

TRINITY WESTERN UNIVERSITY

# Academic Calendar

2022 - 2023



22500 University Drive, Langley, BC Canada, V2Y 1Y1  
1.604.888.7511 | 1.888.468.6898

# Table of Contents

<a href="#"><u>Mission Statement &amp; Vision</u></a>	1
<a href="#"><u>What Trinity Western University is All About</u></a>	2
<a href="#"><u>Admissions and Registration</u></a>	6
<a href="#"><u>Student Fees and Financial Aid</u></a>	23
• Financial Aid Program	
<a href="#"><u>Academic Information</u></a>	24
• Undergraduate Program Table	26
• Graduation Requirements	28
• Grading Practices	31
• Academic Policies	35
<a href="#"><u>Undergraduate Programs</u></a>	39
• Faculty of Humanities and Social Sciences	39
• Multidisciplinary Programs	49
• Faculty of Natural and Applied Sciences	50
• School of the Arts, Media and Culture	57
• School of Business	62
• School of Education	64
• School of Human Kinetics	69
• School of Nursing	71
<a href="#"><u>TWU GLOBAL</u></a>	73
<a href="#"><u>Faculty of Graduate Studies</u></a>	87
• General Information	87
• Graduate Tuition and Student Fees	91
• Graduate Interdisciplinary MA in the Humanities (English, History, Philosophy)	93
• Graduate Program in Biblical Studies and Christian Thought (MA)	94
• Graduate Program in Business Administration (MBA)	97
• Graduate Program in Counselling Psychology (MA)	99

• Graduate Program in Educational Studies - Special Education (MA)	101
• Graduate Program in Leadership (MA) and in Educational Leadership (MA)	102
• Graduate Program in Linguistics (MA)	106
• Graduate Program in Nursing (M.S.N.)	107
• Doctoral Program in Nursing (PH.D.)	109
• Trinity Western Seminary and ACTS Seminars	110
<b><u>Affiliate Institutions</u></b>	<b>113</b>
• Canada Institute of Linguistics (CanIL)	113
• Catholic Pacific College	117
• Trinity Language Centre	119
• Summit Pacific College	120
<b><u>Additional Curricular Opportunities</u></b>	<b>122</b>
<b><u>The Learning Commons</u></b>	<b>128</b>
<b><u>Student Life Programs</u></b>	<b>131</b>
<b><u>Important Dates</u></b>	<b>132</b>
<b><u>The Norma Marion Alloway Library</u></b>	<b>132</b>
<b><u>Board of Governors</u></b>	<b>133</b>
<b><u>Administrative Officers</u></b>	<b>133</b>
<b><u>Course Descriptions</u></b>	<b>134</b>

### **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.

### **The Vision of Trinity Western University**

Every graduate is equipped to think truthfully, act justly, and live faithfully  
for the good of the world and the glory of God.

# What Trinity Western University is All About

## The Trinity Western University 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 positive contributions 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 University 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, chapel, 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 University's Basis and Purpose

Trinity Western University is a unique Canadian university. It cultivates whole 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 TWU community to glorify God and serve people wherever God places them in society.

TWU'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 for TWU graduates to become leaders who have a positive impact on society.

TWU 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, TWU has been a unique and attractive university. 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. TWU'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 University'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:** TWU 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 University'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, TWU 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, TWU'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 University 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 TWU, 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 University, 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 TWU 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 TWU, 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. Currently, Trinity Western University is authorized to grant Bachelor, Master, and Doctoral degrees.

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. His term ended in 2019, when Dr. Mark Husbands was appointed as the TWU's fifth 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.

## Land Acknowledgement Statement

We acknowledge that Trinity Western University, Langley campus is located on the traditional ancestral unceded territory of the Stó:lō people.

We acknowledge that Trinity Western University, Richmond campus is located on the traditional ancestral unceded territory of the Musqueam people.

We acknowledge that Trinity Western University, Laurentian Leadership Centre in Ottawa is located on the traditional ancestral unceded territory of the Algonquin people.

## **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, Skills & Training.

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, Skills & Training degree

assessment process refer to DQAB in their descriptions.

## **Faculty**

TWU 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 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 TWU 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 University 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, TWU 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 University 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, TWU 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, ethnicity, 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 Student Handbook 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.

Trinity Western University has an approved Education Quality Assurance (EQA) designation from the Province of BC.

## Privacy of Student Records

In accordance to the [British Columbia Personal Information Protection Act](#), Trinity Western University respects the confidentiality and privacy of student records and will not release information without the student's consent, unless otherwise required by law. The security and protection of student records and information is of utmost importance to associated staff and faculty of TWU and procedures and protocol are in place to support this.

## Academic Success

For academic success at Trinity Western University, students must take 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](mailto:admissions@twu.ca), or [twu.ca/admissions-aid](http://twu.ca/admissions-aid).

In general, a B average (70 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.

## Writing Courses

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 must choose either WRTG 100 or WRTG 101 (not both) to fulfil the TWU Academic Writing Requirement (unless exempt). See criteria for exemption.

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 may not take any of these WRTG or ENGL courses concurrently since each WRTG/ENGL course builds on the previous one.

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

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
- 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

Priority Admissions – March 1

Priority Application for Financial Aid – March 15

Application for Nursing – February 28

(Applications will be accepted after this date, subject to space availability)

**Priority deposit date (non-refundable)** – May 1 (students who submit deposit by May 1 receive first priority for course registration)

**On-campus housing application priority date** – May 15 (Applications will be accepted after this date, subject to space availability). Deadline for students in residence to notify Housing of their intention to move out for Spring semester is December 1. After December 1, there is no

refund for the deposit for Spring semester housing.

## Spring Semester

Priority Application Date – November 1

**Regular admission** – Applications submitted after December 1 will be considered as space allows.

**Priority deposit date (non-refundable)** – November 1 (students who submit deposit by November 1 receive first priority for course registration)

On-campus housing applications are considered as space allows.

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/visit](http://twu.ca/visit) or email [visit@twu.ca](mailto:visit@twu.ca)

## Application Procedure

*The application for admission is online at [twu.ca/admissions-aid](http://twu.ca/admissions-aid)*

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

Trinity Western University Admissions  
22500 University Drive, 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 [Centre for Accessible Learning](#) 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.

## Nursing

The School of Nursing admits 60 students to the undergraduate program each fall. Admission is based on acceptance to Trinity Western University, academic pre-requisites, nursing application, volunteer and work experience, references, and CASPer assessment score. While all applicants are considered, Canadian citizens and permanent residents will be given preference. Applications are due February 28. Current students who wish to apply early must have their completed applications submitted by February 1. For complete information on admission requirements and processes, please see the [School of Nursing website](#)

## 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 undergraduate students who are full-time (12 or more credit hours) students live on campus for their first two years or until third year standing of at least 57 credit hours 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 undergraduate students enrolled in part-time studies (11 credit hours 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 TWU’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 70 per cent. Three academic Grade 11 courses (or equivalent) are also recommended including English 11, not including physical and health education, career education, applied design, skills and technology, and religious studies courses. It is recommended that one course in Grade 11 and one course in Grade 12 be a Math or Science.

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

Courses that fall under the BC Ministry of Education subject categories: Language Arts, Mathematics and Computation Science, Second Languages (including French Immersion) and Social Studies are considered academic courses:

- English 12 or English First Peoples 12
- Composition 12

- Creative Writing 12
- Literary Studies 12
- New Media 12
- Spoken Language 12
- Calculus 12
- Geometry 12
- Pre-calculus 12
- Statistics 12
- Computer Science 12
- Foundations of Math 12
- Anatomy & Physiology 12
- Chemistry 12
- Environmental Science 12
- Geology 12
- Physics 12
- Specialized Science 12
- 20th Century World History 12
- Asian Studies 12
- BC First Peoples 12
- Comparative Cultures 12
- Comparative World Religions 12
- Contemporary Indigenous Studies 12
- Human Geography 12
- Law Studies 12
- Philosophy 12
- Physical Geography 12
- Political Studies 12
- Social Justice 12
- Urban Studies 12
- Psychology 12
- Any Grade 12 Level Foreign Language
- Advanced Placement (AP) courses (except Art or Music)
- International Baccalaureate courses (except Art, or Music, Extended Essay or Theory of Knowledge)

### **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 Grade 11 courses (or equivalent) are also recommended including English 11, not including physical and health education, career education, applied design, skills and technology, and religious studies courses. It is recommended that one

course in Grade 11 and one course in Grade 12 be a Math or Science.

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

- Aboriginal Studies 30-1
- Algebra 30-1
- Biology 30
- Chemistry 30
- Foreign Languages at the 30 level
- Math 30-1
- Math 30-2
- Math 31
- Physics 30-1
- Science 30
- Social Studies 30-1
- Western World History 30
- World Geography 30
- Advanced Placement (AP) courses except for Art or Music
- International Baccalaureate courses (except Art and Music, Theory of Knowledge and Extended Essay).

### **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 70 per cent. Three academic Grade 11 courses (or equivalent) are also recommended including English 11, not including physical and health education, career education, applied design, skills and technology, and religious studies courses. It is recommended that one course in Grade 11 and one course in Grade 12 be a Math or Science.

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

- Algebra 30
- Biology 30
- Biology 30 CORE
- Calculus 30
- Chemistry 30
- Cree 30
- French 30
- Geography 30

- Geology 30
- Geometry-Trigonometry 30
- History 30
- Math 30
- Math A30
- Math B30
- Math C30
- Native Studies 30
- Physics 30
- Social Studies 30
- Advanced Placement (AP) courses except Art or Music
- International Baccalaureate courses (except Art and Music, Theory of Knowledge and Extended Essay).

## 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 70 per cent. Three academic Grade 11 courses (or equivalent) are also recommended including English 11, not including physical and health education, career education, applied design, skills and technology, and religious studies courses. It is recommended that one course in Grade 11 and one course in Grade 12 be a Math or Science.

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

- Applied Math 40S
- Biology 40S
- Chemistry 40S
- French 40S
- Geography 40S
- History 40S
- Law 40S
- Math 40S
- Physical Science 40S
- Physics 40S
- Pre-Calculus Math 40S
- Psychology 40S
- Western Civilization 40S
- World Geography 40S
- World Issues 40S

- Advanced Placement (AP) courses (except Art or Music)
- International Baccalaureate courses (except Art and Music, Theory of Knowledge and Extended Essay)

## 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 70 per cent in six Grade 12 U or M courses, one of which must be Grade 12 U English. Three academic Grade 11 courses (or equivalent) are also recommended including English 11, not including physical and health education, career education, applied design, skills and technology, and religious studies courses. It is recommended that one course in Grade 11 be a Math or Science. In addition to English, Grade 12 U or M 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 (GO4M)

### 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 (HZZ4U)

### **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.)

### **Quebec**

Students are required to complete at least one year in a CEGEP academic diploma program. This must include 12 academic courses with at least one English and an additional English or French course with a minimum overall average of 70%. Students who have completed a two-year CEGEP program may be eligible for transfer credit up to a maximum of 30 semester hours (credits). A minimum grade of 70% must be achieved for a course to be considered for transfer credit. Three academic Grade 11 courses (or equivalent) are also recommended including English 11, not including physical and health education, career education, applied design, skills and technology, and religious studies courses. It is recommended that one

course in Grade 11 and one course in Grade 12 be a Math or Science.

### **New Brunswick**

Graduation from an accredited high school with a minimum average of 70 per cent in English 12 (or equivalent), plus four academic subjects from a university preparatory program (120,121 or 122). Three academic Grade 11 courses (or equivalent) are also recommended including English 11, not including physical and health education, career education, applied design, skills and technology, and religious studies courses. It is recommended that one course in Grade 11 and one course in Grade 12 be a Math or Science.

In addition to English 12 (or equivalent), the program must include at least four academic subjects from the following list:

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

### **Nova Scotia**

Graduation from an accredited high school with a minimum average of 70 per cent in English 12 plus four University Preparatory or Academic Advanced Grade 12 subjects from the following list. Three academic Grade 11 courses (or equivalent) are also recommended including English 11, not including physical and health

education, career education, applied design, skills and technology, and religious studies courses. It is recommended that one course in Grade 11 and one course in Grade 12 be a Math or Science.

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

- 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
- Math 12 (441, 541)
- Math Pre-Cal (MPC) 12
- Physics 12 (441, 541)
- Political Science 12
- Sociology 12
- Advanced Placement (AP) courses (except Art or Music)
- International Baccalaureate courses (except Art and Music, Theory of Knowledge and Extended Essay).

### **Prince Edward Island**

Students are required to graduate with a PEI Secondary School diploma with an overall average of 70 per cent. Program must include English 621 or 611 plus four academic subjects numbered 6121 or 621 from the following list. Three academic Grade 11 courses (or equivalent) are also recommended including English 11, not including physical and health education, career education, applied design, skills and technology, and religious studies courses. It is recommended that one course in Grade 11 and one course in Grade 12 be a Math or Science.

In addition to English 12 (or equivalent), the program must include at least four academic subjects from the following list:

- Biology 621
- Chemistry 621
- French 621

- Geography 621
- History 621
- Mathematics 611 or 621
- Oceanography 621
- Physics 621
- Advanced Placement (AP) courses (except Art or Music)
- International Baccalaureate courses (except Art and Music, Theory of Knowledge and Extended Essay)

### **Newfoundland and Labrador**

Graduation from an accredited high school with Language 3101 plus three academic 3000 level subjects with a minimum average of 70 per cent from the following list. Three academic Grade 11 courses (or equivalent) are also recommended including English 11, not including physical and health education, career education, applied design, skills and technology, and religious studies courses. It is recommended that one course in Grade 11 and one course in Grade 12 be a Math or Science.

In addition to English 12 (or equivalent), the program must include at least three academic subjects from the following list:

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

- International Baccalaureate courses (except Art and Music)

## 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 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](http://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 [Financial Aid & Awards](#) 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 taken at the higher level will be considered for transfer 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 guide of IB courses to TWU is available at [BC Transfer Guide](#).

## Advanced Placement

Advanced Placement courses will be considered for transfer credit provided the student has received a minimum grade of 4 for each course submitted. An Advanced Placement grade report from CollegeBoard is required to make this assessment. A guide of AP courses that transfer to TWU is available 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 studies under the supervision of an accredited school/organization will be assessed using admissions policies 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 will be assessed on additional academic course work meeting provincial requirements and standardized testing in the forms of one of the following: English 12 with Provincial Exam (or equivalent) meeting

admission requirements, CAEL exam (minimum score of 70), SAT/ACT/CLT score, or 27 cr. post-secondary coursework.

## 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 70 per cent is required in these courses.

## International Students

Requirements for international students include:

- English language proficiency. There are eight ways to meet this requirement, found here: [International Students](#)
- Proof of high school graduation; and
- Specific high school course and GPA requirements, which vary by country.

Contact the Admissions Department for country-specific entrance requirements.

## Documents

Official supporting documentation must be submitted. Documents become the property of TWU and cannot be returned.

## 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,

Duolingo English Test. 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
- Jamaica
- Hispaniola
- Anguilla
- Saint Kitts and Nevis
- Antigua
- Barbuda
- Montserrat
- Guadeloupe
- Dominica
- Saint Vincent and Barbados
- Grenada
- Aruba
- Curacao
- Bonaire
- Trinidad
- Tobago
- Bahamas and Bermuda
- Turks and Caicos

As an international student, WRTG 101 will be required in the first semester of studies. Regular admission requires an official TOEFL score of at least 88 (Internet-based with a minimum score of 21 in each of the 4 areas and a Test of Written English (TWE) score of at least 5 for undergraduate admissions. 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](http://toefl.org)

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

### 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 6 on the Writing Band) is required for undergraduate admission. For more information on the IELTS test, visit [ielts.org](http://ielts.org).

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

### 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](http://cael.ca).

### Duolingo English Test Requirement

The Duolingo English Test is an online English proficiency test that can be taken online and on-demand. Certified results are available within 48 hours of the test session. A minimum score 110 (with 95 on the Literacy) is required for admissions.

### 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](http://cic.gc.ca/english/study/index.html).

### International Transfer Credit Evaluations

Transfer credit from international schools may need to 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, along with translated syllabi to be evaluated. The cost is determined by the agency. TWU recommends the International Credential Evaluation Service (ICES) through BCIT, 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.

### 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:*

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 of 3.0 or higher in the above course work. ACT or SAT or CLT Test Scores are optional. Scores should be sent directly to Trinity Western University Admissions by using the following code numbers: SAT — 0876; ACT — 5242. 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 1060 on the 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 will be collected at the port of entry. Students should contact the nearest Canadian embassy or consulate if they have questions about required documentation and processing fees.

## 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. Failure to disclose one's complete academic history is considered academic dishonesty and may affect a student's admittance to TWU. Courses that do not have a current articulation decision will require an evaluation. Syllabi and/or course descriptions are required for the evaluation process. Please note that all syllabi must be from the year in which the course was taken. An official transfer credit assessment will be completed upon admission to TWU.

Transfer students may be eligible for admission to the University upon completion of one semester of full-time studies (12 credit 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 attempted a minimum of 27 credits/hours of course work will be admitted solely on the basis of their performance in post-secondary course work.

Trinity Western University supports the goals of students seeking transfer credit, and desires to maintain a transfer friendly stance towards students, and wishes to encourage students to transfer to TWU. The University reserves the right to accept only courses that comply with the academic standards established by TWU and with the requirements for graduation. The University will only transfer credits from recognized colleges and universities, and schools that are accredited, including Bible colleges accredited by the Association for Biblical Higher Education (ABHE). See Graduation Requirements section in this Calendar.

## Transfer Credit Maximums

The maximum number of credit hours accepted for transfer from various post-secondary institutions is 75.

### Individual maximums are as follows:

#### *Universities and Community Colleges*

A maximum of 75 credit hours of transfer will be given for all acceptable courses provided the

student has received a minimum grade of 53% (D) or 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 credit hours of appropriate courses of which a maximum of 24 credit hours may be biblical studies and 36 credit hours may be liberal arts courses. The minimum grade in each course must be 60% (C-) or higher to be considered for transfer.

Bible college courses that have been articulated with a 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 credit hours of appropriate courses of which 24 credit hours may be biblical studies and 24 credit hours may be liberal arts courses. The minimum grade in each course must be 60% (C-) or higher to be considered for transfer.

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.*

## **Transfer Credit Limits**

Students will be able to transfer upper level courses taken at other institutions subject to the following limits

- Courses in student's major field: 24 to 27 upper level credit hours are required; a maximum of 9 credits can be taken at institutions other than TWU;
- Courses in student's field of concentration: 12 upper-level credit hours are required; a maximum of 6 credits can be taken at institutions other than TWU;
- Courses in student's minor field: 9 to 12 upper-level credit hours are required; a maximum of 3 credits can be taken at institutions other than TWU;
- 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);
- Graduate level credit may not be transferred towards undergraduate programs.

### **Core Course Requirements:**

- Students may receive initial transfer credit for courses that meet core requirements at TWU.
- Students who transfer at least 57 credit hours of initial transfer credit to TWU may be eligible for an adjustment to the core requirements.
- Until fall 2023, a maximum of 3 credit hours toward the core curriculum degree requirements may be taken by Letter of Permission (i.e., by transfer credit after admission to TWU). After fall 2023, no transfer credit taken by Letter of Permission may be applied to core requirements.
- Any exceptions to the above limits must be recommended by the relevant faculty or

school Dean and approved by the Associate Provost, Teaching and Learning.

## The Admissions Office

*Brian Kerr, Senior Vice President, Enrolment, Personal & Career Development*

The Admissions Office provides prospective Undergraduate and Graduate 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 or Enrolment Advisors, 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.

The Graduate Admissions Office services include on-campus individual visits, individual appointments with Enrolment Advisors, and representation at college and career fairs. The Graduate Admissions Office is responsible for the distribution of all information related to Trinity Western University and its Graduate programs including applications and the Academic Calendar. The Office serves as a liaison between new Graduate students and other University offices such as Financial Aid, the Office of the Registrar, Program Coordinators, the Advising Office, and the Housing Office.

**Location:** Mattson Centre

**Hours:** 9 am to 4:30 pm, Monday to Friday

**Admissions inquiries:**

**Tel:** 1.888.GO.TO.TWU (468.6898)

Or 604.513.2019

**Fax:** 604.513.2064

**Email:** [admissions@twu.ca](mailto:admissions@twu.ca)

**Website:** [twu.ca/admissions-aid](http://twu.ca/admissions-aid)

## Student Classifications

### Degree Seeking Student

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

### Casual Studies Student

Casual Studies students are those individuals who wish to register in university courses for one or two courses per semester without being admitted to Trinity Western University. These students may be life-long learners, or people who are not currently pursuing a program of study at TWU. If casual studies students wish to complete a program of studies at TWU, they must apply and meet the regular admission requirements. The degree requirements that students must meet in order to graduate are the requirements listed in the Academic Calendar of the year the students are admitted.

### 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 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.

## Registration

### New Students

Course selection and scheduling for new students may be completed through the 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 register for classes in March. 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 credit hours; students may not enrol in more than 15 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 to an academic advisor. Each advisor is a faculty member in the student'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.

**Location:** Norma Alloway Library Main Floor

**Hours:** 9 am to 4:30 pm, Monday to Friday

**Tel:** 604.513.2182 or 604.513.2121 Ext. 3500

**Fax:** 604.513.2061

**Email:** [AdvisingOffice@twu.ca](mailto:AdvisingOffice@twu.ca)

**Website:** [twu.ca/academics/advising](http://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**

After admission to TWU, students who wish to take credits elsewhere and transfer them to TWU must first apply for a Letter of Permission. Letters of Permission should be rare and limited to situations where a student wishes to study something that is not offered at TWU.

Students must be in good financial and academic standing at TWU in order to be eligible. Once the requested courses have been evaluated the student will be notified and a summary of transfer credit equivalents will be available on the student's transfer credit record. Letters are available from the Office of the Registrar 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

TWU. It is the student's responsibility to make sure any program requirements are met, that they have not previously taken the course, and to stay within transfer credit limitations. Until fall 2023, a maximum of 3 credit hours toward the core curriculum degree requirements may be taken by Letter of Permission. After fall 2023, no transfer credit taken by Letter of Permission may be applied to core requirements.

*Note: Application for evaluation does not guarantee transfer credit. There is a nominal processing fee for a Letter of Permission.*

## **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.

[twu.ca/academics/office-registrar](http://twu.ca/academics/office-registrar)

## **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.

## **Academic Standing**

### **Scholastic Distinction**

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

Full-time undergraduate 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).

Undergraduate students are eligible to graduate with Great Distinction if they achieve a grade point average that is within the top ten percent of the graduating class for each faculty and school, and is at least 3.6.

Undergraduate students are eligible to graduate with Distinction if they achieve a grade point average that is within the top twenty percent and below the top ten percent of the graduating class for each faculty and school, and is at least 3.3.

### **Awards**

In order for graduating students to qualify for scholastic awards (including the Governor General's Medal), Bachelor's degree students must have completed a minimum of 60 graded semester hours at Trinity Western University.

### **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 an academic recovery program 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 Study Skills courses 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.

## **Chapel Attendance**

Although it is optional, students are strongly encouraged to attend 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 until the end of the second week of the semester. All changes must be made through online registration. 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 students who have not paid the minimum payment by the first payment date will be waitlisted in classes; after the course add/drop deadline (2 weeks into the semester) they will be deleted from registration. Waitlisted classes are not accessible in Moodle (online learning platform).

## **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 away (not registered) 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 credit hours of directed study courses in their degree program and may not 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. TWU is also a full member of Universities Canada, and has signed the Pan-Canadian Protocol on the Transferability of University Credits. Members who have signed 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 [here](#). 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 [here](#). 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, tuition and fees, and graduation. For in-person service, a representative from the Office of the Registrar is located in the Service Hub.

### Service Hub Location:

1<sup>st</sup> Floor, Reimer Student Centre

**Tel:** 604.513.2030

**Helpdesk:** [twu.ca/help](http://twu.ca/help)

**Website:** [twu.ca/academics/office-registrar](http://twu.ca/academics/office-registrar)

## Student Fees and Financial Aid

All funds are 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

### Admissions Deposit

#### *Domestic Students*

A non-refundable admissions deposit is required for newly admitted students and is credited toward the first semester tuition and fees. Once the admissions deposit is received, students are notified when online registration will be available as this depends on when they are admitted and the semester they are admitted to.

If a student does not attend TWU the deposit is forfeited.

#### *International Students*

A non-refundable International Admissions Deposit is required. International students (citizenship outside Canada and the US) are encouraged to contact their admissions counsellor for specific information.

### Tuition and Fees

#### **Tuition Fees**

Visit our [Tuition Fees](#) page for tuition information involving the following:

- Undergraduate Courses
- School of Graduate Studies Programs
- ACTS Seminaries Programs

#### **Additional Student Fees**

- Infrastructure, Technology and Activity Fees
- Student Association Fees
- Other Miscellaneous Fees

#### **Housing Fees**

Visit our [Housing Styles & Cost](#) page for information on housing fees.

#### **Payment Dates**

A student account statement is accessible on our website with a list of current charges and **required payment dates** as well as a detailed list of all past transactions.

The student account statement will be available on the following dates:

- Fall semester: July 16 – November 15

- Spring semester: November 16 – March 15
- Summer Sessions: March 16 – July 15

This is a detailed financial statement for current course tuition and fees, as well as campus housing and meal plans if applicable. Please note that the statement is dynamic and will adjust with registration changes and payments made by the student.

If the minimum payment is not received by the payment deadline, courses may be dropped. The student must then contact an Office of the Registrar representative via the [Service Hub](#) to discuss payment and registration.

See our [Payment Dates](#) page for more information.

#### **Payment Methods**

For information regarding payment methods visit our [Payment Methods](#) page.

### Financial Aid Program

*Tim Shulba, Senior 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 [Financial Aid & 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 [Financial Aid & 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](http://twu.ca/awards). All students selected for campus employment will be notified of their eligibility via email. The 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 situations 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/financial-aid/loans](http://twu.ca/financial-aid/loans) 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:** June 1 (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 and evidence of student effort at self-help in terms of summer and part-time employment. Only full-time students (12 credit hours or more for undergraduate students; 9 credit hours 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.

Undergraduate 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.

**Location:** Mattson Centre

Hours: 8:30 am to 4:30 pm, Monday to Friday  
 Tel: 604.513.2031  
 Fax: 604.513.2159

Email: [awards@twu.ca](mailto:awards@twu.ca)  
 Website: [twu.ca/awards](http://twu.ca/awards)

# Academic Information

## Undergraduate Program Table

Disciplines	Degree	Honours	Major	Concentration	Minor	Courses
Accounting					•	•
Anthropology						•
Applied Linguistics	B.A.	•	•	•	•	•
Art + Design	B.A.	•	•	•	•	•
Arts, Media + Culture	B.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.			•	•	•
English	B.A.	•	•	•	•	•
Environmental Studies	B.A., B.Sc.		•		•	•
Film Studies			•			
French				•	•	

Disciplines	Degree	Honours	Major	Concentration	Minor	Courses
French Language & Literature				•	•	•
Game Development	B.A.			•	•	•
Gender Studies			•	•	•	•
General Studies	B.A., B.Sc.				•	
Geography	B.A.		See note			
Geology			•	•	•	•
Geographic Information Systems	Certificate					•
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.		•	•	•	•
Media + Communication	B.A.		•	•	•	•
Music	B.A.		•	•	•	•
Natural & Applied Sciences	B.Sc.		•	•	•	•
Nursing	B.Sc.N.		•			•
Philosophy	B.A.					•
Physical Education		•	•	•	•	•
Political Studies	B.A.				•	

Disciplines	Degree	Honours	Major	Concentration	Minor	Courses
Pre-Law	Certificate	•	•	•	•	•
Professional Writing						
Psychology	B.A.				•	•
Russian			•			•
Social Sciences	B.A.					•
Social Studies			•			
Sociology	B.A.			•		
Spanish			•	•	•	•
Special Education				•	•	•
Sport & Leisure Management	B.A.				•	•
Study Skills			•			•

*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 credit hours of core requirements unless transferring to TWU with a minimum of 57 credit hours of initial transfer credit, in which case core requirements are modified. Core requirements are as follows:

### Academic Research & Writing (6 credit hours):

- 6 credit hours to be chosen from ENGL 101, 102, 103, 104.

These courses are compulsory during first year for all new full-time (12 or more credit hours) 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. Students must choose either WRTG 100 or WRTG 101 (not both) to fulfil the TWU Academic Writing Requirement (unless exempt). For more information, please visit the Undergraduate Admissions section of this calendar.

### Foundations (7 credit hours):

- FNDN 101 (1 credit hour). This course is compulsory during the first semester of the

first year for all students. Waived for students who have a minimum 24 credit hours of initial transfer credit.

- FNDN 102, 201 (6 credit hours) required of all students.

#### **Logical & Ethical Reasoning (3 credit hours):**

- to be chosen from PHIL 100, 103, 105, 106, 109, 210.

#### **Religious & Spiritual Thought (9 sem. hrs.):**

- RELS 110, 111, 112.

#### **Scientific Method & Lab Research (3 credit hours):**

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

#### **Ways of Knowing (18 credit hours):**

- 3 credit hours 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 credit hours)**

#### **Cultural & Linguistic Inquiry (3 credit hours)**

#### **Experiential & Embodied Inquiry (3 credit hours)**

#### **Historical & Archival Inquiry (3 credit hours) Quantitative & Computational Inquiry (3 credit hours)**

#### **Social & Global Inquiry (3 credit hours)**

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 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 credit hours;
- Transfer students will be allowed to transfer into their TWU program a maximum of 9 credit hours of upper level course credit towards a major, a maximum of 6 credit hours of upper level credit towards a concentration, and a maximum of 3 credit hours of upper level course credit toward a minor
- Core requirements\* are modified, for a total of 30 credit hours, for students transferring to TWU with a minimum 57 credit hours of transfer credit. **Modified core requirements are as follows:**

#### **Modified Core**

##### **Academic Research & Writing (6 credit hours):**

- 6 credit hours to be chosen from ENGL 101, 102, 103, 104.

These courses are compulsory during first year for all new full-time 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. Students must choose either WRTG 100 or WRTG 101 (not both) to fulfil the TWU Academic Writing Requirement (unless exempt). For more information, please visit the Undergraduate Admissions section of this calendar.

**Foundations (3 credit hours):**

- FNDN 201, required of all students.

**Religious & Spiritual Thought (3 credit hours):**

- One of RELS 110, 111, 112.

**Ways of Knowing (18 credit hours)**

- 3 credit hours 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 credit hours)**

**Cultural & Linguistic Inquiry (3 credit hours)**

**Experiential & Embodied Inquiry (3 credit hours)**

**Historical & Archival Inquiry (3 credit hours)  
Quantitative & Computational Inquiry (3 credit hours)**

**Social & Global Inquiry (3 credit hours)**

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.

**Limitations**

- Students may count a maximum of 6 credit hours 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. hours of practicum courses towards graduation requirements, unless students are majoring in professionally oriented disciplines (Art, Arts, Media + Culture, Music, Nursing, Human Kinetics, or Education).
- Students may count a maximum of 12 credit hours of directed studies courses towards degree requirements.

**Number of Credit Hours**

Except where noted in program descriptions in this Calendar, the minimum number of credit hours of university level studies required for undergraduate degrees is as follows:

- Regular B.A., B.B.A., B.H.K., B.Sc., and B.Sc.N. degrees: 122-129 credit hours.
- Honours degrees: 134 credit hours.
- Concurrent B.A./B.Ed. or B.Sc./B.Ed. (five-year program): 159 credit hours.
- B.Ed. (post-degree): 69 credit hours
- 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 credit hours of courses numbered 300 or above for a regular undergraduate degree, or a minimum of 54 credit hours of such courses for an honours degree.

**Requirements for a Second Undergraduate Degree**

To receive a second undergraduate degree from Trinity Western University, students must complete all course requirements of the second degree and complete at least 152 credit hours overall. Second degrees may be conferred in the same major or subject area. Students must complete the minimum number of required credit

hours in the major (42-45 credits in most cases), and also satisfy the general core requirements of the four-year program.

## Specialization Requirements

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

- A major consists of at least 42 credit hours in one discipline, of which 24 credit hours must be numbered 300 or above.
- A concentration consists of at least 30 credit hours in one discipline, usually with at least 12 credit hours of courses numbered 300 or above.
- A minor consists of at least 24 credit hours in one discipline, usually with at least 12 credit hours 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 credit hours.
- For a major, at least 42 credit hours.
- For a degree in General Studies, two minors in two different disciplines of at least 24 credit hours each, subject to department regulations for those minors.
- A multidisciplinary major of at least 60 credit hours, 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 credit hour requirements for each specialization.

## Undergraduate Graduation Application Deadlines

1. Students must apply to graduate by completing an application for graduation online through the Student Portal.
2. Students must apply for graduation by April 30 of the year prior to graduation. Late

applicants will be assessed a \$50 late fee for applications submitted after these deadlines. No applications will be accepted after January 30 for students wishing to graduate in April of the same year. Such applications will be forwarded to the following year.

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 requirements for their respective degree by April 30.

## 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
<b>A</b>	<b>Outstanding, excellent work;</b> 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>B</b>	<b>Good, competent work;</b> 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.
<b>C</b>	Satisfactory grasp of basic elements of the course but frequent lapses in detailed understanding. Satisfies the minimum requirements of the course.
<b>D</b>	<b>Minimally acceptable work;</b> 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.
<b>F</b>	<b>Inadequate work;</b> 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. Final examinations will not be rescheduled due to personal travel plans.
- **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 from the Office of the Registrar. A copy of your exam schedule, indicating the conflict, must be attached to this form. The form requires 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, etc.). No fee is incurred for this kind of rescheduling.

Since final examination dates are known well ahead of time, examinations may only be rescheduled 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. Fees for changes to examinations may apply.*

### 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 Service Hub [twu.ca/life-twu/student-services](http://twu.ca/life-twu/student-services)).

### 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 at Trinity Western University

With our charter, mission, and identity as a Christian university, Trinity Western University is committed to academic freedom, affirming and supporting it as defined and described in the statements of Universities Canada and the Tri-Council Agencies as provided in full below.

### Statement on Academic Freedom

Universities Canada (25 October 2011; online at [www.univcan.ca/media-room/media-releases/statement-on-academic-freedom](http://www.univcan.ca/media-room/media-releases/statement-on-academic-freedom).)

#### *What is academic freedom?*

Academic freedom is the freedom to teach and conduct research in an academic environment. Academic freedom is fundamental to the mandate of universities to pursue truth, educate students and disseminate knowledge and understanding.

In teaching, academic freedom is fundamental to the protection of the rights of the teacher to teach and of the student to learn. In research and scholarship, it is critical to advancing knowledge. Academic freedom includes the right to freely communicate knowledge and the results of research and scholarship.

Unlike the broader concept of freedom of speech, academic freedom must be based on institutional integrity, rigorous standards for enquiry and institutional autonomy, which allows universities to set their research and educational priorities.

#### *Why is academic freedom important to Canada?*

Academic freedom does not exist for its own sake, but rather for important social purposes. Academic freedom is essential to the role of universities in a democratic society. Universities are committed to the pursuit of truth and its communication to others, including students and the broader community. To do this, faculty must be free to take intellectual risks and tackle controversial subjects in their teaching, research and scholarship.

For Canadians, it is important to know that views expressed by faculty are based on solid research, data and evidence, and that universities are autonomous and responsible institutions committed to the principles of integrity.

#### *The responsibilities of academic freedom*

Evidence and truth are the guiding principles for universities and the community of scholars that make up their faculty and students. Thus, academic freedom must be based on reasoned discourse, rigorous extensive research and scholarship, and peer review.

Academic freedom is constrained by the professional standards of the relevant discipline and the responsibility of the institution to organize its academic mission. The insistence on professional standards speaks to the rigor of the enquiry and not to its outcome.

The constraint of institutional requirements recognizes simply that the academic mission, like other work, has to be organized according to institutional needs. This includes the institution's responsibility to select and appoint faculty and staff, to admit and discipline students, to establish and control curriculum, to make organizational arrangements for the conduct of academic work, to certify completion of a program and to grant degrees.

### Roles and responsibilities

**University Leadership:** It is a major responsibility of university governing bodies and senior officers to protect and promote academic freedom. This includes ensuring that funding and other partnerships do not interfere with autonomy in deciding what is studied and how. Canada's university presidents must play a leadership role in communicating the values around academic freedom to internal and external stakeholders. The university must also defend academic freedom against interpretations that are excessive or too loose, and the claims that may spring from such definitions.

To ensure and protect academic freedom, universities must be autonomous, with their

governing bodies committed to integrity and free to act in the institution's best interests.

Universities must also ensure that the rights and freedoms of others are respected, and that academic freedom is exercised in a reasonable and responsible manner.

**Faculty:** Faculty must be committed to the highest ethical standards in their teaching and research. They must be free to examine data, question assumptions and be guided by evidence.

Faculty have an equal responsibility to submit their knowledge and claims to rigorous and public review by peers who are experts in the subject matter under consideration and to ground their arguments in the best available evidence.

Faculty members and university leaders have an obligation to ensure that students' human rights are respected and that they are encouraged to pursue their education according to the principles of academic freedom.

Faculty also share with university leadership the responsibility of ensuring that pressures from funding and other types of partnerships do not unduly influence the intellectual work of the university.

### **Tri-Council Policy Statement (TCPS 2) “Ethical Conduct for Research Involving Humans”**

Interagency (CIHR, NSERC, SSHRC) Advisory Panel on Research Ethics (2018; online at: [ethics.gc.ca/eng/policy-politique\\_tcps2-eptc2\\_2018.html](https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2018.html) and [ethics.gc.ca/eng/tcps2-eptc2\\_2018\\_chapter1-chapitre1.html](https://ethics.gc.ca/eng/tcps2-eptc2_2018_chapter1-chapitre1.html)) (October 2018).

In order to maximize the benefits of research, researchers must have academic freedom. Academic freedom includes freedom of inquiry, the right to disseminate the results of that inquiry, freedom to challenge conventional thought, freedom to express one's opinion about the institution, its administration or the system in which one works, and freedom from institutional censorship. With academic freedom comes responsibility, including the responsibility to

ensure that research involving humans meets high scientific and ethical standards that respect and protect the participants. Thus, researchers' commitment to the advancement of knowledge also implies duties of honest and thoughtful inquiry, rigorous analysis, commitment to the dissemination of research results, and adherence to the use of professional standards. There is a corresponding responsibility on the part of institutions to defend researchers in their efforts to uphold academic freedom and high ethical, scientific and professional standards.

### **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 [[academicintegrity.org](https://academicintegrity.org)]. 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. These policies are located on the Policies and Forms Page of the website, [here](#).

- Integrity in Scholarship & Research
- Academic Misconduct
- Conflict of Interest
- Animal Care
- Biosafety & Biosecurity
- Research Ethics (involving human subjects)
- Intellectual Property policy

### 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 Global 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](#).

#### *Procedure for dealing with Academic Freedom Complaints from Students*

##### *From the Academic Freedom Policy*

Graduate students will be directed to address concerns about academic freedom to the Vice Provost Research & Graduate Studies, accompanied by an advocate of their choice. In cases where an undergraduate student feels that there has been infringement of their academic freedom, they may either approach the TWUSA Vice President of Student Relations, or the Director of Community Life who in turn will meet

with the Provost to ascertain how to proceed with the matter.

**Process:**

In cases where a student feels that there has been infringement of his/her academic freedom he/she may register a complaint by one of two means:

1. Informally, by the student contacting the instructor directly; or, by contacting the instructor's Faculty/School Dean who will arrange to meet with the instructor and student to address the issue. In the event that dissatisfaction persists, the student may register a formal complaint, following the process below.
2. Formally, in writing.
  - a) For graduate students, the complaint should be submitted in writing to the Vice Provost Research & Graduate Studies ("VPRGS") who will meet with the student and the instructor to discuss the matter. The student may request to be accompanied by an advocate of their choice at this meeting. The VPRGS will communicate his/her decision to the student and the instructor in writing. In the event that the VPRGS determines that the student's academic freedom had been infringed upon, the VPRGS will advise the Dean of the instructor's Faculty/ School in order to establish a mentoring plan for the faculty member.
  - b) In the case of undergraduate students, the complaint should be submitted to the TWUSA Vice President of Student Relations or the Director of Community Life who will arrange a meeting with the Vice Provost Teaching & Learning and the instructor to discuss the matter. The VPTL will communicate his/her decision to the student and the instructor in writing. In the event that the VPTL determines that the student's academic freedom had been infringed upon, the VPTL will advise the Dean of the instructor's faculty/school in order to establish a mentoring plan for the faculty member.
3. If either the student or the instructor believes that there was a mistake in process, or if new

information has become available that could alter the outcome, he/she may appeal the decision of the VP to the Provost, whose decision shall be final.

## Students with a Disability

Students with a disability who need assistance are encouraged to contact the [Centre for Accessible Learning \(CAL\)](#) 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 [Centre for Accessible Learning \(CAL\)](#) outlined in the Learning Commons section of this Calendar.

# Undergraduate Programs

## Faculty of Humanities and Social Sciences

*Michael Wilkinson, Ph.D., Dean*

### Purpose

The purpose of the Faculty of Humanities and Social Sciences is to fulfil the mission and vision of the university through a liberal arts education centered on Jesus Christ. By seeing Christ as the truth that sets us free to be fully human, the faculty seeks to produce compassionate and competent servant leaders through the development of cultural awareness, analytic powers, precise thought, religious knowledge, and research and communication skills. 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 and relationship with 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 journey of being equipped to think truthfully, act justly, and live faithfully, for the good of the world and the glory of God. 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 (Theology)
- English
- Geography

- History
- Humanities
- Inter-cultural Religious Studies
- Linguistics
- Philosophy
- Political Studies
- Psychology
- Environmental Studies
- Humanities
- International Studies
- 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, 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 Pre-Law certificate Program is also available. A modest number of courses are available in Chinese, 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 department of Biblical and Theological studies offers a Master of Arts in Biblical Studies and Christian Thought. (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 Biblical and Theological Studies**

*Tom Hatina, Ph.D., Department Chair*

*Dirk Buchner, Ph.D., Program Coordinator*

The Department of Biblical and Theological 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 one of 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 or Theology; and has also served as an excellent foundation for non-disciplinary oriented studies such as Law and Medicine.

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.

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 Department of Biblical and Theological Studies 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 (Theology)**

### **Department of Biblical and Theological Studies**

*Tom Hatina, Ph.D., Chair*

*Craig D. Allert, Ph.D., Coordinator*

The Department of Biblical and Theological 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: 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**

*Sara Pearson, 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.

## **Geography and Environment**

### **Faculty of Humanities and Social Sciences and Faculty of Natural and Applied Sciences**

*Karen Steensma, and Maxwell Ofosubene, Ph.D., 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.

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

## **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 credit hours 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 credit hours each) in the natural sciences. For more depth, students may choose to do a concentration (30 credit hours) in one or both cases.

## History

### Department of History, Political and International Studies

*Robynne Healey, Ph.D., Chair & Coordinator*

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.

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

*Michael Wilkinson, Ph.D., Dean*

The Faculty of Humanities and Social Sciences offers:

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

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.

## **Human Services**

### **Department of Sociology, and Anthropology**

*Michael Wilkinson, Ph.D., Chair*

*Alexandra Dueck, MA, Coordinator*

The Department of Psychology, Sociology, and Anthropology offers a Certificate in Human Services (30 credit hours) 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 credit hours) 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.

## **Intercultural Religious Studies**

### **Department of Biblical and Theological Studies**

*Tom Hatina, Ph.D., Chair*

*Joanne Pepper, Ph.D., Coordinator*

The Department of Biblical and Theological Studies offers:

- a major in intercultural religious studies leading to a BA degree.
- a minor in intercultural religious studies.

The intercultural 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 and 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, ICRS graduates have entered fields of global missionary service, ministry roles in local church settings, teaching, political advocacy, community and social services, and governmental and non-governmental organizations in Canada and overseas. Many ICRS alumni also enter

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

## **International Studies**

### **Department of History, Political and International Studies**

*Robynne Healey, Ph.D., Chair*

*Paul Rowe, Ph.D., Chair and 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.

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.

## **Linguistics**

### **Department of Linguistics**

*Randy Lebold, M.L.E., 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
- 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.

## **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.

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

*Robynne Healey, 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
- 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 pre-professional 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.

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

*Jamie Palmer-Hague, Ph.D., Chair*

The Department of Psychology 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.

TWU'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.

## Social Sciences

### Faculty of Humanities and Social Sciences

*Michael Wilkinson, Ph.D., Coordinator*

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.

## Social Studies

### Faculty of Humanities and Social Sciences

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.

## Sociology

### Department of Sociology, and Anthropology

*Michael Wilkinson, Ph.D., Chair*

The Department of 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. Students who complete the human services program receive a certificate in human services.

*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).*

## Multidisciplinary Programs

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

### Gender Studies Institute

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. 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.

*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).*

### Pre-Law Certificate Program

Janet Epp-Buckingham, LL. D Coordinator

Trinity Western University offers a Pre-Law Certificate Program (15 credit hours) While formally situated within the Faculty of Humanities and Social Sciences, the Certificate is available to all students.

The Program offers an added dimension and qualification for students to obtain a Certificate in Pre-Law in addition to obtaining a degree in any of the TWU degree programs. In order to graduate, the student must fulfil the requirements for the major in one of TWU's degree programs (see respective program checklists).

Students who are in the process of completing or who have fully completed a university degree may obtain the Certificate by completing the requirements of the Program (see program checklist).

Pre-law programs have been of growing interest and fulfil a definite need at the undergraduate level. The Certificate appeals to students who are interested in the study of law, or in attending law school, as well as other professions or occupations that involve law, such as business, graduate school, academics, paralegal, law clerk, policing, nursing, and so on.

The Pre-Law Certificate Program involves mandatory and elective courses that involve law. The mandatory courses have important applied and experiential learning components.

The student will obtain exposure to vital components to understanding law, including: how law works; how it is developed and interpreted,

including through judicial decisions; how to analyze, argue and develop legal arguments and judicial decisions; and, how to apply these to real life circumstances. Specific areas of law will be examined, including the Constitution and the Charter of Rights and Freedoms, Business Law, Contracts, Torts, Criminal Law, Administrative Law (dealing with government regulations and decisions), and so on.

In addition, the student will also have opportunity to explore broader political, philosophical, business, and employment issues that surround law and its creation, development, interpretation, or application.

This study and approach are not only important for students to develop a basic legal background and understanding useful to the real world and their employment, but also allows Christian students to enter into the legal and political arenas to make useful contributions and to understand the legal and political debates and developments and how they affect issues of fundamental importance to them, including the protection of their rights and liberties, such as religion, speech, association, and the right of religious persons not to be discriminated against because of their religious beliefs or practices.

Failure of Christian students to understand and engage in these areas results in a failure to participate, discuss, defend or put forward, principles and issues that are crucially important to them. This situation, in turn, means that laws and judicial decisions may be made without these representations being heard or respected. In short, the Certificate will give knowledge and tools for Christian students to understand and enter into the legal and political debates of the times that are of vital interest to them.

In light of this program of study, the Certificate also sends a definite signal to law schools, businesses, graduate schools, charities, and other employers that the student has engaged in a concerted program of study of the law and has a useful background in this area, which can be built upon further.

### **Graduate Degrees**

MA in Biblical Studies and Christian Thought

MA in Counselling Psychology

MA in Linguistics

MA in Interdisciplinary Humanities

Find further information on the Graduate

Degrees on the TWU website at [School of Graduate Studies](#)

## **Faculty of Natural and Applied Sciences**

*Glen Van Brummelen, 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 people with sound ethical judgment in addition to scientific expertise. Natural science students at Trinity Western University acquire the fundamental scientific, general, and biblical knowledge that equips them to make positive scientific contributions in industry, research, teaching, or the health sciences.

### **Perspective**

Natural science 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 science 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 and mathematics. 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 au with a concentration in biology, chemistry, computing science, mathematics 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.

**The programs offered include the following emphases:**

### **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**

For more information on this off-campus program, see TWU's Au Sable faculty representatives, Prof. Karen Steensma or David R. Clements, Ph.D., or go directly to [ausable.org](http://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. As a sustaining partner of the Institute, TWU receives certain advantages in course access and financial incentives for our students.

- BIOL/GENV 301 Land Resources (4 sem. hrs.)
- BIOL 302 Lake Ecology and Management (4 sem. hrs.)
- BIOL/GENV 303 Ecological Agriculture (4 sem. hrs.)
- BIOL/GENV 304 International Development and Environmental Sustainability (4 sem. hrs.)
- GENV 310 Environmental Law and Policy (4 sem. hrs.)
- BIOL 311 Field Botany (4 sem. hrs.)
- BIOL 318 Marine Biology (4 sem. hrs.)
- BIOL 321 Animal Ecology (4 sem. hrs.)
- BIOL 322 Aquatic Biology (4 sem. hrs.)
- CHEM 332 Environmental Chemistry (4 sem. hrs.)
- BIOL 342 Fish Ecology and Management (4 sem. hrs.)
- BIOL/GENV 343 Tropical Agriculture and Missions (4 sem. hrs.)
- BIOL 345 Wildlife Ecology (4 sem. hrs.)
- BIOL/GENV 355 Watersheds in Global Development (4 sem. hrs.)

- BIOL 358 Field Techniques in Wetlands (4 sem. hrs.)
- BIOL 359 Marine Mammals (4 sem. hrs.)
- BIOL 361 Field Biology in Spring (4 sem. hrs.)
- BIOL/GENV 362 Environmental Applications for Geographic Information Systems (GIS) (4 sem. hrs.)
- BIOL 365 Insect Ecology of Streams, Forests, and Fields (4 sem. hrs.)
- BIOL 367 Conservation and Development in the Indian Tropics (4 sem. hrs.)
- BIOL 368 Forest Ecology (4 sem. hrs.)
- BIOL 371 Forest Management (4 sem. hrs.)
- BIOL/CHEM/GENV 390 Directed Individual Study (1-4 sem. hrs.)
- BIOL/GENV 391 Research Methods I (2 sem. hrs.)
- BIOL/GENV 392 Research Methods II (2 sem. hrs.)
- BIOL/GENV 471 Conservation Biology (4 s.h.)
- BIOL 478 Alpine Ecology (4 sem. hrs.)
- BIOL 482 Restoration Ecology (4 sem. hrs.)
- BIOL/CHEM/GENV 499 Research (1-6 sem. hrs.)

## 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.

## 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 practicum (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).*

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; FNDN 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. 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 program 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 that involve testing, research, and development.

The chemistry department, located in the Neufeld Science Centre, features well-equipped teaching and research-oriented and up-to-date laboratories with access to advanced instrumentation equipment. Students may apply for summer research positions, and upper-level 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.

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*

In Computing Science, 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 information 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.

## General Studies

A B.A. in general studies is available by combining a minimum of two minors (24 credit hours 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 credit

hours each), both of which are in the natural sciences. For more depth, students may choose to do a concentration (30 credit hours) for either degree.

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

## Geography and Environmental Studies

### Department of Geography and Environment

*Karen Steensma, Ph.D., Co-Chair*

*Maxwell Ofosuhene, Ph.D., Co-Chair*

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
- a GIS certificate (see [here](#) for more information on the certificate)

Both BA and BSc degree programs in environmental studies are offered at TWU.

The BSc in Environmental Studies is designed to equip students with interdisciplinary skills in biology, chemistry, and geography, allowing them to deal with complex issues such as species diversity loss, habitat conservation, remediation of polluted sites, renewable and non-renewable resources, ecological restoration, spatial and statistical analysis, air quality, climate change, environmental toxicology, waste management, renewable energy, and other environmental topics. The training prepares students for careers in areas including wildlife, parks, forestry, marine biology, agriculture, land use planning, missions, environmental consulting, and graduate research.

In addition to a strong grounding in biology, geography and chemistry laboratory work, the degree program requires extensive fieldwork through courses in local and distant field locations, internships, and hands-on, practical research projects.

Additionally, TWU is a sustaining partner of the Au Sable Institute of Environmental Studies, providing even broader coursework, networking, and financial advantages to students studying at the Au Sable locations in the Great Lakes region, Washington State, Costa Rica, and India.

The BA in environmental studies is designed to equip students to meet the challenges 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 BA 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.

## **Mathematics**

### **Department of Mathematical Sciences**

*Arnold E. Sikkema, Ph.D., Chair*

*Sam Pimentel, Ph.D., Coordinator*

The Department of Mathematical Sciences offers:

- a major
- a concentration
- a minor

## **Natural and Applied Sciences**

### **Faculty of Natural and Applied Sciences**

*Rick Sutcliffe, M.Sc., 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 credit hours in a third area. It is also possible to gain a multidisciplinary major with concentrations in two areas.

## **Pre-Professional Studies (Sciences)**

### **Faculty of Natural and Applied Sciences**

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

## **Pre-Medicine**

*Anthony Siame, Ph.D., Coordinator*

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**

*Anthony Siame, Ph.D., Coordinator*

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 113/198, 114/199 (or BIOL 103/196, 104/197 and 105), 384, 386; CHEM 111/198, 112/199 (or 103/198, 104/199; or 103, 112/199), 221, 222; ENGL 103, 104; MATH 123, 124; PHYS 111, 112.

## **Pre-Veterinary Medicine**

*Anthony Siame, Ph.D., Coordinator*

Students planning to enter veterinary medicine may take their full pre-veterinary program at Trinity Western University. Each Veterinary school has unique entrance requirements, for example, the Western College of Veterinary Medicine (in Saskatoon, Sask.) requires a minimum of 60 credits prior to application, including:

BIOL 113/198, 114/199 (or BIOL 103/196, 104/197, 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, 102; PHYS 111.

## **Pre-Pharmacy**

*Anthony Siame, Ph.D., Coordinator*

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 113/198, 114/199 (or BIOL 103/196, 104/197, and 105), 223 or 371, 333, 384; CHEM 111/198, 112/199 (or CHEM 103/198, 104/199 or 103, 112), 221, 222; ENGL 103, 104; MATH 123, 124, 102; Humanities or Social Sciences 6 credit hours; plus sufficient electives to complete 60 credit hours.

## **Pre-Engineering**

*Herbert H. Tsang, P.Eng., 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 [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.

### **Biology**

First year biology students with no previous biology should take BIOL 103/196, 104/197, and 105, as well as CHEM 111/198 and 112/199 or CHEM 103/198, 104/199, or CHEM 103/198, 112/199. Those with Grade 12 biology should take BIOL 113/198 and 114/199 as well as CHEM 111/198, 112/199 or CHEM 103/198,

112/199. Biology students with a B or better in BIOL 103 can take BIOL 114 (instead of BIOL 104 and BIOL 105). Biology students who have Grade 12 Mathematics (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 111/198, 112/199 (or CHEM 103/198, 104/199; or CHEM 103/198, 112/199); 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 103/198, 104/199 or 103/198, 112/199. CHEM 103 and 104 have four lectures per week. Science majors with Chemistry 12 or high standing in Chemistry 11: take CHEM 111/198, 112/199.

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.

### **Environmental Studies**

Students interested in environmental studies should take at least two of the three ENVS core courses in their first year: BIOL 113/198, 114/199; CHEM 111/198, 112/199; 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 Pre-Calculus 12 take MATH 105. Those students with a B or better in 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: take MATH 190; secondary level or elementary level with a B or more in Pre-Calculus 12: take MATH 123.

Business majors (B.B.A. program) take MATH 101; with a very good understanding of mathematics 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.*

### **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 required.

### **More Information**

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

## **School of the Arts, Media + Culture**

*Scott Macklin, Ph.D., Interim Dean*

### **Purpose**

The School of the Arts, Media + 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 + 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, game development, media and communication, music, a multidisciplinary major in arts, media and culture and in corporate communications, and a Bachelor of Arts (honours) in art and design. The School offers concentrations in art and design, game development, film studies, media and communication, music, and music education, and minors in those same areas.

## 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 and music.

## 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 practice 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 + Design

### Department of Art + Design

*Joshua Hale, MFA, 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 the visual arts contribute to and critique culture. We are committed to mentorship and community, creating a collaborative atmosphere that celebrates interdisciplinary connections.

Our program provides the shared foundation of many fields in the visual arts, such as graphic design, art education, contemporary art practice, web design, UI/UX design, and museum curation. With further professional certification and training, graduates of our program have pursued careers in architecture, art therapy, interior design, and graduate education.

Our program hones ambiguity tolerance, flexible purposing, sensory perception, tacit and intuitive knowing—abilities that catalyze multiple modes of inquiry. Reflective practices that develop empathy, encourage self-awareness, and catalyze collaborative feedback are woven throughout our curriculum. In a culture of distraction, our program cultivates attention.

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. Artistic practices develop a unique form of intelligence, a creative form of critical inquiry with which we make sense of the world. This capacity 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. Our program empowers students to become creative leaders who are able to adapt and innovate in our rapidly changing world.

## Arts, Media + Culture

### School of the Arts, Media + Culture

*David Squires, Ph.D.,*

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

### 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 departments. In particular, students are encouraged to participate in the London + Paris travel study, which is generally offered in alternate years.

### Job Opportunities

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

## Game Development

### Game Development Program

*Kevin Schut, Ph.D., Program Lead*

The major, concentration, and minor in Game Development prepare students to work in the video game industry as visual artists and designers, composers or sound designers, software developers, or game designers.

The major has a shared core of courses that all students in the program take (27 s.h.). In addition, students specialize in one of four streams (each consisting of 36 s.h.): Game Art, Music & Sound Design, Software Development, or Game Design.

The concentration and minor have a set of required courses (15 s.h.), and a set of elective choices of the courses available for the major (15 s.h. for the concentration, and 9 s.h. for the minor).

The Game Development program is built around 15 s.h. of project courses in which students make and market video games. The other non-stream required courses include an introduction to development, an overview of the games industry, a critical cultural study of video games, and a practicum in the industry. Courses in the streams prepare students to be specialists in a particular aspect of game making.

*Note: This program is offered under the written consent of the Minister of Advanced Education effective June 5, 2019, 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).*

## **Media + Communication**

### **Department of Media + Communication**

*Divine Agodzɔ, M.A., 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 + 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 + 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.

## **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 upper level streams:

- 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.
- Church Music 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, 132 or 225 must write the music placement test prior to the start of the semester. This short test covers the basic rudiments of music (equivalent to Level 8 Theory as prescribed by the Royal Conservatory of Music in Toronto).

## **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 the University's Chamber Choir and vocal ensembles, outstanding voice professors, eclectic repertoire, and exposure to distinguished conductors. One choir and three small vocal ensembles provide students with opportunities to explore a wide range of repertoire.

## **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.

## **Recording Studio**

Study in a digital music and audio post-production facility that features Cubase on a Mac platform, with professional audio production equipment. Three separate studios facilitate students learning outside of class time. Each recording class will develop your skills with technology to prepare you for practicum positions that serve clients on- and off-campus.

## **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

Our Music program prepares students for careers in a variety of areas such as performance, conducting, composition, digital studio work, church music, private lesson instruction, music publishing and more. Students may also choose to pursue further academic studies in performance, musicology, theory, conducting, or music education.

# 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 credit hours of business-related courses.

The honours program in business administration, leading to a BBA (honours) degree, requires a

minimum 3.00 GPA and an additional 12 credit hours 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.

### *Other Programs*

#### **Accounting**

The School of Business maintains a working relationship with, The Chartered Professional Accountants of BC. The accounting courses offered by the School of Business meet all or the majority of the requirements for admission to this associations and allow the students to pursue the CPA designation.

#### **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 and European 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.

### **Graduate Degrees**

Master in Business Administration

Find further information on the Graduate Degrees on the TWU website at [School of Graduate Studies](#)

## **School of Education**

*Lara Ragbop, D.Ed., Dean*

### **Purpose**

TWU's School of Education prepares educators who want to make a positive difference in the lives of children and young people. We prepare teachers to be inspiring life-long learners oriented towards contributing to communities in caring and transformational ways. Whether planning to become a certified teacher, an educator in community-based learning environments or building a career in education, our undergraduate and graduate programs support the journey of becoming a knowledgeable, competent, reflective, and compassionate educator.

## Perspective

The TWU's 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 such, the faculty are invested in advancing educational research and educational practice that nurtures wisdom, compassion and transformation of learners and communities.

In the Teacher Education Program, the Masters in Educational Studies students are guided to connect theory and practice and to go beyond meeting standards and acquiring technical expertise and 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 world.

Successful teaching and educational scholarship require a broad liberal arts education, professional expertise, and personal integrity. The School of Education requires pre-service teachers to engage with the university'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. Graduate-level students experience relevant course work as well as thesis or knowledge translation project.

## 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 Certification 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 Certification 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 Certification Branch.
- A Concentration in Education.
- A Minor in Education.
- A Minor in Special Education.
- Masters in Educational Studies (Special Education).
- A Certificate in Outdoor 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 credit hours of specified foundational professional education courses, including a minimum of 4 credit hours 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 (PYP: Professional Year Program) 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. Professional Year students also complete 7 credit hours 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 stream) take both liberal arts and professional education courses. During the first four years students complete core requirements, subject specializations, and 33 or 34 credit hours of foundational professional education courses, including at least 4 credit hours

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 credit hours 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 credit hours of specified foundational professional education courses, including a minimum of 4 credit hours 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 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 Professional Year students complete 7 credit hours of course work in curriculum and pedagogy courses in particular subject areas.

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

*NB: The Two-Year Post-Degree B.Ed. program is mainly designed for university graduates from TWU or other recognized universities (including 24 credit hours of academic coursework in one teachable subject).*

Trinity Western's Post-Degree Bachelor of Education program is for those 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 credit hours 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 perspectives 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 7 credit hours of curriculum and pedagogy course work.

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 credit hours is 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 credit hours, including both composition and literature, with a minimum C average)
- Mathematics (3 credit hours)
- Natural Science (3 credit hours)
- Canadian Studies (3 credit hours)

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 credit hours, including both composition and literature, with a minimum C average)
- Canadian Studies (3 credit hours)

All applicants must also have at least 24 credit hours of course work in one of the following teachable specializations: Art, Biology, Business, Chemistry, Computing Science, English, French, Geography, History, Human Kinetics, Applied

Linguistics, 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 credit hours in education and psychology course work. Education course work is in addition to course work already required in the B.Ed. degree.

*Note: The Special Education minor is also available to non-Education students. Please see your advisor.*

### **Certificate in Outdoor Education**

The Certificate in Outdoor Environmental Education (COEE) is a program for all teachers and outdoor educators who are interested in developing their capabilities to enact outdoor education practices across BC Schools K-12 and other venues.

The courses in the (COEE) are designed to enhance professional skills development in specialized areas of outdoor education, and to enhance the curricular awareness and teaching strategies associated with assessment practices, managing risk, inclusion, and learning in the outdoors.

### **Graduate Degrees**

Masters in Educational Studies

Find further information on the Graduate Degrees on the TWU website at [School of Graduate Studies](#)

## **Important Information**

### **Teacher Certification and Qualification**

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 Certification (BCTCB) 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 BCTCB 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 Certification Branch (BCTCB), the provincial teacher certification authority. The BCTB 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.

International Baccalaureate courses are recognized only if they are designated Higher Level, with Grades of 4 or 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. Normally, a maximum of 6 credit hours of education-specific transfer credits are accepted into the B.Ed. degree program.

## **Admission Process for TWU 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 211, 222 and 233. 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 credit hours 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 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 credit hours 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 apply for the Post-Degree program through Trinity Western's Admissions Office.

### **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 Certification

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 Certification 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 in the Professional Year 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, (Kinesiology, Sport and Leisure Management, Generalist)
- 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 Physical Education

Trinity Western's Human Kinetics program is designed to give students the necessary theoretical foundations and practical experiences to be successful in teaching, coaching, strength and conditioning, kinesiology, 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 and professions can reflect the Christian life and biblical values. 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: Kinesiology

Bachelor of Human Kinetics, (BHK) degree:  
Kinesiology

The Kinesiology stream prepares students for working in a variety of settings that require a scientific knowledge of human movement and exercise. Students will become knowledgeable about sport injury rehabilitation, strength and conditioning, exercise therapy, fitness training or use the program as preparation for Master's studies in physiotherapy, occupational therapy, chiropractic, or pre-med studies. Students graduating from this stream are eligible to be members in the British Columbia Association of Kinesiologists (BCAK). Students specializing in strength and conditioning are eligible to challenge the BC Recreational Program Association (BCRPA) fitness leader certification as well as being able to write the National Strength and Conditioning (NCSS) exam to be a certified Strength and Condition Specialist (CSCS).

#### Stream 2: Sport and Leisure Management

Bachelor of Human Kinetics, (BHK) degree:  
Sport and Leisure Management

The Sport and Leisure Management stream is designed to develop business administrative professionals in the world of sport. The degree combines courses from the School of Human Kinetics and the School of Business and focuses on topics such as sport management, public relations, marketing, business management, athletic leadership and municipal recreation. A practical leadership component allows students to gain experience within local professional sport organizations or leisure management settings.

#### Stream 3: Generalist

Bachelor of Human Kinetics, (BHK) degree:  
Generalist

The Generalist stream is designed for students who desire a professional degree in Human Kinetics while allowing flexibility to self-select a majority of their courses to suit specific interests.

### One Credit 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. **Note:** *these courses may be used towards the Experiential and Embodied Inquiry portion of the Core requirements.*

- HKIN 100 Special Program
- HKIN 101 Physical Conditioning
- HKIN 102 Run for Fun
- HKIN 103 Weight Training
- HKIN 104 Fitness for Living
- HKIN 105 Self-Defence
- HKIN 107 Advanced Weight Training
- HKIN 108 Martial Arts
- HKIN 120 Rock Climbing
- HKIN 121 Hiking
- HKIN 135 Ropes Course
- HKIN 136 Outdoor Pursuits I
- HKIN 137 Outdoor Pursuits II
- HKIN 143 Badminton
- HKIN 145 Golf
- HKIN 161 Basketball
- HKIN 162 Volleyball
- HKIN 163 Soccer

### Three Credit Activity Courses

**Note:** *these courses may be used towards the Experiential and Embodied Inquiry portion of the Core requirements.*

- HKIN 201 Strength and Conditioning
- HKIN 202 Total Fitness for Women
- HKIN 216 Journey: A TWU Outdoor Experience
- HKIN 235 Climbing Pursuits
- HKIN 266 Indoor Team Sports
- HKIN 342 Dance Explorations

### Human Kinetics Theory Courses (3 sem. hrs.)

- HKIN 191 Introduction to Exercise Physiology
- HKIN 195 Foundation of Human Kinetics

- HKIN 260 Physical Growth and Development
- HKIN 276 Psycho-Motor Learning
- HKIN 277 Technological Applications in Human Kinetics and Recreation
- HKIN 280 Foundations of Coaching
- HKIN 292 Social Determinations of Health and Physical Activity
- HKIN 298 Introduction to Biomechanics
- HKIN 303 Advanced Principles of Strength Training
- HKIN 320 Management and Facilities
- HKIN 325 Sociocultural and Philosophical Aspects of Sport and Leisure
- HKIN 340 Psychology of Sport and Exercise
- HKIN 350 Teaching Physical Education
- HKIN 351 Leadership and Management in Human Kinetics
- HKIN 372 Athletic Injuries
- HKIN 375 Research Methods
- HKIN 396 The Olympic Games Movement
- HKIN 400 Directed Study
- HKIN 420 Sport and Exercise Nutrition
- HKIN 440 Applied Mental Skills in Sport and Fitness
- HKIN 446 Advanced Human Anatomy
- HKIN 453 Adapted Physical Activity
- HKIN 465 Physical Activity and Aging
- HKIN 470 Exercise Physiology
- HKIN 475 Clinical Exercise Physiology
- HKIN 492 Health Promotion
- HKIN 495 Senior Seminar

### 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)

### Human Kinetics Travel Study Opportunities

Optional travel studies are an exciting and memorable way to study and experience how sport, recreation, and culture are interrelated. The School of Human Kinetics offers travel study experiences to Australia and every four years to the Summer Olympics.

#### More Information

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

## School of Nursing

*Sheryl Reimer-Kirkham, Ph.D., Dean*

### Purpose

The mission of the School of Nursing is excellence in nursing practice, research, leadership and education that embodies covenantal caring, fosters a spirit of inquiry, and contributes to the good of the world and the glory of God. 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 British Columbia College of Nurses and Midwives, the Canadian Association of Schools of Nursing, and the BC Ministry of Advanced Education, Skills and Training.

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

As part of a Christian liberal arts university, the TWU School of Nursing holds that the educational experience should cultivate knowledge and personal development to serve humankind. The School of Nursing is guided by distinctive core values:

- **Covenantal caring:** faith-informed commitment; inestimable value of humans; compassionate response to human suffering and support for the flourishing of life
- **Collaboration:** person- and family-centred care; partnerships and teamwork; shared vision
- **Culture of Inquiry:** trust, respect and generosity; curiosity, creativity and reflection; knowledge generation and mobilization
- **Transformation:** reconciliation and impact on culture; character formation; responsive values-based leadership and mentorship
- **Equity:** inclusivity and hospitality; dignity and opportunity for health; moral mandate to attend to structural vulnerability and inequities.

## Programs

The School of Nursing offers the following programs:

- a Bachelor of Science in Nursing
- a Master of Science in Nursing
- a Doctorate in Philosophy of Nursing

### **Bachelor of Science in Nursing**

A four-year baccalaureate, within a Christian, liberal arts context. The program is approved by the British Columbia College of Nurses and Midwives and accredited by the Canadian Association Schools of 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.

### **Master of Science in Nursing**

The graduate program offers fully online access or blended learning access, typically completed in 3 years of part-time study. Six core courses are followed by electives in nursing education, nursing leadership, advanced nursing practice, or directed studies in spirituality, global health nursing, and nursing history. Students complete a capstone project, either a thesis on a topic of interest or a cohort-based knowledge translation project relevant to clinical practice.

### **Doctorate in Philosophy of Nursing**

Rooted in the Christian ethos of TWU, students will have opportunity to develop advanced knowledge and skills in higher education, leadership, and research. The flexible and accessible online approach is tailored for learners who are working in educational institutions or health-care organizations. The 4-year program features:

- Annual summer residences
- Online courses (synchronous and asynchronous delivery)
- Internships in education, policy, or research
- Graduate seminars
- Completion of a comprehensive dissertation

## TWU GLOBAL

*Phillip Laird, Ph.D., Vice President | Innovation and Academic Partnerships*

TWU GLOBAL aims to expand the mission of Trinity Western University by removing the barriers to education that relate to age, time, location or untoward histories.

TWU GLOBAL's vision is to empower TWU to become the world's leading global Christian university.

At TWU GLOBAL, we celebrate the diversity of the global community by educating students through modalities anchored on innovative educational practices and structures.

We serve over 2,800 international students annually from over 30 countries through platforms fostered via more than 50 collaborative agreements with universities, governments, and organizations. Our average annual revenue in the last five years has surpassed \$25 million with a marginal contribution to the university reaching over \$13 million (net of expenses).

During the past two years, 2021/22, we have provided teaching to approximately 650 students (FTE – Full Time Equivalent) that equates to an overall enrolment growth of 17.5%.

“GLOBAL education affirms many characteristics of a liberal arts education – the transformation of minds through:

- (a) the critical examination of ideologies, philosophies, and worldviews;
- (b) the development of analytical writing and communication skills;
- (c) the mastery of rhetoric, synthesis, and argumentation; and
- (d) the advancement of a working knowledge of literature and technology.

GLOBAL education is a teaching and learning paradigm that shapes how we think, how and where we gain information, how we communicate, and where, how, and to (with) whom we make an impact” (*Global education at TWU, Taskforce report, 2011*).

The goal of TWU GLOBAL is to develop students who progress in their personal, social, spiritual, academic and career development with a vision to equip them to think truthfully, act justly

and live faithfully for the good of the world and the glory of God.

- We **“shepherd”** students through global and multicultural activities at Trinity Western University.
- We **“serve”**. Our focus on serving our students is recognized as our strength.
- We **“bridge”** like-minded organizations, colleges, universities, agencies, and partners through the development of progression and pathway programs via articulation, transfer, student exchange agreements, and agency partnerships.
- We endeavor to remain **“relevant”** by educating students on global issues including opportunities for student exchange and travel study/study abroad.
- We **“innovate”** by creating leading-edge structures and systems that increase the university's accessibility to the world.
- Above all, we don't grow simply to achieve growth. We grow in a sustainable way by being **“FAIR”**. TWU GLOBAL's growth is achieved through **Flexible, Accessible, Informed, and Responsive** learning platforms.

**TWU GLOBAL is where your *agora* is - a marketplace of ideas where every student feels they belong here.**

We serve through six (6) structures:

**G: Global Learning and Education Connections** (Geoffrey Feng, Executive Director)

- International student recruitment, services and pathway programs.

**L: Leadership Programs** (Dr. Shawna Nist, Dean)

- BA Leadership, MA Leadership and Leadership Certificates.

**O: Online Learning Supports** (Dr. Scott Macklin, Executive Director)

- Anchors the development of online program to service academic units.

**B: Branch Campuses** (Ann Fontanilla, Executive Director and Rebecca Swaim, Executive Director)

- Anchors administrative functions and operations of branch campuses and FAR Centres.

**A: Adult Learning Supports** (Jodi Reek, Executive Director)

- Provides degree completion and adult program structures to academic units.

**L: Leading Innovation** (Dr. Phillip Laird, Vice President, GLOBAL, Innovation and Academic Partnerships)

- Supports innovative ideas and processes for new learning opportunities.

## G: Global Learning Connections

*Geoffrey Feng, MA, Executive Director*

Global Learning Connections serves through international student recruitment providing services and offering pathway programs to TWU and developing the international relationship of TWU.

### University Pathway Programs

*Faye Qiao, M.A. Associate Dean of the University Pathway 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 C+ in Communications 12. See [twu.ca/u1](http://twu.ca/u1) for additional details. During the U1 Year, students take a minimum of 28 semester hours while developing their confidence in post-secondary level studies in English. Students take liberal arts core courses with a global cohort and add other courses of their chosen major.

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 discipline-specific tutors (for subjects such as math, sciences, and accounting) make the U1 Year a strong foundation for students from global contexts. Once students have completed at least

28 semester hours and achieved a minimum of 2.0, they move out of the U1 environment and continue into the second year of their undergraduate degree.

### Trinity Language Centre (TLC)

TLC offers university preparation programs for students pursuing post-secondary education in Canada. By providing academic English classes to students from beginner to advanced levels, TLC aims to help learners improve academic English skills necessary for undergraduate or graduate studies, equip them with the learning strategies essential in North American educational contexts, and cultivate the cultural sensitivity and critical thinking for them to succeed in their journey of international education in Canada.

### Global Express Pathway (GXP)

The Global Express Pathway Program (GXP) provides international students access to their first and second year of courses at TWU in an online format with faculty providing curriculum and assessment in a fully asynchronous online structure. To deliver the GXP, TWU faculty work collaboratively with the TWU Online team with the added support of a TWU facilitator to provide interactive sessions and one-on-one coaching to support international students through the learning process.

#### Benefits:

- **Safer:** High-quality education without the risk of travel to Canada giving time for safety protocols to be established around the world.
- **Affordable:** Receive a 50% tuition discount while living at home for their first 2 years saving money on tuition, living costs, and international travel.
- **Faster:** Choose a continuous study format to complete your degree 1/3 faster, starting your career and new life in Canada faster.
- **Better:** Live, facilitated courses and one-on-one coaching by TWU certified professionals so your success is not left to chance.

### MBA BRIDGE

MBA Bridge Program was designed for students who want to study in the MBA program, however, their undergrad GPA is lower than the minimum direct entry requirement (2.75 or above) MBA

Bridge Program consists of 5 undergraduate courses (Total of 15 credits), which can be completed in 1 semester (or longer), before entering the MBA Program. Students who complete the MBA Bridge Program with a cumulative GPA of 3.0 or above will directly enter the MBA Program.

### **OPEN GATE**

Students who do not have a traditional high school diploma or official documentation of secondary learning could opt in our Open Gate program. Applicants will be considered when students' secondary school academic studies with grades of 70% or higher, students have completed grade 11 and are entering grade 12, and with an IELTS of 6.0 minimum.

### **Collaborative Programs**

TWU GLOBAL 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.

### **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 it 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 GLOBAL 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 GLOBAL works with the relevant institutions to develop a collaborative model for the educational program and service to be provided.

In addition to serving the needs of visiting teachers during the fall and spring semester, TWU

GLOBAL 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 two-to-four-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 completing semester learning opportunity, contact TWU GLOBAL office at 604.513.2067. Please note that COVID-19 may impact the type or number of programs offered in 21-22.

### **International Degree Completion**

International students with a completed diploma, or equivalent (normally 60 credits) from a recognized institution and having met TWU language proficiency requirements, 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 semester hours in the Leadership major plus 21 semester hours in the specified university liberal arts courses. The accelerated delivery format allows the student to complete the program in less than 24 months.

## **L: Leadership Programs**

*Mark Halvorson, PhD., Associate Dean Leadership (Teaching & Learning)*

Leadership Programs provide academic degree and certificate pathways to students including Leadership Certificates, Bachelor of Arts Leadership, Master of Arts Leadership, Project Management and Project Planning Certificate, and other Leadership Programs offered by TWU.

### **Undergraduate Leadership Programs**

Leadership development is among the most significant challenges facing twenty-first century organizations. The next generation of leaders will not only require the skills to manage people, projects, and processes, but they must also have the ability to transform the way they manage in

response to a complex and dynamic world while actively shaping the future. To meet these challenges, the **BA in Leadership program** is designed to help students investigate the nature, characteristics, and practices of good leadership and to develop their ethical character and practical capabilities. Students are equipped to mobilize, motivate, and develop themselves and others for the benefit of all concerned, to understand their personalities and embrace their strengths and weaknesses as the leaders of the future, to lead change, and to face uncertainty of outcome through adaptive skills and organizing processes.

The program is designed in content, methodology and format to meet the unique needs of busy adults of domestic and international origin. 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 TWU to earn the BA in Leadership degree. Courses run in a part-time accelerated six-week hybrid (face-to-face with online) or fully online formats for busy working adults, and also in traditional classroom semester formats primarily suitable for international learners preferring full time studies. Students may access the program in Langley, Richmond, or online.

### 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. Plan's strategies and implements steps to effectively move organizations forward
5. Critically integrates Christian perspectives in leadership theory and practice.

### Major in Leadership B.A. Degree

General Graduation Requirements: a total of 122 semester hours are required. There are three elements:

1. 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 semester hours from recognized institutions including TWU, or a combination of transfer semester hours from recognized institutions to equal 60 semester hours. Up to 30 semester hours of Prior Learning and Assessment Recognition (PLAR) credit may be applied to enter the program.
2. To graduate, students must have at least 42 upper-level semester hours and 42 LDRS semester hours, including 24 upper level LDRS semester hours.
3. An additional 20 semester hours of electives are required. The electives may be transferred into the program or may be achieved through PLAR.

### Specific Course Requirements for the Major (42 sem. hrs.):

Course Code	Course Title	Sem. Hrs.
RELS/ LDRS 240	Book Study: Old Testament or 250 Book Study: New Testament	3
LDRS 301	Lifelong Learning in Leadership	2
LDRS 302	Historic Concepts and Theories of Leadership	3
LDRS 303	Contemporary Leadership Approaches	3
LDRS 310	The Learning Organization	3
LDRS 320	Ethical Decision Making: Applications and Fiscal Foundations	3
LDRS 400	Interpersonal Leadership: Managing Conflict	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.)

Course Code	Course Title	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.)

Course Code	Course Title	Sem. Hrs.
LDRS 431	Building Leaders I: Building Intergenerational Leaders	1
LDRS 432	Building Leaders II: Vocation and Career Planning	1
LDRS 433	Building Leaders III: Resilience in Leadership	1
LDRS 300	Leadership as Service	3
PSYC/ LDRS 330	Leadership in Organizations and Small Groups	3

## Leadership Certificate Programs

A variety of certificate programs are offered through TWU Global. 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.

### Project Management Professional Program Certificate

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 semester hours 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 online in six-week cycles.

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

### 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.

### Program Content:

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

### Core Requirements:

Course Code	Course Title	Sem. Hrs.
EDUC 622	Leadership in Educational Organizations	3
EDUC 624	School Leadership and Supervision	3
EDUC 625	Instructional Leadership and the Dynamics of Change	3

### Elective Courses (choose two):

Course Code	Course Title	Sem. Hrs.
EDUC 621	Worldview Foundations for Schooling	3
EDUC 623	Developing Educational Programs	3
EDUC 626	Legal, Political, and Social Contexts of Education	3

## MA Leadership Programs

The MA in Leadership and MA in Educational Leadership programs are designed to develop emerging leaders in various fields become confident and effective transformational servant-leaders for the twenty-first Century. Both programs are based on a leadership competency model with an emphasis on values, ethics and critical thinking, culminating in either a capstone project or thesis. The capstone option is an action research or case study Leadership Integration Project (LIP) that applies the leadership competency model to a practice setting. The thesis option provides opportunity for students to conduct innovative independent leadership research.

The MA in Leadership degree is offered in five specialty areas:

- **Business** specialization offers a leadership model that emphasizes people, teamwork, and results-oriented application. This program will equip professionals with the skills to adapt to

the increasing demands and rapidly changing priorities of the business sector.

- **Education** specialization equips professionals with the skills to adapt to the education sector's growing complexity and changing priorities. Offering a leadership model that emphasizes people and teamwork, this program will equip you with the skills you need to make a tangible difference in the lives of learners and fellow educators.
- **Health Care** specialization equips health care professionals with the skills to adapt to the health care sector's growing complexity and changing priorities, by offering a leadership model that emphasizes people and teamwork – a model with proven organizational effectiveness in the Canadian health care sphere.
- **Coaching & Facilitation** specialization offered as a 15-semester hour Graduate Certificate equips professionals for growing fields of online or hybrid learning. This certification will enable learners to seek employment in the areas of online learning facilitation, facilitation and coaching of international learners, organizational professional development, and coaching within an organizational setting. *Note: This is a stand-alone certificate and the individual courses qualify as electives in the [MA Leadership program](#).*
- **General** specialization allows students the flexibility to explore a mix of specialization courses from a transformational servant leadership perspective to prepare them for unique emerging opportunities.

Students may access the program in Langley, Richmond, or online. Langley offers (a) a mixed delivery of online and one-month classroom residency, and (b) full-time, face-to-face, on-campus delivery, whereas Richmond offers full-time, face-to-face delivery. Students can also choose to take the program fully online.

## O: Online Learning

*Scott Macklin, PhD, Executive Director*

Online Learning Support provides support and development of online programs to serve the academic units of TWU in expanding program opportunities and worldwide engagement.

## Learner Support Services

TWU GLOBAL 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 Moodle environment (online course design, development, and delivery strategies), provision and maintenance of online platforms, provision of learning resources for online and adult learners (reading and writing helps and university success strategies), academic advising, and enrolment services for online learners. 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.

## Online Courses

All students have the opportunity to enroll 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.

## Online Programs

TWU GLOBAL provides learners with select Online learning opportunities at certificate, undergraduate and graduate levels. TWU GLOBAL provides supports faculty in 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 the Moodle 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 [learning@twu.ca](mailto:learning@twu.ca). Students may also access the TWU Knowledge Base of support articles at any time. Faculty who desire or are contracted to use Moodle in the development, design, and delivery of online learning are supported through TWU Global 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.

Currently, the following programs are available in a fully online modality:

**MA in Leadership** (see Graduate Studies). All core courses and specialty streams are available: Business, Education, Health Care, Non-profit, Ministry and Customized.

**Graduate Certificate in Adult Learning (Coaching and Facilitation)**

**BA in Leadership** (see TWU Global) Degree Completion Program.

**Project Management Professional Program Certificate** (see TWU Global Certificates)

**Certificate in Leadership for Christian Organizations** (see TWU Global Certificates)

**MSN** Master of Science in Nursing program in the School of Nursing

For a list of available Online Courses please see:  
[twu.ca/summer-sessions/alphabetical-timetable](http://twu.ca/summer-sessions/alphabetical-timetable)

## B: Branch Campuses

*Ann Fontanilla, MBA, Executive Director*

Branches' is the central service integrator within TWU GLOBAL. We coordinate the provision of administrative operations to GLOBAL teams, Branch campuses, FAR Centres and academic partners by anchoring these services with the different university departments.

This approach centers on end-to-end delivery of learner support to ensure that international, online and adult students receive the same university experience while recognizing their varying needs. Externally, we connect closely with academic partners (TLC, Summit Pacific, MEDCA, FAR Centre partners) making sure that the academic and financial obligations of the university are implemented as per signed agreements. We are the link to vendors for agent commissions as well branch/facility services.

Our team provides support that equip non-traditional learners ways to navigate various barriers (i.e. language, technological, location) so that they are better able to focus on learning and developing as leaders. We prioritize bringing our GLOBAL team together as a cohesive unit through events such as weekly prayer and celebrations.

### TWU Richmond

*Rebecca Swaim, BA Executive Director*

TWU Richmond provides programs tailored to the urban and international audience in Richmond and Metro Vancouver. The campus is home for students to engage in TWU bachelor's degree and master's degree programs.

The following degrees and certificates are offered through TWU Richmond campus:

- BA in Leadership
- MA in Leadership
- MBA
- Academic Transition First Year

**Address:**

5900 Minoru Blvd  
 Richmond, BC

**Tel:** 604-513-2193

**Website:** [twu.ca/richmond](http://twu.ca/richmond)

TWU Richmond (Landsowne)

102-5300 Number 3 Rd  
 Richmond, BC V6X 2X9

**Tel:** 604-513-2193

**Website:** [twu.ca/richmond](http://twu.ca/richmond)

## Laurentian Leadership Centre

*Janet Epp-Buckingham, LL.D, Director*

### Certificate in Leadership and Applied Public Affairs

Offered at the Laurentian Leadership Centre in Ottawa, this residency certificate recognizes 15 semester hours of upper-level credit for specialized study in Public Affairs. The program includes 6 semester hours of field experience throughout the semester. The field 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 Global. 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 Global.

**Program Content:**

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

Course Code	Course Title	Sem. Hrs.
POLS /HIST/SOCI 391	Canadian Governmental Leadership	3
POLS/SOCI 392	Ethics and Public Affairs	3
POLS 493	Law, Public Policy, and Cultural Change	3

BUSI 395/396 HIST 315/316 MCOM 393 POLS 395/396	Field Placements	6
---	------------------	---

Or 6 semester hours of discipline-specific field recognized and authorized by the student's major or minor (e.g., Business, Communication, History, etc.).

For specific course content information regarding Leadership and Applied Public Affairs Certificate, contact the TWU Langley LLC administrative assistant:

**Tel:** 604.513.2169

In Ottawa, contact the program director regarding the Leadership and Applied Public Affairs Certificate:

**Tel:** 613.569.7511 ext. 5010

## FAR Centres

Facilitated Academic Resource (FAR) Centres are micro-campus of TWU spread over the world where students can earn credits towards TWU credentials without having to leave their home country. Courses are designed by TWU faculty and are facilitated by highly trained Academic Facilitation Specialists who live and work near each Far Centre. Students who complete a program in a FAR Centre is eligible to travel to a TWU branch campus in British Columbia to complete their degree. Each FAR Centre is structured to mimic Canadian higher education and culture as much as possible to prepare international students to integrate smoothly into one of our Langley or Richmond campuses.

## Travel Study/Abroad Programs

### 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 Global office at 604.513.2067.

# Travel Studies

The following list of travel studies is provided for reference purposes and is not a comprehensive list. Not all travel studies are offered every year and travel studies may change nature and location periodically. Check for the annual travel study offerings and contact information, on the TWU Travel Study [website](#).

Department	TS Location	TS Program Focus	Approximate Duration	Who can participate?
<b>Arts, Media and Culture</b>	London	Art, music, theatre	3 weeks	Open to all TWU students
<b>Biological Sciences</b>	Hawaii	Tropical biology	30 days	TWU Science students
	Salt Spring Island	Marine biology	30 days	TWU Science students
<b>Business</b>	Asia	International business	3 weeks	TWU Business students get priority
	Ottawa	Business law and government	3 weeks	TWU Business students get priority
	Europe (fall and summer)	International law and business	3 weeks	TWU MBA students only
<b>Education</b>	Cameroon	Education	3 weeks	TWU Education students get priority
<b>Communications &amp; Psychology</b>	Guatemala	Cross-cultural communication and psychology	3 weeks	Open to all TWU students
<b>Communications</b>	East Africa	Cross-cultural communication and geography	3 weeks	Open to all TWU students
	USA (New York)	Media studies	11 days	Open to all TWU students
<b>History/ Humanities</b>	Italy	History and Christianity	3 weeks	Open to all TWU students
	Greece	History	3 weeks	Open to all TWU students
<b>Human Kinetics</b>	Summer Olympics (event specific location every 4 years)	Human kinetics and the Olympic Games	3 weeks	Open to all TWU students
	Australia	Socio-cultural aspects of sport	3 weeks	Open to all TWU students
	World Cup Soccer (event specific location every 4 years)	International sport and soccer	3 weeks	Open to all TWU students
<b>Psychology</b>	Europe (Austria/Germany)	European psychologies	3 weeks	Open to all TWU students
	Argentina	Spanish and psychology	3 weeks	Open to all TWU students
<b>Religious Studies</b>	Israel	Religious studies	3 weeks	Open to all TWU students
	Guatemala	Religious studies and Spanish	3 weeks	Open to all TWU students

## **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 semester hours of CCCU credit towards their TWU program. Please note that COVID-19 may impact the type or number of programs offered in 22-23.

### *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 in fall and spring terms. Contact TWU GLOBAL office at 604.513.2067 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. The program is available in fall and spring terms every year. Contact TWU GLOBAL office at 604.513.2067 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 skills 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. The program is available in fall and spring terms. Contact the Dean of the Faculty of Humanities and Social Sciences for more information.

### *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 GLOBAL office at 604.513.2067 for more information.

#### *More Information*

#### **Council for Christian Colleges and Universities**

For detailed information on each program listed above, visit the CCCU website: [BestSemester.com](http://BestSemester.com).

## **Off Campus Learning Opportunities**

### **Summer at Camp**

TWU Global 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 Global for more details at 604.513.2067.

### **Retreat Programs**

TWU Global 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](http://twu.ca/summer) or contact TWU Global at 604.513.2067.

### **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.

**SPC: University Transfer Certificate – Humanities and Social Sciences**

This 24 semester hours 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:**

Course Code	Course Title	Sem. Hrs.
ENGL 103	Introduction to Literature: Short Fiction and Poetry	3
ENGL 104	Introduction to Literature: Drama and the Novel	3
HIST 111	History of Western Civilization	3
HIST 260	History of Christianity	3
PHIL 105	Introduction to Philosophy	3
PHIL 210	Contemporary Ethical Issues	3
PSYC 106	Introduction to Psychology	3
SOCI 101	Introduction to Sociology	3

**More Information:**

**TWU GLOBAL – Branches**

**Tel: 604.513.2067**

**A: Adult Learning Support**

*Jodi Reek, BA, Executive Director*

The focus of GLOBAL Adult Learning Support 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 Global, adult learners may enroll in any TWU course or program of study as part-time learners. Learners may also choose certificate programs such as, Project Management Certificate, and Applied Psychology. Adult learners can also enroll in the Accelerated Adult Degree Completion Programs at the Langley campus, Richmond campus, or online.

Students (studying in cohorts) may complete a university degree in 18 to 24 months. Adults can complete a BA in Psychology incorporating a Certificate in Human Services in an online format. The BA in Leadership is offered in a multi access format which includes online everywhere and face to face learning in Langley, designed for a busy working adult, accelerated degree completion classes meet in the evenings and/or weekends, or fully online. Students work with a Program Advisor to develop an individual 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 Language (TESOL) or Other Language, or the Master of Arts in Counselling Psychology, or other master’s programs (see Graduate Studies).

**Admissions**

This program is for adult learners who 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 each program.

**Inquiries should be directed to:**

Tel: 604.513.2067

## **Prior Learning Assessment and Recognition (PLAR)**

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).

*Currently, PLA credit can be earned through CLEP/D.SST exams; official transcript of exam results must be received 8 months prior to your planned Graduation date.*

## **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 accepted into the Accelerated Degree Completion Qualifying Program with fewer than 60 credits at the discretion of the Dean 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 their 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.

## **University Access Programs**

TWU GLOBAL also extends TWU learning connections and community concepts to other agencies and assists them in meeting their own goals. TWU GLOBAL 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 GLOBAL 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, 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. 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.

## **More Information**

## **TWU GLOBAL– Langley Campus**

**Tel:** 604.513.2067

**Fax:** 604.513.2060

**Email:** [TDGlobal@twu.ca](mailto:TDGlobal@twu.ca)

## **TWU GLOBAL – Richmond Campus**

*5900 Minoru Blvd*

*Richmond, BC*

**Tel:** 604-513-2193

**Website:** [twu.ca/academics/twu-global](http://twu.ca/academics/twu-global)

## **L: Leading Innovation**

*Philip Laird, PhD., TWU Chief Innovation Advisor*

Innovative practices and programs is a key aspect of institutional competitiveness in the twenty-first Century. In order to provide academic innovation, TWU added the Leading Innovation role to TWU GLOBAL in 2019. In order to lead Innovation, TWU GLOBAL will work with academic units across the TWU campus to provide training and market research on innovative educational practices and to bring innovative opportunities back to faculty at TWU from around the globe. Through education, training and seed funding, innovation is expected to flourish at TWU.

### **Innovation Academic Council (IAC)**

In order to support innovation at TWU, the TWU Senate established the Innovation Academic Council in late 2018. The IAC is intended to be a ‘fast to market’ academic council that can review new or innovative courses or certificates for quick deployment to markets around the world. The IAC provides preliminary approval for new

### **Innovation Series**

#### **(Excerpt from TWU Innovation Series, YouTube)**

Never before have we had the need to reach so many different learners in so many different locations with such diverse educational offerings. Never before have we had information, technology and new educational strategies offer such promise of catalyzing the attainment of TWU’s educational visions. Collectively, we now have the special opportunity to build on our particular strengths as local, regional, national and global participants. The Innovation Series provides a gathering space, an agora for world

class innovators and visionary leaders in innovation, community, entrepreneurship, and education to promote collaboration and the sharing of impactful ideas. From innovators to educators, community leaders to entrepreneurs, through engaged gatherings, online salons and global conferences, the Innovation Series teams connect participants to both notable thinkers and doers.

## **Faculty of Graduate Studies and Programs**

The Faculty of Graduate Studies is composed of 23 graduate programs, organized into two schools: the School of Graduate Studies and the Graduate School of Theological Studies. It is overseen by the Vice Provost Graduate Studies and the Graduate Academic Council, and administered through the Office of 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 student 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 admissions related inquiries, email [gradadmissions@twu.ca](mailto: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 capstone project (e.g. 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 fulfil additional prerequisite course learning 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 graduate 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 their desired program.

**Visiting Student** — A visiting graduate student, who is deemed qualified by the graduate 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/apply](http://twu.ca/apply). Each application must be accompanied by the required supporting documents, including two references and official academic transcripts issued directly from each post-secondary institution 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.

## Western Canadian Deans of Graduate Studies Agreement

Trinity Western University is a participating member of the Western Canadian Deans of Graduate Studies mobility agreement. This agreement allows a TWU graduate student to take a course at another participating institution and have it transferred to their degree at TWU. The agreement provides an automatic tuition fee waiver for visiting students. Graduate students paying tuition fees to TWU will not pay tuition fees to the host institution although students may be required to pay student activity, application or other ancillary fees to the host institution. Contact the Office of Research & Graduate Studies for more details or visit [wcdgs.ca](http://wcdgs.ca).

## 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](http://twu.ca/graduate).

## Graduate Student Status

### Full-time Graduate Student

Currently registered graduate students are considered to have full-time status.

### On-leave Status

On-leave status may be granted, with the program director's permission, to students who find it necessary to suspend their graduate studies. Leaves of Absence must be formally approved through the Office of Graduate Studies. The duration of leaves of absence granted is dependent on the type of leave, up to a cumulative total of three years of on-leave status. Terms spent on-leave do not count toward time allowed for program completion. No fee is associated with on-leave status.

### Continuous Enrolment

Students are expected to maintain continuous enrolment through to completion of all program requirements. Failure to maintain continuous registration may result in suspension from the program and may require re-admission to the program.

### Degree Completion

A maximum of five years will be allowed for the completion of a master's degree program, and eight years for the completion of a doctoral degree program at Trinity Western University, whether the student is enrolled in full time or part time studies. This does not include time taken as leave, or an extension time allowed for degree completion due to extenuating circumstances. In either of these situations the student must seek formal approval from the Vice Provost of

Graduate Studies in order to interrupt or extend their program of study. Completion of a program is understood to include:

1. All course work completed with a final grade submitted to the Office of the Registrar.
2. The summative requirement of the program, if applicable (thesis, essay, or project), must be completed and the grade submitted to the Office of the Registrar.

### Capstone Project

A capstone project consists of original, autonomous research that leads to the completion of a thesis, major research paper, or project. A student who finds it necessary to continue their capstone project in semesters additional to their original capstone course registration must maintain continuous registration in the capstone continuation course that is specific to their program of study, through to project completion, including, if applicable, semesters in which they complete thesis defence requirements. A tuition fee will be charged for each term of registration, and the tuition fee for capstone continuation registration will be consistent in each term. Students must have final grades for all core and elective courses posted to their academic record prior to participating in their chosen capstone project.

## 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, and CAEL. 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.

### **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. Visit [twu.ca/school-graduate-studies/international-applicants](http://twu.ca/school-graduate-studies/international-applicants) for details.

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*  
22500 University Drive  
Langley BC, V2Y 1Y1

### **Educational Credentials Evaluators**

[ece.org](http://ece.org)

### **Foreign Credentials Service of America**

[foreigncredentials.org](http://foreigncredentials.org)

**Toll Free:** 1.877.553.4285

**Email:** [info@foreigncredentials.org](mailto:info@foreigncredentials.org)

### **International Credential Evaluation Service**

[bcit.ca/ices](http://bcit.ca/ices); select "Comprehensive Report".

### **World Education Services – Canadian Office**

[wes.org/ca](http://wes.org/ca)

**Toll Free:** 1.800.361.6106

**Fax:** 416.972.9004

### **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](http://cic.gc.ca/english/study/index.asp).

Public health and pandemic-related requirements are set by the provincial and federal government, and may impact immigration processes such as border crossing, vaccination status, and quarantine requirements. More information may be found on the TWU COVID-19 site at [twu.ca/covid-19](http://twu.ca/covid-19)

### **Health Care Requirements**

Trinity Western University requires all non-Canadian students who will reside in BC for the academic year to enroll 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 [here](#).
2. Application deadline for all Graduate Studies students is July 15; for students wishing to participate in the fall ceremony, or January 31, for students wishing to participate in the spring ceremony. Students who apply after this deadline will not be permitted to participate in the graduation ceremony but may be permitted to participate in a future ceremony. Students who may not be eligible to participate in the ceremony may still be eligible to have their degree conferred once they complete all requirements, but this is separate from participating in the ceremony.
3. Students who apply for graduation on or before July 15 or January 31 of each year will be deemed eligible to participate in the

subsequent graduation ceremony on the following basis: a) ALL course work, internships, and other degree requirements including summative projects such as thesis or graduating essay or major project) must be completed with final grades posted no later than 5 weeks prior to the ceremony. The minimum cumulative GPA requirement must be met.

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.

## Graduate Tuition & 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 Moodle. 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.

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

Courses may be added prior to the add/drop deadline without additional costs.

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.

If payment arrangements are not received by the payment date, course selection will be cancelled. Students may re-register until the add/drop deadline, but will incur a late registration fee of \$50.

## Couse Withdrawal for Graduate Studies

*\*Please refer to your program of study.*

### For all ACTS Programs and Graduate Programs in:

- Biblical Studies
- Counselling Psychology
- Interdisciplinary Humanities
- Linguistics
- MSN (start date later than Sept 1, 2017)

### Weeks 1 & 2

Courses can be dropped by the student during the first 2 weeks of the semester for a full refund of tuition and course fees. Deadline is 4:00 p.m. of the semester Add/Drop date, as published in the Academic Calendar.

### Weeks 3 to 6

Courses dropped during Weeks 3 to 6 of the semester will receive a pro-rated refund on tuition based on the week the course is dropped, and the registration changes must be done by the Office of the Registrar. There is no refund for class, activity, or student association fees after Week 2 of the semester.

### Tuition Refund Percentage:

Week 3	70%
Week 4	60%
Week 5	50%
Week 6	40%

### Weeks 7 to 11

During this period, courses can only be dropped due to severe extenuating circumstances after approval by the Registrar. These courses are not eligible for a refund.

### For Graduate Programs in:

- Business Administration
- Education
- Leadership
- Nursing (start date prior to Sept 1, 2017)

Students may drop a course up until the first day of class and receive a full refund. After the first day of class, no refunds will be issued.

For dropping a modular course (i.e., late course start date, shorter duration), please contact the [Service Hub](#).

### Method of Payments

We accept payment in Canadian and U.S. currency—cash (max \$500 per semester) or cheque.

We accept payment through online banking from Canadian banking institutions.

For American and International students, we accept payment through Flywire (flywire.com) Further payment information is available at [twu.ca/academics/office-registrar/tuition-fees/make-payment](http://twu.ca/academics/office-registrar/tuition-fees/make-payment)

### Miscellaneous Fees

#### 1. Continuing Graduate Fee \$955

Students must pay this fee for each semester required to complete the thesis or internship requirements Registration for continuation needs to be made each semester a student continues in their 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*

*Acts Students \$200*

*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  
22500 University Drive  
Langley, BC V2Y 1Y1*

#### 3. 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](http://twu.ca/transcripts).

#### 4. Returned Cheque \$30

Regardless of Reason

#### 5. Late Registration Fee \$50

This fee is applicable to all course registrations after the first week of the semester.

#### 6. 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.

**Tel:** 604.513.2032

**Email:** [housing@twu.ca](mailto:housing@twu.ca)

### Graduate Tuition and Student Fees

#### On-Campus Programs

Information regarding Tuition Fees can be found at: [twu.ca/admissions-aid/tuition-cost](http://twu.ca/admissions-aid/tuition-cost)

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 2022-23. Tuition fees may vary for some graduate programs.

#### Tuition Fees (for all semesters)

##### Graduate Programs

Information regarding Tuition Fees can be found at: [twu.ca/academics/office-of-the-registrar/financial-information](http://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 2021-2022. Tuition fees may vary for some graduate programs.

### **Additional Fees (per semester)**

1. Lab Fees (if applicable)
2. Graduate Students Fee: \$3/cr. hr.
3. Facilities & Technology Fee:
  - Domestic Students \$25/cr. hr.
  - International Students \$35/cr. hr.
4. Health and Accident Insurance for International Students: TWU requires all non-Canadian students who reside in BC during the academic year to enroll 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, and interim health care coverage. Please contact the Wellness Centre for current rates. Information regarding BCMSP coverage is available at [gov.bc.ca/gov/content/health/health-drug-coverage/msp/bc-residents](http://gov.bc.ca/gov/content/health/health-drug-coverage/msp/bc-residents)

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.

### **Withholding of Documents**

If there is any outstanding indebtedness to the University, degree parchments and transcripts are not released and other services may be withheld until such matters have been cleared with the Office of the Registrar.

## **Graduate Programs**

### **Graduate Interdisciplinary MA in the Humanities (English, History, Philosophy)**

*Bruce Shelvey, Ph.D., Director*

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 credit hours);
- a BA degree with 24 or more senior level (300- 400) credit 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/apply-twu](http://twu.ca/apply-twu).

### 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 30 credit hours

### 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.

### More Information

Contact the Graduate Admissions Office at [gradadmissions@twu.ca](mailto:gradadmissions@twu.ca) for further information or look online at [twu.ca/graduate/master-of-arts-in-interdisciplinary-humanities](http://twu.ca/graduate/master-of-arts-in-interdisciplinary-humanities).

## Graduate Program in Biblical Studies and Christian Thought (MA)

*Craig Allert, Ph.D., Director*

### Description

The M.A. in Biblical Studies and Christian Thought (MABSCT) is an integrative advanced academic program which enables students to investigate issues in biblical studies and Christian

thought. Mentored by experienced teachers and scholars, students can pursue Streams in the Old Testament, New Testament, and/or Christian Thought (and cognate fields); and pursue thesis, major paper, or course work tracks. Faculty expertise and program flexibility allows specialization in a range of areas. The degree may be completed in two years of full-time study, or longer on a part-time basis. Graduates will be prepared to enter excellent PhD programs and pursue academic careers; others will be well equipped to work in various professions such as teaching, public service, and the church. All have the benefit of a rich and rewarding program in biblical studies and Christian thought in the company of dedicated and enthusiastic faculty and peers.

### Admission Requirements

Admission into the MA in Biblical Studies and Christian Thought requires a BA in Biblical and/or Theological Studies from accredited colleges or universities, or a deemed equivalent (currently specified as 42 credit hours in the subject including any coursework in biblical languages).

The minimum GPA for admission is 3.0 (or B) with a 3.3 GPA (B+) in the last two years of the BA.

Applicants must also meet the following language requirements depending on their chosen Track and Stream:

Thesis Track	1 year each of Hebrew and Greek (OT & NT) or Greek and Latin (Christian Thought)
Major Paper Track	1 year of language in area of Stream
Course Work Track	No language required, but can be included in the program of study, to a maximum of 12 s.h.

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 or theology. Normally this would be a research or term paper produced in the last two years of a 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/apply-twu](http://twu.ca/apply-twu).

### Deadlines

Application for admission to the MA in Biblical Studies and Christian Thought 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.

### 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 and Christian Thought website: [twu.ca/academics/school-graduate-studies/biblical-studies-and-christian-thought/ma/student-information-and-resources](http://twu.ca/academics/school-graduate-studies/biblical-studies-and-christian-thought/ma/student-information-and-resources)

### 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
- RELS 561 (cf. RELS 361) History of Christianity I
- RELS 562 (cf. RELS 362) History of Christianity II
- RELS 565 (cf. RELS 465) Influential Thinkers in the Christian Tradition
- RELS 566 (cf. RELS 466) The Church Fathers
- RELS 567 (cf. RELS 467) The Theology of Karl Barth
- RELS 575 (cf. RELS 475) Christianity and Culture
- RELS 576 (cf. RELS 476) Christian Worldviews in Historical & Cultural Perspective

- RELS 577 (cf. 477) New Testament Canon: Development and Theology

**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

**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 and Christian Thought. 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 credit hours 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](mailto:gradadmissions@twu.ca) or online at [twu.ca/academics/school-graduate-studies/biblical-studies-and-christian-thought-ma](http://twu.ca/academics/school-graduate-studies/biblical-studies-and-christian-thought-ma)

## Graduate Program in Business Administration (MBA)

*Chen Liu, Ph.D., Director*

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 credit hours. The core courses feature an integrated curriculum with application to each of the specializations.

#### *MBA in International Business*

The MBA in International Business is delivered over 16-18 months on the Langley or Richmond campus. Designed with the global marketplace in mind, the program prepares current and future leaders to navigate the ever-changing landscape of doing business across borders. An optional international travel study to a key global market region is a highlight of the learning experience in this specialization.

The courses are delivered in monthly modules. Each module includes pre-readings, one week or two weekends of concentrated classroom instruction, and 4-6 weeks of course work completion. Program entry is possible most months.

#### *MBA in Non-Profit and Charitable Organization Management*

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.

Courses are delivered through a hybrid approach, including 9 core courses delivered in-person on the TWU Langley or Richmond campus in monthly modules and each module including pre-readings, one week or two weekends of concentrated classroom instructions, and 4-6 weeks of course work completion. The remaining 5 courses are delivered online. Program entry is possible most months.

#### *Executive MBA*

The Executive Master of Business Administration (EMBA) is designed to give you the tools you need to advance your business acumen, organizational leadership, management, and

problem solving skills without interrupting your career. Thrive in a team-based, peer-to-peer learning environment filled with opportunities to lead and be led. Learn from top-quality business professors who have years of professional experience and are glad to mentor you as you align your career goals with your personal values. You can complete your degree in less than two years—but apply innovative, forward-thinking strategies immediately to your day-to-day life as a business executive or entrepreneur.

The EMBA program has a classroom-based delivery that builds better network opportunities among peer students and facilitates easy access to support from the faculty, program team, and other on-campus resources. EMBA courses are delivered in monthly modules. Each module includes pre-readings, two weekends (Fridays & Saturdays) of concentrated classroom instructions, and 4-6 weeks of course work completion. There is one intake of the EMBA program in September.

#### *Great Wall MBA Program (China)*

The Great Wall MBA program is delivered in English in three locations in China: Tianjin, Beijing, and Shanghai. The program is delivered on the campus of our partner university, Tianjin University of Finance and Economics (TUFÉ), or its mobile classes in Beijing and Shanghai. The courses are taught by expert faculty from TWU's School of Business and TUFÉ'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 the MBA Program Director [Chen.Liu@twu.ca](mailto:Chen.Liu@twu.ca) or visit [twu.ca/mba](http://twu.ca/mba).

Entry to the MBA program depends upon the specialization chosen, with entry possible most months for the International Business specialization, in September and January for the EMBA 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.

#### **Accelerated MBA Program**

Students who have graduated with a business degree from a North American post-secondary institution may qualify for advanced standing in the MBA program. Students may have up to 9 credit hours (3 courses) waived from their program requirements. The student must be able to demonstrate a high level of knowledge related to the course(s) being waived. The student must have achieved a minimum grade of "B" in the relevant courses.

#### **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 Pre-Master's Program. For more information on the Pre-Masters Program, contact the Office of Graduate Admissions at [gradadmissions@twu.ca](mailto: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

- The GMAT exam is optional, and not required for admission for most applicants. TWU reserves the right to require it for the few applicants who may not have the sufficient academic background.
- Applicants who did not study in an English speaking country must submit an official TOEFL or IELTS score. Alternately, they may complete the 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 Pre-Masters Program. English language proficiency is assessed upon arrival at TWU and students are placed into the appropriate Pre-Masters program.
- Selected applicants may be required to successfully complete an entrance interview (which may occur by online 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 (optional), two letters of reference, and a personal statement that illustrates the applicant's readiness to study in the MBA program.

Entry to the International Business specialization is possible most months with the application deadline two months prior to the desired date of entry.

Students should apply to the (TLC/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](mailto:gradadmissions@twu.ca) or visit [twu.ca/mba](http://twu.ca/mba).

## **Graduate Program in Counselling Psychology (MA)**

*Deepak Mathen, Ph.D., Interim 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.

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](http://twu.ca/cpsy).

The application for the program can be found online at [twu.ca/apply-twu](http://twu.ca/apply-twu).

This fully in-person program has one intake each year for the Fall term. The deadline for all submissions is on or before January 31<sup>st</sup>. Applicants with a GPA of 3.8 & higher, who have completed all pre-requisite Undergrad Psych courses, and have exemplary related experience are encouraged to apply by December 1<sup>st</sup>. 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.

### **More Information**

For more information on this program, please contact the Graduate Admissions Office at [gradadmissions@twu.ca](mailto:gradadmissions@twu.ca) or visit [twu.ca/cpsy](http://twu.ca/cpsy).

## **Graduate Program in Educational Studies - Special Education (MA)**

*Lara Ragpot D.ED(Psych) 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 unique learning challenges related to:
  - diverse cognitive needs (neurodiversity)
  - diverse sensory and physical abilities
  - diverse emotions
- ability to assess students with diverse learning challenges
- ability to apply the assessment data to the development of individual educational plans (IEPs)
- knowledge of counselling issues for students with diverse challenges
- various educational strategies for students with diverse learning challenges
- new professional and interpersonal skills and resulting confidence to provide leadership as part of an inclusive praxis
- 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.

Further requirements may include 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. Applicants with fewer than three years school-based experience could still apply and each application will be individually evaluated for eligibility.

To graduate from the program, students must successfully complete 35 semester hours, including a Capstone project, 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 recent 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 Structure

The program courses are delivered over two years (three summers) through a combination of on-

campus and online courses with a third year for the capstone project as necessary. Students have the option for 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. Multi-access teaching may apply for those students who are not able to access the campus during the summer. 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](http://twu.ca/mase).

## Graduate Program in Leadership (MA) and in Educational Leadership (MA)

*Adrienne Castellon Ed.D., Associate Dean*

### 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 three specialty areas: Business, Healthcare and Education. 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 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. Courses can be taken fully face to face, a mix of on

campus and online course or fully online. There are five specializations (Streams) offered in the following areas: Business, Education, and Healthcare, Each year there are three program-start intakes: January, May and September.

- **Richmond Campus** - The Program is offered as a full-time program only and all courses are taught face-to-face. There are several specializations (streams) offered- Business, Healthcare and Education. Each year there are three program-start intakes: January, June and September.
- **Online** – The program is offered as a part-time and full-time option with all courses offered in the 10-week format. There are three specializations (Streams) offered in the following areas: Business, Education, Healthcare, September.

### **MA in Educational Leadership**

The MA in Educational Leadership is offered at the Langley Campus or fully online and offers a part-time and full-time option.

Students interested in this stream must have a valid Canadian teaching certificate.

### **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. (LDRS 697/698). The Leadership Integration Thesis is an additional 2 semester hours (LDRS 684/685) for a total of 36 semester hours in the program plus an approved 3-credit Graduate Level Statistics course.

- 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.
- The specialized online courses (stream courses) focus on the participant's chosen area of leadership practice: Business, Education and Healthcare,
- The Leadership Integration Project (Capstone Project) culminates the leadership competencies and allows the student to apply them to a practical, individually inspired project.
- The Leadership Integration Thesis can be substituted in lieu of the Leadership Integration Project. Students must apply for the Thesis as spaces are limited. The Thesis track provides an opportunity for students to conduct innovative independent leadership research. Throughout the program students will work one-on-one with an assigned supervisor as part of the two Thesis 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 prerequisite (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 embark on the Project immediately after completing 15 credit hours of the courses. The Capstone Project Coordinator will equip the learners with sufficient understanding of research methodology and guide them toward identifying a specific area of interest and then match the learners with the faculty who has corresponding expertise as the project advisor. The advisor will work one-on-one with the learner to complete the project successfully.

## **Admission Criteria**

### **Admission Criteria Specific to MA in Leadership & MA in Educational Leadership**

- 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 three credit courses.

- The program focuses on the learning needs of middle to senior level leaders or leaders with management job promotion potential.
- Students are recommended to have worked for three years prior to applying to the program. Prior work experience improves the quality of interactive and applied learning.
- 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.
- 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 academic. 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 ability to engage in graduate level academics.

### **Additional Criteria for MA in Leadership (Business Stream) in Mandarin Program**

In addition to the above criteria, students are expected to be proficient in the use of verbal, listening, reading, and writing skills in Mandarin. All course work will be taught in Mandarin.

### **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 academic), 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/apply-twu](http://twu.ca/apply-twu).

For questions:

Email: [lead@twu.ca](mailto:lead@twu.ca)

Tel: 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](mailto: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 must submit all application materials 2 months prior to the desired start date. 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 a minimum of one month prior to the desired entry date. 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](mailto: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](mailto:emal@twu.ca) or phone 1.604.513.2121 ext. 3855, or visit [twu.ca/lingdaoli](http://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 following completion of all required course work and the Leadership Integration Project or Thesis. These must be completed a full 5 weeks prior to the date of the student's desired graduation ceremony:

### **Credit Requirements**

1. **Foundational Courses:** 18 credit hours (six courses)
2. **Specialization Stream:** 12 credit hours (four courses)
3. **Leadership Integration Project:** 4 credit hours (two courses) LDRS 697 and LDRS 698 **OR**
4. **Leadership Integration Thesis:** 6 credit hours (two courses) and 3 credit hours of an approved Graduate-level Statistics course.
5. Time to complete the program 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). *All program work must be completed within 5 years from the start date of the program or a student may be required to re-take courses.*

### **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.

### 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](mailto:lead@twu.ca), visit the program website at [twu.ca/lead](http://twu.ca/lead) or phone 604-513-2067 ext. 3877.
- MA in Leadership (Business Stream) in Mandarin, contact program office at [emal@twu.ca](mailto:emal@twu.ca) or visit program website at: [twu.ca/lingdaoli](http://twu.ca/lingdaoli) or phone 1-604-513-2121 ext. 3883

## 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 credit hours of linguistics prerequisites, including courses equivalent to Sociolinguistics, Articulatory Phonetics, Phonological Analysis, and Grammatical Analysis. All prerequisite courses must have been completed with a minimum grade of B.
- Completed at least 6 credit hours (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, and 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 credit hours 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 July 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 30 credit hours of linguistics coursework taken at the 500 or 600 level, write a thesis (6 credit hours), and defend it successfully. Students who pursue the non-thesis option must complete 36 credit hours of linguistics coursework at the 500 or 600 level and successfully complete written comprehensive exams.

The MA in Linguistics program has core course requirements of 15 credit hours. These five courses cover the main areas of linguistics that are necessary for students preparing for fieldwork in linguistics. *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. *Academic Writing in Linguistics* develops students' skills in writing up descriptions of their analysis of the data for publication.

### More Information

Contact Director of Admissions, School of Graduate Studies for further information.

## Graduate Program in Nursing (MSN)

*Barbara Astle, Ph.D., RN, Director*

### Purpose

The Master of Science in Nursing (MSN) program exists within the ethos of a Christian liberal arts university with an internationally esteemed Nursing Faculty, and a vibrant School of Graduate Studies and Research. The MSN graduate degree prepares one to become leaders in professional nursing, locally, nationally, and globally to meet humanity's most pressing needs. 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:

- Apply thoughtful faith-based perspectives to nursing practice
- Enact values-based leadership
- Enact an enhanced professional role based on specialized knowledge and expertise in nursing education, administration, and practice
- Advance nursing scholarship that is informed by sound evidence
- Promote ethically responsible health care and health-related policy
- Relate historical, academic, social, and political influences to health and nursing
- Qualify for doctoral studies

Graduates who choose a focus on nursing education will be prepared to step into the many current and upcoming faculty and clinical supervision positions in baccalaureate nursing programs. Electives in nursing education will prepare nurse educators with the latest knowledge

and skills for teaching in a variety of clinical and classroom settings. Graduates who choose a focus on nursing leadership will be in a unique position to provide highly effective leadership to today's changing, complex health care environments in a range of positions such as managers and professional practice leaders. Electives will prepare nursing leaders with integrated interdisciplinary nursing knowledge—about health promotion, patient responses to illness, demonstrated interpersonal and interprofessional communication, population health and the social contexts of health and illness—and emerging knowledge about health care organizations and leadership theory. TWU MSN graduates are in a unique position to provide highly effective leadership to today's changing, complex health care environments.

*Note: This program is offered under the written consent of the Minister of Advanced Education effective 2019, 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 MSN program, applicants must have:

- Baccalaureate degree in nursing; OR Baccalaureate degree in Psychiatric Nursing; OR Nursing Diploma (Registered Nurse or Registered Psychiatric Nurse) plus Baccalaureate Degree in another Discipline.
- Academic Achievement 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)
- 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
- Practicing registration with provincial/state regulatory body

- For students whose first language is not English: a minimum TOEFL IBT score of 105, or a minimum IELTS of 7.5 on all bands.

### **Application**

The application process includes submission of an application form, two references, all post-secondary education transcripts, IELTS or TOEFL score (for applicants who do not have English as their native or primary language), and a personal statement describing reasons for applying to the MSN program. Applicants with a degree from a non-North American university maybe required to complete a degree equivalency assessment.

### **Deadlines**

The MSN program has two start dates and, therefore, two application deadlines. Applications for Intake #1 starting in January are due October 1<sup>st</sup>. Applications for Intake #2 starting in May are due by March 1<sup>st</sup>. This is a competitive program and 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. Deposits and first semester payments are due December 15 (for January start), and April 15 (for May start).

### **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 31 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 and half months if the program is started in the Summer four week Residency on TWU's Langley campus or 21 months if started in the Spring, without a residency. During the program, students have the option of attending the second summer one week residency at TWU's Laurentian Leadership Centre (LLC) in Ottawa, in-person or online. 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.

## **Doctorate of Philosophy of Nursing (PhD)**

*Sheryl Reimer-Kirkham, RN, PHD, FCAN, Director*

### **Purpose**

Provincially, nationally, and globally, there is a deepening shortage of doctorally prepared nursing faculty. TWU's School of Nursing is offering a groundbreaking PhD in Nursing program designed for nurses who are in or who want to be in academic positions, and those who work in or desire to work in healthcare organizations. The PhD in Nursing program actively engages a community of nurse scholars who deepen their own nursing knowledge, contribute to new nursing knowledge, and lead in academic and healthcare contexts. PhD graduates will:

- Advance the discipline of nursing by generating new nursing knowledge that is responsive to the needs of society.
- Demonstrate in-depth, critical analysis through written and oral communication of research methodologies and methods, with an expertise in a methodology related to a chosen field of inquiry or research program.
- Conduct rigorous, original research in a substantive area that lays a foundation for a program of socially relevant research at the forefront of the discipline.
- Utilize educational philosophy and higher education research and theory to lead in academic settings, and to critique, develop, teach, and evaluate nursing curricula and teaching strategies.
- Develop and enact public policy, including health and educational policy, contributing to health care and society.
- Engage in meaningful professional service, advocacy, and mobilization of complex knowledge to diverse audiences.
- Exhibit commitment to a balanced, integrative approach to teaching, research, and service.

### **Admission Criteria**

To be eligible to apply, students must meet the following requirements:

- A master's degree (MSN or equivalent) from an approved institution with clear evidence of research ability or potential and 3.4 GPA.
- Graduate level courses in knowledge synthesis, qualitative research, quantitative research and statistics, and foundations of nursing knowledge.
- Additional course specific prerequisites include the following: For NURS 750, a graduate level course in knowledge translation, health policy, or leadership; For NURS 760, a graduate level course in nursing education, nursing leadership or advanced nursing practice.
- For students whose primary language is not English, a minimum TOEFL iBT score of 105, or a minimum IELTS of 7.5 on all bands or Duolingo English test score of 125 or higher.

### **Application**

Application includes five-page statement of (i) academic, research, and professional plans, including research overview; (ii) motivation for doctoral studies; (iii) availability, workload, and other commitments. Provide an example of scholarly work; current CV; and two academic letters of reference. An interview may be required.

### **Deadlines**

Cohorts are accepted for May. Application open date September 1, with a deadline of November 1. Successful applicants are required to indicate formal acceptance by submitting a \$300 deposit. Deposits and first semester payments are due April 15 (for May start).

### **Program Structure**

An accessible online program with annual one- or two-week residencies at the main campus in Langley, British Columbia and at the Laurentian Leadership Centre (LLC) in Ottawa, Ontario, and with online offerings through the rest of the year.

Core courses in Years 1 and 2, along with residencies, an internship, and doctoral seminars, lay the foundation for the dissertation. With guidance from an expert supervisory committee,

students complete a comprehensive dissertation during the final 2 years of the program

Professional skill development, a community of nurse scholars, and key benchmarks ensure steady progress through the program.

### **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.

### **Graduate Program in Marriage and Family Therapy (MAMFT)**

The Master of Arts in Marriage and Family Therapy (MAMFT), a 75 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; and Apologetics.

For program information see [ACTS program website](#)

### **Graduate Program in Linguistics and Translations (MALT)**

The Wycliffe related Canadian Institute of Linguistics (CanIL) has been on TWU's campus since 1985. TWS Master of Linguistics and Translation (MALT) 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 a 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:**

Apologetics, Chaplaincy and Spiritual Care, Christian Leadership, Christian Studies (Mandarin Language), Christian Worldview Studies (Korean Language), Global Christian 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.

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. Students meet once per year in the fall for on-campus mentored peer learning with ACTS faculty and fellow students. The three key themes of the DMin program - God and Theology, Leadership and Context, Mission and Community - are woven through the event and help structure the work students do throughout the year. The primary focus remains on the final and significant "Project" which emerges from the ministry setting of the student. The program is designed to be completed in three 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 (30 credit hours) 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.

*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 affirm personal faith in Jesus Christ as Lord and show membership or involvement in a local congregation.

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 its 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](http://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.

## **Transfer Credit Policy**

ACTS Seminaries/GSTS reserves the right to accept only courses that comply with the academic standards established by TWU and with the requirements for graduation. Graduate students who have earned credits outside their current master's program (e.g., from a different seminary, in a different ACTS Seminaries master's program, or as an undergraduate student) may transfer up to 66% of the total number of credits needed for completion of their current program provided that:

- a) at least a B grade (or equivalent) was obtained in courses considered for transfer;
- b) the courses considered for transfer credit have been taken within ten years of commencement of the current degree program
- c) no fewer than 30 credit hours are taken at ACTS Seminaries towards their current program

No more than 12 credit hours (15 credit hours in the MDiv) needed for completion of their current program may be accrued through upper-level undergraduate courses (300/400-level) for advanced standing with credit. Individual programs have the right to establish lower, more

restrictive limits to transfer credit, at their discretion.

Doctoral students are not normally eligible for transfer credit. In doctoral programs where there is a prescribed amount of coursework, students may be eligible for course exemptions on the basis of previous courses taken. Students may be exempted from specific course requirements if the graduate program is satisfied that the student has acquired the knowledge from courses previously taken or from experience. Exemptions do not reduce the total credits required for a degree. In such cases, the graduate program should substitute a more appropriate course. Any exceptions to the above policy must be recommended by the relevant seminary dean and approved by the Vice Provost of Research and Graduate Studies.

#### Seminary Graduation Application

1. All students must apply to graduate by completing an application for graduation available online at [twu.ca/graduation](http://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 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 Dean's 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

**Toll-free** 1.888.468.6898

**Email:** [acts@twu.ca](mailto:acts@twu.ca)

**Website:** [actsseminaries.com](http://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

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, 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 466	Principles of Sociolinguistic Survey
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*

LIN 540	MLE Internship
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 685	Academic Writing in Linguistics
LING-LIN 688	Tone Analysis
LING-LIN 691	Discourse Analysis
LING 695	Topics in Linguistics
LING 696	Comprehensive Exam
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 prerequisites 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](http://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 [admissions@canil.ca](mailto:admissions@canil.ca).

In addition to the above, CANIL offers several certificate programs.

### **Technician Certificates**

The following Linguistics Certificates are entry-level technician certificates that can be completed in 7-12 months (2-3 semesters).

#### **Language Surveyor Certificate**

The Language Surveyor Certificate provides students with foundational competencies for researching how language is used in speech communities, for the purpose of supporting strategic language development planning, including planning for Bible translation. Students are also equipped to contribute expertise to monitoring language development progress including the impact of translated Scripture for the speech communities. The certificate prepares students to work on a team under the direction of an experienced language assessment specialist. Students acquire the necessary skills to gather and analyze secondary data from libraries, the internet, journals, and linguistic seminars, as well as primary data through social, linguistic, and sociolinguistic research.

#### **Lexicography Technician Certificate**

The Lexicography Technician Certificate prepares participants to collaborate with language communities seeking to document their language for the purposes of posterity, revitalization or education and research. The track focuses on the creation of electronic and print dictionaries of languages that are mostly undocumented. The existence of a dictionary often facilitates increased recognition and engagement of the language in the community itself, and at local and national government levels, often influences the availability of funding and resources for community development and literacy. Participants learn to use linguistic methods with a variety of software tools to collect and edit dictionary entries, discover and elaborate the meanings of words with example sentences, images and audio recordings. Lexicography technicians are able to support a senior language development coordinator and/or a local language and culture committee in designing and implementing dictionary workshops, and mobilizing the community to participate in language development.

### **Linguistics Technician Certificate**

The courses of the Linguistics Technician Certificate prepare participants to collaborate with members of language communities that need language development work. The technician would help in the process of collecting, organizing and analyzing linguistic data. This would typically involve the production of grammatical and phonological sketches, basic discourse analysis, text collection, and an initial dictionary for the language. The technician would work in coordination with an established team of linguists or under the supervision of an experienced field linguist.

### **Literacy and Education Technician Certificate**

The Literacy and Education Technician Certificate program prepares participants to be able to join literacy and education efforts that are supported by mission organizations or international organizations, such as UNESCO, World Bank and others, in order to make mother tongue-based education possible for marginalized people groups around the world. Students become acquainted with the role of language in a society and learn tools for language and culture acquisition, including how to pronounce and write sounds

used by speakers of such language communities. Students gain an understanding of what is involved in developing a program for a marginalized language group. They are introduced to some basic learning and reading theory and a variety of instructional methods. Completion of this two-semester certificate track enables a person to join a team and make a difference in the lives of speakers of a language that have never before had an opportunity for reading and writing in their own language.

### **Scripture Engagement Worker Certificate**

The Scripture Engagement Worker Certificate prepares participants to collaborate with leaders and creative individuals and groups to enhance a community's use of Scripture in life-changing ways. Students learn to facilitate discussion of factors which may influence effective use of Scripture, and to create culturally appropriate materials and activities designed specifically for the intended audience. Methods learned include: Appreciative Inquiry, analyzing Conditions for Scripture Engagement, and responding to these factors using Results-Based Management and Creating Local Arts Together. Students learn to co-create and record local Scripture-infused works, produce Scripture materials in a variety of formats, and promote the use of these works at more times and in more ways. Students are equipped to learn the language and culture of the communities they serve and to teach the knowledge, skills and attitudes of Scripture engagement workers to others.

### **Specialist Certificates**

The following Linguistics Certificates are advanced specialist certificates that can be completed in 12-15 months (3-4 semesters).

#### **Field Linguist Certificate**

The courses of the Field Linguist Certificate prepare participants to support a language community's language development activities by planning, organizing, and conducting linguistic research. They will provide direction to those activities, such that community members and other team members can effectively contribute to the research. Certified field linguists would be competent to prepare research reports of their findings, archive their data appropriately, publish their results in technical journals, and facilitate the

production of other materials that would be beneficial to both academia and the language community, including grammars, dictionaries, and collections of local stories and texts.

### **Literacy and Education Specialist Certificate**

The Literacy and Education Specialist Certificate program prepares participants to partner with communities and organizations to carry out literacy projects such as multilingual education and adult literacy. Students are equipped to help a language community transfer their literacy skills to one or more other languages that are important in their context. Students are prepared to learn the language and the culture of the people with whom they work in order to interact with them in culturally acceptable ways, ensuring community ownership of the program for ongoing sustainability. They will know how to help language speakers develop an orthography for their previously unwritten language, how to guide them in developing a literacy and education program that will fit their community's needs, and how to write and publish printed materials for use in the language program. They will know how to train teachers and other personnel needed to sustain the program.

### **Translation Specialist Certificate**

The Translation Specialist Certificate program equips participants with a knowledge base, various skills, and attitudes that are important in working with others to translate materials between widely different languages. The approach to translation is primarily "linguistic"; students develop skills in analyzing and documenting lesser-known indigenous languages, in order to become aware of structural, semantic, and pragmatic features which may be significantly different between those of a source text and a new audience. There are strong cultural-awareness ("sociolinguistic") learning outcomes, with an emphasis on building capacity among communities and assisting them in the translation process within the larger context of language development.

### **More Information**

Contact the Canada Institute of Linguistics.

Email: [admissions@canil.ca](mailto:admissions@canil.ca)

Website: [canil.ca](http://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.

### **Catholic Formation Track**

The Catholic Formation Track (CFT) is comprised of 11 set courses\* that fulfill the TWU

Core Curriculum. The remaining five core inquiry-based courses—Scientific Method and Lab Research, Quantitative and Computational, and the three Foundations Courses—are fulfilled by TWU. The CFT is a formative track designed to expose students to the richness of the Catholic intellectual tradition.

*\*For exceptions contact the Academic Dean at CPC.*

ART 215 CP	Beauty and the Sacred
ENGL 105 CP	Fiction in a Catholic Context
ENGL 106 CP	Poetry and Dram in a Catholic Context
LATN 211 CP	Latin I
PHIL 115 CP	Virtue Ethics
RELS 105 CP	The Coherence of Faith
RELS 106 CP	Sacred Scripture
RELS 107 CP	Doctrine and Disciplines
RELS 275 CP	Vatican I to Today
RELS 367 CP	The Catholic Church Past and Present
RELS 388 CP	Liturgy and Sacrament

### *Certificates*

#### **CPC Catholic Theological Studies Certificate**

Successful completion of eight selected CPC Religious Studies and Philosophy courses (18 credit hours). See [catholicpacific.ca](http://catholicpacific.ca) for specific courses pertaining to this certificate.

#### **Catholic Pacific College Sections of TWU Courses**

RELS 465 CP	Influential Thinkers in the Western Christian Tradition
-------------	---

See Course Descriptions section for more information.

#### **Catholic Pacific College Elective Courses**

The TWU Undergraduate Academic Council has approved for TWU course credit the following unique CPC courses:

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
MCOM 172 CP	Introduction to Interpersonal Communication
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 225	Revelation and Interpretation
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 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](http://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 credit hours in religious studies and philosophy courses at *Catholic Pacific College*, of which at least 12 credit hours must be at 300 or 400 level.

## Trinity Language Centre (TLC) at TWU

*Olivia Zhang, PhD., Director*

Trinity Language Centre (TLC) partners with Trinity Western University to provide intensive academic English preparation for university-bound international students at TWU Richmond. TLC aims to help learners to improve their academic English skills necessary for undergraduate or graduate studies, equip them with the learning strategies essential in North American educational context, and cultivate the cultural sensitivity and critical thinking for them to succeed their journey of international education in Canada. Programs at TLC use an English for Specific Academic Purposes model of English training which combines language training with academic content training. In this way the program of English training at TLC is specific to University bound students at the Undergraduate or Graduate levels. TLC has been granted the Designation Status by Private Training Institute of BC (PTIB), a member of Languages Canada (LC), and a proud supporting institute of BC TEAL (Teaching and Learning English as an Additional Language).

### Admission Requirements

1. Applicants must be at least 16 years of age.
2. A completed Application Form with signature.

3. Application Fee of \$150 CAD (Non-Refundable)
4. A copy of the passport (photo page)
5. Proof of Status in Canada (copy of visitor visa/ study permit/ PR card or etc.)
6. Entrance Placement Test CAEL application form (if necessary)

### Other 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:** 9:30 am - 5:00 pm (PST) Monday - Friday  
**TWU Richmond (3rd Floor)**

**Trinity Language Centre**

**Address:** 305-5900 Minoru Boulevard, Richmond, BC Canada V6X 0L9

**Tel:** 604-513-2191 ext. 3581

**Email:** [tlc@twu.ca](mailto:tlc@twu.ca)

**Website:** [twu-tlc.ca](http://twu-tlc.ca)

### Document Requirements

All TLC applicants must submit a completed TLC application. 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
- Foreign Credential Service of America evaluation of all former post-secondary transcripts.

### 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 TLC program.

Conditional admission may be granted for:

1. Undergraduate Studies
2. Graduate Studies

### Types of Programs

TLC offers Academic English Studies (AES) Program for students aiming for the BA LDRS Program and U1 Program at TWU, and Pre-Graduate Studies (PGS) Program for those planning to enter the MA LDRS and MBA Programs at TWU.

Upon arrival, international students are evaluated and placed in one of four pre-undergraduate levels or one of two pre graduate levels.

Students who have been conditionally admitted to a TWU graduate program are required to complete one or two semesters of a Pre-Graduate Studies (PGS).

### 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 Global 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	Cred. Hrs.	SPC Course Title	TWU Equivalent
----------------	------------	------------------	----------------

Course No.			
BIBL 111	3	Bible Survey	RELS 100 level (3 crd. hrs.)
BIBL 113	3	Hermeneutics	RELS 100 level (3 crd. hrs.)
BIBL 114	3	Pentateuch	RELS 100 level (3 crd. hrs.)
BIBL 115	3	Gospels	RELS 100 level (3 crd. hrs.)
BIBL 211	3	Historical Literature of the Old Testament	RELS 100 level (3 crd. hrs.)
BIBL 212	3	Acts of the Apostles	RELS 200 level (3 crd. hrs.)
BIBL 311	3	Pauline Literature	RELS 300 level (3 crd. hrs.)
BIBL 312	3	Prophetic Literature	RELS 300 level (3 crd. hrs.)
BIBL 313	3	Psalms	RELS 300 level (3 crd. hrs.)
BIBL 314	3	Wisdom Literature of the Old Testament	RELS 300 level (3 crd. hrs.)
BIBL 316	3	Eschatological Literature	RELS 300 level (3 crd. hrs.)

BIBL 411	3	New Testament Backgrounds	RELS 400 level (3 crd. hrs.)
THEO 321	3	Biblical Theology of the Holy Spirit	RELS 300 level (3 crd. hrs.)
THEO 323	3	Christology	RELS 200 level (3 crd. hrs.)
THEO 421	3	New Testament Theology	RELS 224 (3 crd. hrs.)
THEO 422	3	Old Testament Theology	RELS 400 level (3 crd. 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 credit hours)**

##### **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\*\***

		Credits
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 credit hours) Second- and Third-Year Studies at Trinity Western University (62 credit hours)

### 2.1 Core Requirements

(Contact TWU-Global for questions regarding specific requirements.)

### 2.2 Minor (24 credit hours)

In fields such as English, history, psychology, and sociology, the total minimum required for a TWU bachelor's degree is 122 credit hours, of which 42 credit hours must be 300 or 400 level courses.

\*TWU concentration (30 credit hours) in Biblical Studies requires that a minimum of half of the upper-level requirements (i.e., 6 credit hours) 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 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](mailto: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 credit hours. A minimum GPA is required. Check with the program coordinator for specific admission requirements

A completed application form and an entrance interview are required.

### **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**

**Website:** [twu.ca/crowsnest](http://twu.ca/crowsnest)

**David Clements, Ph.D.**

**Tel:** 604.513.2121 ext. 3280

**Email:** [clements@twu.ca](mailto:clements@twu.ca)

**David Jordan, MA**

**Tel:** 604.513.2121 ext. 3242

**Email:** [DavidJ@twu.ca](mailto:DavidJ@twu.ca)

## 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](http://twu.ca/ecosystem).

**Tel:** 604.805.2162

**Email:** [christopher.hall@twu.ca](mailto:christopher.hall@twu.ca)

**Website:** [twu.ca/ecosystem](http://twu.ca/ecosystem)

## Laurentian Leadership Centre program (Ottawa)

*The Laurentian Leadership Centre program provides a full semester of credits (15 credit hours) every fall and spring. It is designed to give third and fourth year students, as well as graduates, 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 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/ SOC 391	Canadian Governmental Leadership (meets the Historical and Archival Inquiry requirement)
POLS/SOCI 392	Ethics and Public Affairs
POLS/IDIS 493	Law, Public Policy, and Cultural Change (meets the Social and Global requirement)

*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 or 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 prerequisite course, 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 credit hours 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 is 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 credit hours) from:

BUSI 395	Internship (3 credits)
BUSI 396	Internship (3 credits)
MCOM 393	Internship (3 credits)
HIST 315	Internship (3 credits)
HIST 316	Internship (3 credits)
POLS 395	Internship (credits)
POLS 396	Internship (3 credits)

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](http://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](mailto:omada@twu.ca)

Website: [Omateambuilding.com](http://Omateambuilding.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, counselling 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**

**Tel:** 604.513.2125

**Fax:** 604.513.2065

**Hotline:** 604.513.2001

**Email:** [athletics@twu.ca](mailto:athletics@twu.ca)

**Website:** [gospartans.ca](http://gospartans.ca)

### **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.

## **Undergraduate Certificate of Audit Completion**

Trinity Western University, in partnership with STEPS Forward and the BC Initiative for Inclusive Post-Secondary Education, makes a Certificate of Audit Completion available to certain qualified students. For more information about this option, please contact STEPS Forward [bc-ipse.org](http://bc-ipse.org)

## **The Learning Commons**

The goal of the Learning Commons is to: help students accelerate their learning. The Learning Commons provides intentionally designed programs and resources that facilitate students to experience early academic success, enrich their self-efficacy, value the learning process and develop a deep sense of belonging at TWU.

The Learning Commons includes the following student supports:

- Academic Advising
- Success Coaching
- The Centre for Accessible Learning
- Learning Community One (LC1)
- Supplemental Instruction
- Writing Centre

The Learning Commons is located on the **main floor of the Norma Alloway Library and Learning Commons**. It is the best of both worlds: space for students to gather and a space dedicated to providing support and services aimed at boosting a students' overall success. *We want you to know that "We've Got You so that You've Got This!"* Resources can be accessed online at: [twu.ca/learning-commons](http://twu.ca/learning-commons).

### **Contact Information**

Tamara Witzel, Administrative Assistant  
604.513.2017  
[learningcommons@twu.ca](mailto:learningcommons@twu.ca)

**Hours:** 8:00 am to 5:00 pm, Monday – Friday  
Flexible hours in peak times of the academic year: refer to the Learning Commons website, Instagram (@TWULearn) and Twitter (@TWULearn) for regular updates per semester.

## Academic Advising

Academic advising is an integral component of the learning process at Trinity Western University. Advising staff 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.

Advising staff, 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. Advising staff are available to facilitate any changes. The overarching goal of the Advising is to ensure that each student progresses through to graduation.

### Contact Information:

Colleen Hansen, Academic Advisor  
604.513.2121 ext. 3627  
[colleen.hansen@twu.ca](mailto:colleen.hansen@twu.ca)  
Sheril Morgan, Academic Advisor  
604.513.2121 (ext. 3748)  
[sheril.morgan@twu.ca](mailto:sheril.morgan@twu.ca)

**Hours:** 8:30 am to 4:30 pm, Monday — Friday  
Book an appointment online!

## Success Coaching

At TWU, we don't want you to just survive in your academics, we want to see you thrive. Our Coaches will partner with you to enhance your academic experience. We will help you build an awareness of who you are as a student and develop your skills to continually improve your

academic performance. We will work with you to create goals specific to your dreams and support you to accomplish them. We are committed to empowering you to grow as a student and achieve the success you desire both here at university and beyond. The 10 session Study Skills class assists students in healthy study habits, increased comprehension and exploring of life direction which all enrich their academic achievement.

### Contact Information

Julie Warkentin, Success Coach  
604-513.2121 ext. 3613; [julie.warkentin@twu.ca](mailto:julie.warkentin@twu.ca)  
Wendie Koroscil, Success Coach  
604-513-2121 ext. 3495; [wendie.koroscil@twu.ca](mailto:wendie.koroscil@twu.ca)

## The Centre for Accessible Learning (CAL)

Trinity Western University is committed to the dual goals of providing barrier free education while maintaining integrity in academic standards.

The CAL staff promote equitable access to educational programs for students. As a part of the Learning Commons, CAL works to ensure there is a level academic playing field for all TWU students. The CAL is located in the Norma Marion Alloway Library & Learning Commons, on the second floor.

Students with documented disabilities must first meet with the Director of Accessible Learning. Secondly, students who wish to use their exam accommodations need to fill out a course accommodation agreement with each professor. Once these steps are completed, a student can make a request to write an exam in the CAL. The TWU Access and Accommodation Policy procedure is located here: [twu.ca/academics/academic-support/centre-accessible-learning/equitable-access-policy-students-disabilities](http://twu.ca/academics/academic-support/centre-accessible-learning/equitable-access-policy-students-disabilities)

### Contact Information:

Dave Stinson: Director of Accessible Learning  
604.513.2121 ext. 3404  
[stinson@twu.ca](mailto:stinson@twu.ca)  
[accessibility@twu.ca](mailto:accessibility@twu.ca)

Laura Brown, Accessibility Specialist  
604.513.2151

[laura.brown@twu.ca](mailto:laura.brown@twu.ca)

### **Learning Community One (LC1)**

Learning Community One (LC1) is TWU's onboarding program designed to help students in their first year start strong so that they can finish well. This is done in three key ways. First, students have a dedicated Academic Advisor and Coach who will work with them to design a personalized learning plan for the year. They will listen to students' goals, help them choose the right courses, and connect them to all the TWU services required to implement the plan. Secondly, in students' first semester, they will receive training in how to be a successful learner to accelerate learning, drawn from the latest learning science research. Lastly, LC1 wants to see students gain an immediate community. LC1 has designed core classes to keep the LC1 students together for at least 1-2 classes. LC1 is a blend of one-to-one support with specialists and a place to find community.

#### **Contact Information:**

*Daniel Shan, LC1 coordinator and Coach*

604.513.3121 ext 3750; [d.shan@twu.ca](mailto:d.shan@twu.ca)

*Stephanie Beugelink, LC1 Academic Advisor*

604.513.2121 ext. 3747; [stephanie.beugelink@twu.ca](mailto:stephanie.beugelink@twu.ca)

### **Peer Tutors**

Peer Tutors are students with expertise in a particular skill or course. These students receive additional training to become Tutors in the Learning Commons. They play an essential role in supporting students in achieving their academic goals. In 2019-2020, they carried out over 1,000 sessions in-person and online. They are looking forward to meeting you! We have two types of Peer Tutors. The first type specializes in a particular skill like Writing. These tutors provide individual appointments to talk about your assignments at any stage along the way. The second type are experts in a particular course. These Peer Tutors (previously called Supplemental Instructors) are students who excelled in a course that many others have found challenging. They hold weekly group sessions designed to cover important topics and answer any question. They are also available to help with individual appointments. This a completely optional, voluntary and free service that is offered to ALL students. Everyone is welcome.

### **Writing Centre**

The Writing Centre is available for all students in all classes at all stages of the writing process. All appointments can be booked at [twu.ca/learning-commons/writing-centre/contact-us](http://twu.ca/learning-commons/writing-centre/contact-us)

The Writing Centre offers a variety of services:

- **In-person and Online Sessions:** Undergraduate and Graduate students can book appointments to meet one-on-one with a Writing Tutor.
- **Studio Days:** On Fridays, students can drop in to write and talk with a Writing Tutor.
- **WriteAway,** online writing support: Undergraduate students can upload a paper and receive feedback within 48 hours ([writeaway.ca/connect](http://writeaway.ca/connect))
- **Embedded Tutoring:** Writing Coaches assist in specific classes and meet outside of the class in the Writing Centre.
- **Writing Circles:** MA Leadership facilitated learning and writing support directly linked to program outcomes.

#### **Contact Information:**

*Emily Keery, Coordinator of the Writing Centre*

604.513.2121 ext. 3119

[emily.keery@twu.ca](mailto:emily.keery@twu.ca)

### **The Learning Commons:**

#### **Richmond**

#### **Learning Coaches**

[twu.ca/academics/academic-support/coaching-study-skills](http://twu.ca/academics/academic-support/coaching-study-skills)

Learning Coaches are designated to each student currently enrolled in English or Writing 101 in the International Degree Completion program. Coaches offer one on one support and assistance, while helping with planning, tasks and assignments throughout the semester. Each student continuously meets with their coach weekly. Students will be contacted by their coach at the start of the semester and book online using our WOnline booking system. Learning Coaches not only assist with academic success, but also act as a point person to connect each student to the culture of Trinity Western University and Vancouver!

#### **Peer Tutoring**

[twu.ca/academics/academic-support/peer-tutoring](http://twu.ca/academics/academic-support/peer-tutoring)

Peer Tutors are students with expertise in a particular skill or course. These students receive additional training to become Tutors in the Learning Commons. They play an essential role in supporting students in achieving their academic goals. In 2019-2020, they carried out over 1,000 sessions in-person and online. They are looking forward to meeting you!

We have two types of Peer Tutors. The first type specializes in a particular skill like Writing. These tutors provide individual appointments to talk about your assignments at any stage along the way.

The second type are experts in a particular course. These Peer Tutors (previously called Supplemental Instructors) are students who excelled in a course that many others have found challenging. They hold weekly group sessions designed to cover important topics and answer any question. They are also available to help with individual appointments. This is a completely optional, voluntary and free service that is offered to ALL students. Everyone is welcome.

#### Contact Information

*Joshua Park, Director of Learning Commons Richmond*  
[joshua.park@twu.ca](mailto:joshua.park@twu.ca)

## Student Life Programs

Trinity Western University provides a wide variety of opportunities for students to connect, thrive, and serve in a dynamic Christ-centred learning community. The Student Life division seeks to provide opportunities that are integral to a student's development as godly Christian leaders. As a primary responsibility, Student Life seeks to foster the development of faith and character students need to be resilient disciples of Jesus Christ. This will establish a foundation of identity and wellbeing needed to flourish in all aspects of their lives. Further, students are encouraged to develop the mindset and skills needed to embrace life together within a diverse Christ-centered community that reflects and celebrates God's

Kingdom. Finally, Student Life will encourage the development of students' gifts through meaningful service and leadership opportunities with fellow students and the wider community.

Research consistently shows that students who choose to get involved early in activities and academic and social support structures at University are more likely to graduate. Student engagement with peers, professors, services, and activities of interest has 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 all students engaged in a variety of aspects of campus life and beyond. As part of the educational enterprise, Student Life's "classroom" is diverse and includes residence halls and collegiums, ministry and missions opportunities, small group bible studies and mentoring, worship gatherings, large and small, as well as services to aid in the health and well-being of all of our students.

### The Student Life Office

The Student Life Office is located on the main floor in the Reimer Student Centre. 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.

#### Reimer Student Centre

**Hours:** 8:30 a.m. to 4:30 p.m. Monday—Friday

**Tel:** 604.513.2025

**Email:** [studentlife@twu.ca](mailto:studentlife@twu.ca)

**Website:** [twu.ca/life-twu/student-services/student-life](http://twu.ca/life-twu/student-services/student-life)

### Mission, Role and Process

#### Mission

The mission of TWU is as an arm of the Church, 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. The Student Life

division seeks to extend that mission through inviting all TWU students to connect, thrive, and serve in a dynamic Christ-centered learning community where they develop as maturing individuals, thoughtful global citizens, and compassionate servant leaders.

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 intentional and educational mandates to assist students in connecting, thriving, and serving. Student Life seeks to have students grow in their experience of what it means to be a disciple of Jesus Christ, a servant leader, a contributing member of community, and to be a well and balanced person. To facilitate this growth, Student Life provides programs, professional services, and ongoing research and assessment that enhance educational environments and engage students with empowering messages, accessible role models, and rich experiences.

### *Process*

For Student Life, having a mission is important, but without an understanding of the process involved in growth, these noble aspirations remain on paper and unrealized in the lives of students. Student Life staff seek to expose every student to empowering experiences, messages, role models, and opportunities in:

- **Spiritual Formation** – Spiritual growth and maturity are at the heart of TWU’s mission, core values, and learning outcomes. In alignment with these priorities, the Student Life division will seek for all students to become spiritually maturing lovers of Jesus Christ; who cultivate and model Christ-like character, who selflessly love and influence others and who love God.
- **Servant Leadership** – Leadership development has and will continue to be a central way TWU conceives of itself. Student leadership experiences and training are key ways Student Life contributes to foster a vision and skills for leadership through engaging in transforming experiences, times of reflection, adaptation and implementation, all of which occurring within a mentoring relationship.

- **Holistic Wellness** – Holistic wellness is a process of learning to thrive in mind, body, and spirit through pursuing positive relationships with God, oneself, others, and one’s environment. Holistic wellness is built on a person’s sense of identity and is expressed in lifestyle of congruence with their beliefs and commitments.
- **Global Engagement** - In keeping with the increasing globalization focus of TWU, the Global Engagement Office maintains a deliberate focus on an approach that mobilizes students for ministry both on campus and around the world. The Global Engagement Office seeks to support international students and ensure their success and thriving while at TWU.

## Important Dates

A list of TWU Academic Calendar dates can be accessed on the [Important Dates page](#).

## The Norma Marion Alloway Library

The mission of Norma Marion Alloway Library is to support and extend Trinity Western University’s goal of developing godly Christian leaders. 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 including the British Columbia Electronic Library Network, Canadian Research Knowledge Network, Council of Prairie and Pacific University Libraries, and the Electronic Health Library of British Columbia.

The library's resources, hours of operation, research help, research guides, and other information can be accessed online at:

[twu.ca/library](http://twu.ca/library)

#### **Contact Information**

Research Help: [infodesk@twu.ca](mailto:infodesk@twu.ca)  
604.513.2121 ext. 3903

Circulation Services: [circ@twu.ca](mailto:circ@twu.ca)  
604.513.2013

Darcy Gullacher, University Librarian  
604.513.2121 ext. 3905  
[darcy.gullacher@twu.ca](mailto:darcy.gullacher@twu.ca)

## Board of Governors

**Fredrick Fleming, B.Comm, C.A.**  
*Board Chair*

**Matthew St John, D.Min.**  
*Board Vice-Chair*  
*Delegate, Evangelical Free Church of America*

**Leighton Friesen, MBA**  
*Board Treasurer*

**William Francis, M.Div., D.D. (HON)**  
*Board Secretary*

**Angelica Del Vasto, B.Th.**

**Mark Husbands, Ph. D.**  
*TWU President & Vice-Chancellor*

**Julie Kerr, M.Sc.**  
**Matthew Kwok, MD**

**Ross Reimer, B.A.**

**Aaron Rogers, B.Comm.**

**Arnold Sikkema, Ph. D.**  
*Chair, TWU Senate*

**William Taylor, M.A.**  
*Executive director, Evangelical Free Church of Canada*  
**Pricilla Vetter, Ph. D.**

**Clement Wee, M.B.A.**  
*Vice President, TWU Alumni & Families*

**Alethea Cook**  
*Chair, TWU Staff Association*

**Andrew Bouchard**  
*President, TWU Student Association*

## Administrative Officers

**Dr. Mark Husbands**  
*President & Vice-Chancellor*

**Dr. Todd Martin**  
*Interim Provost*

**Grant McMillan**  
*Registrar*

**Aklilu Mulat**  
*Senior Vice President, Business Administration and Chief Financial Officer*

# Course Descriptions

*Course descriptions consist of:*

- **Subject heading:** ANTH
- **Course number:** 101
- **Course title:** Introduction to Cultural Anthropology
- **Credit value:** 3
- **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 indicate 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 205 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.

**Cross-listed:** SOCI 210.

**Prerequisite(s):** SOCI 101 or ANTH 101.

## **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 Qu'ran and Hadith. The course will also analyze the role of Jesus in the Qu'ran as well compare stories written in the Bible.

Students are invited into using the disciplines of anthropology/sociology as possibility of inquiry, evaluation and interpretation. Through analyzing concepts of religious belief systems students experience the social world around them, by interacting with norms, beliefs and values of global and local cultures.

**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 315 Globalization (3 sem. hrs.)**

The study of culture, social institutions, and systems from a global perspective. Various social scientific concepts are examined.

**Cross-listed:** SOCI 315.  
**Prerequisite(s):** 6 sem. hrs. of sociology or anthropology.

### **ANTH 350 Urban Studies (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.

**Cross-listed:** SOCI 350.  
**Prerequisite(s):** 6 sem. hrs. of Sociology or Anthropology.

### **ANTH 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.

**Cross-listed:** SOCI 355.  
**Prerequisite(s):** 6 sem. hrs. of sociology or anthropology.

### **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 Indigenous Peoples in Canada (3 sem. hrs.)**

This course is an introduction to the culture, languages, history and enduring presence of First Nation people in Canada. It will explore a range of indigenous social and cultural formations. Attention will be given to the cultural, economic, political, and religious aspects of First Nation societies, as well as the changes that have occurred since the arrival of the Europeans.

**Cross-listed:** SOCI 395.  
**Prerequisite(s):** ANTH 101 or SOCI 101.

### **ANTH 452 Leadership Communication in Multicultural 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:** 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 + 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.

**NB:** Not offered every year.

**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 215 Beauty and the Sacred CP (3 sem. hrs.)**

Do the Ten Commandments forbid Christian art? What, if anything, can images, music, architecture, dance, or film uniquely communicate about God? Does, as Hans Urs von Balthasar writes, every experience of beauty point toward the infinite? An introduction to theological aesthetics, this class queries the extent to which various aspects of Christian belief can and cannot be adequately apprehended through the senses. Engaging with a wide range of perspectives and artistic media, particular emphasis will be placed upon the history and significance of distinctively Christian works of art.

**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, 238, or SAMC 112. (0-3 or 0-3)

### **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 231 Foundations of Animation (3 sem. hrs.)**

An introduction to the foundational principles and practices of animation. While students will focus on 2D animation in frequent practical exercises, their acquired skills and theory will be foundational for doing 3D animation. This course is a prerequisite for any subsequent animation courses.

**Cross-listed:** GAME 231.

**Prerequisite(s):** ART 181 or 182; ART 211 or 212; ART 250.

### **ART 232 Foundations of 3D Graphics (3 sem. hrs.)**

An introduction to the foundational principles and practices of 3D computer animation. Working in a lab setting, students will develop the basic conceptual and technical tools necessary to create and modify elements for game development. This course is a prerequisite for any subsequent animation courses.

**Cross-listed:** GAME 232.

**Prerequisite(s):** GAME/ART 231.

### **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 fifteenth 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 II (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.

**NB:** Not offered every year.

**Prerequisite(s):** ART 181 or 182; ART 237 or 238; and SAMC 112. (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 305, 306, 307 Art Field Placement (1, 2 or 3 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 + Design 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 327 Modern Art History I (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 II (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):** ART 237 or ART 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 331 Video Game Art (3 sem. hrs.)**

A critical evaluation of the deployment of visual art in video games. Student will develop a broad appreciation for the incredible variety of video game art and consider the spiritual, moral, and ethical issues surrounding visual design choices in game development. Students will engage theories and tools that will enhance student participation in development projects.

**Cross-Listed:** GAME 331.

**Prerequisite(s):** Second year standing or higher.

### **ART 332 Advanced Animation Projects (3 sem. hrs.)**

A continuation of the foundational animation courses. Students will research animation techniques and aesthetics and then develop a plan in consultation with the instructor for a semester-long project. Students will build on their existing animation skills and aesthetic judgement as well as gain a wider appreciation for what is possible with animation, whether computerized or otherwise.

**Cross-Listed:** GAME 332.

**Prerequisite(s):** GAME/ART 231.

### **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 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 370 Professional Practices (3 sem. hrs.)**

An overview of professional practices in art and design, with a focus on developing the practical skills and materials necessary for sustainable and healthy art and design careers. Students will engage in professional writing, portfolio development, networking, and career planning.

**Prerequisite(s):** Third year standing or higher.

### **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 twentieth 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 I (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 II (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 451 Socially Engaged Art (3 sem. hrs.)**

This project based, upper level art + humanities interdisciplinary capstone course fosters interdisciplinary collaborative research and socially engaged art-making practices. Also known as relational aesthetics, socially engaged art explores art as a state of encounter that integrates social

science 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 Mentoring Tutorial (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 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 351, 352, 353 Arts, Media and Culture Field Placement (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 God's creation with deep aesthetic attention coupled to an expansive imagination.

**NB:** Not offered every year. See department chair.

**Cross-listed:** PHIL 370.

**Prerequisite(s):** Third or fourth year standing or 6 sem. hrs. of PHIL 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 and Paris, 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.

**Cross-listed:** IDIS 420.

**Prerequisite(s):** Completion.

## **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. Not offered every year. See department chair.

**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.

**Corequisite:** BIOL 196 Lab. (0 sem. hr.)

**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 103 and 105, does not serve as a prerequisite for upper-level biology courses.

**Corequisite:** BIOL 197 Lab. (0 sem. hr.)

**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 and 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.

**Corequisite:** BIOL 198 Lab. (1 sem. hr.)

**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.

**Corequisite:** BIOL 199 Lab. (1 sem. hr.)

**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 or BIOL 312 for credit. Not offered every year. See department chair.

**Prerequisite(s):** BIOL 103, 104, 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 or 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 are advised to take CHEM 221 (Organic Chemistry) concurrently with BIOL 223.

**Prerequisite(s):** BIOL 103, 104, and 105 (minimum Grade C required); or BIOL 113 and BIOL 114 (minimum Grade C required); CHEM 103 or 111, and CHEM 104 or 112 (minimum Grade C required). (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.

**NB:** Students may only take one of BIOL 233 or BIOL 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 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 consent. (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.

### **BIOL 281 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 281.

**Prerequisite(s):** BIOL 103, 104, and 105; or BIOL 113 and 114; or equivalent. (0-0; 3-3)

### **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 and 114.

### **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 and 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 only take one of BIOL 212 or 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 only take one of BIOL 214 or 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 photo assimilates. 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 fieldwork 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 fieldwork 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, speciation and phylogenetics.

**NB:** Students may only take one, BIOL 226 or BIOL 326 for credit.

**Prerequisite(s):** BIOL 371 and at least one of BIOL 372 or 386.

### **BIOL 333 Introduction to Medical Microbiology (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) infectious diseases of temperate and tropical climates; (iii) immunity, immunology, and immunization; (iv) sterilization, disinfection, chemotherapeutic agents; and (v) epidemiology and public health microbiology.

**NB:** Students may only take one of BIOL 233 or BIOL 333 for credit.

**Prerequisite(s):** BIOL 103, 104, and 105; or BIOL 113 and 114; or BIOL 241 and 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 and 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. (3-3; 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 and 114; BIOL 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:** Not offered every year. See department chair.  
**Prerequisite(s):** BIOL 103, 104, and 105; or BIOL 113 and 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 and 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):** BIOL 103, 104, and 105; or BIOL 113 and 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 and 114; BIOL 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 and 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.

**Recommended:** BIOL 262, 308, 360, 382.

### **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 and 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.

**Cross-listed:** CHEM 372.

**Prerequisite(s):** BIOL 103, 104, and 105 or BIOL 113 and 114; BIOL 223 (a minimum Grade

of C required); and one of CHEM 103 or 111; and CHEM 104 or 112; CHEM 221, 222, and BIOL 371 recommended. (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 and 114; BIOL 223. (3-3; 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 and 114; Third year standing. (3-0 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 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; BIOL 223 (a minimum grade of C), and at least one of BIOL 384 or 372. Recommended BIOL 371. (0-4; 0-4)

### **BIOL 433 The Human Microbiome (3 sem. hrs.)**

This course will focus on the human microbiome and the complex symbiotic relationships, exploring the impacts of those host-microbe interactions on physical and mental health. The course will also examine the current research tools and emerging applications within the field.

**Prerequisite(s):** BIOL 223, and one of BIOL 333 or BIOL 334.

### **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. (3-0; 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.

**NB:** Not offered every year. See department chair.  
**Prerequisite(s):** BIOL 371; and BIOL 372 or BIOL 386. (3-3; 3-3)

### **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.

**NB:** Not offered every year. See department chair.  
**Cross-listed:** BIOT 470 or CMPT 470.  
**Prerequisite(s):** BIOL 223; BIOL 372, and either 3 sem. hrs. of CMPT or MATH 102. (0-0; 3-3)

### **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 475 Protein Structure and Function (3 sem. Hrs.)**

An in-depth study on protein biochemistry, with a focus on the relationship between protein structure and its corresponding function on a molecular and organismal scale. This course will also cover recent developments in protein research, including the use of proteomics in systems biology and medicine, particularly drug development.

**NB:** Not offered every year. See department chair.  
**Cross-listed:** CHEM 475.  
**Prerequisite(s):** BIOL 384 and 386, or CHEM 384 and 386 (minimum of Grade C required); Recommended BIOL 103, 104, and 105 or BIOL 113, 114, and BIOL 223.

### **BIOL 484 Conservation Biology (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 281 (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)

## **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.

**NB:** Not offered every year. See department chair  
**Cross-listed:** BIOL 470.

**Prerequisite(s):** BIOL 223; BIOL 372; and either 3 sem. hrs. of CMPT 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. 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. 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 (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 202. (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 202. (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 202. (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.

**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 application of financial concepts in three key areas of financial management: financing a business, making capital investment decisions, and managing the financial aspects of an organization's operations in a way that adds economic value. 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 Labour and Employee Relations (3 sem. hrs.)**

The students will learn about promoting a collaborative work environment between the employer, the union (where it exists), employees, and other representative groups. An emphasis will be on interpreting employment and labour legislation, including collective agreements, and creating policies consistent with legal requirements and organizational values, with a focus on treating employees in a fair and consistent manner.

**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):** BUSI 222. (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 202; 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 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, 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 459 Professional Practice in Human Resource (3 sem. hrs.)**

Students will design, manage, prepare and present a comprehensive Human Resource management project that will meet the requirements of a client organization. Students will learn the practices of a Human Resource professional by analyzing the

effectiveness of an organization’s current HR systems and assisting in the creation of effective and ethical HR systems that will better achieve the organization’s mission and strategic goals. This will include an analysis of internal and external learning factors that have an influence on the effectiveness of HRM activities.

**Prerequisite(s):** BUSI 352, 363, and instructor approval.

### **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 standing; one PHIL course. (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)

### **BUSI 497 Integrated Group Project for Financial Planning (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**

### **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 twenty-first 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 non-profit business 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.

**Prerequisite(s):** MBA 521.

### **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 in sequence over three semesters. 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. This 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 594 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 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 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. Students 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.

### **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.

### **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.

**Prerequisite(s):** MBA 521, 542.

### **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.

### **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.

**Prerequisite(s):** MBA 542.

### **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.

### **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.

**NB:** This course is offered as an option for Great Wall MBA students instead of MBA 665.

**Prerequisite(s):** MBA 542, 661, 664. (3-0 or 3-0)

### **MBA 684 Strategic Management (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 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 (1 sem. hr.)

This course takes a strength-based approach and is open to any student interested in exploring career options and learning effective job search methods.

**NB:** Pass/Fail course.

**Prerequisite(s):** None.

## Chemistry

### CHEM 101 Elementary Elements (3 sem. hrs.)

This course offers non-science majors a way to rekindle their love of science in an exciting, student-centered, integrative, hands-on approach in the classroom. It seeks to explore connections between an atom and the universe, matter and its properties, how living organisms exist and survive, and how the first people in Canada interacted with their environment. It also explores how to effectively evaluate and articulate core global and local scientific issues from a chemistry vantage point. CHEM 101 is a Scientific Method and Lab Research option within TWU's Core Foundations. It is also recommended for students in Elementary streamed programs within Education.

**Prerequisite(s):** None. (3-0-2; 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 where topics include stoichiometry, the nature of solutions, acids and bases, and oxidation/reduction reactions, the gas

laws, thermochemistry, the periodic table, bonding, molecular structure, and descriptive inorganic chemistry.

**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 first year.

**Co-requisite(s):** CHEM 198 Lab. (1 credit)

**Prerequisite(s):** None. (4-1-3; 0-0-0)

### CHEM 104 General Chemistry II (3 sem. hrs.)

This course is a continuation of CHEM 103. Topics include: chemical equilibrium, acids, bases and buffer systems, solubility equilibria, elementary energy concepts, electrochemistry and an introduction to organic chemistry. 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.

**Co-requisite(s):** CHEM 199 Lab. (1 credit)

**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, acids, bases and buffer systems, solubility equilibria, elementary energy concepts, electrochemistry and an introduction to organic chemistry, thermochemistry, the periodic table, bonding molecular structure and descriptive inorganic chemistry.

**NB:** Credit is not given for both CHEM 103 and 111.

**Co-requisite(s):** CHEM 198 Lab. (1 credit)

**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: Introduction to chemical kinetics, chemical equilibrium, acids, bases and buffer systems, solubility equilibria, elementary energy concepts, electrochemistry and an introduction to organic chemistry. 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:** Credit is not given for both CHEM 104 and 112. CHEM 111 normally precedes CHEM 112. Students who do not achieve a B in CHEM 111 should take CHEM 104 instead of CHEM 112.

**Co-requisite(s):** CHEM 199 Lab (1 credit)

**Prerequisite(s):** CHEM 103 or 111 with a grade of B or higher, or Chemistry 12 or equivalent with instructor's permission. (0-0-0; 3-1-3)

### **CHEM 198 Lab for CHEM 103 & 111 (1 sem. hr.)**

This lab course will compliment either the CHEM 103 or CHEM 111 lectures. It is meant to give students an opportunity to apply the learning that is happening in class in a hands-on way. The chemical concepts learned in CHEM 103 or CHEM 111 will be explored (topics include: stoichiometry, the nature of solutions, acids and bases, oxidation/reduction reactions, thermochemistry, the periodic table, bonding, molecular structure and colligative properties). This chemistry lab is also meant to introduce students to lab safety, common lab practices and lab techniques that will be required for upper level science courses and beyond.

**NB:** This lab is a co-requisite for CHEM 103 and CHEM 111.

### **CHEM 199 Lab for CHEM 104 & 112 (1 sem. hr.)**

This lab course will complement either the CHEM 104 or CHEM 112 lectures. It is meant to

give students an opportunity to apply the learning that is happening in class in a hands-on way. The chemical concepts learned in CHEM 104 or CHEM 112 will be explored (topics include: solubility, kinetics, chemical equilibrium, organic synthesis and extraction, buffer chemistry and electrochemistry). This lab involves a special project where students will get to explore, in depth, an area of choice and present that knowledge to the class. This chemistry lab is also meant to introduce students to lab safety, common lab practices, and lab techniques that will be required for upper level science courses and beyond.

**NB:** This lab is a co-requisite for CHEM 104 and CHEM 112.

### **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, along with introductory spectroscopy is examined. The laboratory course illustrates the operations, representative reactions, and syntheses of organic chemistry.

**NB:** CHEM 221 precedes CHEM 222.

**Prerequisite(s):** Students must have one of CHEM 103 or 111, and one of CHEM 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 CHEM 103 or 111, and one of CHEM 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, ideal and dilute solutions of non-electrolytes.

**NB:** Not offered every year. See department chair.

**Cross-listed:** PHYS 240.

**Prerequisite(s):** Students must have one of CHEM 103 or 111 and one of CHEM 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 Advanced Physical Chemistry I (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:** PHYS 341.

**Co-requisite(s):** MATH 223.

**Prerequisite(s):** PHYS 111, 112, CHEM 240. (3-4; 3-0)

### **CHEM 342 Advanced Physical Chemistry II (3 sem. hrs.)**

The fundamental concepts of matter in relation to: Kinetic Molecular Theory, Transport Phenomena, Elementary Kinetics, Complex Reaction Mechanisms and Catalysis.

**NB:** Not offered every year. See department chair.

**Prerequisite(s):** MATH 123, PHYS 111, 112, CHEM 240, or permission from the instructor. (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 CHEM 103 or 111, and one of CHEM 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 CHEM 103 or 111 and one of CHEM 104 or 112.

**Recommended:** CHEM 221, 222. (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 CHEM 223; students must have one of CHEM 103 or 111 and one of CHEM 104 or 112.

**Recommended:** CHEM 221, 222 (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 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.)**

This 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 461 Chemical Concepts in Nanotechnology (3 sem. hrs.)**

Nanotechnology is the use of science, engineering and technology for the design and implementation of protocols that lead to novel materials as well as devices on the nanometer size. The objective of this course will be to provide students with an introduction to the principles that underpin the synthesis, characterization and application(s) of a selected range of organic and inorganic

nanomaterials/nanostructures. In addition to this the ethical and safety issues that face the field of nanotechnology will be given consideration.

**NB:** Not offered every year. See department chair.

**Prerequisite(s):** CHEM 221, 222, 230, 240; PHYS 111, 112; MATH 123; or instructor's consent. (3-0 or 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)

## **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, or Instructor's permission following a successful Mandarin Placement test. (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 practice their language skills and experience Chinese culture firsthand.

**NB:** Presently offered as directed studies.

**Prerequisite(s):** CHIN 102; CHIN 201 should precede CHIN 202; or instructor's permission following a successful Mandarin Placement test.

### **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; CHIN 211 should precede 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.

**NB:** Presently offered as directed studies.

**Prerequisite(s):** CHIN 202 for CHIN 301; CHIN 301 for CHIN 302; or instructor's permission following a successful Mandarin Placement test.

### **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 211, 212, or instructor's permission following a successful Mandarin Placement test. CHIN 311 should precede 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; CHIN 401 should precede 402; or instructor's permission following a successful Mandarin Placement test. Courses are for Chinese native-language speakers or those with an equivalent level of competency.

### **CHIN 411, 412 Modern Chinese Texts I & 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 directed studies.

**Prerequisite(s):** CHIN 402; or Grade 12 Chinese; or instructor's permission following a successful Mandarin Placement test; CHIN 411 should precede 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 or computing science major, concentration, or minor.

### **CMPT 113 Computational Thinking and Information Systems (3 sem. hrs.)**

The student will gain a broad introductory understanding of information systems, including how modern computers interact with networks. The student will gain problem solving skills by employing computational thinking, testing, and debugging techniques. No prior computing experience is required. Not for students with existing credit for or exemption from CMPT 140 or 166. This course may not be counted toward a minor, concentration or major in computing science.

**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 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):** BC high school Mathematics 12, or Pre-Calculus 12, or MATH 105, 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 375 Human-Computer Interaction Design (3 sem. hrs.)**

This course provides a general introduction to interaction design from a human-computer interaction perspective. Students will learn both theoretical and practical concepts of human-computer interaction which will help them discover requirements, design/prototype and evaluate interactive products with usability and user experience (UX) goals. The course covers human capabilities, design principles, prototyping techniques, implementation, and evaluation techniques for interactive products. Students will apply what they learn from lectures to actual challenges of interactive product design, prototyping, implementation, and evaluation.

**Pre-requisite(s):** CMPT 166, 231 (3,0)

### **CMPT 380 Artificial Intelligence (3 sem. hrs.)**

Artificial Intelligence: knowledge representation, logic programming, knowledge inference. Application domains within the discipline of Artificial Intelligence include logical and probabilistic reasoning, natural language understanding, vision and expert systems.

**NB:** Not offered every year. See department chair.  
**Prerequisite(s):** CMPT 150, 166, 231

### **CMPT 382 - Machine Learning (3 sem. hrs.)**

An overview of core machine learning technologies with motivating applications from a

variety of disciplines and real-world data sets. Students will learn how to implement, evaluate, and improve machine learning algorithms. While studying best practice in machine learning, students are introduced to data mining and statistical pattern recognition and learn how to build automatic analytical models. Topics include identification and extraction of useful features that best represent available data, some of the most important machine learning algorithms, and the evaluation of algorithm performance.

**Pre-requisite(s):** CMPT 166, 231; or instructor's consent.

### **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)

### **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 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 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

### **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 461 Immersive Computing (3 sem.hr.)**

This course introduces theories, techniques, and applications of immersive computing and related technologies. Students will be introduced to advanced 3D modeling/animation and virtual environment building techniques. In a semester-long project, students will develop their projects using an immersive framework to design, build, and evaluate immersive virtual environments.

**Prerequisite(s):** CMPT 166 and 231 (3-0)

### **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.

## **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 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 literature.

**NB:** Students must also register for the mandatory weekly Lab (L1) sessions (0 s.h.). Credit will not be granted for CPSY 504 if CPSY 502/517 have already been taken.

### **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.

### **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 523, 524, 525 Foundations of Counselling and Psychology I, II, III (1, 1, 1 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. The course is taught and is to be attended sequentially over three terms. Each successive 1 s.h. seminar builds on the previous in a focused accompaniment of students' personal and professional growth and development.

**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.

**Recommended:** CPSY 490.

**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 of 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.

**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 [twu.ca/cpsy](http://twu.ca/cpsy) to view some thesis topics.

**Prerequisite(s):** CPSY 502, 517, 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 enroll 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 perspective, 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 second-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 Basic Principles and Applications of Assessment (3 sem. hrs.)**

This course covers basic principles of psychometrics as applied to the construction and validation of formal tests as well as an introduction to the administration and interpretation of assessment instruments. 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. Overviews ethical, legal, and cultural facets of psychological assessment. Students are introduced to selected cognitive, personality/behavioural assessment instruments and trained in administration, interpretation, report writing and assessment feedback through a mandatory course lab experience. Multicultural and multilingual issues in assessment are addressed.

**NB:** 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; CPSY 592 and 607.

### **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 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 second-year CPSY students.

### **CPSY 634 Trauma and Sexual Abuse Counselling (3 sem. hrs.)**

A survey of recently developed assessments and treatments for psychological trauma and 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 second-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 650, 651 Directed Study I, II (1-3 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 M.A. degree.

**Prerequisite(s):** Permission of Program Director and instructor.

### **CPSY 655 Advanced Special Topics in Counselling Psychology (1 sem. hrs.)**

An in-depth examination of special topics or issues in counselling psychology.

**NB:** Not offered every year.

### **CPSY 660 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 second-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.

**NB:** Not offered every year.

**Prerequisite(s):** CPSY 607.

### **CPSY 691, 692 Supervised Internship I, II (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.

### **DATA 100 Elementary Data Science (3 sem. hrs.)**

Introduces basic concepts of data science, focusing on the practical knowledge and skills of digital analytics, with specific tools like Excel and SQL. Students will learn how to collect and clean data sets, how to analyze and visualize them, how to interpret them, and how to make decisions based on their analyses. Hands-on practice with digital analytics on real-world data will equip students to use their digital skills in political polling, psychological diagnoses, urban planning, and many other applications.

**Prerequisite(s):** None (3-0)

## **Economics**

### **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. Open to business and nonbusiness majors.

**Cross-listed:** BUSI 110.

**Prerequisite(s):** Permission of the instructor.

### **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 202 Principles of Macroeconomics (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):** ECON 201. (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.)**

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:** BUSI 275.

**Prerequisite(s):** BUSI/ECON 176; or instructor's consent. (3-0; 3-0)

### **ECON 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 microeconomics analysis.

**Cross-listed:** BUSI 301.

**Prerequisite(s):** ECON 202. (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 202. (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 202. (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 202. (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 202. (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 202. (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)

### **ECON 357 Environmental Economics and Policy (3 sem. hrs.)**

This course introduces the main concepts in environmental economics and applies them to public policy analysis. Students will learn about markets, prices and the role of information in the economy, and will then learn about market failures that specifically affect the environment. The second half of the course introduces the key techniques in public policy analysis (an inherently interdisciplinary undertaking), including the process of developing, implementing, and assessing public policy.

**Cross-listed:** GENV 357

**Prerequisite(s):** Third year standing. (3-0 or 3-0)

### **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 202; 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 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 222 Principles of Teaching and Learning (3 sem. hrs.)**

This course covers principles of teaching and learning in a classroom setting. 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.

**Prerequisite(s):** EDUC 211; Second year standing. (3-0; 3-0)

### **EDUC 233 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 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. This course centres on the development of a personal theory of education.

**Co-requisite(s):** EDUC 211.

**Prerequisite(s):** Second year standing. (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 (English Language Teaching) methodologies and classroom techniques (how we teach), and the participants in the teaching/learning process (the who of ELT).

**Cross-listed:** LING 268.

**Prerequisite(s):** None. (3-0 or 3-0)

### **EDUC 302 Initial Classroom Experience (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. 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 (or 30 hours of classroom experience if the course happens for one to two weeks during the month of May. Requests for May practica are processed through the Dean's office.).

**NB:** Pass/Fail course. Must be enrolled in a third year EDUC class.

**Co-requisite(s):** Enrolment in a third year EDUC course.

**Prerequisite(s):** EDUC 211, 222, 233; 6 credit hours of 100 level ENGL; confirmation into the School of Education; and a minimum 2.70 GPA.

### **EDUC 303 Initial Classroom Experience (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. 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 (or 30 hours of classroom experience if the course happens for one to two weeks during the month of May. Requests for May practica are processed through the Dean's office.)

**NB:** Pass/Fail course. Must be enrolled in a third year EDUC class.

**Co-requisite(s):** Enrolment in a third year EDUC course.

**Prerequisite(s):** EDUC 302, and a minimum 2.70 GPA.

### **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 as related to classroom experiences in schools.

**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 of successful teacher planning methods.

**Prerequisite(s):** EDUC 211, 222, 233; 6 semester hours of 100 level ENGL; confirmation into the School of Education; and a minimum 2.70 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.

**Cross-listed:** GNDR 345.

**Prerequisite(s):** Minimum 60 semester hours.

### **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 353 Environmental Education: Curriculum and Pedagogy (3 sem. hrs.)**

This introductory environmental education explores environmental learning approaches to be used in schools and field-based/outdoor educational settings. Using environmental learning approaches in class and in the field, students will develop reflexive and inquisitive thinking along with problem-solving approaches, develop communication, team building, and collaborative working skills, and develop skills and knowledge of forest, flora, and fauna. The course will examine environmental issues and learning approached from a local perspective and with respect to First Peoples Principles of Learning. (3-0; 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):** Minimum 60 semester hours. (3-0 or 3-0)

### **EDUC 373 Media and Technologies in Education (3 sem. hrs.)**

An overview of educational media and technologies in the classroom. Students will learn to apply technological skills for teaching and learning. They will engage this course as collaborators, content creators, and tinkerers, working together for a discerning praxis of educational media and technologies.

**Prerequisite(s):** Minimum 60 semester hours.

### **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.

**Co-requisite(s):** EDUC 402.

**Prerequisite(s):** EDUC 321; minimum 90 semester hours; and a minimum 2.70 GPA. (3-0; 0-0)

### **EDUC 402 Initial Classroom Experience (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 (or 30 hours of classroom experience if the course happens for one to two weeks during the month of May. Requests for May practica are processed through the Dean's office.).

**NB:** Pass/Fail course.

**Co-requisite(s):** EDUC 401 or 411.

**Prerequisite(s):** EDUC 303; minimum 90 semester hours; and a minimum 2.70 GPA.

### **EDUC 403 Initial Classroom Experience (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 (or 30 hours of classroom experience if the course happens for one to two weeks during the month of May. Requests for May practica are processed through the Dean's office.).

**NB:** Pass/Fail course.

**Prerequisite(s):** EDUC 402; minimum 90 semester hours; and a minimum 2.70 GPA.

### **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.

**Co-requisite(s):** EDUC 402.

**Prerequisite(s):** EDUC 321; minimum 90 semester hours; and a minimum 2.70 GPA. (3-0; 0-0)

### **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 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:** PSYC 412.

**Prerequisite(s):** EDUC 310; minimum 90 semester hours; and a minimum 2.70 GPA. (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 department chair.

**Cross-listed:** MUSI 430.

**Prerequisite(s):** MUSI 131, 132, 225, 226; third or fourth year standing. (3-0; 3-0)

### **EDUC 435 Teaching and Learning in the Middle Years (3 sem. hrs.)**

This course focusses on understanding the needs of young adolescents, which involve identity formation, agency, self-discovery, and relationships. Signature pedagogies for middle school learners as well as current trends and recent research, for organizing and planning curriculum, transitions, and for structuring classrooms as learner centred spaces of intentional design are core content areas. Specific topics include characteristics of 10- to 14-year-olds and the implications for learning; curriculum integration through inquiry; building student-teacher, teacher-parent, and student-student partnerships; evaluation and assessment in the middle years; and balanced literacy and numeracy methodologies

**Prerequisite(s):** EDUC 321; and a minimum 90 semester hours. (3-0; 3-0)

### **EDUC 451 Classroom Teaching: Theory and Practice (7 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 (EDUC 452). Students may not take other courses when taking EDUC 451, 452, except required curriculum and pedagogy courses. Pass/Fail course.

**Co-requisite(s):** EDUC 452.

**Prerequisite(s):** Acceptance into the Professional Year Program.

### **EDUC 452 Classroom Teaching: Theory and Practice (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:** 8 sem. hrs. Practica, 7 sem. hrs. Theory (EDUC 451). Students may not take other courses when taking EDUC 451, 452, except required curriculum and pedagogy courses. Pass/Fail courses.

**Co-requisite(s):** EDUC 451.

**Prerequisite(s):** Acceptance into the Professional Year Program.

### **EDUC 453 Extended Practicum (15 sem. hrs.)**

This course, part of the PYP (Professional Year Program) 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. Acceptance into the Professional Year Program.

### **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):** EDUC 321; and a minimum 90 semester hours. (0-0; 3-0)

### **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. This course is part of the PYP (Professional Year Program).

**Co-requisite(s):** EDUC 451 and 452.

**Prerequisite(s):** Acceptance into the Professional Year Program.

### **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. This course is part of the PYP (Professional Year Program).

**Prerequisite(s):** EDUC 451 and 452; acceptance into the Professional Year Program.

**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; acceptance into the Professional Year Program.

**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.

**Prerequisite(s):** EDUC 455; acceptance into the Professional Year Program.

**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. This course is part of the PYP (Professional Year Program).

**Co-requisite(s):** EDUC 451 and 452.

**Prerequisite(s):** EDUC 455; acceptance into the Professional Year Program.

**EDUC 465 Teaching and Learning in  
Secondary School (3 sem. hrs.)**

The nature of learning and appropriate teaching strategies for students in high schools. 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 14- to 18-year-olds and the implications for learning; curriculum integration; building student-teacher, teacher-parent, and student-student partnerships; evaluation and assessment; personal and career planning; and evidence-informed practice in the senior years.

**Prerequisite(s):** EDUC 321; and a minimum 90 semester hours. (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. This course is part of the PYP (Professional Year Program).

**Co-requisite(s):** EDUC 451, 452.

**Prerequisite(s):** EDUC 465; acceptance into the Professional Year Program.

### **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. This course is part of the PYP (Professional Year Program).

**Co-requisite(s):** EDUC 451, 452.

**Prerequisite(s):** Acceptance into the Professional Year Program.

### **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. This course is part of the PYP (Professional Year Program).

**Prerequisite(s):** EDUC 451, 452, 465; acceptance into the Professional Year Program.

### **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. Requests are processed through the Dean's office.

**NB:** Not offered every year. See the Dean of Education.

**Prerequisite(s):** Minimum 90 semester hours. (3-0; 3-0)

### **EDUC 495 Critical Issues, Values and Class Management (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 Christian conceptions of justice, leadership, and discipline affect approaches to educational issues, including controversial issues, the implications of legal decisions, classroom organization and technology in the classroom. This course examines leadership approaches and models appropriate to the K-12 classroom. A range of discipline approaches and models are introduced, discussed, and critiqued. The nature of issues and problems confronting children and youth today are examined in order to gain an understanding of classroom life.

**NB:** Taken concurrently with EDUC 496.

**Prerequisite(s):** EDUC 321; minimum 90 semester hours; and a minimum 2.70 GPA. (3-0; 3-0)

### **EDUC 496 Indigenous Perspectives in Education (3 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.  
**Prerequisite(s):** EDUC 321; minimum 90 semester hours; minimum 2.70 GPA. (3-0; 3-0)

## 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.

### **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.

### **EDUC 517 Diverse Emotional and Behavioural Needs (3 sem. hrs.)**

The traditional special education categories of behavioural needs or mental illness are examined. Included are the concerns of students with diagnoses such as anxiety and depression according to the Diagnostic and Statistical Manual for Mental Disorder Fifth Edition (DSM-5), as well as students with behaviour disorders. Also included are the behavioural concerns of students with autism, intellectual disabilities, and attentional difficulties. The British Columbia Ministry of Education criteria for designation in the Behavioural Needs or Mental Illness categories are addressed. The course includes a critical review of literature, building on students' extant knowledge and professional experience and an examination of current best practice in the areas addressed. Classroom intervention strategies are studied and are critically evaluated.

### **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. Unique characteristics and learning needs of other low-incidence exceptionalities are also addressed.

### **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. This course is preparatory for commencement of the Knowledge Transition Project (EDUC 697).

### **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 the 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 supporting diverse learners in education within case scenarios, and questions addressing the ethical and legal practice of the profession. Students co-create the exam syllabus from 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 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 choice 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 may not take any of these WRTG or ENGL courses concurrently since each WRTG/ENGL course builds on the previous courses.*

### **ENGL 101 Introduction to Writing (3 sem. hrs.)**

This course 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 130 Becoming a Writing Tutor (1 sem. hr.)**

A guided research and practical study of writing tutoring and English language pedagogy. Students will investigate complex academic writing techniques and learn to apply them in professional contexts.

**Prerequisite(s):** ENGL 103, 104. (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 213 or ENGL 214, 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 213 or ENGL 214, 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.

**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 240 Indigenous Literatures (3 sem. hrs.)**

Indigenous Literatures introduces the burgeoning field of Indigenous literary studies, with a focus on literature written by Canadian Indigenous and Métis authors, poets, and playwrights. Applying “First Peoples Principles of Learning”, students will discuss, experience, examine, and write about several genres, including oral traditions, poetry, drama, fiction, and non-fiction. Through literature and language, students will explore the key themes

of local knowledge and place, respect, resilience, and trust.

**Prerequisite(s):** Any two of ENGL 101, 102, 103 or 104.

### **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 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.

**Cross-listed:** LING 305

**Prerequisite(s):** LING/EDUC 268.

### **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 208.

**Recommended:** An English Course focusing on the novel (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.

**Recommended:** An English Course focusing on the novel (e.g., ENGL 216/316, 372, 454, 471).

### **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 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 eighteenth century antecedents to the realistic drama of the nineteenth century. Students also explore the modern drama of the twentieth century, and the global contemporary international drama of the twenty-first century. This 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 *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 352.

**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: 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*.

**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 more than one version 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, starting with the first official play written in North America (a seventeenth century Canadian play) and progressing to twenty-first century dramatists and their texts. Students will engage in detailed analyses of plays: their structures, historical/cultural contexts, and present-day relevance. The plays explore a variety of topics and themes, including but not limited to family life, social issues, class struggles, oppression, and marginalization. Students will also read plays about Indigenous culture and plays by Indigenous writers.

**NB:** Attendance at theatre performances is required. Not offered every year. See department chair.

**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 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.

**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 eighteenth and nineteenth 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 its 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.

**NB:** No overlap with ENGL 430.

**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 20 to 25 pages written in close consultation with a member of the Department of English and Creative Writing, 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)

### **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 Eighteenth-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.

**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 focuses on 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. Chosen texts demonstrate the art of life writing, as well as other paradigms for its interpretation and its literary and cultural influence. 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 its 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):** FNDN 101

### **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):** FNDN 102.

## **French**

*NOTE: regarding all French courses: After consulting with the French program coordinator (sean.allison@twu.ca), 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 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.

**Prerequisite(s):** None; FREN 101 is a prerequisite for FREN 102. (3-0; 3-0)

### **FREN 111, 112 Intermediate French (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.

**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. (3-0; 3-0)

### **FREN 203, 204 Conversational and Written French (3 sem. hrs.)**

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.

**NB:** Courses are NOT intended for students with Grade 12 French Immersion.

**Prerequisite(s):** Grade 12 French or FREN 112.

### **FREN 205, 206 Langue et introduction à la littérature française (3 sem. hrs.)**

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.

**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.

**Prerequisite(s):** Grade 12 French or FREN 111, 112. FREN 205 is a prerequisite for FREN 206.

### **FREN 303 Conversation avancée (3 sem. hrs.)**

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, 204, or 206; or Grade 12 French Immersion.

### **FREN 305, 306 Langue écrite et orale (3 sem. hrs.)**

This course prepares 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.

**NB:** 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 nineteenth century and the beginning of the twentieth 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 twentieth 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.

**Co-requisite(s):** (with permission) FREN 306.

### **FREN 320 Littérature française du XXe siècle (3 sem. hrs.)**

Twentieth 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.

**Co-requisite(s):** (with permission) FREN 306. (3-0 or 3-0)

### **FREN 321, 322 Littérature française du Moyen Age au XIXe siècle (3 sem. hrs.)**

A survey of French literature from the Middle Ages to the nineteenth 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 seventeenth century. FREN 322 deals with the eighteenth and nineteenth 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 306.

### **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:** Offered in 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.

**Prerequisite(s):** FREN 306.

### **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.

**Prerequisite(s):** FREN 306; FREN 360 strongly recommended.

### **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:** Offered in alternating years.

**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.

**Prerequisite(s):** FREN 306; and one of FREN 318, 320, 321 or 322.

### **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.

**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.

## **Game Development**

### **GAME 110 Introduction to Game Development (3 sem. hrs.)**

An introduction to the processes of game development, whether technical, artistic, managerial, or fiscal. Students will engage theory, investigate tools, and learn systems necessary for

them to successfully participate in development projects in subsequent years.

**Prerequisite(s):** None.

### **GAME 140 Introduction to Game Design (3 sem. hrs.)**

An intelligent, playful course in which students will apply the history, theory and practice of game design to the creation of games. While the material of this course is relevant to video game design, students will primarily focus on board and card games.

**Cross-listed:** MCOM 140

**Prerequisite(s):** None.

### **GAME 160 Introduction to the Video Game Industry (3 sem. hrs.)**

An overview of the business aspects of making and marketing video games. Students will investigate a wide variety of issues, processes, and forces in the games industry, including marketing, budgeting, contracting, and laws pertinent to game production. Student research of contemporary and historical business models for making games will be particularly important, as will be the critical, faith-based evaluation of current labour practices and other business-related ethical issues facing the games industry.

**Prerequisite(s):** None.

### **GAME 231 Foundations of Animation (3 sem. hrs.)**

An introduction to the foundational principles and practices of animation. While students will focus on 2D animation in frequent practical exercises, their acquired skills and theory will be foundational for doing 3D animation. This course is a prerequisite for any subsequent animation courses.

**Cross-listed:** ART 231

**Prerequisite(s):** ART 181 or 182 or 250.

### **GAME 232 Foundations of 3D Graphics (3 sem. hrs.)**

An introduction to the foundational principles and practices of 3D computer animation. Working in a lab setting, students will develop the basic

conceptual and technical tools necessary to create and modify elements for game development.

**Cross-listed:** ART 232

**Prerequisite(s):** GAME/ART 231.

### **GAME 240 Game Design for Video Games (3 sem. hrs.)**

A continuation of GAME 140 “Introduction to Game Design.” Students focus on applying game design principles explicitly to the video game medium. By engaging in constant design projects and exercises, students will broaden their knowledge of design theory and develop the necessary skills to rapidly prototype and test game design ideas.

**Cross-listed:** MCOM 240.

**Prerequisite(s):** GAME/MCOM 140.

### **GAME 260 Project Management (3 sem. hrs.)**

An introduction to project management with a focus on making video games. Students will study and critically evaluate key project management concepts, issues, and procedures, such as different development methodologies, project scheduling, effective communication, workplace ethics, and team building.

**Prerequisite(s):** None.

### **GAME 290 Game Development Project (3 sem. hrs.)**

A project-based course in which teams of students will work together to create and release simple video games. Each student will contribute on the basis of their specialized training to this point in the program. This is the first of three Game Development project courses, and its primary goal is to introduce students to the experience of working on video games.

**Prerequisite(s):** GAME 110 and one of GAME 140, ART 250, MUSI 340, CMPT 166, BUSI 121 or 231.

### **GAME 320 Video Game Sound and Music (3 sem. hrs.)**

A survey of the history and current use of sound and music in video games. Students will investigate how audio in video games is unique

and where it draws on other media, as well as learn about the tools and best practices used in the creation of sound and music in video games.

Through this study, students will become more aesthetically informed critics of the use of audio in video games.

**Cross-Listed:** MUSI 355.

**Prerequisite(s):** Second year standing or higher.

### **GAME 321 Sound Design (3 sem. hrs.)**

Covers the core components of effective sound design, such as sound effects, voice recording, and mixing. This is a hands-on studio-based course in which students will engage in frequent hands-on exercises and in-class activities in order to prepare them to contribute the non-musical audio elements necessary for video game development. Students who are not part of the Game Development program will also benefit from taking this course, as it is also applicable to non-game forms of media production.

**Cross-Listed:** MUSI 356.

**Prerequisite(s):** MCOM 323/MUSI 340.

### **GAME 322 Advanced Sound Design (3 sem. hrs.)**

Continues the topics of GAME 321 “Sound Design,” goes deeper in those topics (sound effects, voice recording, mixing), and adds an extra emphasis on studio direction. This is a hands-on studio-based course in which students will engage in frequent hands-on exercises and in-class activities in order to gain the skills and aesthetic judgment necessary to excel in their creation of non-music audio elements of video games. Students who are not part of the Game Development program will also benefit from taking this course, as it is also applicable to non-game forms of media production.

**Cross-Listed:** MUSI 357.

**Prerequisite(s):** GAME 321/MUSI 356.

### **GAME 323 Interactive Sound Design (3 sem. hrs.)**

Covers the issues and technologies unique to creating and deploying sound and music for video games and other interactive digital media. In this studio-based course, students will engage in

frequent exercises and projects in order to develop the advanced knowledge, aesthetic judgment, and digital audio skills that will help these students contribute effectively to sound design in Game Development projects. Students must have at least a basic understanding of programming to participate in this course.

**Cross-Listed:** MUSI 358.

**Prerequisite(s):** GAME 321/MUSI 356; CMPT 140.

### **GAME 331 Video Game Art (3 sem. hrs.)**

A critical evaluation of the deployment of visual art in video games. Students will develop a broad appreciation for the incredible variety of video game art and consider the spiritual, moral, and ethical issues surrounding visual design choices in game development. Students will engage theories and tools that will enhance student participation in development projects.

**Cross-Listed:** ART 331.

**Prerequisite(s):** Second year standing or higher.

### **GAME 332 Advanced Animation Projects (3 sem. hrs.)**

A continuation of the foundational animation courses. Students will research animation techniques and aesthetics and then develop a plan in consultation with the instructor for a semester-long project. Students will build on their existing animation skills and aesthetic judgement as well as gain a wider appreciation for what is possible with animation, whether computerized or otherwise.

**Cross-Listed:** ART 332

**Prerequisite(s):** GAME/ART 232.

### **GAME 340 Advanced Game Design (3 sem. hrs.)**

An in-depth look at game design theory and aesthetic criticism pertaining to video games. Through the use of significant projects, students will further develop practical design skills, and investigate theoretical topics such as the ability of games to communicate, simulate, and persuade. Students will examine the connections between game design and faith, spirituality, ethics, morality, and the Christian tradition in order to become

game designers who are thoughtful shapers of culture rather than simply entertainment technicians.

**Cross-listed:** MCOM 340.

**Prerequisite(s):** GAME/MCOM 240.

### **GAME 341 Interactive Storytelling (3 sem. hrs.)**

An in-depth look at the various forms of writing for video games. Students will study and practice game story scripting, writing for interface, dialogue and narration, as well as video game technical writing. Students will develop skills to handle the many writing tasks necessary for a game development project. Students who are not part of the Game Development program will also benefit from taking this course, as it is also applicable to non-game forms of media production.

**Cross-listed:** MCOM 341.

**Prerequisite(s):** One of ENGL 207, 208, MCOM 261, 351, 361, 362, 461.

### **GAME 350 Video Game Programming (3 sem. hrs.)**

An in-depth hands-on study of the technologies critical to game development. Through frequent exercises and projects, students will develop the skills and knowledge necessary to program video games—most importantly, the game engines currently employed by the TWU Game Development Program. Student software developers will study industry best practices and critically consider how best to do their work with the highest ethical and moral standards.

**Prerequisite(s):** CMPT 166, 231.

### **GAME 351 Artificial Intelligence for Video Games (3 sem. hrs.)**

A study of the application of Artificial Intelligence (AI) to video games. Students will investigate the theory behind effective AI in games, and with frequent exercises and projects will practice programming AI as much as possible. Student software developers will gain the abilities necessary to make key contributions to creation of video games in the Game Development project courses.

**Prerequisite(s):** CMPT 166, 231.

### **GAME 360 The Business of Video Games (3 sem. hrs.)**

An overview of business practices unique to the video game industry, including finance, marketing, management, intellectual property, and business models. In short, students will develop the knowledge and skills necessary to run the business aspects of the Game Development Project courses. Students will also critically examine ethical and moral issues in the games industry.

**Cross-listed:** BUSI 360.

**Prerequisite(s):** GAME 110. BUSI 111 also required for students in the Marketing & Management Stream.

### **GAME 380 Game Development Field Placement (1-3 sem. hrs.)**

Game Development students engage in practical work experience with game development companies. Students will primarily learn through doing work for a professional company, but they will also have readings and class discussions on preparation for professional careers. Students should take this course near the end of the program so that they have developed sufficient skills to be valuable contributors in a professional workplace.

**Prerequisite(s):** Minimum third year standing in the Game Development program.

### **GAME 390 Game Development Project II (3 sem. hrs.)**

An intermediate project-based course in which teams of students will work together to create and release video games that are more advanced and polished than the projects from GAME 290. Each student will contribute on the basis of their specialized training to this point in the program. This is the first course of a two-part project course that will run for two semesters during the students' third year.

**Prerequisite(s):** GAME 290.

### **GAME 391 Game Development Project II (3 sem. hrs.)**

An intermediate project-based course in which teams of students will work together to create and release video games that are more advanced and polished than the projects from GAME 290. Each student will contribute on the basis of their specialized training to this point in the program. This is the second course of a two-part project course that will run for two semesters during the students' third year.

**Prerequisite(s):** GAME 390.

### **GAME 470 User Experience Design (3 sem. hrs.)**

An in-depth examination of the principles of user experience design and how they apply to game development. Students will engage a wide range of theory in psychology, sociology, art, and interdisciplinary design thinking that is relevant to structuring the game environments and interface game players encounter. Both technically- and artistically-inclined designers will engage in challenging readings, exercises and projects so that they are ready to contribute significantly to the Game Development project courses.

**Prerequisite(s):** CMPT 385 or GAME 323 or ART 250 or GAME 240 or GAME 471, and at least third year standing.

### **GAME 471 Video Game Aesthetics (3 sem. hrs.)**

An advanced consideration of aesthetic theory relevant to video games. Students will investigate the unique expressive, creative and artistic aspects of video games, and will search for and critically the best works of this relatively young medium. Students will use case studies and advanced theories in Game Studies and other artistic disciplines in order to expand the students' capacity to make video games with artistic integrity.

**Prerequisite(s):** MCOM 312.

### **GAME 490 Game Development Project III (3 sem. hrs.)**

An advanced project-based course in which teams of students will work together to create and release ambitious video games. Students will contribute on the basis of their specialized training to this point in the program. This is the first

course of a two-part project course that will run for two semesters during the students' last year. The course is the capstone of the Game Development program.

**Prerequisite(s):** GAME 391.

### **GAME 491 Game Development Project III (3 sem. hrs.)**

An advanced project-based course in which teams of students will work together to create and release ambitious video games. Students will contribute on the basis of their specialized training to this point in the program. This is the second course of a two-part project course that will run for two semesters during the students' last year. The course is the capstone of the Game Development program.

**Prerequisite(s):** GAME 490.

## **Geography and Environment**

*NOTE: In addition to the GENV courses listed below, students in environmental studies, geography, biology, and chemistry can find more GENV/AS courses under the An Sable Institute Courses section of the academic calendar.*

### **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 Introduction to Earth Systems Science (3 sem. hrs.)**

Through an investigation of the fundamental concepts of earth systems science from a geographic perspective, students will develop confidence in using the scientific method. Emphasis in the course is placed on understanding the origins and development of Earth's surface features; the characteristics and circulations of Earth's atmosphere, including weather systems and global climates; and introducing the biophysical principles governing vegetation distribution patterns on Earth. Lab exercises will provide students hands-on opportunities to further develop their scientific literacy as it relates to earth systems science and beyond. This course is primarily intended for non-science majors.

**Prerequisite(s):** None. (3-2; 3-2)

### **GENV 131 Global Environment Issues (3 sem. hrs.)**

An investigation of the scientific principles behind environmental issues and practical 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 182 Digital Earth**

Principles of spatial and digital literacy applied to the geographic context of our contemporary world. In this course, students will discover the importance of place, spatial data collection, assessment of spatial patterns and principles of scale. Students will gain an understanding of the nature of geospatial data, and explore geospatial technologies such as GPS, mobile maps, satellite data and GIS. Students will discover digital cartography principles and spatial analysis techniques. Students will learn about applications of citizen science, digital humanitarianism, and responding to humanitarian needs and crises through geospatial technologies.

**Prerequisite(s):** None. (3-0; 0-0)

### **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 231 Environmental Philosophy (3 sem. hrs.)**

An overview of the various perspectives put forward in the West on the proper human relationship to the environment. We will investigate the metaphysics behind the fact/value dichotomy, the currently influential views on the human-nature relationship, various environmental ethical frameworks, the distinctive characteristics of moral reasoning and argumentation as they bear on the human-nature relationship, and the religious, economic, socio-cultural, and ideological factors contributory to the rise of the ecological crisis. We conclude by critically interrogating the conceptual substructures of some popular contemporary environmental frameworks.

**Cross-listed:** PHIL 231.

**Prerequisite(s):** None.

**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 281 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 281.

**Prerequisite(s):** BIOL 103, 104, and 105; or BIOL 113 and 114; or equivalent. (0-0; 3-3)

**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.

**Cross-listed:** HIST 339.

**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 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 botanical riches of the tropics, focusing on the plant life of Hawaii. The

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 will be discussed. The course will involve one week of lectures at Trinity Western University Langley campus and two weeks of lectures and field work in the Hawaiian Islands.

**NB:** Offered every other year.

**Prerequisite(s):** BIOL 103, 104, and 105; or BIOL 113, 114 and instructor's consent.

**Recommended:** BIOL 216 or 312 or 314 or BIOL/GENV 316.

### **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 220; 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 220; 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 220; or instructor's consent. (0-0; 3-0)

### **GENV 331 Environmental Philosophy (3 sem. hrs.)**

Explores the theological and philosophical dimensions of the doctrine of creation and from there highlights the various philosophical shifts of outlook that helped usher in modern naturalism and its notions of nature. We will investigate the metaphysics behind the fact/value dichotomy, various environmental ethical frameworks, the case for the moral status of non-human animals and abiotic entities, the evolution of the ecological crisis, the conceptual substructures of some popular contemporary environmental frameworks, and some of the agendas of response to our current ecological crisis.

**NB:** PHIL/GENV 221 and PHIL/GENV 331 may not both be taken for credit.

**Cross-listed:** PHIL 331.

**Prerequisite(s):** Second year status; or instructor's permission. (3-0; 3-0)

### **GENV 331 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.

**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 twentieth 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. Fulfills 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.

### **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 twentieth 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. Fulfills 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 third year standing or instructor's consent. (3-0; 0-0)

### **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 third year standing 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 third year standing or instructor's consent. (0-0; 3-0)

### **GENV 357 Environmental Economics and Policy (3 sem. hrs.)**

This course introduces the main concepts in environmental economics and applies them to public policy analysis. Students will learn about markets, prices, and the role of information in the economy, and will then learn about market failures that specifically affect the environment. The second half of the course introduces the key techniques in public policy analysis (an inherently interdisciplinary undertaking), including the process of developing, implementing, and assessing public policy.

**Cross-listed:** ECON 357.

**Prerequisite(s):** Third year standing or instructor's consent. (3-0; 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 consent.

**Recommended:** BIOL 308 and/or 360.

### **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 consent.

**Recommended:** BIOL 262, 308, 360 and/or 382.

### **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 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 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 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 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.

**Cross-listed:** MCOM 395.

**Prerequisite(s):** Third year standing or instructor permission. (3-0 or 3-0).

### **GENV 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.

**Cross-listed:** MCOM 396.

**Prerequisite(s):** Third year standing or instructor permission. (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.

### **GENV 409 Thesis Preparation (1 sem. hr.)**

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, or 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, or 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 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 Conservation Biology (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 281 (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.

**Prerequisite(s):** 6 sem. hrs. of geography and environment including one of GENV 121, 131, 220; or GEOL 109 or 220; or instructor's consent. (3-3; 0-0)

## **Gender Studies**

### **GNDR 105 Introduction to Gender Studies (3 sem. hrs.)**

An introduction to Gender Studies, an interdisciplinary field that asks critical questions about the meanings of sex and gender in society. Students will examine key issues, questions, and debates in Gender Studies, both historical and contemporary, and will analyze the multiple ways that sex and gender have interacted with and continue to intersect with race, class, nationality,

and other social identities, including religious ones.

**Cross-listed:** SOCI 105.

**Prerequisite(s):** None.

### **GNDR 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.

**Cross-listed:** HIST 367.

**Prerequisite(s):** 6 sem. hrs. of history or instructor's consent. For Gender Studies Minor students: GNDR 105 and 3 s.h. of History. (3-0 or 3-0)

### **GNDR 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.

**Cross-listed:** HIST 403.

**Prerequisite(s):** 6 sem. hrs. of history, third or fourth year standing, or instructor's consent. For Gender Studies Minor students: GNDR 105 and 3 sem. hrs. of HIST. (3-0 or 3-0)

### **GNDR 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.

**Cross-listed:** ENGL 456.

**Prerequisite(s):** For Gender Studies Minor students: GNDR 105, and 6 sem. hrs. of ENGL, or instructor's consent.

## 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)

**Prerequisite(s):** None.

### **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/RELS 329. GREE 331 is a prerequisite for 332. (3-0; 3-0)

### **GREE 532 Readings in the Greek New Testament (3 sem. hrs.)**

## 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/RELS 336.

HEBR/RELS 337 is a prerequisite for 338. (3-0; 3-0)

## History

### **HIST 107 World History to 1750: Ancient to Early Modern (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 eighteenth 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 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 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. (3-0; 3-0)

### **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-seventeenth century to the mid-twentieth 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. (3-0; or 3-0)

### **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 twentieth 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 Genocide, Reconciliation and Co-existence: 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", marginalization, and integration. Examines arguments for partnership, cooperation, negotiation, and reconciliation in a movement towards peaceful co-existence.

**Cross-listed:** POLS 237.

**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. (3-0; 3-0)

### **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 Catholic 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 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-fourteenth 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 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 fourteenth to the seventeenth 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 other 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 fifteenth century to the so-called Glorious Revolution at the end of

the seventeenth 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 sixteenth century, and the civil war and political revolutions of the seventeenth 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 Nineteenth Century Europe (3 sem. hrs.)**

This course examines the long nineteenth 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 Twentieth 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 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 339 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.

**Cross-listed:** GENV 312.

**Prerequisite(s):** 6 sem. hrs. of history, or instructor's consent. (0-0; 3-0)

### **HIST 340 Issues in First Nations-Canadian Relations (3 sem. hrs.)**

Explores specific events that have shaped the relationship between First Nations, Inuit and Metis and the Canadian state and have informed the interaction between indigenous peoples and settler society. Weekly seminars will cover topics such as the Indian Act, reserves, treaties, violence against indigenous women, residential schools, the Sixties Scoop, economic development and sustainability, crime and punishment, art and cultural representation, and activism and resurgence. The thematic approach will explore different visions for how indigenous communities

and Canadian society can 'live together in a good way.'"

**NB:** Not offered every year. See department chair.

**Cross-listed:** POLS 340.

**Prerequisite(s):** 6 sem. hrs. of history including HIST 135 or 136, POLS 234 or HIST/POLS 237, 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, 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 sixteenth 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 twenty-first 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.

**Cross-listed:** GNDR 367.

**Prerequisite(s):** 6 sem. hrs. of history or instructor’s consent. (3-0 or 3-0)

### **HIST 371 Africa Since 1500: From Pre-colonial to Colonial (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 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 Twentieth Century China and East Asia (3 sem. hrs.)**

A cultural and political history of China and Japan since 1900 with an emphasis on late twentieth 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 Twentieth Century: The Politics of Identity (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 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 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, 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 400 Directed Studies in History (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.

**Cross-listed:** GNDR 403.

**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 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.A. 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, or 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 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 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 507 Renaissance Europe (3 sem. hrs.)**

A graduate-level course designed to survey a historical period in greater depth while introducing students to related primary and secondary sources. Students will be familiarized with major themes, events, and issues of interpretation in the history of European history from approximately the mid-fourteenth through to the sixteenth century. Particular attention will be paid to the “rebirth” of ancient Greek and Roman culture that began in the Italian commercial and educational centres of Milan, Florence, Venice and Rome. This course will examine the social, intellectual, artistic, political, and economic history of the Renaissance as it developed in Italy and spread to the rest of Europe. These and other topics will be explored through close readings of primary sources. Students will also consider various methodological and theoretical approaches that have influenced the way that modern historians have analyzed and explained this period in European history.

### **HIST 508 Reformation Europe (3 sem. hrs.)**

Examines the nature of religious reform in the sixteenth 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 other 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 practiced 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 sixteenth 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 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 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 sixteenth century, and the civil war and political revolutions of the seventeenth 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 524 Nineteenth Century Europe (3 sem. hrs.)**

This course is designed to survey a historical period in greater depth while introducing students to related primary and secondary sources. Students will become familiar with major themes, events, and issues of interpretation in the history

of European history during the “long” nineteenth century from the French Revolution to the onset of the Great War. It explores key movements and themes in political, intellectual, gender, and socio-economic history through lectures, discussion groups, and the close readings of primary and secondary sources. Students will also consider various methodological and theoretical approaches that have influenced the way that modern historians have analyzed and explained this period in European 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.

### **HIST 537 Canada and War in the Twentieth Century (3 sem. hrs.)**

Surveys the changing social, political, and cultural impact of war on Canada in the twentieth 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.

### **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 U.S.A. (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 eighteenth 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 sixteenth 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 twenty-first 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 Twentieth Century (3 sem. hrs.)**

This course examines some of 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 Twentieth 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 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 twentieth 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 twentieth 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-twentieth 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

**HKIN 100 Special Program (1 sem. hr.)**

**HKIN 101 Physical Conditioning (1  
sem. hr.)**

**HKIN 102 Run for Fun (1 sem. hr.)**

**HKIN 103 Weight Training (1 sem.  
hr.)**

**HKIN 104 Fitness for Living (1 sem.  
hr.)**

**HKIN 105 Self-Defence (1 sem. hr.)**

**HKIN 107 Advanced Weight Training  
(1 sem. hr.)**

**HKIN 108 Martial Arts (1 sem. hr.)**

**HKIN 120 Rock Climbing (1 sem. hr.)**

**HKIN 121 Hiking (1 sem. hr.)**

**HKIN 135 Ropes Course (1 sem. hr.)**

**HKIN 136 Outdoor Pursuits I (1 sem.  
hr.)**

**HKIN 137 Outdoor Pursuits II (1 sem.  
hr.)**

**HKIN 143 Badminton (1 sem. hr.)**

**HKIN 145 Golf (1 sem. hr.)**

**HKIN 161 Basketball (1 sem. hr.)**

**HKIN 162 Volleyball (1 sem. hr.)**

**HKIN 163 Soccer (1 sem. hr.)**

**HKIN 121 Hiking (1 sem. hr.)**

Students are introduced to a series of Saturday day hiking trips in the local area and will develop hiking skills and knowledge of technical skills. Spiritual and personal discipline within an outdoor environment is emphasized. Students will gain experience of planning and executing day hikes while keeping themselves and others safe.

**Prerequisite(s):** None.

**HKIN 131 Track and Field (1 sem. hr.)**

Basic instruction and knowledge in track and field events; the recognition, analysis, and correction of common errors; skill refinements.

**Prerequisite(s):** None.

**HKIN 135 Ropes Course (1 sem. hr.)**

Students will actively participate in ropes course training, become knowledgeable of safety issues, and develop expertise in an outdoor Ropes Course environment. Both low and high rope course elements will be utilized in providing physical

activities and experiential learning focusing on developing trust, communication, and teamwork skills.

**Prerequisite(s):** None.

### **HKIN 136 Outdoor Pursuits I (1 sem. hr.)**

Students are introduced to a variety of outdoor recreational activities including wilderness skills, knot tying, frisbee golf, TWU ropes course, and environmental stewardship. Seasonal activities may include kayaking and parkour. Activities are accessible, local, and increase awareness of natural environments, and one's personal health and fitness. Students will learn to engage in responsible ways of experiencing the outdoors.

**Prerequisite(s):** None.

### **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.

### **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 201 Strength and Conditioning (3 sem. hrs.)**

An introduction to the fundamentals, techniques, and physiology of beginner and advanced strength training and conditioning. Individual differences in ability, experience and goals will be accounted for in the design, implementation, and maintenance of the student's personal program. Students will be equipped and encouraged to consider strength and conditioning training as a lifetime physical activity plan.

**NB:** Course not available to students who have taken HKIN 101, 103, or 107. Students can only receive credit for one of HKIN 201 or 202.

**Prerequisite(s):** None. (0-0; 0-3)

### **HKIN 202 Total Fitness for Women (3 sem. hrs.)**

An introduction to the fitness benefits and applications of fundamentals, techniques and physiology of strength and conditioning. Students will improve their level of general fitness throughout participation in a wide variety of activities and increase interest in maintaining personal fitness. Individual differences in ability, experience, and goals will be accounted for in the design, implementation, and maintenance of the student's personal program. Students will participate in a combination of group and individual activities as well as practical application lectures.

**NB:** Course not available to students who have taken HKIN 101, 103, or 107. Students can only receive credit for one of HKIN 201 or 202.

**Prerequisite(s):** None. (0-0; 0-3)

### **HKIN 216 Journey: A TWU Outdoor Experience (3 sem. hrs.)**

Students will participate in an eight-day canoe trip in Wells Gray Provincial Park, in mid-August, where they will live in community, be self-sustaining and challenge themselves physically, emotionally, and spiritually. Preparation for the trip will include group meetings from April to July and two days of preparation and orientation on campus prior to leaving for the trip in August. Students will engage with a series of reading and written assignments based on the eight course principles. Those principles are well-being, resilience and preparation, compassion, pacing, perspective, self-reflection, experience, and (inter) connection.

**Prerequisite(s):** Instructor's permission via application.

### **HKIN 235 Climbing Pursuits (3 sem. hrs.)**

Students are introduced to the skills and knowledge required in recreational rock climbing for both indoor and outdoor climbing

environments. Students will become knowledgeable of group facilitation, high ropes training, and safety issues while focusing on personal development, trust, communication, and teamwork skills.

**NB:** Course is not available to students who have taken HKIN 120 or 135.

**Prerequisite(s):** None. (0-0; 0-3)

### **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 266 Indoor Team Sports (3 sem. hrs.)**

An introduction to understanding and playing the indoor team sports of basketball and volleyball. Personal development of sport-specific skills, offensive and defensive game strategies, teamwork, rules, and recreational play will be part of performing and understanding each sport.

**NB:** Course is not available to students who have taken HKIN 161 or 162.

**Prerequisite(s):** None. (0-0; 0-3)

### **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. (1-1; 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.

**Prerequisites:** None.

### **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. (3-0; 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 or 201 or 202; 191, 298; BIOL 241; 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. (3-0 or 3-0)

### **HKIN 342 Dance Explorations (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. (0-0; 0-3)

### **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.)**

Students will explore an in-depth research study of a human kinetics topic in consultation with a supervising human kinetics professor.

**Prerequisite(s):** Fourth year standing or instructor's permission. (3-0 or 3-0)

### **HKIN 420 Sport and Exercise Nutrition (3 sem. hrs.)**

The analysis and application of sport and exercise nutrition. Emphasis is placed on nutrition coaching, diet, supplementation, and ergogenics most appropriate to health, body composition, 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; 3-0)

### **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.)**

Students will gain an understanding of the biopsychosocial considerations and environmental modifications required to facilitate quality physical activity participation for individuals with various disabilities.

**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.

**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, BIOL 241, or instructor's consent; third year standing. (3-1; 0-0)

### **HKIN 475 Clinical Exercise Physiology (3 sem. hrs.)**

A study of the clinical aspects of exercise physiology by examining the relationship between exercise and chronic disease. Cardiorespiratory, metabolic, neuromuscular, immunological, and musculoskeletal conditions are explored with respect to physiology, pathophysiology, and pharmacotherapy along with exercise testing, prescription, safety, and programming issues. (0-0; 3-0)

**Prerequisite(s):** BIOL 241

### **HKIN 492 Health Promotion (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.

**Prerequisite(s):** HKIN 292, third year standing;  
**Recommended:** a course in research methods and/or statistics. (0-0; 3-0)

### **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)

### **HKIN 355A Core Teaching Experience I (1 sem. hr.)**

### **HKIN 355B Core Teaching Experience I (2 sem. hrs.)**

### **HKIN 455A Core Teaching Experience II (1 sem. hr.)**

### **HKIN 455B Core Teaching Experience II (2 sem. hrs.)**

### **HKIN 456A Core Teaching Experience III (1 sem. hr.)**

### **HKIN 456B Core Teaching Experience III (2 sem. hrs.)**

### **HKIN 457A Coaching Experience I (1 sem. hr.)**

### **HKIN 457B Coaching Experience II (2 sem. hrs.)**

### **HKIN 458A Approved Leadership Experience I (1 sem. hr.)**

### **HKIN 458B Approved Leadership Experience II (2 sem. hr.)**

### **HKIN 459 Sport and Leisure Management Experience (3 sem. hr.)**

### **HKIN 460 Sport and Leisure Management Experience (3 sem. hrs.)**

## **Humanities**

### **HUMA 130 Introduction to Law**

Law plays an important role in Canada, including in structuring and regulating the interactions between governments, between governments and private individuals, and between private individuals. This course provides an introduction to the Canadian legal system. Topics to be examined include: the nature, types and sources of Canadian law, the organization of the legal profession, the Canadian court system, and specific branches of law, such as contract and torts. The course will provide a basic understanding of the Canadian legal system and the practice of law, as well as a greater appreciation of law in Canadian society. The course will also examine the significant Christian influences to the development of our law, rule of law, and system of government. (3-0; 3-0)

**Prerequisite(s):** None.

### **HUMA 390 Special Topics in the Humanities (3 sem. hrs.)**

An examination of special topics or issues in the humanities which are not considered in depth in other courses.

**Prerequisite(s):** Third year standing.

### **HUMA 607 Special Topics in the Humanities (3 sem. hrs.)**

Topics may vary.

**Prerequisite(s):** Admission to the Masters in Interdisciplinary Humanities program and instructor's consent.

# Interdisciplinary Studies

## **IDIS 201 Indigenous People of Turtle Island (3 sem. hrs.)**

This course investigates the origins of Indigenous people of Turtle Island and Canada's relationship with Indigenous peoples. In particular, it evaluates Canada's present relationship with the Stó:lō people. The course explores and analyzes the concepts of sovereignty and socio-cultural worldview and identifies the place and centrality of the Stó:lō people in Canada. The course will survey current Stó:lō people/settler religious encounters, consider important local themes, names, and stories, identify significant issues of interpretation, and reflect on possible future paths for Stó:lō/settler peoples. (3,0)

**Prerequisite(s):** None.

## **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.

**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.

## **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.

**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.

**Cross-listed:** MCOM 491.

**Prerequisite(s):** Upper level standing (minimum of 70 sem. hrs.) and instructor's consent.

### **IDIS 493 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 493.

**Prerequisite(s):** Admission into Laurentian Leadership Centre. (3-0 or 3-0)

### **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:

- HIST 411 History, Culture, and Interpreting the Past.
- 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.

## **JAPA 399 Japanese Religion and Spirituality (3 sem. hrs.)**

Investigates the complex and fascinating world of Japanese religions through experiential cultural and historical inquiry. Students are encouraged to analyze and reflect on the development of Japanese religious traditions up to the beginning of the twenty-first century, investigating the formation of a typically Japanese belief system which is based on Shinto Buddhism, and evaluating the development of doctrines and practices which have been most influential in Japanese history, including the relations between religious institutions and centres of political power, particularly during the Second World War.

**Prerequisite(s):** None.

# Latin

## **LATN 211 Latin I**

An introduction to the Latin language. As Latin is the official language of the Roman Catholic Church, students will learn the religious, philosophical, and theological influences of Latin through texts, prayers, and hymns. Students will also acquire an understanding of the mechanics of Latin, learning Latin phonetics, morphology, and syntax.

**NB:** taught at Catholic Pacific College, an approved TWU learning centre.

**Prerequisite(s):** None.

## **LATN 212 Medieval Ecclesiastical Latin (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 moderate difficulty.

**NB:** taught at Catholic Pacific College, an approved TWU learning centre.

**Prerequisite(s):** LATN 211. (3-0; 3-0)

### **LATN 311, 312 Advanced Readings in Latin (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):** LATN 211 and 212. LATN 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 as Service (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.)**

An introduction to learning in the contexts of academic studies and personal growth for a lifetime of success as a leadership student and practicing leader. Emphasis is given to exploring three themes: (a) understanding the self as leader, (b) understanding the role of learning in leading, and (c) understanding leadership studies.

**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.)**

An overview of contemporary approaches in leadership from the 1990s to present day, including practices that focus on psychodynamics, individual and organizational values, ethical relations, teamwork, emotional and social intelligence, and other aspects that have helped define current interpretations of leadership.

**Prerequisite(s):** Third year standing or permission of instructor.

### **LDRS 310 The Learning Organization (3 sem. hrs.)**

An introduction to the leadership concepts and practices of developing leaders, teams, and organizations, exploring the leader's role in facilitating both individual and team-based learning and innovation processes with an emphasis given to action learning.

**Prerequisite(s):** Third year standing or permission of instructor.

### **LDRS 320 Ethical Decision-Making (3 sem. hrs.)**

An exploration of the leader's decision-making practice, including the relation to problem-analysis, decision-making techniques, and ethical considerations. Emphasis is given to a critical examination of individual, organizational, and macro-level issues in ethics, and exploring the role of values and ethics in the leader's formulation of 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: Developing 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 I (2, 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.

### **LDRS 492, 494 Leadership Practicum II (2, 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 percent of the major coursework and practica.

## **Leadership, Graduate 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; specific stakeholder interests in defining data/information needs; key

elements and factors for quality business plans and budgets; governance, financial leadership, performance results measurement and reporting strategies.

### **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 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 697. 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.

### **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 twenty-first 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.

### **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.

### **LDRS 627 Theory and Practice of Adult Education (3 sem. hrs.)**

Learners will be introduced to principles and practices of adult education. Focusing on facilitation methods and instructional design, this course develops practical skills necessary to teach adults. Whether in a classroom or other formal learning context or workplace, leaders are all teachers. This course equips leaders to facilitate transformational learning experiences that are learner-centered, supportive, well-organized, and based on critical inquiry in the context of practice.

### **LDRS 631 Health Care 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 twenty-first 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 percent 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 662 Culturally Inclusive Teaching and Learning (3 sem. hrs.)**

Learners will analyze personal cultural values and beliefs, expanding their cultural self-awareness and cultural competency. Learners will examine

implicit biases in educational structures and processes, assess culturally-inclusive theoretical perspectives, analyze inclusive pedagogy, and explore global Indigenous perspectives on teaching and learning. Learners will develop and apply practical strategies to create culturally-inclusive learning environments and learning activities, and establish and develop meaningful intercultural communication and relationships, applying coaching/facilitation skills to engage all learners in authentic learning experiences.

**Prerequisite(s):** LDRS 627.

### **LDRS 663 Coaching for Transformational Blended Learning (3 sem. hrs.)**

Examines the theoretical foundations and professional practices of coaching learners in blended learning environments with an emphasis on facilitating transformational learning experiences. The intersection of adult education, educational technology, and international education thought is investigated in relation to the development of effective strategies for coaching learners within the emerging context of technologically distributed global higher education. Projects develop digital literacy skills, including the use of communication, collaboration and publishing tools; and media literacy, including knowledge of copyright, open licensing, and digital citizenship.

**Prerequisite(s):** LDRS 627.

### **LDRS 664 Creating Authentic Learning Communities (3 sem. hrs.)**

Learners explore theoretical foundations of learning communities, evaluate strategies for creating authentic learning communities, and apply those strategies in a learning/coaching context. Learners explore teaching and learning through the lens of personal transformation and then widen their lens to consider systems theory and challenges of leading for an authentic learning environment. Learners explore themes such as identity, perception, interconnectedness, and learning organizations. Learners will develop a personal philosophy of Learning Communities, exploring what it means to be personally authentic

and how to lead authentically in a learning environment.

**Prerequisite(s):** LDRS 627.

### **LDRS 667 Practicum (Personal and Professional Practice and Reflection) (3 sem. hr.)**

Learners explore theoretical foundations of learning communities, explore strategies for creating authentic learning communities, and apply strategies within a learning/coaching context. This course provides students with a practical setting in which to apply what they have learned in the Certificate in Coaching and Facilitation. Practicum must be with a supervised business, non-profit agency, social service agency, or institution related to the student's personal interests and future plans. The course includes readings, written assignments and discussion forums.

**Prerequisite(s):** LDRS 627.

### **LDRS 684 Leadership Integration Thesis: Part 1 (3 sem. hrs.)**

The Leadership Integration Thesis (Part 1) provides opportunity for students to conduct innovative independent leadership research. 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):** LDRS 500 and 591.

### **LDRS 685 Leadership Integration Thesis: Part 2 (3 sem. hrs.)**

The Leadership Integration Thesis (Part 2) provides opportunity for students to conduct innovative independent leadership research. 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):** LDRS 684.

### **LDRS 697, 698 (2, 2 sem. hrs.) Leadership Integration Project I, II**

LDRS 697 is a two-semester hour course that together with LDRS 698 comprises the four semester-hour Leadership integration project capstone. The process of designing and completing LDRS 697/698 is the practical exercise of higher order learning processes. LDRS 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 697/698 represents the capstone demonstration of a learner's ability to integrate practical program curriculum content and to demonstrate achievement in the program's 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).

**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 TESOL courses to school settings. Students volunteer for 25 hours in an approved English language learning (ESL/EFL/ELL) program, interacting with students and teachers, and carrying out activities that prepare them for the 400-level TESOL courses.

**Prerequisite(s):** LING/EDUC 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/EDUC 268. (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.

**Cross-listed:** ENGL 305.

**Prerequisite(s):** LING/EDUC 268. (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/EDUC 306 and 310. Linguistics majors should take LING 310 and 330 rather than LING 306.

**Prerequisite(s):** LING 268. (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):** LING/EDUC 268.

### **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.

### **LING 309 Disabilities and Learning English (1 sem. hr.)**

The study of how to teach English language learners (ELLs) with diverse learning needs, developing the skills of identification, assessment, and accommodation of ELLs with differing learning abilities. Students discover how to apply the Universal Design for Learning (UDL) as a practical means to encourage inclusion for all students.

**Prerequisite(s):** LING/EDUC 268.

### **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 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):** LING/EDUC 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/EDUC 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/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.

*NB:* This course is offered as an online course.

**Prerequisite(s):** LING/EDUC 268. (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):** LING/EDUC 268. (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):** LING/EDUC 268. (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):** LING/EDUC 268. (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):** LING/EDUC 268. (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-requisite(s):** 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-requisite(s):** LING 310. (Summer; 3-1; 0-0)

### **LING 371 Training Across Cultures (3 sem. hrs.)**

This course provides linguists, translators, and literacy trainers with principles of adult learning to increase their knowledge, skills and attitudes as effective trainers of adults in cross-cultural settings. Students will interact with literature in adult education; describe how these principles might apply cross-culturally; practice teaching using these methods; then analyze and compare approaches used in other cultures with practical application to training across cultures. While the focus is for training linguists, the principles can be applied to training adults in a wide variety of training situations.

**Prerequisite(s):** None. (3, 0)

### **LING 399 Internship in Field Linguistics (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):** 15 semester hours of linguistics. LING 210, 310, 330, 360. LING 480 and 481 also recommended. Permission from Program Chair.

### **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):** LING 301 and 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):** 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):** 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, 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, 0-0; 0-0).

### **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. (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.

**NB:** Offered in odd-numbered years.

**Prerequisite(s):** LING 310, 330 and 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, 0-0; 0-0.)

### **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.

**NB:** LING 470 is recommended in same semester.

**Prerequisite(s):** LING 310, 330, 360.

### **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.

**Prerequisite(s):** 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 3-0; 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. (summer or 3-0; 0-0)

### **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 470, 480, 493. (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 from a variety of languages.

**Prerequisite(s):** LING 310, 330; minimum grade of B-. (0-0; 3-0)

### **LING 487 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 480.

### **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.

**Prerequisite(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 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 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 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 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. (3-0; 0-0)

### **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.

**NB:** Offered in summer in even numbered years. (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.

### **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. (3-1; 3-1)

### **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.

**Prerequisite(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(s):** LING 210, or equivalent introduction to sociolinguistics. (Summer; 3-0; 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, 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):** LING 570, 580, 593. (summer or 0-0; 3-0)

### **LING 586 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 from a variety of languages. (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.

**Prerequisite(s):** LING 584. (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.

### **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 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.

### **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. (0-0; 3-0)

### **LING 660 Topics in Morphology & Syntax (3 sem. hrs.)**

An article-based course providing an in-depth exploration of current issues in the linguistic subfields of Morphology and Syntax. The types of topics addressed include: wordhood, clitics, grammatical relations, voice, valence, transitivity, noun incorporation, control constructions, raising, reflexivity & reciprocalization, complementation, evidentiality, secondary predication, and iconicity & economy. Students apply the acquired knowledge in producing a major paper.

**Prerequisite(s):** LING 560. (3-0; 3-0)

### **LING 680 Advanced Field Methods (3 sem. hrs.)**

In this course, students transcribe, organize, and analyze language data and prepare a written description of phonological, morphosyntactic, or discourse features of the language. The course

focuses on applying effective fieldwork methodologies.

**Prerequisite(s):** LING 560, 580, 586. (3-0; 0-0)

### **LING 685 Academic Writing in Linguistics (3 sem. hrs.)**

This course develops skills in academic writing for linguistics, including articles, abstracts, theses, books, etc.

**Prerequisite(s):** LING 680. (0-0; 3-0)

### **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. (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.)**

An examination of special topics or issues in linguistics that are not covered in depth in other courses. (3-0; 3-0)

### **LING 696 Comprehensive exam (0 sem. hrs.)**

Every non-thesis student in the MA Linguistics program is required to write a comprehensive

exam in the last semester of their program. Contact the program director for details.

### **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.

**Co-requisite(s):** 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. Although no credit is given for it, a fee is charged for each semester of enrolment.

**Prerequisite(s):** LING 698. (Summer 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, correlation, and linear regression. Not for credit towards a major, concentration, or minor in Mathematics.

**NB:** Credit is granted for only one of MATH 102 or 108.

**Cross-listed:** STAT 102.

**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 BC Principles of Mathematics 11, Foundations of Math 11, Pre-Calculus 11 or equivalent. (4-0; 0, 0)

### **MATH 108 Statistics for Health Care 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 108. Only open to nursing students.

**Cross-listed:** STAT 108.

**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 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.

**Prerequisite(s):** At least a B in BC Principles of Mathematics 12, or Pre-Calculus 12 or equivalent, or MATH 105. (4-0-1; 4-0-1)

### **MATH 124 Calculus II (3 sem. hrs.)**

Transcendental functions, integration techniques, polar co-ordinates, sequences, series, and Taylor series.

**Prerequisite(s):** MATH 123. (0-0-0; 4-0-1)

### **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 105, 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. Students are responsible for checking the mathematics requirements of the

school at which they intend to take their professional year, as they may be different from those required to obtain a teaching certificate.

**NB:** Credit is granted for only one of MATH 101, 102, 108, or 190. Open to declared Elementary Education majors only.

**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 191 Mathematics, History & Culture (3 sem. hrs.)**

Investigates the history of some of the principal mathematical societies, including ancient Egypt, Babylon, and Greece; pre-modern Islamic societies, India, and China; indigenous cultures; and the modern west, providing context for students' performance of arithmetic, algebra, and geometry. Students shall discover how mathematics is shaped by, and itself shapes, historical movements, philosophical positions, and issues of faith

**NB:** Credit cannot be received for both MATH 190 and 191. This course cannot count towards a MATH minor, concentration, major or CMPT program.

**Prerequisite(s):** None.

### **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, vector spaces and orthogonality. Other topics include determinants, eigenvalues, singular values, linear transformations, and applications.

**Prerequisite(s):** MATH 123 or 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.

**Cross-listed:** STAT 310.

**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.

**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.

**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.

**Co-requisite(s):** MATH 223, 250; CMPT 140 or equivalent. (4-0 or 4-0)

### **MATH 333 Mathematics of Data Science (3 sem. hrs.)**

Foundational mathematical concepts underpinning theoretical frameworks in data science that depend on linear algebra and multivariable calculus, with applications chosen from machine learning, statistical inference, and data assimilation. Possible topics include matrix decompositions, gradient and multivariate chain rule, Lagrange multipliers and constrained optimization, maximum likelihood, and Bayesian estimation.

**Prerequisite(s):** MATH 223, 250.

### **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 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 Number Theory (3 sem. hrs.)**

This course includes a study of the ideas of classical number theory, their historical development, and modern applications. Topics include divisibility and prime numbers, modular arithmetic, primality tests, primitive roots, quadratic reciprocity, Diophantine equations, continued fractions, and applications such as cryptography.

**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. (3-0; 3-0)

### **STAT 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, correlation, and linear regression. Not for credit towards a major, concentration, or minor in Mathematics.

**NB:** Credit is granted for only one of STAT 102 or 108.

**Cross-listed:** MATH 102.

**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)

### **STAT 108 Statistics for Health Care 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 STAT 102 or 108. Only open to nursing students.

**Cross-listed:** 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 or 3-0)

### **STAT 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.

**Cross-listed:** STAT 310.

**Prerequisite(s):** MATH 223. (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 140 Introduction to Game Design (3 sem. hrs.)**

An intelligent, playful course in which students will apply the history, theory, and practice of game design to the creation of games. While the material of this course is relevant to video game design, students will primarily focus on board and card games.

**Cross-listed:** GAME 140.

**Prerequisite(s):** None.

## **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 (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.

**NB:** Required of all students majoring in media and communication (not corporate communication) every semester through the duration of their program (eight times).

**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:** Required of all media and communication majors and all corporate communication majors in second year.

**Prerequisite(s):** None. (0-0; 3-0)

### **MCOM 192 Communication Colloquium: Professional Preparation (1 sem. hr.)**

This course operates in conjunction with MCOM 190 “Communication Colloquium.” Students gather with the entire department together on a weekly basis to talk about important issues facing communication students and professionals, consider the connections between their faith and their careers, build community in the program, and prepare to find and build their careers after graduating. Students dive deeper into this last goal of professional preparation in this course than MCOM 190.

**Prerequisite(s):** None. (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:** Viewing 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. Fulfills university core requirement for aesthetic and performance inquiry. Fulfills 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. Fulfills university core requirement for aesthetic and performance inquiry. Fulfills departmental visual creativity requirement. (Priority given to media and communication students.)

**Cross-listed:** ART 250.

**Prerequisite(s):** None. (3-0; 3-0)

### **MCOM 240 Game Design for Video Games (3 sem. hrs.)**

A continuation of GAME 140 “Introduction to Game Design.” Students focus on applying game design principles explicitly to the video game medium. By engaging in constant design projects and exercises, students will broaden their knowledge of design theory and develop the necessary skills to rapidly prototype and test game design ideas.

**Cross-listed:** GAME 240.

**Prerequisite(s):** GAME/MCOM 140.

### **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. Fulfills 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 It's Personal: Introduction to Narrative Nonfiction (3 sem. hrs.)**

"You can't make this stuff up." Narrative nonfiction's creative tools bring true stories to life. In this introductory workshop-style course, students analyze examples of compelling published literary memoir, personal narrative, and critical writing about pop culture. They interpret the author's craft, study general editorial requirements, and formulate aesthetic principles for their own feature material. Students will write several pieces in a variety of nonfiction genres; critique each other's work; and revise their own—with the intent to publish. Fulfills departmental writing competency requirement.

**NB:** 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. Fulfills corporate communication leadership communication requirement.

**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:** Course fee. 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:** Fulfills 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):** At least third 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):** At least 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:** Fulfills University core requirement for social and global inquiry. Fulfills corporate

communication media studies requirement. Not offered every year.

**Prerequisite(s):** At least third year standing. (0-0; 3-0)

**MCOM 314 Hollywood and the Superhero (3 sem. hrs.)**

This course explores the nature and development of the Superhero figure and myth from its ancient origins to the contemporary Hollywood blockbuster craze. Emphasis will be placed upon exploring the Superhero as myth, archetype, icon, moral hero, and anti-hero, and investigates why the Superhero type figure has been a perennial character and what the current emphasis on superheroes might tell us about contemporary social, moral, political, gender, and cultural concerns.

**NB:** Viewing fee.

**Prerequisite(s):** At least third year standing. (3-0 or 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:** Viewing fee. Fulfills 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 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.

**NB:** Lab fee. Fulfills corporate communication major media studies requirement.

**Cross-listed:** ART 362.

**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.

**NB:** Lab fee. Fulfills corporate communication major media studies requirement.

**Cross-listed:** ART 363.

**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 340 Advanced Game Design (3 sem. hrs.)**

An in-depth look at game design theory and aesthetic criticism pertaining to video games. Through the use of significant projects, students will further develop practical design skills, and investigate theoretical topics such as the ability of games to communicate, simulate and persuade. Students will examine the connections between game design and faith, spirituality, ethics, morality, and the Christian tradition in order to become game designers who are thoughtful shapers of culture rather than simply entertainment technicians.

**Cross-listed:** GAME 340.

**Prerequisite(s):** GAME/MCOM 240.

### **MCOM 341 Interactive Storytelling (3 sem. hrs.)**

An in-depth look at the various forms of writing for video games. Students will study and practice game story scripting, writing for interface, dialogue and narration, as well as video game technical writing. Students will develop skills to handle the many writing tasks necessary for a game development project. Students who are not part of the Game Development program will also benefit from taking this course, as it is also applicable to non-game forms of media production.

**Cross-listed:** GAME 341.

**Prerequisite(s):** One of ENGL 207, 208, MCOM 261, 351, 361, 362, 461.

### **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; MCOM 191, and at least third year standing or instructor's permission. (3-0 or 3-0)

### **MCOM 352 Multimedia Journalism (3 sem. hrs.)**

A hands-on seminar that explores the use of text, images, sound, video, data and graphics to tell stories in an engaging way. Students will leverage digital tools, social media platforms, and research to inform, educate or entertain. The course explores historical aspects, storytelling structures, design concepts, ethical issues, writing styles, and the business of media. Fulfills departmental writing competency requirement.

**NB:** Lab fee. Fulfills corporate communication major writing requirement.

**Prerequisite(s):** MCOM 231 and 251, or instructor's consent. (0-0; 3-0)

### **MCOM 354 Sports Journalism (3 sem. hrs.)**

A survey of the principles, practices, and ethical considerations of sports journalism with emphasis on newsgathering, storytelling, editing, audience consideration, and Canadian Press Style. Students apply skills in the university sports context to meet real deadlines and gain from peer critique.

**NB:** Strongly recommend one of MCOM 221, 251, 261, or 352. Writing samples may be required for instructor's approval.

**Prerequisite(s):** At least third year standing, and approval of the instructor.

### **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):** None.

### **MCOM 362 Playwriting (3 sem. hrs.)**

Playwriting is a workshop course designed for any student interested in developing their storytelling skills by writing for the stage. Students will study major components of playwriting, including dramatic formatting, structure, plot, and character development, writing actionable dialogue, analysis, dramaturgy, and more. Students will deepen their understanding of these components and of the creative process through writing exercises, pitching ideas, reading work out loud, and respectfully providing and receiving feedback. By the end of the semester, students will have written one or more plays.

**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. Fulfills university core requirement for aesthetic and performance inquiry. Fulfills theory and criticism requirement for media and communication major.

**Prerequisite(s):** MCOM 251 or 261; or ENGL 207 or 208; or instructor’s permission (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. Fulfills leadership communication requirement for corporate communication majors.

**Prerequisite(s):** At least third 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:** Fulfills University core requirement for social and global inquiry. Required of all corporate communication majors. Fulfills theory and criticism requirement for media and communication major.

**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:** Fulfills 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.

**NB:** May fulfil department public speaking requirement with chair's approval.

**Prerequisite(s):** MCOM 281 or instructor's consent. (3-0 or 3-0)

### **MCOM 390 Advanced 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, 392, 393 Communication Field Placement (1, 2, 3 sem. hrs.)**

This field placement 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 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.

**Cross-listed:** GENV 395.

**Prerequisite(s):** Second 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.

**Cross-listed:** GENV 396.

**Prerequisite(s):** Second 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.

**NB:** Fulfills theory and criticism requirement for media and communication major.

**Prerequisite(s):** At least second year standing. (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:** Fulfills 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:** Viewing fee. Fulfills theory and criticism requirement for media and communication majors.

**Prerequisite(s):** None.

### **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 cinematography

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:** Course fee. Fulfills 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:** Fulfills theory and criticism requirement for media and communication majors; fulfills 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.

**NB:** Course fee. Fulfills corporate communication writing requirement.

**Prerequisite(s):** MCOM 251 or 261 or 452; or ENGL 103 and 104; or ENGL 207 or 208; or instructor's permission (writing samples may be required). (3-0 or 3-0)

### **MCOM 461 On the Road: Travel and Adventure Journalism (3 sem. hrs.)**

Explore the world of travel journalism and adventure writing. In this senior workshop course, students will critique each other's work and read, discuss, and analyze travel literature to understand its roots and conventions. Students need not be world travelers to write their own travel-based essays: their unique observations, voice, and writing ability all contribute to make a good story, even in their own backyards. Builds on storytelling techniques, critical theory, and application of aesthetic principles acquired in introductory and intermediate courses in narrative nonfiction.

**Prerequisite(s):** MCOM 251 or 261; or permission of the instructor.

### **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:** Course fee. Required of students majoring in the professional writing stream or minor. May be taken by other students with permission of instructor (sample writing may be required).

**Prerequisite(s):** Students must be majoring in Media + Communication (Professional Writing Stream), and have third or fourth 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 mold 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:** Fulfills theory and criticism requirement for media and communication majors and fulfills leadership requirement for corporate communication majors.

**Prerequisite(s):** MCOM 171, or permission of instructor, 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:** Fulfills theory and criticism requirement for media and communication majors and fulfills 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):** At least 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 475 Communication and Diversity (3 sem. hrs.)**

This seminar style class explores various and complex dimensions of diversity and inclusion in the workplace and in society. Students examine the barriers to professional advancement that are faced by non-mainstream groups. The course proposes an Inclusive Workplace Model and effective communication for managing complexity, engaging diversity, navigating difference, and removing obstacles to inclusion and to organizational effectiveness and growth.

**NB:** Fulfills leadership communication requirement for corporate communication major.

**Prerequisite(s):** At least third year 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.

**Prerequisites:** Required of all students majoring in Media + Communication (Leadership Stream) or Corporate Communication with third or fourth 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:** Fulfills 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 seventeenth and eighteenth 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 sem. hrs.)**

Traces the historical development of Western music from the beginning of the nineteenth 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:** Open to declared Music majors and Music Education minor and concentration students only.

**Prerequisite(s):** None. (0-2 or 0-2)

### **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 Tonal Harmony I and Tonal Harmony II (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 for Worship I (3 sem. hrs.)**

The study of song composition (songwriting) with an emphasis on the student producing songs in a variety of styles and for different contexts, but particularly for worship settings (either corporate, performance, or other). Compositional topics include song structure, lyric development, harmonic organization, and instrumentation, considered in the contexts of congregational worship, contemporary performance, Psalm and hymn. The course format involves group workshop sessions and individual tutorials, with the instructor guiding the students.

**Prerequisite(s):** MUSI 110 or 225, or instructor's permission.

### **MUSI 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.

**Cross-listed:** WRSB 239.

**Prerequisite(s):** WRSB 101.

### **MUSI 309 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.

**NB:** Not offered every year

**Cross-listed:** WRSB 301.

**Prerequisite(s):** RELS 111/112 and upper-level standing.

### **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 Tonal Harmony III (3 sem. hrs.)**

Advanced integrated study of music theory, including written harmony, form and analysis, and counterpoint. Harmonic elements include secondary seventh chords; dominant ninth, eleventh, and thirteenth 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 Counterpoint, Form, and Analysis (3 sem. hrs.)**

Advanced integrated study of music theory, including written harmony, form and analysis, and counterpoint. Harmonic elements include secondary seventh chords; dominant ninth, eleventh, and thirteenth 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; 325 and 326 (may be taken concurrently). (2-0 or 2-0)

**MUSI 334 Songwriting for Worship II (3 sem. hrs.)**

A course for students who have done Songwriting for Worship I (MUSI 227), and want to explore working on a self-directed creative project. Students write original songs, which creatively pair music and lyrics that will enhance the worship life of Christians, either in gathered worship or private devotional worship. A spiritual theme which runs across the compositions will be emphasized.

**Prerequisite(s):** MUSI 225 and 227.

**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 (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 sixteenth century through to the twentieth century.

**NB:** Not offered every year. See department chair.  
**Prerequisite(s):** MUSI 131, 132, 225, 226; 325 and 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 Twentieth 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 355 Video Game Sound and Music (3 sem. hrs.)**

A survey of the history and current use of sound and music in video games. Students will investigate how audio in video games is unique and where it draws on other media, as well as learn about the tools and best practices used in the creation of sound and music in video games. Through this study, students will become more aesthetically informed critics of the use of audio in video games.

**Cross-listed:** GAME 320.

**Prerequisite(s):** Second year standing or higher.

### **MUSI 356 Sound Design (3 sem. hrs.)**

Covers the core components of effective sound design, such as sound effects, voice recording, and mixing. This is a hands-on studio-based course in which students will engage in frequent hands-on exercises and in-class activities in order to prepare them to contribute the non-musical audio elements necessary for video game development. Students who are not part of the Game Development program will also benefit from taking this course, as it is also applicable to non-game forms of media production.

**Cross-listed:** GAME 321.

**Prerequisite(s):** MCOM 323/MUSI 340.

### **MUSI 357 Advanced Sound Design (3 sem. hrs.)**

Continues the topics of GAME 321 “Sound Design,” goes deeper in those topics (sound effects, voice recording, mixing), and adds an extra emphasis on studio direction. This is a hands-on studio-based course in which students will engage in frequent hands-on exercises and in-class activities in order to gain the skills and aesthetic judgment necessary to excel in their creation of non-music audio elements of video games. Students who are not part of the Game Development program will also benefit from taking this course, as it is also applicable to non-game forms of media production.

**Cross-listed:** GAME 322.

**Prerequisite(s):** GAME 321/MUSI 356.

### **MUSI 358 Interactive Sound Design (3 sem. hrs.)**

Covers the issues and technologies unique to creating and deploying sound and music for video games and other interactive digital media. In this studio-based course, students will engage in frequent exercises and projects in order to develop the advanced knowledge, aesthetic judgment, and digital audio skills that will help these students contribute effectively to sound design in Game Development projects. Students must have at least a basic understanding of programming to participate in this course.

**Cross-listed:** GAME 323.

**Prerequisite(s):** GAME 321/MUSI 356; CMPT 140.

### **MUSI 370 Junior Recital (1 sem. hr.)**

A 30-minute recital given by a student in the third year of the performance stream. Recital program must be submitted to the department chair for approval.

**Prerequisite(s):** Admission to the performance stream 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/WRSH 402 and 403.

**NB:** MUSI/WRSH 402 is most commonly taken as a co-requisite.

**Cross-listed:** WRSH 401.

**Prerequisite(s):** WRSH 201, 301, and upper level standing.

### **MUSI 402 Worship Design and Leadership II (1 sem. hr.)**

A local church field placement 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:** For those involved in leading worship teams in the field placement, MUSI 320 is required; MUSI 405 is recommended. For those involved in leading choirs/ensembles in the field placement, MUSI 405 is required. For those involved in a dramatic ministry in the field placement, THTR 383 is required. For those involved in digital media ministry in the field placement, ART 250/MCOM 231 is required.

**Cross-listed:** WRSH 402.

**Co-requisite(s):** MUSI/WRSH 401.

**Prerequisite(s):** WRSH 201, 301.

### **MUSI 403 Worship Design and Leadership III (1 sem. hr.)**

A continuation of the local church field placement of MUSI 402, typically in the same church. The

field placement 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.

**Cross-listed:** WRSH 403.

**Prerequisite(s):** MUSI/WRSH 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 Twentieth Century Music (3 sem. hrs.)**

An examination of representative musical literature spanning the twentieth and twenty-first 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 236, 325. (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 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 resonance 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 chair for approval.

**Prerequisite(s):** MUSI 370 and, usually, two semesters of private study subsequent to the junior recital.

## **Applied Music**

### **MUSA 101 Repertory and Studio (1 sem. hr.)**

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 six semesters of the program; recommended for declared music and music education minors and concentrators.

**Prerequisite(s):** None.

### **MUSA 102 Repertory and Studio (1 sem. hr.)**

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 six semesters of the program; recommended for declared music and music education minors and concentrators.

**Prerequisite(s):** MUSA 101.

### **MUSA 201 Repertory and Studio (1 sem. hr.)**

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 six semesters of the program; recommended for declared music and music education minors and concentrators

**Prerequisite(s):** MUSA 102.

### **MUSA 201 Repertory and Studio (1 sem. hr.)**

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 six semesters of the program; recommended for declared music and music education minors and concentrators

**Prerequisite(s):** MUSA 102.

### **MUSA 301 Repertory and Studio (1 sem. hr.)**

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 six semesters of the program; recommended for

declared music and music education minors and concentrators

**Prerequisite(s):** MUSA 201.

### **MUSA 302 Repertory and Studio (1 sem. hr.)**

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 six semesters of the program; recommended for declared music and music education minors and concentrators.

**Prerequisite(s):** MUSA 301.

#### **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. 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.

**MUSA 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**

Memberships in all performing ensembles is by audition. Ensembles must be taken in numerical sequence, the first being at the 100-level. Ensembles rehearse for approximately three hours each week of the semester for 1 semester hour of credit.

### **Orchestra**

MUSI 145, 146, 245, 246, 345, 346, 445, 446.  
SAMC's Orchestra is dedicated to the exploration and sharing of the vast literature of symphonic music, presented on and off-campus to the glory of God. The core repertoire of this large ensemble is the masterworks of the eighteenth through twentieth centuries. In keeping with the School's spirit of collaboration, the Orchestra also

performs newly created works by SAMC faculty and student composers. Membership in this ensemble is open to students of all majors by audition.

### **Concert Band**

MUSI 147, 148, 247, 248, 347, 348, 447, 448.  
SAMC's Concert Band is dedicated to the exploration and sharing of music for brass, winds, and percussion, presented on and off-campus to the glory of God. The repertoire for this ensemble includes music originally composed for this instrumentation, and arrangements of music from the eighteenth century to the present. Membership in this ensemble is open to students of all majors by audition.

### **Chamber Choir**

MUSI 153, 154, 253, 254, 353, 354, 453, 454.  
The large vocal ensembles of the School of the Arts, Media + Culture provide opportunity for singers to develop vocal technique and music literacy while learning choral repertoire from many stylistic periods and traditions. The Chamber Choir is the most advanced vocal ensemble at TWU and has the most rigorous rehearsal and performance schedule. This course develops musical leadership by teaching ensemble-singing skills, lyric diction, and expressive performance techniques. The Chamber Choir regularly represents the university in local performances as well as on international tours. TWU's large vocal ensembles are open to students of all majors by audition.

### **Vocal Ensembles**

MUSI 161, 162, 261, 262, 361, 362, 461, 462.

#### *Chamber Singers (Section A)*

The small vocal ensembles of the School of the Arts, Media + Culture provide opportunity for singers to challenge themselves in more intimate musical settings. Chamber Singers is an advanced vocal group that tackles challenging contemporary and classic works from the choral repertoire, often accompanied by chamber orchestra, such as a Bach cantata or a psalm setting. TWU's small vocal ensembles are open to students of all majors by audition.

#### *Worship Team (Section B)*

Worship Team is a group of singers and instrumentalists which develops music team skills to perform and lead in worship. The team represents TWU as they minister both on and off campus. TWU's small vocal ensembles are open to students of all majors by audition.

*Renaissance Singers (Section C)*

The small vocal ensembles of the School of the Arts, Media + Culture provide opportunity for singers to challenge themselves in more intimate musical settings. Renaissance Singers is an a cappella ensemble dedicated to the polyphony of the fifteenth and sixteenth centuries. TWU's small vocal ensembles are open to students of all majors by audition.

*Vocal Jazz Ensemble (Section D)*

The small vocal ensembles of the School of the Arts, Media + Culture provide opportunity for singers to challenge themselves in more intimate musical settings. Vocal Jazz is an ensemble that performs a variety of traditional and contemporary jazz arrangements on and off campus. TWU's small vocal ensembles are open to students of all majors by audition.

*Musical Theatre Vocal Ensemble (Section E)*

The small vocal ensembles of the School of the Arts, Media + Culture provide opportunity for singers to challenge themselves in more intimate musical settings. Musical Theatre Vocal is an ensemble that takes part in the biannual SAMC Musical. TWU's small vocal ensembles are open to students of all majors by audition.

**Instrumental Ensembles**

MUSI 165, 166, 265, 266, 365, 366, 465, 466.  
The SAMC small instrumental ensembles provide opportunity for instrumentalists to challenge themselves in a more intimate musical settings, presenting concerts on and off-campus to the glory of God. TWU's small instrumental ensembles are open to students of all majors by audition.

*Brass Quintet (Section A)* (trumpets, French horn, trombone, and tuba) explores music from a variety of genres including early polyphonic works from the sixteenth and seventeenth centuries, arrangements of Classical music from the eighteenth and nineteenth centuries, and more

contemporary compositions from the twentieth and twenty-first centuries.

*Jazz Combo (Section B)* (drum set, piano, bass, guitar, brass, and wind instruments) explores the rich literature of jazz music for smaller groups (5-8 players), including both standards and more recent compositions. Students will gain experience reading lead sheets and improvising.

*Stage Band (Section C)* (percussion, piano, bass, brass, and winds) explores the rich literature of jazz music from the Big Band era and more contemporary works for this size of group (14-24 players). The charts for this ensemble are more fully scored, but include some opportunity for improvised solos.

*String Quartet (Section D)* (violins, viola, and cello) explores the vast range of string chamber music written from the early Classic through Modern eras.

*Woodwind Quintet (Section G)* (flute, oboe, clarinet, French horn, and bassoon) explores a wide variety of music written for this ensemble from the Classic through Modern eras. Their repertoire may also include arrangements of music from other ensembles or genres.

*Traditional Jazz Ensemble (Section H)* (drum set, piano, bass, guitar/banjo, brass, and winds) explores popular American music of the early twentieth century with a focus on jazz standards from the 1920s through 1940s.

*Guitar Ensemble (Section I)* (guitars) explores arrangements and original compositions in a variety of styles written for 4-6 players. Members will explore works written in both traditional and tab notation.

*Music Theatre Ensemble (Section J)* (varied instrumentation) supports the SAMC collaborative presentation of a music theatre show by providing the musical accompaniment for the actors.

*New Music Ensemble (Section K)* (varied instrumentation) explores classic contemporary music from the twentieth and twenty-first centuries, and also serves as a resident ensemble

performing works composed by current or recent SAMC Music students.

### **Concert Choir**

MUSI 181, 182, 281, 282, 381, 382, 481, 482.

The large vocal ensembles of the School of the Arts, Media + Culture provide opportunity for singers to develop vocal technique and music literacy while learning choral repertoire from many stylistic periods and traditions. The Concert Choir is the introductory vocal ensemble at TWU and most singers will spend a minimum of one semester in Concert Choir before progressing to the more advanced ensembles. This course introduces ensemble-singing skills, lyric diction, and expressive performance techniques. The Concert Choir regularly takes part in major joint performances with the other TWU choirs. TWU's large vocal ensembles are open to students of all majors by audition.

## **Natural and Applied Sciences**

### **NATS 481 Christian Perspectives in the Sciences: Life Sciences (3 sem. hrs.)**

This is a liberal arts-oriented capstone course concerning the integration of Christianity with the Life Sciences and other disciplines taught within the Faculty of Natural and Applied Sciences. Christian beliefs are applied to an understanding and evaluation of modern science and technology. The course integrates elements of theology, history and philosophy of science, and specific topics where Christian faith and science intersect. This course consists of three parts: general topics in science, further explorations of topics in the Life Sciences, and student-led seminars occurring in interdisciplinary groups.

**Prerequisite(s):** Completion of at least 60 sem. hrs. of study by end of preceding semester, and at least 12 sem. hrs. of Biology, Biotechnology, or Environmental Sciences courses.

### **NATS 482 Christian Perspectives in the Sciences: Chemistry (3 sem. hrs.)**

This is a liberal arts-oriented capstone course concerning the integration of Christianity with chemistry and other 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. The course integrates elements of theology, history and philosophy of science, and specific topics where Christian faith and science intersect. This course consists of three parts: general topics in science, further exploration of topics for students within chemistry, and student-led seminars in interdisciplinary groups.

**Prerequisite(s):** Completion of at least 60 sem. hrs. of study by end of preceding semester, and at least 12 sem. hrs. of Chemistry.

### **NATS 483 Christian Perspectives in the Sciences: Computing Science (3 sem. hrs.)**

This is a liberal arts-oriented capstone course concerning the integration of Christianity with computing science and other disciplines taught within the Faculty of Natural and Applied Sciences. Christian beliefs are applied to an understanding and evaluation of modern science and technology. The course integrates elements of theology, history and philosophy of science, and specific topics where Christian faith and science intersect. This course consists of three parts: general topics in science, further exploration of topics for students within computing science, and student-led seminars in interdisciplinary groups.

**Prerequisite(s):** Completion of at least 60 sem. hrs. of study by end of preceding semester and at least 12 sem. hrs. of Computing Science.

### **NATS 484 Christian Perspectives in the Sciences: Mathematics (3 sem. hrs.)**

This is a liberal arts-oriented capstone course concerning the integration of Christianity with mathematics and other 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. The course integrates elements of theology, history and philosophy of science, and specific topics where Christian faith

and science intersect. This course consists of three parts: general topics in science, further exploration of topics for students within Chemistry, and student-led seminars in interdisciplinary groups.

**NB:** Not offered every year.

**Prerequisite(s):** Completion of at least 60 sem. hrs. of study by end of preceding semester and at least 12 sem. hrs. of Mathematics.

## 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 BSN program. (0-4; 0-0)

### **NURS 114 Introduction to the Profession of Nursing (3 sem. hrs.)**

This course introduces students to the foundational knowledge, skills, reasoning, and values required to embody the professional identity of a nurse in the provision of collaborative, safe, competent, ethical, compassionate and evidence-informed person-centered care.

**Co-requisites(s):** NURS 113.

**Prerequisite(s):** Admission to the BSN 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 first semester of BSN program. (0-0; 0-4)

### **NURS 124 Communication and Covenantal Caring (2 sem. hrs.)**

Concepts of communication and collaboration are explored with an emphasis on the skills and competencies nurses require to build strong interpersonal relationships with patients, interprofessional teams, and colleagues.

Covenantal caring as foundational to interpersonal relationships and the influence of Christian values and beliefs are explored.

**Prerequisite(s):** NURS 113, 114. (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.)**

This course introduces nursing therapeutics as interventions by the nurse in the care of well and ill persons. 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 nursing care of older adults from a positive aging perspective. Emphasis is on the nursing process considering physiological, psychological, social, and spiritual

dimensions of health, well-being, and common chronic conditions.

**Co-requisite(s):** NURS 213.

**Prerequisite(s):** 100 level nursing courses and other non-nursing prerequisites designated on curricular pattern. (0-0, 3-0)

### **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.

**NB:** Pass/Fail course.

**Co-requisites:** NURS 212.

**Prerequisite(s):** 100 level nursing courses and other non-nursing prerequisites designated on curricular pattern. (0-0, 0-8)

### **NURS 224 Evidence-Informed Practice (3 sem. hrs.)**

This course introduces concepts of evidence-informed nursing practice and its alignment with professional standards. Students develop research literacy skills to critically appraise research evidence across select methods. Related attitudes of inquiry, such as open-mindedness and curiosity, are emphasized.

**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, planetary health, health equity, humanitarianism, and Christian missions, with implications for nursing and intersectoral care. Emphasis is on exploring past and current global health topics, such as global burden of disease, health systems strengthening, public and health policy, human rights, indigenous health, infectious diseases, and global disasters.

**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 twentieth 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.)**

This course focuses on nursing care of adults experiencing acute, chronic, and palliative conditions in hospital and community-based settings. Emphasis is placed on the nursing process considering physiological, psychological, social, and spiritual responses to illness and health.

**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 acute and chronic illnesses. Emphasis is on the delivery of safe, person-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.

**Prerequisite(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 evaluates, applies, and integrates principles of nursing therapeutics as single or multiple interventions by the nurse in the care of well and ill persons. 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.)**

This course focuses on nursing care as related to mental health throughout the life cycle in a variety of settings. Emphasis is placed on the nursing process considering psychological, emotional, social, and spiritual responses to mental illness and the promotion and restoration of mental health.

**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, person-

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.)**

This course focuses on principles of community health nursing to ameliorate structural vulnerabilities and health disparities through population health strategies, community assessment and development, communicable disease control, intersectional care, advocacy, and health policy.

**Co-requisite(s):** NURS 318.

**Prerequisite(s):** NURS 100, 200 level courses and other non-nursing prerequisites designated on curricular pattern. (3-0; 0-0)

### **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-centred, 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-centred, 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 350 Spirituality and the Helping Professions (3 sem. hrs.)**

In response to Canada's diverse society, this course provides the student opportunities to

explore how religious, spiritual, and theological perspectives shape experiences of health, illness, and human suffering, with applications to spiritual caregiving and self-care practices of the helping professional.

**Prerequisite(s):** 6 sem. hrs. of Religious Studies courses; Second year standing in Nursing.

### **NURS 360 Person-Centred Palliative Approach (3 sem. hrs.)**

Focus is on how to provide a person-centred palliative approach to care for a growing population of individuals who have progressive life-limiting conditions, and their family caregivers.

**Prerequisite(s):** NURS 100, 200 level courses and other non-nursing prerequisites designated on curricular pattern (0-0; 3-0)

### **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-centred, 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.

### **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.

**NB:** This course is offered in summer.

**Prerequisite(s):** Undergraduate nursing research course or equivalent.

### **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.

**NB:** This course is offered in summer.

**Prerequisite(s):** Undergraduate nursing research course or equivalent.

### **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 Nursing Inquiry II (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 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. (0-0; 3-0)

### **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. (0-0; 3-0)

### **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. (0-0; 3-0)

### **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), consultation, education, research, and leadership are explored in the context of older adult care, as well as ANP

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. (0-0; 3-0)

### **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. (0-0; 3-0)

### **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. (3-0; 0-0)

### **NURS 690 MSN Thesis I (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 MSN Thesis Continuation Status (0 sem. hrs.)**

## **Nursing, Doctoral Courses**

### **NURS 700 Doctoral Seminars (0.5 sem. hrs. over 6 semesters)**

This seminar guides students in exploring topics related to nursing education leadership, development of advanced professional competencies, and their dissertation research. The online seminar will include presentations of ongoing and proposed research by students and faculty, the creation of a professional dossier, and preparation for the comprehensive exam. As students develop their dissertation proposal, they may use the doctoral seminar to test their emerging ideas and obtain feedback from peers and faculty. Students participate in this online seminar until they successfully complete their comprehensive exams. (Years 1 and 2.)

### **NURS 710 Advanced Nursing Philosophy (3 sem. hrs.)**

In this hybrid course, doctoral students will learn how various philosophic traditions inform nursing knowledge development, practice, and education. Nursing science, the disciplinary and interdisciplinary knowledges that form the foundation of nursing, is examined. Emphasis is on the process of philosophic inquiry and the ability to analyze systematically and logically the contemporary issues facing health services, the nursing profession, and nursing education. Philosophic foundations are laid from which students develop as scholars in their contribution to the nursing profession.

### **NURS 720 Advanced Research Methodology (3 sem. hrs.)**

Doctoral students will learn how to conceptualize nursing research methodology, with an emphasis on the foundations of nursing inquiry, the assumptions and claims underpinning the research enterprise, the philosophy of evidence, and justifications of how research questions and

approaches articulate with socially and clinically relevant problems requiring investigation.

**Prerequisite(s):** Graduate level courses in qualitative methods and quantitative methods.

### **NURS 730 Advanced Research Design (3 sem. hrs.)**

Based on research methodologies, this course provides the critical foundations of advanced research approaches to formulate procedures for inquiry (research designs) and detailed research methods of data collection, analysis, and interpretation (research methods). The implications of research decisions will be differentiated. Students obtain the in-depth knowledge and skills required to independently conduct research with an emphasis on the new and emerging approaches of nursing research. Critical examination of theories employed in the nursing discipline, research questions, designs, the positionality of the researcher, rigour, and ethics will be discussed.

**Prerequisite(s):** Graduate level courses in qualitative methods and quantitative methods.

### **NURS 750 Advanced Public Policy & Knowledge Translation (3 sem. hrs.)**

Doctoral students will learn how to affect health system and educational change through public policy and knowledge translation. The philosophical, theoretical foundations and multi-faceted strategies of public policy (including health policy and educational policy) and knowledge translation are examined during a residency at the world-class Laurentian Leadership Centre in Ottawa. The student will apply knowledge translation concepts to their dissertation research plans.

**Prerequisite(s):** A graduate level course in knowledge translation, health policy, or leadership.

### **NURS 760 Advanced Educational Leadership (3 sem. hrs.)**

Doctoral students will learn how to provide leadership to nursing education, drawing on higher education and leadership theories to analyze the sociopolitical context of nursing education. Particular attention is given to

understanding the trifold role of the nursing professoriate of teaching, research, and service; and the management of learning environments.

**Prerequisite(s):** A graduate level course in nursing education or nursing leadership or Advanced Nursing Practice.

### **NURS 800 Dissertation Seminar (0.5 sem. hrs. over 6 semesters)**

This seminar deals with theoretical and practical aspects of designing dissertation research through to the successful completion of the dissertation. Topics pertaining to access and recruitment of study participants, data collection, data analysis, and knowledge translation will be addressed. Doctoral students will engage with classmates and faculty on this online seminar once they have completed their comprehensive exams. (Year 3 and 4.)

**Prerequisite(s):** NURS 700.

### **NUR 833 Internship (3 sem. hrs.)**

Doctoral students will complete an internship (approximately 100 hours) in mentorship with an expert nurse scholar-educator, researcher, policy analyst or leader. In conjunction with a faculty mentor, students will design and complete a project that is individualized to their learning needs and builds the professional skills of a nurse academician.

**Prerequisite(s):** First year of PhD Nursing Courses.

### **NURS 900 Dissertation Proposal (3 sem. hrs. per term. 9 sem. hrs. total)**

Doctoral students will design independent research, with the supervision of a committee with relevant substantive and methodological expertise.

**Prerequisite(s):** Comprehensive exam and all core courses.

### **NURS 910 Dissertation Continuation (3 sem. hrs. per term. 12 semester hours total)**

Doctoral students will conduct independent research, with the supervision of a committee with relevant substantive and methodological expertise.

**Prerequisite(s):** NURS 900.

### **NURS 945 Dissertation Extension (0 sem. hrs.)**

Doctoral students will design and conduct independent research, with the supervision of a committee with relevant substantive and methodological expertise. (Dissertation extension.)

**Prerequisite(s):** NURS 910.

## **Philosophy**

### **PHIL 100 Philosophy for Life (3 sem. hrs.)**

Explores philosophy as a way of life accessible to all, in order to think more truthfully, act more justly, and live more faithfully. This course focuses on critical thinking as an invaluable ethical tool for interpreting current events. Students will learn to analyze and evaluate the claims of contemporary culture and religious faith.

**Prerequisite(s):** None. (3, 0)

### **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 (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 231 Environmental Philosophy (3 sem. hrs.)**

An overview of the various perspectives put forward in the West on the proper human relationship to the environment. We will investigate the metaphysics behind the fact/value dichotomy, the currently influential views on the human-nature relationship, various environmental ethical frameworks, the distinctive characteristics of moral reasoning and argumentation as they bear on the human-nature relationship, and the religious, economic, socio-cultural, and ideological factors contributory to the rise of the ecological crisis. We conclude by critically interrogating the conceptual substructures of some popular contemporary environmental frameworks.

**Cross-listed:** GENV 231.

**Prerequisite(s):** None.

### **PHIL 303 Medieval Philosophy (3 sem. hrs.)**

This course explores philosophical issues in the West from the second to the fourteenth 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 (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 (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, the difference between equality and equity, the effects of globalization, and the morality of war.

**Cross-listed:** POLS 310.

**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 sixteenth and seventeenth 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 seventeenth and eighteenth 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 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 331 Environmental Philosophy (3 sem. hrs.)**

Explores the theological and philosophical dimensions of the doctrine of creation and from there highlights the various philosophical shifts of outlook that helped usher in modern naturalism and its notions of nature. We will investigate the metaphysics behind the fact/value dichotomy, various environmental ethical frameworks, the case for the moral status of non-human animals and abiotic entities, the evolution of the ecological crisis, the conceptual substructures of some popular contemporary environmental frameworks, and some of the agendas of response to our current ecological crisis.

**NB:** PHIL/GENV 221 and PHIL/GENV 331 may not both be taken for credit.

**Cross-listed:** GENV 331.

**Prerequisite(s):** Second year status (or instructor's permission).

### **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 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.)**

Through the profound questions they ask about human life, we explore the verities of human embodiment from the theist (Kierkegaard, Dostoevsky, Heschel, and Percy) and from the non-theist (Nietzsche, Hesse, Heidegger, Camus, and Sartre) existentialist perspectives: Are there invariants within the human condition? Is human identity essentially tied to its historical-cultural embodiment? Do humans have an essence or nature? Are humans fundamentally different from all other animals? Is there meaning to human life? Are human relationships doomed to failure? Are humans capable of authentic lives? Is the notion of God merely a comforting projection arising out of human weakness? Etc.

**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 twentieth 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. (3-0 or 3-0)

### **PHIL 415 Contemporary Political Philosophy (3 sem. hrs.)**

This course examines the political thought of twentieth 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 twentieth 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/SOCI 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.

**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):** Fourth 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), lived-body phenomenology, 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, the difference between equality and equity, the effects of globalization, and the morality of war.

### **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 Twentieth Century Philosophy (3 sem. hrs.)**

This course acquaints students with important philosophical developments in Western Anglo-American philosophy during the twentieth 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 (3 sem. hrs.)**

A study of empiricist philosophy in the sixteenth and seventeenth 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 (3 sem. hrs.)**

A study of rationalist philosophy in the European Enlightenment period of the seventeenth and eighteenth 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 twentieth 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 540 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.

### **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 twentieth 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, 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 (3 sem. hrs.)**

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 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, 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 (3 sem. hrs.)**

This course surveys and engages central philosophical issues relevant to assessing normative religious pluralism.

### **PHIL 623 Questions of Human Nature (3 sem. hrs.)**

This course examines some of the most influential views of human nature advanced by philosophers and scientists in the history of Western civilization, and explores the implications of these views for ethics, epistemology, and metaphysics. The ideas of Plato and Aristotle, as well as ideas that Christianity has drawn from these ancient Greek philosophers are examined before exploring views advanced in modernity and postmodernity.

### **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 Twentieth 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 twentieth century.

### **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 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(s):** 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):** MATH 123, PHYS 111. (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 twentieth 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 or 3-0))

### **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. (3, 3 or 3,3)

### **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. (3, 3 or 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.

**Co-requisite(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(s):** MATH 223.

**Prerequisite(s):** CHEM 240. (3-4; or 3-4)

### **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 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 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, the difference between equality and equity, the effects of globalization, and the morality of war.

**Cross-listed:** PHIL 310.

**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 (1982), the symbiotic relationship between the judiciary and the legislative branches of government are established.

**Prerequisite(s):** POLS/SOCI 234, HUMA 130 or BUSI 245. (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.  
**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; 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. 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 Science 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 Twentieth Century China and East Asia (3 sem. hrs.)**

A cultural and political history of China and Japan since 1900 with an emphasis on late twentieth 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/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 Laurentian Leadership Centre. (3-0 or 3-0)

### **POLS 395, 396 LLC Internship (3, 3 sem. hrs.)**

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.

### **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 twentieth 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 twentieth 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 234 or 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 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.

**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 Science (3, 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 493 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 493.

**Prerequisite(s):** Third or fourth year standing. (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 12-15,000-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 psychophysics. 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. 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 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 Adler, 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.

**NB:** Enrolment in this class includes a practicum in a special needs setting.

**Cross-listed:** EDUC 412.

**Prerequisite(s):** EDUC/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 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.

**NB:** Not offered every year. See department chair.  
**Cross-listed:** RELS 470.  
**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.

**NB:** Not offered every year. See department chair.  
**Cross-listed:** BIOL 450.  
**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 psychology. (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**

### **RELS 105 The Coherence of Faith (3 sem. hrs.)**

An overview of the theological coherence of Catholic dogma and doctrine. Following the content and structure of the Apostles' creed, this

course focuses on key theological principles, concepts, and definitions such as Trinity, Incarnation, personhood, immortality of the soul, Church, relationality, heaven, purgatory, hell, sin, and redemption.

**NB:** Course taught at Catholic Pacific College, an approved TWU learning centre.

**Prerequisite(s):** None.

### **RELS 106 Sacred Scripture (3 sem. hrs.)**

An introduction to the major writings of Sacred Scripture, with particular attention given to the narrative of salvation, and to the major themes and emphases of the individual texts. Emphasis is placed on a distinctively Catholic approach to reading scripture and its role in Christian belief and practice.

**NB:** Course taught at Catholic Pacific College, an approved TWU learning centre.

**Prerequisite(s):** None.

### **RELS 107 Doctrine and Disciplines (3 sem. hrs.)**

An engagement with the central doctrines and disciplines of Christianity as articulated in the Catechism of the Catholic Church. Students will consider an in-depth exposition of the traditional teachings of the Church as handed down in the Nicene Creed, and how these core beliefs shape the central practices of Christian life such as the sacraments, charitable living, and prayer.

**NB:** Course taught at Catholic Pacific College, an approved TWU learning centre.

**Prerequisite(s):** None.

### **RELS 110 Introduction to Christianity (3 sem. hrs.)**

Who is Jesus Christ? What is the Bible? What does Christianity believe and how is it relevant to my life today? These are the broad, overarching questions students will investigate in this course. Students will be able to explain how the centrality of the Gospel of Christ relates to how Christians have understood the Bible and Christian theology. This course provides foundational concepts that students will be able to apply to the more complex issues encountered in RELS 111 and 112.

**Prerequisite(s):** None; not open to students who have received credit for RELS 100, 101, or 102.

### **RELS 111 The Old Testament: God, Humanity, the World (3 sem. hrs.)**

Religion asks foundational questions about human existence and identity. Who am I? What can I know about God, and does God's existence give my life greater meaning and purpose? How should I regard my neighbor and the stranger? What are my responsibilities in this world? This course addresses these and other questions through the lens of the Old Testament. Students will develop skills of interpretation in order to gain insight into its literature, history, and beliefs. Students will learn to interpret the Old Testament contextually and respectfully, articulating the relevance of its theology, ethics, and spirituality for the twenty-first century.

**Prerequisite(s):** RELS 110. (3-0 or 3-0)

### **RELS 112 The New Testament: God, Humanity, the World (3 sem. hrs.)**

Religion asks foundational questions about human existence and identity. Who am I? What can I know about God, and does God's existence give my life greater meaning and purpose? Who is Jesus and how has his death and resurrection redefined conceptions of human identity? This course addresses these and other questions through the lens of the New Testament. Students will develop skills of interpretation in order to gain insight into its literature, history, and beliefs. Students will learn to interpret the New Testament contextually and respectfully, articulating the relevance of its theology, ethics, and spirituality for the twenty-first century.

**Prerequisite(s):** RELS 110. (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 attention 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 111. (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 112. (3-0; 0-0)

### **RELS 225 Revelation and Interpretation (3 sem. hrs.)**

An introduction to biblical hermeneutics focusing upon the significance of divine revelation, primarily as represented in the sacred scriptures of the New Covenant. Students will be exposed to general principles of textual interpretation, perspectives from contemporary theological hermeneutics, and several of the historical debates in the reception of biblical texts, particularly surrounding the ecumenical councils of the first eight centuries. Students will also be encouraged to develop a critical awareness of their presuppositions as readers, with an aim of engaging constructively in debates which continue to divide Christians.

**NB:** Course taught at Catholic Pacific College, an approved TWU learning centre.

**Prerequisite(s):** RELS 112 or 106. (3-0)

### **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 111, 112. (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.

**Cross-listed:** GREE 235.

**Prerequisite(s):** None. (3-0; 0-0)

### **RELS 240 Old Testament Book Study (3 sem. hrs.)**

An exegetical study of a selected Old Testament book.

**Prerequisite(s):** RELS 111, 112. (3-0 or 3-0)

### **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.

**Cross-listed:** HEBR 245.

**Prerequisite(s):** None. (3-0; 3-0)

### **RELS 250 New Testament Book Study (3 sem. hrs.)**

An exegetical study of a selected New Testament book.

**Prerequisite(s):** RELS 111, 112. (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 111 or 112; 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 275 Vatican I to Today**

A critical survey of the teachings of Vatican I, Catholic social thought, Vatican II, *Humanae Vitae*, and recent papal encyclicals. This course evaluates the Catholic Church's engagement with late modern global society and considers the challenges posed to the Church's ongoing relevance in diverse social contexts.

**NB:** Course taught at Catholic Pacific College, an approved TWU learning centre.

**Prerequisite(s):** RELS 105 or 107. (3-0; 0-0)

### **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.

**Prerequisite(s):** RELS 111, 112. (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 111. (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 111, 112. (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 111, 112 (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):** GREE/RELS 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. Students are also introduced to the reading of ancient manuscript.

**Cross-listed:** GREE 331, 332.

**Prerequisite(s):** GREE/RELS 235, 329.

GREE/RELS 331 is a prerequisite for RELS 332. (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):** HEBR/RELS 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.

**Cross-listed:** HEBR 337, 338.

**Prerequisite(s):** RELS 245, 336. RELS 337 is a prerequisite for RELS 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, 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 111, 112. (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 111, 112. (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 111, 112. (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 111, 112.

### **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. Students are also introduced to the major issues and topics discussed over the last centuries of historical Jesus research.

**Prerequisite(s):** RELS 111, 112. (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 111, 112. (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 111, 112; 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 sixteenth century Reformation with attention to the persons, events, and issues involved in the major developments of Christianity.

**Cross-listed:** HIST 361.

**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 twenty-first 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.

**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 (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 (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 367 The Catholic Church Past and Present (3 sem. hrs.)**

Examines key events in the history of the Catholic Church to posit how Catholic theology might shape one's view of history, to consider how an understanding of history might be relevant to faith, and to investigate how the Catholic Church has developed and adapted as a protagonist in history. Topics include the ecumenical councils, monasticism, Holy Roman empire, Crusades, East-West schism, inquisition, Reformation, Council of Trent, the effects of the French Revolution, rise of nationalism, Vatican II, and globalism.

**NB:** Course taught at Catholic Pacific College, an approved TWU learning centre.

**Prerequisite(s):** None.

**RELS 368 The Reformation (3 sem. hrs.)**

An examination of European life during the sixteenth 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 (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 (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 nineteenth, twentieth, and twenty-first 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.

**Prerequisite(s):** Two of RELS 111, 112, or 160. (3-0; 0-0)

**RELS 382 The Catholic Church: Theology and Practice (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 (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)

**RELS 388 Liturgy and Sacraments (3 sem. hrs.)**

Introduces students to the significance and variations of embodied engagements with the

Christian mysteries. Drawing upon liturgical experience, sacramental engagement, and liturgical and sacramental theology, students will consider definitions of the sacramental, the role of particular sacraments, how the sacraments affect the experience of God, the pedagogical nature of liturgy, and the influence of liturgy and the sacraments both inside and outside of the Church.

**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 395 Being in Christ: Christian Spiritual Traditions (3 sem. hrs.)**

An experience of Christian spiritual traditions through two primary ways of knowing: historical and archival as well as experiential and embodied. Students will investigate the history of Christian spiritual traditions in order to develop a foundational understanding of spirituality as practiced throughout Christian history, and will also learn to creatively apply their knowledge of spiritual practice to a life of "skillful Christian living."

**Prerequisite(s):** RELS 111 and 112; and one of RELS 160, 271, or 272.

### **RELS 398 Radical Religion in the Sixteenth to Eighteenth Centuries (3 sem. hrs.)**

This course examines radical Christian movements from the Reformation period to the early Enlightenment, including sixteenth 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 (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 the student.

**NB:** RELS 400 designates biblical content courses; RELS 480 designates 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 111, 112. (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 111, 112. (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 111, 112. (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 111, 112, 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 111, 112. (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 111, 112. (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 111, 112 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 111, 112. (3-0; 0-0)

**RELS 454 Writings and Theology of John (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 111, 112. (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 111, 112, and third or fourth year standing. (0-0; 3-0)

**RELS 460 Current Issues and Trends 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 111, 112, 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 111, 112, 160. (3-0 or 3-0)

### **RELS 466 The Church Fathers (3 sem. hrs.)**

An introduction to the Fathers of the early Church. The course covers the Fathers from the latter half of the first century CE to the Orthodox writings of St. John of Damascene (ca. 750). Attention is paid to the historical and intellectual contexts within which the Fathers lived and taught, and special attention is given to each one's unique theological contribution to the development of Christian Orthodoxy—both East and West.

**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, and 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 (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 111, 112. (3-0 or 3-0)

### **RELS 476 Theology and Worldview (3 sem. hrs.)**

What is Worldview in relation to Theology? How does it influence us and others? Students are invited to investigate some of the salient moments in the history of Christian worldview thinking and its contemporary expressions as they relate to the discipline of theology. We will inquire into implications of this relationship in various spheres of life, including politics, art, science, and the environment. Students will consider responses to the various expressions of Christian theology in contemporary pluralist society with a view

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 twenty-first century.

**Prerequisite(s):** RELS 160 or HIST/RELS 361 or 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 111, 112, 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 sixteenth 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 111, 112, and 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):** CMPT 480.

# Religious Studies, Graduate Courses

***NB:** 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 Writings and Theology of John
- 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 565 Influential Thinkers in the Christian Tradition (3 sem. hr.)

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.

## RELS 566 The Church Fathers (3 sem.hr.)

An introduction to the Fathers of the early Church. The course covers the Fathers from the latter half of the first century CE to the Orthodox writings of St. John of Damascene (*ca.* 750). Attention is paid to the historical and intellectual contexts within which the Fathers lived and taught, and special attention is given to each one's unique theological contribution to the development of Christian Orthodoxy—both East and West.

## RELS 567 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.

## RELS 575 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.

### **RELS 576 Christian Worldviews in Historical and Cultural Perspective (3 sem. hr.)**

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.

### **RELS 577 New Testament Canon: Development and Theology (3 sem.hr.)**

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 twenty-first century.

### **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 Sixteenth 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 661 History of Christian Doctrine (3 sem. hrs.)**

An exploration of the interactions between Christian thought, practice, and culture. While not exhaustive in nature, the course seeks to familiarize students with major doctrines and thinkers in the history of Christian thought through an engagement with primary and secondary source material.

### **RELS 662 Early & Medieval Christian Thought (3 sem. hrs.)**

An examination of the emergence and development of Christian thought from the Apostolic Fathers through to St. Thomas Aquinas. Building on the foundation laid by RELS 661 (History of Christian Doctrine), this course invites students into a deeper understanding of the complexities of early and medieval Christian thought through close readings of primary source material from significant individuals and councils.

### **RELS 663 Reformation Thought (3 sem. hrs.)**

An examination of the emergence and development of Christian thought of the Magisterial and Anabaptist wings of sixteenth century Reformation. This course invites students into a deeper understanding of the complexities of Reformation thought through close readings of primary source material from significant individuals, movements and councils.

### **RELS 664 Modern Christian Thought (3 sem. hrs.)**

An examination of the emergence and development of Christian thought of the nineteenth, twentieth, & twenty-first centuries. This course invites students into a deeper understanding of the complexities of modern Christian thought through close readings of primary source material from significant theologians and theologians of the period with a view to 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.

**Co-requisite(s):** RELS 611, 612, 661.

**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 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. 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 (3 sem. hrs.)**

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 675 Theology and Method (3 sem. hrs.)**

An examination of the methodological approaches to the study of theology. Methods such as historical/systematic/dogmatic theology, dialectical theology, constructive theology, analytical theology, postmodern/deconstructive theology, and existential theology will be covered in terms of the historical roots, main proponents and fundamental principles of each of these methods.

**Co-requisite(s):** RELS 611, 622, 661.

**RELS 677 Theologies of Liberation (3 sem. hrs.)**

Since the 1960's Christian theology has undergone a sea change in Western thought, having shifted from theoretical concerns of dogma to matters of praxis and social justice. At the forefront of these

changes there arose a theological movement broadly known as "Liberation Theology." Though the basic form of this movement was born in the socially repressed regions of Latin America, under the leadership of Catholic theologians like Gustavo Gutierrez, the main tenants of its approach to theology have been adopted and adapted by many other groups who feel a kinship with the oppressed peoples of the developing world. This course explores the main lines of this approach to theology through a sampling and analysis of offerings from these various groups, including, Latin American theology, Black theology, Feminist/Womanist theology, and Gay/LGBTQ theologies.

**RELS 680 Additional Topics (3 sem. hrs.)**

**RELS 681, 682 Special Topics in Christian Thought (3, 3 sem. hrs.)**

An in-depth examination of special topics or issues in Christian Thought.

**Co-requisite(s):** RELS 611, 622, 661.

**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 (4 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 (4 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 (0 se. hrs.)**

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.

**NB:** Presently offered as a directed study.

**Prerequisite(s):** RUSS 102 for RUSS 201; RUSS 201 for RUSS 202.

## **SAMC Courses**

See Arts, Media and Culture.

## **Social Sciences**

### **SOCS 305 Research Methods in the Social Sciences (3 sem. hrs.)**

This course provides a survey of empirical research methods, both qualitative and quantitative, used in social and political analysis with practical application of these methods to such issues as research design; the preparation of a literature review; the application of quantitative survey techniques and case study methods; interviewing techniques; and research ethics.

**Prerequisite(s):** 6 sem. hrs. of social sciences/social studies.

### **SOCS 383 Social Data Analysis (3 sem. hrs.)**

Social scientists greatly benefit from the use of statistical analyses in their respective disciplines. Through a comprehensive investigation of data description; drawing statistical inference; testing the significance of differences and relationships and modeling predictive relationships students will develop a quantitative and computational inquiry. Discipline specific experiential learning modules will be employed where appropriate.

**Cross-listed:** GENV 383.

**Prerequisite(s):** 6 sem. hrs. of social sciences.

### **SOCS 385 Qualitative Data Analysis in the Social Sciences (3 sem. hrs.)**

This course will introduce students to various traditions of qualitative social 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.

## **Sociology**

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

Students are invited into using the discipline of sociology as 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 105 Introduction to Gender Studies (3 sem. hrs.)**

An introduction to Gender Studies, an interdisciplinary field that asks critical questions about the meanings of sex and gender in society. Students will examine key issues, questions, and debates in Gender Studies, both historical and contemporary, and will analyze the multiple ways that sex and gender have interacted with and continue to intersect with race, class, nationality, and other social identities, including religious ones.

**Prerequisite(s):** None.

### **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 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.

**Cross-listed:** ANTH 205.

**Prerequisite(s):** SOCI 101 or ANTH 101.

### **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 240 Individual and Society (3 sem. hrs.)**

This course aims to provide students with an introductory overview of the micro-level, interpretive tradition in sociology. Focusing on the everyday lived reality of human experience and interaction with social institutions, we will explore a variety of sociological topics like gender, health and illness, technology and social problems from a micro-perspective. This course will help students understand how humans engage in meaning-making activity in their day-to-day lives, and how

this, in turn, contributes to the creation of broader sociological norms and institutions.

**Pre-requisite(s):** SOCI 101. (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 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 or Anthropology. (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. 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 Studies (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 social scientific 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.

**Cross-listed:** ANTH 350.

**Prerequisite(s):** 6 sem. hrs. of sociology or anthropology. (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 or anthropology. (3-0 or 3-0)

### **SOCI 356 Self and Identity (3 sem. hrs.)**

This course offers an in-depth exploration of the development and applicability of the theoretical perspective of symbolic interactionism to the study of self and identity. Students will encounter the work of several classical and contemporary theorists on the topic of self and identity including different perspectives on socialization, self-presentation, and authenticity. This course will provide students with a greater understanding of how broader social institutions and narratives intertwine with and influence individual self-narratives, agency, and expression.

**Prerequisite(s):** 6 sem. hrs. of sociology including SOCI 101. (3, 0)

### **SOCI 360 Research Methods in 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.

### **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 380 Criminology and Justice**

An introduction to key concepts and issues in criminology and to operational practices of the Canadian criminal justice system. Topics include principal criminological theories, the social construction and elements of criminal behaviour, policing, court structure and procedures, sentencing, corrections, alternatives, and contemporary issues.

**Prerequisite(s):** 6 sem. hrs. of sociology including SOCI 101. (3-0 or 3-0)

### **SOCI 390 Special Topics 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/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 395 Indigenous Peoples in Canada (3 sem. hrs.)**

This course is an introduction to the culture, languages, history, and enduring presence of Indigenous Peoples in Canada. It will explore a range of indigenous social and cultural formations. Attention will be given to the cultural, economic, political, and religious aspects of Indigenous societies, as well as the changes that have occurred since the arrival of the Europeans.

**Cross-listed:** ANTH 395.

**Prerequisite(s):** ANTH 101 or SOCI 101.

### **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.)**

This course is an introduction to the Spanish language and culture for students with little or no previous knowledge of Spanish. The course covers basic grammar, listening, speaking, reading of simple texts, and writing skills.

**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.)**

This course is an introduction to the Spanish language and culture for students with some knowledge of Spanish. This is a continuation of SPAN 101 course; grammar, listening, speaking, reading, and writing skills will be further developed.

**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.)**

This course provides an increased understanding of Hispanic culture and Spanish language through the review and expansion of grammar; including a strong emphasis on oral skills, writing, comprehension, and pronunciation.

**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.)**

This course emphasizes the development of oral and written skills based on advanced grammar. It includes an examination of different topics of popular Hispanic culture.

**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 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 eighteenth century. SPAN 406 includes literature from the early nineteenth 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-nineteenth century. SPAN 411 covers literature from the end of the nineteenth 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; note-taking; effective reading; memory techniques; test taking and stress; procrastination and goal setting; critical thinking; research & paper writing, 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. General topics covered in the academic coaching program are academic planning, organization and time management, exam preparation, research & writing, and procrastination. Academic Coaching is open to any student and is offered in the fall and spring semesters. The coaching sessions occur weekly in 30 minute, one-on-one coaching sessions. This course is required for students on Academic Accountability as per university policy.

### **SKLS 500 Graduate Scholarly Communication (0 sem. hrs.)**

This course is an introduction to graduate-level scholarly communication, with a focus on academic expectations for success at the graduate level. It provides an overview of academic honesty practices, essay formats and documentation, essay organization, academic tone, scholarly identity, and genre conventions.

### **SKLS 501 Graduate Writing Coaching (0 sem. hrs.)**

Provides individual academic writing consultation for students in any TWU graduate program. Focuses on developing personal and scholarly confidence through a developmental approach to writing and critical thinking.

## **Theatre**

### **THTR 101, 102, 301, 302 Production (1, 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 111 Stagecraft I (2 sem. hrs.)**

This course is an introduction to the basics of stage construction, costume construction, theatre technology, terminology, and common theatre practices.

**Prerequisite(s):** None.

### **THTR 112 Stagecraft II (2 sem. hrs.)**

This course is an introduction to the basics of stage lighting, sound, theatre technology, terminology, and common theatre practices.

**Prerequisite(s):** None.

### **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.

**NB:** Attendance at theatre performances is required.

**Prerequisite(s):** None. (3-0; 0-0)

### **THTR 151, 152, 351, 352 Mainstage (1, 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.

**Prerequisite(s):** None. (3-0; 0-0)

### **THTR 153, 154, 353, 354 Ensemble (1, 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, 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, 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 111, 112, 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 130, 210. (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.)**

Playwriting is a workshop course designed for any student interested in developing their storytelling skills by writing for the stage. Students will study major components of playwriting, including dramatic formatting, structure, plot, and character development, writing actionable dialogue, analysis, dramaturgy, and more. Students will deepen their understanding of these components and of the

creative process through writing exercises, pitching ideas, reading work out loud, and respectfully providing and receiving feedback. By the end of the semester, students will have written one or more plays.

**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* (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*.

**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, starting with the first official play written in North America (a seventeenth century Canadian play) and progressing to twenty-first century dramatists and

their texts. Students will engage in detailed analyses of plays: their structures, historical/cultural contexts, and present-day relevance. The plays explore a variety of topics and themes, including but not limited to family life, social issues, class struggles, oppression, and marginalization. Students will also read plays about Indigenous culture and plays by Indigenous writers.

**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 ten 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):** ENGL 103, 104, upper level standing. (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, 275. (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, 275. (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.

**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 Eighteenth 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. (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 175, 262, 275, 375. (3-0 or 3-0)

### **THTR 480 Senior Seminar: Christianity and Theatre (3 sem. hrs.)**

This senior seminar course is a retrospective of the 2000-year relationship between the Christian church and the theatre as institutions. Students will explore the views of historical theoreticians such as Plato, Aristotle, St. Augustine of Hippo, Francis Schaeffer, and Dorothy Sayers as well as contemporary Christian thinkers about the role of the arts (especially theatre) in culture. Students will examine and develop their own perspectives on the role of theatre in culture as an agent of change, and explore how their callings as Christians and theatre artists will contribute to the theatre industry after graduation.

**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 students 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. (3-0 or 3-0)

### **THTR 499 Professional Internship (3 sem. hrs.)**

A supervised field placement 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; third or fourth year standing and department approval. (3-0 or 3-0)

## University Preparation

### 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 301 Lifelong Learning Strategies (2 sem. hrs.)

This required introductory course is designed to prepare and equip the adult learner for academic competency and personal learning success for life. It focuses on adult and lifelong learning in conjunction with your discipline and self-discovery.

**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.

**NB:** Not offered every year

**Prerequisite(s):** none.

**Co-requisite(s):** RELS 111 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.

**NB:** Not offered every year.

**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.

**NB:** Not offered every year.

**Cross-listed:** MUSI 239.

**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.

**NB:** Not offered every year.

**Cross-listed:** MUSI 309.

**Prerequisite(s):** RELS 111, 112, and upper level standing.

### **WRSH 321 Creative Worship (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 or permission.

### **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.

**NB:** Not offered every year.

**Cross-listed:** MUSI 401.

**Co-requisite(s):** WRSH 402.

**Prerequisite(s):** WRSH 201, 301, and upper level standing.

### **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.

**NB:** Not offered every year. For those involved in leading worship teams in the practicum, MUSI 320 is required; MUSI 405 is recommended. For those involved in leading choirs/ensembles in the practicum, MUSI 405 is required. For those involved in a dramatic ministry in the practicum, THTR 383 is required. For those involved in digital media ministry in the practicum, ART 250/MCOM 231 is required.

**Cross-listed:** MUSI 402.

**Co-requisite(s):** WRSH/MUSI 401.

**Prerequisite(s):** WRSH 201, 301.

### **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.

**NB:** Not offered every year.

**Cross-listed:** MUSI 403.

**Prerequisite(s):** WRSH/MUSI 402.

### **WRSH 490 Topics in Worship Studies (1-3 sem. hrs.)**

A senior seminar course involving specific topics pertinent to worship in the contemporary church.

The topics may relate to guest lectures and presentations.

**NB:** Not offered every year.

**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.

**NB:** Only one of WRTG 100 or 101 may be taken for credit.

**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.

**NB:** Only one of WRTG 100 or 101 may be taken for credit.

**Prerequisite(s):** None. (3-0; 3-0)