TRINITY WESTERN UNIVERSITY

Academic Calendar

2025 - 2026

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The Mission of Trinity Western University

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

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

Vision and Mission

TWU has a unique vision for our students: "Every graduate is equipped to think truthfully, act justly, and live faithfully for the good of the world and the glory of God.

We believe very strongly that our role is to do everything we can to graduate people who are equipped to serve the world and God in their thinking, actions, and personal way of life.

The TWU Community

Trinity Western University is much more than a university 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 partner 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.

TWU's Basis and Purpose

Trinity Western University is a unique Canadian university. 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.

TWU is a liberal arts university. This means that getting an education from Trinity Western University is an opportunity to engage in interdisciplinary study, explore your chosen field through different academic perspectives, and prepare for life and a career where graduates are fully equipped.

Trinity Western University embraces a whole-person educational approach. Undergraduate students explore the liberal arts through our core curriculum by taking foundational courses covering academic and scientific research, writing, reasoning, and spiritual thought. Through these courses as well as courses from our ways of knowing program categories, students engage in inquiry related to the world's most enduring questions. This base acts as scaffolding, supporting students while they build specialized knowledge in a chosen major.

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

- **Obeying the authority of Scripture:** Both individually and corporately, Trinity Western wholeheartedly embraces all the Bible teaches regarding faith, ethical commitments, and way of life, believing it to be the ultimate standard of truth and hope.
- **Striving for excellence in university education:** Trinity Western promotes not only academic and intellectual excellence, but the integration of these with high standards of personal, moral, and spiritual integrity.
- **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.
- **Having a transformational impact on culture:** God calls his followers to influence both individuals and their culture and ultimately draw people to him. Trinity Western's programs encourage thought, word, and deed that affect the dynamics and institutions of our society based on biblical principles such as justice, mercy, and hope.
- **Servant leadership as a way of life:** Trinity Western strives to teach and to embody the pattern of servant leadership exemplified by Jesus Christ. Professors, administrators, and students seek to motivate and mobilize each other to think and act with creativity, integrity, and skill for the benefit of all concerned.
- **Discipling through community:** At Trinity Western, students, staff, faculty, and administrators are all invited and encouraged to deepen their understanding of what it means to be disciples of Jesus Christ, to practice such discipleship, and to sustain and help others to be and become disciples. They strive to act justly, love mercy, and walk humbly with our God.
- **Practicing Christian Hospitality:** Trinity Western University students, staff, faculty, and administrators are called to welcome, genuinely include and consistently care for all individuals. Christ taught and modelled hospitality to all, including those on the margins, as an essential element of Christian faith and practice. Hospitality is vital to our life in the Trinity Western University community and to our life in and witness to other communities.

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 five-year term ended in 2019, and Dr. Mark Husbands was appointed as the TWU's fifth President and Vice Chancellor until 2024. After a brief stint as interim-president, Dr. Todd Martin was officially appointed as the University's sixth president in 2025.

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). TWU was granted exempt status in 2004, which means that its degrees offered prior to the establishment of the DQAB are exempt from program reviews but still have full authorization from the Ministry of Advanced Education, Skills & Training. Degree programs that TWU developed after 2002, are offered under the approval of the DQAB and have what is colloquially called, "Ministerial consent" which means the Minister of Advanced Education, Skills & Training has provided consent to offer the degree program. In this Academic Calendar, degree programs approved by the DQAB have a statement about the Minister's consent in the program description.

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.

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 Admissions Counsellors or 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*
Tel: *1.888.GO.TO.TWU (468.6898)*
Fax: *604.513.2064*
Email: admissions@twu.ca
Website: twu.ca/admissions-aid

Privacy of Student Records

In accordance with 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.

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 pay 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 or email visit@twu.ca

Application Procedure

The application for admission is online at twu.ca/apply-twu. 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.

Irreplaceable documents

Documents submitted in support of an application become the property of TWU and will not be returned unless they are irreplaceable (e.g., graduation certificates). If you are submitting an irreplaceable document, please contact Admissions to arrange for delivery to TWU and for the documents to be returned to you once TWU's evaluation of your application is complete.

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, or 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 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.*

Disabilities and Academic Accommodations

Students with a disability or chronic medical condition which affects their learning can contact the Centre for Accessible Learning to discuss their eligibility for academic accommodations. More information about the accommodations process is available on the Centre for Accessible Learning website and in the Learning Commons section of the Academic 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 prerequisites, 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

In addition to the province-specific admissions requirements below, the following is applicable to all provinces; for early admission based on in-progress high school grades, students' most recent transcript must be submitted. If marks are unavailable for grade 12 academic courses, grade 11 academic courses may be used for evaluation. Final admission is reviewed and granted upon receipt of official final transcript showing graduation date and meeting the minimum admissions requirements. We do not consider physical and health education, career education, applied design, skills and technology, and religious studies as academic courses. If applying for science or engineering related studies, it is highly recommended to take at least one math and one science course in grade 12.

British Columbia

Students are required to graduate from high school or equivalent with a university preparatory program. The minimum requirement for admission is graduation from high school with a 70% average in English 12 (or equivalent) and 3 additional grade 12 academic courses.

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
- Twentieth Century World History 12
- Asian Studies 12
- BC First Peoples 12
- Comparative Cultures 12
- Comparative World Religions 12
- Contemporary Indigenous Studies 12
- Economic Theory 12
- Genocide 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
- American Sign Language (ASL) 12
- Advanced Placement (AP) courses (except Art or Music)
- International Baccalaureate courses (except Art, or Music, Extended Essay or Theory of Knowledge)

Alberta, Northwest Territories, & Nunavut

Students are required to graduate from high school or equivalent with a university preparatory program. The minimum requirement for admission is graduation from high school with a 70% average in English 30-1 (or equivalent) and 3 additional grade 12 academic courses. Additional grade 12 academic subjects include the following

- Math 30-1

- Math 30-2
- Math 30-3
- Math 31
- Physics 30
- Science 30
- Biology 30
- Chemistry 30
- Social Studies 30
- Aboriginal Studies 30
- Applied Sociology 30
- Cultural and Physical Anthropology 30
- Macroeconomics 30
- Microeconomics 30
- Western World History 30
- World Geography 30
- Social Science 30
- Experimental Psychology 30
- International politics 30
- World Religious 30
- Foreign Languages at the 30 level
- Advanced Placement (AP) courses except for Art or Music
- International Baccalaureate courses (except Art and Music, Theory of Knowledge and Extended Essay).

Saskatchewan

Students are required to graduate from high school or equivalent with a university preparatory program. The minimum requirement for admission is graduation from high school with a 70% average in English A30 (or equivalent) and 3 additional 30 level academic courses. Additional grade 12 academic subjects include the following

- Foundations of Mathematics 30
- Pre-Calculus 30
- Calculus 30
- Biology 30
- Chemistry 30
- Computer Science 30
- Earth Science 30
- Physics 30
- Economics 30
- Geography 30
- History 30: Canadian Studies 30
- Native Studies 30: Canadian Studies
- Social Studies 30: Canadian Studies
- Law 30
- Psychology 30
- Foreign language at the 30 level
- Advanced Placement (AP) courses except Art or Music
- International Baccalaureate courses (except Art and Music, Theory of Knowledge and Extended Essay).

Manitoba

Students are required to graduate from high school or equivalent with a university preparatory program. The minimum requirement for admission is graduation from high school with a 70% average in English 40S (or equivalent) and 3 additional 40S level academic courses. Additional grade 12 academic subjects include the following

- Applied Math 40S
- Math 40S
- Pre-Calculus 40S
- Biology 40S
- Chemistry 40S
- Computer Science 40S
- Physical Science 40S
- Physics 40S
- Economics 40S
- Geography 40S
- History 40S
- Human Geography 40S
- Law 40S
- Philosophy 40S
- Psychology 40S
- Social Studies 42S
- Sociology 42S
- Western Civilization 40S
- World Geography 40S
- World Issues 40S
- Foreign language at the 40 level
- Advanced Placement (AP) courses (except Art or Music)
- International Baccalaureate courses (except Art and Music, Theory of Knowledge and Extended Essay)

Ontario

Students are required to graduate with a successful completion of an Ontario Secondary School Diploma (OSSD) or equivalent with a university preparatory program. The minimum requirement for admission is graduation from high school with a 70% average in Grade 12 U English (or equivalent) and five additional Grade 12 U or M courses. Academic courses under Languages, Sciences, Social Sciences, Math, and Business are preferred.

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.

New Brunswick

Students are required to graduate from high school or equivalent with a university preparatory program. The minimum requirement for admission is graduation from high school with a 70% average in English 12 (or equivalent) and 4 additional grade 12 academic courses (University preparatory: 120, 121, or 122). Additional grade 12 academic subjects include the following:

- Calculus 120
- Foundations of Mathematics 120
- Pre-Calculus 120
- Biology 121 or 122
- Chemistry 121 or 122
- Environmental Science 120
- Physics 121 or 122
- Canadian Geography 120
- Canadian History 121, 122, or 123
- Canadian Literature 120
- Economics 120
- Indigenous Studies 120
- Law 120
- Media Studies 120
- Political Science 120
- Sociology 120
- World Issues 120
- Foreign Language at the 120 level
- Advanced Placement (AP) courses (except Art or Music)
- International Baccalaureate courses (except Art and Music, Theory of Knowledge or Extended Essay)

Nova Scotia

Students are required to graduate from high school or equivalent with a university preparatory program. The minimum requirement for admission is graduation from high school with a 70% average in English 12 (or equivalent) and 4 additional grade 12 academic courses (University preparatory, Academic or Advanced). Additional grade 12 academic subjects include the following:

- Calculus 12
- Math 12 (441, 541)
- Math Pre-Cal (MPC) 12
- Biology 12 (441, 541)
- Chemistry 12 (441,541)
- Geology 12
- Geomatics 12
- Physics 12 (441, 541)
- Canadian Literature 12
- Canadian Geology 12
- Economics 12
- Geography 12
- Global Geography 12
- Global History 12
- Global Politics 12
- Law 12
- Sociology 12
- Grade 12 foreign Language
- 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 from high school (PEI Secondary School diploma) or equivalent with a

university preparatory program. The minimum requirement for admission is graduation from high school with a 70% average in English 611 or 621 (or equivalent) and 4 additional academic courses numbered 611 or 621. Additional grade 12 academic subjects include the following:

- Mathematics 611 or 621
- Biology 621
- Chemistry 621
- Environmental Science ENV621
- Physics 621
- Animal Science 621
- Agriscience 621
- French 621
- Introductory Economics ECO621
- Global Issues GEO621
- Canadian History HIS621A
- PEI history HIS621B Advanced Placement (AP) courses (except Art or Music)
- International Baccalaureate courses (except Art and Music, Theory of Knowledge and Extended Essay)

Newfoundland and Labrador

Students are required to graduate from high school or equivalent with a university preparatory program. The minimum requirement for admission is graduation from high school with a 70% average in English 3101 (or equivalent) and 3 additional academic 3000 level courses. Additional grade 12 academic subjects include the following:

- Math 3200, 3201, 3202
- Calculus 3208
- Biology 3201
- Biologie 3231
- Chemistry 3202
- Chimie 3252
- Physics 3204
- Physique 3254
- Science 3200
- Environmental Science 3205
- Earth Systems 3209
- French (core) 3201
- French (accel) 3203
- French (immer) 3202
- Français (1st lang) 3230
- Social Studies 3201 or 3202
- World Literature 3207
- 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)
- 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

A block of 30 advanced standing credits will be granted to students who complete the full IB diploma. From this block, IB courses taken at the higher level will be considered for specific transfer credit, provided the student has received a minimum grade of 4 for each course submitted. An official IB transcript is required to make this assessment. A guide of IB courses which transfer 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 College Board 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 (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 TWU will be granted providing a minimum score of 165 in all 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.

Academic Trial Entry

Students who do not normally meet TWU's admission requirements may be admitted into TWU's Academic Trial program under the following criteria:

- Secondary education was in English for 3 or more years and the academic course grades are between 63-69%.
- Other extenuating circumstances will be considered on a case-by-case basis.
- Standard proof of English language proficiency must be met.
- Students have one academic year to demonstrate that they can meet the minimum grade point average requirement of 2.00 in order to continue as a fully admitted student.
- Students must enrol in SKLS 001 (Study Skills) during their first semester at TWU. Please note that there is a fee of $195 for SKLS 001.

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, as TWU Admissions digitizes the mailed documents and does not retain physical copies.

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 Academic, CAEL, Cambridge English Qualifications, PTE Academic, and 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, international students must complete WRTG 101 and ENGL 101 in their first year of full-time study at Trinity Western University.

Additional ways to meet PELP requirements include:

- Complete three consecutive years of full-time high school or post-secondary education in English within Canada or approved countries immediately prior to enrolment at TWU. Approved countries are: Australia, Ireland, New Zealand, United States, United Kingdom, Jamaica, Hispaniola, Anguilla, Saint Kitts and Nevis, Antigua and Barbuda, Montserrat, Guadeloupe, Dominica, Saint Vincent and the Grenadines, Barbados, Grenada, Aruba, Curacao, Bonaire, Trinidad, Tobago, Caicos and Turks, the Bahamas and Bermuda. Or complete three consecutive years of full-time high school or post-secondary education in an internationally recognized English curriculum within the following countries immediately prior to enrolment at TWU: South Africa, Nigeria, Uganda, Ghana, Kenya, Zambia, and Zimbabwe. Please provide a school issued document confirming English as the medium of instruction. A school profile may also be required.
- Complete four consecutive years of full-time high school or post-secondary education in a North-American curriculum, where English is the principal language of instruction (outside of approved countries) immediately prior to admission to TWU.
- Achieve a final grade of 4 or better on the AP (Advanced Placement English Language and Composition or AP Literature & Composition.
- Achieve a final grade of 3 or better on the IB English 12 A1 or A2 (HL) or a final grade of 4 or better on the IB English 12 A1 or A2 (SL) or IB English 12 B with a grade of 4 or better.
- Achieve a final grade of C or better on the GCSE O-Level English Language-A.
- Achieve a final grade of B or higher in six credits of post-secondary studies in English courses in an approved English-speaking country equivalent to TWU ENG 103 and TWU ENG 104.

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 canada.ca/en/immigration-refugees-citizenship/services/study-canada.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

Students are required to graduate from an accredited high school with a minimum GPA of 3.0 in the following curriculum:

- Four years of English
- Three years of mathematics
- Two years of social science
- Two years of science (with one lab science)
- Two years of additional academic courses

It is recommended that you take a minimum of six academic subjects in your junior or senior year, including a minimum of three academic subjects in your senior year.

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 a minimum score of 165 in all 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. An official transfer credit assessment will be completed upon admission to TWU. Pre-evaluations of transfer credit will not be completed for students who have not been admitted to TWU.

Syllabi Submissions

Courses that do not have a current articulation decision will require an evaluation. Syllabi are required for the evaluation process, and must be submitted within one year of the first semester of study at TWU in order to be evaluated. Submitting complete and detailed course syllabi for all courses will expedite TWU's evaluation of your transfer credits. For courses where a laboratory component was required (e.g., Biology, Chemistry), a separate lab syllabus must be submitted for evaluation in addition to the primary course syllabus. Please note that all syllabi must be from the year in which the course was taken.

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. 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. Courses that do not have a current articulation decision will require an evaluation. Syllabi are required for the evaluation process, and must be submitted within one year of the first semester of study at TWU in order to be evaluated Submitting complete and detailed course syllabi for all courses will expedite TWU's evaluation of your transfer credits. For courses where a laboratory component was required (e.g., Biology, Chemistry), a separate lab syllabus must be submitted for evaluation in addition to the primary course syllabus. 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. Pre-evaluations of transfer credit will not be completed for students who have not been admitted to TWU.

Trinity Western University supports the goals of students seeking transfer credit, 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, Linguistics, Biology, Pre-Med, Pre-Dentistry, and Nursing programs require a minimum letter grade above that of a D. 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)

Applicants from Bible colleges with candidate status with the ABHE are eligible for a maximum of 75 credit hours of transfer for university-level courses.

Applicants from Bible colleges not accredited with the Association for Biblical Higher Education (ABHE) should not expect to receive transfer credit. No credit will be given for work completed in practical discipleship training or ministry preparation 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.

Degree Completion Programs

A maximum of 60 credits per institution of appropriate courses will be transferred in a block format for students accepted into one of TWU's Degree Completion programs. No more than 75 credits can be granted from all previous education combined.

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: a maximum of 9 upper-level credits can be taken at institutions other than TWU
- Courses in student's field of concentration: a maximum of 6 upper-level credits can be taken at institutions other than TWU
- Courses in student's minor field: a maximum of 3 upper-level credits can be taken at institutions other than TWU
- Courses outside of student's major, concentration, or minor have 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 (evaluated during the admissions process). Students who transfer at least 57 credit hours of initial transfer credit to TWU will be eligible for an adjustment to the core requirements. **No transfer credit taken through approved Letter of Permissions by current students may be applied to core requirements.**

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 acceptance. 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 19 semester hours in one term, unless permission is granted by the student's academic advisor and the dean or the faculty or school in which the student is majoring. The Authorization for Course Load Exceeding 19 Semester Hours can be obtained from the Office of the Registrar.

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).

Permission to Study Elsewhere

After admission to TWU, students who wish to take courses 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. Detailed information on Letter of Permission can be found on our Transfer Credit webpage.

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 the core curriculum degree requirements.

Auditing a Course

Students may register to audit a regular university course with permission of the instructor. An auditing student's 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 switch their course registration between audit and credit.

The fee to audit courses can be found on the website of the Office of the 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 Level 6 theory 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 are recognized:

Dean's List: 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).

Great Distinction: 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 3.60.

Distinction: 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 3.30.

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.

In each calendar each year, TWU awards two **Governor General's Academic Medals** to graduates who have achieved outstanding academic achievement during their studies. One Gold Medal is awarded to the Master's or Doctoral degree student who has achieved top academic standing amongst graduate students. One Silver Medal is awarded to the Bachelor's degree student who has achieved top academic standing amongst undergraduate students.

Graduating students do not need to apply for these awards. Candidates are automatically selected by the Office of the Registrar. At the time of the Spring and Fall graduation ceremonies, the names of the candidates from each semester's graduating class who are in the running for these awards will be announced at the commencement ceremony. The winners will be the students who have the highest CGPA from amongst all graduates at their level in a given year. In the case of a tie between students with the same CGPA, the following process will be used to determine the winner:

1. The student with the most credits completed at TWU will be awarded the medal.
2. If an equal number of credits have been completed at TWU, the student with the highest GPA from required major/program courses (electives and core requirements excluded) will be awarded the medal.
3. In the case of an identical major/program GPA, the student who has completed their program in the shortest amount of time will be awarded the medal.
4. If a winner has still not been determined based on these criteria, the CGPA will be calculated to the fourth decimal point.

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 through services provided by TWU Learning Commons. If a student continues to report an unacceptably low GPA after several semesters, the University will normally require the student to withdraw.

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

For undergraduate programs, the Add/Drop deadline is usually the last day of the second week of each semester. Students can make changes to their course registration through the online registration system by themselves without obtaining approval or incurring an administrative fee by the Add/Drop deadline. Graduate programs have their own add/drop deadlines. Please refer to our Withdrawal and Refund information.

Adding Courses

Students may add courses through the online registration system by themselves until the end of the second week of the semester without seeking professor's approval or incurring an administrative fee. Courses normally may not be added after the second full week of lectures.

Dropping Courses

Students may drop courses through the online registration system by themselves before the Add/Drop deadline without the professor's approval or incurring an administrative fee and will get full refund for the tuition and fees. Courses dropped before the deadline 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 students' course needs. After the add/drop deadline, any waitlisted courses will be dropped from registration. Waitlisted classes are not accessible in Moodle, TWU's learning management system.

Late Course Withdrawal

A course withdrawal after the Add/Drop deadline is categorized as a late withdrawal. Students can request to withdraw from a course during their program's withdrawal period for the course. Approval from the course instructor, advisor/program director (or equivalent) and the Registrar are required. The withdrawn course will receive a grade of W on the student's transcript. These courses may or may not be eligible for a partial tuition refund.

Late withdrawal outside of the approved withdrawal period is not permitted except in extenuating circumstances. Documentation of the extenuating circumstances is required. If approved by the Registrar, a grade of W will be recorded on the transcript. There is no tuition refund on withdrawals of this type. Withdrawal is not permitted after the 11th week for a semester-long course or 92% completion of a class.

Withdrawal from the University

Any student who, after registration, finds it necessary to withdraw from the University should contact the Service Hub to complete a Withdrawal Form. The date on which the completed form is submitted to the Service Hub will be used by the Office of the Registrar and the Housing department 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.

Graduate Studies Leave of Absence

A graduate student who finds it necessary to interrupt their studies will apply for a leave of absence. Responsibility for approving a leave of absence rests with the Associate Provost, Research and Graduate Studies. A leave of absence may be granted for the Fall or Spring terms (or, for programs that run through Summer, also for the Summer terms), to begin on the first day of the semester and end on the last day of the semester. The total duration for leaves of absence granted per program of study 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 (see parent policy). Availability of university resources may be limited during a leave of absence.

A student who does not return to continuous enrollment following a leave of absence is eligible for program withdrawal.

A leave of absence cannot be granted if the student is undergoing disciplinary action from the University.

Directed Studies

If a student has valid reasons for not being able to take a required course when it is offered, they may apply to take the course by directed study only during a semester when the course is not offered. Students must submit their application for a Directed Study prior to the first week of a semester. Application forms are available from the Service Hub. Directed study courses are normally only available to third- and fourth-year students, and all applicants must have a GPA of 3.0+. 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.

It is up to the receiving institution to evaluate and decide what course equivalents TWU courses will be awarded in their institution. Students are recommended to contact the receiving institution about their evaluation process and requirements. Detailed course syllabi are usually required for transfer evaluations. Course syllabi are provided by the course instructor during the course and can also be ordered from the Office of the Registrar.

Official Transcripts

Official transcripts and credential verification can be ordered online at the Student Portal. TWU has partnered with MyCreds™ to issue official and secure electronic academic records including eTranscripts. eTranscripts are available to share from the MyCreds™ Learner Portal within one hour of ordering. Paper transcripts are also available to order and can be sent by surface mail or courier, or held for pick-up in the Service Hub. Paper transcripts will be ready for pick-up or delivery within two business days. Transcript fees include regular mail service within North America. Courier service within North America or delivery outside of North America is available for an additional fee. Students are advised to review their unofficial transcript online before ordering. Instructions to order transcripts and view an unofficial transcript can be found online here.

Office of the Registrar

Grant McMillan, Registrar

The Office of the Registrar is the foremost resource for students' registration, academic records, graduation, and tuition and fees. Most services are provided through our Helpdesk system. Staff from the Office of the Registrar are also stationed in the Service Hub to provide in-person services.

Service Hub Location:
1st Floor, Reimer Student Centre
Tel: *604.513.2030*
Helpdesk: twu.ca/help
Website: twu.ca/academics/office-registrar

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
Website: twu.ca/academics/advising

Student Fees

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

See charts on following pages for full details.

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) are encouraged to contact their admissions counsellor for specific information.

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 Make a Payment page.

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.

Additional Student Fees

Housing Fees

Tuition and Fees

2025-2026 UNDERGRADUATE Tuition			
Program	**Rate (quoted in CAD$)**		
	Domestic	**International**	
All Undergraduate Programs (If Not Specified Below)	$779	$798	cr./hr.
Fall or Spring only* - Registered in 3 or less Credits **does not apply to International Degree Program*	$390	$399	cr./hr.
Adult Degree Completion	$497	$533	cr./hr.
International Degree Completion	$779	$836	cr./hr.
Undergraduate Certificates – *this rate is for students pursuing a certificate only.*	$497	$509	cr./hr.
Education Assistant Certificate	$333	$349	cr./hr.
All UG Courses Approved for Audit	$266	$273	cr./hr.

Laurentian Leadership Centre Tuition and Fees		
	Domestic	**International**
Laurentian Leadership Centre - Tuition *(15 credits as per Undergraduate Program rates)*	$11,685	$11,970
Laurentian Leadership Centre - Room	$2,600	$2,600
Laurentian Leadership Centre - Promotional Materials	$70	$70
Laurentian Leadership Centre - Infrastructure, Technology and Activity Fee	$600	$750
Laurentian Leadership Centre - TWUSA Fee	$75	$75
Per semester total:	**$15,030**	**$15,465**

UNDERGRADUATE Fees			
Description		**Rate**	
Student Association Fee (TWUSA) **2025-26 rate TBC* *Fall & Spring Only, charged to students registered in 3+ cr.*	*Degree Completion and Project Management Professional Program students do not pay this fee.*	$75	per sem.
Athletic Fee *(Varsity Athletes Only)*, Fall & Spring		$250	per sem.
Athletic Fee *(Jr. Varsity Athletes Only)*, Fall & Spring		$125	per sem.
Infrastructure, Technology and Activity Fee - Domestic Students		$40	cr./hr.
Infrastructure, Technology and Activity Fee - International Students		$50	cr./hr.
Learning Community One		$630	per sem.
Some Courses may have additional fees attached; **See Timetable for more information.**			

2025 -2026 GRADUATE Tuition			
Program	**Domestic**	**International**	
Master of Arts in Biblical Studies & Christian Thought	$730	$764	cr./hr.
Master of Arts in Counselling Psychology	$730	$764	cr./hr.
Master of Arts in Educational Studies	$730	$764	cr./hr.
Master of Arts in Interdisciplinary Humanities	$730	$764	cr./hr.
Master of Arts in Leadership	$782	$896	cr./hr.
Master of Arts in Leadership Accelerated Business	$856	$896	cr./hr.
Master of Arts in Educational Leadership	$782	$819	cr./hr.
Master of Arts in Leadership (Mandarin)	$887	$929	cr./hr.
Master of Arts in Linguistics	$577	$605	cr./hr.
MBA in Non-Profit & Charitable Organizations	$819	$858	cr./hr.
MBA in International Business	$866	$907	cr./hr.
Executive Master of Business Administration (EMBA)	$1,076	$1127	cr./hr.
Master of Christian Studies in Marriage and Family Therapy	$730	$764	cr./hr.
Master of Science in Nursing	$798	$836	cr./hr.

Ph.D. in Nursing	$43,050	$45,100	Program Total
Graduate Certificates – *this rate is for students pursuing a certificate only.*	$761	$797	cr./hr.
All Graduate Courses Approved for Audit	$273	$286	cr./hr.
Some Courses may have additional fees attached; **See Timetable for more information.**			

GRADUATE Fees		
Description		
Infrastructure, Technology and Activity Fee - Domestic Students	$40	cr./hr.
Infrastructure, Technology and Activity Fee - International Students	$50	cr./hr.
Graduate Student Association Fee	$3	cr./hr.
Continuation Status Fee	$955	per sem.
***Note**: Students must maintain active registration until all program requirements are completed for graduation, including all post-thesis/applied project responsibilities. Fees may vary by program.*		

2025-2026 ACTS Seminaries Tuition	Visit actsseminaries.com for more information	
Program	**Rate**	
Graduate Diploma	$569	cr./hr.
Master of Arts (Christian Studies, Christian Leadership, Chaplaincy, Church Planning, Linguistics and Translation)	$569	cr./hr.
Master of Divinity	$569	cr./hr.
Master of Theological Studies	$569	cr./hr.
Master of Theology	$569	cr./hr.
Certificate in Spiritual Care	$569	cr./hr.
Mandarin-Language Programs	$569	cr./hr.
Doctor of Ministry	$683	cr./hr.
Korean-Language Programs	$628	cr./hr.
Audit	$190	cr./hr.

ACTS Seminaries Fees		
Description		
Infrastructure, Technology and Activity Fee	$20	cr./hr.
Graduate Student Association Fee	$3	cr./hr.
Continuation Status Fee - *Students must maintain active registration until all program requirements are completed. Continuation status courses are zero credits but have a fee equal to one credit of the associated program tuition.*		

Refund Schedule

UNDERGRADUATE Excluding Summer Semesters				
Program	**Semester**	**Course Type/Length**	**Drop Period** Course not visible on academic transcript	**Withdrawal Period** Course visible on academic transcript; Grade of 'W'
Undergraduate (If Not Specified Below)	Fall & Spring	12 Weeks/Full Semester	Until the End of Week 2: 100% Refund	Week 3: 70% Tuition Refund Week 4: 60% Tuition Refund Week 5: 50% Tuition Refund Week 6: 40% Tuition Refund
Degree Completion & Project Management Professional Program	All	13 Weeks	15% Complete (Day 14): 100% Refund	31% Complete (Day 29): 75% Tuition Refund 48% Complete (Day 44): 50% Tuition Refund
		8 Weeks	15% Complete (Day 9): 100% Refund	31% Complete (Day 18): 75% Tuition Refund 48% Complete (Day 27): 50% Tuition Refund
		6 Weeks	15% Complete (Day 7): 100% Refund	31% Complete (Day 14): 75% Tuition Refund 48% Complete (Day 21): 50% Tuition Refund
		3-5 Weeks	Until Day 1 of Class: 100% Refund	No Withdrawals, No Refund After Day 1 of Class
International Degree Completion	Fall & Spring	12 Weeks/Full Semester	Until the End of Week 2: 100% Refund	Week 3: 70% Tuition Refund Week 4: 60% Tuition Refund Week 5: 50% Tuition Refund Week 6: 40% Tuition Refund
Professional Year (Education)	Fall	Practicum	Until Sep 30: 100% Refund	Can Withdraw Until Oct 31
	Spring	Practicum	Until Jan 31: 100% Refund	Can Withdraw Until Feb 28

UNDERGRADUATE Summer Semesters			
Program	**Course Type/Length**	**Drop Period** Course not visible on academic transcript	**Withdrawal Period** Course visible on academic transcript; Grade of 'W'
Undergraduate *(If Not Specified Below)*	1 Week	Until Day 1 of Class: 100% Refund *N/A to Some Course Fees	Can Withdraw Until Day 3, No Refund After Day 1 of Class
	3 & 6 Week Online	Until Day 2 of Class: 100% Refund *N/A to Some Course Fees	Can Withdraw Until Course is 43% Complete, No Refund After Day 2 of Class
	3 & 6 Week	Until Second **Meeting** Day of Class: 100% Refund *N/A to Some Course Fees	Can Withdraw Until Course is 43% Complete, No Refund After Second **Meeting** Day of Class
International Degree Completion	6 Weeks	Until Day 1 of Class: 100% Refund	No Withdrawals, No Refund After Day 1 of Class

GRADUATE & ACTS SEMINARY			
Program	**Course Type/Length**	**Drop Period** Course not visible on academic transcript	**Withdrawal Period** Course visible on academic transcript; Grade

			of 'W'
Graduate *(If Not Specified Below)*	12 Weeks/Full Semester	Until the End of Week 2: 100% Refund	Week 3: 70% Tuition Refund Week 4: 60% Tuition Refund Week 5: 50% Tuition Refund Week 6: 40% Tuition Refund
MA in Business Administration	All	Until Two Weeks Prior to the First Day of Class: 100% Refund	No Withdrawals, No Refund
MA in Education	All	Until First Day of Class: 100% Refund	No Withdrawals, No Refund
MA in Leadership	All	Until First Day of Class: 100% Refund	No Withdrawals, No Refund
ACTS Seminary	12 Weeks/Full Semester	Until the End of Week 2: 100% Refund	Week 3: 70% Tuition Refund Week 4: 60% Tuition Refund Week 5: 50% Tuition Refund Week 6: 40% Tuition Refund
	Condensed Courses (5+ Weeks)*	Until the End of Week 1: 100% Refund	Week 2: 70% Tuition Refund Week 3: 50% Tuition Refund
	Online Courses	Until the End of Week 2: 100% Refund	Week 3: 60% Tuition Refund Week 4: 50% Tuition Refund Week 5: 40% Tuition Refund
SPECIALIZED COURSES			
Program	**Course Type/Length**	**Drop Period** Course not visible on academic transcript	**Withdrawal Period** Course visible on academic transcript; Grade of 'W'
Independent Studies	12 Weeks	Until Day 1 of Class: 100% Refund Weeks 1-3: 100% Refund, Minus $495 Deposit Forfeit	Week 4: 60% Tuition Refund Week 5: 50% Tuition Refund Week 6: 40% Tuition Refund
Directed Studies	Full Semester	Until the End of Week 2: 100% Refund, Minus $75 Fee	Week 3: 70% Tuition Refund Week 4: 60% Tuition Refund Week 5: 50% Tuition Refund Week 6: 40% Tuition Refund
Travel Studies	Varies	Until Travel Study Begins: 100% Tuition Refund, Minus Travel Study Deposit Forfeit	No Withdrawals, No Refund

Financial Aid Program

Tim Shulba, Senior Director

Undergraduate Students

The Financial Aid program for undergraduate students at Trinity Western University includes financial assistance in the form of scholarships and need-based awards. These may be extended to the student individually or in combination. Students may also seek additional financial assistance from non-TWU sources

such as external scholarships and government student loans and grants.

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.

Graduate Students

The Financial Aid program for graduate students includes financial assistance in the form of scholarships and need-based awards. The type of financial assistance is unique to each graduate program and the application is available at Financial Aid & Awards.

Government Student Loans and Grants

Student loans and grants are awarded on the basis of demonstrated financial need by the student's province of residence. 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 Financial Aid & Awards for instructions on how to apply for loans.

International Students

Students who are not residents of Canada and who require financial assistance to attend TWU must arrange for such assistance in their country of origin before arrival in Canada. Although TWU permits non-Canadian students to compete for scholarships, it must be stressed that non-Canadian students should not predicate their tuition and living expense estimates upon these sources.

Priority Application Dates

Undergraduate students (returning, new, and transfer): March 15 (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 semester hours or more for undergraduate students; 9 semester 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
Website: twu.ca/awards

Academic Information

Undergraduate Program Table

Discipline	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.	✓	✓	✓	✓	✓
Business Administration	B.B.A.	✓	✓			
Business Administration	B.A.		✓	✓	✓	✓
Career Preparation						✓
Catholic Studies					✓	
Chemistry	B.Sc.	✓	✓	✓	✓	✓
Chinese					✓	✓
Computing Science	B.Sc.		✓	✓	✓	✓
Co-operative Education						✓
Economics				✓	✓	✓
Education	B.Ed.		✓	✓	✓	✓
English	B.A.	✓	✓	✓	✓	✓
Environmental Studies	B.A., B.Sc.	✓	✓		✓	✓
Film Studies				✓	✓	
French				✓	✓	✓

Discipline	Degree	Honours	Major	Concentration	Minor	Courses
French Language & Literature				✓	✓	✓
Game Development	B.A.		✓	✓	✓	✓
Gender Studies					✓	✓
General Studies	B.A., B.Sc.		*See note*			
Geography	B.A.		✓	✓	✓	✓
Geology						✓
Greek						✓
Hebrew						✓
History	B.A.	✓	✓	✓	✓	✓
Humanities	B.A.		✓			✓
Human Kinetics	B.H.K., B.A.		✓	✓	✓	✓
Inclusive Education					✓	
Inter-Cultural Religious Studies	B.A.		✓	✓	✓	
International Development Studies				✓	✓	
International Studies	B.A.	✓	✓			
Japanese						✓
Language & Linguistics	B.A.		✓			
Latin						✓
Leadership	B.A.					✓
Mathematics	B.Sc.		✓	✓	✓	✓
Media + Communication	B.A.		✓	✓	✓	✓
Music	B.A.		✓	✓	✓	✓
Music Education				✓	✓	
Natural & Applied Sciences	B.Sc.		✓			✓

Discipline	Degree	Honours	Major	Concentration	Minor	Courses
Nursing	B.Sc.		✓			✓
Philosophy	B.A.	✓	✓	✓	✓	✓
Physical Education					✓	
Political Studies	B.A.	✓	✓	✓	✓	✓
Professional Writing					✓	
Psychology	B.A.	✓	✓	✓	✓	✓
Psychology with Human Services	B.A.		✓			
Russian						✓
Social Sciences	B.A.		✓			✓
Social Sciences with Human Services	B.A.		✓			
Social Studies					✓	
Sociology	B.A.		✓	✓	✓	
Sociology with Human Services	B.A.		✓			
Spanish				✓	✓	✓
Statistics						✓
Sport Management	B.A.		✓			
Theology	B.A.		✓	✓	✓	✓

***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.*

Graduate Program Table

Program Title	Degree	Thesis	Project	Course Based	Comp Exam
Master of Arts in Biblical Studies and Christian Thought	M.A.	✓	✓		
Master of Arts in Counselling Psychology	M.A.	✓			✓
Master of Arts in Educational Leadership	M.A.		✓		

Program Title	Degree	Thesis	Project	Course Based	Comp Exam
Master of Arts in Educational Studies: Inclusive Education	M.A.	✓	✓		
Master of Arts in Leadership	M.A.	✓	✓		
Master of Arts in Linguistics	M.A.	✓		✓	
Master of Arts in Interdisciplinary Humanities (with options in English, History, Philosophy)	M.A.		✓	✓	
Master of Business Administration	M.B.A.		✓		
Master of Christian Studies: Couple & Family Therapy	M.C.S.			✓	
Master of Science in Nursing	M.S.N.	✓	✓		
Doctor of Philosophy in Nursing	Ph.D.	✓			

Certificate Table

Certificate Title	School/Faculty	Undergraduate	Graduate
Advanced Innovation & Global Leadership	GLOBAL		✓
Applied Leadership & Public Affairs	FHSS	✓	✓
Arts Leadership & Entrepreneurship	SAMC	✓	
Biblical Studies and Christian Thought	FHSS		✓
Christian Humanism Proficiency	FHSS		✓
Coaching and Facilitation	GLOBAL	✓	✓
Digital Analytics	TWU Online	✓	
Economics	BUSI	✓	
Education Assistant	EDUC	✓	
Education Post-Grad	EDUC		✓
Educational Leadership	GLOBAL		✓
English Proficiency: Christianity and Literature	FHSS		✓
English Proficiency: Gender and Literature	FHSS		✓
English Proficiency: Gender and the Humanities	FHSS		✓

Field Linguist	FHSS	✓	✓
Geographic Information Systems (GIS)	FHSS	✓	
Global Innovation Leadership	GLOBAL	✓	
History Proficiency: Gender Studies	FHSS		✓
History Proficiency: Indigenous-Settler Relations in Canada	FHSS		✓
History Proficiency: Peace & Conflict Studies	FHSS		✓
Human Services Post-degree	FHSS	✓	
Language Surveyor	FHSS	✓	✓
Leadership	GLOBAL		✓
Leadership & Digital Skills Development	TWU Online	✓	
Lexicography Technician	FHSS	✓	✓
Linguistics Technician	FHSS	✓	✓
Literacy Education Specialist	FHSS	✓	✓
Literacy Education Technician	FHSS	✓	✓
Non-Profit Executive Management for the Salvation Army	MBA		✓
Outdoor Education	EDUC	✓	
Philosophy Proficiency: Christian Theism	FHSS		✓
Philosophy Proficiency: Politics and Culture	FHSS		✓
Pre-Law: General or Business Pathway	FHSS/BUSI	✓	
Project Management	GLOBAL	✓	
Scripture Engagement Worker	FHSS	✓	✓
TESOL Level 1	EDUC		✓
Translation Specialist	FHSS	✓	✓

Graduation Requirements

Undergraduate Programs

Note: It is the responsibility of the student to ensure that they have successfully completed all required courses for their chosen programs for graduation. See School of Graduate Studies section for graduate program graduation 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 the first year for all new full-time (12 or more credit hours) students. If WRTG 100 or WRTG101 is required at the point of admission to the University, the English courses should be taken 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. ENGL 102 and ENGL 102 are recommended for students for whom English is a second language.

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 credits.
- 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 or 160, 111, and 112. RELS 110 or RELS 160 may be taken in either the first or second semester of the first year.

Scientific Method & Lab Research (3 credit hours):

- To be chosen from of BIOL 103/196, 104/197, 113/198, 114/199, 216, 241, 262; CHEM 101, 103/198, 111/198; 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. *At least 9 sem. hrs. must be from outside of the student's major discipline*. See the Undergraduate Programs section of this Calendar for specific course options in these Ways of Knowing for each program.
  - **Aesthetic & Performance Inquiry**
  - **Cultural & Linguistic Inquiry**
  - **Experiential & Embodied Inquiry**
  - **Historical & Archival Inquiry**
  - **Quantitative & Computational Inquiry**
  - **Social & Global Inquiry**

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.

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 (unless fulfilled by specific transfer credit). 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 or 160, 111, 112.

Ways of Knowing (18 credit hours)

- 3 credit hours to be chosen from each of the six Ways of Knowing listed below. At least 9 sem. hrs. must be from outside of the student's major discipline. See the Undergraduate Programs section of this Calendar for specific course options for Ways of Knowing for each program.
  - **Aesthetic & Performance Inquiry**
  - **Cultural & Linguistic Inquiry**
  - **Experiential & Embodied Inquiry**
  - **Historical & Archival Inquiry**
  - **Quantitative & Computational Inquiry**
  - **Social & Global Inquiry**

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.

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
- Transfer students may receive transfer credits for courses taken prior to attending TWU. Only specific transfers where a direct match to a TWU core course is indicated on the Transfer Credit Record can fulfill core requirements
- 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.

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 (excluding Ancillary courses)
- 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 their own minimum grade point requirements above these general requirements. Such requirements are described in the specific program sections of this Calendar.

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 BSN 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. Core requirements do not need to be completed more than once if multiple degrees or majors are earned.

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, with at least 12-18 credit hours of courses numbered 300 or above (see program checklists for details).
- A minor consists of at least 24 credit hours in one discipline, with at least 9-12 credit hours of courses numbered 300 or above (see program checklists for details).

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. It is recommended that students contact their academic advisor or a faculty member within the relevant discipline to confirm their course options for these substitutions.

Graduation Application Deadlines

Students must apply to graduate by completing an application for graduation online through the Student Portal. Please note the difference between graduation ceremony participation eligibility and degree conferral.

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.

Undergraduate Students Graduation Application Deadline

1. Students must apply for graduation by April 30 of the year prior to graduation. After this deadline, late applications will be assessed a $50 late fee. No applications will be accepted after January 31 for students wishing to graduate in April of the same year. Such applications will be forwarded to the following year.
2. Students wishing to participate in the April graduation ceremony 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.

Graduate Students Graduation Application Deadlines

1. For Spring graduation ceremony, the application deadline is January 31st of the year the student plans to graduate in. For Fall graduation ceremony, the application deadline is August 31st of the year the student plans to graduate in. No applications will be accepted after the date that marks the five weeks before the graduation ceremony. Late applications received between the deadlines will be assessed a $50 late fee.
2. Students who have applied for graduation before the deadlines will be deemed eligible to participate in the graduation ceremony when they have met all of the following requirements:

a) For course-based programs, students' cumulative GPA is no less than 3.00 and all required courses for graduation are registered in the current semester they plan to graduate in.
b) For project and thesis-based programs, 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 and students' minimum cumulative GPA requirement must be met.

3. In all cases, all course 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.

Grading Practices

University Standard Grading System

The University assigns 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. The following chart provides sample grade interpretation guidelines:

Letter Grade	Quality Characteristics
A	Outstanding, excellent work; exceptional performance with strong evidence of original thinking, good organization, meticulous concern for documented evidence, and obvious capacity to analyze, synthesize, evaluate, discern, justify, and elaborate; frequent evidence of both verbal eloquence and perceptive insight in written expression; excellent problem-solving ability in scientific or mathematical contexts with virtually no computational errors; demonstrated masterful grasp of subject matter and its implications. Gives evidence of an extensive and detailed knowledge base. Note: The A+ grade is reserved for very rare students of exceptional intellectual prowess and accomplishment, especially in lower-level courses.
B	**Good, competent work**; laudable performance with evidence of some original thinking, careful organization; satisfactory critical and analytical capacity; reasonably error-free expository written expression, with clear, focused thesis and well-supported, documented, relevant arguments; good problem-solving ability, with few computational or conceptual errors in scientific subjects; reasonably good grasp of subject matter but an occasional lack of depth of discernment; evidence of reasonable familiarity with course subject matter, both concepts and key issues. Exhibits a serious, responsible engagement with the course content.
C	Satisfactory grasp of basic elements of the course but frequent lapses in detailed understanding. Satisfies the minimum requirements of the course.
D	**Minimally acceptable work**; relatively weak performance with little evidence of original thinking or ability to analyze or synthesize course material; nominal or weak problem-solving ability in scientific subjects; written expression frequently exhibits difficulty in articulating a central thesis or sustaining a coherent argument; ideas are trite or juvenile, without discernible development. Shows inadequate grasp of some basic elements of the course.
F	**Inadequate work;** poor performance that indicates a lack of understanding or misunderstanding of essential subject matter; seems easily distracted by the irrelevant; written expression is poorly organized, often incoherent, and rife with mechanical and diction errors. Shows little evidence of even basic competency in the course content or skills.

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

Letter Grade	Percentage	Grade Point

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

Revised August 1992

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.

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
NURS 124	2	A-	3.7	2 x 3.70 = 7.40
Total	5			17.30
The cumulative 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 for any courses, including repeated courses, is documented on the student's transcript.

Other Designated Grades

AU = Audit. Students may enroll in a course without being required to fulfil the normal requirements of the course. Faithful attendance must be maintained.

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 eleventh week (Note: Withdrawal during the first two weeks of a fall or spring semester course is not registered on the student's transcript).

Note: A student may withdraw from a course between the seventh and eleventh week with a W grade only

because of severe extenuating circumstances beyond the student's control and if approval is granted by the University Registrar or designate. No course withdrawals are permitted after the end of the eleventh week in a semester.

CP = Completed. No credit granted; student has completed their work towards a thesis, major project, or internship hours during the semester. (Not computed into the GPA.)

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.

INP = In Progress. The student is currently taking the course. Final grades are entered one week after final exams. Note that graduate students may have extended time frames for final grade entry, particularly for thesis courses. (Not computed into the GPA.)

Examinations

Trinity Western University operates on a semester basis, with final examinations held in December and April. Final examinations of 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 permission will be assigned a zero for that examination. Absence due to illness must be supported by official medical documents 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. Please see below for instruction on applying for an exam change.
- **Travel during Final Exam Period**. Students are cautioned not to finalize travel plans during exams until they have confirmed 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 within a 24-hour period
3. An exam on a religious holiday that cannot be written for religious reasons
4. Two examinations within a 24-hour period for students that have exam accommodations with the Centre for Accessible Learning.

Exam Conflict Resolution Forms are available from the Service Hub. A copy of your exam schedule, indicating the conflict, must be attached to the form. The form requires your professor to request a change in exam time. The conflict will need to first be verified by the Office of the Registrar and then the exam will be rescheduled by the instructor.

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 for Spring and Fall semesters are published in advance on the University's Important Dates document, 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.

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

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.

Ethical Conduct for Research Involving Humans – Tri-Council Statement

Interagency (CIHR, NSERC, SSHRC) Advisory Panel on Research Ethics: Ethics Framework, (October 2018);

and Ethical Conduct for Research Involving Humans (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.

Accessible Learning

Trinity Western University affirms its moral, educational, and legal obligation to provide TWU students with disabilities equitable access to TWU educational and co-curricular activities consistent with the academic standards of post-secondary education. Equitable access may be supported through various TWU departments via academic accommodations, provision of alternate format materials or equipment, or application of Universal Design for Learning principles. TWU's academic standards are not compromised by academic accommodations. Students with a disability are responsible to show through assessment that they meet course and program learning outcomes.

Academic Concessions

Enrolled students who experience injury, illness, mental health crisis, or personal crisis immediately before or during the semester may qualify for academic concessions if the unanticipated incident creates barriers to learning. The student must provide current documentation by a certified, relevant professional. If the injury, illness, mental health, or personal crisis continues beyond 15 weeks or one semester, the student must provide updated documentation indicating the prognosis and ongoing impact on learning. Academic concessions are managed by the Learning Commons in partnership with faculty.

Concussion Return-to-Learn Protocol

Students who experience a concussion immediately prior to or during an active semester follow the Return-to-Learn Protocol. This Protocol guides students, faculty, and academic support staff in expectations for a safe, gradual return to studies. Students may be offered academic concessions and support for the duration of the injury's impact on learning, which is determined using recommendations from the treating professional in combination with a learning assessment performed by an expert in the Learning Commons. The impact on learning may persist beyond physical symptomology. The duration of academic intervention may be extended if recommended by the treating professional. The student must provide documentation of the initial injury and follow-up documentation, if applicable. Provision of academic concessions is the responsibility of the faculty and the Centre for Accessible Learning (CAL), and academic support is the responsibility of the Learning Commons. Supporting students in navigating the process is also the responsibility of the Learning Commons.

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. 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.

- Animal Care Policy
- Biosafety and Biosecurity Policy
- Canada Research Chair Renewal, Reallocation, and Reduction Policy
- Conflict of Interest in Research
- Integrity in Scholarship and Research Policy
- Intellectual Property Policy
- Open Access Policy
- Policy Governing Institutes and Centres
- Research Ethics with Human Participants
- Strategic Research Plan

Academic Fraud and 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 Fraud: to act in a manner to gain unearned academic credit by knowingly* hiring someone to represent oneself in academic work, class engagement, and/or official documents. Examples of academic fraud include, but are not limited to:

- Hiring someone to write papers or assignments
- Hiring someone to take one's examinations, tests, or quizzes
- Hiring someone to impersonate one's presence and/or participation in a class
- Impersonating another student in an examination, test, etc.
- Aiding or abetting another student's academic fraud
- Falsifying or misrepresenting information on academic records or official documents.

**Knowingly:* if the person ought reasonably to have known.

Academic Misconduct: to act in a manner to gain unearned academic credit by presenting someone else's work, ideas, or words as one's own. Examples of academic misconduct include, but are not limited to:

- Plagiarism: copying someone else's ideas or words without proper citations (see below)
- Cheating on examinations, tests, or assignments.
- 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
- Falsifying lab results

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).

Procedures For Dealing with Acts of Academic Misconduct (Undergraduate):

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)

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. The official policy: Integrity in Scholarship and Research

Procedure for dealing with Academic Freedom Complaints from Students

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.

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.

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 their 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:

- Applied Linguistics
- Biblical Studies
- English
- Environmental Studies
- Geography
- History
- Humanities
- Inter-cultural Religious Studies
- International Studies
- Language & Linguistics
- Philosophy
- Political Studies
- Psychology
- Sociology
- Social Sciences
- Theology

Also offered is a concentration in Social Studies; concentrations and minors in any of the non-multidisciplinary subjects above, plus French, Chinese, and Spanish. A certificate is also offered 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 Greek, Hebrew, Japanese, Latin, and Russian. Finally, the Faculty offers a Master of Arts in Interdisciplinary Humanities with streams in English, History, Philosophy and General Humanities; a Master of Arts in Counselling Psychology; and 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.

Applied Linguistics, and Language & Linguistics

Department of Linguistics and World Languages
Randy Lebold, Ph.D., co-Chair
Sean Allison, Ph.D., co-Chair

This program is offered under TWU's exempt status with the Degree Quality Assessment Board.

The Department of Linguistics and World Languages offers:

- **Major in Applied Linguistics**, leading to a BA degree
- **Major in Language & Linguistics**, leading to a BA degree
- **Concentration** or **Minor in Applied Linguistics**
- **Concentration** or **Minor in French Language and Literature**
- **Concentration** or **Minor in French Studies**
- **Concentration** or **Minor in Spanish**
- **Minor in Chinese Literature and Culture**

- Courses in linguistics, French, Spanish, Chinese, Japanese, and Russian

See the TWU website for program checklists.

Linguistics is the study of language and how it is used in any society in our global community. The linguistics courses teach the crucial skills needed for learning and describing languages, even those which are unwritten. These skills include recognizing and pronouncing non-English speech sounds, discovering sound systems and designing alphabets, and creating dictionaries and grammars. Courses are based on proven techniques drawn from decades of research in hundreds of languages. The language courses enable students to put into practice the principles learned in the linguistics courses as they develop the competencies of speaking, listening, reading and writing, while also becoming familiar with the culture of the language they are learning.

Students of linguistics and languages have opportunities in the areas of translation, cross-cultural communication, international development (especially literacy programs), language documentation, speech-language pathology, international and diplomatic work, government, teaching, missions, business, and many other global opportunities.

The majors, concentrations, and minors of Applied Linguistics and World Languages are excellent preparation for the Master of Arts in Linguistics and Translation program, and for the Master of Arts in Linguistics program, offered through Trinity Western's School of Graduate Studies.

Biblical Studies

Department of Biblical and Theological Studies
Tom Hatina, Ph.D., Department Chair
Dirk Buchner, Ph.D., Program Coordinator

This program is offered under TWU's exempt status with the Degree Quality Assessment Board.

The Department of Biblical and Theological Studies offers:

- **Honours program in Biblical Studies**, leading to a BA (honours) degree
- **Major in Biblical Studies**, leading to a BA degree
- **Concentration** or **Minor** in Biblical Studies

See the TWU website for program checklists.

TWU offers one of the largest and strongest biblical studies programs 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.

English

Department of English and Creative Writing
Sara Pearson, Ph.D., Chair

This program is offered under TWU's exempt status with the Degree Quality Assessment Board.

The Department of English and Creative Writing offers:

- **Honours program in English**, leading to a BA (honours) degree
- **Major in English**, leading to a BA degree
- **Concentration or Minor** in English

See the TWU website for program checklists.

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 literary works 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 survey British, Canadian, and American literature, cover biblical and Classical literary backgrounds, and creative writing. 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, M.Sc., and Maxwell Ofosuhene, Ph.D., Co-Chairs

These programs are offered under TWU's exempt status with the Degree Quality Assessment Board.

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:

- **Major in Environmental Studies**, leading to a **BSc** degree
- **Major in Environmental Studies**, leading to a **BA** degree
- **Major in Geography** leading to a BA degree
- **Minor in Environmental Studies**
- **Concentration** or **Minor** in Geography

See the TWU website for program checklists.

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. Visit the TWU website for program checklists.

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 of History and Coordinator of Gender Studies Minor

This program is offered under TWU's exempt status with the Degree Quality Assessment Board.

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

- **Honours Major in History**, leading to a BA (honours) degree
- **Major in History**, leading to a BA degree
- **Concentration or Minor** in History

See the TWU website for program checklists.

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 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:

- **Multidisciplinary Major in Humanities**, leading to a BA degree (see the TWU website for checklist)

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
Katie Steeves, 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 on the TWU website). 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

This program is offered under TWU's exempt status with the Degree Quality Assessment Board.

The Department of Biblical and Theological Studies offers:

- **Major in Intercultural Religious Studies**, leading to a BA degree.
- **Minor** in Intercultural Religious Studies.

See the TWU website for program checklists.

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 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
Paul Rowe, Ph.D., Chair and Coordinator

This program is offered under TWU's exempt status with the Degree Quality Assessment Board.

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

- **Honours program in International Studies**, leading to a BA (honours) degree.
  - International Affairs & Global Policy track
  - International Development & Cultural Change track
  - International Political Economy track
- **Major in International Studies**, leading to a BA degree.
  - International Affairs & Global Policy track

- International Development & Cultural Change track
- International Political Economy track

See the TWU website for program checklists.

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.

Philosophy

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

This program is offered under TWU's exempt status with the Degree Quality Assessment Board.

The Department of Philosophy offers:

- **Honours program in Philosophy** leading to a BA (honours) degree
- **Major in Philosophy** leading to a BA degree
- **Concentration** or **Minor**

See the TWU website for program checklists.

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
Paul Rowe, Ph.D., Chair and Coordinator

This program is offered under TWU's exempt status with the Degree Quality Assessment Board.

The political studies program within the

Department of History, Political and International Studies offers:

- **Honours program in Political Studies**, leading to a BA (Honours) degree
- **Major in Political Studies**, leading to a BA degree
- **Concentration or Minor**

See the TWU website for program checklists.

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

Jaime Palmer-Hague, Ph.D., Chair

This program is offered under TWU's exempt status with the Degree Quality Assessment Board.

The Department of Psychology offers

- **Honours program in Psychology**, leading to a BA (Honours) degree
- **Major in Psychology**, leading to a BA degree
- **Concentration** or **Minor**

See the TWU website for program checklists.

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 as well as an opportunity to conduct a comprehensive research study (e.g., thesis). Admission to the program requires a cumulative GPA of

3.30. Prospective candidates for the honours program should ensure they are completing the required courses for the honours program, and apply for admission at the end of their 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:

- **Multidisciplinary Major in Social Sciences**, leading to a BA degree
- **Multidisciplinary Major in Social Sciences with Human Services Certificate**, leading to a BA degree

See the TWU website for program checklists.

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:
Minor in Social Studies. This minor enables students to obtain a broad background in social studies from the perspectives of several academic disciplines. See the TWU website for program checklist.

Sociology

Department of Sociology, and Anthropology
Michael Wilkinson, Ph.D., Chair

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.

The Department of Sociology, and Anthropology offers:

- **Major in Sociology**, leading to a BA degree
- **Concentration** or **Minor**

See the TWU website for program checklists.

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.

Theology

Department of Biblical and Theological Studies
Craig D. Allert, Ph.D., Coordinator

This program is offered under TWU's exempt status with the Degree Quality Assessment Board.

The Department of Biblical and Theological Studies offers:

- **Major in Theology**, leading to a BA degree
- **Concentration** or **Minor**

See the TWU website for program checklists.

The Theology program invites students to interact with the depth of the Christian faith through the study of systematic and historical theology. Students are mentored in their study by committed professors who are anchored in the Bible and its life in the Great Tradition and are encouraged to think and act critically, wisely, and justly in our contemporary cultures. Anyone interested in teaching the Bible, serving in churches, pursuing graduate theological studies, or simply thinking Christianly in their chosen vocation will benefit from this program.

Graduates of TWU's Theology program can continue their studies toward a Graduate Certificate in Biblical Studies and Christian Thought or a Master of Arts degree in Biblical Studies and Christian Thought. These research-based graduate programs prepare students to excel at doctoral studies and serve in academic and ministry contexts around the world.

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

*Note: The **minor in 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.*

Multidisciplinary Programs

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

Gender Studies Institute

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.

The Gender Studies Institute offers:

- **Multidisciplinary Minor in Gender Studies** (see the TWU website for program checklist)

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.

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 website for 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.

Faculty of Natural and Applied Sciences

TBD, 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, 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, chemistry, computing science and mathematics. An honours degree is available in biology and chemistry. Jointly with the Faculty of Humanities and Social Sciences, the Faculty offers a major in environmental studies. A major in general studies with a concentration in biology, chemistry, computing science, or mathematics 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.

Following is a list of Au Sable courses 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.

- Land Resources (4 sem. hrs.)
- Lake Ecology and Management (4 sem. hrs.)
- Ecological Agriculture (4 sem. hrs.)
- International Development and Environmental Sustainability (4 sem. hrs.)
- Agroecology (4 sem. hrs.)
- Environmental Law and Policy (4 sem. hrs.)
- Field Botany (4 sem. hrs.)
- Marine Biology (4 sem. hrs.)
- Animal Ecology (4 sem. hrs.)
- Stream Ecology (4 sem. hrs.)
- Environmental Chemistry (4 sem. hrs.)
- Fish Ecology and Management (4 sem. hrs.)
- Sustainability, Tropical Agriculture and Development (4 sem. hrs.)
- Wildlife Ecology (4 sem. hrs.)
- Watersheds in Global Development (4 sem. hrs.)
- Field Techniques in Wetlands (4 sem. hrs.)
- Marine Mammals (4 sem. hrs.)
- Field Biology in Spring (4 sem. hrs.)
- Environmental Applications for Geographic Information Systems (GIS) (4 sem. hrs.)
- Insect Ecology of Streams (4 sem. hrs.)
- Conservation and Development in the Indian Tropics (4 sem. hrs.)
- Forest Ecology (4 sem. hrs.)
- Forest Management (4 sem. hrs.)
- Environmental Justice (4 sem. hrs.)
- Directed Individual Study (1-4 sem. hrs.)
- Research Methods I (2 sem. hrs.)
- Research Methods II (2 sem. hrs.)

- Conservation Biology (4 sem. hrs.)
- Alpine Ecology (4 sem. hrs.)
- Restoration Ecology (4 sem. hrs.)
- Research (1-6 sem. hrs.)

Biology

Department of Biology
Dennis Venema, Ph.D., Chair

This program is offered under TWU's exempt status with the Degree Quality Assessment Board.

The Department of Biology offers the following programs:

- **Honours program in Biology**, leading to a BSc (honours) degree with one of four emphases:
  - General Biology
  - Biochemistry & Molecular Biology
  - Cell & Developmental Biology
  - Ecology Emphasis
- **Major in Biology**, leading to a BSc degree
- **Concentration** or **Minor**

See the TWU website for program checklists.

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, and Costa Rica. 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.

Chemistry

Department of Chemistry
Chadron M. Friesen, Ph.D., Chair

This program is offered under TWU's exempt status with the Degree Quality Assessment Board.

The Department of Chemistry offers:

- **Honours program in Chemistry**, leading to a BSc (honours) degree
- **Major in Chemistry** in one of the following three streams, leading to a BSc degree:
  - General Program, Grad School Prep, Life Sciences
- **Concentration** or **Minor**

See the TWU website for program checklists.

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 such as chemical education, medicinal-, environmental-, or material-chemistry. The honours program and the program for graduate school preparation, both accredited by the Canadian Society of Chemistry (CSC) 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, Ph.D., Coordinator

This program is offered under TWU's exempt status with the Degree Quality Assessment Board.

In Computing Science, the Department of Mathematical Sciences offers:

- **Major in Computing Science**, General Stream or Data Science Stream, leading to a B.Sc. degree
- **Concentration** or **Minor**

See the TWU website for program checklists.

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 computing resources of the Digital Research Alliance of Canada, the national high-performance computing consortium. It provides high performance computing 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. See the TWU website for program checklists.

Geography and Environmental Studies

Department of Geography and Environment
David Clements, Ph.D., Co-Chair
Maxwell Ofosuhene, Ph.D., Co-Chair

These programs are offered under TWU's exempt status with the Degree Quality Assessment Board.

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:

- **Major in Environmental Studies** leading to a **BSc** degree
- **Major in Environmental Studies** leading to a **BA** degree
- **Major in Geography** leading to a BA degree
- **Minor in Environmental Studies**
- **Concentration** or **Minor in Geography**
- **GIS Certificate** (see here for more information on the certificate)

See the TWU website for program checklists.

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, and Costa Rica.

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

This program is offered under TWU's exempt status with the Degree Quality Assessment Board.

The Department of Mathematical Sciences offers:

- **Major in Mathematics**, General Stream or Data Science Stream, leading to a B.Sc. degree
- **Concentration** or **Minor**

See the TWU website for program checklists.

Natural and Applied Sciences

Faculty of Natural and Applied Sciences

TBD, 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 113/198, 114/199, 223, 384, 386; CHEM 111, 112 (or 103, 104; or 103, 112); 221, 222; ENGL 103, 104; MATH 123, 124; STAT 203; 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, 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

Elizabeth Zwamborn, 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. Pre-veterinary students are encouraged to plan for at least 3 years of undergraduate study prior to applying for acceptance, including these courses: BIOL 113/198, 114/199, 308, 333 or 334, 360, 371, 384 or 386 (384 preferred); ENGL 103, 104; CHEM 111, 112 (or CHEM 103, 104; or CHEM 103, 112), 221; MATH 123; STAT 203; 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, 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; STAT 203; 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.

School of the Arts, Media + Culture

TBD, 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 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.

Art + Design

Department of Art + Design
Alysha Creighton, MFA, Chair

This program is offered under TWU's exempt status with the Degree Quality Assessment Board.

The Department of Art + Design offers:

- **Honours program in Art + Design**, leading to a BA (Honours) degree
- **Major in Art + Design**, leading to a BA degree
- **Concentration**, or **Minor** with a choice of streams in: Art History, Design, and Studio.

See the TWU website for program checklists.

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., Interim Dean

The School of the Arts, Media + Culture offers a Multidisciplinary Major in Arts, Media + 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:

- **Concentration** (30 credit hours) in one of art, communication, or music

- **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)
- **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.

See the TWU website for program checklists.

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

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.

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**. See the TWU website for program checklists.

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). See the TWU website for program checklists.

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.

Media + Communication

Divine Agodzo, M.A., Chair

This program is offered under TWU's exempt status with the Degree Quality Assessment Board.

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:

- **Major in Media + Communication** with a choice of four streams leading to a BA degree:
  - General
  - Media Studies
  - Leadership Communication

    - Professional Writing
- **Concentration** or **Minor in Media + Communication.**
- **Concentration** or **Minor** in **Media + Communication: Film Studies**.
- **Minor** in **Media + Communication: Professional Writing.**

See the TWU website for program checklists.

Music

Department of Music
Cathrie Yuen, M.Mus., Chair

This program is offered under TWU's exempt status with the Degree Quality Assessment Board.

The Department of Music offers:

- **Major in Music**, leading to a BA degree
- **Concentration** or **Minor in Music**
- **Concentration** or **Minor in Music Education**

See the TWU website for program checklists.

Major in Music, BA Degree
In addition to taking a required core of theory, history, and applied music courses, students must select one of five 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.
- **Digital Music** prepares students for creative work in the digital studio environment.

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

Mark Lee, DBA Dean
Brent Groen, MBA, CPA, CGA, Associate Dean Undergraduate Programs
Chen Liu, PhD Associate Dean, Graduate Programs

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 business disciplines but does so through the eyes of faith and Christian service.

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:

- **Honours program in Business Administration**, leading to a BBA (Honours) degree
- **Bachelor of Business Administration** degree, BBA
- **Major in Business Administration**, leading to a BA degree
- **Major in Sport Management** (in conjunction with the School of Human Kinetics), leading to a BA degree
- **Concentration** or **Minor in Business Administration**
- **Concentration** or **Minor in Economics**
- **Concentration** or **Minor in International Development Studies**
- **Minor in Accounting**

See the TWU website for program checklists.

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.
In conjunction with the School of Human Kinetics, the School of Business offers a **Bachelor of Arts with a major in sport 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 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.
The above programs are offered under TWU's exempt status with the Degree Quality Assessment Board.

Concentrations and Minors

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. A certificate in Economics Studies is also possible.

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.

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).

Travel Studies

During summer sessions, faculty from the School of Business offer Business courses in Canada and other countries. Students can complete several of their regular classes while touring for-profit and not-for-profit operations. Students have the opportunity to observe and study the differences and similarities between how business is done, and how it is taught around the Globe.

Exchange Programs

The School of Business has agreements with universities in Germany, Austria, Netherlands, France and Thailand so TWU business students can take one semester 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 Degree

See the TWU website for the **Master in Business Administration** program checklist. Find further information on the Graduate Degrees on the TWU website at School of Graduate Studies

School of Education

Lara Ragpot, 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

TWU's School of Education maintains strong academic and professional standards in its teacher education

programs, grounded in an ethos of care, justice, and responsibility. The emphasis is to prepare caring and competent educators for a wide variety of educational contexts, with a focus on the public and independent schools in BC. To do so, the program is designed to engage pre-service teachers on 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 the created world. Through campus courses and field experiences, pre-service teaches learn to integrate theory and practice further developing their pedagogies and competencies as future teachers. As such, the faculty are invested in advancing educational research and practice that nurtures wisdom, compassion, and transformation of learners and communities.

In the graduate program, the Master of Arts in Educational Studies – Inclusive Education, 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 a thesis or knowledge translation project.

Programs

The School of Education offers the following programs under TWU's exempt status with the Degree Quality Assessment Board:

- **A five-year concurrent B.A./B.Ed. or B.Sc./B.Ed.** program with **Elementary (K-7)** and **Secondary Stream (Grade 8-12)** options. Graduates are recommended for a Professional Teaching Certificate issued by the British Columbia Teacher Regulation Branch.
- **A five-year B.Ed. program in the Elementary Stream (K-7).** Graduates are recommended for a Professional Teaching Certificate issued by the British Columbia Teacher Regulation Branch.
- **A two-year Post-Degree B.Ed.** program with **Elementary (K-7)** and **Secondary (Grade 8-12)** options. Graduates are recommended for a Professional Teaching Certificate by the British Columbia Teacher Regulation Branch.
- **Concentration** or **Minor in Education**
- **Minor in Inclusive Education**
- **Education Assistant Program** (Undergraduate Certificate)
- Teaching English as a Second or Other Language **(TESOL)** Graduate Certificate
- **Master of Arts in Educational Studies** (Inclusive Education)
- **Graduate Certificate in Outdoor Education**

See the TWU website for program checklists.

Education Concurrent Five-Year B.A./B.Ed. or B.Sc./B.Ed. Programs (Grades K–7)

Beginning in the second semester of the first year, students in the concurrent B.A./B.Ed. or B.Sc./B. Ed. program (K-7) take both liberal arts and education courses. During their first four years students complete core requirements, subject specializations, and 34 credit hours of specified education courses, including a minimum of four credit hours of initial field experiences. At the end of the fourth year, students obtain a B.A. or B.Sc. degree, depending on their area(s) of specialization.

The fifth year is a professional certification year (Professional Year) from late August to mid-May. During this final year, students complete two practica, pedagogical courses in math, language arts, science, and social studies, and a variety of topic-specific seminars and workshops. The two practica are divided between two semesters. The first semester includes a gradual increase of teaching responsibilities over eight to nine weeks. The second semester includes a 12-week extended practicum inclusive of eight weeks of full-immersion teaching.

Upon the successful completion of the Professional Year, students also receive a B.Ed. degree.

Concurrent Five-Year B.A/B.Ed. or B.Sc./B.Ed. Program (Grades 8-12)

Beginning in the second semester of the first year, students in the concurrent B.A./B.Ed. or B.Sc./B.Ed. program (Grades 8-12) take both liberal arts and education courses. During the first four years students complete core requirements, subject specializations, and 34 credit hours of foundational education courses, including at least four credit hours of initial field experiences. At the end of the fourth year, students obtain a B.A. or B.Sc. degree, depending on their area(s) of specialization.

The fifth year is a professional certification year (Professional Year) from late August to mid-May. During this final year, students complete two practica, pedagogical courses in natural sciences, mathematical sciences, humanities, a course in advanced teaching and learning praxis in their area of specialization, and seminars in other relevant areas. The two practica are divided between two semesters. The first semester includes a gradual increase of teaching responsibilities over eight to nine weeks. The second semester includes a 12-week extended practicum inclusive of eight weeks of full-immersion teaching. 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 education courses. During their first four years students complete core requirements, one subject specialization, 34 credit hours of specified foundational education courses, including a minimum of four credit hours of initial field 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 complete two practica, pedagogical courses in math, language arts, science, and social studies, and a variety of topic-specific seminars and workshops. The two practica are divided between semesters. The first semester includes a gradual increase of teaching responsibilities over eight to nine weeks. The second semester includes a 12-week extended practicum inclusive of eight weeks of full immersion teaching.

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 or two teachable subjects).

Trinity Western's Post-Degree Bachelor of Education program is for those who have completed a B.A. or B.Sc. 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. For the secondary stream, those credit hours must be aligned with the main teachable subjects in secondary schools. The program is intended for those who wish to teach at the elementary, middle, or secondary levels.

During the first year, students complete two semesters totaling 32 credits. This includes 10 education courses and two introductory field experiences. The 10 education courses in this year align with those taken by students in the concurrent program during their first four years, ensuring consistent foundational preparation.

In the second year of the program, students complete two practica, pedagogical courses in math, language arts, science, and social studies, and a variety of topic-specific seminars and workshops. The two practica are divided between two semesters. The first semester includes a gradual increase of teaching responsibilities over eight to nine weeks. The second semester includes a 12-week extended practicum inclusive of eight weeks of full-immersion teaching.

Applicants to the Post-Degree B.Ed. program are expected to have completed a four-year B.A. or B.Sc. degree, with a minimum cumulative GPA of 2.7 (B-) during the last 60 credit hours.

To meet certification requirements in British Columbia, the applicant's university courses must include the following core courses:

Grade level	Elementary/ Middle (K-7)	Secondary (Grades 8-12)
English composition *(minimum C)*	3 sem. hrs.	3 sem. hrs.
English literature *(minimum C)*	3 sem. hrs.	3 sem. hrs.
Canadian Studies	3 sem. hrs.	3 sem. hrs.
Math	3 sem. hrs.	n/a
Science	3 sem. hrs.	n/a

All applicants must also have at least 24 credit hours of undergraduate course work in one or two teachable specializations that are approved by the British Columbia Teachers' Council (BCTC) and supported by TWU's School of Education.

Minor in Education (Inclusive Education)

In this minor, students are equipped to meet the broad range of inclusive educational needs specific to students' cognitive, social-emotional, and sensory differences. Students complete a 25-hour field experience either in a resource room or with an inclusive education teacher. The minor consists of 25 credit hours in education and psychology course work. Education coursework is in addition to coursework already required in the B.Ed. degree.
Note: The Inclusive Education minor is also available to non-Education students. Please see your advisor.

Education Assistant Program (Undergraduate Certificate)

TWU's Education Assistant Program combines theoretical knowledge with supervised, practical experience in schools, preparing students to understand and support the diverse learning needs of K–12 students both confidently and competently.

Taught from an integrated worldview, TWU's EA Program views exceptional children as created in God's image. With this mindset, students are encouraged to view the education assistant role as both a career and calling. The in-person cohort model begins in September and is taught in a rigorous, liberal arts manner in keeping with the University's highest academic standards. The certificate equips students to join the job market after only one year of full-time studies or after two years in the part-time offering. If you're interested in pursuing the BA/BEd program, a unique feature of TWU's EA certificate is the opportunity for students to ladder one of four courses (three general education credits) into the bachelor's degree.

Level 1 Teaching English as a Second or Other Language (TESOL) Graduate Certificate

The Level 1 TESOL Certificate program will prepare university graduates for opportunities to teach English to speakers of other languages internationally and in Canada. The program offers 13 credits of coursework complemented by two credits of observations and practicum work. Coursework spans theoretical, methodological, and professional topics through which students have opportunity to gain a strong understanding of foundational principles in language acquisition, teaching methodologies, classroom practices, and cross-cultural awareness and communication. Practicum observations, teaching requirements, and related seminars provide supported opportunities to apply and develop professional skills. The K-12 international practicum option provides a pathway to paid employment opportunities abroad. The Canadian adult language education practicum option aligns with eligibility requirements for Standard 1 TESL Canada Certification. Graduates of this Level 1 TESOL Certificate program will be well-prepared to engage in entry-level English language teaching in diverse educational settings.

Graduate Certificate in Outdoor Environmental 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 (grades K-12) and other venues.

The courses in the COEE are designed to enhance professional skill 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 Degree

Master of Arts 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

As an approved teacher education program in British Columbia (BC), the School of Education at TWU recommends students for certification to the BC Teacher Regulation Branch (TRB) upon successful completion of the Concurrent B.A./B.Ed., B.Sc./B.Ed., or Post-Degree B.Ed. programs for grades K–12. As part of the certification process, the School submits a copy of each student's TWU transcript. Applicants are also responsible for ensuring that transcripts from all other post-secondary institutions are sent directly to the TRB. The TRB is the sole authority responsible for issuing teaching certificates in BC. TWU's programs are designed to meet the requirements for the Certificate of Qualification—the professional teaching certificate in BC—which is valid for all grade levels.

To teach in BC, each student must complete an application to the TRB for formal evaluation. For students seeking certification in other jurisdictions, they must first be certified in the jurisdiction where they completed their teacher education program. Upon receiving a Certification of Qualification in BC (professional teaching certification) they may request a subsequent Letter of Standing from the TRB. The Letter of Standing and BC's Certification of Qualification is used to apply to teach in other jurisdictions in Canada and most jurisdictions in the United States. However, early in the program students should determine specific requirements for the 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 BC Teachers' Federation and the BC School Trustees Association, the TQS assesses the number of years of preparation it finds acceptable for salary purposes. Evaluation forms are available directly from TQS through their website.

Teacher Certification and B.Ed. Program Changes

The B.Ed. degree is designed to prepare students for BC Teacher's Council (BCTC) Certificate of Qualification. Therefore, when the BCTC makes changes to certification requirements, or suggests program changes in light of reviews or audits, the School of Education may make program requirement changes that are effective immediately in order to ensure that graduates are eligible for certification.

Transfer Credit into TWU'S Education Programs

Students may transfer courses into TWU's Education program from post-secondary institutions that are accredited and recognized by the British Columbia Teacher Regulation Branch (TRB), the provincial teacher certification authority. The TRB recognizes credits and B.A. or B.Sc. 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 Education program. A maximum of six transfer credits are accepted into the B.Ed. degree.

Admission Process for TWU Education Programs

Concurrent Program Admissions Process

In the concurrent five-year programs, students apply for official confirmation 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 TWU. To be successful, students are required to have at least a 2.7 cumulative GPA (B-); a minimum C average in English 103 and 104 as preferred courses (or ENGL 101 and 102, or ENGL 105 and 106 for those in the Catholic Formation Track); at least a B average in the

three *screen* courses, the recommendation of second-year Education course professors specific to the student's demonstration of professional qualities; and the recommendation of a non-Education professor.
In the concurrent K–12 program, students apply to the Professional Year by November 15 for entry the following September. Entry into this year 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, successful initial field experiences, and positive recommendations of their Education course professors specific to the student's demonstration of professional qualities. Students must also 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 in extenuating circumstances with Professional Year Program Coordinator approval.

Post-Degree Admissions Process

Students must apply for admission into the Post-Degree B.Ed. program by February 15 for entry the following September.

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, suitability for teaching as indicated by referees, successful experiences working with children, and an interview with Education faculty members. Applicants should complete all the required core and subject specialization course work prior to entering the program.

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 high school education at English-speaking 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. An IELTS score (minimum of 7 on all bands) will be required for those whom English is not their first language.

Students may apply for the Post-Degree program through TWU's Admissions Office.

Education Assistant Program (Undergraduate)

Students must apply for admission into the Education Assistant Program by May 31 for entry the following September. Admission Requirements:

- Successfully completed high school in Canada
- Canadian Citizenship or Permanent Residency
- Demonstrated English proficiency:
    - English 12 with a grade of C+ or:
    - Passing of English placement exam at TWU with a score of 70 or:
    - IELTS scores of 7 on the speaking band and with a 6.5 on all other bands
- Evidence of experience working with children or teens, preferably in schools (two letters of reference)
- Attendance at an EA program information session

Upon admission and before beginning the program, students will be required to:

- Successfully complete a first aid course, including CPR training
- Pass a criminal record check

Students may apply for the Education Assistant Program through TWU's Admissions Office.

Level 1 TESOL Graduate Certificate

Students must apply for admission into the TESOL certificate by April 15 for entry the following September. Admission requirements:

- Successful completion of an undergraduate degree at an approved, Canadian post-secondary institution, with a minimum overall GPA of 3.7
- Demonstrated English proficiency:
    - IELTS level 7.5, with no band less than 7

Students may apply for the TESOL certificate through TWU's Admissions Office.

Criminal Record Check

All Education students participating in field experiences that involve working with children under the age of 19

and vulnerable adults, and as a requirement for certification by the B.C. Teacher Regulation Branch, are required to have a Criminal Record Check through the Criminal Records Review Program. Education students complete a Criminal Record Review Consent form with the School of Education in the Fall of their second year. This Criminal Record Review evaluation is kept on file in the School of Education office for five years. International or US students should visit the School of Education during their first year for information about Criminal Record Reviews for international and US students.

Students convicted of a criminal offence or given an absolute or conditional discharge and who are considering a teaching career should write to the registrar of the B.C. Teacher Regulation Branch for clarification on their status before undertaking an Education degree.

Withdrawal and Re-admission

Students who are required to withdraw from EDUC 452 or 453 in the Professional Year due to documented concerns may be considered for a second attempt following the completion of a supplemental practicum (EDUC 450) to address the concerns that led to the first withdrawal. A student may only complete EDUC 450 once in their program. Required withdrawals may also require a full re-application to the Professional Year. A student's new application is considered along with other applications. Acceptance is not guaranteed.

Students who voluntarily withdraw from EDUC 452 or 453 may be considered for a second attempt following a review of the circumstances that led to the voluntary withdrawal. The Professional Year Coordinator will determine necessary requirements given the individual circumstances. The student must return to the program the following year and fulfill all missing requirements. Additional requirements may be added as determined by the program. This may include a supplemental practicum to facilitate re-entry into EDUC 453. EDUC 452 is only offered in the fall semester and EDUC 453 is only offered in the spring semester.

Students who have been accepted but do not enter the Professional Year of the concurrent program or the Post-Degree program may defer for one year with the approval from the Professional Year coordinator. If they do not enroll the following year, they forfeit their place and must re-apply for program entry.

School of Human Kinetics

Blair Whitmarsh, Ph.D., MBA Dean

These programs are offered under TWU's exempt status with the Degree Quality Assessment Board.
The School of Human Kinetics offers the following programs:

- **Bachelor of Human Kinetics**, BHK degree, in one of the following streams:
  - Kinesiology
  - Sport Management
  - Coaching
  - Generalist
- **Major in Human Kinetics**, leading to a BA degree
- **Major in Sport Management** (in conjunction with the School of Business), leading to a BA degree
- **Concentration** or **Minor in Human Kinetics**
- **Minor in Physical Education**

See the TWU website for program checklists.

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. In addition, it can help prepare students to move into professional programs such as physiotherapy, chiropractic, and occupational therapy.

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, rehabilitation, 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. Supervised field placements are an essential part of the educational experience.

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

This program is offered under TWU's exempt status with the Degree Quality Assessment Board.

Stream 1: 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, or fitness training. Students may also use the program as preparation for further studies in physiotherapy, occupational therapy, chiropractic, medicine, or graduate school. Students graduating from this stream may also pursue membership with the British Columbia Association of Kinesiologists (BCAK) or various fitness or strength and conditioning certifications.

Stream 2: Sport Management

The Sport 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 field placement component allows students to gain experience within local professional sport organizations or management settings.

Stream 3: Coaching

The coaching stream equips students for work in field of coaching. It offers a strategic sequence of courses and field placements that progress students from observing a coach, assisting a coach, to being a coach. Assignments in key coaching courses allow students to focus on team sports, individual sports, or strength & conditioning

Stream 4: 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.

Bachelor of Arts with a Major in Human Kinetics

This degree provides students with more flexibility to complete a concentration or minor in another discipline. This concentration or minor may be to compliment the student's HKIN degree, relate to a future career, or be for personal interest.

Bachelor of Arts with a Major in Sport Management

Offered in conjunction with the School of Business, this degree is designed for students who wish to work in the field of sport 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.

Concentration or Minor in Human Kinetics

A concentration or minor allows students to get some education and experience in human kinetics while pursuing another major.

Minor in Physical Education

This minor allows Education students to do one of their teachable minors in Physical Education.

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.
These courses may be used towards the Experiential and Embodied Inquiry portion of the Core requirements.

- HKIN 100 Self-Directed Activity
- HKIN 102 Run for Fun
- HKIN 103 Weight Training
- HKIN 105 Self-Defence for Women
- HKIN 107 Advanced Weight Training
- HKIN 108 Martial Arts
- HKIN 109 Kettlebell Sport & Fitness
- HKIN 121 Hiking
- HKIN 143 Badminton
- HKIN 145 Golf

Three Credit Activity Courses

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 235 Climbing Pursuits
- HKIN 266 Indoor Team Sports
- HKIN 316 Journey: A TWU Outdoor Experience
- HKIN 336 Outdoor Pursuits
- HKIN 342 Dance Explorations (This course may be used towards the Aesthetic and Performance Inquiry portion of the Core requirements.)

Human Kinetics Theory Courses (3 sem. hrs.)

- HKIN 177 Technological Applications in Human Kinetics
- HKIN 191 Introduction to Exercise Physiology
- HKIN 195 Foundation of Human Kinetics
- HKIN 230 Introduction to Sport Management
- HKIN 260 Physical Growth and Development
- HKIN 276 Psycho-Motor Learning
- 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 377 Performance Analysis
- HKIN 384 Sports Journalism
- HKIN 396 The Olympic Games Movement
- HKIN 400 Directed Study
- HKIN 420 Sport and Exercise Nutrition
- HKIN 428 Exercise Testing and Prescription
- 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 475 Clinical Exercise Physiology
- HKIN 480 Advanced Coaching
- HKIN 482 Professionalism and Jurisprudence
- HKIN 492 Health Promotion
- HKIN 495 Senior Seminar
- HKIN 497 Senior Thesis I
- HKIN 498 Senior Thesis II

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 certain number of sem. hrs. for graduation (check with specific programs for exact number). With the exception of HKIN 252, these field placements are completed in third or fourth year after the student has completed the related course work.

- HKIN 355A Teaching Field Placement I (1 sem. hr.) (0-3)
- HKIN 355B Teaching Field Placement I (2 sem. hrs.) (0-6)
- HKIN 450 Physical Therapy Field Placement (3 sem. hrs.) (0-6)
- HKIN 251 Strength Coach Field Placement I (1 sem. hr.) (0-3)
- HKIN 352 Strength Coach Field Placement II (2 sem. hrs.) (0-6)
- HKIN 452 Strength Coach Field Placement III (3 sem. hrs.) (0-6)
- HKIN 454 Personal Training Field Placement (3 sem. hrs.) (0-6)
- HKIN 455A Teaching Field Placement II (1 sem. hr.) (0-3)
- HKIN 455B Teaching Field Placement II (2 sem. hrs.) (0-6)
- HKIN 456A Research Assistant Field Placement (1 sem. hr.) (0-3)
- HKIN 456B Research Assistant Field Placement (2 sem. hrs.) (0-6)
- HKIN 257 Coaching Field Placement I (1 sem. hr.) (0-3)
- HKIN 357 Coaching Field Placement II (2 sem. hrs.) (0-6)
- HKIN 457 Coaching Field Placement III (3 sem. hrs.) (0-6)
- HKIN 458A Approved Field Placement (1 sem. hr.) (0-3)
- HKIN 458B Approved Field Placement (2 sem. hr.) (0-6)
- HKIN 459 Sport Management Field Placement (3 sem. hr.) (0-6)
- HKIN 460 Sport Management Field Placement (3 sem. hrs.) (0-6)
- HKIN 252 Athletic Therapy Field Placement (1 sem. hr.) (0-3)
- HKIN 472 Athletic Therapy Field Placement (3 sem. hrs.) (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:

- **Bachelor of Science in Nursing**
- **Master of Science in Nursing**
- **Doctor of Philosophy in Nursing**

See the TWU website for program checklists.

Bachelor of Science in Nursing

This program is offered under TWU's exempt status with the Degree Quality Assessment Board.

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

This program is offered under the written consent of the Minister of Advanced Education effective February 3, 2019 (renewed January 16, 2024), having undergone a quality assessment process and been found to meet the criteria established by the Minister.

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.

Doctor of Philosophy in Nursing

This program is offered under the written consent of the Minister of Advanced Education effective August 17, 2021, having undergone a quality assessment process and been found to meet the criteria established by the Minister.

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 healthcare 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.

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

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.

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, agency, and academic partner relationships for TWU.

University Pathway Programs

Faye Qiao, MBA, Director 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 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. This provides an introductory university experience that is more affordable and accessible for students around the world.

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 participate 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.

Summer Camps

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*.

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

Shawna Nist, Ph.D., Dean of Leadership

The leadership program offers:

- **Major in Leadership**, leading to a BA degree

See the TWU website for program checklist.

The **BA in Leadership program** exists to develop graduates with the character, skills, and wisdom to mobilize, motivate, and develop themselves and others for the benefit of all concerned, to understand their personalities and embrace their authentic identity as leaders of the future with the capabilities to innovate, navigate change, and confidently face uncertainty of outcomes through adaptive skills and expertise in organizing processes.

The educational approach to the program is rooted in dialogue and appreciative inquiry-based learning. Three overarching questions are woven throughout the program and systematically examined in the capstone course.

1. Who am I (as a person and a leader)?
2. What do I believe (about self, others, leadership, and the world)?
3. How do I live out my beliefs (as a person and leader)?

The program is designed to examine leadership from a systems perspective which considers the characteristics, practices, and relational dynamics of leaders and followers in different contexts. Courses are designed to help students understand themselves and their relationships with others as components of leadership systems. Character development emphasizes a Christian view of ethical integrity, curiosity, compassion, and courage. Students are exposed to a broad foundational knowledge of leadership concepts, models, and principles. Skills are developed in critical and creative thinking, communicating, decision-making, and facilitating collaboration. Graduates are equipped for rewarding careers in a broad range of employment sectors at all organizational levels.

Courses run in a part-time accelerated six-week online format for busy working adults and in a traditional classroom semester format primarily suitable for international learners preferring full time studies.

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.

Coaching for Transformational Online and Blended Learning

There is a growing need around the world for facilitating and coaching online learning communities. This 15 semester hours certificate is design to provide professional preparation to support the rapid rise in education and training using online learning communities through the deployment of Learning Management Systems and synchronous communication. This program may be taken as a stand-alone certificate or may be laddered towards the BA in Leadership.

Certificate in Global Innovation Leadership

This 15 semester hours certificate is designed to develop the key cognitive, intellectual, and personal skills as well as innovation and leadership capabilities that are essential for future leaders who will contribute to the long-term sustainability of societies. Students are exposed to the key concept, theories, and framework of innovation leadership and different methods of innovation practice and systematic change in the global

context. Students will have opportunities to visit organizations in the one or more global cities where they will tour their facilities, meet with leaders, and review performance and practices. This program may be taken as a stand-alone certificate or may be laddered towards the BA in Leadership.

Project Management Professional Program Certificate

This 20 semester-hours program is designed to prepare students 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. 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.

Graduate Leadership Certificate

This certificate consists of five graduate level courses (15 sem. hrs.) for emerging leaders emerging leaders in various fields. This program may be taken as a stand-alone certificate or may be laddered towards the MA in Leadership program.

Graduate Certificate in Educational Leadership

This certificate consists of five graduate level courses (15 sem. hrs.) 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.

Advanced Professional Leadership Certificate

This certificate consists of five graduate level courses (15 sem. hrs.) for emerging leaders in developing economies working in both public and private sectors with an emphasis on supporting and strengthening NGO and social enterprise initiatives. This program may be taken as a stand-alone certificate or may be laddered towards the MA in Leadership.

Graduate Certificate in Advanced Innovation Leadership and Impact

This 15 semester hours certificate is designed to develop the key cognitive, intellectual, and personal skills as well as innovation and leadership capabilities that are essential for future leaders who will contribute to the long-term sustainability of societies. Students examine innovation and leadership theories in the dynamic global environment context and critically evaluate the impact of innovation and leadership organizational, national and global sustainable development. Students visit organizations in the one or more global cities where they will tour their facilities, meet with leaders, and review performance and practices. This program may be taken as a stand-alone certificate or may be laddered towards the MA in Leadership.

Graduate Certificate in Asset-Based Leadership

This certificate consists of five graduate level courses (15 sem. hrs.) for community leaders doing asset-based community development work. Students are equipped to uses a strength-based approach to community development and helps leaders to develop a shared vision, improve ownership by treating the communities they serve as citizens, and use the assets, resources, and strengths of their communities. Additionally, this certificate examines how the skills, practices and behaviours of leaders can serve the goals of true reconciliation. This program may be taken as a stand-alone certificate or may be laddered towards the MA in Leadership.

Graduate Certificate in Adult Learning: Coaching and Facilitation

This certificate consists of five graduate level courses (15 sem. hrs.) designed to prepare professionals for the growing demand for online, hybrid, and emerging multi-access adult learning. This program may be taken as a stand-alone certificate or may be laddered towards the MA in Leadership.

MA Leadership Programs

These programs are offered under TWU's exempt status with the Degree Quality Assessment Board.

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 equips 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 and Richmond campuses offer 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 through designing accessible, engaging, high quality online courses.

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.

Online Programs

TWU GLOBAL provides learners with select Online learning opportunities at certificate, undergraduate and graduate levels. Faculty design, develop, and deliver online courses and programs through TWU's digital learning environment. Students are provided with live support for the use of the Moodle system by calling *1.866.614.4652*, or by emailing elearning@twu.ca.

B: Branch Campuses

Ann Fontanilla, MBA, Executive Director

Branches is the central non-curricular 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 and/or their location

Externally, we connect closely with academic partners (TLC, MEDCA, FAR Centre partners) making sure that the academic and financial obligations of the university are implemented as per signed agreements.

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.

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
and
102-5300 Number 3 Rd (Lansdowne)
Richmond, BC
Tel: *604-513-2193* **Website**: twu.ca/richmond

FAR Centres

Facilitated Academic Resource (FAR) Centres are micro-campuses of TWU spread all 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 are eligible to travel to a TWU Branch campus in British Columbia to complete their degree.

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 185+ 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. For more information on programs offered, please visit cccuglobaled.org

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 are offered in May, June, July, or August on a rotational basis, and vary in length from approximately two weeks to one month. Because Travel Studies change periodically and not all programs are offered annually, students should check regularly which Travel Studies options are available. For more information, visit twu.ca/academics/ways-learn/travel-studies.

Department	Travel Study Location	Program Focus	Approx. Duration	Who can participate?
Arts, Media and Culture	London	Art, music, theatre	3 weeks	Open to all TWU students
Biological Sciences	Hawaii	Tropical biology	30 days	TWU Science students
	Salt Spring Island	Marine biology	30 days	TWU Science students
Business	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
Education	Cameroon	Education	3 weeks	TWU Education students get priority
Communications & Psychology	Guatemala	Cross-cultural communication and psychology	3 weeks	Open to all TWU students
Communications	East Africa	Cross-cultural communication and geography	3 weeks	Open to all TWU students
	New York	Media studies	11 days	Open to all TWU students
History/ Humanities	Italy	History and Christianity	3 weeks	Open to all TWU students
	Greece	History	3 weeks	Open to all TWU students
Human Kinetics	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
Psychology	Austria/Germany	European psychologies	3 weeks	Open to all TWU students
	Argentina	Spanish and psychology	3 weeks	Open to all TWU students
Religious Studies	Israel	Religious studies	3 weeks	Open to all TWU students
	Guatemala	Religious studies and Spanish	3 weeks	Open to all TWU students

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. Adult learners can also enroll in the Accelerated Adult Degree Completion Programs.
Students (studying in cohorts) may complete a university degree in 18 to 24 months in an online format and are designed for a busy working adult. Currently, there are two Majors offered in the Adult Degree Completion Program, BA in Psychology incorporating a Certificate in Human Services, and a BA in Leadership.

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, 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/DSST exams; official transcript of exam results must be received 8 months prior to your planned Graduation date.

Adult Degree Completion Structure

Accelerated degrees can be completed in 18 to 24 months, in-class or online, 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.

Upper-level core requirements 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

Langley Campus *22500 University Dr., Langley, BC*
Tel: *604.513.2067*
Email: TDGlobal@twu.ca

Richmond Campus *5900 Minoru Blvd., Richmond, BC*
Tel: *604-513-2193*
Website*:* twu.ca/richmond

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)

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.

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, 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.

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. 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.

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. 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

In addition to the standard admissions requirements international applicants are required to submit a TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), Cambridge English Qualifications, PTE Academic, or a Duolingo English Test as proof of your English language abilities. Many graduate program individual minimum requirements are higher. Please check the admission requirements for the particular program you are interested in.

English requirement will be exempted if you have completed three consecutive years of full-time post-secondary education in English within Canada, US, or approved countries. Approved countries are Australia, Ireland, New Zealand, United States, United Kingdom, Jamaica, Hispaniola, Anguilla, Saint Kitts and Nevis, Antigua and Barbuda, Montserrat, Guadeloupe, Dominica, Saint Vincent and the Grenadines, Barbados, Grenada, Aruba, Curacao, Bonaire, Trinidad, Tobago, Caicos and Turks, the Bahamas and Bermuda. The English requirement will also be exempted if you have completed three consecutive years of full-time post-secondary education in an internationally recognized English curriculum within the following countries immediately prior to enrolment at TWU: South Africa, Nigeria, Uganda, Ghana, Kenya, Zambia, and Zimbabwe. School-issued document confirming English as the medium of instruction and school profile may be required.

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 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

Foreign Credentials Service of America

foreigncredentials.org
Toll Free: *1.877.553.4285*
Email: info@foreigncredentials.org

International Credential Evaluation Service

bcit.ca/ices; select “Comprehensive Report”.

World Education Services – Canadian Office

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.

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 deadlines for all Graduate Studies students are September 1 (final deadline) for students wishing to participate in the fall ceremony; January 31 (final deadline) 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 September 1 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

Please see *Student Fees* section for detailed information.

Graduate Programs

Graduate Program in Biblical Studies and Christian Thought (MA)

Tom Hatina, Ph.D., Director

This program is offered under TWU's exempt status with the Degree Quality Assessment Board.

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 or up to five years with permission of the Program Director and the Graduate Studies Office. 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 max. 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.

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.

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 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

See the TWU website for the **MABSCT program checklist.** Further information on the program is available through the Office of Graduate Admissions at gradadmissions@twu.ca or online.

Graduate Program in Business Administration (MBA)

Chen Liu, Ph.D., Associate Dean in Graduate Programs, School of Business

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.

The purpose of the MBA program is to develop positive, goal-oriented Christian business leaders who apply their knowledge, skills, 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 lives.

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, two weeks of concentrated classroom instruction, and 4-6 weeks of coursework 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 nine core courses delivered in-person on the TWU Langley or Richmond campus in monthly modules and each module includes pre-readings, two weeks of concentrated classroom instructions, and 4-6 weeks of coursework completion. One specialization course is delivered in person, and four specialization courses are delivered online. Program entry is possible most months.

Executive MBA

The Executive Master of Business Administration (EMBA) is designed to give business leaders the tools they need to advance their business acumen, organizational leadership, management, and problem-solving skills without interrupting their careers. 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 coursework 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 (TUFE), or its mobile classes in Beijing and Shanghai. The courses are taught by expert faculty from TWU's School of Business and TUFE's MBA programs. The length of the program is approximately 18 months.

The program's goal is to help students develop a global business perspective by studying in one of the world's

largest and fastest-growing economies. As part of this process, the Great Wall MBA program equips students in the art and science of strategic leadership, providing a solid foundation in core business areas through engaging in analysis of theories and application to real-world solutions in China and globally. The intention is to create a globally diverse classroom that supports and encourages business connectivity through the exchange of relationships between business leaders from China, Canada, and other countries. The program also engages students in conversations about ethical business practices in the global marketplace. For more information, please visit twu.ca/mba.

Entry to the MBA program depends upon the specialization chosen, with entry possible most months for the International Business specialization and the Non-Profit and Charitable Organization Management specialization, and in September for the EMBA. We suggest that domestic students apply three months before their desired program start date, and international students apply five- to six months before the desired start date to allow visa processing time.

Accelerated MBA Program

Students who have graduated with a recent 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 upper-level courses completed within five years of the commencement of the TWU MBA program.

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.

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 sufficient academic background.
- Applicants who did not study in an English-speaking country must submit an official TOEFL or IELTS score. Alternatively, 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 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 Non-Profit and Charitable Organization Management specialization is possible most months with the application deadline three months before the desired date of entry.

Students should apply to the TLC/MBA) program at least two- to four months before to the desired date of entry to allow for visa and study permit processing.

More Information

See the TWU website for the **MBA program checklist**. For more information, please contact the Graduate Admissions Office at gradadmissions@twu.ca or visit twu.ca/mba.

Graduate Program in Counselling Psychology (MA)

Deepak Mathew, Ph.D., Interim Program Director

This program is offered under TWU's exempt status with the Degree Quality Assessment Board.

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. We are grateful to God for our role in training leaders in the field who can 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 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/Method, Brain and Behaviour (Biological Psychology), Abnormal Psychology, Personality Psychology, and Developmental Psychology (Lifespan Development). 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-). When more than five years have elapsed since their bachelor's degree was awarded, applicants must strengthen their application by demonstrating current academic ability through more recent courses. Applicants who have taken their statistics courses more than five years prior will need to retake this course before submitting your application. 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. The application for the program can be found online at 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 31st. Applicants with a GPA of 3.8 or higher, who have completed all prerequisite Undergrad Psych courses, and have exemplary related experience are encouraged to apply by December 1st. 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

Visit the TWU website for the following program checklists:

- **CPSY Program – Thesis track**
- **CPSY Program – Non-thesis track**

For more information on this program, please contact the Graduate Admissions Office at gradadmissions@twu.ca or visit twu.ca/cpsy.

Graduate Program in Educational Studies - Inclusive Education (MA)

Yu-Ling Lee, Ph.D., Director

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.

Purpose

The Master of Arts in Educational Studies – Inclusive Education program serves TWU's mission of developing godly Christian leaders for the various marketplaces of life. If students possess a BC teaching credential, 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 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

There are two streams in the MAES program: domestic and international.

Domestic:
To be admitted into the program, applicants require an undergraduate degree in education or a relevant field, and successful completion of a teacher education program, 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.

International:
To be admitted into the program, applicants require an undergraduate degree in education or a relevant field, with an overall GPA of at least 3.0. Consideration may be given to a lower GPA when the applicant can demonstrate ability to study at the graduate level.

To graduate from the program, students must successfully complete 35 semester hours, including a Capstone project, with a cumulative grade point average of at least 3.0.

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-Inclusive Education program.

Deadlines

Applications are reviewed up until two weeks prior to the commencement of a cohort. 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 through a combination of in-person, online and/or hybrid courses with a third year for the capstone project as necessary. 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.

Visit the TWU website for the following program checklists:

- **MAES Program Checklist – Thesis track**
- **MAES Program Checklist – Non-thesis track**

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

Bruce Shelvey, Ph.D., Director

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.

The Master of Arts (MA) in the Humanities is an interdisciplinary program that combines the disciplines of English, History, and Philosophy to analyze significant aspects of Western and non-Western culture, including those that are rooted in, are impacted by, and/or are challenges to a Christian world view. Explore such themes of personal formation as: The meaning and purpose of a life well lived; humanity's purpose in the world; and the values, traditions, and belief systems that inform personal and corporate relationships. The cross-disciplinary integration of faith and learning encourages students to explore and examine the ideals of truth, goodness (virtue), and beauty. Students may choose either a general humanities program of study in all three disciplines or a greater level of specialization in one of the disciplines. The 30 semester-hour program may be completed with full-time study over one or two calendar years or in several years on a part-time basis. Resident and distance educational opportunities are options for satisfying degree requirements.

Purpose

The MA in Interdisciplinary Humanities will take you on an academic expedition through three related disciplines: English, Philosophy, and History. Delve into the foundation of what it means to be human, considering major perspectives on humanity's purpose along the way. Whether you are a scholar, educator, or professional, this program will augment your intellectual toolkit, sharpen your critical thinking, and deepen your personal awareness and professional purpose. The MAIH program is uniquely positioned to help you navigate the spiritual or faith-based dimension of literary, philosophical, and historical thought, generating a more holistic understanding of your field of study and vocation. Enjoy the diverse and flexible learning environment and the exceptional faculty mentorship that makes this one of Canada's most creative and vibrant interdisciplinary MA programs.

Admission Requirements

Students come from a wide range of educational backgrounds and with varying levels of experience. However, entrance qualifications normally include 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.

Full Time Status and Research Track

Full time students complete five or more courses in a calendar year and are eligible for entrance scholarships, teaching assistantships, and, if a Canadian citizen, Social Science and Humanities Research Council of Canada (SSHRC) funding. The MAIH may also be completed on a part time basis, which usually has a term limit of 5 years.

All students in the MAIH program must declare whether they are on the Research (Thesis, Major Paper, or Major Project) or Coursework Track upon their acceptance or after having completed 5 courses. Full time students applying for SSHRC funding must have program standing in the Research Track.

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. Graduating requirements include the MAIH core courses (ENGL600, HIST600, and PHIL600) and elective courses within each discipline. Students can opt to complete a major paper or project.

Specialized Humanities

Suitable for students with a strong interest in one of the disciplines in the program who desire a level of specialization similar to that of a MA in that discipline (e.g., MA in English, MA in History, or MA in Philosophy). Students can complete their degree in a disciplinary stream (ENGL, or HIST, or PHIL) by completing 30 semester hours of coursework in that discipline or with 24 semester hours of coursework in that discipline and a major paper or thesis. The PHIL stream also has the option for 21 hours of coursework and a Thesis.

The interdisciplinary character of the humanities program is provided by: 1) the composition of the required three interdisciplinary core seminars (ENGL600, HIST600, and PHIL600); 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 major paper, project or Thesis (PHIL only).

Application Deadlines

Prospective students are encouraged to apply at least 6 months prior to their desired start date of September, January and May. Candidates receiving an Offer of Admission from the MAIH program will be informed of their status (i.e., Full Acceptance, Acceptance With Qualification, or Acceptance with Qualifying Year; Full or Part Time Study; and Research, Coursework, or Undeclared Track) and any financial assistance available to them (i.e., GPA-based entrance scholarships and teaching assistantships). Students accepting the Offer of Admission will be admitted into the program for the Fall, Spring, or Summer term.

More Information

Contact the Graduate Admissions Office at gradadmissions@twu.ca or visit them online.
Visit the TWU website for the following program checklists:

- **MAIH – General: Paper Project**
- **MAIH – General: Coursework**
- **MAIH – Specialized: Thesis**
- **MAIH – Specialized: Philosophy**
- **MAIH – Specialized: Coursework**

Graduate Program in Leadership (MA) and

Educational Leadership (MA)

Shawna Nist, Ph.D., Dean of Leadership

These programs are offered under TWU's exempt status with the Degree Quality Assessment Board.

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** (see next page)

MA in Leadership

The MA in Leadership program can be taken in one of four specializations (streams): Business, Healthcare, Education, and Customized at either of two campuses: Langley and Richmond or online:

- **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. 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. 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 a 6-week format.

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.

Curriculum

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.

Admission Criteria

- 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 in Mandarin.
- The other referee should comment on the applicant's ability to engage in graduate level academics.

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. Apply online at twu.ca/apply-twu.

Deadlines

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.

Graduation Requirements

A student who has completed all requirements described on the program checklist is permitted to graduate. Graduation occurs during the first weekend in November following completion of all required course work and the Leadership Integration Project or Thesis. These must be completed prior to the date of the student's desired graduation ceremony:

Credit Requirements

1. **Foundational Courses**: 15 credit hours (five courses)
2. **Specialization Stream:** 12 credit hours (four courses)
3. **Leadership Integration Project**: 7 credit hours (three courses) LDRS 591, LDRS 697 and LDRS 698 OR
4. **Leadership Integration Thesis**: 9 credit hours (three courses) and a 3 credit-hour substitution of an approved Graduate-level Statistics course to replace a Specialized Stream choice (above).

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 (18 months). Continuation fees will be applied to learners who have not completed the program in three years (part-time) and 18 months (full-time) -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.

More Information

Visit the TWU website for the following program checklists:

- **MA Lead Program Checklist**
- **MAEL Program Checklist**

MA in Leadership (Business Stream) in Mandarin

Yiwei (Shane) Qiu, Ed.D., Director, MA Lead Mandarin Program

This program is offered under the written consent of the Minister of Advanced Education effective September 5, 2019, having undergone a quality assessment process and been found to meet the criteria established by the minister.

The MA in Leadership (Business Stream) in Mandarin is offered for students in Mandarin and is contextualized for business in China. One course is offered in person, and the rest are offered online.

Curriculum

The Master of Arts in Leadership (Business Stream) in Mandarin includes a mandatory in-person or online orientation. Learners must successfully complete the orientation 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 after completing at least 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

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 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: study@twu.ca

Deadlines

For information on application deadlines for MA in Leadership, please email study@twu.ca or visit twu.ca/lingdaoli

Graduation Requirements

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.

A student who has completed all requirements described on the program checklist is permitted to graduate. Graduation occurs during the last weekend in April or the first weekend in November following completion of all required course work and the Leadership Integration Project. 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

See the TWU website for the **MA Lead (Business Stream) in Mandarin** checklist. For further information contact the program office at study@twu.ca or visit twu.ca/lingdaoli

Graduate Program in Linguistics (MA)

Brendon Yoder, Ph.D., Director

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). Prospective students are also welcome to consider the Master of Arts in Linguistics and Translation offered in partnership with ACTS Seminaries and CanIL.

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.

Program Objectives

The program aims to produce graduates who are able to:

- Analyze a language that has not been previously 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.

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.
- Students who are not mother-tongue speakers of English will need to achieve 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).

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 April15 prior to the fall semester in which enrolment is desired. Admission decisions are made shortly after applications are received, and later applications may be considered if space is available.

More Information

See the TWU website for the **MA Linguistics program checklist**. Contact Director of Admissions, School of Graduate Studies for further information.

Graduate Program in Marriage and Family Therapy (MCS)

Estera Boldut, Psy.D., Program Director

This program is offered under TWU's exempt status with the Degree Quality Assessment Board.

Purpose

The purpose of the MCS-MFT Program is to train and graduate ethically and clinically competent therapists who work from a systemic and relational framework. The program's mission is to train students to respond to psychological, relational, emotional, and spiritual needs through their development as faith integrated Marriage and Family therapists. Through theoretical, holistic, and practical understandings of human nature, healing, and the helping process, graduates of the program are encouraged in their personal and spiritual growth in a training environment that promotes the integration of scholarship, professional practice, and faith. Graduates of the program may pursue employment in clinical community settings, agencies, or pursue doctoral studies in counselling or psychotherapy, counsellor education and related fields.

The program fosters a holistic understanding of human functioning, psychotherapeutic theories, relational theories, and counselling skills through its intentional integration of a systemic perspective, research, and practice. Additionally, students develop personally and professionally through the program's emphasis on development of the Person-of-the-Therapist, close mentorship, collegiality, ministry opportunities and mutual support from peers, faculty, and clinical supervisors. Students are equipped to work with couples, families, and individuals, taking into consideration cultural diversity and trauma-informed practices.

Admission Requirements

Applicants must have completed a 4-year BA in Psychology or Counselling or related fields from an accredited institution, with a minimum 3.0 GPA. Applicants with a non-Psychology degree who demonstrate academic competence and a serious commitment to pursue counselling are encouraged to apply and will be required to complete courses in the following undergraduate psychology areas: Introduction to Statistics, Abnormal Psychology, Personality Psychology, Brain and Behaviour / Cognitive Processes and Developmental Psychology. In addition, applicants normally need to have successfully completed a course in Foundational Skills in Counselling (offered each August at TWU). Students are not permitted to pursue core courses until their prerequisites are complete.

As part of the admissions process, non-native English speakers must submit either academic IELTS scores of 7.5 on all bands, an iBT TOEFL of 105, or a DuoLingo score of 125 to the University.

Applicants must supply evidence of successful work or volunteer service in a counselling-related or people-helping 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. Applicants are invited to share their personal faith and spiritual journey, if applicable.

Applications must be accompanied by two references: 1) Academic Reference 2) Work-related Reference. These references must be written by persons who know the applicant well and can describe his/her personal qualifications for the role of counsellor. Applicants are also required to submit a confidential Character & Professional Fitness Disclosure form. An interview with the MFT Program Director is required. The application for the program can be found online.

The MFT program is offered in-person for Year 1 of studies with potential for hybrid or remote learning for Year 2 and beyond. Admissions to the program are ongoing, with the option to begin studies in both September and January. Successful applicants are required to submit a $300 deposit to the Grad Admissions Office upon their formal acceptance to the program.

More Information

See the TWU website for the Master of Christian Studies – MFT Checklist.

Graduate Program in Nursing (MSN)

Barbara Astle, Ph.D., RN, Associate Dean

This program is offered under the written consent of the Minister of Post-Secondary Education and Future Skills effective January 16, 2024, having undergone a quality assessment process and been found to meet the criteria established by the Minister.

Purpose

The Master of Science in Nursing (MSN) program exists within the ethos of a Christian liberal arts university with an internationally esteem 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.

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 prerequisite 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 1st. Applications for Intake #2 starting in May are due by March 1st. 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. Students may choose to attend three residency-based courses, two on the Langley campus (four weeks in May) and one as a one-week residency at TWU's Laurentian Leadership Centre (LLC) in Ottawa. The LLC residency (in person or online) offers students an exceptional experience in healthcare policy and leadership analysis. Online learning experiences ensure a provincially, nationally, and internationally accessible graduate program.

More Information

See the TWU website for the **MSN Program checklist.** Contact the Director of Admissions, School of Graduate Studies for further information.

Doctor of Philosophy in Nursing (PhD)

Sheryl Reimer-Kirkham, RN, PHD, FCAN, Dean and PhD Director

This program is offered under the written consent of the Minister of Post Secondary Education and Future Skills effective August 17, 2021, having undergone a quality assessment process and been found to meet the criteria established by the Minister.

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 single-spaced 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 alternating years. 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

See the TWU website for the **PhD in Nursing checklist.** 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, MB Seminary, Northwest Seminary, and Trinity Western Seminary) working together to provide high quality graduate theological education. 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

For additional information see ACTS program website

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 and ministries.

Track options: Master of Divinity (Mandarin Language), Master of Divinity – Worldview and Peace Studies (Korean Language), and Master of Divinity – Global Christian Leadership (Korean Language).

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 52 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 five specializations, and includes opportunities

to study in a mentoring relationship with faculty. Graduation requires the completion of a thesis project.

Track Options:

New Testament; Old Testament; Theology; Church History; and Septuagint.

Graduate Program in Linguistics and Translations (MALT)

The Wycliffe related Canada Institute of Linguistics (CanIL) has been on TWU's campus since 1985. TWS Master of Linguistics and Translation (MALT) offered at ACTS is a 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.

Graduate Program in Christian Studies (MACS)

One of the most popular degrees for TWS students studying at ACTS is the Master of Arts - Christian Studies (MACS), a two-year program designed to assist a person 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:

Christian Studies (Mandarin Language), Christian Worldview Studies (Korean Language), Global Christian Leadership (Korean Language)

Graduate Program in Chaplaincy and Spiritual Care (MACHP)

This 60-credit program prepares graduates for certification as a chaplain, a unique vocation that allows people to provide spiritual care in a variety of contexts, such as hospitals, prisons and workplaces. Studies include a strong foundation in biblical studies, theology and personal spiritual formation, along with specialized courses in spiritual care. The practicum provides valuable experience in the field. This program is designed to produce graduates who meet all the Canadian Association of Spiritual Care's professional competencies.

Graduate Program in Christian Leadership (MACL)

The two-year program includes foundational education in biblical studies, theology and personal ministry formation. Students will deepen their understanding of the gospel and how it can be lived out in all areas of life - at home, at work, in community and church - to effectively serve where God has called them and confidently disciple others in Christian faith. Graduation requires the completion of a graduating essay.

Graduate Program in Theological Studies (M.Th.)

The Master of Theology (M.Th.) at TWS/ACTS is a specialized, post-M.Div. or post-MA 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 five specializations, and includes opportunity to study in a mentoring relationship with faculty. Graduation requires the completion of a thesis project.

Track Options:

New Testament; Old Testament; Theology; Church History; Septuagint.

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 Masters degree in biblical, theological, or ministry studies, and who are actively engaged in Christian ministry or evangelism. Applicants must complete at least three years of full-time ministry after completing an MA or 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, and participate in two, eight-day ministry immersion field trips in various Canadian cities. The four key themes of the DMin program - Biblical and theological studies; leadership in community; cultural analysis and engagement; and applied ministry formation - are woven through the program 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, or up to five years with permission of the Program Director and the Graduate Studies Office.

Graduate Diploma - Christian Studies (DCS)

The one-year (29 credit hours) Graduate Diploma - Christian Studies provides students 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 academic upgrading. 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.

Track Options:

Graduate Diploma – Christian Worldview Studies (Korean Language)

Post-Masters Certificate in Spiritual Care

This 25-credit Post-Masters Certificate in Spiritual Care is designed to provide those who have already attained a Masters degree in theological, biblical or ministerial studies with the academic knowledge, professional competencies and necessary credentials for ministry employment as a chaplain or spiritual care practitioner. There are a wide range of venues open to chaplains, including health services, corrections, police and emergency service agencies, military chaplaincy, and spiritual care roles in the professional marketplace. The program also augments crisis-care skills and capacity to work effectively in multi-faith environments for individuals engaged in pastoral ministry, work in parachurch agencies, and general Christian service. This program is designed to produce graduates who meet all the Canadian Association of Spiritual Care's professional competencies.

Graduate Certificates

Are you serious about your faith and how to live a Christian in the church and world, but not called to full-time ministry? A 12-credit Graduate Certificate allows you to explore the scriptures, church history, and personal spiritual formation in a manageable format. The various certificates allow you to focus your studies on a particular area of interest, preparing you to live out the gospel in your family, community, workplace, and church. You may also continue into a degree program upon completion of a certificate.

Track Options:

Biblical Foundations, Christian Foundations, and Ministry Foundations. All three certificates are offered in both English and Mandarin.

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/become-a-student/apply, submitting all educational and other documents as required. 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. 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. 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
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.
   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: *604.513.2044* **Toll-free** *1.888.468.6898*
Email: acts@twu.ca
Website: actsseminaries.com

Affiliate Institutions

Trinity Western University partners with several affiliate institutions. These partnerships create opportunities for both parties to fulfil their mission in ways that might not otherwise be possible.

Canada Institute of Linguistics (CanIL)

Danny Foster, President

Since 1985, Trinity Western University has been the site for Canada Institute of Linguistics (CanIL). 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, as well as certificate programs at both academic levels.

Undergraduate students may choose a **B.A. with a major, concentration,** or **minor in Applied Linguistics**, or a **major in Language and Linguistics**. Graduate students may choose either a **Master of Arts in Linguistics and Translation** (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

CanIL exists to equip linguistic scholars to serve alongside marginalized communities through language development for the glory of God. The courses at CanIL are designed to teach skills necessary for learning and describing unwritten languages and for the work of language development and Bible translation. The courses deal with general principles that are common 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, forensic linguistics, and many others.

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. For more information, see summer.canil.ca. On-campus housing is available during the summer sessions.

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 1-2 years (3-5 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 Canada Institute of Linguistics.
Email: inquiry@canil.ca
Website: canil.ca

Catholic Pacific College

Catholic Pacific College (CPC) is an independent Catholic college that functions as an approved teaching

centre at Trinity Western University for a number of TWU courses. The University's Undergraduate Academic Council approves courses included in this arrangement. The appropriate school or faculty dean gives oversight to the quality of instruction and approves the credentials of all instructors involved in the courses.

Catholic Pacific's Mission

Catholic Pacific is a liberal arts college born from the heart of the Catholic Church and its rich intellectual tradition.

At Catholic Pacific College, while studying imaginative literature, philosophy, theology, history, science, the arts and various media, students are taught how to engage with the Church's tradition, and with the entire heritage of western civilization, in order to evaluate what human beings in preceding generations have counted as wisdom, and in an endeavor to "sift all things and hold fast to what is good" (1 Thess 5:21). Yet, at Catholic Pacific, our attention is not just on the past and on what preceding generations have taught. We believe that it is essential that students examine everything they have received from the Catholic tradition in such a way as to make that inheritance their own. As Pope Benedict XVI said in Deus Caritas Est, "Being Christian is not the result of an ethical choice or a lofty idea, but the encounter with an event, a person, which gives life a new horizon and a decisive direction." Hence, a Catholic educational institution is first and foremost a "place to encounter the living God who in Jesus Christ reveals his transforming love and truth." A Christianity that is a lived experience of all that is beautiful, good, and true, touches the deepest longing of our hearts, and can transform and make fruitful our lives. Hence, Catholic Pacific College's mission is to help all whom we meet develop a consciousness of Christ's presence in the here and now, so that, transformed, we can be faithful to the Church's mission in service to the Gospel.

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.*

See Course Descriptions section for information on each course. Refer to the TWU timetable or the CPC website, catholicpacific.ca, for information on when courses are offered. All TWU students should register for CPC courses through TWU's course registration process.

Minor in Christianity and Culture: Catholic Studies

A **minor in Catholic Studies** consists of 24 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 of Education

Trinity Language Centre (TLC) partners with Trinity Western University to provide intensive academic English preparation for university-bound international students at TWU Richmond and Langley. 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 the North American educational context, cultivate their cultural awareness and sensitivity, and develop critical thinking to succeed at TWU and beyond.

Programs at TLC combine content area knowledge with academic English learning. In this way TLC programs are specific to University-bound students at both Undergraduate and Graduate levels. TLC is recognized as an Education Quality Assurance (EQA) Designated Institution, a Private Training Institutions Regulatory Unit (PTIRU) Designated Institution, a member of Languages Canada, and a proud supporting institute of

BC Teaching English as an Additional Language (TEAL).

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, etc.)
6. Proof of valid and acceptable English test or English proficiency

For the admission requirements for a specific level of studies, please visit twu-tlc.ca.

More Information

Hours: 9:00 am-5:30 pm**,** Monday – Friday (hours may vary in different semesters).
Locations:
TWU Richmond (3rd Floor at Minoru)
TWU Langley (1st Floor in DeVries Center)
Mailing Address: 305-5900 Minoru Boulevard, Richmond, BC Canada V6X 0L9
Tel: *604-513-2191 ext. 3581 (Richmond)*
604-513-2121 ext. 3326 (Langley)
Email: tlc@twu.ca | **Website**: 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 graduate studies (e.g., MA LDRS, MBA, etc.) at TWU.

Upon entering TLC, students will be placed in one of the four pre-undergraduate levels or one of the two pre-graduate levels based on their valid and acceptable English test or English proficiency proof.

Additional Curricular Opportunities

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

Geography & Environment Field Studies

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.

Website: twu.ca/geography-environment/field-study-sites

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/geography-environment/field-study-sites

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. **Website:** twu.ca/geography-environment/field-study-sites

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/SOCI 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**. See the TWU website for program checklists.

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.

Internship

Students select an internship worth 6 credit hours 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), a local Christian ministry, or non-governmental organization. There are a variety of internship sites from which to choose that would help to advance the student's career interests. The internships occur every afternoon and some full days and offer an opportunity to learn from experts and meet leaders in the field. These internships provide a broader learning experience than what students would experience if they were employees of an organization. Internships are designed to show the student the inner workings of the organization and how that organization interfaces with others.

For internship credits, students choose 6 credit hours from: BUSI 395, BUSI 396, MCOM 393, HIST 315, HIST 316, POLS 395, POLS 396.

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.*
Email: LLCAdmin@twu.ca
Website: twu.ca/Laurentian

Trinity Western Outdoor Centre & Omada Teambuilding

TWU Outdoor Center and Omada Teambuilding represent the spirit of Trinity Western University's 50-year legacy of leadership development. Focusing on experiential learning processes and integrating outdoor environments into learning, programs are designed to bring out the best in each person while building cohesive and energized teams. Through shared experiences in programs such as our high ropes course, voyageur canoeing, rock climbing, caving, canyoneering, orienteering, and team development initiatives, students learn to cooperate, trust, problem-solve, and communicate towards a common objective. Each program is tailored to suit every class's unique needs and goals. TWU Students can partake in these experiences and activities through various channels, including joining the student-led 'Outdoor Club,' registering for HKIN activity courses, borrowing or renting gear from the Outdoor Center for self-directed activities, or joining the Omada/Outdoor Center team as an employee. For bookings, email: omada@twu.ca
Website: Omadateambuilding.com
Instagram/Facebook: OmadaTeambuilding
YouTube: TWU Outdoor Center (@TWUOC)

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 U SPORTS 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 program (prevention of injuries), strength and conditioning program, injury assessment, and rehabilitative programs take place year round. More than 30 student therapists receive on-the-job training and certification and assist with the delivery of therapy services to 380 student athletes.

Event Management

Under the leadership of the Events Manager, many students gain experience hosting campus and community spectators at 100+ sporting events each year. More than 35,000 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 Complete Champion Reception 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 social media, press releases, and television displays.

Spartans Athletics is under the administrative leadership of the Director of Athletics and the Dean of the School of Human Kinetics.
Website: 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

The Learning Commons

Together with the Library, The Learning Commons is the academic hub outside the classroom, offering physical space for silent or social learning as well as a supportive community of learning experts, including:

- Academic Advising
- Academic Coaching
- Academic Specialists
- Centre for Accessible Learning (CAL)
- Learning Community One (LC1)
- Peer Learning
- Writing Centre

Academic Advising

Advisors help undergraduate students navigate the systems related to choosing and changing programs, following their program checklists and academic plans, understanding policy and requirements related to courses and degrees, applying for graduation, planning the liberal arts core, improving their GPA, finding a healthy workload, accessing the right resources, and many other practical aspects of their university studies. For more information or to make an appointment with an advisor, go to twu.ca/advising.

The Advising Office also supports faculty advisors and other members of the university community through administration of the systems and information surrounding advising. Contact advising@twu.ca.

Academic Coaching

TWU Academic Coaches for students in both Langley and Richmond meet with individual students for discussions such as academic expectations, managing workload, interpreting the syllabus, time management, creating a study plan, critical reading and thinking, breaking down assignments into smaller tasks, test-taking, motivation, and many other academic strategies. Students can book up to three sessions with an Academic Coach any time. Students can also register for SKLS 003 (Academic Coaching) for weekly personal sessions and/or a course called SKLS 001 (Study Skills). Some programs, including Learning Community One (LC1) and BA Leadership, have coaching embedded in the program. For more information, contact learningcommons@twu.ca.

Academic Specialists

Our Academic Specialist partners with students who face academic challenges. The Academic Specialist helps students create a learning plan, connects students to resources and supports, and helps students consider their academic choices. When students face extenuating circumstances, such as injury, illness, mental health, or personal crisis, the Academic Specialist directs them to Academic Concessions. Concessions are temporary accommodations designed to reduce the impact of a crisis on learning. The Learning Commons also helps students and faculty implement the concessions.

The Academic Specialist works closely with TWU Community Wellness to respond to Student Care Alerts, with the Office of the Registrar to implement support for students on academic probation, and with Spartans to

support injured athletes in knowing their academic options.

The Centre for Accessible Learning (CAL)

The Centre for Accessible Learning is the central contact point for students with a disability at TWU. If you are a student with a disability and would like to determine your eligibility for academic accommodations, please follow the process outlined on the Centre for Accessible Learning website. Students are encouraged to initiate this process as soon as they have accepted their offer of admission, well in advance of beginning their studies at TWU.

Medical documentation of a disability is required for students who wish to be considered for academic accommodations. Documentation requirements include:

- The diagnosis must be made by a healthcare provider who is qualified to diagnose the disability
- The assessment by the healthcare provider has been completed within five years or conducted after the age of 18
- The results of the provider's assessment must include the severity of the disability and the impact of the disability on activities of daily living and academic activities.

Questions regarding academic accommodations can be directed to the accessibility@twu.ca.

Learning Community One (LC1)

LC1 is a supportive first-year undergraduate program for students in all majors. The program uses a cohort model in which students take many courses together, which facilitates friendships and social support. The LC1 Academic Coach is with students for the entire year through study skills classes, personalized 1:1 sessions, study halls, and drop-in hours. Academic advisors guide students in choosing their courses and schedule and answer questions even before students arrive.

Students might be directed into LC1 as a condition of their admission, but it is also a choice program. After completing 28 semester hours with a minimum 2.0 GPA, students continue their degree with second-year status. For more information, contact LC1@twu.ca.

Peer Learning

A peer tutor is a student who is a year or more ahead in a specific discipline and has flourished in their learning experience. Peer tutors meet with students 1:1 or in groups to offer strategies for learning specific disciplines and courses. They help students understand assignment expectations and ways of knowing in a course, and they can help students understand concepts, terminology, or other challenging aspects of the course. The subjects eligible for peer tutors are selected each year based on student need and faculty requests.

A peer academic leader is a student who mentors other undergraduate students in various aspects of academic life. The Learning Commons supports a team of FNDN 101 Leaders and Coordinators, who provide student voice and experiential insight in FNDN 101, while supporting first year students in their transition to university. For more information, contact learningcommons@twu.ca.

Return-to-Learn Protocol for Concussions

Concussion injuries have a significant impact on learning, and careful management of a gradual return is important. The Learning Commons supports students with concussions through a return-to-learn protocol and through providing academic concessions, such as low-light rooms and extended time for test-taking. For more information, contact LC1@twu.ca.

Writing Centre

The Writing Centre helps students become more skilled and more confident in their academic writing. It is available for all students in all classes at all stages of the writing process. Sessions are available both in-person and online throughout the year, including summer. Some courses include embedded tutors, who work directly with the professor to provide targeted help on specific assignments. In addition, writing coaches for graduate students have expertise in specific disciplines at the graduate level.

Undergraduate students also benefit from our membership in WriteAway, an online writing support network for post-secondary institutions in British Columbia. Students can upload a paper and receive feedback within 48 hours. For more information, see writeaway.ca/connect.

Graduate students who wish to grow in their academic writing can enroll in a non-credit course (SKLS 500: Graduate Scholarly Communication) and in customized 1:1 sessions (SKLS 501: Graduate Writing Coaching).

The Writing Centre also produces and curates digital resources related to grammar, documentation, and writing conventions. See twu.ca/writing-centre to link to resources or to make an appointment.
Contact: writingcentre@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 develop 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, Chapel gatherings, large and small, and wellness 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
Website: twu.ca/life-twu/student-services/student-life

Mission

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 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.

Vision

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

The whole-person development of students is an integral component of the TWU educational experience. To this end, the programs and services of Student Life reflect intentional and educational mandates to assist students in connecting, thriving, and serving. Student Life desires students to experience what it means to be a disciple of Jesus Christ, a servant leader, a contributing member of a community, and a well-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 and vision 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 the following areas:

- **Spiritual Formation** – Spiritual growth and maturity are at the heart of TWU's mission and vision, core values, and learning outcomes. In alignment with these priorities, the Student Life division will encourage all students to become spiritually maturing lovers of Jesus Christ, who cultivate and model Christlike character, and selflessly love and influence others
- **Servant Leadership** – Leadership development has and will continue to be a central way TWU conceives of itself. Student Life assists students in fostering skills and a vision for leadership through providing transformational experiences, and times of reflection, adaptation, and implementation, all within a mentoring relationship
- **Whole-Person Wellness** – Whole-person 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. Whole-person wellness is built on a person's sense of identity and is expressed in a lifestyle of congruence with their beliefs and commitments
- **Global Engagement** – In keeping with the increasing globalization 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 they thrive and succeed while at TWU.

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 210,000 print and access to over 1,000,000 electronic holdings, the Library serves the campus community with 82+ hours of service per week. The Alloway Library has over 322 study spots on 3 floors including 9 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 25 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

Contact Information

Darcy Gullacher, University Librarian
Research Help: infodesk@twu.ca*604.513.2121 ext. 3903*
Borrower Services: circ@twu.ca or *604.513.2013*

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Important Dates

A list of TWU Academic Calendar dates can be accessed on the Important Dates page.

Course Descriptions

Course descriptions consist of:

- **Subject heading:** ANTH
- **Course number:** 101
- **Course title:** Introduction to Cultural Anthropology
- **Credit value:** 3
- **Course description:** Introduction to the...
- **Special notes (NB):** (None listed)
- **Cross-listings:** (None listed)
- **Co-requisites:** (None listed)
- **Prerequisite(s):** None
- **Lecture – Lab hrs. per week**: (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) = 3 hours lecture only
- (3-3) = 3 hours lecture, 3 hours laboratory

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)

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.

Prerequisite(s): None. (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.
Prerequisite(s): ANTH 101 or instructor's consent. (3-0)

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 385 Qualitative Research Methods (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.

Cross-listed: SOCS 385.
Prerequisite(s): 6 s.h. at the 300- or 400-level of Psychology, Sociology, and/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)

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.

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.

Prerequisite(s): None. (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)

ART 180 Integration Forum (1 sem. hr.)

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)

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. (0-3)

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.
Recommended: ART 237 or 238. (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)

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.
Recommended: ART 237 or 238. (0-3)

ART 230 Photography (3 sem. hrs.)

In this introductory photography course, students will explore the art and science of capturing images through a hands-on, experiential approach. This course includes, but is not limited to basic camera operations, lighting, image editing, digital workflow, and photo montage. Through a series of creative assignments, in-class discussions, and critical reflections, students are invited to explore the aesthetic, semiotic, and ethical aspects of photography as a way of worldmaking, and what it means to be an image maker in contemporary society.

Prerequisite(s): None. (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 15th century. Students employ historical means and methods (notably artworks as important historical documents complementing written texts) to question, in a systematic and rigorous way, and to interpret the ways in which particular works of art participate in the social, political, economic, religious and cultural climates of which they have been an integral part.

Prerequisites: None. (3-0)

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.

Prerequisite(s): None. (3-0)

ART 240 Printmaking I (3 sem. hrs.)

This studio course introduces the basic applications and procedures of printmaking through the medium of screen printing. The class covers black and white, colour separation, editioning, registration, proofing, and printing, integrating technical ability with conceptual development during the execution of each project.

Prerequisite(s): ART 181 or 182; ART 237 or 238; and SAMC 112. (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)

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)

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.

Prerequisite(s): ART 181 or 182, and 237 or 238. (0-3)

ART 290 Special Topics in Art (3 sem. hrs.)

Topics vary from year to year.

NB: Course may be repeated.
Prerequisite(s): None. (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)

ART 310 Contemporary 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.

Prerequisite(s): ART 211. (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)

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.

Prerequisite(s): ART 237 or 238. (3-0)

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.

Prerequisite(s): ART 237 or 238 or SAMC 112. (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.

Prerequisite(s): 3 sem. hrs. of ART and ART 230. (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.

Prerequisite(s): ART 240 and 6 sem. hrs. of ART, or instructor's consent. (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.

Prerequisite(s): 15 sem. hrs. of ART, and third- or fourth-year standing. (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.
Recommended: MCOM 111, ART 181, 182. (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.
Recommended: MCOM 111, ART 181, 182. (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.
Recommended: MCOM 111, ART 181, 182. (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): Two or more upper-level studio or design courses.
Recommended: MCOM 111, ART 181, 182. (0-3)

ART 370 Professional Practices (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.

Cross-listed: SAMC 350.
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.

Prerequisite(s): ART 327 or 328. (3-0)

ART 410 Advanced 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.

Prerequisite(s): ART 310. (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): Two or more upper-level studio or design courses.
Recommended: MCOM 111, ART 181, 182. (0-3)

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. (0-3)

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.

Prerequisite(s): ART 321. (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)

ART 470 Applied Creative Studio (3 sem. hrs.)

A professionally-oriented studio course where students work independently and/or collaboratively on creative projects for real clients. The work produced will vary broadly depending on the needs of the clients and skills of the students involved. Students will be responsible for managing project tasks and deadlines while cultivating positive client relationships under the guidance of the course instructor. Additionally, students will have the opportunity to create work exploring the boundaries of contemporary professional and critical practices.

Cross-listed: SAMC 470.
Pre-requisite(s): Minimum third-year standing.

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: Course may be repeated.
Prerequisite(s): None. (0-3)

ART 491 Special Topics in Art (1 sem. hr.)

Topics vary from year to year.

NB: Course may be repeated.
Prerequisite(s): 6 sem. hrs. of ART, or permission of instructor. (0-3)

ART 492 Special Topics in Art (2 sem. hrs.)

Topics vary from year to year.

NB: Course may be repeated.
Prerequisite(s): 6 sem. hrs. of ART, or permission of instructor. (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 301 Arts Entrepreneurship (3 sem. hrs.)

This interdisciplinary course is designed for early and mid-career artists interested in developing practical skills for effective and influential arts entrepreneurship. Students will expand their leadership, collaboration, and

business skills by learning from industry professionals and exploring various topics such as project management, arts fundraising and grant writing, financial management, and ethical arts practices.

NB: Preference will be given to students in a SAMC program.
Prerequisite(s): Third-year standing.

SAMC 350 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.

Cross-listed: ART 370.
Prerequisite(s): Third-year standing or higher.

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.

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.

Cross-listed: PHIL 370.
Prerequisite(s): Third- or fourth-year standing or 6 sem. hrs. of PHIL or instructor's consent. (3-0)

SAMC 420 Arts, Media and Culture Travel Study (3 sem. hrs.)

This multi-day study abroad trip gives students an immersive experience in culture and the fine arts. Students engage in experiential and embodied knowing by visiting galleries, performances, and cultural landmarks. Lectures and readings complement these experiences, helping students to deepen their biblically-informed understanding of the role of fine arts in society.

NB: Summer travel study course. This course is limited to students wishing to take this course for credit. No prior courses in art or music are necessary.
Prerequisite(s): Completion.

SAMC 470 Applied Creative Studio (3 sem. hrs.)

A professionally-oriented studio course where students work independently and/or collaboratively on creative projects for real clients. The work produced will vary broadly depending on the needs of the clients and skills of the students involved. Students will be responsible for managing project tasks and deadlines while cultivating positive client relationships under the guidance of the course instructor. Additionally, students will have the opportunity to create work exploring the boundaries of contemporary professional and critical practices.

Cross-listed: ART 470.
Pre-requisite(s): Minimum third-year standing.

SAMC 480 Christianity and the Arts (3 sem. hrs.)

A senior seminar course designed for students in arts programs and anyone interested in the relationship between Christianity and the arts. The views of historical theoreticians and contemporary Christian thinkers about the topic will be examined. Students will develop their own perspectives on the role of the arts in faith and

culture, and explore how their callings as Christians and artists can be transformative in contemporary culture.

Prerequisite(s): Third-year standing in a SAMC degree program; others by permission.

Biology

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 only.

NB: This does not provide the prerequisite for other biology and biotechnology courses needed in a science major at TWU.
Co-requisite: BIOL 196 Lab. (0 sem. hr.)
Prerequisite(s): None. (3-3)

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 only.

NB: This does not provide the prerequisite for other biology and biotechnology courses needed in a science major at TWU.
Co-requisite: BIOL 197 Lab. (0 sem. hr.)
Prerequisite(s): None. (3-3)

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.

NB: Like BIOL 114, this course provides the prerequisite for other biology and biotechnology courses needed in a science major at TWU.
Co-requisite: BIOL 198 Lab. (1 sem. hr.)
Prerequisite(s): Biology 11 or 12 or equivalent. (3-3)

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.

NB: Like BIOL 113, this course provides the prerequisite for other biology and biotechnology courses needed in a science major at TWU.
Co-requisite: BIOL 199 Lab. (1 sem. hr.)
Prerequisite(s): Biology 11 or 12 equivalent. (3-3)

BIOL 200 Biotechnology Practica II (3 sem. hrs.)

Biotechnology Practica II provides general and advanced intern experiences in industrial settings. BIOL 200 is a requirement for entry to co-op placements and graduation. 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.
Prerequisite(s): BIOL 113, 114.

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): None.

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 113 and BIOL 114 (minimum Grade C required); one of CHEM 103 or 111 with CHEM 198 lab; and one of CHEM 104 or 112 with CHEM 199 lab. (3-3)

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)

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): None. (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.

Cross-listed: GENV 262.
Prerequisite(s): None.

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 113 or instructor's consent. (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 113 and 114.

BIOL 300 Biotechnology Practica (3 sem. hrs.)

Biotechnology Practicum provides general and advanced intern experiences in industrial and academic settings. BIOL 300 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 may 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 300.
Prerequisite(s): BIOT 200.

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.

Prerequisite(s): BIOL 223 or 281. (3-3)

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.

Prerequisite(s): BIOL 113. (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.

Prerequisite(s): BIOL 113. (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.

Prerequisite(s): BIOL 223 or 281. (3-3)

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: Includes fieldwork in the Gulf Islands.
Cross-listed: GENV 316.
Prerequisite(s): BIOL 223 or 281 or 216, and BIOL 262 or instructor's consent.

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.

Cross-listed: GENV 318.
Prerequisite(s): BIOL 223 or 281 or 216, and BIOL 262 or instructor's consent.
Recommended: BIOL 312 or 314 or 316.

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.

Prerequisite(s): BIOL 371 and at least one of BIOL 372 or 386. (3-0)

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 223 or 281. (3-3)

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.

Prerequisite(s): BIOL 223 or 281. (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.

Prerequisite(s): BIOL 223.
Recommended: BIOL 333. (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.

Prerequisite(s): BIOL 223 or 281. (3-3)

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.

Prerequisite(s): BIOL 223 or 281. (3-3)

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.

Prerequisite(s): BIOL 223 or 281. (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.

Prerequisite(s): BIOL 223 or 281. (3-3)

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.

Prerequisite(s): BIOL 345 or instructor's consent. (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.

Prerequisite(s): BIOL 223 or 281. (3-3)

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.

Cross-listed: GENV 362.

Prerequisite(s): BIOL 223 or 281 or 216 and BIOL 262 or instructor's consent.
Recommended: BIOL 308 or 360.

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 f 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.

Cross-listed: GENV 364.
Prerequisite(s): BIOL 223 or 281 or 216 and BIOL 262 or instructor's consent.
Recommended: BIOL 308 or 360.

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 223 or 281. (3-4)

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 223. (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 and 222.
Recommended: BIOL 223. (3-3)

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 223 and 384. (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.

Cross-listed: BIOT 390.
Prerequisite(s): BIOL 223 or 281, and advanced standing in biology. (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): BIOL 223 or 281 and 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)

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. (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. (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): BIOL 372 or 384. (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 333 or 334. (3-0)

BIOL 438 Virology (3 sem. hrs.)

This course provides a basic understanding of some of the current topics in modern virology including the structure, classification, and replication of viruses, virus-cell interactions, diagnostic and research applications in virology, and the molecular biology of several important viruses causing disease in humans and animals. Special emphasis is given to viral pathogenesis making this course suitable for those pursuing careers in medicine or related fields.

Prerequisite(s): BIOL 333, and BIOL 372 or 386. (3-0)

BIOL 440 Developmental Neurobiology (3 sem. hrs.)

A study of the development of the nervous system in humans and invertebrate and vertebrate model

organisms. Topics covered include neurogenesis, the development and cell biology of neurons and glia, developmental genetics, and nervous system defects arising from abnormal development.

Prerequisite(s): BIOL 371, and BIOL 372 or 386. (3-3)

BIOL 470 Introduction to Bioinformatics (3 sem. hrs.)

An overview of the interdisciplinary science of genomics, proteomics, and bioinformatics which applies the tools of information technology (computer hardware and software) to analyze biological data such as gene or protein sequences. This course examines the theory of bioinformatics as well as its practical application to biological problems using approaches such as BLAST searches, phylogenetics, and protein structure function analysis.

Cross-listed: BIOT 470 or CMPT 470.
Prerequisite(s): BIOL 372, or 3 sem. hrs. of CMPT, or MATH 102. (3-0)

BIOL 474 Genetics and Cell Biology of Neoplasia (3 sem. hrs.)

A lecture course reviewing a wide range of topics related to cancer including the biology and immunology of tumor cells, chemical and viral carcinogenesis, oncogenes, genetic predisposition to cancer, and treatment strategies.

Prerequisite(s): BIOL 372 or 386. (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.

Cross-listed: CHEM 475.
Prerequisite(s): BIOL 384 or 386. (3-0)

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.

Cross-listed: GENV 484.
Prerequisite(s): BIOL/GENV 281; or BIOL 216 and BIOL 262; or Instructor Consent. (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): BIOT 290. (3-3)

Biotechnology

BIOT 200 Biotechnology Practica II (3 sem. hrs.)

Biotechnology Practica II provides general and advanced intern experiences in industrial settings. BIOT 200 is a requirement for entry to co-op placements and graduation. 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.
Prerequisites: BIOL 113, 114.

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 and 104, or BIOL 113 and 114. (3-0)

BIOT 300/400 Biotechnology Practica III, IV (3, 3 sem. hrs.)

Biotechnology Practicum provides general and advanced intern experiences in industrial and academic settings. BIOL 300 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 may 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 300.
Prerequisite(s): BIOT 200.

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.

Cross-listed: BIOL 390.

Prerequisite(s): BIOL 103 and 104, or BIOL 113 and 114; third-year standing. (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)

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. (1-2)

BIOT 470 Introduction to Bioinformatics (3 sem. hrs.)

An overview of the interdisciplinary science of genomics, proteomics, and bioinformatics which applies the tools of information technology (computer hardware and software) to analyze biological data such as gene or protein sequences. This course examines the theory of bioinformatics as well as its practical application to biological problems using approaches such as BLAST searches, phylogenetics, and protein structure function analysis.

Cross-listed: BIOL 470.
Prerequisite(s): BIOL 223; BIOL 372; and either 3 sem. hrs. of CMPT or MATH 102. (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. (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 non-business 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)

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)

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)

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)

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. (3-0)

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)

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)

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. (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)

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. (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)

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): Second-year standing. (3-0)

BUSI 314 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)

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)

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. (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)

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. (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)

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. (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)

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 231, 280. (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)

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)

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)

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. (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. (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)

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)

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)

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. (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)

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)

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)

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)

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)

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, and fourth-year standing. (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)

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)

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)

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)

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)

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 314 and fourth-year standing. (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 314, 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)

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)

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. (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)

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.

Cross-listed: PHIL 481.
Prerequisite(s): Third-year standing, and one philosophy course. (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): BUSI 342, 363, and 377. (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)

BUSI 487 Entrepreneurship (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. (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)

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)

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)

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)

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)

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)

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)

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.

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 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 MBA Applied Project (3 sem. hrs.)

This integrated project for a business or non-profit organization requires students to apply multiple management disciplines to a complex project in a real-world setting. Students will work closely with the professor and individuals in the business or non-profit community to complete the project. All projects are to be approved by the MBA Department.

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.

Prerequisite(s): MBA 521, 542. (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, 525, 542, 552, 570, 571, 593 (593 becomes 594 for the IMBA program).

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.

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)

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)

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. (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)

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. (3-1-3)

CHEM 198 Lab for CHEM 103 & 111 (1 sem. hr.)

This lab course will complement 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 Organic Chemistry I (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.

Prerequisite(s): CHEM 103 or 111, and CHEM 198 lab; and CHEM 104 or 112, and CHEM 199 lab. (3-1-4)

CHEM 222 Organic Chemistry II (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.

Prerequisite(s): CHEM 221. (3-1-4)

CHEM 230 Inorganic Chemistry (3 sem. hrs.)

This foundational inorganic chemistry course explores the chemical and physical properties of the main group elements and various classes of inorganic compounds. Key topics cover atomic orbital theory and atomic term symbols; theories of bonding in molecules including Lewis structures, valence bond theory, and molecular orbital (MO) theory of chemical bonding applied to small molecules; bonding and crystal structure of ionic and metal solids; key reactivity patterns for main group elements and their important compounds; and an introduction to transition metal complexes.

Co-requisite(s): CHEM 104 or 112.
Prerequisite(s): One of CHEM 103 or 111 with CHEM 198 lab; and one of CHEM 104 or 112 with CHEM 199 lab. (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.

Cross-listed: PHYS 240.
Prerequisite(s): One of CHEM 103 or 111 with CHEM 198 lab; and one of CHEM 104 or 112 with CHEM 199 lab. (3-4)

CHEM 321 Discovering Organic Structure (3 sem. hrs.)

This is an advanced organic course which builds upon the knowledge gained from second year organic chemistry. This course covers advanced topics in spectroscopic techniques to elucidate organic structures for research relevant applications. Topics include Fourier Transformed Infrared (FTIR) Spectroscopy; 1D, 2D and 3D Nuclear Magnetic Resonance (NMR) Spectroscopy for NMR active nuclei such as ^{1}H, ^{13}C, ^{15}N, ^{19}F, and ^{31}P;

Mass Spectrometry, and Ultraviolet-Visible (UV-Vis) Spectroscopy.

NB: Not offered every year. See Department chair.
Prerequisite(s): CHEM 221, 222. (3-0)

CHEM 322 Pharmaceutical Design and Synthesis (3 sem. hrs.)

This is an advanced organic chemistry course. However, the course covers functional chemistry of organic substances that have relevance to medicine and pharmacy, modern synthetic techniques for functional group transformation, principles involved in the planning and execution of multi-step synthesis of organic drug molecules, and laboratory in synthetic methods and techniques.

NB: Not offered every year. See Department chair.
Prerequisite(s): CHEM 221, 222. (3-4)

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.

Cross-listed: PHYS 341.
Co-requisite(s): MATH 223.
Prerequisite(s): PHYS 111, 112, CHEM 240. (3-4)

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.
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.
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)

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. (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 (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)

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. (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 Coordination Chemistry (3 sem. hrs.)

Coordination complexes of the transition metals have a rich and varied chemistry. This advanced inorganic chemistry course explores their unique properties, structure, symmetry and group theory, bonding models including crystal field theory, electronic structure and spectra, and stereochemistry.

NB: Not offered every year.
Prerequisite(s): CHEM 230.
Recommended: CHEM 222. (3-4)

CHEM 432 Organometallic Chemistry (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: Not offered every year. See department chair.
Prerequisite(s): CHEM 230. (3-0)

CHEM 461 Chemical & Biological 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 chemistry and biology 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, the ethical and safety issues that concern the field of nanotechnology will be given consideration.

Co-requisite(s): PHYS 111.
Prerequisite(s): CHEM 103/104 or CHEM 111/112, and MATH 123; or instructor's consent. (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.

Prerequisite(s): CHEM 221, 222. (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)

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.

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.

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.

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 102 Career Preparation in Technology (1 sem. hr.)

Equips students with the essential skills and knowledge required to enter employment in the professional world of computing science. Focuses on workplace readiness, emphasizing practical soft skills for success in professional environments. Upon successful completion, students will be prepared to pursue a wide range of roles in the computing science field, being equipped with the skills needed to navigate the complexities of modern, technology-driven workplaces.

Prerequisite(s): CMPT 140.

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.

Prerequisite(s): None. (3-0)

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. (3-0)

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. (3-0)

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.

Cross-listed: MATH 150.
Prerequisite(s): BC high school Mathematics 12, or Pre-Calculus 12, or MATH 105, or the equivalent. (4-0)

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+. (3-0)

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.

Prerequisite(s): CMPT 166. (3-0)

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. (3-0)

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.

Prerequisite(s): CMPT 140. (3-0)

CMPT 325 Computer Networking (3 sem. hrs.)

This course looks at network protocols, network operating systems, and the construction and maintenance of server sites.

Prerequisite(s): CMPT 150, 231 and MATH 123. (3-0)

CMPT 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.

Cross-listed: MATH 330.
Prerequisite(s): MATH 223, 250; CMPT 140. (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.

Prerequisite(s): CMPT 150 and 231. (3-0)

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).

Prerequisite(s): CMPT 166, 231. (3-0)

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.

Cross-listed: MATH 340.
Prerequisite(s): CMPT 150 or MATH 150. (3-0)

CMPT 345 Simulation and Modelling (3 sem. hrs.)

This course is designed to give students the ability to analyze, formulate, and program problems related to discrete simulation methods. The course introduces students to queuing theory and some commonly used continuous and discrete statistical distributions. By the end of the course, students are able to simulate real world computer systems and industrial manufacturing systems.

Prerequisite(s): CMPT 166, 231.

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.

Prerequisite(s): CMPT 140, 166 and 231. (3-0)

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.

Prerequisite(s): CMPT 150, 166, 231; MATH 250. (3-0)

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.

Prerequisite(s): CMPT 150, 166, 231. (3-0)

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. (3-0)

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.

Prerequisite(s): CMPT 150, 166, and 231. (3-0)

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.

Prerequisite(s): CMPT 385. (3-0)

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: 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 461 Immersive Computing (3 sem. hrs.)

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. (3-0)

Co-operative Education

COOP 110, 210, 310, 410, 420 Co-op Work Terms (0 sem. hrs.)

These are the course numbers for co-op work terms. The appropriate semester coincides with the first digit, i.e., 110 would be the first semester of work experience for students in the co-op program. Co-op terms provide an opportunity to integrate theory and practice. Requirements include completion of a work term report.

Counselling Psychology, Graduate Courses

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.). Completion of both CPSY 502 and 517 replaces 504 plus one elective.

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.

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.

Co-requisite(s): CPSY 506 & 591.
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 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 523, 524, 525, 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.

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.

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.

CPSY 640 M.A. Non-thesis Comprehensive Exam (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.

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 Advanced Practicum Seminar I, II (3, 3 sem. hrs.)

Students are required to complete a minimum of 600 hours of approved Advanced Practicum clinical work, 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 Advanced Practicum placement is regarded as a summative clinical experience leading to the master's degree in Counselling Psychology. The primary objective of the Advanced Practicum 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 Advanced Practicum, 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 Advanced Practicum.

Prerequisite(s): CPSY 591, 592.

CPSY 695 Advanced Practicum Seminar Continuation (0 sem. hrs.)

Students are required to complete a minimum of 600 hours of approved Advanced Practicum clinical work, 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 Advanced Practicum placement is regarded as a summative clinical experience leading to the master's degree in Counselling Psychology. The primary objective of the Advanced Practicum 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 Advanced Practicum, 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 Advanced Practicum.

Prerequisite(s): CPSY 691.

Data

DATA 100 Elementary Data Analytics (3 sem. hrs.)

Introduces basic concepts of data analytics, 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)

DATA 110 Data Analytics (3 sem. hrs.)

An introduction to basic programming skills in a tool such as Visual Basic for Applications (VBA), and a survey of various statistical and analytical methods and

techniques. Students will learn how to implement macros, selection, iteration, subroutines, functions, events, and dialogues in VBA. Students will implement statistical procedures including t-tests, analysis of variance, correlation, and regression to reach data-based decisions about business scenarios or scientific experiments.

Prerequisite(s): DATA 100.

DATA 120 Data Visualization (3 sem. hrs.)

Builds data models to represent data graphically, to communicate complex data and patterns clearly and concisely. Using a tool like Power BI, students will build models with multiple tables by linking them. They will also master various data visualization techniques, including charts, graphics, maps, infographics, and dashboards. Finally, they will bring together the models and design methods to organize data into an effective visual presentation.

Prerequisite(s): DATA 100.

DATA 130 Visual Analytics (3 sem. hrs.)

An introduction to interactive and dynamic visualization to present data as narrative, using a tool such as Tableau. Students will also apply methodologies such as the use of storyboards and narrative presentations in order to showcase data stories.

Prerequisite(s): DATA 110, 120.

DATA 140 Data Analytics Capstone Project (3 sem. hrs.)

A capstone project course that transforms a real-life business or organization's needs into a final project. Making judicious choices from the available software tools used in previous courses, students will apply various techniques to collect and clean data, apply the practices of the digital analytics process to the given data sets, implement statistical procedures, and create compelling visual analytics, data visualizations (dashboards), and presentations.

Prerequisite(s): DATA 130.

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)

ECON 201 Principles of Microeconomics (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. (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)

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)

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)

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)

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. (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)

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)

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)

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): Second-year standing. (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)

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)

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. (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)

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)

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, and third-year standing. (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)

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 2.7.

EDAP 101 Introduction to Inclusive Education in Canada (3 sem. hrs.)

This course is the first course of the Education Assistant Program and will lay a foundation to the entire certificate, introducing students to the history of Inclusive Education in Canada, a theology of disability from the Christian Worldview and First People Principles of Learning, the Ministry of Education designations and funding, different support models, understanding the roles and responsibilities of Education Assistants as well as school cultures.

EDAP 102 Diversity in the 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.

EDAP 103 Childhood & Adolescent Development (3 sem. hrs.)

Change and development are central parts of the human experience and this course is designed to foster an understanding in the process of human development. The content of the course is organized chronologically, beginning from preconception to infancy, early childhood, middle childhood, early, middle and late adolescence. The topics to be covered include the dimensions of human development such as the physical, cognitive, emotional, and social, academic, moral, and spiritual aspects.

EDAP 104 Interpersonal Skills for Education Assistants (3 sem. hrs.)

This course is designed to equip education assistants with essential communication and relationship-building competencies required to excel in their roles. The topics emphasize the significance of strong interpersonal skills in creating a supportive and inclusive learning environment for all students. Students will learn effective communication techniques, develop active listening skills, and enhance their abilities to collaborate with teachers, students, parents, and other education professionals. The importance of the Educational Assistant's personal self-care, growth and development is also emphasized.

EDAP 105 EA Practicum I (2 sem. hrs.)

This course equips students as education assistants in the school system by combining theoretical concepts with hands-on experience. Students learn to observe and understand the dynamics between education assistants, classroom teachers, and students with exceptionalities. Emphasis is placed on developing competencies for education assistants within the classroom where essential skills such as observation and documentation, guiding and nurturing students, and fostering collaboration with teachers and other staff members are learned. Practicum seminars will offer students guidance and assistance during their field practice while Professional Development Plans will track students' progress towards their practicum goals.

EDAP 201 Social and Emotional Learning (3 sem. hrs.)

This course focuses on the design of positive behaviour supports that enhance and motivate student behaviour in the classroom and various school settings. It emphasizes that behaviour is a form of communication and that the key to behaviour support is understanding what students are trying to say with their behaviour. The goal of this approach is less on managing student's behaviour but helping them to build strong social and emotional skills which will lead to more prosocial behaviour.

EDAP 202 Health Matters in the Classroom (3 sem. hrs.)

This course will focus on the physical and mental health needs of students in K-12 classrooms and the role of the Education Assistant in supporting them. The importance of the physical, mental health and well-being of the Education Assistants will also be explored.

EDAP 203 Alternative & Augmentative Communication (3 sem. hrs.)

This course is an introduction to assistive technology and how it may support diverse learners in the classroom. Different components of various technologies, related to the needs of the users are explored. Ethical and technological issues that emerge when supporting children who use assistive technology, in K-12 classrooms, are also examined.

EDAP 204 Autism Spectrum Disorder (3 sem. hrs.)

This course provides information on Autism Spectrum Disorder, including its causes, diagnosis, prevalence, and characteristics as well as effective, evidence-based strategies and approaches that education assistants can utilize to maximize support for students with ASD.

EDAP 205 EA Practicum II (4 sem. hrs.)

This final practicum builds upon the preparation of students for their roles as education assistants in the school system by combining theoretical knowledge with hands-on experience. The focus is on developing specific competencies for education assistants within the classroom setting, with an emphasis on augmentative communication and curriculum modification and adaptation skills. More advanced skills, including data gathering, writing, guiding, and caring, as well as enhancing collaboration abilities will be practiced. Seminars that offer valuable support and guidance during their field practice will also be attended. An individualized Professional Development Plan is created tracking students' progress towards achieving their practicum goals. Students will be observed and given feedback and guidance from an EDAP faculty member.

EDUC 210 Teaching to Diversity (3 sem. hrs.)

An exploration of student diversity in contemporary Canadian K-12 classrooms. The aim of this course is to provide pre-service teachers with an intersectional lens, to explore their social identities, worldviews, and beliefs to better understand the diverse students they will be teaching in the future. Some of the themes will include: disability awareness, children's rights and welfare, gender, race, religious practices, refugees, English Language Learners, at-risk students, mental health and trauma-informed practice.

Prerequisite(s): None.

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).

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. This course requires an experiential learning component, which is typically 12 hours of classroom observation in a K-12 school.

Prerequisite(s): EDUC 211; minimum 24 sem. hrs. Declared Education concentration. (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.

Prerequisite(s): EDUC 211 with a minimum grade of B-, and a minimum 24 sem. hrs. (3-0)

EDUC 302 Initial Field Experience (1 sem. hr.)

These initial field 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).

Co-requisite(s): Enrolment in a third-year EDUC course.
Prerequisite(s): EDUC 211, 222, 233 with a minimum grade of B- in each course; 6 credit hours of 100-level ENGL; confirmation into the School of Education; and a minimum 2.70 GPA.

EDUC 303 Initial Field Experience (1 sem. hr.)

These initial field 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 8 weeks in a K-12 school.

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 with a minimum grade of B-; third-year standing. (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 with a minimum grade of B- in each course; 6 semester hours of 100-level ENGL; confirmation into the School of Education; and a minimum 2.70 GPA. (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, safety, fair play, and leadership as it applies to students in a school physical education program.

Cross-listed: HKIN 350.
Prerequisite(s): HKIN 191 or EDUC 211, and third-year standing. (3-0)

EDUC 353 Environmental Education: Curriculum and Pedagogy (3 sem. hrs.)

This introductory environmental education course 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.

Prerequisite(s): Minimum 60 semester hours, and a minimum 2.7 GPA. (3-0)

EDUC 355 K-12 English Language Teaching (3 sem. hrs.)

For students in the School of Education, this Teaching English as an additional language (TEAL) course focuses on methods of K-12 English Language Learner (ELL) instruction with specific attention to the interdisciplinary and intersectional nature of ELL teaching. The course includes frameworks and techniques derived from psychology, sociology and performance disciplines, including art, music and human kinetics.

Prerequisite(s): EDUC 211, 222, 233 with a minimum grade of B- in each course; 6 sem. hrs. of 100-level ENGL; confirmation into the School of Education; and a minimum of 2.7 GPA.

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)

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. (3-0)

EDUC 401 Assessment and Evaluation for Learning (3 sem. hr.)

A consideration of models of student assessment that contribute to effective and meaningful student learning. Assessment of learning, for learning, and as learning. Topics include underlying perspectives on student assessment, including faith informed perspectives; linking assessment to curriculum and learning, grading practices and guidelines, sampling student performance, keeping records, communicating the results of assessment, interpreting, and using the results of large-scale testing.

Co-requisite(s): EDUC 402, 403.
Prerequisite(s): EDUC 321; minimum 90 semester hours; and a minimum 2.70 GPA. (3-0)

EDUC 402 Initial Field Experience (1 sem. hr.)

These initial field 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 3-4 hours a week for 8 weeks in a K-12 school.

Co-requisite(s): EDUC 401 or 411.
Prerequisite(s): EDUC 303; minimum 90 semester hours; and a minimum 2.70 GPA.

EDUC 403 Initial Field Experience (1 sem. hr.)

These initial field 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 3-4 hours a week for 8 weeks in a K-12 school.

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, 403.
Prerequisite(s): EDUC 321; minimum 90 semester hours; and a minimum 2.70 GPA. (3-0)

EDUC 412 Strategies for the Exceptional Child (4 sem. hrs.)

This course builds upon the information presented in introductory courses to inclusive 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. (3-1)

EDUC 413 Relational Learning with Stó:lo Peoples and Place (1 sem. hr.)

This initial immersive field experience will take place off campus over a weekend in a community situated on the ancestral, traditional, unceded territory of the Stó:lo peoples. Focus of inquiry will center on relationality and the importance of critical self-reflection in education by interrogating worldview beliefs, teacher identity and bias, deconstruction of colonialism, and issues of social justice. Localized Indigenous wisdom and knowledge in collaboration with Stó:lo elders and knowledge keepers will inform all aspects of learning what it means to be an educator and to educate. Moreover, the course will be an in-depth exploration of what it entails to act justly and truthfully as an educator who wants to be a partner in reconciliation, engage in reciprocity, and build respectful relations with members of local Indigenous communities.

Prerequisite(s): EDUC 211, 222, 233; 6 sem. hours of 100-level ENGL; confirmation into the School of Education, and a minimum 2.70 GPA.

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.

Cross-listed: MUSI 430.
Prerequisite(s): MUSI 131, 132, 225, 226; third- or fourth-year standing. (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)

EDUC 450 Supplemental Practicum (3-5 sem. hrs.)

A supplemental practicum in a K-12 BC classroom. It provides teacher candidates with additional classroom experience in teaching and learning through an individualized learning plan. The individualized learning plan addresses the unresolved documented concerns in the first attempt of EDUC 451/452 or EDUC 453. This supplemental practicum is a prerequisite for a second attempt of EDUC 451/452 or EDUC 453 where a withdrawal has occurred due to aforementioned concerns.

NB: Eligibility for this course is at the discretion of the program coordinator. Teacher candidates may only complete one supplemental practicum.
Prerequisite(s): Admission to the Professional Year Program and approval of the program coordinator.

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.
Co-requisite(s): EDUC 452.
Prerequisite(s): Acceptance into the Professional Year.

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.
Co-requisite(s): EDUC 451.
Prerequisite(s): Acceptance into the Professional Year.

EDUC 453 Extended Practicum (15 sem. hrs.)

This course, part of the Professional Year, 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.
Prerequisite(s): EDUC 451 and 452. Acceptance into the Professional Year.

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. (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 Professional Year.

Co-requisite(s): EDUC 451 and 452.
Prerequisite(s): Acceptance into the Professional Year.

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 Professional Year.

Prerequisite(s): EDUC 451 and 452; acceptance into the Professional Year.

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.

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.

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 Professional Year.

Co-requisite(s): EDUC 451 and 452.
Prerequisite(s): EDUC 455; acceptance into the Professional Year.

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. (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 Professional Year.

Co-requisite(s): EDUC 451, 452.
Prerequisite(s): EDUC 465; acceptance into the Professional Year.

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 Professional Year.

Co-requisite(s): EDUC 451, 452.
Prerequisite(s): Acceptance into the Professional Year.

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 Professional Year.

Prerequisite(s): EDUC 451, 452, 465; acceptance into the Professional Year.

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.

Prerequisite(s): Minimum 90 semester hours.
(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.

Prerequisite(s): EDUC 321; minimum 90 semester hours; and a minimum 2.70 GPA. (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.

Prerequisite(s): EDUC 321; minimum 90 semester hours; minimum 2.70 GPA. (3-0)

Education, Graduate Courses

EDUC 501 Foundations in TESOL I (2 sem. hrs.)

This course is designed to equip participants with an understanding of foundational aspects of Teaching English to Speakers of Other Languages (TESOL), including key areas of linguistics, second language acquisition, and learner differences, as well as a consideration of worldview assumptions implied by various theoretical frameworks. Attention is also given to bilingualism and multilingualism as well as contexts of learning such as English as a Second or Additional Language (ESL/EAL), English as a Foreign Language (EFL) and English for purposes of International Communication (EPIC) to develop an awareness of TESOL as a holistic and contextually embedded endeavour.

Prerequisite(s): BA degree; IELTS 7.5 with no band less than 7 if English is not first language.

EDUC 502 Essentials of Practice in TESOL (2 sem. hrs.)

This course explores key elements of effective teaching in TESOL contexts. Topics include lesson planning, classroom interaction, task design, and strategic use of texts along with types of feedback and error correction. The course also includes attention to external standards such as the Common European Framework (CEFR) and Canadian Language Benchmarks (CLB). Students will interact with varied teaching and learning materials, develop classroom management skills, and consider the implication of worldview perspectives for classroom practices. The course aims to equip future TESOL educators with practical knowledge and skills for creating effective and engaging classroom experiences.

Prerequisite(s): EDUC 501.

EDUC 503 Cross-cultural Interaction in TESOL (1 sem. hr.)

This course focuses on building cross-cultural awareness, strategies, and skills to relate to others and work effectively in culturally diverse situations. As part of this process, participants complete the research-based Cultural Intelligence (CQ) assessment and engage in debriefing. Class interaction includes applications of CQ insights to professionalism in a variety of TESOL contexts such as unilingual and multilingual classes, K-12 settings, tutoring, international schools, universities, and classes in business and corporate environments. Consideration is also given to the role of personal strengths and faith/spiritual values in navigating cultural differences. This course is designed to facilitate effective cross-cultural communication and professionalism.

Prerequisite(s): EDUC 501, 502.

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 505 Understanding & Teaching Grammar (1 sem. hr.)

This course explores grammar as a foundation for meaning and examines its role in achieving broader communication goals. It provides guidance on instructional strategies, effective pedagogy, and assessment techniques to help language teachers meet diverse learner needs. Participants will engage in micro-teaching sessions across various proficiency levels to apply their knowledge in practical ways and develop skills to teach grammar effectively in diverse classroom environments.

Prerequisite(s): EDUC 501, 502.

EDUC 506 Teaching Reading, Writing & Vocabulary (2 sem. hrs.)

This course focuses on effective strategies for selecting and presenting vocabulary as well as developing reading

and writing skills. It provides an overview of beginner, fluent, and extensive reading practices, along with an overview of practices to support beginner writing, fluent writing and process writing. Students will engage in micro-teaching sessions across various proficiency levels. The course aims to equip participants with the tools and techniques necessary to develop learners' literacy skills in diverse educational settings.

Prerequisite(s): EDUC 501, 502.

EDUC 507 Teaching Listening & Speaking (2 sem. hrs.)

This course focuses on developing essential skills in listening comprehension, speaking, and pronunciation. It covers listening activities using various texts and tasks, addresses speaking goals and challenges, and explores basic features of effective speaking activities. It also addresses fundamental elements of pronunciation and effective instructional techniques. Participants will engage in microteaching sessions across various proficiency levels and first language backgrounds to apply their knowledge. The course aims to equip participants with the tools and strategies needed to develop learners' oral communication skills in diverse classroom settings.

Prerequisite(s): EDUC 501, 502.

EDUC 508 Methodologies in TESOL (2 sem. hrs.)

This course provides an overview of foundational and contemporary language teaching methodologies. Along with early methods, it explores frameworks such as communicative language teaching (CLT), content-based instruction (CBI), the Sheltered Instruction Observation Protocol (SIOP), and task-based language instruction, comparing them across a set of guiding questions and principles. The course equips participants with awareness and understanding of choices available to support language learning in different ways for different purposes while also inviting participants to consider (mis)alignments with their thinking to facilitate awareness of their own beliefs about teaching and learning.

Prerequisite(s): EDUC 501, 502.

EDUC 509 Digital Literacy & Technology in TESOL (1 sem. hr.)

This course explores the integration of digital literacies and technologies in language learning settings. It covers the use of digital tools in the classroom, focusing on teaching various aspects of language through technology. It also addresses the unique challenges of online teaching and learning along with strategies for effectiveness. The course aims to equip participants with the skills and knowledge necessary to leverage digital technologies for enhanced teaching and learning experiences in both physical and virtual classrooms.

Prerequisite(s): EDUC 501, 502.

EDUC 510 Practicum in TESOL I: K-12 (2 sem. hrs.)

This practicum option provides an immersive experience teaching English in an international K-12 setting. The course begins with an introduction to the culture of the host country and an overview of the practicum structure which includes 10 hours of classroom observation, 4 hours of teaching assistance, and 20 hours of direct teaching. Before departure, participants attend a preparation session focused on understanding and navigating the transition to their new teaching environment. Throughout the practicum, they participate in monthly online professional development seminars and coaching sessions designed to provide ongoing support and facilitate success in their practicum setting.

Prerequisites: EDUC 502, 503, 505, 506, 507, 508, 509.

EDUC 511 Practicum in TESOL I: Adults (2 sem. hrs.)

This practicum option provides an opportunity to teach adult language learners in Canada, with placements typically occurring in community-based LINC classrooms. The course begins with a 10-hour Canadian Language Benchmarks (CLB) Bootcamp and

introduction to Portfolio-based Language Assessment (PBLA), laying the foundation for specialization in these key areas of LINC programs. The practicum consists of 15 hours of observations, 2 hours of teaching assistance, and 10 hours of teaching. Students will also participate in 3 hours of online professional development seminars to support their work with adult learners in TESOL settings in Canada.

Prerequisites: EDUC 502, 503, 505, 506, 507, 508, 509.

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 inclusive 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 inclusive 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 520 K-12 English Language Teaching Methods

This is a graduate TESL course designed specifically for students wishing to work with K-12 English Language Learners. Based in a Christian worldview perspective, the focus is on historical and contemporary understandings of language, principles, techniques, and methods for diverse K-12 populations, with particular attention to understanding and facilitating learners' capacity to effectively appropriate the language of schooling. Specific attention is given to the intersectional and interdisciplinary nature of teaching English Language learners with concepts and frameworks from associated disciplines, such as sociology, anthropology, indigenous studies, psychology, and performance disciplines, including art, music, and human kinetics.

EDUC 524 Evaluating Educational Research (6 sem. hrs.)

This course prepares students to evaluate and critique statistics and research methods in Education, 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 527 Educating Students with Diverse Needs (6 sem. hrs.)

The traditional categories of Emotional Disorders and Behaviour Disorders (ED/BD) are examined. Included are the ED/BD concerns of students with DSM 5 diagnoses such as AD/HD, anxiety, and depression, as well as the ED/BD concerns of students with autism, intellectual disabilities and those identified with behavioural concerns. 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 critically evaluated.

EDUC 529 Indigeneity & the Diverse Classroom (6 sem. hrs.)

An examination of indigenous culture, worldview, and issues of diversity in education. The course includes a critical review of current social, economic, political, and ethical issues affecting indigenous and diverse classrooms. Understanding and integrating Indigenous epistemologies, pedagogical approaches, and learning resources, are necessary for diverse classrooms.

EDUC 530 Language Learning in the Classroom (6 sem. hrs.)

An examination of K-12 English Language Learners within the diverse classroom. The course focuses on understandings of language, principles, techniques, and methods for diverse K-12 populations, with particular attention to understanding and facilitating learners' capacity to effectively appropriate the language of schooling.

EDUC 534 Assessment of Diverse Students (6 sem. hrs.)

This course covers the practical understanding and use of assessment devices and techniques for a diverse classroom. Students discuss issues about assessment and learn to read and understand assessment reports for diverse learners.

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 – Inclusive 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 (Inclusive 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 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 WRTG 101 unless exempt from WRTG at point of admission to the University. (3-0)

ENGL 102 Introduction to World Literature (3 sem. hrs.)

An introductory study of world literature in English, composed in a variety of cultures, to cultivate skills in literary interpretation, scholarly research, textual analysis, and academic writing and documentation. Students will focus on the conventions of poetry and prose in order to interpret these works critically while interacting thoughtfully with themes presented therein. Students will continue to develop their academic prose, with attention to improving foundational grammar, diction, phrasing, organization, and argument-building in the genre of the essay.

Prerequisite(s): WRTG 100 or WRTG 101 unless exempt from WRTG at point of admission to the University. (3-0)

ENGL 103 Introduction to Fiction (3 sem. hrs.)

An introductory study of fiction with the purpose of cultivating skills in literary interpretation, scholarly research, textual analysis, and academic writing and documentation. Students will focus on the distinctive conventions of fiction in order to interpret these works critically, while interacting thoughtfully with themes presented therein. Students will continue to develop their academic prose, with attention to improving foundational grammar, diction, phrasing, organization, and argument-building in the genre of the essay.

Prerequisite(s): WRTG 100 or WRTG 101 unless exempt from WRTG at point of admission to the University. (3-0)

ENGL 104 Introduction to Poetry and Drama (3 sem. hrs.)

An advanced study of poetry and drama with the purpose of cultivating skills in literary interpretation, scholarly

research, textual analysis, and academic writing and documentation. Students will 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. Students will continue to develop their academic prose, with attention to advanced grammar, diction, phrasing, organization, and argument-building in the genre of the essay.

Prerequisite(s): ENGL 102 or 103. (3-0)

ENGL 130 Becoming a Writing Tutor (1 sem. hr.)

Practical study and guided research in writing tutoring and English language pedagogy. Students will investigate complex academic writing techniques and learn to apply them in professional contexts.

Prerequisite(s): 6 sem. hrs. from ENGL 102, 103, or 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): 6 sem. hrs. from ENGL 102, 103, or 104. (3-0)

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): 6 sem. hrs. from ENGL 102, 103, or 104. (3-0)

ENGL 210 Introduction to Literary Studies (3 sem. hrs.)

An introduction to the field of literary studies in English. Students will build foundational knowledge of the history of literary studies in English; continue to implement specific skills of writing, research, and citation that are essential to literary study; and evaluate and apply a variety of critical and theoretical approaches to literary texts.

NB: This course is required for all English Honours, majors, concentrations, and minors.
Prerequisite(s): 6 sem. hrs. from ENGL 102, 103, or 104.

ENGL 213 Introduction to English Literature I (3 sem. hrs.)

An introductory survey of English literature from the medieval period to the early eighteenth century.

NB: Strongly recommended for students intending to major in English.
Prerequisite(s): 6 sem. hrs. from ENGL 102, 103, or 104. (3-0)

ENGL 214 Introduction to English Literature II (3 sem. hrs.)

An introductory survey of English literature from the nineteenth century to the present.

NB: Strongly recommended for students intending to major in English.
Prerequisite(s): 6 sem. hrs. from ENGL 102, 103, or 104. (3-0)

ENGL 217 Introduction to Canadian Literature (3 sem. hrs.)

An introductory survey of Canadian literature from its origins to the present.

Prerequisite(s): 6 sem. hrs. from ENGL 102, 103, or 104. (3-0)

ENGL 223 Introduction to American Literature (3 sem. hrs.)

An introductory survey of American literature from its origins to the present.

Prerequisite(s): 6 sem. hrs. from ENGL 102, 103, or 104. (3-0)

ENGL 231 Classical Backgrounds of 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, including the literary construction of gender. 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.
Cross-listed: GNDR 231.
Prerequisite(s): 6 sem. hrs. from ENGL 102, 103, or 104. (3-0)

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): 6 sem. hrs. from ENGL 102, 103, or 104. (3-0)

ENGL 290 Special Topics and Themes in English Literature (3 sem. hrs.)

An intensive study of literature focusing on one particular topic or theme, allowing students to explore literary works across time periods and in different genres that address areas of interest in their liberal arts studies.

Prerequisite(s): 6 sem. hrs. from ENGL 102, 103, or 104. (3-0)

ENGL 304 Literature in Performance (3 sem. hrs.)

An interdisciplinary synthesis of studies in literature and the performing arts, with emphasis on literary texts set to music. Within the discipline of literary studies, students will employ a range of theoretical perspectives and methods to analyze texts from variety of genres and contexts based on close reading, critical writing, and discussion, in conjunction with analyzing the practical and aesthetic elements of music. Students will compare literary and musical disciplinary approaches to literary/aesthetic concepts and devices as part of evaluating the aesthetics of performing literary texts.

Prerequisite(s): 9 sem. hrs. of English or third-year standing.

ENGL 306 Writing Fiction for Children (3 sem. hrs.)

An advanced study and application of the tradition and craft of writing children's stories and fairy tales.

Prerequisite(s): ENGL 207 or 208.
Recommended: ENGL 391. (3-0)

ENGL 307 Writing a Literary Novel (3 sem. hrs.)

An advanced study and application of the strategies and techniques involved in writing a literary novel.

Prerequisite(s): ENGL 207 or 208.
Recommended: An English course focusing on the novel (ENGL 371, 384, 412, 482). (3-0)

ENGL 308 Writing Poetry (3 sem. hrs.)

An advanced study and application of poetic form and content, focusing on evaluating and producing literary poetry.

Prerequisite(s): ENGL 207 or 208.

Recommended: An English course focusing on poetry (ENGL 316, 372, 471). (3-0)

ENGL 310 Writing Creative Nonfiction (3 sem. hrs.)

An advanced study in the reading and writing of literary nonfiction, known as the "fourth genre": topics may include biography, memoir, spiritual autobiography, and/or other personal nonfiction genres.

Prerequisite(s): ENGL 207 or 208. (3-0)

ENGL 316 Poetry in the Twentieth Century (3 sem. hrs.)

A study of poetry, its forms, conventions, and innovations in its development during the twentieth century, with particular representation from the American tradition.

Prerequisite(s): 9 sem. hrs. of English or third-year standing. (3-0)

ENGL 318 Modern Canadian Literature (3 sem. hrs.)

A study of representative works of modern Canadian poetry, fiction, and drama.

Prerequisite(s): 9 sem. hrs. of English or third-year standing. (3-0)

ENGL 334 European Literature in Translation (3 sem. hrs.)

A survey of European literary classics in translation, examining these works in their historical and cultural contexts.

Prerequisite(s): 9 sem. hrs. of English or third-year standing. (3-0)

ENGL 340 Indigenous Literatures (3 sem. hrs.)

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): 6 sem. hrs. of English and third-year standing. (3-0)

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 or third-year standing. (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*.

Cross-listed: THTR 341.
Prerequisite(s): 9 sem. hrs. of English or third-year standing. (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.*

Cross-listed: THTR 342.
Prerequisite(s): 9 sem. hrs. of English or third-year standing. (3-0)

ENGL 371 The Nineteenth-Century Novel (3 sem. hrs.)

A study of representative novels from nineteenth-century Britain.

Prerequisite(s): 9 sem. hrs. of English or third-year standing. (3-0)

ENGL 372 Romantic Poetry and Poetics (3 sem. hrs.)

A study of the poetry created by the authors grouped under the term "Romantic." Students will consider both the poetry and critical theories of these influential authors.

Prerequisite(s): 9 sem. hrs. of English or third-year standing. (3-0)

ENGL 382 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.

Prerequisite(s): 9 sem. hrs. of English or third-year standing. (3-0)

ENGL 384 Contemporary Canadian Fiction (3 sem. hrs.)

A study of representative works of contemporary Canadian fiction and the development of the postmodern, post-colonial, and post-national novel.

Prerequisite(s): 9 sem. hrs. of English or third-year standing. (3-0)

ENGL 390 Individual Authors and Literary Themes (3 sem. hrs.)

Designed to give students the opportunity to study the works of significant writers while also providing opportunities for engagement with thematic concerns and special topics in literary studies.

NB: Students may take more than one version of this course.
Prerequisite(s): 9 sem. hrs. of English or third-year standing. (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.

Prerequisite(s): 9 sem. hrs. of English or third-year standing. (3-0)

ENGL 392 Fantasy Literature (3 sem. hrs.)

A study of the genre of fantasy literature, including some 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 or third-year standing. (3-0)

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.
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)

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. (3-0)

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)

ENGL 400 Special Topics in English (3 sem. hrs.)

Independent but guided research in a specialized area of interest to the student.

NB: Directed studies are not offered concurrently for courses available in the regular academic year.
Prerequisite(s): 9 sem. hrs. of English or third-year standing. (3-0)

ENGL 412 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.

Prerequisite(s): 9 sem. hrs. of English or third-year standing. (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): 9 sem. hrs. of English or third-year standing. (3-0)

ENGL 415 Literature and the Environment (3 sem. hrs.)

A survey of English literary texts reflecting changing conceptions of and attitudes toward nature across time and place. Students will apply ecocritical analytical approaches to literature that explore the relationships among human and non-human beings and the environment.

Prerequisite(s): 9 sem. hrs. of English or third-year standing.

ENGL 416 Literature and Gender (3 sem. hrs.)

Examines the ways in which gender is represented in all forms of literature, from poetry and fiction to drama and creative nonfiction. Students will evaluate how literary representations of gender are informed by other social variables, such as race, ethnicity, socioeconomic status, religious belief, political affiliation, and cultural background. They will appraise how time and place influence depictions of gender in literature and apply a broad array of contemporary literary theories to their analysis of diverse works of literature.

Pre-requisite(s): 9 sem. hrs. of English, or third-year standing

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 in their historical and cultural contexts. The student will also develop a good reading knowledge of Chaucerian Middle English.

Prerequisite(s): 9 sem. hrs. of English or third-year standing. (3-0)

ENGL 430 Medieval Mystical Literature (3 sem. hrs.)

A study of the literary writings of several medieval writers in the Christian mystical tradition, situated in their cultural and religious contexts.

Prerequisite(s): 9 sem. hrs. of English or third-year standing. (3-0)

ENGL 450 Honours Essay (3 sem. hrs.)

All honours students will write a research paper of 20 to 25 pages, supervised by a member of the Department of English and Creative Writing, to be completed in the fourth year of study.

Prerequisite(s): Admission to the Honours program. See department chair. (3-0)

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 or third-year standing. (3-0)

ENGL 453 Milton (3 sem. hrs.)

An 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 or third-year standing. (3-0)

ENGL 454 Renaissance Poetry and Prose (3 sem. hrs.)

A 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 or third-year standing. (3-0)

ENGL 456 Seventeenth-Century Women Writers (3 sem. hrs.)

A study of selected works written by women in seventeenth-century Britain and America, situated in their cultural contexts.

Cross-listed: GNDR 456.
Prerequisite(s): 9 sem. hrs. of English or third-year standing. (3-0)

ENGL 465 Eighteenth-Century Literature (3 sem. hrs.)

A study of the literary works of the major writers of the eighteenth century.

Prerequisite(s): 9 sem. hrs. of English or third-year standing. (3-0)

ENGL 471 Victorian Poetry and Prose (3 sem. hrs.)

A study of the poetry and nonfiction prose of British writers during the Victorian era, situating these works in their historical and social contexts.

Prerequisite(s): 9 sem. hrs. of English or third-year standing. (3-0)

ENGL 482 World Literature in English (3 sem. hrs.)

A study of works written in English by writers from postcolonial nations, focusing on issues related to postcolonialism and literature.

Prerequisite(s): 9 sem. hrs. of English or third-year standing. (3-0)

ENGL 492 The Inklings and Friends (3 sem. hrs.)

A study of the famous group of seven Christian authors from the nineteenth and twentieth centuries--George MacDonald, G. K. Chesterton, C. S. Lewis, J. R. R. Tolkien, Charles Williams, Owen Barfield, and Dorothy L. Sayers. Students will explore the legacy of these authors' diverse literary art, inspired by the Christian faith.

Prerequisite(s): 9 sem. hrs. of English or third-year standing. (3-0)

ENGL 495 Critical Approaches to Literature (3 sem. hrs.)

A survey of the major interpretive approaches to literature in contemporary theory and practice, considering the social and intellectual context out of which each approach arises.

NB: This course is required of all English Honours students and major students.

Prerequisite(s): 9 sem. hrs. of English or third-year standing. (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 515 Literature and the Environment (3 sem. hrs.)

A survey of English literary texts reflecting changing conceptions of and attitudes toward nature across time and place. Using an ecocritical framework, students will integrate and apply a variety of literary theories to diverse texts that explore relationships among human and non-human beings and the environment, with attention given to issues of creation theology, rural and urban landscape, conservation, sustainability, and environmental justice.

ENGL 516 Poetry in the Twentieth Century (3 sem. hrs.)

A study of poetry, its forms, conventions, and innovations in its development during the twentieth century, with particular representation from the American tradition.

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 Writers (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 595 The Inklings and Friends (3 sem. hrs.)

An intensive study of representative works by the famous Inklings-associated authors—the five twentieth-century British writers C. S. Lewis, J. R. R. Tolkien, Charles Williams, Owen Barfield, and Dorothy L. Sayers, and their two earlier mentors George MacDonald and G. K. Chesterton. Students will evaluate and articulate the legacy of their diverse literary art and its contribution to Christianity and culture.

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, 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.

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, students may begin one level below that for which they qualify if they have not taken French for several years, or if they lack confidence in the adequacy of their preparation. Placement tests may be given to determine a student's level.

FREN 101, 102 Introduction to French (3, 3 sem. hrs.)

Courses provide an introduction to the French language and culture for those with no or very little French (nothing higher than high school French 10). Through intensive work in grammar, conversation, vocabulary building, and basic reading, as well as through online work and videos that accompany the text, students develop oral and written skills and are introduced to various aspects of French culture.

Prerequisite(s): None; FREN 101 is a prerequisite for FREN 102. (3-0)

FREN 111, 112 Intermediate French (3, 3 sem. hrs.)

Courses improve the student's command of oral and written French by reviewing previous knowledge and introducing new grammar structures and readings with a cultural content. Students receive intensive practice in reading, writing, speaking and aural comprehension, and develop their knowledge of the language largely through a communicative approach.

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)

FREN 205, 206 Langue et Introduction à la Littérature Française (3, 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 305, 306 Langue Écrite et Orale (3, 3 sem. hrs.)

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 texts 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. With permission, certain upper-level courses may be taken concurrently with FREN 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)

FREN 321, 322 Littérature Française du Moyen Age au XIXe Siècle (3, 3 sem. hrs.)

A survey of French literature from the Middle Ages to the 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)

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)

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)

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 299 Special Topics in Game Development (1-3 sem. hrs.)

Topics vary from year to year.

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 381 Professional Preparation (3 sem. hrs.)

Prepare for work in the games industry by learning about job searching, portfolio preparation, networking, and other relevant topics. This course is meant to complement GAME 380 "Game Development Field Placement"; it may be taken in addition to or in place of that course.

Prerequisite(s): Minimum of third-year standing.

GAME 382 Co-op placement in Game Development (3 sem. hrs.)

A full semester in a full-time paid position in a Game Development-related role. Students will gain first-hand

professional experience, building connections between their classroom learning and real-world practice, and preparing for their own careers.

Prerequisite(s): GAME 110; acceptance into GAME Co-op 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 399 Special Topics in Game Development (1-3 sem. hrs.)

Topics vary from year to year.

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 Au 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)

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)

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)

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. (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)

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. (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: Includes field work in the Gulf Islands.
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. (3-0)

GENV 224 Natural Disasters (3 sem. hrs.)

Introduction to the geological causes and characteristics of natural hazards such as earthquakes, tsunamis, volcanoes, landslides, floods, weather-related events, and climate change. The focus will be on understanding how natural hazards affect us in everyday life and how we can predict the hazard, prevent, or moderate the hazard to avoid a natural disaster.

Cross-listed: GEOL 224.
Prerequisite(s): None.

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)

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.

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.

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 and 104; or BIOL 113 and 114; or equivalent. (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. (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. (3-0)

GENV 314 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.

Cross-listed: HIST 312.
Prerequisite(s): 6 sem. hrs. of history or instructor's consent. (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 and 104; or BIOL 113, 114. (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 and 104; or BIOL 113 and 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)

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)

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. (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)

GENV 332 Geography of Western Canada (3 sem. hrs.)

This course provides an overview of the physical and human geography that shapes and defines the Prairie provinces and British Columbia. The course focuses on selected cultural and environmental factors in understanding the spatial variation in population patterns and economic activity. Emphasis is also placed on the role of regional literature and painting in the formation of regional images.

Prerequisite(s): 6 sem. hrs. of geography and environment including one of GENV 111, 131, 212, or 230; or instructor's consent. (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)

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. Fulfils area studies requirements for International Studies major/honours.
Prerequisite(s): 6 sem. hrs. of geography and environment including one of GENV 111, 131, 212, or 230; or instructor's consent.

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. Fulfils area studies requirements for International Studies major/honours.
Prerequisite(s): Third-year standing or instructor's consent. (3-0)

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. (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): Third-year standing or instructor's consent. (3-0)

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): Third-year standing or instructor's consent. (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)

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.

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.

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 Field Placement/Practicum (3, 3 sem. hrs.)

This field placement 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.

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 Field Placement (3, 3 sem. hrs.)

This field placement 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)

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. (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. (3-2)

GENV 391, 392 Directed Studies in Geography and Environment (3, 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)

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).

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)

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.

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)

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. (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. (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. (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.

Cross-listed: HIST 409.
Prerequisite(s): 6 sem. hrs. of history, or instructor's consent. (3-0)

GENV 442 Environmental Thought (3 sem. hrs.)

A survey of the origin and development of those streams of geographic thought reflecting people's relationship to the natural environment. The course includes discussions within the context of Christian and non-Christian alternatives, of the development of a responsible Christian environmental ethic, and its application to global environmental issues.

NB: Offered every other year.
Prerequisite(s): 6 sem. hrs. of geography and environment, third- or fourth-year standing, or instructor's consent. (3-0)

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)

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.

Cross-listed: BIOL 484.
Prerequisite(s): BIOL/GENV 281. (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)

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. (3-0)

GEOL 224 Natural Disasters (3 sem. hrs.)

Introduction to the geological causes and characteristics of natural hazards such as earthquakes, tsunamis, volcanoes, landslides, floods, weather-related events, and climate change. The focus will be on understanding how the natural hazards affect us in everyday life and how we can predict the hazard, prevent, or moderate the hazard to avoid a natural disaster.

Cross-listed: GENV 224.
Prerequisite(s): None.

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)

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)

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 231 Classical Backgrounds of 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, including the literary construction of gender. This course includes the study of selected works of English literature that have been influenced by the Greek and Roman literary tradition.

Cross-listed: ENGL 231
Prerequisite(s): 6 s.h. from ENGL 102, 103, or 104.

GNDR 326 Gender and the Bible (3 sem. hrs.)

In Christianity and Judaism, gender roles have historically been informed by varied interpretations of their sacred texts. This course focuses on issues related to gender (including such topics as the roles and relationships of female and male characters) situated in the historical contexts of when these scriptural texts were written and initially received. Students will investigate and critique the transmission and interpretations of these traditions up to the present day.

Cross-listed: RELS 326.
Prerequisite(s): One of RELS 110, 111, or 112; and second-year standing.

GNDR 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: EDUC 345.
Prerequisite(s): Minimum 60 semester hours.

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.

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)

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.

Cross-listed: HIST 403.
Prerequisite(s): 6 sem. hrs. of history, or instructor's consent. For Gender Studies Minor students: GNDR 105 and 3 sem. hrs. of HIST. (3-0)

GNDR 456 Seventeenth-Century Women Writers (3 sem. hrs.)

A 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.

Global Literacy

GLTR 201 Navigating Artificial Intelligence (3 sem. hrs.)

This course introduces students to the foundation of generative artificial intelligence (AI) from various lenses including a Christian worldview. Students will focus on analyzing ethical issues, risks, and biases commonly found in AI outputs and explore methods for more effective and appropriate use as their mode of inquiry. With examining and discussing its current topics and future technological trends, students will be equipped with practical approaches to their current and future social context.

Pre-requisite(s): 30 credit hours or Second-year standing.

GLTR 401 Graduate Studies: Academic Literacy (3 sem. hrs.)

Equip students in academic reading and writing in order to fulfill scholarly expectations and develop academic literacy, critical thinking, and application skills at the graduate level. Through the process of reading and analyzing scholarly journal articles, including theories and cases in interdisciplinary fields such as leadership, students will become responsible for academic integrity and confident in engaging and communicating in graduate-level academic writing such as article reviews, case studies, and literature reviews.

NB: This course is designed for prospective graduate students who may not be familiar with the North American academic context or who come from an international background.

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)
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)

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)

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)

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)

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)

History

HIST 107 The Ancient and Medieval World (3 sem. hrs.)

Examines key themes in world history from antiquity to the seventeenth century AD. Students will analyze political and religious developments and systems of cultural and economic exchange. Students will be introduced to the historical and archival way of knowing so they can gain an effective means of understanding, appreciating, and critiquing the past to better understand the present and prepare for the future.

Prerequisite(s): None. (2-1)

HIST 108 The Modern World (3 sem. hrs.)

Examines key themes in the development of the modern world from the seventeenth to the late twentieth century. Students will analyze significant political, religious, economic, and cultural changes. Students will be introduced to the historical and archival way of knowing so they can gain an effective means of understanding, appreciating, and critiquing the past to better understand the present and prepare for the future.

Prerequisite(s): None. (2-1)

HIST 135 Making Canada's History (3 sem. hrs.)

Explores our understanding of the people, places and events that have influenced Canada's history. This course examines the narratives of progress and reimagines the nation through a history of relation as informed by Indigenous and newcomer ways of knowing. It interacts with Canada's past by immersing students in the study of Indigenous/settler encounters, economic exchange, French/English, national identity, minority rights, women's agency, global movements, and environmental issues.

Prerequisite(s): None. (2-1)

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)

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 302 Greece and Rome: Leadership in the Ancient World (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, or instructor's consent. (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, or instructor's consent. (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.

Prerequisite(s): 6 sem. hrs. of history, or instructor's consent. (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.

Cross-listed: RELS 368.
Prerequisite(s): 6 sem. hrs. of history, 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.

Prerequisite(s): 6 sem. hrs. of history, or instructor's consent. (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.

Prerequisite(s): 6 sem. hrs. of history, or instructor's consent. (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.

Cross-listed: GENV 314.
Prerequisite(s): 6 sem. hrs. of history or instructor's consent. (3-0)

HIST 315, 316 History Practicum (3, 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.

Prerequisite(s): 6 sem. hrs. of history, or instructor's consent. (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, or instructor's consent. (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.

Prerequisite(s): 6 sem. hrs. of history, or instructor's consent. (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.

Cross-listed: POLS 332.
Prerequisite(s): 6 sem. hrs. of history including HIST 135 or 136, or instructor's consent. (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. Course topics encompass the discussion of political structures including regionalism, federalism and elections; political actors including the Executive in Canada, political parties, the media, and citizen engagement; constitutional politics including Western alienation, Quebec separatism, patriation of the constitution and the Charter of Rights and Freedoms; and key elements of Canadian political culture including political ideologies, bilingualism, multiculturalism, and Indigenous reconciliation.

Cross-listed: POLS 334.
Prerequisite(s): 6 sem. hrs. of history, or instructor's consent. (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.

Cross-listed: GENV 312.
Prerequisite(s): 6 sem. hrs. of history, or instructor's consent. (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."

Cross-listed: POLS 340.
Prerequisite(s): 6 sem. hrs. of history, or instructor's consent. (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.

Cross-listed: POLS 352.
Prerequisite(s): 6 sem. hrs. of history, or instructor's consent. (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.

Cross-listed: POLS 355.
Prerequisite(s): 6 sem. hrs. of history, or instructor's consent. (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, or instructor's consent. (3-0)

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, or instructor's consent. (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.

Cross-listed: GNDR 367.
Prerequisite(s): 6 sem. hrs. of history or instructor's consent. (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.

Prerequisite(s): 6 sem. hrs. of history, or instructor's consent. (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.

Prerequisite(s): 6 sem. hrs. of history including HIST 107, 108, or 109. (3-0)

HIST 377 Contemporary China and South 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)

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.

Prerequisite(s): 6 sem. hrs. of history, or instructor's consent. (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.

Prerequisite(s): 6 sem. hrs. of history, or instructor's consent. (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.

Prerequisite(s): 6 sem. hrs. of history, or instructor's consent. (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)

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.

Prerequisite(s): 6 sem. hrs. of history, third- or fourth-year standing, or instructor's consent. (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)

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.

Cross-listed: GNDR 403.
Prerequisite(s): 6 sem. hrs. of history, or instructor's consent. (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?

Cross-listed: POLS 406.
Prerequisite(s): 6 sem. hrs. of history, or instructor's consent. (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.

Cross-listed: GENV 414.
Prerequisite(s): 6 sem. hrs. of history, or instructor's consent. (3-0)

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): 6 sem. hrs. of history, or instructor's consent. (3-0)

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 435 Canadians at Home, Work, and Play (3 sem. hrs.)

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 Canadian identity as seen through the lenses of gender, race, class, ethnicity, religion, and region. The focus is on the interaction between settlers and Indigenous peoples, migrant groups and the host society, rural and urban societies, education and social reforms, labour and capital, and changing gender roles.

Prerequisite(s): 6 sem. hrs. of history, or instructor's consent. (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.

Cross-listed: POLS 440.
Prerequisite(s): 6 sem. hrs. of history, or instructor's consent. (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.

Prerequisite(s): 6 sem. hrs. of history, or instructor's consent. (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)

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 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 Canadians at Home, Work, and Play (3 sem. hrs.)

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 Canadian identity as seen through the lenses of gender, race, class, ethnicity, religion, and region. The focus is on the interaction between settlers and Indigenous peoples, migrant groups, and the host society, rural and urban societies, education and social reforms, labour and capital, and changing gender roles.

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.

Cross-listed: RELS 561.

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.

Cross-listed: RELS 562.

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
- Indigenous Authors on Indigenous-Settler Relations in Canada
- 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

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 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 (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 Self-Directed Activity (1 sem. hr.)

Self-directed study designed to meet the criterion for a one credit HKIN activity course if required for graduation. This course is for students who have completed 100 credits and due to special circumstances are unable to take one of the activity courses offered. The self-directed physical activity program must total 24 hours of physical activity over a minimum of eight weeks and with the following three basic components: cardio-vascular activity, strength, and flexibility exercises. Ten of the hours must be overseen by a certified supervisor.

NB: Students must receive permission from the course instructor to take this self-directed study.

HKIN 102 Run for Fun (1 sem. hr.)

Experiential course provides students with a moderate training program designed for beginning runners to achieve manageable goals with minimal risk of injury culminating with a 5k fun run. This walk/run program strives to runners reach these goals while growing in an understanding of a healthy lifestyle that will support their endeavor of running. Good training shoes and basic training clothes are mandatory to participate since training will take place outside, rain or shine. A sports watch is helpful to have as well.

HKIN 103 Weight Training (1 sem. hr.)

Experiential course taught in the TWU fitness center teaches students how to train themselves. It teaches basic exercise science, training fundamentals, lifting techniques, and individualized program design. In addition to a short group teaching session, each class students will perform their own workouts while tracking their progress with training logs and evaluating their results at the end of the course.

HKIN 105 Self-Defence for Women (1 sem. hr.)

Experiential course teaches female students to become proficient in basic self-defense techniques that are easy to learn, easy to retain and easy to execute in high stress situations and to help them identify potential threats, development barrier strategies, and improve physical fitness.

NB: Women only.

HKIN 107 Advanced Weight Training (1 sem. hr.)

Experiential course taught in the TWU fitness center teaches students with prior experience how to train themselves. It investigates how advanced exercises and concepts from Powerlifting, Bodybuilding, Weightlifting and Performance Training can be applied to the student's individual training program. In addition to a short group teaching session, each class students will perform their own workouts while tracking their progress with training logs and evaluating their results at the end of the course.

HKIN 108 Martial Arts (1 sem. hr.)

Experiential course teaches male students to become proficient in basic martial arts techniques that are easy to learn, easy to retain and easy to execute in high stress situations and to help them identify potential threats, development barrier strategies, and improve physical fitness.

NB: Men only.

HKIN 109 Kettlebell Sport & Fitness (1 sem. hr.)

Experiential course teaches students to train themselves with kettlebells. Students will study and apply basic exercise science, training fundamentals, lifting techniques, and individualized program design within Kettlebell Sport and fitness. Progress on the student's program is tracked throughout the semester with training logs. Results are evaluated at the end of the semester.

HKIN 121 Hiking (1 sem. hr.)

NB: This course takes place off-campus at a variety of wilderness locations. Students are responsible for their own transportation to and from class locations.

HKIN 143 Badminton (1 sem. hr.)

Experiential course is taught in the TWU gym. Students will acquire the fundamental knowledge and skills of badminton.

HKIN 145 Golf (1 sem. hr.)

Experiential course provides students with an introduction to the game of golf, including full swing and short game instruction/practice, introduction to golf etiquette and basic rules of golf. The course takes place at a local Golf Course. Students will receive instruction from a Golf Teaching Professional and given time to put into practice what they learned from instruction.

HKIN 177 Technological Applications in Human Kinetics (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. (3-0)

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)

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 103, or 107. Students can only receive credit for one of HKIN 201 or 202.
Prerequisite(s): None. (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 103, or 107. Students can only receive credit for one of HKIN 201 or 202.
Prerequisite(s): None. (0-3)

HKIN 230 Introduction to Sport Management (3 sem. hrs.)

Introduces the theory, concepts, and practices in Sport Management. Theoretical components of the course explore multiple functional areas in Sport Management in the private and public sectors. Applied components focus on personal leadership development and managerial decision-making.

Prerequisite(s): None.

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. (0-3)

HKIN 251 Strength Coach Field Placement I (1 sem. hr.)

Field placement that shadows a certified strength and conditioning coach. Provides training examples, opportunities for professional development, and networking. Students will primarily be observing the coaching techniques used with competitive athletes in strength and conditioning.

Prerequisite(s): HKIN 280.

HKIN 252 Athletic Therapy Field Placement (1 sem. hr.)

30-hour field experience in an athletic therapy environment with a certified supervisor who provides on-the-job training and professional development. Students will learn to practice athletic therapy in a real-world context and develop a professional portfolio of specific skills and accomplishments related to their future career.

HKIN 257 Coaching Field Placement I (1 sem. hr.)

Field experience shadowing or observing a sport coaching role, guided by a certified head coach. This may take place in community recreation settings or school sports teams. Students will gain real-world experience of coaching and leadership inside the competitive sport environment. They will also gain professional networking opportunities and explore career possibilities

Prerequisite(s): HKIN 280.

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.

Prerequisite(s): HKIN 191. (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.

Prerequisite(s): None. (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. (3-0)

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. (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)

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; BIOL 241; third-year standing. (3-1)

HKIN 316 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 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. (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)

HKIN 336 Outdoor Pursuits (3 sem. hrs.)

Introduces students to a variety of local and wilderness-based activities and skills. Students will develop both technical and interpersonal skills while participating in activities such canoeing, kayaking, hiking, skiing, and navigation/orienteering.

NB: This course takes place off-campus at a variety of wilderness locations. Students are responsible for their own transportation to and from class locations.
Prerequisite(s): None.

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)

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. (0-3)

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): HKIN 191 or EDUC 211, and third-year standing. (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. (3-0)

HKIN 352 Strength Coach Field Placement II (2 sem. hrs.)

Field placement that assists a certified strength and conditioning coach. Provides practical training, professional growth opportunities, and networking. Students will acquire skills in assisting a strength coach in training athletes.

Prerequisite(s): HKIN 201, 280; third-year standing.

HKIN 355A Teaching Field Placement (1 sem. hr.)

30-hour field placement as a teaching assistant with an HKIN professor who will provide on-the-job training, and professional development. Students will gain real-world experience of leadership inside the classroom environment. They will also gain professional networking opportunities and explore career possibilities.

Prerequisite(s): 3rd year standing or 12 Human kinetics theory courses.

HKIN 355B Teaching Field Placement (2 sem. hrs.)

60-hour field placement as a teaching assistant with an HKIN professor who will provide on-the-job training, and professional development. Students will gain real-world experience of leadership inside the classroom environment. They will also gain professional networking opportunities and explore career possibilities.

Prerequisite(s): 3rd year standing or 12 Human kinetics theory courses.

HKIN 357 Coaching Field Placement II (2 sem. hrs.)

Field experience as an assistant coach under the supervision of another certified head coach or athletic director. This may include community recreation environments or school related sport teams. Students will gain real-world experience of coaching and leadership inside the competitive sport environment. They will also gain professional networking opportunities and explore career possibilities.

Prerequisite(s): HKIN 377; Third-year standing.

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. (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/STAT 102, MATH/STAT 108 or PSYC 207. (3-0)

HKIN 377 Performance Analysis (3 sem. hrs.)

Provides an understanding and appreciation of performance analysis in sport. Develops practical skills using modern performance analysis techniques. Students are required to track and analyze the performance of an athlete within a team sport, individual sport, or strength and conditioning environment through the duration of the course.

Prerequisite(s): HKIN 177, 280; third-year standing.

HKIN 384 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.
Cross-listed: MCOM 354
Prerequisite(s): Third-year standing and instructor approval.

HKIN 391 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.

Prerequisite(s): HKIN 191; BIOL 241 or instructor's consent; third-year standing. (3-1)

HKIN 396 The Olympic Games Movement (3 sem. hrs.)

NB: 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)

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 and instructor's permission. (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)

HKIN 428 Exercise Testing and Prescription (3 sem. hrs.)

Provides theoretical knowledge and practical experience on assessment protocols to support exercise prescription.

Prerequisite(s): HKIN 191, 470; BIOL 241; fourth-year standing.

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. (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 450 Physical Therapy Field Placement (3 sem. hrs.)

100-hour field experience which involves participation in a physical rehabilitative environment with a certified supervisor providing on-the-job training and professional development. Students will learn to practice physical therapy in a real-world context, learn about professional networking opportunities, and explore career possibilities.

Prerequisite(s): HKIN 372.

HKIN 452 Strength Coach Field Placement III (3 sem. hrs.)

Field placement in strength and conditioning within a sports setting, guided by a certified supervisor who will provide practical training, professional growth opportunities, and networking. Students will acquire skills in program planning and will be equipped to lead strength and conditioning sessions for athletes.

Prerequisite(s): HKIN 303, 480.

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.

NB: HKIN 191 and/or BIOL 241 are recommended prior to taking this course.
Prerequisite(s): Third-year standing or instructor's consent. (3-0)

HKIN 454 Personal Training Field Placement (3 sem. hrs.)

100-hour field experience in a personal training environment with a certified supervisor providing on-the-job training, professional development, and networking. Students will learn how to be personal trainers in a real-world context.

Prerequisite(s): HKIN 303.

HKIN 455A Teaching Field Placement (1 sem. hr.)

30-hour field placement as a teaching assistant with an HKIN professor who will provide on-the-job training, and professional development. Students will gain real-world experience of leadership inside the classroom environment. They will also gain professional networking opportunities and explore career possibilities.

Prerequisite(s): Third-year standing or 12 Human kinetics theory courses.

HKIN 455B Teaching Field Placement (2 sem. hrs.)

60-hour field placement as a teaching assistant with an HKIN professor who will provide on-the-job training, and professional development. Students will gain real-world experience of leadership inside the classroom environment. They will also gain professional networking opportunities and explore career possibilities.

Prerequisite(s): Third-year standing or 12 Human kinetics theory courses.

HKIN 456A Research Assistant Field Placement (1 sem. hr.)

30-hour field placement in a research project supervised by a university HKIN professor. This may include research projects inside the HKIN department or multi-disciplinary projects and also can include research projects at other universities. However, they must be in the field of Human Kinetics and supervised by a HKIN professor. Students will gain real-world experience of research within a scientific investigation. They will also gain professional networking opportunities and explore career possibilities.

Prerequisite(s): Third-year standing or 12 Human kinetics theory courses.

HKIN 456B Research Assistant Field Placement (2 sem. hrs.)

60-hour field placement in a research project supervised by a university HKIN professor. This may include research projects inside the HKIN department or multi-disciplinary projects and also can include research projects at other universities. However, they must be in the field of Human Kinetics and supervised by a HKIN professor. Students will gain real-world experience of research within a scientific investigation. They will also gain professional networking opportunities and explore career possibilities.

Prerequisite(s): Third-year standing or 12 Human kinetics theory courses.

HKIN 457 Coaching Field Placement III (3 sem. hrs.)

Field experience as a head coach or an assistant of an elite level competitive team (e.g., high school senior, top club, university). The experience will provide students with on-the-job training and professional development in a real-world context, make professional networking opportunities, and explore career possibilities.

Prerequisite(s): HKIN 480.

HKIN 458A Approved Field Placement (1 sem. hr.)

30-hour field experience which involves participation in a HKIN-related job. This placement must be approved by the Field Placement Instructor. Students will gain real-world experience. They will also gain professional networking opportunities and explore career possibilities.

Prerequisite(s): Third-year standing or 12 Human kinetics theory courses.

HKIN 458B Approved Field Placement (2 sem. hr.)

60-hour field experience which involves participation in a HKIN-related job. This placement must be approved by the Field Placement Instructor. Students will gain real-world experience. They will also gain professional networking opportunities and explore career possibilities.

Prerequisite(s): Third-year standing or 12 Human kinetics theory courses.

HKIN 459 Sport Management Field Placement I (3 sem. hr.)

100-hour field experience which involves participation in a sport management-related role. This may include on campus opportunities or sport management roles in the community. HKIN students must be registered in the sport management stream to be eligible to enroll in this course. Students will gain real-world experience in the field of sport management. They will also gain professional networking opportunities and get to explore career possibilities.

Prerequisite(s): HKIN 351.

HKIN 460 Sport Management Field Placement II (3 sem. hrs.)

100-hour field experience which involves participation in a sport management-related role. This may include on campus opportunities or sport management roles in the community. HKIN students must be registered in the sport management stream to be eligible to enroll in this course. Students will gain real-world experience in the field of sport management. They will also gain professional networking opportunities and get to explore career possibilities.

Prerequisite(s): HKIN 351.

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)

HKIN 472 Athletic Therapy Field Placement (3 sem. hrs.)

The course is an internship which involves participation in an athletic therapy environment with a certified supervisor who provides on-the-job training, and professional development. This may include athletic therapy in TWU's athletic department or another athletic team environment that is overseen by a certified athletic therapist. Students will gain real-world experience in the field of athletic therapy. They will also gain professional networking opportunities and get to explore career possibilities. They can start building a professional portfolio of specific skills and accomplishments related to their future career. These internships allow students to grow both professionally and personally with the potential of being the first step in a transition from the academic world into full time employment.

Prerequisite(s): HKIN 372.

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. (3-0)

Prerequisite(s): HKIN 191, BIOL 241, and third-year standing (or instructor's consent).

HKIN 480 Principles of Advanced Coaching (3 sem. hrs.)

This course provides advanced study and application of the factors influencing successful coaching and athletic performance in both individual and team sports. Topics of study include mental preparation, sport physiology, regeneration, skill development, analysis of skills in addition to yearly planning and player selection.

NB: Not offered every year.
Prerequisite(s): HKIN 280, fourth-year standing. (3-0)

HKIN 482 Professionalism and Jurisprudence (3 sem. hrs.)

Provides an overview of various aspects of professional practice as a kinesiologist. Investigates legal issues relating to sport, physical activity, and the health care industry.

Prerequisite(s): HKIN 195; third-year standing.

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. (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. (3-0)

HKIN 497 Senior Thesis I (3 sem. hrs.)

Provides a comprehensive research experience to senior undergraduate students interested in conducting independent research within the field of kinesiology under the guidance of an HKIN faculty member. Students will choose a thesis topic, select readings, perform a literature review and write a detailed thesis proposal.

Prerequisite(s): Instructor's Consent.

HKIN 498 Senior Thesis II (3 sem. hrs.)

Provides a comprehensive research experience to senior undergraduate students interested in conducting independent research within the field of kinesiology under the guidance of a dedicated HKIN faculty member. Students will collect, analyze, interpret, and synthesize data stemming from their HKIN 497 proposal for their senior thesis. A final written report will be presented consisting of a review of the literature, proposal (from HKIN 497), data tables and discussion.

Prerequisite(s): HKIN 497; Instructor's Consent.

Humanities

HUMA 115 Great Texts in Western Culture (3 sem. hrs.)

An introduction to the humanities by means of significant texts and stories that have shaped Western thought. Students will read, question, analyze, and evaluate these works, laying a strong foundation for future studies in the humanities with a particular emphasis on philosophy, literature, history, society, and faith.

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)

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 Master of Arts 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)

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)

IDIS 420 Arts, Media and Culture London Travel Study (3 sem. hrs.)

A three-week interdisciplinary fine arts study trip to London, England, in which students critically engage culture and the fine arts. Visits to galleries, performances, and cultural sites accompany lectures and readings to encourage students to develop and deepen their biblically informed view of the role of fine arts. While most course activities take place in London proper, several day trips to surrounding locations are included.

NB: Summer travel study course. This course is 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.
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)

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)

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)

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)

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)

Leadership

LDRS 101 Learning with Technology (3 sem. hrs.)

Introduces theories and competencies related to learning and thriving in a digital world. Explores how learners are situated in 'the digital' throughout their lives and how they can use digital technologies to enhance and enrich their experience of learning, working, and playing. Learners will begin to build a curated digital footprint, initiate and develop personal and professional learning networks; develop competencies to allow them to evaluate and choose digital platforms and tools that are safe and ethical; and explore how to use digital technologies to discover, curate, connect, and share knowledge with their communities.

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)

LDRS 300 Leadership as Service (3 sem. hrs.)

Examines the pattern of leading through serving exemplified by the life of Jesus Christ; explores the character, principles, and practices of this way of leading that motivates and mobilizes others to accomplish a task or to think with creativity, vision, integrity and skill for the benefit of all concerned by investing in others' development and well-being.

Prerequisite(s): Second-year standing or above. (3-0)

LDRS 301 Lifelong Learning in Leadership (3 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 Leadership Systems (3 sem. hrs.)

Examines leadership as systems of leading and following in various contexts. Multiple levels of analysis from self to society at large are considered. Core practices, such as, appreciative inquiry, systems thinking, and design thinking are investigated.

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 Teams (3 sem. hrs.)

A practical examination of leadership in the team context and its relevance to organizational flourishing. Emphasis is given to shared leadership in facilitating collaborative work, problem-solving, learning, and sustainable performance.

Prerequisite(s): Third-year standing or permission of instructor. (3-0)

LDRS 370 Global Leadership (3 sem. hrs.)

An overview of current and evolving global leadership challenges is the focus of this course. Students will explore practical ways in which leadership in foreign countries differs from leadership in North America. Attention is given to practicing open and equal consideration of all cultural viewpoints while maintaining a transformational servant leader perspective emphasizing compassion and reconciliation.

Prerequisite(s): Third-year standing or permission of instructor.

LDRS 371 Innovation Practice, Adaptation, and Impact (3 sem. hrs.)

This course will investigate the complex world of innovation, its associated practices, and guiding mindsets.

Students will explore key concepts and issues involved in the challenge of innovation, apply best practices, and integrate ethical principles to cultivate innovative thinking and behaviour. Emphasis will be given to the adaptive processes of implementing new ideas and the impact of these inventions.

Prerequisite(s): Third-year standing or permission of instructor.

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 399 Special Topics or Issues in Leadership (1, 2, 3 sem. hrs.)

This course is an examination of special topics or issues in leadership that are not considered in depth in other leadership courses.

NB: Not offered every semester. Course may be repeated.

LDRS 400 Interpersonal Leadership: Managing Conflict (3 sem. hrs.)

A personal exploration of how leaders develop their emotional and social intelligence. Students learn to identify how their own ideas, motivations and reactions fit with those of others, how to become self-aware of their own emotions, and how to read other people's emotions. Emphasis is given to the skills of handling interpersonal conflicts.

Prerequisite(s): Third-year standing or permission of instructor.

LDRS 410 Persuasion and Positive Influence (3 sem. hrs.)

A practical study of leadership methods and mediums used to persuade and positively influence others, examines how to promote understanding through listening, build trusting relationships, and create and convey messages that direct, guide, motivate, or inspire others to action. Personal selling and negotiating skills are also explored.

Prerequisite(s): Third-year standing or permission of instructor.

LDRS 420 Leading Change (3 sem. hrs.)

Explores the leader's role in facilitating change. Emphasis is given to assessing the impact of proposed changes, managing the transitions people experience in change initiatives, and using change process models and engagement principles to gain commitment and involvement. Coaching in the midst of change is a central theme.

Prerequisite(s): Third-year standing or permission of instructor.

LDRS 427 Theory and Practice of Adult Education (3 sem. hrs.)

Learners are 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, other formal learning context or workplace, the class will explore how 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. Identify and use appropriate digital platforms and resources, such as video conferencing, Learning Management Systems, and other web- based collaborative tools.

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.)

Examines the skills positional leaders employ in managing a small to medium sized organization or organizational unit, including direction setting and resource planning, aligning and supervising people, and assessing activities to improve results. Emphasis is placed on applying leadership insights and principles within a management context.

Prerequisite(s): None.

LDRS 462 Culturally Responsive Communication and Facilitation (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 427.

LDRS 463 Coaching for Transformational Online and 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 427.

LDRS 464 Leading Authentic Online 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 427.

LDRS 467 Practicum (Personal and Professional Practice and Reflection) (3 sem. hrs.)

This course provides students with a practical setting in which to apply what they have learned in the Certificate in Coaching and Facilitation for Online and Blended Learning. 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 427.

LDRS 471 Global Analysis and Political Leadership (3 sem. hrs.)

With an emphasis on ethical leadership principles and sustainable organization development, this course will investigate the complexity of interconnected global systems, including economic, political, and social systems. Through analyse of historic and emerging patterns of global order and the interactions that occur between global systems, students will examine the role leadership and innovation plays in both sustaining and threatening the global balance of power and its impact on human flourishing.

Prerequisite(s): Third-year standing or permission of instructor.

LDRS 472 Innovation and Customer Choice in the Digital Age (3 sem. hrs.)

With an emphasis on contexts characterized by digital technologies making people's work and life more immediate, connected, convenient, and relevant to their needs, this course investigates the complex world of innovative thinking, customer choice, and shaping potential customers. Students will explore concepts relating to the role of innovation in helping consumers to solve problems, the dynamics generating future jobs, and metrics for understanding innovation and consumer behaviour. Attention will be given to how innovative leaders can act ethically and effectively to help people and organizations identify, analyze, and ultimately solve the world's deepest problems in inventive and positive ways.

Prerequisite(s): Third-year standing or permission of instructor.

LDRS 473 Innovative Leadership Practice in Context (3 sem. hrs.)

Students will be immersed in the world of innovation, leadership, and global change through personal engagement with leading organizations and leaders in the context of one or more global cities. Led by a faculty mentor, students will visit leading global organizations. Each organization visit will involve a pre-visit study on the organization as well as post-visit debriefing and analysis with the faculty mentor. Emphasis will be given to the analysis of innovative leadership practice at the individual and team levels.

Prerequisite(s): Third-year standing or permission of instructor.

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.

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 670 Advanced Global Leadership (3 sem. hrs.)

An examination of global leadership challenges and the dynamics of innovative leadership. Emerging leaders will analyse and compare leadership models and styles in foreign countries versus leadership in North America. Attention is given to practicing open and equal consideration of all cultural viewpoints while maintaining a transformational servant leader perspective emphasizing compassion and reconciliation.

LDRS 671 Advanced Innovation Leadership and Impact (3 sem. hrs.)

With an emphasis on ethical decision-making within a global context, students will investigate the concepts and issues involved in their self-analysis as innovators and the metrics of understanding innovation. The emphasis will

be placed on how general innovation can be developed to help people and organizations think about, analyze and ultimately solve the world's deepest problems in creative, sustainable, and innovative ways.

LDRS 672 Global Relationship Development, Negotiation and Diplomacy (3 sem. hrs.)

An examination of negotiation and international diplomacy and the impact of each on global relationships. Inquiry will focus on differences between North America, Europe, South Asia and the Middle East. Theories and practices will be considered from the perspective of a human rights ethic.

LDRS 673 Innovation Leadership: Developing Innovation Systems (3 sem. hrs.)

An examination of negotiation and international diplomacy and the impact of each on global relationships. Inquiry will focus on differences between North America, Europe, South Asia, and the Middle East. Theories and practices will be considered from the perspective of a human rights ethic.

LDRS 674 Advanced Innovative Leadership Practice in Context (3 sem. hrs.)

Students will be immersed in the world of innovation, leadership, and global change through personal engagement with leading organizations and leaders in the context of one or more global cities. Led by a faculty mentor, students will visit leading global organizations. Each organization visit will involve a pre-visit study on the organization as well as post-visit debriefing and analysis with the faculty mentor. Emphasis will be given to the analysis of innovative leadership practice at the divisional and executive levels.

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.

Applied Linguistics

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 applied linguistics, or a major in language and linguistics.

LING 101 Introduction to Linguistics (3 sem. hrs.)

An introduction to the primary elements of linguistics, including an introduction to phonetics (the sounds of language), phonology (the sound systems of language), morphology and syntax (grammatical systems), sociolinguistics, and current issues in linguistics. No previous knowledge of linguistics is required.

Prerequisite(s): None. (3-0)

LING 102 Applying Linguistics in the World (3 sem. hrs.)

Explores a variety of linguistic fields and their applications. Students will investigate topics such as language diversity and endangerment, language and technology, Canadian indigenous languages, psychology of language, speech disorders, language acquisition and teaching, and forensic linguistics. Students will discuss theoretical foundations, learn about a variety of linguistic-related careers, and apply their knowledge practically in a chosen field.

Prerequisite(s): None. (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. (3-0)

LING 230 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.

Prerequisite(s): None. (3-1)

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 230/310. (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 230/310. (3-1)

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): LING 210, 230/310, 330, 360. (3-0)

LING 381 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. (3-0)

LING 398 Linguistics Practicum (3 sem. hrs.)

Designed to give students practical experience in a linguistics-related field. Students will plan and pursue independent learning through contexts such as a research project, job shadowing, or community experience. Students will present their experiences and dialogue about big-picture ideas such as the equality of all languages, promoting linguistic diversity, and a Christian perspective on language and culture. Students will have an opportunity to reflect on their own growth and their development of perspectives related to linguistics and its influence on their life and work.

Prerequisite(s): LING 210, 230/310, 330, 360.

LING 399 Linguistics Field Placement (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): LING 210, 230/310, 330, 360, and permission from Program Chair.
Recommended: LING 470 and 480.

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 230/310, 330, 360. (3-0)

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.

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.

Prerequisite(s): LING 230/310. (3-2)
Recommended: LING 360.

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 230/310, 330 and 360. (3-0)

LING 472 Orthography Development (3 sem. hrs.)

Prepares linguists and literacy workers to guide speakers of an unwritten language to develop an orthography that will accurately represent the sound system of the language, be acceptable to the speakers of the language, and be easily learned for reading and writing the language. This includes consideration of both linguistic and sociolinguistic factors, and representation of non-segmental features such as tone. Although the focus is on alphabetic scripts, non-Roman scripts, including syllabic and logographic, are also considered.

Prerequisite(s): LING 230/310, 330. (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. (3-0)

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 230/310. (3-0)

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.

Prerequisite(s): LING 230/310, 330, 360. (3-3)

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 210. (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. (3-0)

LING 484 Principles of Literacy (3 sem. hrs.)

An introduction to literacy work in ethnolinguistic minority groups. This course includes an overview of the elements of a literacy program, including literacy materials development, pre- and post- literacy considerations, learning and reading theory, and instructional methodologies.

Prerequisite(s): LING 210, 230/310, and 330. (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 230/310, 330; minimum grade of B-. (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. (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 230/310, 330, 360, or equivalent courses, third-year standing, and instructor's consent. (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 360 and third-year standing. (3-0)

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)

LING 494 Communication & Translation (3 sem. hrs.)

Discusses foundational principles of translation as cross-linguistic communication, with a focus on minority and minoritized language environments. Students will study the principles involved in understanding a message as originally communicated in one language and cultural setting, and in communicating that message in a very different language and culture. Students will apply

theories from different schools of thought regarding communication and the idea of quality in translation.

Prerequisite(s): LING 493. (3-0)

LING 497 Bible Translation (3 sem. hrs.)

Provides an overview of the process of Bible translation, paying particular attention to problems related to the translation of sacred texts. Students will apply existing skills in biblical exegesis and linguistic analysis to cross-linguistic communication, with particular consideration given to key biblical concepts and themes, figurative language, identification of genre, and concerns about authenticity among receptor language communities. Special emphasis will also be placed on Bible translation best practices, inclusion of key stakeholders in the translation project context, quality assurance mechanisms, and utilization of tools specific to Bible translation.

Prerequisite(s): LING 493, 494. (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 230/310, 330, and 360. (3-0)

Linguistics, Graduate Courses

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 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)

LING 560 Morphosyntax II (3 sem. hrs.)

This course explores the rich variety of morphological and syntactic constructions and processes found in human language, deepening the students' understanding of morphosyntactic phenomena from a typological perspective. The topics are examined within the framework of a current theory of syntax. (3-0)

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.

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)

LING 572 Orthography (3 sem. hrs.)

Prepares linguists and literacy workers to guide speakers of an unwritten language to develop an orthography that will accurately represent the sound system of the language, be acceptable to the speakers of the language, and be easily learned for reading and writing the language. This includes consideration of both linguistic and sociolinguistic factors, and representation of non-segmental features such as tone. Although the focus is on alphabetic scripts, non-Roman scripts, including syllabic and logographic, are also considered.

Prerequisite(s): LING 230/310, 330. (3-0)

LING 576 Acoustic Phonetics (3 sem. hrs.)

This course introduces students to fundamental principles of acoustics that are relevant to the study of human speech sounds. Students gain a basic understanding of properties of speech sound waves and learn to investigate these properties instrumentally using acoustic analysis software. Students gain extensive practice interpreting acoustic displays such as waveform graphs, fundamental frequency graphs, and spectrograms. A major focus of the course is the effective use of these displays as an aid to correctly transcribing speech sounds and understanding their phonetic properties in the context of descriptive phonetic and/or phonological fieldwork. Significant attention is also given to the complex interrelationships among acoustic, articulatory, and perceptual correlates of speech sounds. (3-0)

LING 577 Language Ecology: Sociolinguistics (3 sem. hrs.)

An exploration of the language ecology of speech communities around the world. Students engage with both theory and practice related to topics such as multilingualism, language shift, language reclamation, language advocacy, and language policy. Students will conduct sociolinguistic research, communicate research findings, and make practical applications to the language-use goals of speech communities. (3-0)

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. (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): None.

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. (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. (3-0)

LING 584 Principles of Literacy (3 sem. hrs.)

An introduction to literacy work in ethnolinguistic minority groups. This course includes an overview of the elements of a literacy program, including literacy materials development, pre- and post- literacy considerations, learning and reading theory, and instructional methodologies.

Prerequisite(s): LING 210, 230/310, 330.

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. (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. (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)

LING 594 Communication and Translation (3 sem. hrs.)

Discusses foundational principles of translation as cross-linguistic communication, with a focus on minority and minoritized language environments. Students will study the principles involved in understanding a message as originally communicated in one language and cultural setting, and in communicating that message in a very different language and culture. Students will apply theories from different schools of thought regarding communication and the idea of quality in translation.

Prerequisite(s): LING 593.

LING 597 Bible Translation (3 sem. hrs.)

Provides an overview of the process of Bible Translation paying particular attention to problems related to the translation of sacred texts. Students will apply existing skills in biblical exegesis and linguistic analysis to cross-linguistic communication, with particular consideration given to key biblical concepts and themes, figurative language, identification of genre, and concerns about authenticity among receptor language communities. Special emphasis will also be placed on Bible translation best practices, inclusion of key stakeholders in the translation project context, quality assurance mechanisms, and utilization of tools specific to Bible translation.

Prerequisite(s): LING 593, 594.

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)

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. (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)

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. (3-1)

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. (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. (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. (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)

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)

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)

LING 699 MLIN Thesis Continuation (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. (3-0)

Marriage and Family Therapy

CMFT courses are graduate courses. For further information, see the School of Graduate Studies section.

CMFT 525 Foundational Skills in Counselling (3 sem. hrs.)

This course is designed to help students develop and apply basic counselling skills and helping attitudes and to assist students in developing an understanding of the helping and therapeutic process. Self-awareness and evaluation, giving and receiving feedback, and reflection upon the development of clinical skills alongside of individual counselling style is an essential part of this course.

Prerequisite(s): None.

CMFT 552 Marriage and Family Therapy Theories (3 sem. hrs.)

This course introduces the classic and post-modern family systems concepts and theories. Multiple models of family systems therapy will be presented to provide a framework for conceptual integration and application to clinical practice. Throughout the course students will be encouraged to assess and integrate family therapy theories with a Christian worldview. This course also provides opportunities for professional development through personal reflection and the construction of an integrated therapeutic perspective on the process of change and care within family therapy.

Co-requisite(s): CMFT 553.

CMFT 553 Advanced Skills in Marriage and Family Therapy (3 sem. hrs.)

This course introduces students to conceptual, executive, and perceptual therapy skills, including forming a therapeutic relationship, clinical documentation, crisis management and countertransference issues. The skills will be acquired in class lectures and exercises as well as weekly practice sessions with their peers. Issues that are related to diversity and power and privilege as they relate to the areas of age, gender, sexual orientation, health/ability, culture, SES, spirituality, and ethnicity will also be addressed.

NB: Open only to MFT graduate students or with special permission.
Co-requisite(s): CMFT 552.

CMFT 580 Psychopathology (3 sem. hrs.)

This course will cover the assessment and treatment of major psychopathologies of the DSM–5. Students will gain familiarity with the DSM, and alternative approaches to psychological distress. Students will learn about various diagnostic techniques and some psychological assessment tools relevant to the disorders studied. MFT specific assessment perspectives and practices will be covered within the course, and psychopharmacological treatment of the different

disorders will also be addressed. The role of spirituality in psychological dysfunction and well-being will be explored.

CMFT 582 Research Design & Evidence-Based Practice (3 sem. hrs.)

This course provides students with an understanding of clinical research methods and design. Additionally, this course addresses the relevance of research to students' clinical work. Students will investigate existing research and research methods used in MFT, including quantitative and qualitative and mixed methods designs. Ethical issues and considerations in research will also be addressed, as well as learning to critically evaluate existing research. A primary aim of this course is to help students become evidence-based practitioners and navigate how to critically evaluate current research.

CMFT 590 Counselling Practicum (3 sem. hrs.)

This course provides 140 hours of supervised experience by a qualified faculty member and site supervisor. Students must have at least 40 hours of direct client contact (10 additional group hours gained through group class) and meet weekly for individual and group supervision. Practicum is demanding and challenging. Students need to be aware that it is common to exceed 140 hours of involvement and plan to allot sufficient time for focused involvement. Supervision will also include client concerns related to diversity aspects including age, gender, sexual orientation, health/ability, culture, spirituality, ethnicity, power, and privilege.

Prerequisite(s): CMFT 552, 553, 664.

CMFT 591 Foundations in Practicum (1 sem. hr.)

Focuses on continued development of therapeutic skills, exploring Person of the Therapist and Signature Themes, as well as practical training on informed consent, confidentiality, and developing treatment plans. The Clinical Coordinator will assist students applying for external clinical practice placements and understanding the necessary paperwork for recording hours. Supervision will also include client concerns related to diversity aspects including age, gender, sexual orientation, health/ability, culture, spirituality, ethnicity, power, and privilege.

Prerequisite(s): CMFT 552, 553, 664.

CMFT 630 Counselling Diverse Populations (3 sem. hrs.)

This course introduces the theory and practice of multicultural counselling and family therapy including various aspects of diversity: identity formation, race, ethnicity, class, gender, sexual orientation, spirituality, ability/disability, and aging. Students will have the opportunity to explore their own culturally informed belief systems, values, and practices. Research and class content will focus on knowledge and understanding worldviews that underlie client behavior, relationships, and resources. Ethical issues and culturally sensitive therapeutic approaches will be explored. Emphasis will be placed on integration of personal awareness, theoretical knowledge, and contextual clinical competencies.

CMFT 660 MFT I: Assessment & Systemic Interventions (3 sem. hrs.)

An advanced course in Marital and Family Therapy, the course will focus on theories of family therapy, practical application of theory to therapy situations, clinical skill building and spiritual issues as they relate to Marriage and Family Therapy. It is assumed that students have had prior learning of Systems Theory. Students will be required to actively participate in the learning modules. Students will be required to apply the concepts learned to personal and group projects. Issues that are related to diversity and power and privilege as they relate to the areas of age, gender, sexual orientation, health/ability, culture, SES, spirituality, and ethnicity will also be addressed.

Prerequisite(s): CMFT 552, 553.

CMFT 661 Group Counselling (3 sem. hrs.)

This course provides students with an introduction to group theory and acquisition of group leadership skills. Also included will be group development, ethical considerations, and the use of groups in church, parachurch and community mental health settings. The course will be taught from a relational/systems perspective. Using key theories of group counseling and family systems models, the class will explore attachment issues, recapitulation of family of origin in the group, boundary setting, and other individual/relational dynamics that occur in group work. The course includes an in-class group experience for facilitation skill building and person of the therapist development.

CMFT 664 Ethics and Professional Issues (3 sem. hrs.)

This course examines the major legal and ethical issues involved in the practice of therapy. Special attention is given to the American Association of Marriage and Family ethical standards, the laws of British Columbia regarding the practice of therapy, uniquely to Christian perspectives and responsibilities. Issues that are related to diversity and power and privilege as they relate to the areas of indigenous culture and history, age, gender, sexual orientation, health/ability, culture, SES, spirituality, and ethnicity will also be addressed.

CMFT 670 MFT II: Human Sexuality & Advanced Topics (3 sem. hrs.)

As an advanced course in Marital and Family Therapy, this course will focus on the systemic issues and treatment of couples and families addressing essential topics like divorce, remarriage, stepfamily and blended family issues, severe illness and death, sexuality and intimacy, as well as violence and sexual abuse. Issues that are related to diversity and power and privilege as they relate to the areas of age, gender, sexual identity, health/ability, culture, SES, spirituality, and ethnicity will also be addressed.

Prerequisite(s): CMFT 552, 553, 660, or instructor's consent.

CMFT 671 Families in Crisis: Addictions and Domestic Violence (3 sem. hrs.)

This course provides students with clinical understanding regarding substance use, addictions and domestic violence offering a trauma-informed assessment and treatment. Students will learn to appreciate the complexity of substance use disorders, diversity of care, and providing informed referrals to evidence-based support services. They will learn to conceptualize and treat families in crisis in a systemic way, promoting recovery, safety, wellness, and harm reduction to improve care and support for those with substance use and addiction. The course will also emphasize understanding trauma and domestic violence and focus on conceptualization, assessment, treatment planning and appropriate referrals.

Prerequisite(s): CMFT 553, 664.

CMFT 678 Emotionally Focused Couples Therapy (3 sem. hrs.)

The course will familiarize the student with Emotionally Focused Therapy for Couples (EFT), an empirically validated approach to working with couples who are experiencing marital distress developed by Drs. Susan Johnson and Leslie Greenberg. EFT offers a comprehensive theory of adult love and attachment, as well as a process of healing distressed relationships. Through a series of nine steps, this experiential–systemic therapy focuses on helping partners restructure the emotional responses that maintain their negative interaction patterns. This course fulfills the externship requirements toward Certification as an EFT Therapist.

CMFT 679 Play Therapy (3 sem. hrs.)

In this course, we will explore the purposeful dynamics of emotion and the inherent properties of play — and most importantly, the magical interplay when they come together. We will play with the practical application across the lifespan. What does it look like to bring true play and playfulness into our practice, both in and out of

the therapy room? What does it look like to matchmake play and emotion for those you care for and for yourself? With this insight of true play, we can see how play is nature's design to take care of us, no matter what one's role.

Prerequisite(s): CMFT 682.

CMFT 680 The Condition of Humanity & Relationships (3 sem. hrs.)

This seminar style course covers theoretical and practical approaches for helping professionals to integrate Christianity and Psychology. Emphases include biological, psychological, sociological, and spiritual aspects of personhood, including applications for clinical practice. This course also provides opportunities for professional development through personal reflection that leads to the development of an integrated therapeutic perspective.

CMFT 681 Grief & End of Life Care (3 sem. hrs.)

This course offers an in-depth exploration of the study of grief, loss, and end-of-life care in the context of family systems, with a focus on the interconnection of familial, individual, and relational dynamics. Emphasizing the role of culture, community, and family narratives, students will critically examine how diverse cultural, spiritual and faith rituals, beliefs, and practices shape responses to loss and mourning within family systems. This course covers models of grief and bereavement from a systemic lens, including complexities of anticipatory grief, ambiguous loss, and intergenerational loss. Special attention will be given to collaborative approaches in palliative care and working with interdisciplinary health teams to ensure ethical and appropriate care in these settings. Lastly, students will learn their roles as psychotherapists in supporting end-of-life conversations and learn how to integrate self of the therapist awareness to best address compassion fatigue and vicarious grief.

CMFT 682 Family Therapy with Children & Adolescents (3 sem. hrs.)

This course offers an innovative approach to exploring current theoretical trends and therapeutic strategies when working with children, adolescents, and their families. The course will be taught from a systemic perspective while taking into account the special needs of the individual child. One of the major components of the course will involve Dr. Gordon Neufeld's Intensive course: Making Sense of Kids. The course will explore the dynamics of "stuckness" in childhood and adolescence through Dr. Neufeld's comprehensive attachment-based developmental model. This course will cover a three-pronged approach to effecting deep and lasting change, with a deeper look at the interplay of attachment, maturation, and vulnerability.

Prerequisite(s): CMFT 552, 553, 660.

CMFT 683 Lifespan Development: Attachment across the Lifespan

This course is designed to provide a comprehensive overview of attachment theory across the lifespan, in particular, in adulthood. Students will explore the key concepts of attachment theory, the different attachment styles, and their impact on development throughout the lifespan. The course will focus on the different phases of adulthood from the early twenties to late adulthood, and how attachment can impact a range of outcomes such as relationships, mental health, and well-being. Additionally, the course will cover the implications of attachment styles on clinical practice, including considerations for cultural sensitivities, family systems, and a biblical view of attachment.

CMFT 691, 692 External Clinical Training I, II (4, 4 sem. hrs.)

Students will participate in a clinical supervision group on campus under the direction of a faculty supervisor. The supervision group meets two hours per week for a period of 12 weeks. (3 hours per week over 8 classes in the summer). Students will also meet weekly for one hour of individual supervision with their on-site supervisor. Supervision will include collaborative conversations regarding the student's clinical performance as well as

personal and professional development. Attention will be given to client issues of diversity that are related to aspects of age, gender, sexual orientation, health/ability, culture, ethnicity, and spirituality. The goals of the internship experience are covered in the MCS-MFT Practicum/Internship Handbook.

NB: Only open to CMFT student interns who have an approved internship placement. Students must begin their internship placement no later than the second week of class.
Prerequisite(s): CMFT 590, 660, 664, proof of membership with CACFT/AAMFT and approved program candidacy.

CMFT 696 External Clinical Continuation (0 sem. hrs.)

NB: Only open to CMFT student interns who have an approved internship placement. Students must begin their internship placement no later than the second week of class.
Prerequisite(s): CMFT 691, 692

CMFT 699 Trauma-Informed Therapy (3 sem. hrs.)

This course provides students with a clinical understanding of trauma and provide an overview of trauma-informed therapies. Students will learn to conceptualize and understand clients in a systemic way while understanding trauma's far-reaching impacts. This course focuses on understanding trauma symptomology as well as understanding differences between developmental trauma, PTSD, complex-PTSD and crisis/disasters. Students will learn evidence-based treatments for trauma and be familiar with the main pillars of trauma-informed therapy: choice; safety; attunement; and predictability.

Prerequisite(s): CMFT 553, 664.

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)

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/STAT 102, 108, or 203.
Cross-listed: STAT 102.
Prerequisite(s): None.
Recommended: At least a C in BC Principles of Mathematics 11, Foundations of Math 11, Pre-Calculus 11 or equivalent. (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)

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 is granted for only one of MATH/STAT 102, 108, or 203. 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. (3-1)

MATH 123 Calculus I (3 sem. hrs.)

This course addresses functions, limits and continuity, derivatives and applications, and integrals and applications.

Prerequisite(s): At least a B in BC Principles of Mathematics 12, or Pre-Calculus 12 or equivalent, or MATH 105. (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. (4-1)

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.

Cross-listed: CMPT 150.
Prerequisite(s): BC high school Mathematics 12, or Pre-Calculus 12, or MATH 105, or the equivalent. (4-0)

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, 190, or 191. 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)

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 is granted for only one of MATH 101, 102, 108, 190, or 191. This course cannot count towards a MATH minor, concentration, major or CMPT program.

Prerequisite(s): None.

MATH 203 Probability and Statistics I (3 sem. hrs.)

An introduction to the theory and application of probability and statistics for students who have experience with calculus. Topics include data collection, descriptive statistics, probability, random variables and standard distributions, central limit theorem, hypothesis tests, interval estimates, and linear regression. Computer software will be used to display, analyze, and simulate data. The focus will be on biostatistics with applications using data from the life sciences.

NB: Credit is granted for only one of MATH/STAT 102, 108, 203.
Cross-listed: STAT 203.
Prerequisite(s): MATH 123.

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)

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)

MATH 290 Mathematics for the Environment (3 sem. hrs.)

Examines mathematical techniques for understanding place-based environmental issues, analyzing situations, and taking appropriate action. Students will apply methods for collecting, understanding, and displaying data effectively, including gathering environmental data outdoors, then make conclusions using basic inferential statistics. Students will also examine the use of stock-flow systems and other mathematical tools to model interacting populations, energy, pollution spread, recycling, and financial networks.

Prerequisite(s): 3 sem. hrs. of mathematics.

MATH 310 Mathematical Statistics (3 sem. hrs.)

The mathematics of inferential statistics. Topics include probability distributions and densities, expectation, moment-generating functions, functions of random variables, limiting distributions, and the theory behind statistical methods such as estimation, hypothesis testing, regression and correlation.

Cross-listed: STAT 310.
Prerequisite(s): MATH/STAT 203, MATH 223. (3-0)

MATH 311 Ordinary Differential Equations (3 sem. hrs.)

First-order differential equations, linear differential equations, Laplace transforms, systems of differential equations, non-linear systems, series solutions, applications in the physical, biological, social, and engineering sciences.

NB: Credit is granted for only one of MATH 311 or MATH 321. Not offered every year.
Prerequisite(s): MATH 124, 250.

MATH 313 The Real Line (3 sem. hrs.)

Introduction to principles of real analysis. Topics include rational numbers, completeness, sequences, limits, continuity, and implications to Calculus.

NB: Credit is granted for only one of MATH 313 or MATH 323.
Prerequisite(s): MATH 124, 150.

MATH 320 Complex Variables (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.

Prerequisite(s): MATH 223. (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: Credit is granted for only one of MATH 311 or MATH 321.
Cross-listed: PHYS 321.
Prerequisite(s): MATH 223, 250. (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: Credit is granted for only one of MATH 313 or MATH 323.
Prerequisite(s): MATH 150, 223. (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.

Cross-listed: CMPT 330.
Prerequisite(s): MATH 223, 250; CMPT 140. (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.

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

Cross-listed: CMPT 340.
Prerequisite(s): CMPT 150 or MATH 150. (3-0)

MATH 370 Geometry (3 sem. hrs.)

Finite geometries, transformations, Euclidean geometry, constructions, inverse geometry, projective geometry, non-Euclidean geometry.

Prerequisite(s): MATH 223, 250. (3-0)

MATH 381 Topological Data Analysis (3 sem. hrs.)

The development of ideas from topology to manipulate and analyze datasets. Several topics from algebraic topology, geometry, linear algebra, abstract algebra,

algorithms, and statistics will be utilized to understand recent results in data analysis. Students will use software for calculations such as persistent homology and Reeb graphs. Applications in fields such as image analysis, sensor networks, clustering, time series analysis, and genetics are discussed.

Prerequisite(s): MATH 250.

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.

Prerequisite(s): Third-year standing and an understanding of mathematical proof techniques, or instructor's consent. (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 Mathematics (3 sem. hrs.)

A study of advanced topics in mathematics that are not considered in depth in other courses.

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. May be taken for credit more than once if the topics are different. (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.

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)

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. (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)

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)

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 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 in second year.
Prerequisite(s): None. (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)

MCOM 221 Digital Filmmaking I (3 sem. hrs.)

This introductory course in the art and craft of digital video production familiarizes students with the "classical" approach to cinematic aesthetics and techniques. Students work individually and collaboratively as they produce, shoot, and edit short films. Emphasis is placed on analyzing films from a filmmaker's perspective.

NB: Lab fee. Fulfils university core requirement for aesthetic and performance inquiry. Fulfils departmental visual creativity competency requirement; required of all film concentrations and minors.
Prerequisite(s): None. (3-0)

MCOM 231 Fundamentals of Digital Design (3 sem. hrs.)

An active exploration of graphic design essentials, creative ideation methods, and visual communication techniques. Students use creative thinking methodologies to experiment with a wide range of design approaches, evaluate the aesthetic and conceptual value of specific design solutions, and sharpen their creative, critical thinking, and perceptual skills.

NB: Lab fee. Fulfils university core requirement for aesthetic and performance inquiry. Fulfils departmental visual creativity requirement. (Priority given to media and communication students.)
Cross-listed: ART 250.
Prerequisite(s): None. (3-0)

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. Fulfils University core requirement for social and global inquiry.
Prerequisite(s): MCOM 191. (3-0)

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.

Prerequisite(s): None. (3-0)

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)

MCOM 271 Introduction to Leadership Communication (3 sem. hrs.)

Leadership Communication introduces students to the art, science, and practice of influencing and being influenced by others in diverse contexts. The course explores the role of communication in building credibility, exercising power, motivating, and expressing one's leadership style. It also considers the topics of followership, the ethics of leadership, leadership development, and leading in times of crisis. The course serves as a foundation for future studies in the leadership communication stream within the Department of Media and Communication.

NB: Required of all leadership stream majors in second year.
Prerequisite(s): None.

MCOM 272 Organizational Communication (3 sem. hrs.)

This course introduces students to the importance of communication within organizations. Organizational communication theory is discussed as it relates to climate, dyads, small group, public, and mediated communication. Students apply theory in several business writing and speaking assignments.

NB: Course fee.
Prerequisite(s): None. (3-0)

MCOM 281 Public Speaking (3 sem. hrs.)

This course requires students to research, create, and deliver speeches on topics and issues that reflect personal beliefs and values. In doing so they discern diverse materials, consider logical and ethical demands, and analyze their audience in order to create socially and globally responsible rhetorical messages.

NB: Fulfils University core requirement for experiential and embodied inquiry. Required of all students majoring in this department.
Prerequisite(s): None. (3-0)

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)

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. (3-0)

MCOM 313 Social Media: Theory and Practice (3 sem. hrs.)

Prepares students to use social media professionally and to culturally engage these same tools of communication with a critical perspective. The course invites students to discover and analyze best practices in social media marketing and community building, as well as to apply theory to critical investigations of the cultural roles and impacts of current digital media, both in North America and around the world, with the goal of helping students become both effective communicators and highly ethical and faithful global citizens who can positively impact their profession and their society.

NB: Fulfils University core requirement for social and global inquiry. Not offered every year.
Prerequisite(s): At least third-year standing. (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)

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. Fulfils University core requirement for social and global inquiry. Not offered every year. Required of film concentrations and minors.
Prerequisite(s): None. (3-0)

MCOM 317 Ethics, Morals and Media (3 sem. hrs.)

This course focuses on understanding the nature of ethics and morals in the media. Through reading, on-going discussion, case studies, guest lecturers, on-site observation and media analysis, students develop their own framework for moral and ethical decision-making.

Prerequisite(s): At least third-year standing or instructor's consent.

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. (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. (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)

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.
Cross-listed: ART 361.
Prerequisite(s): ART 250 or MCOM 231
Recommended: MCOM 111, ART 181, 182. (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.
Cross-listed: ART 362.

Prerequisite(s): ART 250 or MCOM 231
Recommended: MCOM 111, ART 181, 182. (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.
Cross-listed: ART 363.
Prerequisite(s): ART 250 or MCOM 231
Recommended: MCOM 111, ART 181, 182. (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): Two or more upper-level studio or design courses. (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.
Prerequisite(s): ENGL 103, 104; MCOM 191, and at least third-year standing or instructor's permission. (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.
Prerequisite(s): MCOM 231 and 251, or instructor's consent. (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.
Cross-listed: HKIN 384
Prerequisite(s): Third-year standing and instructor approval.

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. (3-0)

MCOM 369 Adventures in Narrative Non-Fiction (3 sem. hrs.)

"What makes this story so good?" Compelling magazine and newspaper writing employs narrative nonfiction's creative tools to bring true stories to life. In this intermediate workshop-style course, students analyze examples of the best published memoir, personal narrative, travel writing, and immersion journalism to interpret the author's craft and formulate aesthetic principles to apply to their own creative work. Students will write several pieces in a variety of non-fiction genres; critique each other's work; revise their own; and perform one piece during the Festival of the Arts, Media + Culture.

***NB*:** Course fee. Fulfils university core requirement for aesthetic and performance inquiry. Fulfils theory and criticism requirement for media and communication major.
Prerequisite(s): MCOM 251 or 261; or ENGL 207 or 208; or instructor's permission (writing samples may be required). (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.
Prerequisite(s): At least third-year standing. (3-0)

MCOM 372 Cross-cultural Communications (3 sem. hrs.)

This course is about the nature of cross-cultural interaction. Cultural concepts and contexts are explored through taxonomies, theories, and comparative analysis. Through in-class and out-of-class activities, students become self-aware and other-aware. Students also experiment with cultural behaviours and cultural change, aiming to increase both explanatory and predictive cultural knowledge, and enhance behavioural competencies.

NB: Fulfils University core requirement for social and global inquiry.
Cross-listed: ANTH 302.
Prerequisite(s): Registration preference given to media and communication majors, concentrations, or minors, Inter-cultural religious studies, and international studies programs. (3-0)

MCOM 373 Classical and Contemporary Rhetoric (3 sem. hrs.)

The rhetoric of classical Greece and Rome, the medieval era, and modern and postmodern approaches to rhetorical practice are surveyed in relation to political, social, and mass media contexts and practices.

NB: Fulfils theory and criticism requirement for media and communication majors.
Prerequisite(s): Third- or fourth-year standing. (3-0)

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)

MCOM 390 Advanced Selected Topics in Media and Communication (3 sem. hrs.)

Topics vary from year to year.

NB: 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.

NB: Open only to media and communication majors, concentrations, and minors; 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.
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)

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)

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*:** Fulfils theory and criticism requirement for media and communication major.
Prerequisite(s): At least second-year standing. (3-0)

MCOM 411 Media, Culture, and Criticism (3 sem. hrs.)

A seminar investigating the cultural environment in which we live as the context of all communication. Selected media within contemporary culture are explored in terms of their contribution to the postmodern age.

NB: Fulfils theory and criticism requirement for media and communication majors.
Prerequisite(s): Third- or fourth-year standing. (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. Fulfils 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)

MCOM 422 Digital Film Directing (3 sem. hrs.)

This course introduces students to the history, theory, and craft of digital film directing. As a workshop, it involves critical, and applied components. Topics include the multiple roles of the director, scene, and script analysis, creating potent production concepts, creative cinematics and techniques, auditioning, and working with actors. Key components of the course include shooting monologues, scenes, and making a short film.

NB: Not offered every year.
Prerequisite(s): MCOM 221 or instructor's consent. (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.
Prerequisite(s): MCOM 252 or 261, or instructor's consent. (3-0)

MCOM 452 Feature Writing for Newspapers and Magazines (3 sem. hrs.)

Building on skills developed in MCOM 251 or 261, students study the best in magazine and newspaper feature writing and produce several pieces of their own with the intent of publishing their work.

NB: Fulfils theory and criticism requirement for media and communication majors.
Prerequisite(s): MCOM 251 or 261; ENGL 103, 104, and third- or fourth-year standing. (3-0)

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.
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)

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: Fulfils theory and criticism requirement for media and communication majors.
Prerequisite(s): MCOM 171, or permission of instructor, and at least third-year standing. (3-0)

MCOM 472 Leadership Communication in Multi-cultural Contexts (3 sem. hrs.)

Students explore the complexities of leadership communication in multi-cultural, non-western contexts through topics such as gender and social structures, motivation, decision-making, negotiating conflict, and managing projects and change. The course draws on leadership theories, metaphors, and global leadership research to define culturally preferred leadership attributes and behaviours, and effective cross-cultural communication in comparative global settings.

NB: Fulfils theory and criticism requirement for media and communication majors.
Prerequisite(s): MCOM 372. (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. (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.

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.

NB: Required of all students majoring in Media + Communication (Leadership Stream).
Prerequisites: 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: Fulfils University core requirement for social and global inquiry. For the Kenya travel study, students may take this alone or as a second course.
Cross-listed: IDIS 450.
Prerequisite(s): Upper-level standing (minimum of 70 sem. hrs.) and instructor's consent.

Music

MUSI 100 Repertory and Studio Class (0 sem. hrs.)

A performance class for students of applied music for the purpose of gaining experience in public performance and increasing knowledge of music literature. Required of all music majors in each semester of the program; recommended for all other students registered for applied music lessons.

Prerequisite(s): None. (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)

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)

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)

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)

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)

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: WRSH 239.
Prerequisite(s): WRSH 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: WRSH 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)

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.

Prerequisite(s): MUSI 225, 226, or permission of the instructor. (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)

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)

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)

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.

Prerequisite(s): MUSI 131, 132, 225, 226. (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)

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.

Prerequisite(s): MUSI 131, 132, 225, 226; 325 and 326 (may be taken concurrently). (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.

Prerequisite(s): MUSI 131, 132, 225, 226; and 330 (may be taken concurrently). (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.

Prerequisite(s): MUSI 131, 132, 225, 226; 325 and 326 (may be taken concurrently). (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)

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)

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)

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, a minimum of two semesters of applied music lessons on major instrument or voice, or instructor's consent. (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, a minimum of two semesters of applied music lessons on major instrument or voice, or instructor's consent. (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, a minimum of two semesters of applied music lessons on major instrument or voice, or instructor's consent. (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, a minimum of two semesters of applied music lessons on major instrument or voice, or instructor's consent. (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. (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)

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.

Prerequisite(s): MUSI 405. (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.

Prerequisite(s): MUSI 325, 326 (may be taken concurrently). (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.

Prerequisite(s): MUSI 236, 325. (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)

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.

Cross-listed: EDUC 430.
Prerequisite(s): MUSI 131, 132, 225, 226; and third- or fourth-year standing. (3-0)

MUSI 450 Keyboard Pedagogy (2 sem. hrs.)

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.

Prerequisite(s): Third- or fourth-year standing in performance option, or instructor's permission. (1-1)

MUSI 460 Vocal Pedagogy (2 sem. hrs.)

Students study the anatomy and physiology of the breathing and phonatory mechanisms of the larynx, and the acoustical laws required for optimum resonation of the singing voice, with practical applications for interaction of teacher and pupil in private studio teaching. Students in the course give basic instruction in voice under the supervision of the instructor.

Prerequisite(s): Third- or fourth-year standing in performance option, or instructor's permission. (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 202 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 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 202.

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 410 Scripture and Science (3 sem. hrs.)

Examination of conceptions held by ancient cultures and the Bible of the origin, composition, and functioning of the cosmos, and the question of natural or supernatural causality. Students will critically evaluate current models of how Scripture relates to modern scientific knowledge. Using key biblical passages, students will construct a theological model that embraces not only the aspects of science and nature that support the idea of purpose (teleology) but also those aspects that do not readily align with teleology.

Cross-listed: RELS 410
Prerequisite(s): One of RELS 110, 111, 112 or 160; 3 sem. hrs. of BIOL, BIOT, CHEM, GENV, GEOL, or PHYS; and third-year standing.

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): One of RELS 110, 111, 112, or 160; 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): One of RELS 110, 111, 112, or 160; 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): One of RELS 110, 111, 112, or 160; 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 mathematics, and student-led seminars in interdisciplinary groups.

NB: Not offered every year.
Prerequisite(s): One of RELS 110, 111, 112, or 160; 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.

Co-requisites(s): NURS 114.
Prerequisite(s): Admission to the BSN program. (0-4)

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)

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.

Prerequisite(s): Successful completion of first semester of BSN program. (0-4)

NURS 124 Communication and Covenantal Caring (2 sem. hrs.)

This course explores the concepts of communication and collaboration 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. (2-0)

NURS 137 Indigenous Health (3 sem. hrs.)

This course provides an overview of traditional views of Indigenous health, and the health inequities that followed from colonization. Decolonization and reconciliation are framed through a health promotion lens, with nursing responses to the determinants of Indigenous health through respectful partnerships with Indigenous communities. Through experiential learning, students are introduced to Indigenous ways of knowing, learning, and teaching to promote integration of cultural safety, cultural humility and anti-racism when working with Indigenous population groups.

Prerequisite(s): NURS 113, 114.

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)

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. (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.

Co-requisites: NURS 212.
Prerequisite(s): 100-level Nursing courses and other non-nursing prerequisites designated on curricular pattern. (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. (3-0)

NURS 227 Planetary & Global Health (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): 100-level Nursing 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. (0-3)

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)

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)

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.

Co-requisite(s): NURS 232.
Prerequisite(s): 100-level Nursing courses and other non-nursing prerequisites designated on curricular pattern (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)

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)

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.

Co-requisite(s): NURS 312.
Prerequisite(s): 100- and 200-level Nursing courses and other non-nursing prerequisites designated on curricular pattern. (0-9)

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): 100- and 200-level Nursing courses and other non-nursing prerequisites designated on curricular pattern. (3-0)

NURS 318 Clinical Practice: Community Health (3 sem. hrs.)

This course focuses on experiential learning in community. Emphasis is on the delivery of safe, person-centered, and evidence-informed health care to community and population groups. Collaborative assessment, planning, implementation, and evaluation of health care are emphasized within diverse community settings.

Co-requisite(s): NURS 317.
Prerequisite(s): 100- and 200-level Nursing courses and other non-nursing prerequisites designated on curricular pattern (0-9)

NURS 322 Nursing Care of Childbearing Families (3 sem. hrs.)

This course focuses on nursing care of women, newborns, and families during the childbearing years in a variety of settings. Nursing process, health literacy, health promotion, and family-centred care principles are emphasized.

Co-requisite(s): NURS 323.
Prerequisite(s): 100- and 200-level Nursing courses and other non-nursing prerequisites designated on curricular pattern. (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- and 200-level Nursing courses; and other non-nursing prerequisites designated on curricular pattern (0-9)

NURS 342 Nursing Care of Children and Families (3 sem. hrs.)

This course focuses on nursing care related to families managing acute and chronic conditions in a variety of settings. Nursing process, pathophysiology of selected conditions, health promotion, growth and development, family theory, and family-centred care principles are emphasized.

Co-requisite(s): NURS 343.
Prerequisite(s): 100- and 200-level Nursing courses; and other non-nursing prerequisites designated on curricular pattern. (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): 100- and 200-level Nursing courses, and other non-nursing prerequisites designated on curricular pattern. (0-9).

NURS 350 Spirituality and the Helping Professions (3 sem. hrs.)

This course provides opportunities to explore how religious, spiritual, and theological perspectives shape experiences of health, illness, and human suffering.

Emphasis is on covenantal caring, 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.)

This course focuses on a person-centered palliative approach to collaborative care for individuals with progressive life-limiting conditions. Key concepts include support to family caregivers, transitions in care, and covenantal caring in the context of suffering, loss, and bereavement.

Prerequisite(s): 100- and 200-level Nursing courses and other non-nursing prerequisites designated on curricular pattern (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.)

This course focuses on nursing care of adults experiencing complex conditions with a focus on surgical care in hospital and community-based settings. Emphasis is placed on the nursing process considering factors that influence wellness in the midst of illness, pathophysiology of selected conditions, and sociocultural influences in health care.

Co-requisite(s): NURS 413.
Prerequisite(s): 100-, 200-, and 300-level Nursing courses and other non-nursing prerequisites designated on curricular pattern. (3-0)

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.

Co-requisite(s): NURS 412.
Prerequisite(s): NURS 100-, 200-, and 300-level courses and other non-nursing prerequisites designated on curricular pattern. (0-12)

NURS 424 Professional Ethics (3 sem. hrs.)

This course explores the ethical dimension of professional nursing practice. Key elements explored include relevant theory, decision-making frameworks, diverse perspectives, professional obligations, relevant legislation, and a Christian covenantal approach in person-centred care

Prerequisite(s): 100-, 200-, and 300-level Nursing courses and other non-nursing prerequisites designated on curricular pattern. (3-0)

NURS 434 Leadership in Nursing Care (3 sem. hrs.)

This course examines key concepts, processes, theories, and values of leadership as they apply to nursing, interprofessional practice, and health care. Students are prepared to be clinical nursing leaders at the point-of-care and to identify career opportunities in formal leadership roles that are transferable across diverse practice settings.

Prerequisite(s): 100-, 200-, and 300-level Nursing courses and other non-nursing prerequisites designated on curricular pattern. (3-0)

NURS 443 Clinical Practice: Consolidation (6 sem. hrs.)

In this preceptorship course, concepts of nursing care are applied to the provision of acute, rehabilitative, or

palliative nursing care and health promotion in acute or community placements.

Prerequisite(s): 100-, 200-, and 300-level Nursing courses and other non-nursing prerequisites designated on curricular pattern. (0-360)

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 MSN 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.

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.

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)

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 MSN courses as designated on curricular plan. (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. (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 Planetary and Global Health, 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 MSN courses as per curricular plan. (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 MSN courses as per curricular plan; NURS 611. (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 MSN courses as per curricular plan. (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 MSN courses as per curricular plan; NURS 621. (3-0)

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 MSN courses as per curricular plan. (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 MSN courses as per curricular plan; NURS 631. (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)

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 MSN 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 MSN 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 MSN 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 MSN 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. (3-0)

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. (3-0)

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. (3-0)

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. (3-0)

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)

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)

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)

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)

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)

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)
Recommended: 100-level PHIL course.

PHIL 204 Asian Philosophy (3 sem. hrs.)

A critical study of some of the most influential philosophies originating from South and East Asia, including but not limited to Hinduism, Buddhism, Confucianism, and Daoism. Students will analyze selected writings of significant Asian philosophers from these philosophical traditions, including both primary texts and commentaries, with a particular focus on metaphysics, philosophical anthropology, and ethics for the purpose of exploring and evaluating these authors' approaches to philosophical questions about reality, happiness, wisdom, the soul, morality, and the Divine. Understanding the historical importance of these Asian philosophies will help students to evaluate their ongoing contributions to the contemporary world.

Recommended: 100-level PHIL course.

PHIL 208 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.

Recommended: 3 sem. hrs. of philosophy. (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): None.

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?

Prerequisite(s): Second-year standing.

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)

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)

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)

PHIL 306 Philosophy of Culture, Media, and Technology (3 sem. hrs.)

A critical investigation of the philosophical questions and assumptions that underly the relationship among culture, media, and technology. Students will investigate the philosophical underpinning and the anthropological import of various views of culture, media, and technology, asking critical moral questions about their tendencies to change and shape our human way of being.

Prerequisite(s): 3 sem. hrs. of philosophy, or instructor permission.

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)

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.

Prerequisite(s): 6 sem. hrs. of philosophy. (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.

Prerequisite(s): 3 sem. hrs. of philosophy. (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*.

Prerequisite(s): 9 sem. hrs. of philosophy. (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)

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 standing, 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.

Prerequisite(s): 3 sem. hrs. of philosophy (PHIL 106 or 210 are recommended). (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.

Prerequisite(s): PHIL 103 or instructor's consent. (3-0)

PHIL 366 Philosophy of Biotechnology and Ethics (3 sem. hrs.)

Students will apply philosophical perspectives to questions regarding the challenges presented by the use of biotechnology on humans, plants, and animals. Does philosophy offer ways to assess the goals of biotechnology? Is philosophy able to judge what is unethical? How does the philosophical ideal of wisdom bear upon biotechnology? How can philosophy help to articulate the relationship between humans, animals, and nature in general? How can philosophy help to situate

biotechnology as part of our ability to live a good life within society?

Prerequisite(s): Third-year standing.
Recommended: 6 sem. hrs. of philosophy.

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.

Cross-listed: SAMC 370.
Prerequisite(s): Third- or fourth-year standing or 3 sem. hrs. of philosophy or instructor's consent. (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.

Prerequisite(s): Third- or fourth-year standing or PHIL 103 or instructor's consent. (3-0)

PHIL 382 Cognitive Science of Religion (3 sem. hrs.)

An historical and thematic overview of the cognitive science of religion, introducing students to major figures, themes, methods, models, and results from the discipline. A major emphasis is understanding cognitive processes important for sustaining belief in supernatural agents, afterlife beliefs, prayer, and rituals. Students will also investigate the philosophical implications of the scientific data, connecting the cognitive science of religion to issues such as the rationality of religious belief and the lived experience of religious believers.

Cross-listed: PSYC 382
Prerequisite(s): 3 sem. hrs. of PHIL or PSYC.

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)

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)

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.

Prerequisite(s): Second-year standing or 3 sem. hrs. of philosophy. (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.

Prerequisite(s): 9 sem. hrs. of philosophy and third-year standing. (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)

PHIL 418 Social and Political Concepts of Community in Contemporary Political Theory (3 sem. hrs.)

Provides the student with an in-depth study of the social and political concepts of community. Attention is focused on how recognition of community brings into play the tension between individual and collective/group rights. Course lectures, reading assignments, and in class discussion provide an overview of the following topics: interpretation/hermeneutics of community, roots of community theory, myth of community, quest for community, Christian community, recognition of minority communities in politics, problems associated with the concept of community, recognition of group rights, the liberal-communitarian debate over community, and problems associated with communitarian theory.

Cross-listed: POLS 418.
Prerequisite(s): 6 sem. hrs. of philosophy and third-year standing. (3-0)

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.

Prerequisite(s): Philosophy major or instructor's consent. (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.

Recommended: 6 sem. hrs. of philosophy. (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 a previous semester. (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. (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.

Prerequisite(s): 9 sem. hrs. of philosophy and third-year standing. (3-0)

PHIL 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.

Cross-listed: BUSI 481.
Prerequisite(s): One philosophy course, and third-year standing.

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.

Prerequisite(s): 3 sem. hrs. of philosophy.

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 Issues in Contemporary 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)

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. (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.

Prerequisite(s): Second-year standing. (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.

Prerequisite(s): Second-year standing. (3-0)

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.

Prerequisite(s): PHYS 111; MATH 223. (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.

Prerequisite(s): PHYS 112; MATH 223. (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.

Cross-listed: CHEM 240.
Prerequisite(s): One of CHEM 103 or 111 with CHEM 198 lab; and one of CHEM 104 or 112 with CHEM 199 lab; and MATH 123, 124. (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.

Prerequisite(s): PHYS 112; MATH 223. (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.

Prerequisite(s): CMPT 141; MATH 124; PHYS 230; or instructor's consent. (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.

Cross-Listed: MATH 321.
Co-requisite(s): MATH 223, 250. (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.

Cross-listed: CHEM 341.
Co-requisite(s): MATH 223.
Prerequisite(s): CHEM 240. (3-4)

PHYS 360 Optics (3 sem. hrs.)

Geometrical and physical optics: reflection and refraction, interference, coherence, polarization, diffraction, lasers, and holography.

Prerequisite(s): PHYS 230. (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.

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)

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)

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)

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)

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 third-year standing. (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)

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)

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)

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)

POLS 330 Law and Canadian Politics (3 sem. hrs.)

Provides students with an understanding of "how things work" with respect to the intersection of law and politics in Canada by exploring the institutions, structures and decision-makers in law and politics at the national and provincial levels. Important themes include sources of law, theories of jurisprudence, federalism and the courts, the role of the bureaucracy and various regulatory bodies, and the ways in which public discourse in Canada is shaped by legal frameworks and Supreme Court decisions.

Prerequisite(s): POLS/SOCI 234, HUMA 130 or BUSI 245. (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.

Cross-listed: HIST 332.
Prerequisite(s): 6 sem. hrs. of Political Studies including POLS 234, or instructor's consent. (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 encompass the discussion of political structures including regionalism, federalism and elections; political actors including the Executive in Canada, political parties, the media, and citizen engagement; constitutional politics including Western alienation, Quebec separatism, patriation of the constitution and the Charter of Rights and Freedoms; and key elements of Canadian political culture including political ideologies, bilingualism, multiculturalism, and Indigenous reconciliation.

Cross-listed: HIST 334.
Prerequisite(s): 6 sem. hrs. of political studies including POLS 234, or instructor's consent. (3-0)

POLS 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."

Cross-listed: POLS 340.
Prerequisite(s): 6 sem. hrs. of Political Studies, including POLS 234; or instructor's consent. (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.

Cross-listed: HIST 352.
Prerequisite(s): 6 sem. hrs. of political studies including POLS 234, or instructor's consent. (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)

POLS 361-369 Political Science Practicum (1-3 sem. hrs.)

A supervised field experience in an approved political, governmental, or related setting.

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 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)

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.

Prerequisite(s): 6 sem. hrs. of political studies including POLS 234, or instructor's consent. (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)

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)

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.

Cross-listed: HIST 406.

Prerequisite(s): 6 sem. hrs. of political studies including POLS 101 or 211, or instructor's consent. (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)

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)

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)

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)

POLS 430 Seminar in Global Politics (3 sem. hrs.)

A seminar course devoted to intensive study of selected issues in contemporary global politics.

Prerequisite(s): POLS 101 and 211; or instructor's consent. (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)

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. (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.

Prerequisite(s): 6 sem. hrs. of political studies including POLS 101 or 211 or 234, third-year standing, and instructor's consent. (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)

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)

PSYC 201 Research Methods in Psychology I (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 Inclusive Education minor may take the course with only one of either PSYC 105 or 106. (3-0)

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.

Prerequisite(s): Second-year standing. (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.

Prerequisite(s): Second-year standing. (3-0)

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): Second-year standing. (3-0)

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): Second-year standing. (3-0)

PSYC 226 Cognitive Psychology (3 sem. hrs.)

Examines theoretical issues in the study of the basic cognitive processes, such as memory, perception, knowledge representation, language, and problem solving.

Prerequisite(s): Second-year standing. (3-0)

PSYC 254 Biological Psychology (3 sem. hrs.)

Provides an overview of the field of biological psychology. Students will be introduced to the complexity of the human nervous system with a focus on how it initiates, facilitates, and carries out specific behaviours. Topics covered include neurophysiology, neuropharmacology, sensation, hormones, sexual behavior, biological rhythms and homeostasis, learning and memory, attention, and language.

Prerequisite(s): Second-year standing. (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): Third-year standing. (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): Third-year standing. (3-0)

PSYC 309 Sensation and Perception (3 sem. hrs.)

This course examines research involving basic sensory and perceptual processes with theoretical accounts.

Prerequisite(s): Third-year standing. (3-0)

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)

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): Third-year standing. (3-0)

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.

Prerequisite(s): PSYC 207 and third-year standing. (3-0)

PSYC 322 Research Methods in Psychology II (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 201, 207, and third-year standing. (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): Third-year standing. (3-0)

PSYC 335 Positive Psychology (3 sem. hrs.)

Addresses the scientific study of positive psychology: what enables individuals and communities to thrive. Students will learn about and apply current research designs, empirical findings, evidence-based assessment tools, theories, and techniques in their exploration of this strength-based psychology.

Prerequisite(s): PSYC 105 or 106, and third-year standing.

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 or 106, and third-year standing. (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 or 106, and third-year standing. (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.

Prerequisite(s): PSYC 215 and third-year standing. (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.

Prerequisite(s): PSYC 215 and third-year standing. (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): Third-year standing. (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)

PSYC 382 Cognitive Science of Religion (3 sem. hrs.)

An historical and thematic overview of the cognitive science of religion, introducing students to major figures, themes, methods, models, and results from the discipline. A major emphasis is understanding cognitive processes important for sustaining belief in supernatural agents, afterlife beliefs, prayer, and rituals. Students will also

investigate the philosophical implications of the scientific data, connecting the cognitive science of religion to issues such as the rationality of religious belief and the lived experience of religious believers.

Cross-listed: PHIL 382
Prerequisite(s): Third-year standing. (3-0)

PSYC 384 Evolutionary Psychology (3 sem. hrs.)

A thematic overview of evolutionary psychology, introducing students to applications of an evolutionary framework to various aspects of human thought and behavior. Topics surveyed include origins, sex, group cooperation, morality, religion, and cultural group selection. Students will also investigate broader social and philosophical implications of the scientific data, connecting evolutionary psychology to issues such as moral decision making and perspectives on the human person.

Prerequisite(s): Third-year standing. (3-0)

PSYC 385 Qualitative Research Methods (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.

Cross-listed: SOCI/ANTH 385.
Prerequisite(s): 6 sem. hrs. at the 300- or 400-level of PSYC, SOCI, and/or ANTH.

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: Specific courses may have additional prerequisites.
Prerequisite(s): Third-year standing.

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 or 106, and fourth-year standing. (3-0)

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)

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. (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): Third-year standing. (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.

Prerequisite(s): Third-year standing. (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.

Prerequisite(s): PSYC 105, 106, 201; plus 6 additional sem. hrs. of Psychology.

PSYC 420 Adult Development and Aging (3 sem. hrs.)

An introduction to the developmental tasks, issues, and experiences common to human development from young adulthood through old age. The theories of adult development and aging; the role of genetic and environmental factors in aging; the effects of 324 aging on sensation and perception, learning and cognition, personality and adjustment; and the issues of death and bereavement are topics examined.

Prerequisite(s): PSYC 215 and third-year standing. (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.

Prerequisite(s): PSYC 331 and third-year standing. (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.

Prerequisite(s): Third-year standing. (3-0)

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 254 and third-year standing. (3-3)

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): Minimum cumulative GPA of 3.3, and permission from department chair.

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.

NB: Not open to students who have received credit for RELS 100.
Prerequisite(s): None.

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.

NB: Formerly RELS 101.
Prerequisite(s): None. (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.

NB: Formerly RELS 102.
Prerequisite(s): None. (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)

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. (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)

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 110 or 106. (3-0)

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)

RELS 240 Old Testament Book Study (3 sem. hrs.)

An exegetical study of a selected Old Testament book.

Prerequisite(s): RELS 111. (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)

RELS 250 New Testament Book Study (3 sem. hrs.)

An exegetical study of a selected New Testament book.

Prerequisite(s): RELS 112. (3-0)

RELS 260 Foundations for Christian Theology (3 sem. hrs.)

An exploration of the tasks and tools of Christian theology. Through engagement with key issues, students will interact with foundational questions, sources, and content of the Christian theological tradition with an aim of understanding its significance for Christian faith and life in the world today.

Prerequisite(s): RELS 110.

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.

Prerequisite(s): RELS 111 or 112; RELS 160. (3-0)

RELS 271 Encountering Western 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)

RELS 272 Encountering Eastern 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. (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 or 110. (3-0)

RELS 285 Global Christianity (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)

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 or 112. (3-0)

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.

Prerequisite(s): RELS 111. (3-0)

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.

Prerequisite(s): RELS 111 or 112. (3-0)

RELS 326 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 or 112. (3-0)

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)

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)

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)

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)

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.

Prerequisite(s): RELS 111, 112. (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.

Prerequisite(s): RELS 111. (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.

Prerequisite(s): RELS 111. (3-0)

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 112. (3-0)

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.

Prerequisite(s): RELS 112. (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. (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): Third-year standing. (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): 3 sem. hrs. of RELS and 3 sem. hrs. of HIST. (3-0)

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): 3 sem. hrs. of RELS and 3 sem. hrs. of HIST. (3-0)

RELS 364 Christianity without Borders (3 sem. hrs.)

The growth 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 development of Christianity during specific eras.

Prerequisite(s): RELS 111 or 112, or instructor's consent. (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 110 or 160 or instructor's consent. (3-0)

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 110 or 105. (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): RELS 105 or 107 or 110.

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.

Cross-listed: HIST 308.
Prerequisite(s): 6 sem. hrs. of history, including one of HIST 107, 111, 112, or 362; or instructor's consent. (3-0)

RELS 369 Historical Theology (3 sem. hrs.)

A study of the history of Christian theology from the post-apostolic age to the present. Focus is on perennial issues in Christian theology and areas of convergence and divergence between the three Christian traditions: Orthodoxy, Catholicism, and Protestantism. Students will consider the role of the Bible, culture, and experience in order to understand the complexities involved in studying historical theology.

Prerequisite(s): RELS 110 or 160.

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)

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 105 or 110 or 160. (3-0)

RELS 373 Theology I: The Trinity & the Church (3 sem. hrs.)

A doctrinal study of the Trinity and the Church, engaging the biblical material in forming a doctrine of God and the Church.

NB: It is strongly recommended that students take RELS 369 before taking this course.
Prerequisite(s): RELS 110 or 160.

RELS 374 Theology II: Person & Work of Christ (3 sem. hrs.)

A doctrinal study of the person and work of Jesus Christ, engaging the biblical material in forming a doctrine of Christology and soteriology.

NB: It is strongly recommended that students take RELS 369 before taking this course.
Prerequisite(s): RELS 110 or 160.

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 105 or 110 or equivalent with instructor's consent. (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): Third-year standing. (3-0)

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 105 or 110.

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)

RELS 384 Contextualization & Culture (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 111 or 112, or instructor's consent. (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)

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 111 or 112, or instructor's consent. (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 105 or 110. (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 105 or 110 or instructor's consent. (3-0)

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): Third-year standing.

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 105 or 110, or equivalent with instructor's permission. (3-0)

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 Theology or Intercultural Religious Studies content courses.
Prerequisite(s): Consent of department chair.

RELS 410 Scripture and Science (3 sem. hrs.)

Examination of conceptions held by ancient cultures and the Bible of the origin, composition, and functioning of the cosmos, and the question of natural or supernatural causality. Students will critically evaluate current models of how Scripture relates to modern scientific knowledge. Using key biblical passages, students will construct a theological model that embraces not only the aspects of science and nature that support the idea of purpose (teleology) but also those aspects that do not readily align with teleology.

Cross-listed: NATS 410
Prerequisite(s): RELS 112; 3 sem. hrs. of BIOL, BIOT, CHEM, GENV, GEOL, or PHYS; and third-year standing.

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.

Prerequisite(s): RELS 111, 112. (3-0)

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.

Prerequisite(s): RELS 111, 112. (3-0)

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.

Prerequisite(s): RELS 112. (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.

Prerequisite(s): RELS 111. (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.

Prerequisite(s): RELS 111, 112. (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.

Prerequisite(s): RELS 111 and minimum third-year standing. (3-0)

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.

Prerequisite(s): RELS 111. (3-0)

RELS 454 Writings and Theology of John (3 sem. hrs.)

A study of the historical, literary, and theological aspects of the New Testament documents often categorized in biblical studies as "The Johannine Writings," which comprise the Gospel of John, the Letters of John, and Revelation. Important considerations include their distinctive and collective contributions to the formation of Christian thought and identity in antiquity and today.

Prerequisite(s): RELS 112. (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.

Prerequisite(s): RELS 112 and minimum third-year standing. (3-0)

RELS 460 Issues in World Christianity (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 or 112, or instructor's consent. (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): Third-year standing. (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): Third-year standing. (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 105 or 110 or equivalent with instructor's permission. (3-0)

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): Third-year standing. (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): Third-year standing. (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): Third-year standing. (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)

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)

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 theologies 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.)
Topics vary from year to year.

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 sem. 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)

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 Research Methods (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. at the 300- or 400-level of Psychology, Sociology, and/or Anthropology.

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)

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)

SOCI 207 Data Analysis (3 sem. hrs.)

The logic and the application of data analysis techniques suitable for the behavioural sciences. Descriptive statistics and inferential statistics, including measures of central tendency, variability, probability and sampling theory, correlation, regression, and non-parametric statistics.

Prerequisite(s): Second-year standing. (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): None.

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)

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)

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.

Prerequisite(s): None. (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): None. (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)

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)

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 Anthropology, Political Studies, and/or Sociology. (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)

SOCI 320 Human Services Field Placement I (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)

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)

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)

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.

Prerequisite(s): 6 sem. hrs. of sociology including SOCI 101. (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)

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)

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)

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)

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.

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)

SOCI 380 Criminology and Justice (3 sem. hrs.)

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, crime prevention, offenders and victims of crime, the criminal justice system, sentencing, corrections, restorative justice and other alternative measures, and social issues that intersect with crime.

Prerequisite(s): 6 sem. hrs. of sociology including SOCI 101. (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)

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)

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)

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. (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. (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)

SOCI 411 Human Services Field Placement II (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 320 and admission to the Human Services Program. (3-0)

SOCI 420 Human Services Field Placement III (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 411 and admission to the Human Services Program. (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)

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)

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)

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)

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)

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)

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)

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)

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)

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.

Statistics

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 MATH/STAT 102, 108, 203.
Cross-listed: MATH 102.
Prerequisite(s): None.
Recommended: At least a C in BC Principles of Mathematics 11, Foundations of Math 11, Pre-Calculus 11 or equivalent. (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 MATH/STAT 102, 108, 203. 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. (3-1)

STAT 203 Probability and Statistics I (3 sem. hrs.)

An introduction to the theory and application of probability and statistics for students who have experience with calculus. Topics include data collection, descriptive statistics, probability, random variables and standard distributions, central limit theorem, hypothesis tests, interval estimates, and linear regression. Computer software will be used to display, analyze, and simulate data. The focus will be on biostatistics with applications using data from the life sciences.

NB: Credit is granted for only one of MATH/STAT 102, 108, 203.
Cross-listed: MATH 203
Prerequisite(s): MATH 123 (3-0)

STAT 310 Mathematical Statistics (3 sem. hrs.)

The mathematics of inferential statistics. Topics include probability distributions and densities, expectation, moment-generating functions, functions of random variables, limiting distributions, and the theory behind statistical methods such as estimation, hypothesis testing, regression and correlation.

Cross-listed: MATH 310.
Prerequisite(s): MATH/STAT 203, MATH 223. (3-0)

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, 1 sem. hr.)

Students must fulfil assigned technical crew responsibilities during the semester. (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)

THTR 151, 152, 351, 352 Mainstage (1, 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)

THTR 153, 154, 353, 354 Ensemble (1, 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)

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)

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. (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)

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.

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. (3-0)

THTR 261 Acting II: Scene Studchin3y (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)

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. (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)

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.

Prerequisite(s): THTR 111, 112, 130, and permission of the instructor. (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.

Prerequisite(s): THTR 130, 210. (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)

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. (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. (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. (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. (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)

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)

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)

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.

Prerequisite(s): ENGL 103, 104; upper-level standing. (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)

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.)

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. (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)

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.

Prerequisite(s): THTR 161, 130, or permission of the instructor. (3-0)

THTR 390 Special Topics in Theatre (3 sem. hrs.)

Topics vary from year to year.

Prerequisite(s): Vary according to specifics of course. (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)

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)

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.

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)

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.

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)

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.

Prerequisite(s): THTR 161, 162, 261, 262, 175, 275. (3-0)

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.

Prerequisite(s): THTR 161, 162, 261, 262, 175, 275. (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)

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)

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)

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)

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 (3 sem. hrs.)

Prepares and equips 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)

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)

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)