazine that incorporates student-written articles and feature stories.

NB: Lab fee. Fulfils corporate communication major writing requirement.
Prerequisite(s): MCOM 231 and 251, or instructor's consent. (0-0; 3-0)

MCOM 361 Screenwriting (3 sem. hrs.)

This course introduces students to the history, art, and craft of cogent short-form film and television writing. It involves theoretical and applied components. Topics include: concept, conflict, and character development, writing treatments, structure and plot point crafting, genre considerations, theme and character dynamics, mood and stylistic concerns, etc. Selective scripts from the course may be used in advanced production courses.

NB: Lab fee.
Prerequisite(s): MCOM 261 or instructor's consent. (3-0 or 3-0)

MCOM 362 Playwriting (3 sem. hrs.)

A course in the art of structuring action and dialogue for the stage. Students study dramatic theory and "workshop," an original one-act play that is submitted in an approved format by the end of term. Plays from the class may be selected for staged readings.

Cross-listed: THTR 325.
Prerequisite(s): Upper level standing. (0-0; 3-0)

MCOM 369 Adventures in Narrative Non-Fiction (3 sem. hrs.)

"What makes this story so good?" Compelling magazine and newspaper writing employs narrative nonfiction's creative tools to bring true stories to life. In this intermediate workshop-style course, students analyze examples of the best published memoir, personal narrative, travel writing, and immersion journalism to interpret the author's craft and formulate aesthetic principles to apply to their own creative work. Students will write several pieces in a variety of non-fiction genres; critique each other's work; revise their own; and perform one piece during the Festival of the Arts, Media + Culture.

NB: Course fee. Fulfils university core requirement for aesthetic and performance inquiry. Fulfils theory and criticism requirement for media and communication major.
Prerequisite(s): MCOM 251 or 261; or ENGL 207 or 208; or instructor's consent (writing samples may be required). (3-0 or 3-0)

MCOM 371 Relational Communication (3 sem. hrs.)

This course provides an in-depth look at communication in close relationships. The course begins with models of relational communication and proceeds with self- and other perceptions, verbal and nonverbal strategies and rituals, then the larger processes of communication in developing, sustaining, struggling, and ending relationships. Three featured topics include the role of conflict, verbal abuse, and personal style as factors in close relationships.

NB: Course fee. Fulfils leadership communication requirement for corporate communication majors.
Prerequisite(s): Second year standing. (3-0 ; 0-0)

MCOM 372 Cross-cultural Communications (3 sem. hrs.)

This course is about the nature of cross-cultural interaction. Cultural concepts and contexts are explored through taxonomies, theories, and comparative analysis. Through in-class and out-of-class activities, students become self-aware and other-aware. Students also experiment with cultural behaviours and cultural change, aiming to increase both explanatory and predictive cultural

knowledge, and enhance behavioural competencies.

NB: Fulfils University core requirement for social and global inquiry. Required of all corporate communication majors.
Cross-listed: ANTH 302, LING 302.
Prerequisite(s): Registration preference given to media and communication majors, concentrations, or minors, as well as corporate communication majors, TESL certificate, Inter-cultural religious studies, and international studies programs. (3-0 or 3-0)

MCOM 373 Classical and Contemporary Rhetoric (3 sem. hrs.)

The rhetoric of classical Greece and Rome, the medieval era, and modern and postmodern approaches to rhetorical practice are surveyed in relation to political, social, and mass media contexts and practices.

NB: Fulfils theory and criticism requirement for media and communication majors.
Prerequisite(s): Third or fourth year standing. (3-0 or 3-0)

MCOM 381 Debate and Argumentation (3 sem. hrs.)

The study of argumentation theory as applied in the practice of debate for the careful analysis and advancement of propositions regarding important contemporary issues. Students participate in two one-on-one debates and one two-on-two debate.

Prerequisite(s): MCOM 281 or instructor's consent. (3-0 or 3-0)

MCOM 390 Selected Topics in Media and Communication (3 sem. hrs.)

Topics vary from year to year.

NB: Not offered every year. See Department chair. Possible fee.
Prerequisite(s): Varies with topic.

MCOM 391 Communication Practicum (1 sem. hr.)

This practicum provides students with a work-and-learn experience in the field of media and communication, both on or off campus. In addition to their workplace experience, practica students meet regularly as a class to explore workplace issues and communication challenges. Class sessions are formatted as a professional workshop, whereby students demonstrate leadership skills in public speaking, visual presentation, and group interaction. Course assignments require students to respond to reflective questions about their own communication strengths and personal development as emerging professionals. Not required of media and communication majors, but 3 s.h. Required of corporate communication majors.

NB: Open only to media and communication majors, concentrations, and minors; corporate communication majors; and students working with student media (i.e., student newspaper, student yearbook, student video yearbook). Only 3 sem. hrs. apply toward the major; others go to electives for a maximum total of 8 sem. hrs. Communication Practicum courses are pass/fail courses.
Prerequisite(s): Second year standing or above.

MCOM 392 Communication Practicum (2 sem. hrs.)

This practicum provides students with a work-and-learn experience in the field of media and communication, both on or off campus. In addition to their workplace experience, practica students meet regularly as a class to explore

workplace issues and communication challenges. Class sessions are formatted as a professional workshop, whereby students demonstrate leadership skills in public speaking, visual presentation, and group interaction. Course assignments require students to respond to reflective questions about their own communication strengths and personal development as emerging professionals.

NB: Open only to media and communication majors, concentrations, and minors; corporate communication majors; and students working with student media (i.e., student newspaper, student yearbook, student video yearbook). Only 3 sem. hrs. apply toward the major; others go to electives for a maximum total of 8 sem. hrs. Communication Practicum courses are pass/fail courses.
Prerequisite(s): Second year standing or above.

MCOM 393 Communication Practicum (3 sem. hrs.)

This practicum provides students with a work-and-learn experience in the field of media and communication, both on or off campus. In addition to their workplace experience, practica students meet regularly as a class to explore workplace issues and communication challenges. Class sessions are formatted as a professional workshop, whereby students demonstrate leadership skills in public speaking, visual presentation, and group interaction. Course assignments require students to respond to reflective questions about their own communication strengths and personal development as emerging professionals.

NB: Open only to media and communication majors, concentrations, and minors; corporate communication majors; and students working with student media (i.e., student newspaper, student yearbook, student video yearbook). Only 3 sem. hrs. apply toward the major; others go to electives for a maximum total of 8 sem. hrs. Communication Practicum courses are pass/fail courses.
Prerequisite(s): Second year standing or above.

MCOM 395 Central America Field Study (3 sem. hrs.)

This experiential and interdisciplinary course fosters interaction with diverse physical and human environments. It provides exposure to the region's history, religions, politics, and socio-economic realities that shape the communication and cultures of Central America, and introduces students to cross-cultural communication.

Prerequisite(s): Third year standing or instructor permission. (3-0 or 3-0)

MCOM 396 East Africa Field Study (3 sem. hrs.)

This experiential and interdisciplinary course fosters interaction with diverse physical and human environments. It provides exposure to the region's history, religions, politics, and socio-economic realities that shape the communication and cultures of East Africa and introduces students to cross-cultural communication.

Prerequisite(s): Third year standing or instructor permission. (3-0 or 3-0)

MCOM 399 Communication Theory in Everyday Life (3 sem. hrs.)

An intermediate-level study of contemporary theories in communication with an eye to their applicability for observation, explanation, and evaluation of everyday communication. Students

learn to pose questions and answers in theory construction regarding communication issues, processes and outcomes.

Prequisite(s): MCOM 171 and at least 2nd year status. (3-0 or 3-0)

MCOM 411 Media, Culture, and Criticism (3 sem. hrs.)

A seminar investigating the cultural environment in which we live as the context of all communication. Selected media within contemporary culture are explored in terms of their contribution to the postmodern age.

NB: Fulfils theory and criticism requirement for media and communication majors, and the media studies requirement for corporate communication majors.
Prerequisite(s): Third or fourth year standing. (0-0; 3-0)

MCOM 412 Masters of Cinema (3 sem. hrs.)

This seminar focuses on key filmmakers who have been highly influential in the development and expression of thought-provoking narrative and non-narrative cinema, including documentary and animation. As such, it focuses on a broad array of filmmakers, styles, and genres as students explore the way cinematic structure, stylistics, aesthetics, and techniques creates a deeper understanding of life. Filmmakers studied include masters from Hollywood, Europe, Asia, Africa, and the Middle East.

NB: Lab fee. Fulfils theory and criticism requirement for media and communication majors.
Prerequisite(s): None.

MCOM 413 Religious Themes in Cinema (3 sem. hrs.)

This course explores key films and representative filmmakers that have presented traditional and controversial religious messages in their work including filmic symbolic creations regarding God, the Church, sin, redemption, and grace. Filmmakers include Krzysztof Kieslowski, Carl Dreyer, Andrei Tarkovsky, Robert Bresson, Ingmar Bergman, Martin Scorsese, and Horton Foote. The course discusses rhetorical ways film conveys spiritual and emotional messages. Of note is the role Christ and Christ-figures play in selected films.

NB: Not offered every year. Fulfils theory and criticism requirement for media and communication majors.
Prerequisite(s): None. (3-0 or 3-0)284

MCOM 421 Digital Recording II (3 sem. hrs.)

Advanced study and practice of the technologies pertaining to professional digital recording.

NB: Lab fee.
Cross-listed: MUSI 341.
Prerequisite(s): MCOM 323/MUSI 340, or instructor's consent. (3-0 or 3-0)

MCOM 422 Digital Film Directing (3 sem. hrs.)

This course introduces students to the history, theory, and craft of digital film directing. As a workshop, it involves critical, and applied components. Topics include the multiple roles of the director, scene, and script analysis, creating potent production concepts, creative cinematics and techniques, auditioning, and working with actors. Key components of the course include shooting monologues, scenes, and making a short film.

NB: Not offered every year.
Prerequisite(s): MCOM 221 or instructor's consent. (0-0; 3-0)

MCOM 451 Public Relations Writing (3 sem. hrs.)

An advanced course that focuses on the style and technique of writing for public relations and corporate communication. Students discover the dynamics of strategic and persuasive writing while creating key pieces such as brochures, ads, newsletters, and press releases. Opportunity is given to create a communications package for a public relations client.

NB: Fulfils corporate communication writing requirement.
Prerequisite(s): MCOM 252, or 261, or instructor's consent. (0-0; 3-0)

MCOM 452 Feature Writing for Newspapers and Magazines (3 sem. hrs.)

Building on skills developed in MCOM 251 or 261, students study the best in magazine and newspaper feature writing and produce several pieces of their own with the intent of publishing their work.

NB: Fulfils theory and criticism requirement for media and communication majors; fulfils corporate communication writing requirement.
Prerequisite(s): MCOM 251 or 261; ENGL 103, 104, and third or fourth year standing. (3-0; 0-0)

MCOM 453 Editing for Newspapers and Magazines (3 sem. hrs.)

Building on skills introduced in MCOM 251, 261, or 452, students learn the art of editing for magazines and newspapers. Students study examples of published magazines and newspapers (both print and online), write and edit a piece of their own with the intent to publish their work, and apply their knowledge to pieces submitted for publication in a student publication to be created around this course.

Prerequisite(s): MCOM 251 or 261 or 452; or ENGL 207 or 208; or instructor's consent (writing samples may be required). (3-0 or 3-0)

MCOM 469 Professional Writing Capstone (3 sem. hrs.)

Serves as opportunity for students to bring diverse learning and skills from across their program in order to research, write and/or carry out a senior creative thesis, portfolio, or publishing project in literary journalism or narrative nonfiction. Students gain skills in curation, editing, project management, aesthetic research methodology, and integrative and performative thinking. Students will gain deeper scholarly and professional understanding of aesthetic research methodology, and integrative and performative thinking. Students will gain deeper scholarly and professional understanding of aesthetic considerations in communication, forge professional and academic contacts, and demonstrate mastery of relevant theory, principles, and writing strategies. The course concludes with a public performance to peers, faculty, and professional leaders.

NB: Lab fee.
Prerequisite(s): Students must be majoring in Media + Communication (Professional Writing Stream), and have 3rd or 4th year standing.

MCOM 471 Persuasive Communication (3 sem. hrs.)

This course investigates the art, science, and practice of persuasive communication in its many forms and contexts. It examines theories and research in human influence and how language,

images, and non-verbal cues can mould people's attitudes and actions. There is opportunity to carry out a social science project in interpersonal or mediated persuasion, and to seriously consider the ethical implications of one's persuasive efforts.

NB: Fulfils theory and criticism requirement for media and communication majors and fulfils leadership requirement for corporate communication majors.
Prerequisite(s): MCOM 171 and at least third year standing. (0-0; 3-0)

MCOM 472 Leadership communication in Multi-cultural Contexts (3 sem. hrs.)

Students explore the complexities of leadership communication in multi-cultural, non-western contexts through topics such as gender and social structures, motivation, decision-making, negotiating conflict, and managing projects and change. The course draws on leadership theories, metaphors, and global leadership research to define culturally preferred leadership attributes and behaviours, and effective cross-cultural communication in comparative global settings.

NB: Fulfils theory and criticism requirement for media and communication majors and fulfils leadership requirement for corporate communication majors.
Cross-listed: ANTH 452.
Prerequisite(s): MCOM 372. (0-0; 3-0)

MCOM 473 Women, Communication, and Leadership (3 sem. hrs.)

This course focuses on central current themes in the study of women in positions of power and leadership in Western society. Students focus on gendered communication patterns and tendencies, specifically concerning women in positions of influence in politics and media.

NB: Not offered every year.
Prerequisite(s): LING 210 or PSYC 315, third year standing, and/or permission of instructor. (0-0; 3-0)

MCOM 474 Language and Gender (3 sem. hrs.)

A survey course of the central themes in the study of gender-differentiated language use, such as differences in conversational practice, conversational differences in mixed talk and single-sex talk, as well as the complexity in intimate talk between men and women.

NB: Not offered every year.
Prerequisite(s): LING 210 or PSYC 315 or third or fourth year media and communication standing.

MCOM 479 Leadership Communication Capstone (3 sem. hrs.)

Students bring diverse learning and skills from across their program in order to research and write and/or carry out a senior thesis or organizational project in leadership or strategic communication. Students gain skills in project management, research methodology, and integrative thinking in order to collect social scientific data, advance complex arguments, and/or help an organization achieve its communication goals. Students will gain deeper scholarly and professional understanding of communication, forge professional and academic contacts, and demonstrate mastery of relevant theory, principles and writing strategies. Students conclude the course with a public presentation to peers, faculty, and professional leaders regarding the main project.

Pre-requisites: Students need to be majoring in Media + Communication (Leadership Stream) or

Corporate Communication, and have 3rd or 4th year standing.

MCOM 490 Directed Studies in Media and Communication (3 sem. hrs.)

Students are required to produce an outline of the topics to be studied in consultation with the instructor. A course of reading and writing is pursued according to the approved outline.

NB: In keeping with University policy, students are not allowed to do a directed study in a course currently offered by the Media and Communication Department. May fulfil special program requirements depending on nature of studies.
Prerequisite(s): 12 sem. hrs. lower level Media and Communication courses and instructor's consent.

MCOM 491 Transformational Development and Leadership (3 sem. hrs.)

The course provides opportunity for the articulation of transformational leadership (both cultural and personal). It requires leaders to communicate their vision of growth and opportunity. Students gain insight into effective leadership communication as they examine the worldviews, history, and economic challenges in developing nations (in East Africa and Central America).

This course explores underlying cultural and faith-based worldviews by means of an interdisciplinary travel study. Specifically, the course explores social and humanitarian responses to critical social issues in the Global South. Through readings, lectures (including field practitioners and experts), and field experiences, students are exposed to the complex nature of human problems and social responses. Students seek to understand critical social issues in light of cultural, environmental, economic, political, and historical frameworks. Of particular interest is the manner in which religious worldview shapes one's response to the disadvantaged, and how the transformational model informs leadership behaviour and the development process.

NB: Fulfils University core requirement for social and global inquiry.. For the Kenya travel study, students may take this alone or as a second course.
Cross-listed: IDIS 450.
Prerequisite(s): Upper level standing (minimum of 70 sem. hrs.) and instructor's consent.

Music

MUSI 100 Repertory and Studio Class (0 sem. hrs.)

A performance class for students of applied music for the purpose of gaining experience in public performance and increasing knowledge of music literature. Required of all music majors in each semester of the program; recommended for all other students registered for applied music lessons.

NB: Pass/Fail course.
Prerequisite(s): None. (0-1; 0-1)

MUSI 110 Fundamentals of Music (3 sem. hrs.)

A course for teachers, youth workers, and recreation workers, as well as students who wish to pursue advanced theory studies but lack the appropriate background. Topics covered include: notation of pitch and rhythm; intervals, scales, and modes; concept of key, triads, and seventh chords; introductory melody; and accompaniment writing.
Prerequisite(s): None. (3-0 or 3-0)

MUSI 131 Music History from 1600 to 1800 (3, 3 sem. hrs.)

Traces the historical development of Western music in the 17th and 18th centuries. Organized in a largely chronological fashion, the course investigates developments in musical genres, ensembles, and performance circumstances through the Baroque and Classical historical eras in music. The methodology of the course will comprise examination of the musical artifacts, the circumstances from which they arose, and their ultimate impact on the trajectory of musical history. There will be due consideration of the reception histories of the work and the ways those valuations have changed over time, up to and including the present day. Apprehension of the music itself, through guided listening and methods of analysis suited to each epoch under study, will also form an integral part of the course. The ways that theoretical and interpretive practices varied over the period in question will form a related part of the class discussions.

Prerequisite(s): Satisfactory performance on the music placement test or MUSI 110; MUSI 110 may be taken concurrently. (3-0; 3-0)

MUSI 132 Music History from 1800 to Present (3, 3 sem. hrs.)

Traces the historical development of Western music from the beginning of the 19th century to present day. Organized in a largely chronological fashion, the course investigates developments in musical genres, ensembles, and performance circumstances through the Romantic, Modern, and Postmodern historical eras in music. The methodology of the course will comprise examination of the musical artifacts, the circumstances from which they arose, and their ultimate impact on the trajectory of musical history past, present, and future. There will be due consideration of the reception histories of the work and the ways those valuations have changed over time, up to and including the present day. Apprehension of the music itself, through guided listening and methods of analysis suited to each epoch under study, will also form an integral part of the course. The ways that theoretical and interpretive practices varied over the period in question will form a related part of the class discussions.

Prerequisite(s): Satisfactory performance on the music placement test or MUSI 110; MUSI 110 may be taken concurrently. (3-0; 3-0)

MUSI 140 Applied Keyboard Musicianship (1 sem. hr.)

The course is designed to prepare Music majors with keyboard skills generally expected of all musicians. Skills covered include score reading, transposition, simple harmonization, and improvising simple chordal accompaniment.

NB: Opened to declared Music majors only.
Prerequisite(s): None. (0-2 or 0-2)

MUSI 150 Music Appreciation: The Art of Listening (3 sem. hrs.)

An introductory course for which previous musical background is helpful but not required. Lectures and prescribed listening are designed to encourage familiarity with compositions from the concert repertoire representative of significant musical styles and periods.

NB: Not offered every year. See department chair.
Prerequisite(s): None. (3-0 or 3-0)

MUSI 220 Introductory Special Topics in Music (1-3 sem. hrs.)

Topics vary from year to year.

Prerequisite(s): Vary depending on course.

MUSI 225, 226 Music Theory (3, 3 sem. hrs.)

An integrated course including a brief review of basic rudiments of music, four-part written harmony, analysis, introduction to form and counterpoint. Harmonic elements include diatonic triads and their inversions, harmonization of melodies and basses, dominant and diminished seventh chords and secondary seventh chords. Sight singing and ear training including melodic, harmonic, and rhythmic materials are included.

Prerequisite(s): Satisfactory performance on the music placement test or MUSI 110. (3-2; 3-2)

MUSI 227 Songwriting (3 sem. hrs.)

The study of popular song composition (songwriting) with an emphasis on the student producing songs in a variety of styles and for different contexts (e.g. worship, performance, etc.) Topics include song structure, lyric development, harmonic organization, and instrumentation. The course format involves group workshop sessions and individual tutorials, with the instructor guiding the student's work.

Prerequisite(s): MUSI 110 or 225, or instructor's permission.

MUSI 231 Songs of Faith (3 sem. hrs.)

An examination of meanings and purposes of sacred/church 'song' in the context of the believing community, from OT Psalm to early church hymn, chant to Reformation hymn, revival hymn and gospel song to contemporary worship chorus. The course will be concerned with seeing the varied musical and textual expression of God's people throughout their history, understanding these expressions within the worship culture of their time, and appreciating the breadth of repertoire of the church's songs.

Prerequisite(s): WRSH 101
Cross-listed: WRSH 239

MUSI 300 Current Worship Leadership Issues (3 sem. hrs.)

An examination of contemporary trends and leadership issues in worship practice set in the context of the larger cultural shifts of the last 25 years. The course has two main areas of concern: theological and philosophical leadership issues for a biblical worship practice in a postmodern culture, and practical concerns relating to development of a vibrant local church worship ministry.

NB: Offered on alternate years. See coordinator for details.
Cross-listed: WSTU 300.
Prerequisite(s): WSTU 200. (0-0; 3-0)

MUSI 310 Special Topics in Music (3 sem. hrs.)

Topics vary from year to year.

NB: Not offered every year. Course may be repeated.
Prerequisite(s): 6 sem. hrs. of music or instructor's permission. (3-0 or 3-0)

MUSI 320 Arranging for Worship Teams (2 sem. hrs.)

An introduction to arranging techniques for the most common instruments and voice groupings found in church worship teams. Materials are taken from contemporary songs and more traditional church repertoire. Student arrangements are performed as often as possible.

NB: Not offered every year. See department chair.
Prerequisite(s): MUSI 225, 226 or permission of the instructor. (0-0; 2-0)

MUSI 325 Advanced Music Theory (3, 3 sem. hrs.)

Advanced integrated study of music theory, including written harmony, form and analysis, and counterpoint. Harmonic elements include secondary seventh chords; dominant 9th, 11th, and 13th chords; chromatic harmony; modulation; and writing in two, three, and four parts. Further studies in harmonic and melodic dictation and sight-singing.

Prerequisite(s): MUSI 225, 226. (3-2; 3-2)

MUSI 326 Advanced Music Theory (3, 3 sem. hrs.)

Advanced integrated study of music theory, including written harmony, form and analysis, and counterpoint. Harmonic elements include secondary seventh chords; dominant 9th, 11th, and 13th chords; chromatic harmony; modulation; and writing in two, three, and four parts. Further studies in harmonic and melodic dictation and sight-singing.

Prerequisite(s): MUSI 325. (3-2; 3-2)

MUSI 327, 328, 329 Composition (2 or 3 sem. hrs.)

The study of composition with emphasis on the student producing pieces in a variety of genres and styles (generally short works for soloists, small ensembles, or digital media). The course format involves weekly sessions of a private or semi-private nature, with the instructor guiding the student in his or her work. (Workload expectations vary with the credit assigned, 2 or 3 sem. hrs. credit.)

NB: May not be available every semester.
Prerequisite(s): Prior studies in music theory, preferably MUSI 225, 226, and permission of the instructor. (0-1-0 or 0-1-0)

MUSI 330 Music History to 1600 (3 sem. hrs.)

A study of musical styles, forms, and composers up to 1600. This encompasses an evaluation of ancient, medieval, and Renaissance music.

NB: Not offered every year. See department chair.
Prerequisite(s): MUSI 131, 132; 225, 226. (3-0 or 3-0)

MUSI 331 Instrumental Literature (3 sem. hrs.)

The course is an introduction to representative instrumental solo, ensemble, and orchestra literature for the student's particular instruments. Through the study of primary literature (musical scores), source readings and secondary material, the student is acquainted with standard instrumental literature and a variety of musicological and pedagogical perspectives on this body of music.

Prerequisite(s): Admission to the instrumental performance stream or instructor's consent (upper level standing). (3-0 or 3-0)

MUSI 333 Keyboard Literature (2 sem. hrs.)

A survey of solo music for keyboard instruments from the Renaissance to the present. Works for the harpsichord, clavichord, and piano are reviewed.

NB: Not offered every year. See department chair.
Prerequisite(s): MUSI 131, 132; 225, 226; and 325, 326 (may be taken concurrently). (2-0 or 2-0)

MUSI 335 Choral Literature (3 sem. hrs.)

The development of sacred and secular choral music from the Middle Ages to the present.

Forms and stylistic considerations are examined in representative choral works including the mass, the cantata, the oratorio, and other genres.

NB: Not offered every year. See department chair.
Prerequisite(s): MUSI 131, 132; 225, 226; and 330 (latter may be taken concurrently). (3-0 or 3-0)

MUSI 336 Vocal Literature (2 sem. hrs.)

A study of forms, idioms, and styles characteristic of solo and chamber song in western art music. Emphasis is on the literature available in Central Europe, the British Isles, and North America from the 16th century through to the 20th century.

NB: Not offered every year. See department chair.
Prerequisite(s): MUSI 131, 132; 225, 226; 325, 326 (may be taken concurrently). (2-0 or 2-0)

MUSI 339 Vocal Performance Class (1 sem. hr.)

A study of body movement and stage poise for various types of singing. The student learns correct diction in a number of common singing languages and becomes acquainted with repertoire for the voice.

Prerequisite(s): MUSI 131, 132; 225, 226; or instructor's permission. (1-0 or 1-0)

MUSI 340 Digital Recording I (3 sem. hrs.)

An introduction to various aspects of the recording arts with emphasis on working within the digital (virtual) studio environment with Cubase and other virtual instrument software.

Cross-listed: MCOM 323.
Prerequisite(s): MUSI 226 or third year standing. (1-3 or 1-3)

MUSI 341 Digital Recording II (3 sem. hrs.)

Advanced study and practice of the technologies pertaining to professional digital recording.

Cross-listed: MCOM 421.
Prerequisite(s): MUSI 340 or instructor's permission. (3-0 or 3-0)

MUSI 350 Popular Music in the 20th Century

This course examines the sources and evolution of popular music in the last century, popular music as both an expression of and a creative force in popular culture, popular music as the rhythmic antithesis of repression, popular music as a commodity of mass production and mass culture, and the means by which the development and cultural importance of popular music can be evaluated. Content and method emphasize inquiry arising from America's religious influence on popular culture and the reciprocal influence of popular culture on the Church, to develop a reasoned Christian perspective about popular music.
Prerequisite(s): Upper level standing or instructor's permission. (3-0 or 3-0)

MUSI 370 Junior Recital (1 sem. hr.)

A 30-minute recital given by a student in the third year of the performance option. Recital program must be submitted to the department coordinator for approval.

Prerequisite(s): Admission to the performance option or by special permission.

MUSI 371 Instrumental Techniques - Brass (1 sem. hr.)

The study of brass methods and materials. Students are given basic instruction on several of

the instruments in each section with strong components in performance (at the beginning level) and in instrumental pedagogical techniques for purposes of teaching in public or private schools or in church-related instrumental music programs.

Prerequisite(s): MUSI 225, 226, minimum of four semesters of applied music lessons on major instrument or voice, or instructor's consent. (0-2 or 0-2)

MUSI 372 Instrumental Techniques - Woodwinds (1 sem. hr.)

The study of woodwinds methods and materials. Students are given basic instruction on several of the instruments in each section with strong components in performance (at the beginning level) and in instrumental pedagogical techniques for purposes of teaching in public or private schools or in church-related instrumental music programs.

Prerequisite(s): MUSI 225, 226, minimum of four semesters of applied music lessons on major instrument or voice, or instructor's consent. (0-2 or 0-2)

MUSI 373 Instrumental Techniques - Percussion (1 sem. hr.)

The study of percussion methods and materials. Students are given basic instruction on several of the instruments in each section with strong components in performance (at the beginning level) and in instrumental pedagogical techniques for purposes of teaching in public or private schools or in church-related instrumental music programs.

Prerequisite(s): MUSI 225, 226, minimum of four semesters of applied music lessons on major instrument or voice, or instructor's consent. (0-2 or 0-2)

MUSI 374 Instrumental Techniques - Pre-band instruments (1 sem. hr.)

The study of pre-band instruments methods and materials. Students are given basic instruction on several of the instruments in each section with strong components in performance (at the beginning level) and in instrumental pedagogical techniques for purposes of teaching in public or private schools or in church-related instrumental music programs.

Prerequisite(s): MUSI 225, 226, minimum of four semesters of applied music lessons on major instrument or voice, or instructor's consent. (0-2 or 0-2)

MUSI 401 Worship Design and Leadership I (3 sem. hr.)

A study of the principles and practice of designing effective worship services. This course is the classroom component related to local church practica, MUSI/ WSTU 402 and 403.

NB: WSTU 401.
Prerequisite(s): MUSI 300 and upper level standing, or instructor's permission. (3-0; 0-0)

MUSI 402 Worship Design and Leadership 2 (1 sem. hr.)

A local church practicum covering the entire semester, with scheduled involvement to be determined early in the semester in cooperation with the ministry leadership of the local church. It is expected that the student is given individual hands-on responsibilities over the semester in areas of strength, as well as opportunities for growth in other areas. The student works under the immediate supervision of a staff or qualified

lay leader in the local church and within the general supervision of a TWU instructor.

NB: Pass/Fail course.
Cross-listed: WSTU 402.
Co-requisite: MUSI 401.
Prerequisite(s): WSTU 300 and upper level standing; plus for those involved in leading worship teams in the practicum, MUSI 220 290 is required; MUSI 405 is recommended. For those involved in leading choir/ensembles in the practicum, MUSI 405 is required. (1-0; 0-0)

MUSI 403 Worship Design and Leadership 3 (1 sem. hr.)

A continuation of the local church practicum of MUSI 402, typically in the same church. The practicum covers the entire semester, with scheduled involvement to be determined early in the semester in cooperation with the ministry leadership of the local church. It is expected that hands-on responsibilities in this semester are increased over those of MUSI 402. The student works under the immediate supervision of a staff or qualified lay leader in the local church, and within the general supervision of a TWU instructor.

NB: Pass/Fail course.
Cross-listed: WSTU 403.
Prerequisite(s): MUSI 402. (0-0; 1-0)

MUSI 405 Conducting I (3 sem. hrs.)

An introduction to the principles and techniques of choral and instrumental conducting. The acquisition of fundamental conducting skills, facility in score reading and analysis, and rehearsal techniques are emphasized.

Prerequisite(s): MUSI 131, 132; 325, 326; open to non-Music majors by instructor's consent. (3-0; 0-0)

MUSI 406 Conducting II (3 sem. hrs.)

The study of conducting techniques required for difficult examples using traditional compositional techniques and contemporary compositions, including aleatory music. Topics include the refinement of patterns and gestures, score preparation, and the psychology of musical organizations. Students from the class may be selected for performances with the campus ensembles.

NB: Not offered every year. See department chair.
Prerequisite(s): MUSI 405. (0-0; 3-0)

MUSI 407 Choral Arranging (3 sem. hrs.)

An introduction to choral arranging techniques. Materials are taken from classical music, popular melodies, carols, and original melodies. Student arrangements are performed and discussed in class as often as possible.

NB: Not offered every year. See department chair.
Prerequisite(s): MUSI 325, 326 (may be taken concurrently). (3-0 or 3-0)

MUSI 425 20th Century Music (3 sem. hrs.)

An examination of representative musical literature spanning the 20th and 21st centuries, including compositional practice, analysis, and approaches to history. Analytical issues are examined in response to questions of structural integrity, pitch and temporal organization, and the relationship of recent musical discourse to the tradition of the common practice. Students develop critical interpretive tools through engagement with musicological literature that addresses issues of history, the relationship of music and culture and aesthetic value.

NB: Not offered every year. See department chair.

Prerequisite(s): MUSI 325, 236. (3-0 or 3-0)

MUSI 427, 428, 429 Composition (2 or 3 sem. hrs.)

A continuation of MUSI 329, with emphasis on major works for larger ensembles. The study of composition with an emphasis on the student producing pieces in a variety of genres and styles (generally more extended works for a variety of ensembles or digital media). The course format involves weekly sessions of a private or semi-private nature, with the instructor guiding the student in his or her work. The workload expectations vary with the credit assigned (2 or 3 sem. hrs. credit).

NB: May not be available every semester.
Prerequisite(s): MUSI 329 and instructor's permission. (0-1-0 or 0-1-0)

MUSI 430 Foundations and Principles of Music Education (3 sem. hrs.)

An introduction to the historical, philosophical, sociological, and psychological foundations of music education. Topics covered include: program development, teaching methods, administration, supervision, and evaluation.

NB: Not offered every year. See department chair.
Cross-listed: EDUC 430.
Prerequisite(s): MUSI 131, 132; 225, 226; and third or fourth year standing. (3-0 or 3-0)

MUSI 432 Songs of Faith (1 sem. hr.)

An examination of meanings and purposes of sacred/ church song in the context of the believing community, from Old Testament psalm to early church hymn, chant to Reformation hymn, revival hymn and gospel song to contemporary worship chorus. The course is concerned with seeing the varied musical and textual expression of God's people throughout their history, understanding these expressions within the worship culture of their time, and appreciating the breadth of repertoire of the church's songs.

NB: Offered on alternate years. See coordinator for details.
Cross-listed: WSTU 400.
Prerequisite(s): WSTU 200 and upper level standing, or instructor's permission. (0-0; 1-0)

MUSI 435 Concepts of Music Therapy in Special Education (3 sem. hr.)

An examination of the underlying philosophical, methodological, and technical aspects of music therapy in special education; identification of aetiological and symptomatological factors in various categories of exceptionality; study of the physical, developmental, psychological, behavioural and social characteristics of the exceptional child; explanation of the ways in which music can be used to help meet the needs of the mainstreamed exceptional child in the regular music classroom.

NB: Not offered every year. See department chair.
Prerequisite(s): MUSI 325, 326; EDUC 302, 310 (or concurrent enrolment); PSYCH 105, 106; 214; and at least third year standing or instructor's permission. (3-0 or 3-0)

MUSI 450 Keyboard Pedagogy (1 sem. hr.)

This course is designed to enable careful consideration of the dynamics of teacher and pupil interaction in private teaching, develop basic instruction skills at the piano with supervision and constructive feedback, enrich personal awareness of the current methods and materials available, and provide comprehensive coaching in studio management.

NB: Not offered every year. See department chair.
Prerequisite(s): Third or fourth year standing in performance option or instructor's permission.
(1-1 or 1-1)

MUSI 460 Vocal Pedagogy (1 sem. hr.)

Students study the anatomy and physiology of the breathing and phonatory mechanisms of the larynx, and the acoustical laws required for optimum resonation of the singing voice, with practical applications for interaction of teacher and pupil in private studio teaching. Students in the course give basic instruction in voice under the supervision of the instructor.

NB: Not offered every year. See department chair.
Prerequisite(s): Third or fourth year standing in performance option or instructor's permission.
(1-1 or 1-1)

MUSI 470 Senior Recital (1 sem. hr.)

A one-hour recital, demonstrating ability in a wide range of musical styles, given by a student in the fourth year of the performance option. Recital program must be submitted to the Department coordinator for approval.

Prerequisite(s): MUSI 370 and, usually, two semesters of private study subsequent to the junior recital.

Applied Music

A. Private Lessons
There are 12 weekly lessons in each semester; Section A denoting half-hour lessons for 1 sem. hr. of credit, Section B denoting one-hour lessons for 2 sem. hrs. 292
of credit

MUSA 1XX:
For first year Music majors or others with substantial previous instruction.

MUSA 2XX:
For second year Music majors or others with prerequisite.

Prerequisite(s): Two semesters of lessons at the 100 level.

MUSA 3XX:
For third year Music majors or others with prerequisite.

Prerequisite(s): Two semesters of lessons at the 200 level.

MUSI 4XX:
For fourth year Music majors or others with prerequisite.

Prerequisite(s): Two semesters of lessons at the 300 level.

Lessons on additional instruments may be available by request.

- Private Voice Lessons MUSA 110, 111, 210, 211, 310, 311, 410, 411.
- Private Keyboard Lessons MUSA 120, 121, 220, 221, 320, 321, 420, 421.
- Private Flute Lessons MUSA 130, 131, 230, 231, 330, 331, 430, 431.
- Private Oboe Lessons MUSA 132, 133, 232, 233, 332, 333, 432, 433.
- Private Clarinet Lessons MUSA 134, 135, 234, 235, 334, 335, 434, 435.
- Private Bassoon Lessons MUSA 136, 137, 236, 237, 336, 337, 436, 437.
- Private Trumpet Lessons MUSA 140, 141, 240, 241, 340, 341, 440, 441.
- Private Horn Lessons MUSA 142, 143, 242, 243, 342, 343, 442, 443.

- Private Trombone/Euphonium Lessons MUSA 144, 145, 244, 245, 344, 345, 444, 445.
- Private Tuba Lessons MUSA 146, 147, 246, 247, 346, 347, 446, 447.
- Private Percussion Lessons MUSA 150, 151, 250, 251, 350, 351, 450, 451.
- Private Violin Lessons MUSA 160, 161, 260, 261, 360, 361, 460, 461.
- Private Viola Lessons MUSA 162, 163, 262, 263, 362, 363, 462, 463.
- Private Cello Lessons MUSA 164, 165, 264, 265, 364, 365, 464, 465.
- Private Bass Lessons MUSA 166, 167, 266, 267, 366, 367, 466, 467.
- Private Guitar Lessons MUSA 170, 171, 270, 271, 370, 371, 470, 471.
- Private Harp Lessons MUSA 172, 173, 272, 273, 372, 373, 472, 473.

B. Performing Ensembles

Unless otherwise stated, membership is by audition and director's consent. Ensembles must be taken sequentially; 1xx is a prerequisite for 2xx. Ensembles rehearse three to four hours each week of the semester for 1 sem. hr. of credit.

- Chamber Choirs MUSI 153, 154, 253, 254, 353, 354, 453, 454.
- Concert Choir MUSI 181, 182, 281, 282, 381, 382, 481, 482.
- Women's Chorus MUSI 163, 164, 263, 264, 363, 364, 463, 464.
- Vocal Ensembles MUSI 161, 162, 261, 262, 361, 362, 461, 462.
- Orchestra MUSI 145, 146, 245, 246, 345, 346, 445, 446.
- Concert Band MUSI 147, 148, 247, 248, 347, 348, 447, 448.
- Instrumental Ensembles MUSI 165, 166, 265, 266, 365, 366, 465, 466.

Natural and Applied Sciences

NATS 487 Developing a Christian Worldview in the Natural and Applied Sciences (2 sem. hrs.)

With NATS 490 (1 sem. hr.), this course meets an ancillary requirement for all B.Sc. programs. The topics deal with the integration of Christianity with the various disciplines taught within the Faculty of Natural and Applied Sciences. Christian beliefs found in Scripture are applied to an understanding and evaluation of modern science and technology. Students research materials and present an outline for a major paper, which is completed and presented in NATS 490.

NB: The course is intended primarily for students pursuing a BSc but is open to all.
Prerequisite(s): Completion of at least 70 sem. hrs. of study by end of preceding semester. (2-0; 0-0)

NATS 490 Seminar: Christianity and the Natural Sciences (1 sem. hr.)

With any one of the prerequisites (2 sem. hrs.), this course meets an ancillary requirement for all B.Sc.programs. Presentation and discussion of special topics concerned with the relationship between science and the Christian faith.

Cross-listed: RELS 490.
Prerequisite(s): NATS 487; CMPT 480; or MATH 480. (0-0; 0-1)

Nursing

NURS 113 Clinical Skills I (2 sem. hrs.)

This course focuses on knowledge and laboratory practice of clinical skills related to the basic nursing care of individuals. Includes introduction to nursing process and basic nursing concepts.

NB: Pass/Fail course.
Co-requisites(s): NURS 114
Prerequisite(s): Admission to the nursing program. (0-4; 0-0)

NURS 114 Introduction to the Profession of Nursing (3 sem. hrs.)

Using TWU Harmonized Program Outcomes as a framework, introduces students to nursing as an evidence-informed profession with political, historical, ethical, legal, philosophical, cultural and global dimensions.

Co-requisites(s): NURS 113
Prerequisite(s): Admission to the nursing program. (3-0; 0-0)

NURS 123 Clinical Skills II (2 sem. hrs.)

This course builds on knowledge and laboratory practice of clinical skills related to the basic nursing care of individuals. It focuses on knowledge, clinical and health assessment skills, including biological, psychological, social and spiritual dimensions of health. It emphasizes techniques to gather health related data, including taking a health history and performing a physical examination, with the purpose of identifying patient care needs and formulating a plan of care.

NB: Pass/Fail course.
Prerequisite(s): successful completion of 1st semester of nursing program. (0-0; 0-4)

NURS 124 Communication and Covenantal Caring (2 sem. hrs.)

Concepts of communication are explored with an emphasis on the skills and competencies nurses require to build strong interpersonal relationships in the workplace. Nurse-patient relationships, inter-personal communication in the patient care settings, and communication skills with inter-professional patient care teams are examined, including how these relate to Christian values and beliefs. The focus of this course is safe patient communication.

Prerequisite(s): NURS 113, 114, 117. (0-0; 2-0)

NURS 127 Health Promotion and Primary Health Care (3 sem. hrs.)

This course introduces broad concepts of health promotion as a process of enabling people to increase control over, and to improve, their health. It introduces a range of social and environmental interventions used in promotion and protection of health, harm reduction, and prevention of disease. It introduces experiential learning and health teaching related to wellness and healthy living.

Prerequisite(s): 100 level nursing courses and other non-nursing prerequisites designated on curricular pattern. (0-0; 2-4)

NURS 200 Nursing Therapeutics I (3 sem. hrs.)

Introduction to nursing therapeutics as single or multiple interventions by the nurse in the care of well and ill clients and patients. Emphasis is on nutritional and pharmacological interventions and related education in the context of care of adults and older adults.

Prerequisite(s): 100 level nursing courses and other non-nursing prerequisites designated on curricular pattern. (3-0; 0-0)

NURS 212 Nursing Care of Older Adults (3 sem. hrs.)

This course focuses on knowledge and skills essential for the care of older adults, including physiological, psychological, social, and spiritual dimensions of health and well-being. The class provides an overview of chronic disease challenges from a positive aging perspective and explores gerontological nursing in light of gender, socio-economic, cultural, and developmental determinants.

Prerequisite(s): 100 level nursing courses and other non-nursing prerequisites designated on curricular pattern. (0-0, 3-0)
Co-requisite(s): NURS 213

NURS 213 Clinical Practice: Adult Health I (3 sem. hrs.)

This course focuses on experiential learning of nursing care for older adults and takes place in older adult care agencies and in the nursing SIM laboratory. Emphasis is on the development of clinical reasoning through the delivery of safe, client-centered and evidence-informed healthcare. Using the nursing process framework (assessment, planning, implementing, evaluating), students will engage with older adult residents and the health care team, assess older adult patients' care, comfort, and personal needs, identify the appropriate nursing response, choose applicable tools and resources to provide collaborative care, assess and report outcomes. Students will have the opportunity to develop self-insight through reflection-on-practice as they experientially process the role of the gerontological nurse in direct care and consider equity concerns, such as ageism, within our healthcare system.

NB: Pass/Fail course.
Prerequisite(s): 100 level nursing courses and other non-nursing prerequisites designated on curricular pattern. (0-0, 0-8)
Co-requisites: NURS 212

NURS 224 Evidence Informed Practice (3 sem. hrs.)

Introduction to concepts of evidence-informed nursing practice, including the use of research and research findings in nursing practice.

Co-requisite(s): Math 108
Prerequisite(s): 100 level nursing courses and other non-nursing prerequisites designated on curricular pattern. (0-0; 3-0)

NURS 227 Global Health, Humanitarian and Christian Missions (3 sem. hrs.)

This course focuses on global health, humanitarianism and Christian missions. Emphasis is on broad determinants of health of diverse populations, comparative healthcare systems and the role of the health care provider in mission and resource-constrained environments. Concepts of cultural context, sensitivity, awareness, knowledge, competence, and safety are emphasized with a focus on critical approaches to humanitarianism and Christian missions.

Prerequisite(s): NURS 100 level courses and other non-nursing prerequisites designated on curricular pattern. Permission to participate in this course may be granted on an individual basis for students from other disciplines or educational institutions. (0-0; 0-3)

NURS 230 History of Nursing (3 sem. hrs.)

This course examines the development of Canadian nursing over the past four centuries, with an emphasis on the 20th century. Based on an understanding of nursing as rooted in a Christian ethos of caring for strangers, this course critically explores the ways in which religion, politics, gender, race, economics, technology, culture, war, and epidemics have influenced the development of nursing both nationally and globally.

NB: This course is an elective and is not offered every year.
Cross-listed: HIST 230
Prerequisite(s): None (3-0; 3-0)

NURS 232 Nursing Care of Adults (3 sem. hrs.)

Concepts of nursing care are applied to the care of adults experiencing acute, chronic, and palliative conditions. Human physiological, psychological, social, and spiritual responses to illness and health are emphasized together with concepts of adult health promotion. Students apply the nursing process in planning and providing care in acute care and community-based settings.

Co-requisite(s): NURS 233
Prerequisite(s): 100 level nursing courses and other non-Nursing prerequisites designated on curricular pattern. (3-0; 0-0)

NURS 233 Clinical Practice: Adult Health II (4 sem. hrs.)

This course focuses on experiential learning in the provision of nursing care for adults with common acute and chronic illnesses. Emphasis is on the delivery of safe, client-centered and evidence informed health care to adult clients in diverse settings. Clinical reasoning is emphasized in assessment, planning, implementation and evaluation of nursing care.

NB: Pass/Fail course.
Co-requisite(s): NURS 232
Pre-requisite(s): 100 level nursing courses and other non-nursing prerequisites designated on curricular pattern (0-0; 3-0)

NURS 300 Nursing Therapeutics II (3 sem. hrs.)

This course builds on NURS 200: Nursing Therapeutics I. It evaluates, applies and integrates principles of nursing therapeutics as single or multiple interventions by the nurse in the care of well and ill clients and patients. Emphasis is on nutritional and pharmacological interventions and related education in the context of care of mental health, childbearing families, and children.

Prerequisite(s): 100 and 200 level nursing courses and other non-nursing prerequisites designated on curricular pattern. (3-0; 0-0)

NURS 312 Nursing Care and Mental Health (3 sem. hrs.)

Concepts of nursing care as related to mental health throughout the life cycle. Physiological, psychological, emotional, social, and spiritual responses to mental illness and the promotion and restoration of mental health are the emphasis of this course. Students apply the nursing process in planning and providing care in institutional and community-based settings.

Co-requisite(s): NURS 313
Prerequisite(s): 100 and 200 level nursing courses and other non-nursing prerequisites designated on curricular pattern. (3-0; 0-0)

NURS 313 Clinical Practice: Mental Health (3 sem. hrs.)

This course focuses on experiential learning in the provision of nursing care for clients with common acute and chronic mental health conditions. Emphasis is on the delivery of safe, client-centered and evidence-informed health care to clients in diverse settings. Clinical reasoning is emphasized in assessment, planning, implementation and evaluation of nursing care.

NB: Pass/Fail course.
Co-requisite(s): NURS 312
Prerequisite(s): 100 and 200 level nursing courses and other non-nursing prerequisites designated on curricular pattern. (0-9; 0-0)

NURS 317 Community Health (3 sem. hrs.)

Concepts of community as partner, social cultural diversity, and social justice are applied to nursing care in communities. Health promotion and restoration of health are the focus of nursing care for communities and vulnerable populations.

Prerequisite(s): NURS 100, 200 level courses and other non-nursing prerequisites designated on curricular pattern. (3-0; 0-0)
Co-requisite(s): NURS 318

NURS 318 Clinical Practice: Community Health (3 sem. hrs.)

This course focuses on experiential learning in community. Emphasis is on collaborative assessment, planning, implementation and evaluation of health care within diverse community settings.

NB: Pass/Fail course.
Co-requisite(s): NURS 317
Prerequisite(s): NURS 100, 200 level courses and other non-nursing prerequisites designated on curricular pattern (0-9; 0-0)

NURS 322 Nursing Care of Childbearing Families (3 sem. hrs.)

Concepts of nursing care are related to the health care of women, newborns, children, and families during the childbearing years.

Co-requisite(s): NURS 323
Prerequisite(s): 100, 200 level courses and other non-nursing prerequisites designated on curricular pattern. (0-0; 3-0)

NURS 323 Clinical Practice: Family Health I (3 sem. hrs.)

This course focuses on experiential learning in the provision of nursing care for childbearing families. Emphasis is on the delivery of safe, client-centered and evidence-informed healthcare to women, newborns, and their families during the childbearing years. Clinical reasoning is emphasized in assessment, planning and implementation and evaluation of nursing care.

Co-requisite(s): NURS 322
Prerequisite(s): 100, 200 level nursing courses; and other non-nursing prerequisites designated on curricular pattern (0-0; 0-9)

NURS 342 Nursing Care of Children and Families (3 sem. hrs.)

Concepts of nursing care are related to families managing acute and chronic conditions in home and hospital settings. Nursing process, family theory, child health, family health, and family-centred care principles are related to care to emphasize health promotion and health maintenance activities.

Co-requisite(s): NURS 343

Prerequisite(s): 100, 200 level nursing courses; and other non-nursing prerequisites designated on curricular pattern. (0-0; 3-0)

NURS 343 Clinical Practice: Family Health II (3 sem. hrs.)

This course focuses on experiential learning in the provision of nursing care of children and their families. Emphasis is on the delivery of safe, client-centered and evidence-informed healthcare to children and their families in diverse settings. Clinical reasoning is emphasized in assessment, planning, implementation and evaluation of nursing care.

Co-requisite(s): NURS 342
Prerequisite(s): NURS 100 and 200 level courses, and other non-nursing prerequisites designated on curricular pattern. (0-0; 0-9).

NURS 400, 401 Directed Studies in Nursing (1-3 sem. hrs.)

Admission to a directed studies course is at the sole discretion of the Dean. These courses may be used for remediation or to develop a specific area of student interest.

NURS 412 Nursing Care of Adults with Complex Illness (3 sem. hrs.)

Concepts of nursing care are examined as they relate to the complex care needs of adults recovering from surgical procedures, as well as the needs of their families. Complex care refers to consideration of factors that influence wellness in the midst of illness, facilitate an understanding of related pathophysiology, and promote an awareness of cultural and other influences in health care.

Co-requisite(s): NURS 413
Prerequisite(s): NURS 100, 200, 300 level courses and other non-nursing prerequisites designated on curricular pattern. (3-0; 0-0)

NURS 413 Clinical Practice: Adult III (4 sem. hrs.)

This course focuses on experiential learning in the provision of nursing care for adults with complex acute and chronic illnesses who are recovering from surgical procedures. Emphasis is on the delivery of safe, client-centered and evidence-informed health care to adult clients. Clinical reasoning is emphasized in assessment, planning, implementation and evaluation of nursing care.

NB: Pass/Fail course
Co-requisite(s): NURS 412
Prerequisite(s): NURS 100, 200, 300 level courses and other non-nursing prerequisites designated on curricular pattern. (0-12; 0-0)

NURS 424 Professional Ethics (3 sem. hrs.)

Key elements of professional nursing practice are explored through reading and discussion and applied in the development of a personal professional practice model. These key elements include theoretical and theological foundations of nursing, application of relevant theory to practice, critical analysis of pertinent nursing issues, ethical thinking and decision making, therapeutic relational aspects of client care, and responsible communication with clients, colleagues, and the public.

Prerequisite(s): NURS 100, 200, 300 level courses and other non-nursing prerequisites designated on curricular pattern. (0-0; 3-0)

NURS 434 Leadership in Nursing Care (3 sem. hrs.)

Key concepts and processes of leadership are explored as they apply to nursing and health care. Students have the opportunity to examine and develop leadership skills required in contemporary nursing practice. Exercises promote the development and application of values and philosophies of nursing leaders within a Christian worldview.

Prerequisite(s): 100, 200, 300 level nursing courses and other non-nursing prerequisites designated on curricular pattern. (0-0; 3-0)

NURS 443 Clinical Practice: Consolidation (6 sem. hrs.)

Concepts of nursing care are applied to the provision of acute, rehabilitative, or palliative nursing care and health promotion in acute or community placements.

NB: Pass/Fail course.
Prerequisite(s): NURS 100, 200, 300 level courses and other non-nursing prerequisites designated on curricular pattern. (0-0; 0-30)

Nursing, Graduate Courses

NB: The following courses are part of the Master of Science in Nursing Graduate Program. For further information about courses see the School of Graduate Studies section or contact the M.S.N. Graduate Program director.

Core Courses

NURS 510 Foundations of Nursing Knowledge (3 sem. hrs.)

An exploration of the historical and current trends in nursing theory and philosophy. Students explore the role of models, meta-paradigms, concept analyses and middle range theories in relation to traditional and emerging views of science. Issues and controversies within nursing philosophy are introduced with emphasis on understanding the relevance of these debates for both the health care system and the discipline of nursing.

Prerequisite(s): Undergraduate nursing research course or equivalent. Summer.

NURS 520 Knowledge Synthesis (3 sem. hrs.)

This course addresses the principles of knowledge synthesis as the basis for informing nursing theory and practice. Students broaden their understanding of different kinds of evidence while learning the skills of locating, coding, synthesizing, and applying evidence from research studies. Students learn to draw on Christian values and principles to critically reflect on the implications of evidence-based knowledge for theory and practice.

Prerequisite(s): Undergraduate nursing research course (or equivalent). Summer.

NURS 530 Nursing Inquiry I (3 sem. hrs.)

An entry-level course in understanding the philosophical foundations of nursing inquiry and evidence with a focus on qualitative methods. Students explore the inquiry process in the context of the following methods: phenomenology,

grounded theory, ethnography, critical inquiry, narrative analysis, historical and philosophic inquiry. The processes of data collection, analysis, and interpretation are examined. Attention is given to Christian values and principles in relation to research ethics and the applicability of research findings to the various contexts of nursing practice.

Prerequisite(s): NURS 510, 520. (3-0; 0-0)

NURS 540 Statistical Literacy and Quantitative Research (4 sem. hrs.)

This course addresses principles of nursing inquiry and evidence with a focus on quantitative design and statistical literacy. Students will broaden their understanding of quantitative research methods and enhance their ability to analyze quantitative data and interpret statistical results for answering research questions of relevance to nursing theory and practice.

Prerequisite(s): Undergraduate nursing research course (or equivalent); introductory course on statistics; first year M.S.N. courses as designated on curricular plan. (0-0; 4-0)

NURS 550 Health Care Policy (3 sem. hrs.)

A broad overview of the policy process and its application to health care. Reflecting on Canadian priorities, concerns, and obligations, health care issues are analyzed with a specific focus on policy, politics and influence. The roles of nursing and nurse leaders in health policy development, implementation, and advocacy for the health and social needs of the public are critically evaluated. A required on-site residency at the Laurentian Leadership Centre in Ottawa exposes students to the key people and process of health care policy at federal and international levels. International policy, through WHO and other agencies, is examined for its relationship to federal policy and for global perspectives on health and nursing.

Prerequisite(s): NURS 510. (0-0; 3-0)

NURS 607 Nursing Topics (3 sem. hrs.)

This graduate course critically examines issues related to nursing knowledge and advanced professional practice. Topics may vary, depending on student interest and professor availability. Sample topics include: Issues in Nursing History and Issues in International Nursing.

Prerequisite(s): Eligible for admission to Master of Science in Nursing program.

NURS 631: ANP I: Perspectives on Advanced Nursing Practice (Gerontology) (3 sem. hrs.)

This course presents an overview of advanced nursing practice in Canada and the international community, with a population focus of gerontology. Starting with an exploration of the evolution of advanced nursing practice, the course examines professional and socio-political contexts of care and delivery, leading to a study of current and future issues affecting advanced nursing practice. The interrelated roles of advanced nursing practice—clinician, consultant, educator, researcher, and leader—frame our discussion. A clinical project is central to the course and students will require access to a gerontology practice site.

Prerequisite(s): Completion of first year M.S.N. core courses

NURS 632: ANP II: Themes in Care (Gerontology) (3 sem. hrs.)

Building on ANP I (Gerontology), this course focuses on applying advanced nursing practice

competencies (practice, education, collaboration/consultation, research, leadership) to the spectrum of health and illness from a positive again perspective. Themes in care frame our discussion of health and illness patterns: health promotion, risk mitigation, illness management, and disease prevention. Discussions include consideration of vulnerable populations for care coordination by the advanced practice nurse within specific context of care delivery. A clinical project is central to the course and students will require access to a gerontology practice site.

Prerequisite(s): NURS 631

NURS 633 Health Care Ethics and Decision Making (3 sem. hrs.)

This course provides students with a solid framework for addressing ethical issues and ethical decision making. Through a contextualized approach that draws on a variety of ethical theories, learners in this course critically analyze a range of issues facing leaders in healthcare settings, including micro or individual level decisions (e.g., treatment withdrawal) to meso or organizational level questions (e.g., resource allocation pertaining to organ donation or restructuring decisions), to macro or social level issues (e.g., public health policy that focuses on prevention rather than treatment, or the challenge of conflicting worldviews in a pluralistic society). Exploration of moral leadership and the processes of ethical decision-making includes Christian principles, personal values, and professional obligations. Resources such as the profession's code of ethics and moral policy-making statements are utilized in addition to ethical theories.

Prerequisite(s): NURS 510.
Cross-listed: LDRS 633. (3-0; 0-0)300

Electives

NURS 611 Perspectives on Nursing Education (3 sem. hrs.)

An overview to the history, theory, research, ethics, and issues shaping nursing leadership in Canada and international health communities. Utilizing thoughtful Christian perspectives, students critically explore the history of leadership in health care, and the sociopolitical context in which it operates, and the attributes of morally good leaders, analyze current and future issues affecting health care leadership, and apply the role of nursing leadership to that context.

Prerequisite(s): First year M.S.N. courses as per curricular plan. (3-0; 0-0)

NURS 612 Learning/Teaching in Nurse Education (3 sem. hrs.)

A practical focus on the competencies required to facilitate learning in nursing education. Students explore pedagogical concepts and techniques in classroom and clinical contexts including constructing syllabi, lesson plans, clinical learning experiences and evaluative measures, with attention to Christian perspectives.

Prerequisite(s): First year M.S.N. courses as per curricular plan; NURS 611. (3-0; 0-0)

NURS 621 Perspectives on Nursing Leadership (3 sem. hrs.)

An overview to the theory, research, and issues shaping nursing leadership in Canada and international health communities. Students will explore the history of leadership in health care, and the sociopolitical context in which it operates; analyze current and future issues affecting health care leadership, and apply the role of nursing leadership to that context. Nurses who bring

disciplinary nursing knowledge about health promotion, patient responses to illness, inter-personal and inter-professional communication, population health, and the social contexts of health and illness together with emerging knowledge regarding health care organizations and leadership theory are in a unique position to provide highly effective leadership to today's changing, complex healthcare environments.

Prerequisite(s): First year M.S.N. courses as per curricular plan. (3-0; 0-0)

NURS 622 The Skills of Nursing Leadership (3 sem. hrs.)

A practical focus on the competencies required for nursing leadership. Students have the opportunity to develop leadership skills necessary for today's complex healthcare environments, which take into account Christian values and principles. Building on their existing practice expertise, students explore ways to innovatively incorporate emerging research, theory and practice concepts into a particular field of healthcare leadership practice, including (but not limited to) health care administration and operational management. Emphasis is placed on concepts such as values clarification, engagement and relationship building, patient advocacy, inter-professional communication and team building, quality improvement, and the ethics of leadership.

Prerequisite(s): First year M.S.N. courses as per curricular plan; NURS 621. (3-0; 0-0)

NURS 631: ANP I: Perspectives on Advanced Nursing Practice (Gerontology) (3 sem. hrs.)

An overview to the history, research, ethics, and issues affecting advanced nursing practice in Canada and internationally. Attention is paid to Christian values and principles as students explore the history of advanced nursing practice and the inter-professional and sociopolitical contexts in which it operates. The interrelated domains of advanced nursing practice (ANP) practice, consultation, education, research, and leadership are explored in the context of older adult care, as well as ANP practice roles such as clinical nurse specialist, clinician, and professional practice leader. Attention is given to the moral issues surrounding aging, including end-of-life issues.

Prerequisite(s): First year M.S.N. courses as per curricular plan. (3-0; 0-0)

NURS 632: ANP II: Themes in Care (Gerontology) (3 sem. hrs.)

An advanced practice course with a specialty focus on older adult nursing care across the spectrum of health and illness. Students develop expertise about role of nurses in the contexts of primary care, home care, parish nursing, long-term care, and palliative-hospice care. Utilizing faith-based perspectives, fundamental concepts pertaining to primary health care, chronic disease management, and the supportive needs of older adults and their families are emphasized.

Prerequisite(s): First year M.S.N. courses as per curricular plan; NURS 631. (3-0; 0-0)

Capstone Project

NURS 690 MSN Thesis 1 (3 sem. hrs.)

The thesis provides an opportunity for the student to conduct independent nursing research in an area of interest. The process of research—from identification of problem for investigation, research design, data collection and analysis, to written report of findings—is the focus.

Prerequisite(s): All first year M.S.N. courses as per curricular plan.

NURS 691 MSN Thesis II (3 sem. hrs.)

The thesis provides an opportunity for the student to conduct independent nursing research in an area of interest. The process of research—from identification of problem for investigation, research design, data collection and analysis, to written report of findings—is the focus.

Prerequisite(s): All first year M.S.N. courses as per curricular plan.

NURS 692 Knowledge Translation Project I (3 sem. hrs.)

A synthesis of research, theory, and practice within the student's stream, substantive area of focus, and particular practice setting. Students work alongside a mentor in practice (e.g., education, administration, or advanced practice with the older adult) to design, implement, and evaluate a knowledge translation project that will be of service to the healthcare community (either practice or education).

Prerequisite(s): All first year M.S.N. courses as per curricular plan.

NURS 693 Knowledge Translation Project II (3 sem. hrs.)

A synthesis of research, theory, and practice within the student's' stream, substantive area of focus, and particular practice setting. Students work alongside a mentor in practice (e.g. education, administration, or advanced practice with the older adult) to design, implement and evaluate a knowledge translation project that will be of service to the healthcare community (either practice or education).

Prerequisite(s): All first year M.S.N. courses as per curricular plan.

NURS 695 M.S.N. Thesis Continuation Status (0 sem. hrs.)

Philosophy

PHIL 103 Introduction to Logic (3 sem. hrs.)

An analysis of the use of reasoning in ordinary language. Students are introduced to deductive logic by learning how to recognize arguments by identifying some common fallacies and by learning several methods of assessing the quality of arguments. Both traditional and modern methods of determining deductive validity, including a formal theory of inference, are studied. In the process, students will apply logical reasoning to their own ideas and assumptions.

Prerequisite(s): None. (3-0 or 3-0)

PHIL 105 Introduction to Philosophy (3 sem. hrs.)

This course introduces some of the major questions about existence and what it is to be human while providing some of the foundational philosophical responses to these questions. Topics to be discussed include: the relation between perception and knowledge (appearance and reality); the existence and nature of God; human freedom and determinism; the meaning of human existence; the nature of moral judgments; the mind-body problem; artificial intelligence; feminist philosophy; the problem of suffering; and whether humans are capable of selfless motivation. Students will be encouraged to interpret and reflect upon the meaning of the relation between reason and faith as the joint foundation for

addressing these questions in a logical and ethical manner.

Prerequisite(s): None. (3-0; 3-0)

PHIL 106 Introduction to Philosophy II (3 sem. hrs.)

An historical overview of the western philosophical tradition from Socrates to the present day. Considerable discussion will be devoted to the distinct approaches of ancient, medieval, and modern thinkers to the relation between reason and faith. Additionally, there will be extensive attention devoted to the history of logical and ethical reasoning as we evaluate the impact of these ideas on the present day. Throughout the course, students will be encouraged not only to analyze but also interpret these ideas in a respectful yet critical manner.

Prerequisite(s): None. (3-0; 3-0)

PHIL 108 Philosophy of Society and Law (3 sem. hrs.)

An introduction to the philosophy of society and law in Canada and around the world. In this exploration of the relation between society and the law, the first half of the course begins with an historic survey of the debates over the meaning of the law from antiquity to the present. The second half of the course reviews legal cases which have provoked, or are still provoking, debates over the meaning of law and society

Prerequisite(s): None. (3-0 or 3-0)

PHIL 109 Critical Thinking: Informal Logic (3 sem. hrs.)

An introduction to critical thinking/writing and informal logic in practical settings. This course examines the value of rational thinking in the face of everyday challenges, e.g., problem solving, making informed decisions, and evaluating whether a statement is true. Students dissect examples of good and poor reasoning, analyze informal fallacies, detect hidden assumptions and irrelevant premises in arguments, determine where an argument's burden of proof lies, and practice transferring critical thinking skills to their writing skills. Socratic method and Socratic dialogue is employed as a tool to assist students with their inquiry-based learning.
Prerequisite(s): None. (3-0 or 3-0)

PHIL 111 History of Western Philosophy: Ancient and Medieval Period CP (3 sem. hrs.)

A survey of the teachings of the great philosophers of the West, from the discovery of physics by the Pre-Socratics, to the culmination of medieval Scholasticism (i.e. in John of St. Thomas), with a special emphasis on developments in the philosophy of religion.

NB: Course taught at Catholic Pacific College, an approved TWU learning centre.
Prerequisite(s): None. (3-0; 0-0)

PHIL 203 Ancient Greek Wisdom (3 sem. hrs.)

An examination of key contributions to Greek philosophy, especially the writings of Plato and Aristotle. In the process of dialoguing about these ideas, we shall also study the importance of ancient Greek philosophy in the history of thought as well as the original intent of the philosophers in question with attention to their historic context. We shall also assess the enduring relevance of ancient Greek philosophy to the modern age.

Prerequisite(s): None. (3-0 or 3-0)

PHIL 210 Contemporary Ethical Issues (3 sem. hrs.)

Through readings and class-discussion, this course introduces students to the foundational moral frameworks of western civilization and requires them to bring these frameworks to bear on some of the most important ethical issues arising in contemporary society: consumerism, technoculture, environmental ethics, responsibility to distant peoples, genetic engineering and cloning, and the promise and peril of nanotechnology.

Prerequisite(s): Second year standing or instructor's consent. (3-0 or 3-0)

PHIL 220 Philosophy of Sex and Gender (3 sem. hrs.)

This course explores questions such as: What is feminism? What are the main schools of feminist thought? What is patriarchy? What is gender and does it differ from sex? Are there only two sexes? Are there only two genders? What is homosexuality? What are the different views on how same-sex attraction arises? Do feminism and Christianity have convergent trajectories? Is there a place in the church for those from the LGBTQ community? What are the cultural forces that format the thinking about these questions?

NB: Not offered every year. See department chair.
Prerequisite(s): Second year standing.

PHIL 303 Medieval Philosophy CP (3 sem. hrs.)

This course explores philosophical issues in the West from the second to the 14th century, in particular the impact of Greek philosophy on the development of Christian thought. There are three natural stages of this interaction: 1) Defensive philosophy (apologetics): responses to rational objections brought to bear against Christianity; 2) Methodology: reflection on the interaction between faith and reason, and, in particular, the nature of theology as a science; and 3) Constructive philosophy: struggles from within over a systematic metaphysics and ethics. A central theme of the course is the role of the doctrine of creation in the image of God.

NB: May not be offered every year. Course taught at Catholic Pacific College, an approved TWU learning centre.
Prerequisite(s): 3 sem. hrs. of philosophy. (3-0; 0-0)

PHIL 304 Philosophy of St. Thomas Aquinas CP (3 sem. hrs.)

This course studies key texts from Thomas Aquinas. The focus is on the Summa Theologiae of Thomas Aquinas, but special attention is paid to his commentaries on Aristotle and on his Christian interpretation of ancient philosophy. The challenge that modern science and modern philosophy presents to Thomistic metaphysics is also discussed, with special attention paid to the highly influential critique made by Immanuel Kant.

NB: Course taught at Catholic Pacific College, an approved TWU learning centre.
Prerequisite(s): 3 sem. hrs. of philosophy. (3-0; 0-0)

PHIL 305 Philosophy of the Human Person CP (3 sem. hrs.)

This course addresses what it means to say that human beings are persons having freedom and subjectivity; examines the different powers of the human person, including the powers of understanding, willing, feeling, and loving; studies the difference between body and soul, as well as the unity of the two in humans; and explores the

question of the immortality of the soul. Some classic texts from the tradition of Western philosophy are read.

NB: Course taught at Catholic Pacific College, an approved TWU learning centre.
Prerequisite(s): 3 sem. hrs. of philosophy. (3-0; 0-0)

PHIL 310 Issues in Social Justice (3 sem. hrs.)

An examination of ethical issues that pertain to social justice, addressing such topics as the distribution of wealth, affirmative action and quotas, sexual equality, gay rights, the morality of war, punishment, and responsibility.

Cross-listed: POLS 310; PHIL 510.
Prerequisite(s): 3 sem. hrs. of philosophy or political studies or third year standing. (3-0 or 3-0)

PHIL 313 British Empiricism (3 sem. hrs.)

A study of empiricist philosophy in the 16th and 17th centuries. Selected writings of Hobbes, Locke, Berkeley, and Hume are analyzed and interpreted. As we discuss each author's ideas, we will evaluate their positions on: the limits of knowledge and experience, the intelligibility of revelatory truth, the existence of God, the divisibility of reality, the role of nature, and the ethics and politics of human life.

NB: Not offered every year. See department chair.
Prerequisite(s): 6 sem. hrs. of philosophy. (3-0 or 3-0)

PHIL 314 Reason and the Enlightenment (3 sem. hrs.)

A study of rationalist philosophy in the European Enlightenment period of the 17th and 18th centuries. Selected writings of Descartes, Spinoza, and Leibniz are analysed and interpreted. As we discuss each author's ideas, we will evaluate their positions on: the limits of reason, the intelligibility of revelatory truth, the existence of God, the divisibility of reality, the role of nature, and the ethics and politics of human life. In the process of dialoguing about these ideas, we shall also study the historical importance of the Enlightenment in modernity as well as the original intent of the philosophers in question with attention to their historic context. We shall also assess the enduring relevance of the Enlightenment to the modern age.

NB: Not offered every year. See department chair.
Prerequisite(s): 6 sem. hrs. of philosophy. (3-0 or 3-0)

PHIL 315 Kant (3 sem. hrs.)

A study of the philosophy of Immanuel Kant, focusing primarily on Kant's seminal work, *Critique of Pure Reason*.

NB: Not offered every year. See department chair.
Prerequisite(s): 9 sem. hrs. of philosophy. (3-0 or 3-0)

PHIL 320 Social and Political Philosophy (3 sem. hrs.)

An examination of foundational ideas and problems in political life and thought. Both classical and contemporary texts are used. Concepts to be treated include the state, society, the citizen, democracy, liberty, equality, authority, obligation, and disobedience.

Cross-listed: POLS 320.
Prerequisite(s): 3 sem. hrs. of philosophy or political studies or third year standing. (3-0 or 3-0)

PHIL 333 Philosophy of Literature (3 sem. hrs.)

This course surveys major ancient, medieval, modern, and postmodern approaches that attempt a theory of literature. The course places modern and postmodern theories in historical perspective by reading key ancient and medieval authors. In particular, resources from the Latin Scholastic tradition most relevant to contemporary debates about literary theory are highlighted.

NB: Not offered every year.
Prerequisite(s): 3 sem. hrs. of philosophy.

PHIL 340 Moral Philosophy (3 sem. hrs.)

The problem of determining standards of right and wrong as well as the problem of determining what is of value in itself. The moral theories of prominent philosophers, both ancient and modern, are examined.

NB: Not offered every year. See department chair.
Prerequisite(s): 3 sem. hrs. of philosophy (PHIL 106 or 210 are recommended). (3-0 or 3-0)

PHIL 350 Symbolic Logic (3 sem. hrs.)

A study of the propositional calculus, quantification theory, the theory of definite descriptions, and other topics in modern symbolic logic.

NB: Not offered every year. See department chair.
Prerequisite(s): PHIL 103 or instructor's consent. (3-0 or 3-0)

PHIL 370 Aesthetics (3 sem. hrs.)

This course doesn't merely explore different questions about the nature, value, and meaning of beauty, artworks, and aesthetic experience; its primary goal is to assist students in developing lifestyles that embody the values, pleasures, and risks of moving through the God's creation with deep aesthetic attention coupled to an expansive imagination.

NB: Not offered every year. See department chair.
Cross-listed: SAMC 370.
Prerequisite(s): Third or fourth year standing or 3 sem. hrs. of philosophy or instructor's consent. (3-0 or 3-0)

PHIL 380 Philosophy of Science (3 sem. hrs.)

An examination of some of the central philosophical issues raised by science. Topics include scientific method, explanations and laws in science, scientific progress, confirmation, and the structure of scientific theories.

NB: Not offered every year. See department chair.
Prerequisite(s): Third or fourth year standing or PHIL 103 or instructor's consent. (3-0 or 3-0)

PHIL 383 Reason and Belief in God (3 sem. hrs.)

A survey of central issues arising from the question, Is belief in God rational? Topics include arguments concerning the existence of God, religious pluralism, natural science and religious belief, religious language, and critiques of natural theology from Kierkegaard and Reformed Epistemology.

Cross-listed: RELS 383.
Prerequisite(s): 3 sem. hrs. of philosophy or third year standing. (3-0; 3-0)

PHIL 384 Suffering and Belief in God (3 sem. hrs.)

An examination of key issues pertaining to suffering and belief in God. Topics include the

problem of evil, arguments from suffering, original sin, everlasting suffering, and providence.

Cross-listed: RELS 385.
Prerequisite(s): 3 sem. hrs. of philosophy or third year standing. (3-0; 3-0)

PHIL 390 Existentialism (3 sem. hrs.)

Questions having to do with the meaning, nature, and predicament of human existence: the problem of truth and values, the meaning of human activity, existential angst (anxiety), freedom and responsibility, God, alienation, interpersonal relationships, death, despair, authentic and inauthentic modes of living, etc. Key figures include Kierkegaard, Nietzsche, Heidegger, and Sartre, as well as some literary works by Dostoevsky, Hemingway, and Kafka.

NB: Not offered every year. See department chair.
Prerequisite(s): Second year standing or 3 sem. hrs. of philosophy. (3-0 or 3-0)

PHIL 412 Issues in Contemporary Philosophy (3 sem. hrs.)

Central issues arising in 20th century philosophy, particularly within the Anglo-American analytic movement. Recent topics have included the rise and demise of logical positivism, the philosophy of Wittgenstein, Rorty's attack on the Mirror of Nature, and issues raised by continental European philosophy.

NB: Not offered every year. See department chair.
Prerequisite(s): 9 sem. hrs. of philosophy and third year standing. 3 sem. hrs. of philosophy and third year standing. (3-0 or 3-0)

PHIL 415 Contemporary Political Philosophy (3 sem. hrs.)

This course examines the political thought of 20th century political philosophers, primarily from the Western political tradition. Attention is given to selected primary and secondary literature of contemporary political theorists. Systematic examination of different theorists encourages a broader understanding of the rich tradition of political philosophy in the 20th century.

Cross-listed: POLS 415.
Prerequisite(s): 6 sem. hrs. of political studies including POLS 101. (3-0 or 3-0)

PHIL 418 Social and Political Concepts of Community in Contemporary Political Theory (3 sem. hrs.)

Provides the student with an in-depth study of the social and political concepts of community. Attention is focused on how recognition of community brings into play the tension between individual and collective/group rights. Course lectures, reading assignments, and in class discussion provide an overview of the following topics: interpretation/hermeneutics of community, roots of community theory, myth of community, quest for community, Christian community, recognition of minority communities in politics, problems associated with the concept of community, recognition of group rights, the liberal-communitarian debate over community, and problems associated with communitarian theory.

Cross-listed: POLS 418.
Prerequisite(s): 6 sem. hrs. of philosophy and third year standing. (3-0 or 3-0)

PHIL 420 Authors (3 sem. hrs.)

A study of a major philosopher or philosophical system. Involving substantial reading and the writing of a major paper, the course is available by special request to students who already have at

least a minor in philosophy, on a directed study basis.

NB: Not offered every year. See department chair.306
Prerequisite(s): Philosophy major or instructor's consent. (3-0 or 3-0)

PHIL 421 Postmodern Philosophy (3 sem. hrs.)

An in-depth investigation into major postmodern texts. Authors considered include Nietzsche, Foucault, Derrida, and their critics. Both the philosophical and historical foundations of modernism and postmodernism will be explored. The historicist focus on the origins and contexts of these ideas will receive considerable attention.

NB: Not offered every year. See department chair.
Prerequisite(s): 6 sem. hrs. of philosophy and third year standing. (3-0 or 3-0)

PHIL 430 Honours Thesis (3 sem. hrs.)

A 40-60 page paper on a topic of the student's choosing (subject to departmental approval) on an important philosophic issue or thinker. An oral defence and a library-acceptable copy are required. This course is to be taken in the final year by all Honours students in Philosophy.

Prerequisite(s): 4th year standing; acceptance into the Philosophy Honours program; completion of PHIL 420 in previous semester. (3-0 or 3-0)

PHIL 460 Philosophy of Language (3 sem. hrs.)

This course surveys central issues in philosophy of language, including: theories of truth and reference, the relationship between language, thought, and mind, constructivist and structuralist accounts of language. A sub-theme for the course is the relationship between the philosophy of language and other core areas of philosophy.

Prerequisite(s): 6 sem. hrs. of philosophy, or instructor's consent. (0-0; 3-0)

PHIL 470 Philosophy of Knowledge and Rational Belief (3 sem. hrs.)

A descriptive and critical inquiry into the theory of knowledge, including such topics as foundationalism, relativism, evidence, warrant, cognitive reliability, skepticism, and the relationship of cognitive science and psychology to philosophical accounts of knowledge and rational inquiry.

NB: Not offered every year. See department chair.
Prerequisite(s): 9 sem. hrs. of philosophy and third year standing. (3-0 or 3-0)

PHIL 483 The Evidential Force of Religious Experience (3 sem. hrs.)

Examines the place of evidence in religion and assesses the evidential force of religious experience. Such experiences as near-death experiences, visions, conversions, mystical states of consciousness, and other topics that have garnered ongoing public attention are discussed.

NB: Not offered every year. See department chair.
Cross-listed: RELS 483.
Prerequisite(s): Third year standing and 6 sem. hrs. of philosophy or instructor's consent. (3-0 or 3-0)

PHIL 490 Philosophy of Mind (3 sem. hrs.)

This course explores the philosophically perplexing tasks of finding a place for human consciousness in, and the mind's causal relations to, the natural world. It also investigates the

theories put forward to address these tasks, e.g., dualistic theories like substance dualism, dual-attribute theory, epiphenomenalism, and emergentism, and the monistic theories like physicalism (reductive, eliminative, and non-reductive), idealism (ontological and conceptual), and neutral monism.

NB: Not offered every year. See department chair.
Prerequisite(s): 6 sem. hrs. of philosophy or third year standing.

Philosophy, Graduate Courses

PHIL 510 Issues in Social Justice (3 sem. hrs.)

An examination of ethical issues that pertain to social justice, addressing such topics as the distribution of wealth, affirmative action and quotas, sexual equality, gay rights, the morality of war, punishment, and responsibility.

PHIL 511 Kant (3 sem. hrs.)

A study of the philosophy of Immanuel Kant, focusing primarily on Kant's seminal work, *Critique of Pure Reason*.

PHIL 512 20th Century Philosophy

This course acquaints students with important philosophical developments in Western Anglo-American philosophy during the 20th century. These include analytic philosophy, ordinary language philosophy, and recent developments questioning the traditional value and role of philosophy. The writings of major philosophers are studied throughout, and emphasis is placed upon epistemological, metaphysical, and linguistic issues. Some attention is given to examining the relationships between these philosophical movements and others, e.g., those that characterize postmodernism. Attention is occasionally given to points that carry implications for Christian faith.

PHIL 513 British Empiricism

A study of empiricist philosophy in the 16th and 17th centuries. Selected writings of Hobbes, Locke, Berkeley, and Hume are analyzed and interpreted. As we discuss each author's ideas, we will evaluate their positions on: the limits of knowledge and experience, the intelligibility of revelatory truth, the existence of God, the divisibility of reality, the role of nature, and the ethics and politics of human life.

PHIL 514 Reason and the Enlightenment

A study of rationalist philosophy in the European Enlightenment period of the 17th and 18th centuries. Selected writings of Descartes, Spinoza, and Leibniz are analyzed and interpreted. As we discuss each author's ideas, we will evaluate their positions on: the limits of reason, the intelligibility of revealed truth, the existence of God, the divisibility of reality, the role of nature, and the ethics and politics of human life. In the process of dialoguing about these ideas, we shall also study the historical importance of the Enlightenment in modernity as well as the original intent of the philosophers in question with attention to their historic context. We shall also assess the enduring relevance of the Enlightenment to the modern age.

PHIL 515 Contemporary Political Philosophy (3 sem. hrs.)

An examination of 20th century political philosophy through reading of texts by major contemporary political philosophers.

PHIL 520 Social and Political Philosophy (3 sem.

hrs.)

An examination of foundational ideas and problems in political life and thought. Both classical and contemporary texts are used. Concepts to be treated include the state, society, the citizen, democracy, liberty, equality, authority, obligation, and disobedience.

PHIL 521 Postmodern Philosophy (3 sem. hrs.)

An in-depth investigation into major postmodern texts. Authors considered include Nietzsche, Foucault, Derrida, and their critics. Both the philosophical and historical foundations of modernism and postmodernism will be explored. The historicist focus on the origins and contexts of these ideas will receive considerable attention.

PHIL 550 Symbolic Logic (3 sem. hrs.)

This course acquaints students with the elements of symbolic logic and its methods of deduction, including: the quantificational calculus, definite descriptions, identity, and the logic of relations. The significance of symbolic logic is examined in relation to logical atomism as advanced early in the 20th century by Ludwig Wittgenstein and Bertrand Russell.

PHIL 560 Philosophy of Language (3 sem. hrs.)

Examines a range of topics within philosophy of language. Includes an overview of several works considered classics in the field (e.g. Wittgenstein, Quine, Searle, Alston, Grice), as well as critical review of major schools of thought in regard to language and criticism. Insights from linguistics and related disciplines, 308
including text linguistics and sociolinguistics, are considered in evaluating the schools of thought.

PHIL 570 Philosophy of Knowledge and Rational Belief (3 sem. hrs.)

A descriptive and critical inquiry into the theory of knowledge, including such topics as foundationalism, relativism, evidence, warrant, cognitive reliability, skepticism, and the relationship of cognitive science and psychology to philosophical accounts of knowledge and rational inquiry.

PHIL 571 Aesthetics (3 sem. hrs.)

This course doesn't merely explore different questions about the nature, value, and meaning of beauty, artworks, and aesthetic experience; it also sensitizes students to the value, pleasures, and risks of moving through the world with deep perceptual attention coupled to an expansive imagination.

PHIL 573 Reason and Belief in God (3 sem. hrs.)

A survey of central issues arising from the question, "Is belief in God rational?" Topics include arguments concerning the existence of God, religious pluralism, natural science and religious belief, religious language, and critiques of natural theology from Kierkegaard and Reformed Epistemology.

PHIL 583 Religious Experience Seminar (3 sem. hrs.)

Examines the place of evidence in religion and assesses the evidential force of religious experience and related phenomena. The main body of the course addresses the evidential force of such experiences as near-death experiences, visions, mystical states of consciousness, as well as the Shroud of Turin as a unique religious artifact. Surveys some major contributors to the critical study of religious experience, e.g.: William James, Rudolf Otto, and R.C. Zaehner, and examines

competing theories for religious phenomena, e.g., psychological and neurophysiological explanations for near-death and visionary experiences.

PHIL 584 Suffering and Belief in God (3 sem. hrs.)

Examines some key issues pertaining to suffering and belief in God. Topics include the problem of evil, arguments from suffering original sin, everlasting suffering, and providence.

PHIL 590 Philosophy of Mind (3 sem. hrs.)

This course explores the philosophically perplexing tasks of finding a place for human consciousness in, and the mind's causal relations to, the natural world. It also investigates the theories put forward to address these tasks, e.g., dualistic theories like substance dualism, dual-attribute theory, epiphenomenalism, and emergentism, and the monistic theories like physicalism (reductive, eliminative, and non-reductive), idealism (ontological and conceptual), and neutral monism.

PHIL 591 Existentialism

Explore primary source material from five major (atheist and theist) existentialist philosophers, excerpts of existentialist fiction, a book that offers an overview of the common themes of existentialism, and another rife with existentialist themes that helps readers assess their own degree of existential alienation. Students engage in daily discussions and lectures on the material read. Students write two papers: a book review and a research paper, and keep a journal tracking their intellectual, emotional, and spiritual journey through class readings and lectures. In small groups, students discuss and share their insights and struggles with existentialism.

PHIL 600 CORE SEMINAR on Human Nature: Competing Philosophical Views (3 sem. hrs.)

This course examines some of the most influential views of human nature advanced by philosophers in the history of Western civilization, and explores the implications of these views for ethics, epistemology, political philosophy, and metaphysics.

PHIL 603 Social Ethics Seminar (3 sem. hrs.)

Examines ethical questions concerning life and death. Special emphasis is placed on understanding and evaluating moral and legal perspectives on these questions, within the larger tradition of Western philosophy, and in the face of the current technological revolution. Issues include: the moral status of humans, the meaning of personhood, sanctity of life versus quality of life, genetic engineering, reproductive technologies, euthanasia and physician-assisted suicide, abortion.

PHIL 607 Special Topics in Philosophy (3 sem. hrs.)

Topics may vary. Courses offered to date:

- Existence, Truth, and Possibility
- Medieval Cosmology
- Empiricism
- Neoplatonism and Early Christianity
- Foundations of Ethics

PHIL 610 Research Design/Seminar (3 sem. hrs.)

Under the direction of the student's approved thesis advisor, a course of reading and study which leads to the development of both a significant bibliographical essay (or annotated bibliography) and a thesis proposal. The latter includes at least the following: major question(s) to be addressed;

significance of the issue(s); methodologies to be used; theories to be addressed and primary sources to be examined.

PHIL 611/612 Thesis (3 sem. hrs.; 3 sem. hrs.)

PHIL 613 Major Essay (3 sem. hrs.)

Under the direction of a supervisor, students not pursuing thesis research will write a major paper of approximately 10-15,000 words in length.

PHIL 621 Philosophical Perspectives on Religious Pluralism

This course surveys and engages central philosophical issues relevant to assessing normative religious pluralism.

PHIL 625 Philosophy of Technology (3 sem. hrs.)

This course surveys and engages philosophical issues connected to technology, and the human manipulation and transformation of nature. For example, is the human good essentially tied to technological development? Should technological advancement be allowed to constrain or even determine social, political and moral decisions? Is technology an essentially neutral means to ends otherwise determined or do technological means bring with them their own ends? ? What are the differences between the natural and the artificial? Has technology taken the place formerly held by religion or spirituality?

PHIL 635 20th Century Analytic Philosophy (3 sem. hrs.)

Since philosophy's roots in ancient Greece, philosophers have traditionally utilized critical analysis and the tools of reason and logic in pursuing answers to philosophical questions. However, the analytic focus of contemporary philosophy has been shaped most significantly by the philosophical tradition launched by Bertrand Russell, G.E. Moor, and Gottlob Frege at the dawn of the 20th century.

Prerequisite(s): Admission to the MAIH program. (3-0 or 3-0)

PHIL 645 Philosophy and Religion (3 sem. hrs.)

Explores the foundations of religious belief and faith, particularly the issue of the rationality of religion. The role of methodology is examined, including the value of deductive, inductive, and abductive reasoning; also the question whether the method applicable to religious belief is unique to it. The work of recent philosophical theologians and their critics is examined and evaluated.

PHIL 665 Philosophy of Competing Paradigms (3 sem. hrs.)

This course examines the triumph of secular naturalism in academic/educated culture, and proposes rational grounds for advancing historic Christian theism. Trinitarian faith is viewed here as having the structure of theories that postulate the existence of unobservable objects. These theories adopt a unique method of "defining" the entities or beings postulated to exist; this 310
method is shown to be compatible with historic theism. Moreover, the Resurrection of Jesus is identified as the central tenet for which evidence additional to that found Holy Scripture is needed in our secular context. The Shroud of Turin and contemporary visions of Jesus are shown to offer such evidence. While no objection is registered to allowing science to explore any features of the Universe, Christian theism is presented as supplementing such scientific knowledge.

PHIL 675 Metaphilosophy (3 sem. hrs.)

This course examines the character of Philosophy as an academic discipline, with particular attention to the kinds of claims that are central to its inquiry, such as Logic, Metaphysics, Epistemology, Ethics, and Aesthetics. The feasibility of the claim that Philosophy is an "objective" discipline, and that its contributions are as significant as the "factual" matters handled in any social or natural science, are examined. Various subfields within Philosophy are given special attention, including Ethics, Logic, Epistemology, and Metaphysics.

Physics

PHYS 111 Fundamentals of Physics I (3 sem. hrs.)

Students investigate physical reality employing basic principles of Newtonian mechanics which allow the description and explanation of motion: three-dimensional kinematics, dynamics of particles and rigid bodies including work, energy, momentum, rotational motion, simple harmonic motion, and fluids.

Co-requisite: MATH 123.

Prerequisite(s): Physics 12. (3-3; 0-0)

PHYS 112 Fundamentals of Physics II (3 sem. hrs.)

The basic principles of classical electromagnetism and waves: mechanical waves, Coulomb's law, electric fields, Gauss's law, Faraday's law, AC circuits, electromagnetic waves, geometrical optics.

Prerequisite(s): PHYS 111, MATH 123. (0-0; 3-3)

PHYS 210 Conceptual Modern Physics (3 sem. hrs.)

A survey of the development of scientific theories, emphasizing the ideas that emerged in physics in the 20th century. The course is designed so that general audience students become engaged with the conceptual aspects of topics in relativity and quantum mechanics.

NB: Not offered every year. See Department chair.
Prerequisite(s): Second year standing. (3-0; 0-0)

PHYS 215 Stellar and Galactic Astronomy (3 sem. hrs.)

An introduction to stellar and galactic astronomy, and to the tools and techniques of astronomy. Discussion of the types of stars and their formation, energy production, and end states; the nature of nebulae, star clusters, black holes, galaxies, and quasars; modern cosmology; astrobiology. Several daytime and night-time observation sessions are undertaken. Historical, philosophical, and Christian theological perspectives are considered.

NB: Not offered every year. See department chair.
Prerequisite(s): Second year standing. (3-0; 0-0)

PHYS 220 Mechanics (3 sem. hrs.)

Topics in classical mechanics, including particle motion in three dimensions, noninertial reference frames, central forces, rigid body motion, Lagrange's equation of motion, and Hamilton's variational principle.

NB: Not offered every year. See department chair.
Prerequisite(s): PHYS 111; MATH 223. (0-0; 3-0)

PHYS 230 Electricity and Magnetism (3 sem. hrs.)

Electric fields and potentials of static charge distributions, currents, magnetic fields and the vector potential, electromagnetic induction, electric and magnetic energy, electromagnetic properties of matter.

NB: Not offered every year. See department chair.
Prerequisite(s): PHYS 112; MATH 223. (0-0; 3-3)

PHYS 240 Physical Chemistry (3 sem. hrs.)

Introduction to thermodynamics as applied to chemical reactions. The First and Second Laws of Thermodynamics, free energy and equilibria, phase equilibria and electro-chemistry.

NB: Not offered every year. See Department chair.
Cross-listed: CHEM 240.
Prerequisite(s): CHEM 111, 112; or CHEM 103, 112; or CHEM 103, 104 with instructor's consent; MATH 123, 124. (3-4 or 3-4)

PHYS 310 Topics in Modern Physics (3 sem. hrs.)

Introduction to the special theory of relativity; the principles of quantum mechanics and its interpretation; aspects of atomic, nuclear and particle physics; and cosmology.

NB: Not offered every year. See department chair.
Prerequisite(s): PHYS 112; MATH 223. (3-0 or 3-0)

PHYS 320 Digital Electronics and Instrumentation (3 sem. hrs.)

To provide students with a working knowledge of basic semiconductor devices and gates and their use for implementing logic devices and simple measurement and control functions, and to provide experience in constructing and using circuit diagrams and test/measurement equipment.

NB: Not offered every year. See department chair.
Prerequisite(s): CMPT 141; MATH 124; PHYS 230; or instructor's consent. (3-3 or 3-3)

PHYS 321 Differential Equations (4 sem. hrs.)

First order differential equations, linear differential equations, Laplace transforms, systems of differential equations, non-linear systems, series solutions, introduction to partial differential equations. Special emphasis is placed on applications to physics and engineering.

NB: Not offered every year. See department chair.
Cross-Listed: MATH 321.
Prerequisite(s): MATH 223, 250. (4-0 or 4-0)

PHYS 341 Advanced Physical Chemistry (3 sem. hrs.)

The fundamental concepts of matter and its structure in relation to energy. Quantum mechanics, statistical thermodynamics, spectroscopy, kinetics, and the solid state.

NB: Not offered every year. See department chair.
Cross-listed: CHEM 341.
Co-requisite: MATH 223.
Prerequisite(s): CHEM 240. (3-4; 0-0)

PHYS 360 Optics (3 sem. hrs.)

Geometrical and physical optics: reflection and refraction, interference, coherence, polarization, diffraction, lasers, and holography.

NB: Not offered every year. See department chair.
Prerequisite(s): PHYS 230. (3-3 or 3-3)

PHYS 400 Directed Studies in Physics (3 sem.

hrs.)

Students are required to produce an outline of one topic to be studied in consultation with the instructor. A course of reading and/ or experimentation is pursued according to the approved outline. Assessment may be via examination and/or a final written report.

NB: This course can only be taken with instructor's consent.

Prerequisite(s): Advanced standing in PHYS 312

Political Studies

POLS 101 Introduction to Political Thinking (3 sem. hrs.)

An introduction to the basic concepts, institutions, and ruling ideas in political thought and action. Through the study of classic political texts, competing concepts like equality and freedom, justice and power, are introduced within the context of conflicting ideologies like liberalism, socialism, and conservatism. The meaning of citizenship in postmodern contemporary liberal democracies are examined and contrasted with competing visions of the good society.

Prerequisite(s): None. (3-0 or 3-0)

POLS 211 International Politics (3 sem. hrs.)

This course is an introduction to the theoretical and empirical concerns of international politics. It is designed to go beyond the simple observation of international politics and delve into the ways we seek to explain and predict how political actors behave. The first section of the course is dedicated to understanding the history of the field of international relations as a foundation for further study. The second section will consider the traditional Realist perspective of international relations and then move on to deal with more modern revisions of received scholarship such as Liberalism, Marxism, Feminism, and Constructivism. Along the way, we will encounter explanations for war and peace, cooperation and dispute, as well as explanations for the creation of major international treaties and organizations such as the United Nations. The third section of the course will begin to deal with modern challenges and themes in international political economy and security.

Prerequisite(s): None. (3-0 or 3-0)

POLS 234 Canadian Government and Politics in Comparative Perspective (3 sem. hrs.)

Provides the student with an overview of the Canadian system of government in a comparative approach that includes study of British, American, and Canadian political and government institutions and practices. It offers a comparative study of how basic concepts, principles, and institutions associated with different expressions of liberal-democratic governments highlight the diversity of political experience, reveal the interdependence of political systems, and show the uniqueness of Canada's political system. Particular attention is given to the manner in which Canada's Parliament attempts to facilitate and develop public policy that reflects the diverse interests and aspirations of its citizens.

Cross-listed: SOCI 234.

Prerequisite(s): None. (3-0 or 3-0)

POLS 237 Co-Existence, Genocide, Reconciliation: Indigenous Nationhood and Canada (3 sem. hrs.)

The history of First Nations, Métis Nations and Inuit Nations in Canada from time immemorial through to the present from various perspectives gained from interactions with Indigenous authors and guest speakers and cultural experiences such as immersion trips to Indigenous territories. Engage broad economic, social and political themes associated with Canada's settler society and gain cultural intelligence by analyzing from an Indigenous perspective how standard narratives of progress shaped early encounters, the fur trade economy, governmental policy, Christianity and culture, residential schools, land reserves and self-government. Considers the ways in which Indigenous nations utilized and reshaped Canada's historical narrative to resist assimilation, paternalism, "civilization", marginalisation, and integration. Examines arguments for partnership, cooperation, negotiation and reconciliation in a movement towards peaceful co-existence.

Prerequisite(s): None.

POLS 250 Classical Political Philosophy (3 sem. hrs.)

Examines the impact of Christianity on Western thought with respect to politics and political philosophy. It explores the unique encounter between Jerusalem and Athens that has been described as the "secret vitality of the West." Special attention is paid to the disagreement or conflict between a theological and philosophical approach to the study of political life.

Prerequisite(s): POLS 101. (3-0 or 3-0)

POLS 305 Political Analysis (3 sem. hrs.)

This course provides a survey of empirical research methods, especially qualitative and quantitative methods, used in descriptive and explanatory political analysis. The course work is oriented towards the practical use of these methods through such issues as research design in political analysis; the preparation of a literature review; the use of quantitative survey techniques and case studies methods; interviewing techniques; and the ethics of policy research.

The course is intended for students to become aware of the various issues surrounding empirical research, including the creation and testing of theories, the development of research proposals and projects, and the ethical and practical considerations involved in conducting research. After a general thematic overview, it deals with specific types of research, including qualitative interviewing, historical and archival research, and content analysis. The course closes with an introduction to the important concepts and mechanics used in quantitative research, such as proper sampling, survey methods, and simple data analysis.

Prerequisite(s): POLS 101 and 211 or 234, or instructor's consent. (3-0 or 3-0)

POLS 308 Political Economy of Developing Nations (3 sem. hrs.)

This course provides an analysis of the relationship of government policies and economic development in selected Asian, African, and Latin American countries. Topics include the role of leadership and public policy; challenges of development; obstacles to democratization; and the interaction of domestic and global political/economic structures.

Prerequisite(s): POLS 101 and 211, or instructor's consent. (3-0 or 3-0)

POLS 310 Issues in Social Justice (3 sem. hrs.)

An examination of ethical issues that pertain to social justice, addressing such topics as the distribution of wealth, affirmative action and quotas, sexual equality, gay rights, the morality of war, punishment, and responsibility.

Cross-listed: PHIL 310/510.
Prerequisite(s): 3 sem. hrs. of political studies or philosophy; or third year standing. (3-0 or 3-0)

POLS 312 Globalization and Global Governance (3 sem. hrs.)

Examines the causes and consequences of globalization and the transitional institutions established to cope with this process. The course examines the meaning of global governance and how this differs from governance of domestic societies. It also identifies the significant international institutions involved in global governance and assesses their contribution. The role of various international governmental and non-governmental organizations are studied in relation to such issues as global trade, the environment, human rights, economic development, and international migration.

Prerequisite(s): POLS 101 and 211, or instructor's consent. (3-0 or 3-0)

POLS 314 International Political Economy (3 sem. hrs.)

A study of the globalization of the world economy and the political factors that shape this process. Students become familiar with the recent history of international trade, global economic relations, and the role of various players in foreign economic policy making. Using case studies of representative governments, students explore models of fiscal and monetary policy and types of trade protection. Other topics include: political factors affecting emerging and transitional economies; role of trade groupings; impact of multinational corporations; negotiations in the World Trade Organization; and the problems related to global industries, such as airlines or oil.

Prerequisite(s): POLS 101 and 211, or instructor's consent. (3-0 or 3-0)

POLS 320 Social and Political Philosophy (3 sem. hrs.)

An examination of foundational ideas and problems in political life and thought. Both classical and contemporary texts are used. Concepts to be treated include the state, society, the citizen, democracy, liberty, equality, authority, obligation, and disobedience.

Cross-listed: PHIL 320.
Prerequisite(s): 3 sem. hrs. of political studies or philosophy; or third year standing. (3-0 or 3-0)

POLS 330 Law and Canadian Politics (3 sem. hrs.)

This course provides students with an overview of important themes in Canadian law: its sources, theories of jurisprudence, federalism and the courts, and how the legal framework and the Supreme Court decisions shape public discourse in Canada on political issues. Through the examination of milestone court cases, particularly Supreme Court decisions since the Charter of Rights and Freedoms (1981), the symbiotic relationship between the judiciary and the legislative branches of government are established.

Prerequisite(s): POLS 101 and 234. (3-0 or 3-0)

POLS 332 Issues in the History of British Columbia (3 sem. hrs.)

The history of British Columbia from its earliest beginnings to the late 1980s. The province's move from regionalism, to provincialism, to internationalism by examining many of the social, cultural, political, and economic forces of change which shaped the "West Beyond the West" in Canada. Specific aspects of BC's history that particularly enlighten us about the character of the region, its unique place in Canadian history, and how these events have shaped the Province today.

NB: Not offered every year. See department chair.314
Cross-listed: HIST 332.
Prerequisite(s): 6 sem. hrs. of Political Studies including POLS 234, or instructor's consent. (3-0 or 3-0)

POLS 334 Issues in Canadian Government and Politics (3 sem. hrs.)

Provides the student with a detailed examination of the political issues that divide and unite Canadians. Course topics include discussion of alternative theoretical approaches to Canadian politics; regionalism, citizenship, and political participation; the French-English Cleavage; provincialism versus federalism; aboriginal politics; gender and class issues; the United States' and Canada's uneasy relationship; multiculturalism and bilingualism as key indicators of Canadian political culture; the Executive in Parliament dispute; legislative politics and judicial interpretation; and law and constitution.

Cross-listed: HIST 334.
Prerequisite(s): 6 sem. hrs. of political studies including POLS 234, or instructor's consent. (3-0 or 3-0)

POLS 335 Development of the Canadian Constitution (3 sem. hrs.)

A survey of the historical development of the Canadian Constitution from 1867 to the present. The course covers the search for an amending formula and the patriation of the Constitution; he evolving nature of the federation; the Meech Lake Accord; the Charlottetown Accord; the October 26 Referendum; Western demands for major changes to the Senate and other national institutions of the federation; and the unfinished constitutional agenda. It also examines the profound effect on law and public policy development resulting from the Canadian Charter of Rights and Freedoms.

NB: Not offered every year. See department chair.
Cross-listed: HIST 335.
Prerequisite(s): 6 sem. hrs. of political studies including POLS 234, or instructor's consent. (3-0 or 3-0)

POLS 352 Government and Politics of the United States (3 sem. hrs.)

An introduction to American politics, including the major branches of government: the presidency, the Congress, and the Supreme Court. The dynamics of American political institutions and their interaction. The prime emphasis is on national politics, particularly the interaction of the executive and legislative branches, including presidential decision-making.

NB: Not offered every year. See department chair.
Cross-listed: HIST 352.
Prerequisite(s): 6 sem. hrs. of political studies including POLS 234, or instructor's consent. (3-0 or 3-0)

POLS 355 American Foreign Policy (3 sem. hrs.)

A study of principal themes in United States foreign policy with in-depth review of post-Second World War Presidential periods. Students analyze the causes and results of American policy choices in the context of evolving world order. The course explores philosophy and leadership styles.

Cross-listed: HIST 355.
Prerequisite(s): 6 sem. hrs. of political studies including POLS 234, or instructor's consent. (3-0 or 3-0)

POLS 361-369 Political Studies Practicum (1-3 sem. hrs.)

A supervised field experience in an approved political, governmental, or related setting.

NB: Pass/Fail courses.
Prerequisite(s): Honours, major, concentration, or minor in political studies or international studies. Second year standing or higher, 6 sem. hrs. of political studies, and at least a C+ average. Students may include a maximum of 6 sem. hrs. in their political studies major, concentration, or minor, and a maximum of 9 sem. hrs. in their degree.

POLS 377 20th Century China and East Asia (3 sem. hrs.)

A cultural and political history of China and Japan since 1900 with an emphasis on late 20th century issues. Course includes discussion of Hong Kong and Taiwan as Chinese territories and Korea as a primary neighbour of China and Japan. Of special interest are the relations of Japan and China with the United States.

Cross-listed: HIST 377.
Prerequisite(s): 6 sem. hrs. of political studies including POLS 211, or instructor's consent. (3-0 or 3-0)

POLS 378 Politics and Development of the Asia-Pacific Region (3 sem. hrs.)

This course explores the contemporary political, economic, and social conditions of countries in east and southeast Asia as case studies of development. Central to the course is the so-called Asian Miracle: what are its causes and why have some countries been left behind? Other topics include Japan's and Singapore's models of development; response to China's economic and political power in the region; international relations including selected conflict areas; and the prospects for regional integration. Countries typically covered in this region face the Pacific in a chain from Indonesia in the south to Korea and Japan in the north.

Prerequisite(s): 6 sem. hrs. of political studies. (3-0 or 3-0)

POLS 383 Public Administration in Canada (3 sem. hrs.)

An overview of public administration in Canada - its importance, structure, functions, key issues, best practices, and practical applications. Course content focuses on municipal, provincial, and federal levels of government. Special attention is placed on practical applications to areas of current public and student interest.

NB: Not offered every year. See department chair.
Prerequisite(s): 6 sem. hrs. of political studies including POLS 234, or instructor's consent. (3-0 or 3-0)

POLS 391 Canadian Governmental Leadership (3 sem. hrs.)

In the setting of the historical Booth Mansion in Ottawa, students are invited to explore the history of Canadian political leadership. Using the historical method, including research in primary sources, they will evaluate the leadership of Canadian Prime Ministers and examine how they addressed the needs and crises of the nation. By means of their enquiries into Canada's political leadership, students will develop their own theories of effective leadership.

Cross-listed: HIST 391; SOCI 391.
Prerequisite(s): Admission into Laurentian Leadership Centre. (3-0 or 3-0)

POLS 392 Ethics and Public Affairs (3 sem. hrs.)

The philosophical basis for, and nature of, ethical decision-making. This course examines recent and contemporary ethical issues facing leaders in the political, business, and communication fields. Students observe how leaders engage ethical dilemmas in the Ottawa setting of their discipline.

Cross-listed: SOCI 392.
Prerequisite(s): Admission into 316 Laurentian Leadership Centre. (3-0 or 3-0)

POLS 393 Law, Public Policy, and Cultural Change (3 sem. hrs.)

This course will provide students with theoretical and practical frameworks in the areas of law and public policy to engage with social and global issues. Students will explore the intersection of law, politics and culture in the setting of Canada's capital. Students will critique culture and identify positive ways Christians engage and shape culture, particularly in public policy and law. They will explore how law and public policy are developed through observing courts and Parliament in action. Students will identify a critical problem in society and suggest ways to resolve this problem through law and public policy that is consistent with core Christian beliefs.

Cross-listed: IDIS 393.
Prerequisite(s): 3rd or 4th year standing. (3-0 or 3-0)

POLS 406 War, Peace, and Society (3 sem. hrs.)

A survey of the changing nature of and approaches to war and its effect on society from the Middle Ages to the present. Course topics include the various visions and proposals for peace and the nature of nuclear war.

NB: Not offered every year. See department chair.
Cross-listed: HIST 406.
Prerequisite(s): 6 sem. hrs. of political studies including POLS 101 or 211, or instructor's consent. (3-0 or 3-0)

POLS 415 Contemporary Political Philosophy (3 sem. hrs.)

This course examines the political thought of one or more 20th century political philosophers, primarily from the Western Political Tradition. Attention is given to selected primary and secondary literature of contemporary political theorists. A systematic examination of different theorists in each course offering encourages a broader understanding of the rich tradition of political philosophy in the 20th century.

Cross-listed: PHIL 415.
Prerequisite(s): 6 sem. hrs. of political studies including POLS 101, or instructor's consent. (3-0 or 3-0)

POLS 418 Social and Political Concepts of Community in Contemporary Political Theory (3 sem. hrs.)

Provides the student with an in-depth study of the social and political concepts of community. Attention is focused on how recognition of community brings into play the tension between individual and collective/group rights. Course lectures, reading assignments, and in class discussion provide an overview of the following topics: interpretation/hermeneutics of community, roots of community theory, myth of community, quest for community, Christian community, recognition of minority communities in politics, problems associated with the concept of community, recognition of group rights, the liberal-communitarian debate over community, and problems associated with communitarian theory.

Cross-listed: PHIL 418.
Prerequisite(s): 6 sem. hrs. of political studies (including POLS 101 or POLS 234 or POLS 320), and third year standing. (3-0 or 3-0)

POLS 421 The Contemporary Middle East (3 sem. hrs.)

An introduction to the concerns of contemporary political, economic, and social development such as state consolidation, ethnic and social movements, poverty, and conflict through study of the political economy of the Middle East. Students explore the region through analysis of selected Middle Eastern states, cultures, and emergent issues such as underdevelopment, religious and ethnic movements, external intervention, and regional conflicts and disputes.

Prerequisite(s): 6 sem. hrs. of political studies (POLS 211 and 308 recommended), or instructor's consent. (3-0 or 3-0)

POLS 422 Contemporary South Asia (3 sem. hrs.)

An in-depth study of the political and economic challenges among selected South Asian states, highlighting the relationship between government policies and social development. This course deals with themes such as democracy, economic reform, ethnic and civil conflict, gender relations, religion, and relations between the states of South Asia.

Prerequisite(s): POLS 101 and 211 or by instructor's permission.

POLS 425 European Comparative Politics and Government (3 sem. hrs.)

An exploration of special topics in European comparative politics. The themes and geographic focus vary from year to year. They may include current political institutions and forces, and the historical evolution of the European politics, in both Western and Eastern Europe. Particular attention is given to the legal traditions that gird the institutional frameworks of the countries under study. This course blends an analysis of individual nation states with an examination of the critical issues that confront them all, which are addressed comparatively. It takes account of both the national and transnational factors that affect, and are affected by, politics in Europe—notably European integration and globalization.

Prerequisite(s): POLS 101 and one of POLS 211 or 234. (3-0; 3-0)

POLS 430 Seminar in Global Politics (3 sem. hrs.)

A seminar course devoted to intensive study of selected issues in contemporary global politics.

NB: Not offered every year. See department chair.
Prerequisite(s): POLS 101 and 211; or instructor's consent. (3-0 or 3-0)

POLS 431 Religion and Global Politics (3 sem. hrs.)

A survey of religion as a theme in global politics, beginning with case studies in the relationship of religion to politics and foreign policy in various areas of the world and among various religious traditions. Topics include religion and the politics of states, human rights, peace and conflict, international development, globalization, and the foundations of global order.

Prerequisite(s): POLS 101 and 211 or by instructor's permission.

POLS 434 Canadian Political Thought (3 sem. hrs.)

Examination of selected Canadian authors who have contributed significantly to the development of Canadian political discourse. Topics include federalism, social democracy, multiculturalism, feminism, compact theory, and national identity. The course entails the systematic study of these and related concepts in the context in which they were elaborated, with comparison to current interpretations and usage.

Prerequisite(s): POLS 101 and 234; or instructor's consent. (3-0 or 3-0)

POLS 436 Canadian and US Relations (3 sem. hrs.)

A survey of relations between the two countries from their origins, ranging from military and diplomatic to intellectual and cultural contacts. Comparative developments in the two nations are examined.

NB: Not offered every year. See department chair.
Cross-listed: HIST 436.
Prerequisite(s): 6 sem. hrs. of political studies including POLS 234, or instructor's consent. (3-0 or 3-0)

POLS 440 The Evolution of Canadian Foreign Policy (3 sem. hrs.)

An overview of the formulation and trends of Canadian foreign policy in the period since Confederation. This course examines the domestic and external determinants of Canadian foreign policy, the nature of the foreign policy-making process, and the evolution of key themes in Canadian foreign policy.

Cross-listed: HIST 440/542.
Prerequisite(s): 6 sem. hrs. of political studies including POLS 211 or 234, or instructor's consent. (0-0; 3-0)

POLS 487, 488 Special Topics in Political Studies (3 sem. hrs.)

This course examines special topics or issues in political studies that are not considered in-depth in other courses.

NB: Not offered every year. See department chair.
Prerequisite(s): 6 sem. hrs. of political studies including POLS 101 or 211 or 234, third year standing, and instructor's consent. (3-0 or 3-0)

POLS 495, 496 Honours Thesis (3, 3 sem. hrs.)

Under supervision of the departmental faculty, students conduct a careful review of the literature on a topic of their choice, as well as an empirical study of some portion of the topic. The final written result is submitted in a 12,000- to 15,000-word thesis. Taken in fourth year by Honours students in political and international studies.

Prerequisite(s): Application and acceptance into Honours program in Political Studies or Honours program in International Studies. See department chair or international studies coordinator.

Project Management

PMPP 201 Introduction to Project Management (3 sem. hrs.)

An introduction to project management concepts, principles, techniques, and tools. Topics include the five processes and nine knowledge areas of the Project Management Institute's Project Management Body of Knowledge Guide, and an overview of PM software tools.

Prerequisite(s): None.

PMPP 302 Project Management Foundation: Project Scope Management, Schedule Management, Cost Management (3 sem. hrs.)

A detailed examination of project management scope, time and cost management. The required management knowledge related to the successful management of project scope, time, and costs are examined after a review of the critical knowledge area of project integration management.

Prerequisite(s): PMPP 201 or instructor's permission.

PMPP 303 Principles, Tools, and Practices of Project Risk Management (3 sem. hrs.)

This course addresses the concepts and processes of project risk management: to increase the probability of the impact of positive risk and minimize the impact of negative risk to the successful completion of a project. Other topics covered include risk management planning, risk identification, risk analysis, risk responses, and risk monitoring and controlling.

Prerequisite(s): PMPP 201 or instructor's permission.

PMPP 304 Philosophy, Principles, and Practices of Quality Management (3 sem. hrs.)

Quality Management is at the heart of successful Project Management, and training must be intentional in delivering knowledge of the philosophy, principles, and practices of quality management to fulfil the responsibility of a Project Management Program. This foundational course combines the core of the quality management body of knowledge with practical hands-on learning through selective reading, critical thinking, focused discussions, and meaningful case studies.

Prerequisite(s): PMPP 201 or instructor's permission.

PMPP 305 Project Management Infrastructure: Human Resources, Communication, and Procurement (3 sem. hrs.)

This course covers the three Project Management Institute project knowledge areas of Human Resources Management (knowledge and processes required to effectively and efficiently manage the project team), Communications Management (knowledge and process required to communicate effectively and efficiently with all project stakeholders), and Procurement Management (knowledge and process required to manage effectively and efficiently project procurement activities).

Prerequisite(s): PMPP 201 or instructor's permission.

PMPP 401 Project Management Certification (CAPM or PMP) (3 sem. hrs.)

This course is designed to acquaint the student with the professional certification requirements leading to successful completion of the qualifying examination for the project management profession.

Prerequisite(s): PMPP 201 or instructor's permission.

PMPP 402 Project Management Practicum (2 sem. hrs.)

This course is designed to acquaint the student with the professional certification requirements leading to successful completion of the qualifying examination at the level of certified Project Management Professional.

Prerequisite(s): PMPP 201 or instructor's permission.

Psychology

PSYC 105, 106 Introduction to Psychology (3, 3 sem. hrs.)

A broad introduction to the field of psychology as a science. This course addresses the practical, life-oriented application of scientific principles of psychology. Other topics covered include: development; learning; biological bases of behaviour,;motivation and emotion; perception; measurement and fundamental statistics; personality; behavioural disorders and mental health; and group and social processes.

Prerequisite(s): None. (3-0; 3-0)

PSYC 201 Experimental Psychology (3 sem. hrs.)

Problems in research and experimentation in the context of sub-areas of psychology such as learning, memory, social influence, perception, and psycho-physics. Experimental, correlational, and observational methods are all considered.

Prerequisite(s): PSYC 105, 106. Education students with declared Special Education minor may take the course with only one of either PSYC 105 or 106. (3-0; 0-0)

PSYC 204 Social Psychology (3 sem. hrs.)

The relationship between the individual and society. Motivation, interpersonal relationships, attitude formation and change, communication, effective group dynamics, and leadership are topics covered in this course.

Cross-listed: SOCI 204.
Prerequisite(s): PSYC 105, 106; or SOCI 101. (3-0 or 3-0)

PSYC 207 Data Analysis (3 sem. hrs.)

The logic and the application of data analysis techniques suitable for the behavioural sciences. Descriptive statistics and inferential statistics, including measures of central tendency, variability, probability and sampling theory, correlation, regression, and non-parametric statistics.

Cross-listed: SOCI 207.
Prerequisite(s): PSYC 105, 106. (3-0; 0-0)

PSYC 214 Psychological Foundations of Teaching and Learning (3 sem. hrs.)

An evaluation of psychological theories and research relating to learning and teaching, with a focus on: developmental stages, learning theories,

motivation, classroom management, evaluation, inter and intra-individual differences, and needs of exceptional children.

Cross-listed: EDUC 211.
Prerequisite(s): PSYC 105 or 106. (3-0; 0-0)

PSYC 215 Lifespan Development (3 sem. hrs.)

This course addresses the physical, mental, emotional, and social growth from infancy through adolescence, adulthood, and old age, including death and bereavement.

Prerequisite(s): PSYC 105, 106. (3-0 or 3-0)

PSYC 239 Cross-Cultural Psychology (3 sem. hrs.)

An introduction to research and theory exploring the cultural, community, and ecological factors that shape human experiences. Topics include the acquisition of cultural meaning, the development, maintenance, and negotiation of cultural identities, and cognitive, affective, and motivational processes across various cultures.

Prerequisite(s): PSYC 105, 106; Education students with declared Special Education minor may take the course with only one of either PSYC 105 or 106. (3-0 or 3-0)

PSYC 301 Theories of Personality (3 sem. hrs.)

The major theories of personality, both traditional and contemporary, are examined with a view to demonstrating their usefulness in accounting for human behaviour.

Prerequisite(s): PSYC 105, 106. (3-0; 3-0)

PSYC 305 Abnormal Psychology (3 sem. hrs.)

This course considers the symptoms, causality, and treatment of psychopathological and behavioural problems. Research findings, as well as theoretical explanations, are examined.

Prerequisite(s): PSYC 105, 106; 301; plus 3 additional sem. hrs. of psychology. (3-0; 3-0)

PSYC 309 Sensation and Perception (3 sem. hrs.)

This course examines research involving basic sensory and perceptual processes with theoretical accounts.

NB: Not offered every year. See department chair.
Prerequisite(s): PSYC 105, 106; 201; plus 3 sem. hrs. of Psychology. (3-0; 0-0)

PSYC 310 The Exceptional Child in the Regular Classroom (3 sem. hrs.)

The study of the identification, etiology, diagnosis, and prognosis of various exceptionalities such as learning and physical disabilities, visual and auditory impairments, behaviour disorders, intellectual delays, and giftedness.

Cross-listed: EDUC 310.
Prerequisite(s): EDUC 211 or PSYC 214. (3-0 or 3-0)

PSYC 315 Psychology of Gender (3 sem. hrs.)

Exploration of the biological, psychological, and cultural influences on gender differences and the implications of gender differences and roles for women and men in our society. Emphasis is on research and theory exploring differences and/or similarities and the origins of differences.

Prerequisite(s): PSYC 105, 106; and third year standing. (3-0; 0-0)

PSYC 320 Tests and Measurement (3 sem. hrs.)

In the course, psychometric theory and principles of test development are examined. Other topics include: reliability, validity, item analysis, and use of tests in educational, industrial, and counselling settings.

NB: Not offered every year. See department chair.
Prerequisite(s): PSYC 105, 106; 207; plus 3 additional sem. hrs. of psychology. (0-0; 3-0)

PSYC 322 Research Methods (3 sem. hrs.)

Issues and methods related to the conduct and analysis of psychological research. Topics covered include: internal and external validity, experimental and quasi-experimental designs, research ethics, and analysis of variance. Projects involve both library and empirical research components.

Prerequisite(s): PSYC 105, 106; 201 and 207, plus 3 additional sem. hrs. of psychology. (3-0 or 3-0)

PSYC 326 Cognitive Processes (3 sem. hrs.)

Using the "information-processing" approach, higher cognitive activities such as attention, memory, language, and thinking are examined in the light of current theory and research.

NB: Not offered every year. See department chair.
Prerequisite(s): PSYC 105, 106; 201; plus 3 additional sem. hrs. of Psychology. (0-0; 3-0)

PSYC 330 Leadership in Organizations and Small Groups (3 sem. hrs.)

Comprehensive understanding of leadership. The course examines theories, models, facets of leadership, and characteristics of effective leaders, as well as 'leadership development and current issues.

NB: Not offered every year. See department chair.
Cross-Listed: LDRS 330
Prerequisite(s): PSYC 105, 106; or instructor's consent. (3-0 or 3-0)

PSYC 331 Theories of Counselling (3 sem. hrs.)

A survey of selected theories of counselling and psychotherapy: their theoretical base; view of the nature of the person; key concepts; goals; roles of therapist and client; techniques; and overall effectiveness.

Prerequisite(s): PSYC 105, 106; 301; plus 3 additional sem. hrs. of psychology. (3-0 or 3-0)

PSYC 339 Mental Health and Adjustment (3 sem. hrs.)

A psychological perspective on the experiences and problems humans encounter in daily living. Topics examined include self-understanding in such areas as love, work, religion, sexuality, values and meaning, and interpersonal relationships, as well as growth models and health.

Prerequisite(s): PSYC 105, 106; and at least third year standing. (3-0; 3-0)

PSYC 340 Interpersonal and Helping Skills (3 sem. hrs.)

Skills for developing helping relationships from a Christian perspective. The course provides a problem-management approach to helping: helping theory and skills practice.

Prerequisite(s): PSYC 105, 106; 301; and 3 additional sem. hrs. of psychology. (3-0; 3-0)

PSYC 342 Psychology of Adolescence (3 sem. hrs.)

The physical and psychological processes that take place during adolescence. The course examines issues of identity formation, moral development, physical development, changes in family relationships and development of independence, sexuality in adolescence, a perspective on peer relationships and pressures, and anticipation of vocational preparation.

NB: Not offered every year. See department chair.
Prerequisite(s): PSYC 105, 106; 215; plus 3 additional sem. hrs. of Psychology. (3-0 or 3-0)

PSYC 345 Disorders of Childhood and Adolescence (3 sem. hrs.)

This course focuses on major forms of atypical development in childhood and adolescence. These include disorders of behaviour and emotion, developmental and learning problems, and problems related to physical and mental health. The focus is on the child, not just the disorder, and the biological, psychological, developmental, socio-cultural, and spiritual influences.

NB: Not offered every year. See Department chair.
Prerequisite(s): PSYC 105, 106; 215. Education students with declared Special Education minor may take the course with only one of either PSYC 105 or 106. (3-0 or 3-0)

PSYC 354 Brain and Behaviour (3 sem. hrs.)

An overview of the relationship between the nervous system and behaviour. Topics addressed include human behaviour and clinical problems; biological bases of emotion, learning, memory, sexual behaviour, and homeostatic motivations; and biochemical theories of schizophrenia, autism, and mood disorders.

Prerequisite(s): PSYC 105, 106; 201. (3-0 or 3-0)

PSYC 356 Motivation and Emotion (3 sem. hrs.)

An advanced study of the motivational and emotional processes that influence complex human thought and behavior. Concepts will be explored from historical, biological, environmental/learning, and psychological perspectives and applied to real-world situations.

Prerequisite(s): PSYC 201 and 207. (3-0 or 3-0)

PSYC 360 Psychology of Sport (3 sem. hrs.)

The need for and purpose of psychology in sport and physical activity. This course examines the research focusing on psychological and social psychological factors influencing athletic and motor performance.

Cross-listed: HKIN 340.
Prerequisite(s): Third year standing. (3-0; 0-0)

PSYC 361 Practicum (3 sem. hrs.)

This practicum equips student leaders with the knowledge, skills and experience that will enable them to build community and lead effectively in a residence hall setting. Class and assignments are structured to encourage personal growth, teamwork, and leadership development through the process elements of empowering messages, empowering opportunities, empowering reflections, and solution-focused thinking.

NB: Enrolment is limited to new Resident Assistants. (3-0; 0-0)

PSYC 365 Psychology and the Correctional System: Prison and the Person (3 sem. hrs.).

A critical look at how the individual is impacted by the prison environment. Through readings, lectures, class discussions, guest speakers, and field interactions, the student encounters various perspectives on the Canadian correctional system. The student becomes familiar with current theories of discipline and punishment and explores alternatives to imprisonment.

NB: Not offered every year. See department chair. Prerequisite(s): PSYC 105, 106. (3-0 or 3-0)

PSYC 390 Special Topics in Psychology (1-3 sem. hrs.)

This course is an examination of selected issues, theories, or topics within the field of psychology.

NB: Not offered every year. See department chair. **Prerequisite(s):** Third or fourth year psychology majors, or other students with instructor's consent.

PSYC 399 Travel Study - Discover the European Psychologists (3 sem. hrs.)

This travel studies course explores the historical and cultural contexts that influenced the founders of psychoanalytic and logotherapy psychologies. Specifically, this course examines the zeitgeist of Sigmund Freud, Carl Jung, Alfred Alder, and Viktor Frankl and how the intellectual climate of their time influenced their theories. The existing political, social, religious, and economic forces - including racial discrimination and war - will be studied within the localities that these psychologists lived and practiced to understand the global and European context for psychological thinking and social engagement.
This is an experiential group based course where interaction with the various presentations and encounters are processed throughout each day with debriefing and feedback sessions. Engaging the intensity of the experience (e.g. Dachau, Frankl & Jungian Institutes etc.) enables a deeper connection and learning of the social context and the dynamics of racism and global issues.

Prerequisite(s): Third or fourth year psychology majors, or other students with instructor's consent.

PSYC 408 History and Systems of Psychology (3 sem. hrs.)

Historical roots of modern psychology. The course examines major systems of thought within the discipline in the context of a Christian view of humans and the world.

Prerequisite(s): PSYC 105, 106; plus 18 additional sem. hrs. of psychology. (3-0; 3-0)

PSYC 409 Learning (3 sem. hrs.)

In this course, classical and operant conditioning processes as well as motor learning, observational learning, and the acquisition of concepts and language are examined.

NB: Not offered every year. See department chair. **Prerequisite(s):** PSYC 105, 106; 201; plus 6 additional sem. hrs. of psychology. (3-0; 0-0)

PSYC 411 Psychology and Spirituality (3 sem. hrs.)

This course examines the notion of spirituality in light of the psychological theories of Jung, Frankl, Maslow, May, Fromm; contemporary trans-personal psychologists; and Christianity, as well as several Eastern religions. Includes the exploration of spiritual themes such as suffering, surrender and relinquishment, forgiveness, love and unity, ecstasy and peak experience, mysticism and sacredness, creativity, meaning, meditation

and serenity, authenticity and truth, and birth and death.

NB: Not offered every year. See department chair.
Prerequisite(s): PSYC 105, 106; 301; plus 6 additional sem. hrs. of Psychology. (3-0 or 3-0)

PSYC 412 Strategies for the Exceptional Child (3 sem. hrs.)

This course builds upon the information presented in introductory courses to special education. It is intended for pre-professional Education students, professional teachers , and those in psychology, social services, and nursing, and is designed to provide information and strategies for: assessing the needs of students, developing intervention techniques, and utilizing the resources of various professionals to meet the diverse needs of exceptional students and exceptional families. Enrolment in this class includes a practicum in a special needs setting.

Cross-listed: EDUC 412.
Prerequisite(s): EDUC 310 or PSYC 310. (0-0; 3-1)

PSYC 415 Human Sexuality (3 sem. hrs.)

Concepts and materials treating the meaning and significance of human sexuality. Due to the discussion-oriented format, full preparation, attendance, and participation are required.

Prerequisite(s): PSYC 105, 106; and at least third year standing. (3-0; 3-0)

PSYC 416 Psychology and the Law (3 sem. hrs.)

This course is a consideration of human behaviour within the legal system, including issues related to giving testimony, jury decision-making, and defense pleas.

NB: Not offered every year. See department chair.
Prerequisite(s): PSYC 105, 106; 204. (3-0 or 3-0)

PSYC 418 Memory and Attention (3 sem. hrs.)

This course examines current models of the human memory system, as well as practical mnemonic aids and theoretical issues and models.

NB: Not offered every year. See department chair.
Prerequisite(s): PSYC 105, 106; 201; plus 6 additional sem. hrs. of psychology. (0-0; 3-0)

PSYC 420 Adult Development and Aging (3 sem. hrs.)

An introduction to the developmental tasks, issues, and experiences common to human development from young adulthood through old age. The theories of adult development and aging; the role of genetic and environmental factors in aging; the effects of 324
aging on sensation and perception, learning and cognition, personality and adjustment; and the issues of death and bereavement are topics examined.

NB: Not offered every year. See department chair.
Prerequisite(s): PSYC 105, 106; 215; and at least third year standing. (3-0 or 3-0)

PSYC 431 Introduction to Career Counselling and Development (3 sem. hrs.)

A critical introduction to the theory and practice of career counselling. The course offers an overview of major factors affecting career development, examines current trends and how to meet developing needs, and addresses the importance of effective career counselling in the lifelong development of the individual.

NB: Not offered every year. See department chair.
Prerequisite(s): PSYC 331. (3-0 or 3-0)

PSYC 440 Psychology of Religion (3 sem. hrs.)

An application of the tools of empirical psychology to the study of the development and function of religious experience. This course offers an analysis of the role of religious experience in the human personality. Specific religious experiences (e.g., conversion, prayer, glossolalia, miracles) are examined with a view to understanding their function in the normal individual.

Cross-listed: RELS 470.
NB: Not offered every year. See department chair.
Prerequisite(s): PSYC 105, 106, and third year standing, or instructor's consent. (3-0 or 3-0)

PSYC 450 Behavioural NeuroScience (3 sem. hrs.)

An examination of the cellular organization of the brain and the role of physiological processes in human thought, emotion, and behaviour. The course includes laboratory experiments on recording bioelectric potentials in invertebrates and humans, with an emphasis on the interactions between physiological and psychological processes.

Cross-listed: BIOL 450.
NB: Not offered every year. See department chair.
Prerequisite(s): PSYC 354 and either BIOL 113, 114 or PSYC 105, 106; and 201. (0-0; 3-3)

PSYC 471 Human Neuropsychology (3 sem. hrs.)

An in-depth examination of the relationship between brain function and psychological processes such as spatial processing, language, and executive functioning. Behavioral and psychological consequences of neurological disorders will be the focus of inquiry..

Prerequisite(s): PSYC 201, 207, 354 and 9 additional sem. hrs. in PSYC. (0-0; 3-3)

PSYC 490 Personhood: An Interdisciplinary Examination of the Individual (3 sem. hrs.)

A consideration of the function of worldviews, the meaning of a Christian worldview, and the implications of a Christian worldview for the understanding of persons and their role in modern society. Inasmuch as contemporary worldviews have been shaped extensively by developments in science, as well as by historical influences from philosophy and religion, an interdisciplinary approach is taken.

NB: Approved as alternative to IDIS 400.
Prerequisite(s): Completion of at least 70 sem. hrs. of university credit prior to the semester in which this course is taken. (3-0 or 3-0)

PSYC 497, 498 Senior Thesis (3, 3 sem. hrs.)

Under supervision of the departmental faculty, students conduct a careful review of the literature on a topic of their choice as well as an empirical study of some portion of the topic. The final written result is submitted in thesis form.

Prerequisite(s): PSYC 105, 106; 201; 322; plus 12 sem. hrs. of psychology.

Religious Studies

NB: RELS course numbers with the second digit 0 to 5: biblical content courses (e.g. RELS 101 Introduction to Old Testament Studies); second

digit 6 to 9: non-biblical content courses (e.g. RELS 160 Introduction to Theology).

RELS 100 Introduction to Christianity (3 sem. hrs.)

RELS 100 is designed to be preliminary to either RELS 101 or 102, and is shaped for first or second year students who are not Religious Studies majors. This course serves as an introduction to the foundational documents, persons, and events of Christianity. Class sessions are specifically designed for students who are unfamiliar with the biblical, theological and historical narrative of Christianity and with the role that it has played in the development of western culture.

Prerequisite(s): None; not open to students who have received credit for RELS 101 and/ or 102. Note: RELS 100 counts as one of the Religious Studies courses to be taken in TWU core requirements for graduation.

RELS 101 Introduction to Old Testament Studies (3 sem. hrs.)

An introduction to the major divisions of the Old Testament (Pentateuch, Prophets, and Writings), including an orientation to the following areas in the field of Old Testament studies: inspiration, principles of interpretation, canon, text, world of the Old Testament, historical backgrounds, archeology, theology, criticism, literary forms, and apocryphal writings.

Prerequisite(s): None. (3-0 or 3-0)

RELS 102 Introduction to New Testament Studies

Studies (3 sem. hrs.)
An introduction to the major writings of the New Testament (Synoptic Gospels, Pauline, and Johannine Writings), including an orientation to the field of New Testament studies in the same areas as under RELS 101.

Prerequisite(s): None. (3-0 or 3-0)

RELS 160 Introduction to Theology (3 sem. hrs.)

What do Christians believe about God and what are their grounds for holding these beliefs? Introduction to Christian theology places Christian theology in the broader context of religion and invites students to consider their own beliefs in the context of the broader Christian theological tradition and to explore their relationship to scripture, tradition, experience, and reason. Students are encouraged to consider the importance and relevance of Christian theology in academic and ecclesial contexts with special to spiritual formation.

Prerequisite(s): None. (3-0 or 3-0)

RELS 222 Israelite Religion (3 sem. hrs.)

A study of the religious forms and institutions of the Hebrew people during the Old Testament period, including a consideration of the major theological motifs that pervade the Hebrew religion.

Prerequisite(s): RELS 101. (0-0; 3-0)

RELS 224 New Testament Theology (3 sem. hrs.)

A study of the New Testament writings in their historical setting and chronological sequence with the goal of acquiring knowledge of their theological unity and diversity.

Prerequisite(s): RELS 102. (3-0; 0-0)

RELS 226 Gender and the Bible—Text, Tradition, and Interpretation (3 sem. hrs.)

Focuses on issues related to gender (including such topics as the roles and relationships of female and male characters in the Bible) within the contexts of the ancient Near East, Second Temple Judaism, the Greco-Roman world, the Jesus movement and the early Church. Also provides opportunity for the study and critique of the transmission and interpretation of these traditions within the early, medieval, Reformation, and contemporary eras.

Prerequisite(s): RELS 101, 102. (3-0; 0-0)

RELS 235 Elementary New Testament Greek (3 sem. hrs.)

This course comprises an introduction to Hellenistic (Koiné) Greek that is designed to prepare the student for reading the Greek New Testament with linguistic aptitude, as well as developing a cultural intelligence pertaining to the ancient people and history that gave rise to the biblical text. Students will explore and investigate linguistic theories and ideas related to the script, grammar, syntax, and vocabulary of the Greek New Testament, as well as evaluate and compare differences and similarities that exist between the Ancient Greco-Roman and Jewish cultures and our own contemporary culture.

This course will not only encourage students to develop a foundational proficiency that aids in their life-long inquiry into the Greek New Testament and the cultures from which it ensued; but will also enable and encourage the creative application of fruit born from such a study into the life of the student in a manner that results in "skillful Christian living".

Cross-listed: GREE 235.

Prerequisite(s): None. (3-0; 0-0)

RELS 245 Elementary Biblical Hebrew(3 sem. hrs.)

An introduction to the grammar and vocabulary of biblical Hebrew, designed to prepare the student for serious study of the Hebrew Bible as an item of both ancient and ongoing cultural, historical, and theological significance.

NB: Formerly RELS 335.
Cross-listed: HEBR 245.
Prerequisite(s): None. (3-0; 3-0)

RELS 240 or 250 Book Study (3 sem. hrs.)

An exegetical study of a selected Old Testament or New Testament book. A New Testament book study is offered every fall (RELS 250) and an Old Testament book study every spring (RELS 240).

Prerequisite(s): RELS 101, 102. (3-0 or 3-0)

RELS 261 Holy Spirit, Church, and Last Things (3 sem. hrs.)

Every area of human life requires a solid theological foundation, consisting of both an informed understanding of Christian doctrine and the ability to view life through the lens of Christian commitment. By exploring three major foci of systematic theology—the doctrines of the Holy Spirit (pneumatology), the church (ecclesiology), and last things (eschatology)—in the light of Scripture, the theological heritage of the Church, and the contemporary context, this course seeks to develop the student's expertise as a theologically informed Christian for the sake of their life and service to God.

NB: Not offered every year. See department chair.
Prerequisite(s): RELS 101 or 102; RELS 160. (3-0 or 3-0)

RELS 271 Western World Religions (3 sem. hrs.)

An analytical and critical study of the phenomena, the conceptual patterns, and the sacred texts of some of the major Western religions. Each religion is studied as a total perspective for life, which is embodied in interpersonal and communal life, in cult, and in ideology.

This course provides a general introduction to the study of world religions as well as an historical and structural survey of Judaism, Islam, Christianity and new religions in the West. The subject matter is approached from an emic anthropological standpoint—that is, the history, belief and practice of each religious group will be examined in detail, as if the student was living within that religious context.

Prerequisite(s): None. (3-0; 0-0)

RELS 272 Eastern World Religions (3 sem. hrs.)

An analytical and critical study of the phenomena, the conceptual patterns, and the sacred texts of some of the major Eastern religions. Each religion is studied as a total perspective for life, which is embodied in interpersonal and communal life, in cult, and in ideology.

This course provides a general introduction to the study of world religions as well as an historical and structural survey of Animism, Hinduism, Buddhism, Confucianism, Taoism, and Sikhism. The subject matter is approached from an emic anthropological standpoint—that is, the history, belief and practice of each religious group will be examined in detail, as if the student was living within that religious context.

Prerequisite(s): None. (0-0; 3-0)

RELS 285 Introduction to Missions (3 sem. hrs.)

This course introduces basic concepts in missiology. Foundational notions from Old Testament and New Testament theology of missions are explored. As well, this course considers the rise and development of the missionary movement from apostolic times to the present. Issues arising from applied anthropology as it relates to cross-cultural communication are also developed. Special emphasis is given to discussion of important trends and select strategies in contemporary world mission.

Prerequisite(s): None. (3-0 or 3-0)

RELS 296 Interacting with Western Worldviews (3 sem. hrs.)

An evaluation of Christianity's dependence on modernity, the contributions of worldviews that shape our world, contributions of the Enlightenment period, responses of religious pluralism and postmodernism in the quest for a new cosmology as well as Gnosticism in the history of Christian thought, and particularly in the New Age movement and in creation spirituality.

NB: Not offered every year. See department chair.
Prerequisite(s): At least second year standing. (0-0; 3-0)

RELS 300 Principles of Biblical Interpretation (3 sem. hrs.)

A study of the principles of biblical interpretation used in both the Jewish and Christian traditions, including the application of these methods to the major literary genres of the Bible.

NB: Formerly RELS 200.
Prerequisite(s): RELS 101, 102. (3-0; 0-0)

RELS 311 History of Ancient Israel (3 sem. hrs.)

A study of the various eras of the history of the Hebrew people in the Old Testament period, including a survey of attempted historical reconstructions. Attention is given to such features as pre-history, nationalism, government, and social institutions.

NB: Not offered every year. See department chair.
Prerequisite(s): RELS 101. (3-0; 0-0)

RELS 320 Dead Sea Scrolls (3 sem. hrs.)

A survey of the literary, social, cultural, political, and religious contexts of the Dead Sea Scrolls (DSS) and their role in recovering the historical development of the Hebrew Bible/Old Testament and early Jewish and Christian identities in antiquity.

NB: Not offered every year. See department chair.
Prerequisite(s): RELS 101, 102. (3-0 or 3-0)

RELS 322 Tracing the World views in the Biblical Story: A Reformational Perspective (3 sem. hrs.)

This course explores the beliefs and concepts that shaped the thoughts and actions of biblical authors, how people have viewed their relationship to God and the world during the course of the history of redemption, and world views in the biblical text, as well as the biblical story of redemption and its implications for today.

NB: Not offered every year. See department chair.
Prerequisite(s): RELS 101, 102 (or equivalent); third or fourth year standing. (3-0; 0-0)

RELS 329 Elementary New Testament Greek (3 sem. hrs.)

A continuing study of Koine Greek that is designed to prepare the student for reading the Greek New Testament.

Cross-listed: GREE 329.
Prerequisite(s): RELS/GREE 235. (3-0; 3-0)

RELS 331, 332 Readings in the Greek New Testament (3, 3 sem. hrs.)

A reading of selected texts from the New Testament, including a study of Greek syntax and an introduction to exegetical methodology.

Cross-listed: GREE 331, 332.
Prerequisite(s): RELS 331 is a prerequisite for RELS 332; RELS 235, 329.. (3-0; 3-0)

RELS 336 Elementary Biblical Hebrew (3 sem. hrs.)

A continuing study of the grammar and vocabulary of biblical Hebrew, designed to prepare the student for serious reading and study of the Hebrew Bible.

Cross-listed: HEBR 336.
Prerequisite(s): RELS/HEBR 245. (3-0; 3-0)

RELS 337, 338 Readings in the Hebrew Bible (3, 3 sem. hrs.)

A reading of selected texts from the Hebrew Bible, including a study of Hebrew syntax and an introduction to exegetical methodology.

NB: Formerly RELS 431, 432.
Cross-listed: HEBR 337, 338.
Prerequisite(s): RELS 245, 336. 337 is a prerequisite for 338. (3-0; 3-0)

RELS 340 Current Issues in Biblical Theology (3 sem. hrs.)

An examination of the topics currently being discussed in biblical theology, such as the possibility and methodology of a biblical theology, apocalyptic and eschatology, covenant and election, redemption and freedom, worship, church, the righteousness of God, history, society, law and gospel, faith, canon, 328
life and death, suffering, creation, atonement and reconciliation, sin and guilt, wisdom, and worldview.

NB: Not offered every year. See department chair.
Prerequisite(s): RELS 101, 102. (0-0; 3-0)

RELS 341 The Pentateuch (3 sem. hrs.)

A study of the first five books of the Hebrew Bible with special reference to introduction, exegesis, and history. Attention is given to their historical and theological significance for both Judaism and Christianity.

NB: Not offered every year. See Department chair.
Prerequisite(s): RELS 101, 102. (0-0; 3-0)

RELS 342 Psalms and Wisdom Literature (3 sem. hrs.)

An introduction to the place, function, and form of the Psalms and wisdom literature within the context of other ancient Near Eastern literature, including an analysis of selected examples such as Job, Ecclesiastes, and Proverbs.

NB: Not offered every year. See Department chair.
Prerequisite(s): RELS 101, 102. (0-0; 3-0)

RELS 343 Issues in Contemporary Culture (3 sem. hrs.)

This course examines a number of significant issues currently under discussion by both academics and thinking people in western culture in the light of key biblical texts relating to them. Issues will include: postmodernism, relativism, pluralism, and cultural diversity, tolerance, truth, euthanasia, stem cell research and the perceived connection between violence and religion.

RELS 350 Biblical Archaeology (3 sem. hrs.)

A three-week tour of Israel and/or Greece, for the purpose of studying ancient sites and current excavations relating to biblical studies.

NB: Offered during Summer sessions only.
Prerequisite(s): RELS 101, 102.

RELS 351 Life and Teaching of Jesus (3 sem. hrs.)

A study of the life of Jesus through the eyes of the four evangelists, with special reference to Jesus' teaching on God, man, the Kingdom, righteousness, and prayer. An evaluation of the extra-biblical view of the person of Jesus.

Prerequisite(s): RELS 101, 102. (3-0; 0-0)

RELS 352 Life and Letters of Paul (3 sem. hrs.)

A study of the world, life, and mission of Paul, including an analysis of the central message of the Pauline epistles in their historical setting and chronological order.

NB: Not offered every year. See Department chair.
Prerequisite(s): RELS 101, 102. (0-0; 3-0)

RELS 355 Aramaic (3 sem. hrs.)

Basic grammar. An introduction to Aramaic literature by reading passages of the Aramaic sections of Daniel and Ezra and selections from post-biblical Aramaic.

Prerequisite(s): RELS 245 and 336. (0-0; 3-0)

RELS 360 Christian Apologetics (3 sem. hrs.)

A study of the nature and methods of defending the Christian faith including an examination of the evidence for and the arguments against a Christian worldview.

Prerequisite(s): RELS 101, 102; PHIL 105, 106; or instructor's consent. (0-0; 3-0)

RELS 361 History of Christianity I (3 sem. hrs.)

A study of the history of the Christian Church from the turn of the first century to the eve of the 16th century Reformation with attention to the persons, events, and issues involved in the major developments of Christianity.

Cross-listed: HIST 361/HIST 561
Prerequisite(s): HIST 111. (3-0; 0-0)

RELS 362 History of Christianity II (3 sem. hrs.)

An examination of the development of the Christian Church from the late medieval period through to the early 21st century. Key topics include: the Protestant and Catholic Reformations; the Great Awakenings and the rise of modern Evangelicalism, Fundamentalism, and the growth of modern missionary movements, along with a consideration of significant individuals, changes in theology, institutions, devotional practices, gender roles, and attempts to engage and shape culture.

Cross-listed: HIST 362, HIST 562.
Prerequisite(s): HIST 112. (0-0; 3-0)

RELS 364 The Expansion of Christianity in the Two-thirds World (3 sem. hrs.)

The expansion of Christianity in the non-Western world from the first century to the present. Attention is given to critiquing those factors that hindered or enhanced the expansion of Christianity during specific eras.

Prerequisite(s): RELS 285 or instructor's consent. (3-0 or 3-0)

RELS 365 Christian Moral Theology CP (3 sem. hrs.)

Moral theology reflects upon the goodness and evil of human acts, and of the person who performs them, in the light of Divine Revelation and human reason. This course offers an introduction both to mainstream Catholic and evangelical moral theology and contemporary moral issues, emphasizing their common ground and supplementary insights as well as explaining their continuing points of divergence. The course is taught by a Catholic professor, utilizing both Catholic and protestant texts. Specific moral issues to be discussed include abortion, homosexuality, "just war," contraception, divorce, euthanasia, poverty and hunger, and the nature and role of the family.

NB: Course taught at Catholic Pacific College, an approved TWU learning centre.
Prerequisite(s): RELS 160 or instructor's consent. (3-0; 0-0)

RELS 366 Theology of the Body CP (3 sem. hrs.)

This course reviews the roots and evolution of the modern secular approaches to anthropology and

human sexuality and contrast them with those of Christ. This course examines recent developments in theological reflection on the body (John Paul II's theology of the body) and provides a general introduction to Christian anthropology, with particular attention to themes such as creation in the imago Dei, fall and redemption, nature and grace, freedom and rationality, gender and vocation. Due note of convergent and divergent doctrinal positions held by various Christian traditions of the themes are reviewed.

NB: Course taught at Catholic Pacific College, an approved TWU learning centre.
Prerequisite(s): RELS 160. (0-0; 3-0)

RELS 368 The Reformation (3 sem. hrs.)

An examination of European life during the 16th century reformations. This course includes discussions of sin and wholeness, of religion and secular power, of toleration and social order, and of efforts to reform the church and society, and an examination of the place of ritual in social life, life in the family, and attitudes to gender.

NB: Not offered every year. See department chair.
Cross-listed: HIST 308.
Prerequisite(s): 6 sem. hrs. of History, including one of HIST 107, 111, 112; or 362; or instructor's consent. (0-0; 3-0)

RELS 371 Sociology of Religion (3 sem. hrs.)

An introduction to the theories and concepts utilized by sociologists to interpret religious behaviour and the organization of religion.

Cross-listed: SOCI 331.
Prerequisite(s): None. (3-0; 0-0)

RELS 372 Contemporary Catholic Theology of the Love of God CP (3 sem. hrs.)

This course traces the theme of the merciful love of God in Scripture and Catholic Tradition, especially in the writings of St. Thomas Aquinas, St. Catherine of Siena, St. Therese of Lisieux, St. Faustina Kowalska, and Pope John Paul II, as well as in the Catechism of the Catholic Church. The Mercy of God is presented as a central vantage point from which to view more clearly many important elements of Catholic doctrine and spirituality, ethics, and a common springboard for Catholic-Evangelical ecumenism—in other words, the contemporary Catholic world view. (This is not a course in Catholic apologetics or polemics.)

NB: Course taught at Catholic Pacific College, an approved TWU learning centre.
Prerequisite(s): RELS 160. (0-0; 3-0)

RELS 375 The Christian Apologetics of C.S. Lewis CP (3 sem. hrs.)

This course provides a detailed study of the theological and apologetic writings of C.S.Lewis. The instructor presents the Christian world view of Lewis, as well as limitations and problems that may be inherent in his theological vision. The relevance of Lewis' writings to the task of ecumenical theological dialogue is a recurrent theme.

NB: Course taught at Catholic Pacific College, an approved TWU learning centre.
Prerequisite(s): RELS 160 or equivalent with instructor's consent. (0-0; 3-0)

RELS 377 Religion in the USA (3 sem. hrs.)

Religious developments in the USA from the beginning of European settlement to today. The course examines the relationship between such

developments and the political, economic, and social life of the country, as well as the Great Awakenings and the Modernist/Fundamentalist controversy.

NB: Not offered every year. See department chair.
Cross-listed: HIST 347.
Prerequisite(s): 6 sem. hrs. of History. (0-0; 3-0)

RELS 378 Religion in Canada (3 sem. hrs.)

Religious developments in Canada from the beginning of European settlement to today. The course examines the relationship between such developments and the political, economic, and social life of the country.

NB: Not offered every year. See department chair.
Cross-listed: HIST 348.
Prerequisite(s): Any two of HIST 235, 236; 361, 362. (0-0; 3-0)

RELS 380 Cross-Cultural/Missions Practicum (2 or 3 sem. hrs.)

A supervised short-term missions/cross-cultural internship/practicum.

NB: Open only to Inter-Cultural Religious Studies majors or minors.

RELS 381 Contemporary Christianity (3 sem. hrs .)

Students are invited to investigate some of the most significant theologians and theologies of the 19th, 20th, and 21st centuries with a view toward how they influence Christianity today. The approach is both inter-confessional and international in scope and seeks to allow students to grapple with important theological issues in local, national, and global contexts. (Formerly RELS 461)

Prerequisite(s): Two of RELS 101, 102, or 160. (3-0; 0-0)

RELS 382 The Catholic Church: Theology and Practice CP (3 sem. hrs.)

This course focuses on the theological, liturgical, and spiritual traditions that undergird the Catholic Church and which continue to form her self-understanding. Historically, this course explains and evaluates the development of the Catholic doctrine of the Church in terms of its roots in Scripture and Tradition, and with a particular emphasis on the Pauline understanding of the Church as the Body of Christ, and selected readings from the Church Fathers, as well as developments in Catholic understanding of the Church in different historical periods and social contexts. It also examines the Church in terms of her ongoing mission to the contemporary world implied by Catholic doctrine. Spiritually, this course exams the distinctive teaching of the Second Vatican Council's "universal call to holiness" which ultimately serves to integrate doctrine and life in each member of the Church. Analysis of these themes is undertaken in dialogue with the perspectives of other Christian traditions, and in the light of the constructive critique they can offer.

NB: Course taught at Catholic Pacific College, an approved TWU learning centre.
Prerequisite(s): RELS 160

RELS 383 Reason and Belief in God (3 sem. hrs.)

A survey of central issues arising from the question, "Is belief in God rational?" Topics include arguments concerning the existence of God, religious pluralism, natural science and religious belief, religious language, and critiques of natural theology from Kierkegaard and Reformed Epistemology.

Cross-listed: PHIL 383.
Prerequisite(s): 3 sem. hrs. of philosophy or third year standing. (3-0; 3-0)

RELS 384 Religion, Contextualization, and Culture Change (3 sem. hrs.)

A study of the history of contextualization from biblical to modern times, exploring significant models and paradigms of prominent thinkers and evaluating these adaptations and innovations. Also, the social and spiritual dynamics of culture change are examined, with a view to analyzing those processes that help to make the Gospel relevant in the constantly changing world in which we live.

Prerequisite(s): RELS 285. (3-0 or 3-0)

RELS 385 Suffering and Belief in God (3 sem. hrs.)

An examination of key issues pertaining to suffering and belief in God. Topics include the problem of evil, arguments from suffering, original sin, everlasting suffering, and providence.

Cross-listed: PHIL 384.
Prerequisite(s): 3 sem. hrs. of philosophy or third year standing. (3-0; 3-0)

RELS 386 Global Theologies (3 sem. hrs.)

This course seeks to extend the study of theology to the manner in which non-Western communities of Christians endeavour to shape their world by their faith. Special emphasis is given to examining Christology and Soteriology from a cross-cultural perspective and to the manner by which both Western and non-Western traditions may interact to enrich hermeneutics, missiology, and biblical and systematic theology.

Prerequisite(s): RELS 285 or instructor's consent. (0-0; 3-0)

RELS 387 Christian Theology in Ecumenical Dialogue CP (3 sem. hrs.)

A survey and analysis of the main achievements of the ecumenical theological dialogue process among the Christian churches, and the significant challenges still facing that dialogue today. This course utilizes texts from Catholic, Protestant Evangelical, Eastern Orthodox, and Anglican sources, and guest lecturers from Catholic, Evangelical, and Orthodox traditions.

NB: Course taught at Catholic Pacific College, an approved TWU learning centre.
Prerequisite(s): RELS 160. (0-0; 3-0)332

RELS 388 Christian Church and Sacraments CP (3 sem. hrs.)

This course provides an introduction to the Christian understanding of the doctrine of the Church and the Sacraments. This course provides an in-depth look at the origins, development, and theological significance of the doctrine of the Church and studies the classical Christian understanding of the sacraments of Baptism, Confirmation, the Eucharist (Lord's Supper), Penance and Reconciliation, Anointing the Sick, Holy Orders and Matrimony. Given that the Catholic and Protestant traditions understand the fundamental theological sources differently, the course emphasizes their common commitment to Sacred Scripture, while explaining their divergent perspectives with regard to the role of tradition. The course outlines the central importance of the doctrine of the Church to the Christian life, and presents both Catholic and Evangelical perspectives on these issues.

NB: Course taught at Catholic Pacific College, an approved TWU learning centre.

Prerequisite(s): RELS 160 or instructor's consent. (3-0; 0-0)

RELS 398 Radical Religion in the 16th to 18th Centuries (3 sem. hrs.)

This course examines radical Christian movements from the Reformation period to the early Enlightenment, including: 16th century Anabaptism, German Spiritualism, radical German Pietism and American Pietism, early English Separatism, radical Puritanism, the Levellers, early Baptists, the Philadelphian movement, and the Methodist movement. Class time is divided between lectures and seminar discussion of primary source readings.

NB: Not offered every year. See department chair.
Cross-listed: HIST 398.
Prerequisite(s): 6 sem. hrs. of History including HIST 107, 111, 112; or 362. (0-0; 3-0)

RELS 399 Catholic Spirituality in the Modern World CP (3 sem. hrs.)

An analysis of the teachings on prayer and the devout life of Catholic spiritual writers whose teachings still enrich the life of the Church today: especially St. Theresa of Avila, St. John of the Cross, St. Bernard of Clairvaux, St. Bonaventure, St. Francis De Sales, St. Therese of Lisieux, and the Venerable John Henry Newman. This course includes an overview of controversial topics such as the rise of "Centering Prayer," the "New Age" movement, and an analysis of the teachings of the Catechism of the Catholic Church, and reflections on the Catholic Tradition of Spirituality from non-Catholic perspectives.

NB: Course taught at Catholic Pacific College, an approved TWU learning centre.
Prerequisite(s): RELS 160, or equivalent with instructor's permission. (3-0; 0-0)

RELS 400, 480 Directed Studies (3, 3 sem. hrs.)

Independent but guided research in a specialized area of interest to student. RELS 400 designates biblical content courses; RELS 480, theological/ cultural emphases.

Prerequisite(s): Consent of department chair.

RELS 415 Intertestamental Literature (3 sem. hrs.)

A study of the intertestamental Judaic literature, noting the relationships between this literature and the Old Testament and New Testament and showing how this literature serves as an important background for the study of the New Testament documents.

NB: Not offered every year. See department chair.
Prerequisite(s): RELS 101, 102. (3-0; 0-0)

RELS 423 Apocalyptic Literature (3 sem. hrs.)

A study of the origin, form, and function of apocalyptic literature as well as important motifs and themes.

NB: Not offered every year. See department chair.
Prerequisite(s): RELS 101, 102. (3-0; 0-0)

RELS 425 Pauline Theology (3 sem. hrs.)

A survey of the general contours of Paul's thinking and a closer examination of one particular aspect of his theology, such as the origins of his gospel, the problem of coherence and contingency, his apostleship, his missionary strategy, his Christology, or the theology of one of his letters.

NB: Not offered every year. See department chair.

Prerequisite(s): RELS 101, 102. (0-0; 3-0)

RELS 430 The New Testament and the Greco- Roman World (3 sem. hrs.)

An investigation of the interface between the New Testament and the Greco-Roman world, with an emphasis on the literary, documentary, and archeological sources for such an investigation. Readings in extra-biblical Greek sources are a regular feature of the course.

NB: Not offered every year. See department chair.
Prerequisite(s): RELS 101, 102; 235, 329 (or concurrent enrolment therein). (0-0; 3-0)

RELS 446 Hebrew Prophets (3 sem. hrs.)

An introduction to the origin, function, and meaning of the Hebrew prophets through a survey of the prophetic writings of the Hebrew Bible, including a discussion of the relationship to the historical periods in which they were composed and their theological significance within Judaism and Christianity.

NB: Not offered every year. See department chair.
Prerequisite(s): RELS 101, 102. (0-0; 3-0)

RELS 448 Ancient Near East and the Old Testament (3 sem. hrs.)

A study of selected ancient Near Eastern texts and their relevance for the exegesis of the Old Testament.

NB: Not offered every year. See department chair.
Prerequisite(s): RELS 101, 102. (0-0; 3-0)

RELS 449 Old Testament Seminar (3 sem. hrs.)

This course is a study of selected topics that are currently under examination in the field of Old Testament studies.

NB: Not offered every year. See department chair.
Prerequisite(s): RELS 101, 102 and third or fourth year standing. (3-0; 0-0)

RELS 453 The Synoptic Gospels and Acts (3 sem. hrs.)

A study of the Gospels of Matthew, Mark, and Luke, focusing on the gospel form and the message of the individual gospels in their historical context. In addition, the Acts of the Apostles is considered with a view to better understanding the Church's birth and expansion.

NB: Not offered every year. See department chair.
Prerequisite(s): RELS 101, 102. (3-0; 0-0)

RELS 454 The Johannine Writings (3 sem. hrs.)

An introductory study of the major historical and literary problems of the writings traditionally ascribed to John: the Gospel of John, Johannine Epistles, and the Book of Revelation. In addition, attention is given to their thought and symbolism.

Prerequisite(s): RELS 101, 102. (0-0; 3-0)

RELS 456 New Testament Seminar (3 sem. hrs.)

A study of selected topics that are currently under examination in the field of New Testament studies.

NB: Not offered every year. See department chair.
Prerequisite(s): RELS 101, 102, and third or fourth year standing. (0-0; 3-0)334

RELS 460 Current Trends and Issues in Missions (3 sem. hrs.)

Current missiological themes are studied such as: Missio Dei, Salvation Today, social justice and mission, meaning of evangelism and evangelization, contextualization, liberation themes, missions as inculturation, missions as an ecumenical expression, mobilizing the laity for missions, missions as a theology, and missions as an eschatological hope. The course also examines shifting missiological paradigms within the Conciliar Movement and Evangelical responses.

Prerequisite(s): RELS 101, 102; and 285. (3-0 or 3-0)

RELS 465 Influential Thinkers in the Christian Tradition (3 sem. hrs.)

An introduction to some seminal figures in the Christian tradition. The course investigates their thought and intellectual contributions within their socio-political context and experience.

Prerequisite(s): RELS 101, 102 and 160. (3-0 or 3-0)

RELS 466 The Church Fathers (3 sem. hrs.)

An introduction to the fathers of the early church, roughly defined as churchmen who were active from the age of Clement of Rome (ca. 96 CE) to the Council of Chalcedon (451 CE). Attention is paid to the historical and liturgical context within which the fathers lived and ministered, the theological/ philosophical influences on them, and their own theological influence upon the church. The student has the opportunity to focus on one specific father, or theological issue of his/her choice with the responsibility of fitting that father or issue into the wider context of his/its setting. Class time is also devoted to the discussion of the relevance of the fathers for the contemporary church.

Prerequisite(s): RELS 160 or HIST/RELS 361. (3-0 or 3-0)

RELS 467 The Theology of Karl Barth (3 sem. hrs.)

This course is an examination and deeper understanding of Karl Barth's theology. Primary attention is given to the character, development, and significance of Barth's theology. The student also reads Karl Barth in the context of Christian thought.

Prerequisite(s): RELS 160; 361, 362; RELS 381 recommended. (0-0; 3-0)

RELS 470 Psychology of Religion (3 sem. hrs.)

An application of the tools of empirical psychology to the study of the development and function of religious experience. An analysis of the role of religious experience in the human personality. Specific religious experiences (e.g. conversion, prayer, glossolalia, miracles) are examined with a view to understanding their function in the normal individual.

Cross-listed: PSYC 440.
Prerequisite(s): PSYC 105, 106, and third year standing, or instructor's consent. (3-0 or 3-0)

RELS 473: The Theology of Thomas Aquinas and John Paul II RP (3 sem. hrs.)

This course takes an in-depth look at the theological vision of the two most influential Catholic theologians of the second Christian millennium: St. Thomas Aquinas and Pope John Paul II. The main features of St. Thomas's synthesis of Christian thought, especially as found

in his great Summa Theologiae, is explored. This is followed by an examination of the "personalist" Thomism of Pope John Paul II, and his program for the renewal of the Catholic Faith, especially as found in selected encyclicals and apostolic letters. The vision and worldview of St. Thomas Aquinas and John Paul II are presented as significant and enduring achievements of Christian thought.

NB: Course taught at Catholic Pacific College, an approved TWU learning centre.
Prerequisite(s): RELS 160 or equivalent with permission of instructor. (3-0; 0-0)

RELS 475 Christianity and Culture (3 sem. hrs.)

How do Christians past and present relate to culture? Students are invited to examine some important aspects of Christianity's involvement in Western culture. Alternative models and historical examples of this involvement are considered as well as some specific current issues related to Christian cultural activity.

Prerequisite(s): RELS 101, 102. (3-0 or 3-0)

RELS 476 Christian World views in Historical and Cultural Context (3 sem. hrs.)

What is Worldview in relation to Theology? How does it influence us and others? Students are invited to explore the nature and scope of Christian worldview as we investigate some of the salient moments in the history of Christian worldview thinking and its contemporary expressions. We will inquire into implications of Christ's lordship for various spheres of life, such as politics, art, science and the environment. We investigate and develop personal responses to the challenges for a Christian worldview in today's pluralist society. Students are encouraged to analyze their own worldview in order to critically interact with a view toward understanding how it affects relationships in society and the world.

Prerequisite(s): RELS 160. (0-0; 3-0)

RELS 477 New Testament Canon: Development and Theology (3 sem. hrs.)

Investigates the theological implications of the historical development of the New Testament canon. Stress is laid upon the contextual reading of primary source evidence and its interpretation in important secondary source literature. New Testament canon development is explored as it relates to the Rule of Faith, the early councils, creeds, and the church fathers. These relationships are then investigated with a view toward how they influence our understanding of Scripture in the 21st century.

Prerequisite(s): RELS 160 or HIST 361 or RELS 362. (0-0; 3-0)

RELS 478 Atonement Theology in Contemporary Context (3 sem. hrs.)

An exploration into the doctrine of the atonement, both in its historical and contemporary settings. This course explores how the cross is God's answer to human sin and oppression and also discusses the advantages and disadvantages of the traditional atonement models and the implications of atonement theology for the Church and contemporary society.

NB: Not offered every year. See department chair.
Prerequisite(s): RELS 101, 102; 160. (0-0; 3-0)

RELS 482 Historical Perspectives on Reformation and Post-Reformation Thought (3 sem. hrs.)

A re-evaluation of the issues involved in the origin of the 16th century Protestant Reformation and

the subsequent development of Calvinist thought: justification by faith, covenant theology, and election. An analysis of why Calvinists and Arminians were unable to overcome their differences, and how Reformed scholasticism went beyond John Calvin's insights.

NB: Not offered every year. See department chair.
Cross-listed: HIST 482.
Prerequisite(s): RELS 101, 102; 160; and at least third year standing; or instructor's consent. (3-0; 0-0)

RELS 483 The Evidential Force of Religious Experience (3 sem. hrs.)

Examines the place of evidence in religion and assesses the evidential force of religious experience. Such experiences as near-death, visions, conversions, mystical states of consciousness, and other topics that have been the focus of ongoing public attention are discussed.

NB: Not offered every year. See department chair.
Cross-listed: PHIL 483.
Prerequisite(s): Third year standing and 6 sem. hrs. of Philosophy or instructor's consent. (3-0 or 3-0)

RELS 488 Special Topics in Missiology (3 sem. hrs.)

An examination of special topics or issues in Missiology that are not considered in depth in other courses.

Prerequisite(s): 9 sem. hrs. of RELS including RELS 285, and third or fourth year standing, or instructor's consent. (3-0 or 3-0)

RELS 489 Special Topics in Religious Studies (3 sem. hrs.)

An examination of special topics or issues in Religious Studies that are not considered in depth in other courses.

Prerequisite(s): 9 sem. hrs. of RELS courses, and third or fourth year standing, or instructor's consent. (3-0 or 3-0)

RELS 490 Christianity and the Natural Sciences (1 sem. hr.)

Presentation and discussion of special topics concerned with the relationship between science and the Christian faith.

Cross-listed: NATS 490.
Prerequisite(s): NATS 487 or CMPT 480. (0-0; 0-1)

Religious Studies, Graduate Courses

NB: New Testament courses require a minimum of two years of Greek and Old Testament courses require a minimum of two years of Hebrew. For further information about course co-requisites, prerequisites, and when courses are offered, see the Graduate Program in Biblical Studies section or contact the Biblical Studies Graduate Program director.

Qualifying Courses

Students requiring qualifying courses may select from the electives below, as available.

Electives:

- RELS 500 (cf. RELS 300) Principles of Biblical Interpretation

- RELS 511 (cf. RELS 311) History of Ancient Israel
- RELS 515 (cf. RELS 415) Intertestamental Literature
- RELS 520 (cf. RELS 320) Dead Sea Scrolls
- RELS 523 (cf. RELS 423) Apocalyptic Literature
- RELS 525 (cf. RELS 425) Pauline Theology
- RELS 540 (cf. RELS 340) Current Issues in Biblical Theology
- RELS 541 (cf. RELS 341) The Pentateuch
- RELS 542 (cf. RELS 342) Psalms and Wisdom Literature
- RELS 546 (cf. RELS 446) Hebrew Prophets
- RELS 548 (cf. RELS 448) Ancient Near East and the Old Testament
- RELS 549 (cf. RELS 449) Old Testament Seminar
- RELS 551 (cf. RELS 351) Life and Teachings of Jesus
- RELS 552 (cf. RELS 352) Life and Letters of Paul
- RELS 553 (cf. RELS 453) The Synoptic Gospels and Acts
- RELS 554 (cf. RELS 454) The Johannine Writings
- RELS 556 (cf. RELS 456) New Testament Seminar

Language Courses:

- RELS 521, 522 (cf. LATN 211, 212) Biblical and Ecclesiastical Latin
- RELS 528, 529 (cf. RELS 235, 329) Elementary Greek
- RELS 531, 532 (cf. RELS 331, 332) Readings in the Greek New Testament
- RELS 545, 536 (cf. RELS 245, 336) Elementary Hebrew
- RELS 537, 538 (cf. RELS 337, 338) Readings in the Hebrew Bible

RELS 611 Advanced Old Testament Exegesis (3 sem. hrs.)

The principles of Hebrew exegesis are reviewed and applied to several examples of the genres found within the Old Testament.

Prerequisite(s): A minimum of two years of Hebrew. With the instructor's consent, second year Hebrew Readings may be taken as a co-requisite.

RELS 612 Advanced Old Testament Seminar (3 sem. hrs.)

Old Testament Seminar presupposes RELS 611 (or equivalent) and is offered every spring semester. Seminar topics are selected from the following: Old Testament Textual Criticism, Genesis, Exodus, Major Prophets, Minor Prophets, Daniel, Psalms, Chronicles and the Rewritten Bible, Inner-Biblical Exegesis, History of the Hebrew Bible, the Dead Sea Scrolls and the Hebrew Bible, and Old Testament Theology. Among other things, students are asked to research and report on various aspects of the seminar topic. One of the purposes of the course is to acquaint students with current issues in the field and to encourage the development of critical thinking.

RELS 621 Advanced New Testament Exegesis (3 sem. hrs.)

The principles of Greek exegesis are reviewed and applied to several examples of the genres found within the New Testament.

Prerequisite(s): A minimum of two years of Greek. With the instructor's consent, second year Greek Readings may be taken as a co-requisite.

RELS 622 Advanced New Testament Seminar (3 sem. hrs.)

New Testament Seminar presupposes RELS 621 (or equivalent) and is offered every spring semester. Seminar topics are selected from the following: Matthew, Luke-Acts, Prison Epistles, Hebrews, Old Testament Apocrypha and Pseudepigrapha, Apocryphal Gospels and the New Testament, the Septuagint and the New Testament, the Dead Sea Scrolls and the New Testament, the Targums and the New Testament, Anti-Semitism and the New Testament, and New Testament Theology. Students are asked to research various aspects of the seminar topic and report back to the seminar. One of the purposes of the course is to acquaint students with current issues in the field and to encourage the development of critical thinking.

RELS 631 The Deuteronomistic History (3 sem. hrs.)

This course reviews the emergence, aims, and interpretive techniques of the Deuteronomistic history, including the (re)interpretation of Mosaic, conquest and royal traditions. Of special interest is the presentation of the founding and confirming of the Davidic dynasty.

RELS 632 Historical Jesus (3 sem. hrs.)

This course reviews several of the most promising recent developments in Jesus research. Sources, the criteria of authenticity, Jesus' contemporaries, and Jesus' understanding of the Kingdom receive emphasis. Special attention is given to the Dead Sea Scrolls and their relevance for Jesus research.

RELS 633 Themes of the Pentateuch (3 sem. hrs.)

This course reviews the principal themes of the Pentateuch, emphasizing the presentation of Yahweh as Creator and covenant Maker. Critical interpretation of the Pentateuch, including the classic statement of the Documentary Hypothesis, is assessed.

RELS 634 Mark (3 sem. hrs.)

This course reviews recent research in the Gospel of Mark as it pertains to Mark's community and its interpretation of the Jesus tradition, as well as to the question of the historicity of Mark's presentation of the story of Jesus.

RELS 640 Advanced Greek Readings (3 sem. hrs.)

This course exposes students to a variety of Greek texts that are important for understanding the language and literature of the Greek New Testament. These texts include the Septuagint, papyri, inscriptions, and various extra-biblical writings such as the apocryphal gospels. Students are led to appreciate the literary conventions and genres of the Greco-Roman world.

RELS 641 Isaiah (3 sem. hrs.)

This course reviews the historical prophet Isaiah and the political circumstances in which he lived. It also considers the subsequent formation of the Book of Isaiah, including its various components and perspectives, its unified message and various features of inner-interpretation.

RELS 642 Romans (3 sem. hrs.)

This course explores the nature of Paul's argument in his letter to the Roman Christians, with special emphasis on the apostle's scriptural defence of the Christian gospel and his understanding of the relationship of Gentiles to Israel.

RELS 643 Psalms (3 sem. hrs.)

This course examines the Psalms as the primary window into Israel's worship, especially during the pre-exilic period. Features of both corporate and individual faith are brought to light.

RELS 644 John (3 sem. hrs.)

This course reviews the various questions of sources, relationship to the Synoptic Gospels, Christology, use of the Old Testament, religious background, and early Jewish/Christian polemic.

RELS 645 Wisdom Literature (3 sem. hrs.)

This course offers an analysis of the biblical and intertestamental wisdom literature with a special emphasis on the Book of Ecclesiastes, i.e. Qohelet.

Prerequisite(s): Knowledge of Hebrew (RELS 245 and 336)

RELS 647 The Dead Sea Scrolls (3 sem. hrs.)

This course surveys the Dead Sea Scrolls and the light they shed on Second Temple Judaism and early Christianity. Themes of major sectarian scrolls are studied; recently published scrolls and fragments are evaluated.

RELS 648 Advanced Greek Studies (3 sem. hrs.)

This course introduces students to various technical features involved in the study of New Testament Greek. These studies include treatment of aspects of advanced Greek grammar, textual criticism, the influence of the Septuagint on the New Testament, the literary and linguistic influence of literary Greek on the New Testament, and the relevance of Greek study for New Testament exegesis.

RELS 649 Rabbinic Literature (3 sem. hrs.)

This course introduces the student to the most important rabbinic writings (e.g., Mishnah, Talmud, and the Midrashim). Sessions consist of readings and introductory lectures concerned with the origin and editing of this literature, its purposes, and the types of scriptural and logical arguments employed. Selected writings are studied in greater depth; depending on the makeup of the class, some passages are read in Hebrew and others in English.

RELS 650 Introduction to Biblical Archaeology (3 sem. hrs.)

This course is scheduled as the Summer session study tour of Israel (cf. RELS 350). It offers students the opportunity to study important topographical and archaeological sites, including digs in progress, and to view several important finds in the Israel National Museum.

RELS 652 Syriac (3 sem. hrs.)

The course offers students an introduction to Syriac. Although the emphasis falls on the Peshitta, students are exposed to other Syriac writings.

Prerequisite(s): A minimum of 6 sem. hrs. of Hebrew and may, at the instructor's discretion, require a minimum of 3 to 6 sem. hrs. of Aramaic.

RELS 655 Introduction to Aramaic (3 sem. hrs.)

This course, which presupposes a minimum of 6 sem. hrs. of Biblical Hebrew, offers students an introduction to Biblical, Qumranic, and Targumic Aramaic.

RELS 656 Readings in Aramaic (3 sem. hrs.)

This course, which presupposes RELS 655, guides students through selected readings in Biblical, Qumranic, and Targumic Aramaic.

RELS 658 Mishnaic and Qumranic Hebrew (3 sem. hrs.)

This course, which presupposes a minimum of 6 sem. hrs. of Hebrew, offers students an introduction to Mishnaic and Qumranic Hebrew and guides students through selected readings.

RELS 660 Biblical Interpretation in the 16th Century (3 sem. hrs.)

This course introduces students to the principles and practice of Biblical interpretation during the Reformation period. Of special interest are the commentaries and scriptural arguments in support of important doctrines.

RELS 670 Pre-Nicene Christianity (3 sem. hrs.)

A detailed examination of the background and development of Christian thought and life in the period spanning the Apostolic Fathers through to the Council of Nicaea (325). The course analyzes the complex formulation of Pre-Nicene Christianity through the writings some of its most influential thinkers, leaders, and movements (both orthodox and heretical) with an eye toward identifying major developments in early Christian theology and practice. An attempt is also made to understand the variety of Christianities which contended for dominance as the church strove to define itself and to establish its place in the world.

Cross-listed: HIST 670.

RELS 671 Development of Christian Doctrine

Does Christian doctrine necessarily develop or is it delivered once and for all in the Bible? This question forms the main concern of this course as it exposes students to the idea of doctrinal development in Christian theology. Through a selection of ideas, persons, issues, and institutions that have contributed to the idea of doctrinal development it encourages students to grapple with the inevitable change of history as it relates to Christian doctrine.

RELS 690 Research Design (1 sem. hr.)

Research Design introduces students to the principles of topic selection and thesis development. Special instructions regarding either Old Testament or New Testament thesis development are provided.

RELS 691 Thesis I (5 sem. hrs.)

In Thesis I, which presupposes RELS 690, the student, in frequent consultation with his/her advisor, selects a thesis topic and begins research. The completion of an annotated bibliography, a summary of relevant scholarly views, and original translation(s) of relevant primary texts are required.

RELS 692 Thesis II (6 sem. hrs.)

In Thesis II, which presupposes RELS 691, students work toward the completion of their thesis. Minimally, a first draft should be completed. No grade is assigned for RELS 692 until the thesis is finished, accepted, and successfully defended. If the thesis is not completed and defended in the spring semester or the following summer, the student is to continue in the program by registering for RELS 695.
RELS 695 Continuous Registration (no credit)

Continuous Registration maintains the student's enrolment in the program and is taken only when all required courses are completed and only as a continuation of the incomplete RELS 692. Although no credit is given for RELS 695 there is a fee charged for each semester, including the summer semester, of Continuous Registration.

Russian

RUSS 101, 102 Introduction to Russian (3, 3 sem. hrs.)

An introduction to the Russian language and culture. Basic skills of reading, writing, listening, and speaking are taught, as well as various aspects of life and culture in countries where Russian is spoken.

Prerequisite(s): None for 101; RUSS 101 is a prerequisite to 102. (3-1; 3-1)

RUSS 201, 202 Intermediate Russian I & II (3, 3 sem. hrs.)

These courses cover the fundamentals of Russian language and grammar at an intermediate level. Special emphasis is placed on the development of oral communication skills, as well as translation and interpretation. Courses also include a survey of several prominent Russian authors and their works.

Prerequisite(s): RUSS 102 for RUSS 201; RUSS 201 for RUSS 202

SAMC Courses

See Arts, Media and Culture

Sociology

SOCI 101 Introduction to Sociology (3 sem. hrs.)

Students are invited into using the discipline of sociology as way of a mode of inquiry. Through concepts like the sociological imagination, students experience the social world around them by interacting with the norms, values and beliefs of local and global cultures.

Prerequisite(s): None. (3-0 or 3-0)

SOCI 201 Introduction to Human Services (3 sem. hrs.)

An examination of the basic philosophies and social influences which underlie the helping professions and a brief review of the history of professional human services workers. This course must be completed successfully before a student completes a field placement.

Prerequisite(s): SOCI 101. (3-0; 0-0)

SOCI 204 Social Psychology (3 sem. hrs.)

The relationship between the individual and society. Motivation, interpersonal relationships, attitude formation and change, communication, effective group dynamics, and leadership.

Cross-listed: PSYC 204.
Prerequisite(s): SOCI 101. (3-0 or 3-0)

SOCI 207 Data Analysis (3 sem. hrs.)

The logic and the application of data analysis techniques suitable for the behavioural sciences. Descriptive statistics and inferential statistics, including measures of central tendency, variability,

probability and sampling theory, correlation, regression, and non-parametric statistics.

Cross-listed: PSYC 207.
Prerequisite(s): SOCI 101. (3-0; 0-0)

SOCI 210 Race and Ethnicity (3 sem. hrs.)

This course introduces students to the concept of race and ethnicity and to the major theories that the discipline employs as a means of understanding race and ethnic relations.

Prerequisite(s): SOCI 101. (3-0 or 3-0)

SOCI 221 Sociology of Family (3 sem. hrs.)

This course is a sociological examination of families in society. The emphasis is on the structural and cultural aspects of family life. Topics include: theories and methods for understanding families; formation of intimate relationships; mate selection processes, marriage and parenting; families over the life course; gender issues and transitions in families.

Prerequisite(s): None. (3-0 or 3-0)

SOCI 234 Canadian Government and Politics in Comparative Perspective (3 sem. hrs.)

Provides the student with an overview of the Canadian system of government in a comparative approach that includes study of British, American, and Canadian political and government institutions and practices. A comparative study of how basic concepts, principles, and institutions associated with different expressions of liberal-democratic governments highlight the diversity of political experience, reveal the interdependence of political systems and show the uniqueness of Canada's political system. Particular attention is given to the manner in which Parliament attempts to facilitate and develop public policy which reflects the diverse interests and aspirations of its citizens.

Cross-listed: POLS 234.
Prerequisite(s): SOCI 101. (3-0 or 3-0)

SOCI 252 Contemporary Social Issues (3 sem. hrs.)

An examination of the complex nature of issues confronting individuals, groups, and society at large. An examination of the various situations which produce these issues, the social symptoms that result, and an evaluation of possible solutions to social problems.

Prerequisite(s): SOCI 101. (0-0; 3-0)

SOCI 303 Qualitative Research Methods (3 sem. hrs.)

This course will introduce students to various traditions of qualitative sociological inquiry and their associated methodological features. Emphasis will be placed on the practical application of these traditions of inquiry as their associated methods of data collection and analysis are applied in a range of research settings.

Prerequisite(s): 6 sem. hrs. of sociology including SOCI 101. (3-0; 0-0)

SOCI 305 Youth and Emerging Adulthood (3 sem. hrs.)

This course will offer a sociological examination of youth in society, including identity, sub-cultures, sexual behavior, music, consumerism, religion, schooling, work, social problems, and other issues affecting youth transitions to adulthood.

Prerequisite(s): 6 sem. hrs. of sociology including SOCI 101. (3-0; 0-0)

SOCI 309 Sociological Aspects of Aging (3 sem. hrs.)

A study of human aging in its sociological, psychological, and physiological dimensions. An examination of changing social roles during the life cycle.

Prerequisite(s): 6 sem. hrs. of sociology including the SOCI 101. (3-0; 0-0)

SOCI 315 Globalization (3 sem. hrs.)

The study of culture, social institutions, and systems from a global perspective. Various sociological theories and concepts are examined.

Prerequisite(s): 6 sem. hrs. of sociology including SOCI 101. (3-0 or 3-0)

SOCI 318 Technology and Social Change (3 sem. hrs.)

This course provides an analysis of the relationship between technological advances and social change. Ideas about which technologies are to be developed, deployed, or abandoned are socially constructed. 342
The use of all technologies has both intended and unintended social consequences.

Prerequisite(s): 6 sem. hrs. of sociology including SOCI 101. (3-0 or 3-0)

SOCI 320 Practicum (3 sem. hrs.)

Students are provided with an opportunity for experiential learning through a supervised practical experience with a community or social agency related to the student's interest and/or future career plans. Readings, written assignments, and group meetings invite students to discover a new synthesis of knowledge through integrating theory and practical experience. Students develop cognitive complexity as they consider how to apply the knowledge gained in the social sciences, to acquire praxis skills, and to experience personal transformation while serving and empowering others.

Prerequisite(s): SOCI 201. (3-0; 0-0)

SOCI 325 Sociocultural Aspects of Sport and Leisure (3 sem. hrs.)

An examination of the sociological and cultural dynamics of sport and how sport has become a socializing agent of society and culture. Topics include religion and sport, women in sport, minorities and sport, big business of sport, drugs and sport performance, and sport deviance.

Prerequisite(s): 6 sem. hrs. of sociology including SOCI 101. (3-0; 0-0)

SOCI 331 Sociology of Religion (3 sem. hrs.)

An introduction to the theories and concepts utilized by sociologists to interpret religious behaviour and the organization of religion.

Cross-listed: RELS 371.
Prerequisite(s): 6 sem. hrs. of sociology including SOCI 101. (3-0; 0-0)

SOCI 335 Classical Theory (3 sem. hrs.)

This course explores the ideas of social theorists central to the development of sociology, the role of social theory in the social sciences, and its application to social research.

NB: **Not** offered every year. See department chair.
Prerequisite(s): 6 sem. hrs. of sociology including SOCI 101. (3-0 or 3-0)

SOCI 336 Contemporary Theory (3 sem. hrs.)

An examination of major theoretical perspectives in sociology, such as functionalism, symbolic interactionism, phenomenological sociology, ethnomethodology, neo-Marxism, critical theory, exchange theory, rational choice, postmodernity, and globalization.

Prerequisite(s): 6 sem. hrs. of sociology including SOCI 101. (3-0; 0-0)

SOCI 340 Religion and Culture in Canada (3 sem. hrs.)

This course examines the role of religious beliefs and practices in Canadian culture from a sociological perspective. Emphasis is on understanding pluralism, multiculturalism, and contemporary religious expression in relation to other social institutions like family, economics, and politics. Attention is given to cross-cultural comparisons of religions in Canada.

Prerequisite(s): 6 sem. hrs. of sociology including SOCI 101. (3-0 or 3-0)

SOCI 350 Urban Sociology (3 sem. hrs.)

This course examines the evolution of the city, from its earliest pre-industrial roots to cities of the "new economy," and provides a sociological analysis of selected urban social issues. The course explores the urban effect on society and the various efforts, past and present, to make cities more livable.

Prerequisite(s): 6 sem. hrs. of sociology including SOCI 101. (3-0 or 3-0)

SOCI 355 Community Development (3 sem. hrs.)

The goal of this course is to clarify thinking about the use of the term "community," to explore the role of community in contemporary society, and to consider societal and cultural factors that either promote or undermine the building of community.

Prerequisite(s): 6 sem. hrs. of sociology including SOCI 101. (3-0 or 3-0)

SOCI 360 Research Methods in the Social Sciences (3 sem. hrs.)

An introduction to the concepts and processes of both qualitative and quantitative social research. Research processes include problem definition, data collection, and analysis. Students are expected to develop research skills through practical application.

NB: Not offered every year. See department chair.
Prerequisite(s): SOCI 101; 207; and third year standing. (3-0 or 3-0)

SOCI 365 Sociology of Education (3 sem. hrs.)

An analysis of the role of the school in culture; societal trends affecting the institutions and practices of education; interpretive paradigms and related research studies; group dynamics in education; religious, social, and economic factors and issues in Canadian education.

Prerequisite(s): 6 sem. hrs. of sociology including SOCI 101. (3-0 or 3-0)

SOCI 390 Selected Issues in Sociology (3 sem. hrs.)

An examination of the ideas of a particular theorist, school of thought, or conflicting theories

within the behavioural sciences; or an examination of particular sociological issues from a theoretical or empirical perspective.

NB: Students may take this course again for credit whenever it deals with a different topic.
Prerequisite(s): SOCI 101 and 6 additional sem. hrs. in sociology or instructor's consent (3-0 or 3-0)

SOCI 391 Canadian Governmental Leadership (3 sem. hrs.)

In the setting of the historical Booth Mansion in Ottawa, students are invited to explore the history of Canadian political leadership. Using the historical method, including research in primary sources, they will evaluate the leadership of Canadian Prime Ministers and examine how they addressed the needs and crises of the nation. By means of their enquiries into Canada's political leadership, students will develop their own theories of effective leadership.

Cross-listed: HIST 391; POLS 391.
Prerequisite(s): Admission into Laurentian Leadership Centre. (3-0 or 3-0)

SOCI 392 Ethics and Public Affairs (3 sem. hrs.)

The philosophical basis for and nature of ethical decision-making. Recent and contemporary ethical issues facing leaders in the political, business, and communication fields. Students observe how today's leaders engage ethical dilemmas in the Ottawa setting of their discipline.

Cross-listed: POLS 392.
Prerequisite(s): Admission into Laurentian Leadership Centre. (3-0 or 3-0)

SOCI 400 Critical Issues in Human Services (3 sem. hrs.)

This seminar explores critical issues which occur across the helping professions. Basic questions concerning human nature and the influence of society are examined. This course also serves as a capstone course that helps students culminate their acquired knowledge and prepare for the transition into a Human Services profession.

Prerequisite(s): SOCI 201 and admission to the Human Services Program. (0-0; 3-0)

SOCI 405 Globalization and Religion (3 sem. hrs.)

This course is an analysis of the character of religion in relationship to globalization. Attention is paid to the nature of religion in global society, responses of religions to global change, religious/theological reflections on the various meanings of globalization, and the development of religion as a global culture.

Prerequisite(s): 6 sem. hrs. of sociology including SOCI 101 or instructor's consent. (0-0; 3-0

SOCI 410 Advanced Studies: Race & Ethnicity (3 sem. hrs.)

An analysis of race and ethnicity including contemporary theories about racism, ethnic identity, ethnic relations, nationalism and globalization.

Prerequisite(s): 6 sem. hrs. of sociology including SOCI 101. (3-0 or 3-0)

SOCI 411 Practicum (3 sem. hrs.)

Students are provided with an opportunity for experiential learning through a supervised practical experience with a community or social agency

related to the student's interest and/or future career plans. Readings, written assignments, and group meetings invite students to discover a new synthesis of knowledge through integrating theory and practical experience. Students develop cognitive complexity as they consider how to apply the knowledge gained in the social sciences, to acquire praxis skills, and to experience personal transformation while serving and empowering others.

NB: Pass/Fail course.
Prerequisite(s): SOCI 320 and admission to the Human Services Program. (0-0; 3-0)

SOCI 418 Social and Political Concepts of Community in Contemporary Political Theory (3 sem. hrs.)

Provides the student with an in-depth study of the social and political concepts of community. Attention is focused on how recognition of community brings into play the tension between individual and collective/group rights. Course lectures, reading assignments, and in-class discussion provide an overview of the following topics: interpretation/hermeneutics of community, roots of community theory, myth of community, quest for community, Christian community, recognition of minority communities in politics, problems associated with the concept of community, recognition of group rights, the liberal-communitarian debate over community, and problems associated with communitarian theory.

Prerequisite(s): 6 sem. hrs. of sociology and third year standing. (3-0 or 3-0)

SOCI 420 Practicum (3 sem. hrs.)

Students are provided with an opportunity for experiential learning through a supervised practical experience with a community or social agency related to the student's interest and/or future career plans. Readings, written assignments, and group meetings invite students to discover a new synthesis of knowledge through integrating theory and practical experience. Students develop cognitive complexity as they consider how to apply the knowledge gained in the social sciences, to acquire praxis skills, and to experience personal transformation while serving and empowering others.

NB: Pass/Fail course.
Prerequisite(s): SOCI 411 and admission to the Human Services Program. (0-0; 3-0)

SOCI 450 Seminar in Sociology (3 sem. hrs.)

Students analyze and reflect upon major issues in sociology. This integrative seminar addresses a variety of methodological, theoretical, and practical questions.

Prerequisite(s): 12 sem. hrs. of sociology including SOCI 101 or instructor's consent. (3-0 or 3-0)

Spanish

SPAN 101 Introduction to Spanish I (3 sem. hrs.)

An introduction to the Spanish language and its various cultural expressions, for students with little or no knowledge of Spanish. Basic listening, speaking, reading, and writing skills included.

NB: Students with more than two years of high school Spanish or native speaker ability cannot take SPAN 101 for credit. See instructor for entry levels.
Prerequisite(s): None. (3-1; 3-1)

SPAN 102 Introduction to Spanish II (3 sem. hrs.)

An introduction to the Spanish language and its various cultural expressions, for students with little or no knowledge of Spanish. Basic listening, speaking, reading, and writing skills included.

NB: See instructor for entry levels.
Prerequisite(s): SPAN 101, or permission. (3-1; 3-1)

SPAN 201, 202 Intermediate Spanish (3, 3 sem. hrs.)

The development of intermediate Spanish language skills, both written and oral. Increased understanding of Hispanic culture through the introduction of literature, as well as cultural texts pertaining to various countries.

Prerequisite(s): SPAN 101, 102, or instructor's consent. (3-1; 3-1)

SPAN 301, 302 Advanced Written and Oral Spanish (3, 3 sem. hrs.)

Grammar and practice in composition and oral work, including an examination of popular culture and various kinds of texts for the advanced Spanish student.

Prerequisite(s): SPAN 201, 202, or instructor's consent. (3-0; 3-0)

SPAN 310 Latin American Culture and Civilization (3 sem. hrs.)

This course paints a broad picture of society and culture in Latin America. Various aspects of culture are discussed, including topics such as history, art, politics, religion, sports, customs, and current events in the Hispanic world. Cultural readings, videos, and websites are used to stimulate discussion, add insight and knowledge, and develop the capabilities of the oral language. Conducted entirely in Spanish.

Prerequisite(s): SPAN 201, 202, or instructor's consent. (3-0; 3-0)

SPAN 315 Current Issues in South America: Conversational Focus (3 sem. hrs.)

This course has a dual purpose: to increase students' mastery of Spanish by developing their oral and written comprehension, verbal skills, and vocabulary; secondly, to introduce them to the broad spectrum of religious, social, political, and economic issues with which South Americans continuously wrestle. Students are exposed to these issues through readings and classroom discussions, and have the opportunity, through interaction with their homestay families, to discover how Christians deal with or react to the issues. It is expected that, by the end of the course, students will have improved their Spanish considerably and broadened their knowledge of the people and culture through direct interaction with the current issues that weigh upon the South American people.

NB: This course is offered as a travel study and is not available every year. Consult department chair.
Prerequisite(s): SPAN 201, 202, or instructor's consent.

SPAN 320 Spanish Culture and Civilization (3 sem. hrs.)

Conducted entirely in Spanish, this course uses an historical approach to examine society and culture in Spain. Various aspects of Spanish culture and society are discussed: literary works, art, politics, religion, sports, customs, and current events. Cultural readings, newspaper and magazine articles, videos, and websites are used to stimulate

discussion, add insight and knowledge, and develop the capabilities of the oral language.

Prerequisite(s): SPAN 201, 202. (3-0; 3-0)

SPAN 405, 406 Spanish Peninsular Literature (3, 3 sem. hrs.)

Survey courses covering selected major authors in Spanish Peninsular literature from the Middle Ages to the present. The historic and literary context of the works is presented and the influence of Christianity as a significant force shaping both literature and culture is examined. All major genres are included. SPAN 405 covers from the Middle Ages to the 18th century. SPAN 406 includes literature from the early 19th century to the present. Students consolidate their language skills through the critical reading of literary texts and the writing of compositions and essays.

Prerequisite(s): SPAN 302, or instructor's consent. (3-0; 3-0)

SPAN 410, 411 Hispanic Latin American Literature (3, 3 sem. hrs.)

Survey courses covering selected major authors from Spanish speaking Latin America, from pre-Columbian times to the present. The historic and cultural context of the works is examined. SPAN 410 covers up to the mid-19th century. SPAN 411 covers literature from the end of the 19th century to the present. Students consolidate their skills through the critical reading of literary texts, along with written and oral work.

Prerequisite(s): SPAN 302, or instructor's consent. (3-0; 3-0)

SPAN 497, 498 Special Topics in Spanish Literature and Culture (3, 3 sem. hrs.)

Independent, but guided studies in specialized areas of interest.

Prerequisite(s): SPAN 302, or instructor's consent.

Study Skills

SKLS 001 Study Skills (0 sem. hrs.)

A non-credit course in study skills to assist students in study habits, comprehension, and improved academic achievement. Topics addressed in the Study Skills class are: time management; learning styles; note-taking; effective reading; memory techniques; test taking; procrastination and goal setting; critical thinking; and vocational direction. Study Skills 001 is open to all students and is offered in the fall and spring semesters in 10 one-hour sessions over 5 weeks starting Add/Drop week. This course is required for students on Academic Probation or Academic Accountability as per University policy.

SKLS 003 Academic Coaching (0 sem. hrs.)

A non-credit course that provides organizational assistance and educational coaching designed specifically to help students improve their academic performance based on their specific needs. Academic coaching is particularly recommended for students who are transitioning into the university from high school or from other cultures and want to maximize the first semester at TWU. General topics covered in the academic coaching program are academic planning, organization and time management, learning styles, exam preparation, research and writing, and procrastination. In addition, assessments are

available for study strategies or personal / learning styles. Academic Coaching is open to any student and is offered in the fall and spring semesters. The coaching sessions occur weekly either in One-on-One or group coaching sessions. This course is required for students on Academic Accountability as per University Policy.

Teaching English to Speakers of Other Languages (TESOL), Graduate Program

NB: The following courses are part of the TESOL Graduate Program. For further information about course co-requisites, prerequisites, and when courses are offered, see the School of Graduate Studies section or contact the TESOL Graduate Program director.

LING 511 TESOL Methodology (3 sem. hrs.)

This course offers an overview of teaching strategies and methodology in TESOL. The focus is on teacher development, utilizing Christian values, and developing leadership skills in the field.

LING 512 Second Language Acquisition (3 sem. hrs.)

Second language learning and acquisition is an intricate process that involves the dynamic interaction of individual and social variables. This survey course considers a wide range of theories, models, and research that have been proposed to account for this process. Participants are guided to evaluate and consider the implications of different perspectives for second language teaching in a variety of contexts.

LING 513 Sociolinguistics (3 sem. hrs.)

The course examines language within its social context through dealing with topics such as dialect and language definition, the role of the mother tongue in defining self-identity, language attitudes, the maintenance, loss, shift or spread of language domains, multilingualism, and sociolinguistic survey. Also, a means of helping students develop realistic expectations and appropriate approaches for linguistic issues in cross-cultural fieldwork, attention is given to an overview of language study within a worldview context, to sociolinguistic factors affecting literacy programs, and to methods of second language acquisition.

LING 514 Materials Evaluation and Design (3 sem. hrs.)

Students are exposed to a variety of ESL materials, and learn how to evaluate appropriateness and quality prior to implementation. Issues of audience need, philosophy, and application are discussed. Extension of published materials are examined

LING 517 Evaluation and Measurement in TESOL (3 sem. hrs.)

Students examine and evaluate various theories of testing in ESL. Methods of testing grammar, speaking, listening, reading, and writing skills are introduced; criteria for ensuring reliability and validity are explained and then used by students.

LING 518 Curriculum and Program Design (3 sem. hrs.)

This course is designed to enable students to design appropriate programs and course sets for ES/FL programs. In addition to examining general English programs, the course focuses on

English for Specific Purposes and, in particular, needs analyses and custom course design.

LING 531 Issues in Applied Linguistics (1 sem. hr.)

This course introduces students to selected issues of contemporary significance in several areas in applied linguistics and second-language teaching. Students are expected to identify and develop knowledge in an area of their own personal interest in applied linguistics and second-language teaching.

LING 532 Teaching Young Children (1 sem. hr.)

Students examine the issues of teaching young children and develop strategies for teaching them.

LING 533 Teaching English Grammar (1 sem. hr.)

The course examines strategies for grammar instruction in ESOL. As well as evaluating techniques for teaching grammar, it includes discussion of the appropriate timing of grammar instruction within a curriculum, a syllabus, and student level.

LING 534 Computer Assisted Language Learning (1 sem. hr.)

The various theories underlying computer assisted ESOL instruction are examined and students find and evaluate net-based ESOL learning tools. Evaluation of the appropriateness of computer assisted learning software to various groups, language abilities, and levels of English ability are discussed. Application of CML to ESL is examined.

Cross-listed: LING 315.

LING 535 Teaching Beginners ESL (1 sem. hr.)

Practical demonstrations of various methods for teaching beginning students with an emphasis on communicative theory and activities. Resource materials appropriate for classroom activities.

Cross-listed: LING 314.

LING 536 Issues in TESOL and Missions (1 sem. hr.)

This course focuses on how teaching English as a second or foreign language can be integrated with the task of world missions. Issues like ethics and professionalism, assumptions about world missions, and implications for strategy are discussed.

Cross-listed: LING 319.

LING 537 Drama and TESOL (1 sem. hr.)

This hands-on, practical course provides an introduction to using theatre techniques in ESL classes. Students experience how effective and stimulating theatrical activities can be in the 348 ESL classroom. The instructor takes participants through a wide variety of drama techniques in language learning as well as various theatre games, improvisation, and mime. The course is intended for future, new, and established ESOL teachers.

Cross-listed: LING 318.

LING 540 Diversity in Language Education (3 sem. hr.)

This course teaches students to examine culture, acculturation, gender, and personal identity issues in the teaching of English. The approach to these issues is generally informed by critical applied linguistics, phenomenology, and integrationist linguistics.

LING 611 Applied Phonology for TESOL (3 sem. hrs.)

This course examines a wide range of more advanced applications for phonological and phonetic frameworks. In addition to methods for teaching and integrating pronunciation in language teaching for several learner populations, from basic articulation training to discourse-level pronunciation instruction, students study relevant techniques from a number of academic disciplines which deal with relationships between speech, voice, body movement, and emotion.

LING 612 Research Methods in Applied Linguistics (3 sem. hrs.)

This course develops student understanding of quantitative and qualitative research methods and familiarize them with research issues and statistics related to applied linguistics. In addition, students are guided through the methodology of action research and the process of topic choice for the major project (to be done in the internship).

LING 613 Integrating the Four Skills (3 sem. hrs.)

In this course students survey current methods and models for integrating the teaching of speaking, listening, reading, and writing to one specific learner population. (This population should be the type of learner that students have worked with or hope to work with.)

LING 615 Classroom Observations I (1 sem. hrs.)

Guided classroom observation mediated through online discussions.

LING 624 Leadership in TESOL (3 sem. hrs.)

This course examines leadership from several perspectives in the field of TESOL, including program management, professional organizations, and teacher training.

LING 630 English for Academic Purposes (3 sem. hrs.)

This course surveys methods for preparing ESL students to function in academic English and classrooms where English is the language of instruction, especially in EFL (English as a foreign language) settings.

LING 632 Workplace and Vocational English (3 sem. hrs.)

Students examine issues in teaching English for specific purposes in the context of business and workplace English. They study the full range of EBP program implementation, from the principles of needs analysis and curricular design and implementation to developing program proposals for business clientele.

LING 633 Readings in Teacher Training (1 sem. hr.)

In this course, students do selected readings in the methodology of ESL teacher training, tailored to their field of specialization.

LING 640 Internship and Research Project (4 sem. hrs.)

A 100-hour teaching internship, including design of an action research project. With approval, students may elect to do the TESL Canada Level-3 Certificate option or the International Internship option, which is typically conducted outside of Canada.

LING 641 eMentor Consultation (2 sem. hrs.)

Students work with an eMentor, an accomplished professional in the field of ESL/EFL. Each eConsultation focuses on a different aspect of the student's internship, depending on the nature of the class setting of the internship. Likewise, eMentors are chosen based on the specialization of the student.

LING 642 ePortfolio (1 sem. hr.)

Students complete an initial ePortfolio based on their course work in the MA TESOL program and their accumulated professional experience thus far.

Theatre

THTR 101, 102; 301, 302; Production (1, 1 sem. hr.)

Students must fulfil assigned technical crew responsibilities during the semester. (0-1; 0-1)

NB: First course must be 100 level. 300 level repeatable for credit.

THTR 130 Introduction to Theatre (3 sem. hrs.)

This course is designed to spark (or increase) students' enthusiasm for the theatre arts, helping them to understand the roles of the many artists and practitioners involved in the creation of theatre. Students will gain an appreciation for dramatic literature and for the process required to move a play from the page to the stage, and will investigate the varied origins and boundaries of the art form. The class will take every opportunity to involve students in practical exploration of theatre-making. Attendance at theatre performances is required.

NB: Attendance at theatre performances is required.
Prerequisite(s): None. (3-0; 0-0)

THTR 151, 152; 351, 352; Mainstage (1, 1 sem. hr.)

Students must participate fully as an actor or stage manager in the semester's mainstage production.

NB: First course must be 100 level. 300 level repeatable for credit.

THTR 153, 154; 353, 354; Ensemble (1, 1 sem. hr.)

Students must participate fully as actors or stage managers in the semester's Mainstage/ Ensemble production.

NB: First course must be 100 level. 300 level repeatable for credit. (0-1; 0-1)

THTR 161 Acting I: Foundations of Acting (3 sem. hrs.)

An introductory course orienting students toward open and aggressive participation in performance. Utilizing theatre games, relaxation techniques, experiential exercises and improvisation, students build sensory knowledge of the human experience and create/interpret scripted scenes through imaginative inquiry into given circumstances, character, relationship, objectives, and actions. The insight and understanding students gain through building sensory knowledge of their own feelings, voices, and bodies and then translating that knowledge while constructing the experience of another human being builds an appreciation and empathy for the meaning and values of other people.
NB: Attendance at theatre performances is required.

Prerequisite(s): None. (3-0; 0-0)

THTR 162 Acting I: The Actor's Process (3 sem. hrs.)

Introduction to scene study and character development. Students learn the building blocks of effective acting by applying foundational acting theory to improvisation, scenes, and monologues. Students are expected to offer thoughtful critique of others' work, a vital part of the learning process.

NB: Attendance at theatre performances is required.
Prerequisite(s): THTR 161. (0-0; 3-0)

THTR 175 Voice and Movement I (3 sem. hrs.)

The emphasis in this course is freeing the voice and body to communicate effectively. Students are encouraged to discover their own gifts and abilities, to become comfortable with their voice and body, and to establish a foundation for future growth and development. Both voice and movement work are based on discovering proper alignment and a neutral position from which to explore. Voice work is designed to teach proper vocal warm-up; voice care and support; and elements of resonance, articulation, and projection. Physical movement exercises include activities designed to increase body awareness, flexibility, emotional connection, and expressiveness. All voice and body work emphasizes the integration of the actor's instrument, the individuality of each person, and the necessity for authentic embodied communication. Discoveries will be applied to acting work in class and on stage, and to everyday life, as self-presentation affects both public perception and self-image.

Prerequisite(s): THTR 161. (3-0 or 3-0)

THTR 180 Integration Forum (0 sem. hrs.)

A seminar for students in all levels of the program, this course is required for all BA in theatre and BFA in acting majors, as well as students involved in productions. The class incorporates analysis and critique of productions viewed, as well as discussion of topical issues in theatre. Particular attention is given to integration of faith and art and preparation for a life in the theatre.

NB: Attendance at theatre performances is required.
Prerequisite(s): None. (0-0 or 0-0)

THTR 210 Technical Theatre (3 sem. hrs.)

This course introduces students to the techniques, tools, and materials of many of the areas of technical theatre and invites them to apply this knowledge to the creation of the Theatre Department productions. A grounding in stagecraft is acquired, including understanding of theatre organization, shops, stage equipment, scenery, technical direction and stage management. Through work on various crews, students must integrate theoretical knowledge from class components with practical experience in areas such as set construction, lighting, costume, props, and sound.

NB: This course is for students in the theatre major, concentration, and minor programs; others by permission.
Prerequisite(s): THTR 101 or 102. (0-0; 3-0)

THTR 261 Acting II: Scene Study (3 sem. hrs.)

Students apply principles learned in THTR 161 and THTR 162 to the preparation and presentation of scenes from contemporary plays.

Script analysis, character development, subtext, action, and objective are explored through personalized coaching.

NB: Attendance at theatre performances is required.
Prerequisite(s): THTR 161, 162. (3-0; 0-0)

THTR 262 Acting II: Advanced Scene Study (3 sem. hrs.)

A continuation of THTR 261, students work to access and express the emotional lives of characters through natural, truthful behaviour.

NB: Attendance at theatre performances is required.
Prerequisite(s): THTR 161, 162; 261. (0-0; 3-0)

THTR 275 Voice and Movement II (3 sem. hrs.)

A continuation of the work begun in THTR 175, this course encourages students to further develop their physical and vocal instruments, seeking deeper exploration and more creative expression.

NB: Attendance at theatre performances is required.
Prerequisite(s): THTR 161, THTR 175. (3-0 or 3-0)

THTR 290 Introductory Special Topics in Theatre (3 sem. hrs.)

Topics vary from year to year.

Prerequisite(s): Vary depending on topic.

THTR 314 Stage Lighting (3 sem. hrs.)

The study of lighting theory and practice for the stage: fundamentals of light, basics of electricity, lighting equipment and its use, historical overview of lighting for theatre productions, examination of current lighting methodology, introduction to lighting design. This course is two hours of lecture and four hours of lab each week.

NB: Not offered every year. See department chair.
Prerequisite(s): THTR 210, THTR 130, and permission of the instructor. (2-4 or 2-4)

THTR 315 Theatrical Design (3 sem. hrs.)

An introduction to the principles of design and their application for the theatre. Includes: (1) play analysis focusing on visual and spatial design requirements; (2) research into period styles as well as practise in adapting and recreating styles for the stage; and; (3) drawing, mechanical drafting, painting, and model making. Attendance at outside performances may be required.

NB: Not offered every year. See department chair.
Prerequisite(s): THTR 210, 130. (2-4 or 2-4)

THTR 321 Directing (3 sem. hrs.)

A study of the art and practice of directing, this course begins with an understanding of the director's role and an appreciation for the traits of successful directors. Students read basic directing theory, analyze play scripts, direct scenes, and critique the work of other directors. Activities are designed to develop students' communication and conceptualization skills, aesthetic sense, and critical faculties. Students have opportunity to observe directors at work and to attend guest lectures by professional directors.

NB: Attendance at theatre performances is required.
Prerequisite(s): THTR 130, 162, 210 and upper level standing; or instructor's consent. (3-0; 0-0)

THTR 325 Playwriting (3 sem. hrs.)

A course in the art of structuring action and dialogue for the stage. Students study dramatic theory, and workshop an original one-act play to be submitted by the end of term. Plays from the class may be selected for staged readings.

NB: Attendance at theatre performances is required.
Cross-listed: MCOM 362.
Prerequisite(s): ENGL 103, 104.

THTR 331 Theatre History I: Origins to 1660 (3 sem. hrs.)

Theatre History I instils in students the knowledge that to understand the present and prepare for the future, they must first come to terms with the past by engaging in methodical research of archival documents and artifacts from the early years of European and Asian Theatre. In training students to grasp the intimate relation between past events, present circumstances, and future possibilities, this mode of inquiry equips them to apply that past to theatre practice and to become engaged, socially responsible citizens. It also teaches students that all accounts of past events are shaped by the interpretive practices of the historian, enabling them to detect and interrogate the ideological dimension of historiography.

NB: Attendance at theatre performances is required. Not offered every year. See department chair.
Prerequisite(s): THTR 130, SAMC 111 and 112. (0-0; 3-0)

THTR 332 Theatre History II: 1660 to the Present (3 sem. hrs.)

Theatre History II instils in students the knowledge that to understand the present and prepare for the future, they must first come to terms with the past by engaging in methodical research of archival documents and artifacts of the modern and contemporary eras. In training students to grasp the intimate relation between past events, present circumstances, and future possibilities, this mode of inquiry equips them to apply that past to theatre practice and to become engaged, socially responsible citizens. It also teaches students that all accounts of past events are shaped by the interpretive practices of the historian, enabling them to detect and interrogate the ideological dimension of historiography.

NB: Attendance at theatre performances is required. Not offered every year. See department chair.
Prerequisite(s): THTR 130, SAMC 111 and 112. (0-0; 3-0)

THTR 341 Shakespeare I (3 sem. hrs.)

An intensive study of selected works by William Shakespeare situated in their Elizabethan and Jacobean contexts. Works studied may include the sonnets, the history plays, Henry IV and Henry V; the comedies, A Midsummer Night's Dream and As You Like It; the problem play, Measure for Measure; and the tragedies, Romeo and Juliet, Julius Caesar, and Macbeth.

NB: Not offered every semester. See department chair.
Cross-listed: ENGL 351.
Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing; or 6 sem. hrs. of English and 3 sem. hrs. of theatre and third or fourth year standing; or instructor's consent. (0-0; 3-0)

THTR 342 Shakespeare II (3 sem. hrs.)

An intensive study of selected works by William Shakespeare situated in their Elizabethan and Jacobean contexts. Works studied may include Venus and Adonis, the history play, Richard III;

the comedy, The Merchant of Venice; the tragedies Titus Andronicus, Hamlet, and Antony and Cleopatra; and the romances, The Winter's Tale and The Tempest.

NB: Offered alternate years with THTR 341.
Cross-listed: ENGL 352.
Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing; or 6 sem. hrs. of English and 3 sem. hrs. of theatre and third or fourth year standing; or instructor's consent. (0-0; 3-0)

THTR 343 Canadian Drama (3 sem. hrs.)

A survey of Canadian plays. Students engage in detailed analyses of dramatic texts: their structures, historical/cultural contexts and production histories. In addition to readings, papers, presentations, and in-class discussions, students are required to attend and report on a current production of a Canadian play (provided such a production occurs during the semester).

NB: Attendance at theatre performances is required. Not offered every year. See department chair.
Cross-listed: ENGL 393.
Prerequisite(s): ENGL 103, 104; third or fourth year standing or instructor's consent.

THTR 344 Modern Drama (3 sem. hrs.)

A study of eight to 10 modern plays - British, American, and Canadian - representing different forms and approaches to drama in the last 100 years.

NB: Attendance at theatre performances is required. Not offered every year. See department chair.
Cross-listed: ENGL 394.
Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing; or 6 sem. hrs. of English and 3 sem. hrs. of theatre and third or fourth year standing; or instructor's consent. (3-0 or 0-0)

THTR 345 Irish Drama (3 sem. hrs.)

A survey of the dramatic literature of Ireland, focusing on twentieth century plays from Yeats to Beckett and Friel. After a quick review of the eighteenth and nineteenth centuries, the course turns to the drama of Irish nationalism and follows its development into the international arena.

NB: Attendance at theatre performances is required. Not offered every semester. See department chair.
Cross-listed: ENGL 395.
Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing; or 6 sem. hrs. of English and 3 sem. hrs. of theatre and third or fourth year standing; or instructor's consent. (3-0; 0-0)

THTR 346 American Drama (3 sem. hrs.)

A survey of significant American dramatic literature. Beginning with a brief background of eighteenth and nineteenth century drama influenced by European styles, the course progresses to Eugene O'Neill, widely considered to be the dramatist to define a distinct American voice in the theatre. This course then examines the work of significant playwrights such as Arthur Miller, Lillian Hellman, Tennessee Williams, Tony Kushner, Lorraine Hansberry and others, and includes a component on "the book musical".

NB: Attendance at theatre performances is required. Not offered every year. See department chair.
Cross-listed: ENGL 396.

Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing; or 6 sem. hrs. of English and 3 sem. hrs. of theatre and third or fourth year standing; or instructor's consent. (3-0 or 3-0)

THTR 347 Drama of Japan (3 sem. hrs.)

A survey of classical Japanese drama in English translation. The Noh drama of the fourteenth through sixteenth centuries and the Bunraku and Kabuki drama of the seventeenth through nineteenth centuries. An examination of the impact of these forms on film theory in the twentieth century.

NB: Not offered every year. See department chair.
Prerequisite(s): ENGL 103, 104; upper level standing. (3-0 or 3-0)

THTR 348 World Drama (3 sem. hrs.)

"World Drama is a survey course of the dramatic literature of the past 2500 years, from classic nationalist drama to the global contemporary drama of the twenty-first century. Students will explore social and global issues such as war, class struggle, gender inequality, dysfunctional family life, and more, from past times and today, in the context of the drama of different world cultures."

World Drama is a course of reading, discussion, and audience response to live performances of global drama from differing cultures and times (in English translation). The course will entail both the reading of major plays and attendance of live performances of world dramatic masterpieces that are available at theatres in the Lower Mainland of British Columbia. Though designed for Theatre and English students, the course is of great value to any student who wishes a broader knowledge of world culture through its varied theatrical expressions. Play choices are made to avoid overlap with other dramatic literature currently taught in both the Theatre and English departments, where advisable.

NB: Attendance at theatre performances is required. Not offered every year. See department chair.
Cross-listed: ENGL 348.
Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing; or 6 sem. hrs. of English and 3 sem. hrs. of theatre and third or fourth year standing; or instructor's consent. (3-0 or 3-0)

THTR 361 Acting III: Styles of Acting (3 sem. hrs.)

An advanced scene-study class exploring acting styles of various historical periods with a view towards presentation to contemporary audiences.

NB: Attendance at theatre performances is required. Not offered every year. See department chair.
Prerequisite(s): THTR 161, 162; 261, 262, 175. (3-0.0-0)

THTR 362 Acting III: Shakespeare (3 sem. hrs.)

An advanced scene-study class exploring Shakespeare in performance. Students are expected to carefully analyze assigned Shakespearean texts as part of their preparation.

NB: Not offered every year.
Prerequisite(s): THTR 161, 162; 261, 262, 175. (0-0; 3-0)

THTR 375 Voice and Movement III (3 sem. hrs.)

Building on previous voice and movement courses, this course encourages students to further develop their physical and vocal instruments, seeking deeper exploration and more creative expression.

NB: Attendance at theatre performances is required.
Prerequisite(s): THTR 261, 275. (3-0 or 3-0)

THTR 383 Drama for Church Ministry (3 sem. hrs.)

A study of the broad range of issues involved in leading a church drama ministry. The course focuses on writing and directing, and provides an overview of the various facets of production relevant to mounting dramatic works of various types in a church setting. Issues relating to staffing and leadership are also covered.

NB: Not offered every year. See department chair.
Prerequisite(s): THTR 161, 130 or permission of the instructor. (3-0 or 3-0)

THTR 390 Special Topics in Theatre (3 sem. hrs)

Topics vary from year to year.

NB: Not offered every year. See department chair.
Prerequisite(s): Vary according to specifics of course. (3-0 or 3-0)

THTR 391 Developmental Drama (3 sem. hrs.)

This course examines various modes of children's theatre: puppetry, mask, reader's theatre, storytelling, and plays that have been written for children and participators. This course is recommended for future educators.

Prerequisite(s): ENGL 103, 104, third or fourth standing and instructor's consent. (3-0 or 3-0)

THTR 392 Theatre with Children (3 sem. hrs.)

An introduction to the use of drama in the classroom and for educational purposes. This course is recommended for future educators.354

Prerequisite(s): ENGL 103, 104, third or fourth standing and instructor's consent. (3-0 or 3-0)

THTR 441 Drama to 1642 (3 sem. hrs.)

A study of English drama from its liturgical origins to the closing of the theatres in 1642, including medieval mystery cycles and morality plays, as well as works by Elizabethan, Jacobean, and Caroline playwrights.

NB: Not offered every year. See department chair.
Cross-listed: ENGL 451.
Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing; or 6 sem. hrs. of English and 3 sem. hrs. of theatre and third or fourth year standing; or instructor's consent. (3-0; 0-0)

THTR 442 18th Century Drama (3 sem. hrs.)

A survey of the English drama of the eighteenth century. An examination of representative works of the London stage and comparative continental dramas, in transition and in cultural context.

NB: Not offered every year. See department chair.
Cross-listed: ENGL 462.
Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing; or 6 sem. hrs. of English and 3 sem. hrs. of theatre and third or fourth year standing; or instructor's consent. (3-0 or 3-0)

THTR 461 Acting IV: Auditioning (3 sem. hrs.)

An overview and exploration of the skills and resources needed to successfully audition for live

theatre or graduate school. Students prepare monologues and songs, develop an acting resume, and improve improvisation and cold reading skills relevant to auditions.

NB: Not offered every year. See department chair.
Prerequisite(s): THTR 161, 162; 261, 262; 175, 275. (3-0; 0-0)

THTR 462 Acting IV: From Stage to Screen (3 sem. hrs.)

Open to advanced acting students, this course requires an ability to understand and apply acting theory, a thorough knowledge of the language of the actor, and an ability to express oneself physically and vocally. Under the mentorship of a professional stage and screen actor, students learn to adapt their training to work for the camera. Scene work is performed on camera, increasing students' comfort level and providing a solid grounding in the technical considerations and language of the medium. Auditioning for film is also covered.

NB: Not offered every year. See department chair.
Prerequisite(s): THTR 161, 162; 261, 262; 175, 275, 375, and permission of department chair. (0-0; 3-0)

THTR 475 Voice and Movement IV (3 sem. hrs.)

This course encourages students to further develop their physical and vocal instruments, seeking deeper exploration and more creative expression.

NB: Attendance at theatre performances is required.
Prerequisite(s): THTR 262, 175, 275; 375. (3-0 or 3-0)

THTR 480 Senior Seminar: Christianity and Theatre (3 sem. hrs.)

A retrospective of the 2000-year relationship between the Christian church and the theatre as institutions. The concepts of "the wicked stage," the stage as a "moral institution," "Proteanism," and the paradox of both public fascination with actors and the distrust of them. An exploration of these topics by theoreticians such as Plato, Aristotle, Aquinas, Beltrame, Rousseau, Voltaire, Artaud, and Grotowski. A major paper on the integration of faith and theatre art is required.

NB: Attendance at theatre performances is required.
Prerequisite(s): THTR 130; 231 or 232; third or fourth year standing. (3-0 or 3-0)

THTR 498 Professional Orientation (3 sem. hrs.)

This course is designed to prepare the graduating BFA student for a career in the theatre. Topics include: resume and headshot preparation, financial management, interview skills, introduction to professional theatres, networking opportunities, self-production, creating a demo reel, getting an agent, establishing community, discipline and perseverance, and understanding Equity.

Prerequisite(s): Upper level standing, admission to BFA Program. (3-0 or 3-0)

THTR 499 Professional Internship (3 sem. hrs.)

A supervised practicum enabling a student to work in the professional theatre. Students must spend a minimum of 100 hours in supervised work with an approved theatre company.

Prerequisite(s): THTR 130, 161, 162; 210, 231; third or fourth year standing and department approval. (3-0 or 3-0)

Travel Studies

Arts, Media, and Culture
i. London
Focus: art, music, theatre
Program Length: approximately three weeks

Biological Sciences
i. Hawaii
Focus: tropical biology
Program Length: approximately 30 days
ii. Salt Spring Island
Focus: marine biology
Program Length: approximately four weeks

Business
i. China/Hong Kong
Focus: international business
Program Length: approximately three weeks
ii. Ottawa
Focus: business law and government
Program Length: approximately three weeks
iii. Europe
Focus: international law and business
Program Length: approximately three weeks

Education
i. Cameroon
Focus: education
Program Length: approximately three weeks

Communications
i. Guatemala
Focus: cross-cultural communication and psychology
Program Length: approximately three weeks
ii. East Africa: Kenya
Focus: cross-cultural communication and geography
Program Length: approximately three weeks
iii. New York
Focus: media studies
Program Length: approximately 11 days

History/Humanities
i. Geneva to Rome
Focus: history and religious studies
Program Length: approximately three weeks
ii. Greece
Focus: history
Program Length: approximately three weeks

Human Kinetics
i. Summer Olympics (event specific location; every four years)
Focus: human kinetics and the Olympic Games
Program Length: approximately three weeks
ii. Australia
Focus: socio-cultural aspects of sport
Program Length: approximately three weeks
iii. World Cup Soccer (event specific location; every four years)356
Focus: international sport and soccer
Program Length: approximately three weeks

Nursing
i. Zambia
Focus: transcultural nursing (AIDS in Africa)
Program Length: approximately five weeks

Psychology
i. Europe (Austria/Germany)
Focus: European psychologies
Program Length: approximately three weeks
ii. Argentina
Focus: Spanish and psychology
Program Length: approximately three weeks
iii. Guatemala
Focus: cross-cultural communication and psychology
Program Length: approximately three weeks

Religious studies
i. Israel
Focus: religious studies
Program Length: approximately three weeks
ii. Guatemala
Focus: religious studies and Spanish
Program Length: approximately three weeks

NB: The preceding list of travel studies is provided for reference purposes and is not a comprehensive list. Not all travel studies are offered annually and travel studies may change nature and location periodically, please check for annual travel study offerings in the summer sessions guide, with the relevant department/faculty or school, or at twu.ca/extension.

University Preparation

MYTW 101 Introduction to University: Gateway to University Success (1 sem. hr.)

This course, available to new students each semester, is designed to help first year students transition to university by imparting some of the knowledge, skills, and attitudes requisite for success in university study. About half of the one-hour per week sessions are devoted to large group presentations, while the remainder consists of small group sessions led by third and fourth year students. Topics include: orientation activities, goal setting, personal strength inventories, study skills development, choice of a major, stress management, academic planning, and the sustainment of spiritual vitality in a Christian context.

NB: MYTW 101 is mandatory for all full-time (i.e., 12 sem. hrs. or more) students entering TWU with fewer than 27 sem. hrs. of credit.
Prerequisite(s): None. (1-0 or 1-0)

UNIV 110 Scholarly Inquiry and Research Methods (2 sem. hrs.)

Introduction to the skills and tools of information research in a high tech environment, beginning with topic analysis and ending with a sound, analytical research report. Emphasis is placed on development of critical thinking strategies, within the conventions of scholarly inquiry that are transferable to most information tasks. Skills developed through this course will have marketplace application.

Prerequisite(s): None.

UNIV 302 Recognition of Prior Learning (1 sem. hr.)

This course is the first step in an educational process designed to facilitate the review of prior experiential learning for the purpose of awarding appropriate academic credit. The educational process culminates with the completion of a learning portfolio. The portfolio is the means by which academic assessors determine what has been learned through non-traditional or non-formal education settings, and what credit, if any, should be awarded for the learning demonstrated.

Prerequisite(s): None.

Worship Arts

WRSH 101 Worship Foundations (3 sem. hrs.)

A foundational study of worship theology and practice. The course will begin with an introduction to biblical worship theology and practice, then survey church worship history from Pentecost to the present day, examining the role of music and the arts in the context of changes and cultural adaptations in worship theology and practice.

Prerequisite(s): none.
Corequisite(s): RELS 101 or 102.(3-0; 3-0)

WRSH 201 Worship and Culture (3 sem. hrs.)

An examination of trends and issues in the contemporary church's worship practice, especially in the context of the larger cultural shifts in the West since the 1960's. Students explore the divergent responses to the "worship wars" of the 1980's, especially the emphasis on music and musical style, and various more recent approaches to worship practice and ministry in a postmodern culture.

Prerequisite(s): WRSH 101, or permission of instructor.

WRSH 239 Songs of Faith (3 sem. hrs.)

An examination of meanings and purposes of sacred/church 'song' in the context of the believing community, from OT Psalm to early church hymn, chant to Reformation hymn, revival hymn and gospel song to contemporary worship chorus. The course will be concerned with seeing the varied musical and textual expression of God's people throughout their history, understanding these expressions within the worship culture of their time, and appreciating the breadth of repertoire of the church's songs.

Prerequisite(s): WRSH 101

WRSH 301 Worship and Leadership (3 sem. hrs.)

An examination of leadership issues in the worship practices of the contemporary evangelical church. Through exploration of a range of approaches to the arts, liturgy, worship evangelism, service design, and curation, the course is concerned with (1) theological and philosophical leadership issues for a biblical worship practice in a postmodern culture, and (2) practical concerns relating to development of a vibrant local church worship ministry.

Prerequisite(s): WRSH 201, or permission of instructor.

WRSH 320 Creative Workshop (3 sem. hrs.)

An interdisciplinary creative course for the development of new artistic expression for use in the church. The course is designed for student practitioners of music, video, drama, and visual art. Students work with artists in their field, on their own, and in groups, towards a workshop presentation of new works. The course facilitates the releasing of new creations for the church, and teaches principles of affirming and releasing the giftedness of others.

Prerequisite(s): Upper level standing in the Worship Studies minor or permission of instructor and submission of portfolio.

WRSH 401 Worship Design (3 sem. hrs.)

A study of the principles and practices of designing effective worship services for a variety of contexts. This course is the classroom component related to local church practica, WRSH/MUSI 402 and 403.

Co-requisite: WRSH 402
Prerequisite(s): WRSH 300 and upper level standing, or permission.

WRSH 402 Worship Practicum I (1 sem. hrs.)

A local church practicum covering the entire semester, with scheduled involvement to be determined early in the semester in cooperation with the ministry leadership of the local church. It is expected that the student is given hands on responsibilities in areas of strength, as well as opportunities for growth in other areas. The student works under the immediate supervision of

a staff or qualified lay leader in the local church and within the general supervision of a TWU instructor.

Prerequisite(s): WRSH 201, 301.
Co-requisite(s): WRSH/MUSI 401

WRSH 403 Worship Practicum II (1 sem. hrs.)

A continuation of the local church practicum of WRSH 402, typically in the same church. The practicum covers the entire semester, with scheduled involvement to be determined early in the semester in cooperation with the ministry leadership of the local church. It is expected that hands-on responsibilities in this semester are increased over those of WRSH 402. The student works under the immediate supervision of a staff or qualified lay leader in the local church, and within the general supervision of a TWU instructor.

Prerequisite(s): WRSH 402.

WRSH 490 Topics in Worship Studies (1-3 s.h.)

A senior seminar course involving specific topics pertinent to worship in the contemporary church. The topics may relate to guest lectures and presentations.

Prerequisite(s): Upper level standing.

Writing

WRTG 100 Writing in the University Context (3 sem. hrs.)

This course is designed to improve the reading, writing, and critical thinking skills of students whose first language is English. Students are required to read an array of essays, discuss them critically, and write papers analyzing the structure and content of these essays.

Prerequisite(s): None. (3-0; 3-0)

WRTG 101 Writing and Culture (3 sem. hrs.)

A preparatory course in academic writing, focusing on academic conventions, scholarly vocabulary and tone, and the development of cohesive arguments across the disciplines. While the tasks and assignments emphasize writing skills, the course also facilitates the growth of critical thinking skills through the thematic study of North American and Christian culture. This course is designed for students who have come from international contexts.

Prerequisite(s): None. (3-0; 3-0)

Student Life Programs

Trinity Western University provides a wide variety of opportunities to enable students to assume ownership for their success. These learning-focused opportunities are integral to a student's development as "godly Christian leaders: positive, goal- oriented university graduates with thoroughly Christian minds; growing disciples of Jesus Christ who glorify God through fulfilling the Great Commission; serving God and people in the various marketplaces of life" (TWU mission statement).

Students who choose to connect with academic and social support structures at the University early in their academic career are more likely to graduate. Student engagement with peers, professors, course work, programs, services, and activities of interest have been proven to contribute to a more rewarding university experience.

Student Life's educational mandate is to challenge and assist students in exploring and developing all God has created them to be. TWU strives to see its students engaged in all aspects of campus life and beyond. As part of the educational enterprise, Student Life's classroom is diverse and includes the:

- residence hall where uniqueness and differences expand horizons
- study lab where academic exploration is rigorously pursued
- intramural court where sportsmanship and fitness are encouraged
- collegium where a commuter student journeys with fellow peers, staff, and faculty
- service trip to an inner-city mission where poverty can be understood
- counselling office where a healthy picture of one's self emerges
- leadership practicum where skills are honed to influence others towards growth
- Habitat for Humanity trip where one is called to help those in need chapel where one finds solace in praising God with other voices

The Student Life Office

The Student Life Office is located in the Reimer Student Centre across from the University bookstore. Anyone wanting to know more about the programs, services, opportunities, and activities offered by the Department of Student Life is welcome to visit the Student Life Office or make contact through phone or email.

Hours:
8:30 a.m. to 4:30 p.m. Monday—Friday
Reimer Student Centre
Tel:
604.513.2025
Fax:
604.513.2156
Email:
studentlife@twu.ca
Website:
twu.ca/life

Mission, Role and Process

Mission

In support of TWU's mission, Student Life seeks to "develop unmistakable disciples of Jesus Christ, students with integrity, who are prepared to influence their world as servant leaders, able to model healthy relationships and lifestyle, ready to demonstrate commitment to the Scriptures, and eager to participate in lifelong learning." Role

The holistic development of students is an integral component of the TWU educational experience. To this end, the programs and services of Student Life serve an intentional, educational, and remedial mandate defined by the mission of the University. Student Life seeks to have students grow in their experience of what it means from a Christian worldview to be a disciple, a servant leader, a contributing member of community, a well and balanced person, and to have a sense of life calling that finds expression in their career development. To facilitate this growth, Student Life provides educational programs, professional services, and ongoing research and assessment that enhance educational environments and engage students with empowering messages, accessible role models, experiences, and relationships designed to enable students to reflectively consider their experience from a solution-focused perspective.

Process

For Student Life, having a mission is important, but without an understanding of the process involved these noble aspirations remain on paper and unrealized in the lives of students. In "developing godly Christian leaders" who will be "unmistakable disciples of Jesus Christ," Student Life staff has chosen a process with five elements.

Student Life staff seek to expose every student to:

- Life Opportunities. Involvement in Student Life programs develops valuable skills for the work place and community. Students are challenged to be godly leaders with thoughtful Christian perspectives on what it means to lead through serving others.
- Life Examples. Students encounter genuine role models of the Christian faith in TWU staff, faculty, and guest speakers—people who understand and demonstrate God's grace.
- Life Emotions. Students are free to explore their emotions, faith, and hopes, sharing who they are with others whether it is in small groups, in the classroom, or one on one.
- Life Messages. Interaction with faculty, chapel speakers, and staff provides students with a better understanding of who God is, what it means to be a disciple, what it means to be a leader, and what it means to have a sense of one's life calling.
- Life Solutions. Students are encouraged to approach life situations with a solution-focused orientation. They are challenged to understand problems from the perspective of solutions rather than simply analyzing the factors that led to the situation.

To accomplish its mission, Student Life employs this process through several educational functions.

Educational Functions of Student Life

- **Student Life actively engages in:**
- **Discipleship development—**pursuing godly character
- **Leadership development—**making a difference through positive influence
- **Life calling and career development—**exploring identity, purpose, and direction
- **Living in community—**preparing to be a responsible global citizen
- **Personal wellness—**establishing purpose, balance, congruence, and sustainability
- **Equity of access—**promoting access for all

- **Research and evaluation**—assessing and improving student experience
- **Transition and retention**—engaging with and succeeding at TWU

The departments and centres within Student Life are arranged around these educational functions. Some functions are shared equally by all Student Life staff (e.g. leadership development) while others reside in a particular department (e.g. Equity of Access).

Student Success Centre

The Student Success Centre provides intentionally designed programs and resources that enhance the students' ability to set goals, to persist academically, to develop skills and to establish informed decision-making practices based on a Christian worldview.

The Student Success Centre includes the following functions:

- Academic Advising
- Academic Coaching and Learning Resources
- Career Development Office
- Career Experience and Student Campus Employment
- Disabilities and Equity of Access
- Writing Centre

Resources can be accessed online at twu.ca/life/success/.

Career Development Office

Mary Ellen Kuehl, Director, Career Development Office

The purpose of the Career Development Office (CDO) is to assist students and alumni as they make informed educational and career decisions. A variety of assessments are used that focus on values, interests, personality, and skills. Individual appointments and workshops are complimentary for TWU students and alumni. A nominal fee is charged for some of the assessments.
The Career Development Office achieves this purpose through offering the opportunity to discover one's sense of life calling. Research conducted by the CDO has shown that the three pillars around discovering one's life calling are:

- Identity: Who am I?
- Direction: Where am I going?
- Purpose: Why am I here?

Services offered through the Career Development Office are:

- Career advising
- Choosing and/or confirming an academic major
- Career direction
- Grad School

Employment Coaching

- Resume critiques
- Mock interviews
- Job search
- Personal statement editing for grad school applications

Cooperative Education

- Internships
- Volunteering
- Student Campus Employment

The Career Development Office is available to participate in this journey by assisting students through the process of self-discovery.
Hours:
8:30 a.m. to 4:30 p.m. Monday – Friday
(closed in July)
Reimer Student Centre
Tel.
604.513.2017
Fax:
604.513.2061

Email:
career@twu.ca
Website:
twu.ca/life/career

Academic Coaching and Learning Resources

Dave Stinson: Director, Equity of Access and Learning Resources

The Academic Coaching program provides weekly one-to-one coaching sessions, that assist students with organizational assistance and educational coaching, designed to help improve academic performance.

The Study Skills class assists students to create a personalized, strategic study strategy that will enhance academic performance.

Contact Information
Student Success Centre
Tel:
604.513.2017
Fax:
604.513.2041
Email:
stinson@twu.ca
Website:
twu.ca/life/success/

Disabilities and Equity of Access

Trinity Western University is committed to the dual goals of providing barrier free education while maintaining integrity in academic standards. The Disabilities and Equity of Access office promotes equitable access to educational programs for students. As a part of both the Student Success Centre and the Wellness Centre, the Disabilities and Equity of Access office works to ensure there is a level academic playing field for all TWU students.

The TWU Access and Accommodation Policy procedure is located here:
twu.ca/wellness-centre/disabilities-and-equity-access/equitable-access-policy-students-disabilities

Contact information
Dave Stinson: Director, Equity of Access and Learning Resources
Tel:
604.888.7511 ext. 3404 or 604.513.2121 ext. 3404
Fax:
604.513.2041
Email:
stinson@twu.ca

Writing Centre

Dean Stinson: Director, Equity of Access and Learning Resources

The Writing Centre is a service available to assist all students with their academic writing assignments in any subject. Trained tutors help students individually with writing tasks such as choosing a topic, formulating a thesis, generating ideas, organizing an outline, assessing paragraph development, documenting sources, and revising sentence structure, grammar, word choice, and punctuation.

Appointment schedules are posted online weekly. To view the schedule, go to the Student Portal and click the Writing Centre icon.

During fall and spring semesters: Douglas Centre, second floor
Open 10 a.m.—4 p.m., Monday—Thursday
Tel:
604.513.2008 or ext. 2008

During Summer sessions: Summer Learning Commons, North West Building

For the summer schedule, visit or contact the Learning Commons reception desk.

Website:
twu.ca/student-life/student-success/writing-centre
Email:
writingcentre@twu.ca

Office of the Dean of Students

The Office of the Dean of Students coordinates programs and services that assist students through transition, promote community development, support the educational goals of students, and enhance student learning. The Office of the Dean of Students also oversees policies related to student activity, accountability and intervention, as well as promoting programs that directly support the goals of the Student Life Division and complement the total educational mission of the University.

TWU Academic Calendar Dates 2015-19

	2015-16	2016-17	2017-18	2018-19
FALL SEMESTER				
First tuition payment for Fall	Aug 7	Aug 5	Aug 15	Aug 15
First day of classes	Sep 9	Sep 7	Sep 6	Sep 5
Second tuition payment for Fall			Sep 15	Sep 15
Deadline for add/drop	Sep 22	Sep 20	Sep 19	Sep 18
Thanksgiving	Oct 12	Oct 10	Oct 9	Oct 8
Lockdown Drill	Oct 21	Oct 12	Oct 11	Oct 10
Third tuition payment for Fall			Oct 15	Oct 15
Last day for late course withdrawal	Oct 20	Oct 18	Oct 17	Oct 16
GSTS Reading Break	Oct 26-30	Oct 24-28	Oct 23-27	Oct 22-26
SGS Graduation	Nov 7	Nov 5	Nov 4	Nov 3
Pre-registration/Advising	Oct 21-Nov 3 / Oct 28-Nov 3	Oct 24-Nov 4 / Oct 31-Nov 4	Oct 23-Nov 3 / Oct 30-Nov 3	Oct 22-Nov 2/ Oct 29-Nov 2
UG/SGS Reading Break	Nov 11-13	Nov 10-11	Nov 9-10	Nov 8-9
Remembrance Day	Nov 11	Nov 11	Nov 11	Nov 11
Final tuition payment for Fall			Nov 15	Nov 15
First tuition payment for Spring	Dec 4	Dec 2	Dec 15	Dec 15
Last day of classes	Dec 8	Dec 6	Dec 5	Dec 4
Final Examinations*	Dec 9-19 (9-1/2 days)	Dec 7-17 (9-1/2 days)	Dec 6-16 (9-1/2 days)	Dec 5-15 (9-1/2 days)
SPRING SEMESTER				
Registration	Jan 12	Jan 9	Jan 8	Jan 7
First day of classes	Jan 13	Jan 10	Jan 9	Jan 8
Second Tuition Payment for Spring			Jan 15	Jan 15
Deadline for add/drop	Jan 26	Jan 23	Jan 22	Jan 21
Third Tuition Payment for Spring			Feb 15	Feb 15
Family Day	Feb 8	Feb 13	Feb 12	Feb 11
Last day for late course withdrawal	Feb 23	Feb 20	Feb 19	Feb 18
Independent Study Week (All Divisions)	Feb 29-Mar 4	Feb 27-Mar 3	Feb 26-Mar 2	Feb 25-Mar 1
Pre-registration/Advising	Mar 7-18/14-18	Mar 6-17 / 13-17	Mar 5-16 / 12-16	Mar 4-15 / 11-16
Final tuition payment for Fall			Mar 15	Mar 15
Tuition Payment for Summer	Apr 1	Apr 7	Apr 6	Apr 5
Good Friday	Mar 25	Apr 14	Mar 30	Apr 19
Easter Monday (holiday)	Mar 28	Apr 17	Apr 2	Apr 22
Last day of classes	Apr 18	Apr 12	Apr 16	Apr 12
Final examinations*	Apr 19-28 (9 days)	Apr 13-27 (9-1/2 days)	Apr 17-26 (9-1/2 days)	Apr 13-26 (9 days)
GSTS Graduation	Apr 23	Apr 22	Apr 21	TBD
UG Graduation weekend	Apr 29-May 1	Apr 28-30	Apr 27-29	Apr 26-28
Summer Session Begins	May 2	May 1	Apr 30	Apr 29
NUMBER OF CLASSES				
Fall Semester				
TR classes	25	25	25	25
MW classes	**24****	25	25	25
MWF classes	36	37	37	37
Single-day classes	MWRF 12 T 13	MRF 12 TW 13	MRF 12 TW 13	MRF 12 TW 13
Spring Semester				
TR classes	25	25	26	26
pMW classes	**24****	**24****	**24****	25
MWF classes	36	36	36	36
Single-day classes	**M 11***** TF 12 WR 13	**M 11***** TW 13 RF 12	**M 11***** TWR 13 F 12	**M 11***** TWRF 13

***1st year English finals will be held on the evening of dead day when the exam period includes a "1/2 day".**

****For MW classes with 24 meetings, instructors are required to add the equivalent of one additional class (e.g. on a Friday) during the semester.**

*****For M evening classes with 11 meetings, instructors are required to add an additional 15 minutes to each session.**

Senate Approval: April 5, 2016

The Norma Marion Alloway Library

As the university's key gateway to the global information and research environment, the Norma Marion Alloway Library provides services and resources that enable users to achieve their research goals, to navigate knowledge sources effectively and wisely, and to pursue a life-long dedication to learning. The Alloway Library is a 40,000 square foot building located on the main TWU campus. With more than 225,000 print and 250,000 electronic holdings, the Library serves the campus community with 83+ hours of service per week. The Alloway Library has over 400 study spots on 3 floors including 14 study rooms for small group work. Both virtual and face-to-face research assistance are available for TWU faculty, staff, students as well as community at large. The building has wireless internet for laptop users and 29 computer terminals. The Library is a member of a number of provincial and national library consortia (e.g., AskAway, BC ELN, e-Hlbc, COPPUL and CRKN).

Degrees and Certificates Offered at Trinity Western University's Bellingham Campus

Trinity Western University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Trinity Western University to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

The following degrees and certificates are offered through TWU's Bellingham campus:
BA in Psychology with Human Services Certificate
BA in Multidisciplinary Social Science with Human Services Certificate
BA in Leadership
Certificate in Human Services
Certificate in Project Management

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