# Table of Contents

- 2 Campus Locations
- 3 President’s Message
- 3 Mission Statement
- 3 Educational Philosophy Statement
- 5 Information Sources
- 6 College Directory

## Academic Schedule, Admissions, and General Student Information
- 9 Academic Schedule
- 11 Application Procedures
- 13 Fees
- 20 International Students
- 16 Academic Regulations
- 19 Transferability
- 21 Special Examinations
- 22 Grading Policy
- 27 Policies and Procedures
- 32 Educational Funding, Scholarships and Awards

## College and University Entrance Programming
- 36 English as a Second Language/English for Academic Purposes
- 37 General Business Studies
- 38 Preparation for University and College

## Certificate and Diploma Programs
- 40 Aboriginal Police Studies
- 42 Accounting and Strategic Measurement
- 46 Acupuncture
- 48 Arts and Cultural Management
- 50 Asia Pacific Management
- 52 Child and Youth Care
- 54 Correctional Services
- 56 Design Studies (formerly Visual Communications Design)
- 60 Disability Management in the Workplace
- 62 Disability Studies: Leadership and Community (formerly Rehabilitation Practitioner)
- 66 Early Childhood Development
- 67 Emergency Communications and Response
- 69 Fine Art
- 72 General Studies
- Gerontological Nursing
- Hearing Aid Practitioner
- Holistic Health Practitioner
- Human Resources Management
- Information Management and Library Technology
- Journalism
- Legal Assistant
- Management Studies
- Aviation Management Major
- Golf Operations Management Major
- Professional Golf Management Major
- Professional Golf Management Certificate of Achievement
- Insurance and Risk Management Major
- Massage Therapy
- Mental Health
- Music
- Nurse Credentialling
- Occupational Health Nursing
- Office Assistant
- Administrative Major
- Legal Major
- Medical Major
- Palliative Care
- Police and Security
- Investigations and Security Management Major
- Police Studies Major
- Psychiatric Nursing
- Public Relations
- Social Work
- Special Needs Educational Assistant
- Theatre Arts
- Theatre Production
- Therapist Assistant
- Physical and Occupational Therapist Assistant Major
- Speech Language Pathologist Assistant Major
- Travel
- Voluntary Sector Management
- Fund Development Major
- Volunteer Management Major

## Applied Degree Programs
- 135 Bachelor of Applied Business Administration – Accounting
- 137 Bachelor of Applied Communications in Professional Writing
- 140 Bachelor of Applied Human Service Administration
- 142 Bachelor of Applied International Business and Supply Chain Management

## University Studies
- 146 Bachelor of Arts Transfer
- 150 Bachelor of Commerce and Management Transfer
- 152 Bachelor of Education Transfer
- 156 Bachelor of Physical Education Transfer
- 158 Bachelor of Professional Arts in Communications Studies
- 159 Bachelor of Professional Arts in Criminal Justice
- 160 Bachelor of Science Transfer (Collaborative and January Entry)
- 167 Bachelor of Science — Computing Science Transfer
- 169 Bachelor of Science in Engineering Transfer
- 171 Bachelor of Science in Nursing Transfer

## Classification of High School Courses
- 178 Classification

## University Studies Information
- 176 University Studies
- 177 University Studies Faculty
- 180 Arts and Science Faculty
- 181 Grant MacEwan College Emeriti

## Course Descriptions
- 182 Course Descriptions
CAMPUS LOCATIONS

CITY CENTRE CAMPUS
10700 – 104 Avenue
Edmonton, Alberta T5J 4S2
Switchboard: (780) 497-5040

105th, 106th, 107th, and 108th Street Building Hours
Monday – Friday: 7:00 am – 10:00 pm
Saturday: 8:00 am – 4:30 pm
Sunday: 8:00 am – 4:30 pm
Statutory Holidays: Closed

Registrar’s Office/Information and Registration Services/Switchboard
Monday – Thursday: 7:30 am – 7:30 pm
Friday: 7:30 am – 4:30 pm
Saturday: 8:00 am – 4:00 pm
Sundays, Holidays and Long Weekends: Closed
Summer Hours: May 30 – August 19
Monday – Friday: 8 am – 4:00 pm
Saturday, Sunday and Holidays: Closed

CENTRE FOR THE ARTS
10045 – 156 Street
Edmonton, Alberta T5P 2P7
Switchboard: (780) 497-4340

Building Hours
Monday – Friday: 7:00 am – 10:00 pm
Saturday: 8:00 am – 4:30 pm
Sunday: 8:00 am – 4:30 pm
Statutory Holidays: Closed

Information Centre Hours
Monday – Thursday: 7:45 am – 7:30 pm
Friday: 7:45 am – 4:30 pm
Saturday: 8:30 am – 4:00 pm*
Sundays, Holidays and Long Weekends: Closed
Summer Hours: May 30 – August 19
Monday – Friday: 8:00 am – 4:00 pm
Saturday, Sunday and Holidays: Closed

SOUTH CAMPUS
7319 – 29 Avenue
Edmonton, Alberta T6K 2P1
Switchboard: (780) 497-4040

Building Hours
Monday – Friday: 7:00 am – 10:00 pm
Saturday and Sunday: 8:00 am – 4:30 pm
Statutory Holidays: Closed

Information Centre Hours
Monday – Thursday: 7:45 am – 7:30 pm
Friday: 8:30 am – 4:30 pm
Saturday, Sunday and Holidays: Closed
Summer Hours: May 30 – August 19
Monday – Friday: 8:00 am – 4:00 pm
Saturday, Sunday and Holidays: Closed

ALBERTA COLLEGE CAMPUS
10050 MacDonald Drive
Edmonton, Alberta T5J 2B7
Switchboard: (780) 423-6200

Building Hours
Monday – Friday: 7:00 am – 11:00 pm

Student Services Hours
Monday – Friday: 7:30 am – 4:30 pm
Saturday, Sunday and Holidays: Closed
Summer: May 30 – August 19
Monday – Friday: 8:00 am – 4:00 pm
Saturday, Sunday and Holidays: Closed

Note: With program descriptions, U of A refers to the University of Alberta, U of C refers to the University of Calgary, U of L refers to the University of Lethbridge, and AU refers to Athabasca University.

Important note: This calendar is published for information to the general public. Every effort is made to ensure accuracy at the time of printing. Grant MacEwan College reserves the right to make any necessary changes in matters discussed herein including procedures, policies, calendar, curriculum, course content or emphasis, and costs, either to serve the best interests of the college, or because circumstances are beyond the college’s reasonable control.
At Grant MacEwan College, we want you to succeed. We know you have the drive and ambition necessary to achieve your goals. We know you have the strength of spirit required to overcome challenges and obstacles. You now have the opportunity to choose from an abundance of possibilities and we’re here to provide you with the tools you need to make your vision a reality.

Whether you’re just starting out or changing career directions, MacEwan offers over 75 quality programs that provide you with innumerable options for specialization. Choose to hone your skills with an applied degree, diploma or certificate, or start a university degree. Benefit from our small classes, one-on-one interaction with instructors and affordable tuition. Learn from our exceptional faculty who provide real-world experience in the classroom and have close ties to business and industry. At MacEwan, we pride ourselves on providing a friendly, safe and caring atmosphere where meeting your needs is our first priority.

For over 30 years, MacEwan has worked diligently to provide our students with high-quality programs responsive to the needs of our community and our province. Welcome to MacEwan – your future is our focus.

Dr. Paul J. Byrne,
President and CEO

Grant MacEwan College inspires and enables individuals to succeed in life through career and university studies.

At Grant MacEwan College, teaching and learning are our priorities. We value the legacy of Dr. Grant MacEwan and strive to emulate his example of service, stewardship, and life-long learning in our student-centered environment.

We believe that learning occurs through exploration and questioning, in an environment of mutual respect and collaboration. Learning is enriched by interactions among instructors and students whose diverse life experiences, cultures, ethnicities, religions, and abilities are acknowledged and respected.

We are committed to scholarship and the maintenance of high academic standards. We believe that learners benefit from their association with educators and staff who demonstrate integrity and purpose, leadership in their fields, and passion for their work.

We endeavour to enhance our students’ capacity to live well-balanced, productive lives as citizens of our inter-connected world. Our links with communities beyond the College — academic and professional, local and international — ensure the relevance of learning activities and enable students to move confidently into the workforce or on to further educational opportunities.

Approved by Academic Council on May 11, 2004

Dr. Janet Paterson-Weir
Executive Vice President, Academic
THE MACEWAN DIFFERENCE

At MacEwan, we’re focused on helping you get to where you want to be. The facts speak for themselves — in today’s information economy an education puts you at the front of the pack. Developing critical thinking skills, exploring your intellectual potential, learning how to learn better, MacEwan gives you all the tools to become a confident, successful student.

We encourage small class sizes, so you and your instructor can work together. Learning is a two way street, and MacEwan makes sure you get individual attention along the way.

We keep your tuition fees reasonable. MacEwan was founded on the principle of being smart with your resources. We want your learning experience to be exceptional, so we invest funds where students need them. We also award over $850,000 in scholarships and bursaries annually. That goes to show we attract smart students.

We hire fantastic instructors. It takes a certain type of person to teach at MacEwan. Smart people teaching the subjects they are passionate about. That energy can’t help but rub off on you.

We know there’s more to life than textbooks. Only part of your education happens in the classroom. At MacEwan we strive to offer it all — competitive athletics, art shows, theatre productions, international student events, clubs, Students’ Association events, you name it. There’s always something going on.

That’s the MacEwan difference. With more than 70 programs on four campuses, thousands of part-time and distance delivery courses, and state-of-the-art labs and library services, it’s no wonder that 96 per cent of our students are satisfied with their experience at MacEwan.

What can we do for you?

Help you launch your university education: Start your university studies at MacEwan. After one or two years, you can transfer to the University of Alberta or another post-secondary institution — it’s really as simple as that. Learning in smaller classes, with instructors who know you by name, gives you the confidence to take the next step. And with one of the lowest average tuition costs, starting your university degree doesn’t have to break the bank.

Offer you career-focused, applied degree studies: Applied degrees focus on a specific industry, providing a depth of understanding that differs from traditional bachelor’s degrees. They also combine academic study with extended workplace experience. Three years of academic-based learning and one year of paid work experience: Not only will you graduate with a combination of skill development and theoretical studies, you’ll have practical work experience to help you stand out from the crowd.

With our close ties to employers, MacEwan can adapt quickly to changing labour-market trends. Many instructors hold key positions in their fields and can give you the tools to jump right into a red-hot job market. Make contacts, gain experience and set yourself up for a career on the fast track.

Focus your education on skill sets employers expect: Invest a year or two in college: MacEwan offers over 60 certificate and diploma programs. Close ties with employers and advisory committees give college programs the flexibility to adjust, adapt and accommodate changes in their respective fields. That gives you a foundation of valuable, marketable skills to get you on your way.

Prepare yourself for college and university: Whether you are missing admission requirements or boosting your grades, one of our developmental programs will prepare you for the next step.

Learn on a part-time basis: Part-time, credit, and noncredit courses are offered during evenings and weekends or through alternative delivery, making it easier for you to study on a part-time basis. MacEwan also offers workshops, seminars and conferences.

Focus on Part-Time Courses is produced in July, November and March of each year and is available free of charge at campus Information Centres and the Office of the Registrar or call (780) 497-4673 (toll-free: 1-888-497-4622).

STUDENT RESIDENCE

Starting in September 2005, nearly 900 students will be living the suite life in MacEwan’s first student residence. Located at the City Centre Campus in downtown Edmonton, the building offers a mix of bachelor, two-bedroom, and four-bedroom suites.

Living in residence gives students the freedom of independent living and the safety, convenience, and benefits of living in a residence community. It also gives students opportunities to meet new people, get involved in campus activities and develop leadership skills.

For more information, visit MacEwan’s web site at www.macewan.ca or call (780) 497-4673 (toll-free: 1-888-497-4622).
INFORMATION SOURCES

Publications
All publications are available for viewing in PDF format at www.macewan.ca. Publications are available at any MacEwan Information Centre or at the Office of the Registrar.

FOCUS ON MacEwan PROGRAMS
• Includes information about MacEwan’s college and university entrance programming, certificate, diploma, university transfer and applied degree programs.

FOCUS ON DISTANCE LEARNING
• Includes information on MacEwan programs and courses available through online, distance and self-study delivery methods.
• eCampus Alberta credentials are also listed.

FOCUS ON PART-TIME COURSES
• Catalogues MacEwan’s part-time credit and noncredit courses for Fall, Winter, and Spring/Summer start dates.
• Available on campus and from newsstands across Edmonton starting in July, November and March each year.

FOCUS ON SCHOLARSHIPS, BURSARIES AND AWARDS
• Highlights over 400 scholarships, awards, and bursaries available to students.
• Available only from the Student Resource Centre.
• In 2003/2004 the Foundation awarded $850,000 to over 1,200 students in scholarships, bursaries and awards.
• Information on financial assistance is available through the Student Resource Centre at the City Centre Campus. This calendar also contains information on financial assistance, awards, scholarships, and bursaries.

FOCUS ON PROGRAM REGISTRATION
• Sent to accepted applicants.
• Outlines important registration information: registration schedule, tuition, material fees, special fees, electives, parking, and other student service information.

For More Information or Assistance
STUDENT RESOURCE CENTRE
The Student Resource Centre services include career, educational, and personal counselling, assisting students find satisfactory solutions to their concerns. Services also include educational planning for prospective students as well as information on student loans, scholarships, bursaries and awards. Employment services, including an on-line job registry, are available to students and alumni. Staff of the Student Resource Centre are also available for high school visits, career days, or to provide a group tour of the college. For further information on any of the above services, call (780) 497-5063 or 5064, or visit our website at www.macewan.ca/src.

SERVICES TO STUDENTS WITH DISABILITIES
Services to Students with Disabilities co-ordinates a range of Counselling and Educational Support Services to provide students with disabilities with an equitable opportunity to participate fully in college courses. The support services that are co-ordinated by the department include alternate format material preparation (e.g., audio, electronic, Braille, enlargement), sign language interpreter, Communication Access Real Time Translation reporter, academic strategy instruction, note taker, exam accommodations, assistive computer technology assessments, training, and technical support.

Students are required to provide current documentation of disability to allow for an effective assessment of individual needs. Based on a review of this documentation, appropriate academic accommodations and educational support services will be identified. Students who will require accommodations and/or services are advised to contact the department staff at least four months prior to registration to ensure that appropriate services are established in a timely manner.

Contact the Student Resource Centre at City Centre Campus, (780) 497-5063, or South Campus, (780) 497-4041, to schedule an appointment.

STUDENT FOR A DAY PROGRAM
The Student for a Day Program is intended to be the final information source prior to admission. Students must complete other information gathering steps prior to applying for this program.

Contact the Student Resource Centre for further information: (780) 497-5063 or 5064.

INTERNATIONAL STUDENT ADVISING
Prospective and enrolled international students are encouraged to make an appointment with an international student advisor to discuss their career, educational plans, immigration status, and any issues related to their adaptation to living in Canada. Contact the Student Resource Centre for further information at (780) 497-5063 or 5064.

INTERNATIONAL CENTRE
Grant MacEwan College is committed to fostering the development of the knowledge, attitudes, and skills necessary to live and work effectively in an inter-connected world. To achieve these goals, instructors, students, and staff are working to integrate an international dimension into the teaching, learning, and service functions of our “Global College.” The International Centre supports the integration of international students into the college community by providing predeparture information, orientations, home stay referral, social and cultural event planning, admission information and advising. The centre also promotes work/study abroad opportunities. For further information please call (780) 497-5397.

COLLEGE CONNECTIONS
College Connection is an inclusive education service at Grant MacEwan College that supports students with developmental disabilities to be fully included in programs of study and college life. Students participate as auditing students, which enables them to have support to set individualized goals and adapt the course expectations and their involvement in a way which provides the most beneficial learning experience possible. College Connection staff work closely with students and course instructors to offer support that maximizes both the student’s involvement and the potential for everyone involved to have a positive experience.

Contact College Connection for more information at (780) 497-5198 or collegeconnection@macewan.ca.
Programs

Aboriginal Police Studies 497-4087
Accounting and Strategic Measurement 497-5221
Acupuncture 497-5168
Arts and Cultural Management 497-4408
Asia-Pacific Management 497-5234
Bachelor of Applied Business Administration – Accounting 497-5221
Bachelor of Applied Communications in Professional Writing 497-5602
Bachelor of Applied Human Service Administration 497-5164
Toll-free 1 888 497-9390
Bachelor of Applied International Business and Supply Chain Management 497-5106
Bachelor of Arts Transfer 497-5653
Bachelor of Commerce and Management Transfer 497-5237
497-5234
497-4232
Bachelor of Education Transfer 497-5653
Bachelor of Physical Education Transfer 497-4708
Bachelor of Professional Arts in Communication Studies (all) 497-3405
Bachelor of Professional Arts in Criminal Justice (all) 497-3404
Bachelor of Science – Computing Science Transfer 497-4708
Bachelor of Science Transfer 497-5161
Bachelor of Science in Engineering Transfer 497-4708
Bachelor of Science in Nursing Transfer 497-5700
Child and Youth Care 497-4646
Correctional Services 497-5296
Design Studies (formerly Visual Communication Design) 497-4312
Disability Management in the Workplace 497-5109
Toll-free 1 866 221-2882
Disability Studies: Leadership and Community (formerly Rehabilitation Practitioner) 497-5196
Self-study and distance offerings 497-5099
Early Childhood Development 497-5146
Emergency Communications and Response 497-5181
English as a Second Language/English for Academic Purposes 497-4000
Fine Art 497-4321
General Business Studies 409-3905
General Studies 497-4150
Gerontological Nursing Toll-free 497-5702
Hearing Aid Practitioner 497-4142
Holistic Health Practitioner 497-5098
Human Resources Management 497-5384
Information Management and Library Technology 497-5276
Journalism 497-5602
Legal Assistant 497-5242
Management Studies Regular 497-5263
Accelerated 497-5241
Part-time 497-5219
Aviation Management 497-5241
Golf Operations and Professional Golf Management 497-5257
Insurance and Risk Management 497-5384
Massage Therapy 497-5704
Mental Health 497-4111
Music 497-4436
Nurse Credentialling 497-5703
Nursing 497-5700
Occupational Health Nursing Toll-free 497-5701
1 800 661-6878
Office Assistant 497-4752
Palliative Care 497-4142
Police and Security Day program 497-5186
Evening program 497-5379
Preparation for University and College 497-4029
Psychiatric Nursing 497-5700
Public Relations 497-5389
Disability Studies: Leadership and Community (formerly Rehabilitation Practitioner) 497-5196
Self-study and distance offerings 497-5099
Social Work 497-5566
Special Needs Educational Assistant 497-5156
Theatre Arts 497-4393
Theatre Production 497-4409
Therapist Assistant 497-5098
Travel 497-5254
Voluntary Sector Management 497-5268

Services

MacEWAN CENTRE FOR SPORT AND WELLNESS
Main Switchboard 497-5300
Co-ordinator 497-5291
Athletics Manager 497-5295

MacEWAN BOOKSTORES
Manager 497-5481
City Centre Campus 497-5482
Centre for the Arts 497-4382
South Campus 497-4082
Alberta College Campus 423-6233

STUDENT RESOURCE CENTRE (Counselling, Advising, Employment, and International Student Advising)
City Centre Campus 497-5063
Centre for the Arts 497-4340
South Campus 497-4041
Alberta College Campus 423-6210

Services to Students with Disabilities
City Centre Campus 497-5811
TTY 497-5225
Liaison Office 497-5814

Financial Aid, Scholarships, and Awards Services 497-5063

Learning Resources Centres
City Centre Campus 497-5850
Centre for the Arts 497-4346
South Campus 497-4054
Alberta College Campus 423-6227

STUDENTS’ ASSOCIATION
General Manager 497-5471
Administrative Assistant 497-5477
Centre for the Arts – Programming and Services 497-4440
South Campus – Programming and Services 497-4144
Administration

President and CEO
Dr. Paul Byrne 497-5401

Executive Vice President, Academic
Dr. Janet Paterson-Weir 497-5421

Associate Vice President, Academic
Dr. Susan May 497-5080

Vice President, Student Services
Cathryn Heslep 497-5413

Interim Vice President, Resources
Allen Watson 497-5411

Chief Financial Officer
Brent Quinton 497-5446

Chief Information and Technology Officer
Suzanne Adnams 497-5501

Dean, Arts and Science

Associate Dean, Arts
Dr. David Higgins 497-4170

Associate Dean, Science
Dr. Patrick Sullivan 497-5636

Dean, Business
Elsie Elford 497-5210

Associate Dean, Business
Mike Henry 497-5147

Dean, Health and Community Studies
Dr. Gerri Nakonechny 497-5155

Associate Dean, Health and Community Studies
Sharon Bookhalter 497-5298

Dean, Centre for the Arts
Richard Cook 497-4311

Associate Dean, Centre for the Arts
Denise Roy 497-4410

Executive Director, Human Resources
Darryl Currie 497-5431

Executive Director, Strategic Planning
Alan Vladicka 497-5391

Director, Communications and External Relations
Troy Underhill 497-4638

Director, Leslie Nielsen School of Communications
Don McMann 497-4712

Director, Facilities
Stuart MacLean 497-5512

Director, Learning Resources Centre
Joanne Kemp 497-5892

Director, Retail and Campus Services
Brenda Andreassen 497-5041

Director, MacEwan Corporate Learning
Maureen Labonte 497-5214

Director, Procurement and Contract Services
Carol Robinson 497-5502
ACADEMIC SCHEDULE

ACADEMIC SCHEDULE – JULY 1, 2005 TO JUNE 30, 2006

Programs that start at other times of the year than reflected here will have Academic Schedules distributed through the specific program with a copy provided to the Office of the Registrar prior to the commencement of the scheduling process for the subsequent academic year.

JULY 2005

Friday, 1 Canada Day observed, College closed.
Monday, 4 First day of regular Summer term classes.
Wednesday, 6 Last day for program changes, course additions, course deletions, and late registration in regular courses for the Summer term.
Wednesday, 6 Last day for payment of Summer term fees.

AUGUST 2005

Monday, 1 Civic Holiday, College closed.
Monday, 8 Last day to withdraw from Summer term courses without academic penalty.
Wednesday, 24 Last day of Summer term classes.
Tuesday, 30 Registration and orientation day.
Wednesday, 31 Registration and orientation day.

SEPTEMBER 2005

Thursday, 1 Registration and orientation day.
Monday, 5 Labour Day, College closed.
Tuesday, 6 First day of regular Fall term classes.
Tuesday, 13 Last day for program changes, course additions, and course deletions for the Fall term. Course withdrawals from regular courses may take place throughout the term, up to the academic penalty withdrawal date.
Tuesday, 13 Last day for payment of Fall term fees.

OCTOBER 2005

Monday, 10 Thanksgiving Day, College closed.
Friday, 21 Last day to withdraw from eleven-week courses without academic penalty.

NOVEMBER 2005

Saturday, 5 Open House
Wednesday, 9 Professional Development Day; all regular classes cancelled.
Thursday, 10 Professional Development Day; all regular classes cancelled.
Friday, 11 Remembrance Day, College closed.
Monday, 14 Last day to withdraw from Fall term courses without academic penalty. (Exception: 6-credit courses that span Fall and Winter terms.)
Friday, 18 Last day of 11-week courses.

DECEMBER 2005

Wednesday, 7 Final examination period begins.
Friday, 16 Last day of classes and final examinations for the Fall term.
Friday, 23 College closed at 4:30 p.m.
Saturday, 24 Christmas Eve, College closed.
Monday, 26 Boxing Day, College closed.
Tuesday, 27 College closed.
to Saturday, 31

JANUARY 2006

Sunday, 1 New Year’s Day, College closed.
Monday, 2 College closed.
Monday, 9 First day of regular Winter term classes.
Monday, 16 Last day for program changes, course additions, and course deletions for the Winter term. Course withdrawals may take place throughout the term, up to the academic penalty withdrawal date.
Monday, 20 Last day for payment of Winter term fees.

FEBRUARY 2006

Thursday, 9 Grant MacEwan Day (classes in session).
Friday, 10 Last day to withdraw without academic penalty for 6-credit courses that began in Fall term.
Monday, 20 Family Day, College closed.
Monday, 20 Reading Week; all regular classes cancelled.
Tuesday, 21 Professional Development Day.
Wednesday, 22 Professional Development Day.

MARCH 2006

Friday, 3 Last day to withdraw from eleven-week courses without academic penalty.
Friday, 24 Last day to withdraw from Winter term courses without academic penalty. (Exception: 6-credit courses that span Fall and Winter terms.)
Friday, 31 Last day of 11-week courses.

APRIL 2006

Friday, 14 Good Friday, College closed.
Monday, 17 Easter Monday, Professional Development for Faculty, College closed.
Tuesday, 18 Final examination period begins.
Friday, 28 Last day of classes and final examinations for the Winter term.

MAY 2006

Monday, 1 First day of regular Spring term classes.
Wednesday, 3 Last day for program changes, course additions, and course deletions for the Spring term. Course withdrawals may take place throughout the term, up to the academic penalty withdrawal date.
Wednesday, 3 Last day for payment of Spring term fees.
Thursday, 4 Spring Convocation.
and Friday, 5

JUNE 2006

Monday, 5 Last day to withdraw from Spring term courses without academic penalty.
Wednesday, 21 Last day of Spring term classes.
PROPOSED ACADEMIC SCHEDULE

JULY 1, 2006 TO JUNE 30, 2007

Programs that start at other times of the year than reflected here will have Academic Schedules distributed through the specific program with a copy provided to the Office of the Registrar prior to the commencement of the scheduling process for the subsequent academic year.

JULY 2006

Monday, 3 Canada Day observed, College closed.
Tuesday, 4 First day of regular Summer term classes.
Thursday, 6 Last day for program changes, course additions, course deletions, and late registration in regular courses for the Summer term.
Thursday, 6 Last day for payment of Summer term fees.

AUGUST 2006

Monday, 7 Civic Holiday, College closed.
Tuesday, 8 Last day to withdraw from Summer term courses without academic penalty.
Friday, 24 Last day of Summer term classes.
Tuesday, 29 Registration and orientation day.
Wednesday, 30 Registration day.

SEPTEMBER 2006

Monday, 4 Labour Day, College closed.
Tuesday, 5 First day of regular Fall term classes.
Tuesday, 13 Last day for program changes, course additions, and course deletions for the Fall term. Course withdrawals from regular courses may take place throughout the term, up to the academic penalty withdrawal date.
Tuesday, 13 Last day for payment of Fall term fees.

OCTOBER 2006

Monday, 9 Thanksgiving Day, College closed.
Friday, 20 Last day to withdraw from eleven-week courses without academic penalty.

NOVEMBER 2006

Saturday, 4 Open House
Friday, 10 Professional Development Day; all regular classes cancelled.
Monday, 13 Remembrance Day observed, College closed.
Tuesday, 14 Professional Development Day; all regular classes cancelled.
Friday, 10 Last day to withdraw from Fall term courses without academic penalty. (Exception: 6-credit courses that span Fall and Winter terms.)
Friday, 17 Last day of 11-week courses.

DECEMBER 2006

Wednesday, 6 Final examination period begins.
Friday, 15 Last day of classes and final examinations for the Fall term.
Friday, 22 College closed at 4:30 p.m.
Sunday, 24 Christmas Eve, College closed.
Tuesday, 26 Boxing Day, College closed.
Wednesday, 27 College closed.

JANUARY 2007

Monday, 1 New Year’s Day, College closed.
Tuesday, 2 First day of regular Winter term classes.
Wednesday, 10 Last day for program changes, course additions, and course deletions for the Winter term. Course withdrawals may take place throughout the term, up to the academic penalty withdrawal date.
Wednesday, 10 Last day for payment of Winter term fees.
Friday, 12 Last day to apply for supplemental examinations or reassessment of grades for 6-credit courses that span Fall/Winter terms.
Wednesday, 31 Last day for receipt of “Applications to Graduate” for 2006 Spring Convocation.

FEBRUARY 2007

Friday, 2 Last day to withdraw without academic penalty for 6-credit courses that began in Fall term.
Thursday, 8 Grant MacEwan Day (classes in session).
Friday, 16 Last day to withdraw from eleven-week courses without academic penalty.
Monday, 19 Family Day, College closed.
Monday, 19 Reading Week; all regular to Friday, 23 classes cancelled.
Tuesday, 20 Professional Development Day.
Wednesday, 21 Professional Development Day.

MARCH 2007

Friday, 16 Last day to withdraw from Winter term courses without academic penalty. (Exception: 6-credit courses that span Fall and Winter terms.)
Friday, 23 Last day of 11-week courses.

APRIL 2007

Friday, 6 Good Friday, College closed.
Monday, 9 Easter Monday, Professional Development for Faculty, College closed.
Wednesday, 11 Final examination period begins.
Friday, 20 Last day of classes and final examinations for the Winter term.
Friday, 27 Spring Convocation.

MAY 2007

Monday, 7 First day of regular Spring term classes.
Wednesday, 9 Last day for program changes, course additions, and course deletions for the Spring term. Course withdrawals may take place throughout the term, up to the academic penalty withdrawal date.
Wednesday, 9 Last day for payment of Spring term fees.
Monday, 21 Victoria Day, College closed.
Friday, 25 Last day to apply for supplemental examinations or reassessment of grades for 6-credit courses that span Fall and Winter terms or for Winter term (January - April) courses.

JUNE 2007

Monday, 11 Last day to withdraw from Spring term courses without academic penalty.
Wednesday, 28 Last day of Spring term classes.
APPLICATION PROCEDURES

Most programs require an Alberta high school diploma or equivalent and a Skills Appraisal of your reading, writing, and possibly math abilities.

Please note: a GED is not acceptable for admission unless specified by the program. If you have not completed a high school diploma, you may be considered for admission if you qualify as a mature student. For many programs, you must be at least 18 years old and out of high school at least one year by the beginning of the intake term. Several programs set the age of mature student higher than 18. Please check the detailed admission requirements for your program of interest on the following pages.

In addition to reviewing your previous academic accomplishments, our faculty may consider your ability, professional suitability, and desire to learn. They look at whether you’ve made the best choice for you because they know what it takes to succeed.

5 Easy Steps When Applying to Grant MacEwan College

Application: Submit the completed application form and non-refundable fee.
Requirements: The Office of the Registrar will send an acknowledgement letter outlining requirements. Complete and submit the items as described.
Decision: Once steps 1 and 2 are complete, a decision can be made. You will be informed by letter.
Deposit: If accepted, pay the program deposit within the time specified on the acceptance letter.
What’s Next? Clearing conditions, financial assistance, advanced standing, orientation, registration . . .

1. APPLICATION

A completed application form must be submitted along with the $35 non-refundable application fee for Canadian Citizens or Landed Immigrants or $85 non-refundable application fee for applicants on a study permit or other visa.

Mail to or visit:
The Office of the Registrar
Grant MacEwan College
10700 – 104 Avenue
Edmonton, Alberta T5J 4S2

This may also be submitted in person to any campus Information Centre, Office of the Registrar, or visit our website at www.macewan.ca and apply online.

On the day we receive your application, if your first choice program is filled, we will consider you for your second choice program. If you are considered but not selected for your first choice or wish your application to be transferred from one program to another, you must submit a new application for admission and pay the required fee.

If you have questions after reading these procedures, contact us by phone at (780) 497-5140, e-mail info@macewan.ca, or visit our website at www.macewan.ca. Application fees are non-refundable and cannot be applied towards tuition. The application fee must be paid each time an application for admission is submitted.

Most programs have a September intake only; however, a listing of alternate intakes for some programs can be found at www.macewan.ca.

The application period will normally open on the following dates:

Fall term: October 1
Winter term: February 1
Spring/Summer term: April 1 – for the following year or 11 months prior to intake.

The earliest possible closing dates for applications are as follows:

Fall term: January 15
Winter term: June 15
Spring/Summer term: October 15

Transcripts

Official transcripts of your high school and, if applicable, post-secondary education are vital to the admission decision. Be sure to send them promptly. You may obtain an Alberta high school transcript by contacting:

by mail or in person to:
Alberta Learning Information Services Branch
Devonian Building
11160 Jasper Avenue
Edmonton, Alberta T5K 0L2

or by phone at:
(780) 427-5732
or online at:
www.learning.gov.ab.ca

It normally takes two business days to issue an official transcript. Out-of-province or international applicants should contact the agency in their area.

Documents not printed in English must also include a certified English language translation. Translations must be complete, literal, word-for-word, and in the same format as the original document.

Transcripts of post-secondary grades must be issued and signed by the institution and bear their official seal. It is not necessary to request official transcripts for coursework previously completed at Grant MacEwan College. Once submitted to the college, official copies of educational transcripts become the property of Grant MacEwan College and will not be returned to the applicant. This is a standard practice among Canadian post-secondary institutions and is designed to protect the authenticity of the transcript. You may obtain additional official copies of your transcripts by contacting the institutions you originally attended.

2. REQUIREMENTS CONSIDERATION

Soon after you have submitted your application form, the Office of the Registrar will acknowledge its receipt by sending you a letter detailing the items needed for consideration of admission.

Skills Appraisal

Applicants seeking acceptance to one of the college credit programs may be required to write the specified college admissions tests except as exemptions are specified by program admissions criteria.

The Skills Appraisal is used to assess your reading and writing skills. If your intended program requires mathematics, you may be tested in mathematics as well. If you have done appropriate prior coursework in the areas to be tested, you may be exempt from writing the Skills Appraisal. Once your official secondary and/or post-secondary transcripts have been evaluated, we will determine if all or portions of the Skills Appraisal have been met. Some programs do not make exemptions and require all applicants to write all portions of the Skills Appraisal.

For details regarding the tests and exemption criteria, refer to the Skills Appraisal brochure or online at www.macewan.ca/skillssappraisal.
English Language Proficiency
(Excerpt from Policy C5010)
Demonstration of English language proficiency skills shall apply to all applicants whose first language is not English, regardless of citizenship status, and shall be determined by information provided by the applicant.

Applicants to University Studies programs shall demonstrate English language proficiency required for admission by presenting official documentation of one of the following (or equivalent):

a) successful completion of three years of full-time instruction in an institution at which English is the primary language of instruction and in a country where English is the principal language (must include Grade 12 or equivalent);

b) Test of English as a Foreign Language (TOEFL) with a minimum score of 580 (paper-based) or 237 (computer-based); 50 (paper-based) or 16 (computer-based) on each component;

c) Canadian Academic English Language (CAEL) Assessment with a minimum score of 70;

d) International English Language Testing System (IELTS) with a minimum score of 6.5;

e) Michigan English Language Assessment Battery (MELAB) with a score of 80;

f) Alberta English 30 or English Language Arts 30-1 diploma exam with a minimum grade of 80 per cent;

g) International Baccalaureate Higher Level English with a minimum grade of 6.0;

h) Advanced Placement English with a minimum grade of 5.0;

i) ENGL 101 (or equivalent) with a minimum grade of B or equivalent, or

j) A two-year diploma from an accredited post-secondary institution where English is the primary language of instruction at the institution and the principal language of the country of the institution.

k) Successful completion of Skills Appraisal and any resulting required development course work. (Note: Skills Appraisal is not administered outside of Canada)

For information on the Canadian Academic English Language (CAEL) assessment write to: CAEL Assessment Testing Unit Carleton University 126 Paterson Hall 1125 Colonel By Drive Ottawa, Ontario K1S 5B6 telephone: (613) 520-2600, ext. 2271 fax: (613) 520-6641 or via e-mail: cael@carleton.ca website: www.carleton.ca/slas

For information on the Test of English as a Foreign Language (TOEFL) write to: The Educational Testing Service P.O. Box 6155 Princeton, NJ, USA 08541-6154 telephone: 1 (609) 771-7100 website: www.toefl.org

Specific Program Requirements
Our letter to you will indicate other information needed for consideration, depending on the admission requirements of the specific program to which you have applied. Examples are resumes, references, letters of intent, and portfolios. Complete and submit these items as soon as possible. Programs may have quotas which limit admission. In the case where the number of qualified applicants exceeds the quota, the program may accept applicants who best meet established admission criteria. Refer to the program sections of this calendar.

3. THE DECISION
Once you have completed all items listed in our letter of acknowledgment, a final decision on your application will be made. We will send you a letter of notification.

Admission decisions are not subject to appeal. In cases where the reason for inadmissibility is failure to meet program specific requirements, applicants may discuss their concerns with an appropriate program staff member or counsellor.

If you are admissible, but the quota has been filled, you may be offered a place on a waiting list. For some programs, applicants are accepted from the waiting list according to the decision date. First priority is given to the earliest date. Other programs rank applicants according to the quality of the applicant.

4. PROGRAM DEPOSITS
If accepted, you will be asked to pay a program deposit of $200 ($1,000 for international applicants) towards your first term’s tuition. Be sure to pay by the time specified in the acceptance letter or your offer of admission may be withdrawn. Program deposits will be refunded in full only if you notify the Office of the Registrar, in writing, of your withdrawal at least six weeks prior to registration week.

5. CLEARING CONDITIONS
If accepted, your admission may include the condition that you complete specific items prior to the start of the program or by a certain date. Examples are successful completion of required developmental courses resulting from the Skills Appraisal and submission of final official transcripts. Read your acceptance letter very carefully and take steps immediately to meet any conditions. Upon meeting all conditions, you will be automatically moved to accepted status. No additional letters will be sent unless you have not met all conditions.
FEES

CANADIAN/LANDED IMMIGRANT AND INTERNATIONAL STUDENT TUITION FEES
At the time of publication, the Canadian student tuition fees for 2005/06 were not confirmed or approved by the Board of Governors. It is anticipated that fees will be approved and published by April 2005. Please refer to the College website at www.macewan.ca/tuitionfees for full information on both the Canadian and International student tuition fees. To access tuition fee information from this website, select your program of choice. The program cost estimate will be listed for both Canadian/Landed Immigrant as well as International students. At the bottom of the page, the following links will be available for the 2005/2006 academic year:
- tuition fee tables
- material/special fees
- mandatory/optional fees

GENERAL FEES INFORMATION

Planning your budget? Keep these important facts and fees in mind.

APPLICATION FEES
Applying to a program? Remember to include your application fee of:
- $50 CDN for Canadian Citizens or Landed Immigrants
- $120 CDN for applicants on a Study Permit or Other Visa.
Fees must be submitted with the application form. Application fees are non-refundable and cannot be applied towards tuition. The application fee must be paid each time an application is submitted.

PROGRAM DEPOSITS
To guarantee a position in a program, each student accepted for admission into any college program will normally be required to remit a specified portion of the tuition fees as indicated in the letter of acceptance. The deadline date for payment of the program deposit will be documented in the acceptance letter. If payment by the deadline date has not been met, the offer of acceptance may be withdrawn.

Program deposits will be refunded in full ONLY if you notify the Office of the Registrar in writing about the withdrawal of your application at least SIX WEEKS PRIOR to the first class.

TUITION AND ADMINISTRATIVE FEES
Students are expected to make a direct financial contribution to the operating costs of their educational activity.

Tuition fees, which are fees for instruction, are established and reviewed on an annual basis through the college’s approval process in accordance with the provincial tuition fee legislation. Administrative fees (both mandatory and optional) are developed and approved through the college’s fee approval process and are reviewed on an annual basis. Administrative fees are defined as fees for specified products or services and are either mandatory or optional.

As tuition fees are based on the number of credits in which you are currently registered, completing additional spring/summer courses will not reduce fees for the next year.

Any additional fees for added courses must be paid at the time of registration or prior to the published deadline as specified by the Office of the Registrar.

STUDENT TERM FEE
The Student Term Fee is a mandatory fee that includes fees for Students’ Association membership, Students’ Association building fund, the Alumni Association, and the MacEwan Centre for Sport and Wellness.

The Student Term fee will be assessed along with tuition fees as part of the registration process.

SUPPLEMENTAL HEALTH CARE AND DENTAL FEE
A mandatory Supplemental Health Care and Dental Care fee will be assessed to eligible full-time on-campus credit program students as part of the registration process. (Refer to the Academic Regulations section of this calendar for the eligibility requirements or contact your plan administrator.)

Student eligibility for health and dental plans is determined and assessed in the Fall term for coverage until December 31 and again in the Winter term for coverage until August 31. Any student with proof of alternate coverage for supplemental health care and/or dental care may opt out of these plans prior to the advertised deadline date by contacting the plan administrator.

Please note that the health plan is above and beyond your provincial insurance plan and the dental plan has a list of specified dentists. For more information about your eligibility, policy content, family add-on, opt out, current network dental list, etc., call the Student Benefits Plan Office at (780) 497-4675 or drop by the Students’ Association Office.

MATERIAL AND SPECIAL FEES
To help you make the most of your education and to reduce your costs, the college produces or purchases materials for some courses. Compulsory material and/or special fees are assessed for some courses upon registration. A full listing of material and special fees can be found online at www.macewan.ca/materialfees.

PAYING YOUR FEES
To ensure a smooth transition into post-secondary education, it is imperative you have your funds in place for tuition, special activities, health care, dental care and material fees prior to attending Grant MacEwan College. Tuition and fees for all programs are due on or before registration. If your payment or proof of sponsorship is not received on or before registration, you may be withdrawn from your courses.

DEFERRED PAYMENT ASSESSMENT FEE
Tuition and other fees for fall and winter are assessed prior to or at the time of registration immediately preceding the Fall term. Fees for both fall and winter are due and payable at that time.

However, if you wish to defer payment of the tuition and fees for winter term courses until January, a $35 deferred payment assessment will be added to the outstanding balance.

INTEREST ON DEFERRED PAYMENTS
Tuition and fees are due as outlined in the Focus on Program Registration publication. The interest charged on outstanding accounts will be charged at the same rate that the college pays for its accounts.

Fee deferrals are only considered due to extenuating circumstances. For information on applying for a fee deferral, contact the Office of the Registrar.

REFUNDS
(Excerpt from Policy E 1112)
(under review for 2005/2006 academic year.
Changes will be published at www.macewan.ca)
Refunds for tuition and fees will be actioned according to the guidelines as set out in Policy E1112 Tuition and Miscellaneous Fees and Refunds. Refund practices vary based on the funding of the program; however, some circumstances and situations are common to all programming areas.
The student is responsible for completing and signing a withdrawal form, which is available from the Office of the Registrar, Information Centres, program offices, and outreach program offices. It is recommended that an instructor or a program/section chair sign the forms of program students.

Consideration for refunds may be given in special circumstances or for compassionate reasons. The Registrar (or designate) will be the authority for the approval of special circumstances.

To receive a refund, complete and forward a change/withdrawal form to the Office of the Registrar or without completing a withdrawal form, the student will not be eligible for a refund and the student is responsible for the outstanding fees.

As cost-recovery activities require payment in full at the time of registration, stopping payments does not constitute an automatic withdrawal.

Further information on refunds can be obtained by contacting the Office of the Registrar.

### BASE AND CONDITIONALLY FUNDED PROGRAMS

**Program Deposits:** Refunds at the rate of 100 per cent of the paid program deposit will be provided to students who formally withdrew their application to a program six (6) weeks prior to the start date for the program. Any portion of the deposit refund will be applied toward any outstanding fees. There will be no refund of program deposits after the six-week period prior to the start of the program.

**Tuition:** To be eligible for a 100 per cent refund, students must withdraw before the first 8 per cent of the scheduled classes for that term have elapsed. To be eligible for a 50 per cent refund, students must withdraw after 8 per cent and before 25 per cent of the scheduled classes for that term have elapsed. No refund is available after completion of the first 25 per cent of classes. Students are eligible for a 50 per cent refund of special/materials fees if the course withdrawal is received during the first quarter of the course. If the materials are returned in unused/new condition as determined by the program, students may be eligible for 100 per cent refund.

There will be no refunds after the abovementioned dates.

### COST-RECOVERY COURSES

Cost-recovery courses and activities specify various tuition refund options due to the cost-recovery nature of the programming. Programming areas will have the option of choosing the refund policies that are outlined on the Registration Statement.

### SERVICE FEES – 2005/2006

**Mandatory Fees:**
- Application for Admission $50
- Application for Admission (International Applicant) $120
- Application to Graduate $25
- Information Technology Fee $2 per credit to a maximum of $30 per term
- Photo Identification Card $10
- Program Tuition Deposit (on tuition) $200
- Withdrawal Fee $20

**Program and Service-Specific Mandatory Fees:**
- Application Fee for $35 or $40
- Conservatory Students per family $300
- eCampusAlberta Ebanet Fee $50/course
- Nursing Student Hospital Card $10
- Program Tuition Deposit – Golf $500
- Program Tuition Deposit – International Student Applicant $10,000
- Program Tuition Deposit – Returning Faculty of Arts & Science, School of Business, and selected Nursing (BNRS and PNRS only) University Studies Program Students $150
- Program Tuition Deposit – Preparation for University and College and English as a Second Language (International Applicants) $8,000

**Optional Service Fees**
- Challenge Exam/Prior Learning Assessment $40 administration fee plus up to 75% of tuition
- Confirmation Letter $5
- Course Audit $50
- Deferred Payment Assessment $35/deferral
- Extension to Incomplete Grade $50
- Interest Charged on $50
- Deferred Payments College rate
- Document Evaluation – Domestic students who have studied internationally $70

**STUDENT LOANS**

Students accepted into a program and registered in nine or more credits per term (Fall/Winter) and five credits or more per term (Spring/Summer) are considered eligible for student loan funding through Alberta Students’ Finance. If special circumstances arise with your student loan, call the Student Resource Centre at (780) 497-5063 for details.

**SPONSORED STUDENTS**

If your fees are being paid by a sponsor, you must obtain a letter from the sponsoring agency. A copy of this letter must be received in Financial Affairs prior to registration or it must be presented on registration day. Sponsorship approval may be faxed to (780) 497-5450. Refunds for sponsored students will be made directly to the sponsoring agency.
INTERNATIONAL STUDENTS

The College welcomes all international students to our world-renowned institution. MacEwan’s commitment to being a leader in international education is reflected in all areas of programs and services. Our strong international reputation for excellence is based on over 30 years of providing quality education to thousands of students from around the world. Whether you want to improve your English skills, start working towards your university degree, or complete a diploma, MacEwan will work with you to help you meet your academic goals. It is a privilege and pleasure to be your first choice in higher education.

Specialized Programs for International Students

UNIVERSITY STUDIES INTERNATIONAL (USI)

This program is designed as the final preparation for international students seeking successful entry into our transfer programs in Arts, Commerce and Management, Education, Physical Education, Science, Computing Science, Specialization, Engineering, and Nursing. Students can work towards their university degree while completing course work to meet specific program admission criteria. In addition, USI can be used in preparation for one of our applied degrees or our diploma and certificate programs. Advisors will assist students in selecting a set of courses to achieve their academic goals.

ENGLISH FOR ACADEMIC STUDIES

MacEwan’s English Language Institute offers programming and services to help bridge the communication gap between people of different cultures and to facilitate entry into postsecondary programs.

English for Academic Studies (EAS) is offered on a full-time basis ranging from beginning to advanced academic English. Students participate in classroom sessions, computer-assisted instruction, and they practise in language labs to develop the language skills required for university and college studies. Each session includes 15 weeks of intensive English for academic studies.

English as a Second Language (ESL) for general communication is offered for those not planning to continue into postsecondary studies.

Part-time ESL studies are also offered in Clear Speaking, Writing Skills, Grammar Principles, TOEFL Preparation, and English for Business.

PREPARATION FOR UNIVERSITY AND COLLEGE

Preparation for University and College provides a full range of core high school equivalent courses that are the prerequisites for entrance to college or university programs. An opportunity to receive English language training, if necessary, is also available. Students receive a personalized assessment of their current academic standing that allows them to better understand their ability to progress and meet their academic goals.

International Students Admission Requirements

- High school diploma or equivalent or the required secondary courses as specified by the program
- English language proficiency requirements (see below)
- Other specific program requirements (see Degree Program Booklet, Calendar, or Website www.macewan.ca) for further details.

English Language Proficiency Requirements

- For University Transfer programs and Certificate, Diploma and Applied Degree programs, see page 12.
- Applicants to University Studies International (USI) whose first language is not English will require a minimum TOEFL score of 590 (paper-based test format) or 197 (computer-based test format) or a CAEL score of 50
- English for Academic Studies is recommended for applicants with a TOEFL score of less than 590 (paper-based test format) or 197 (computer-based test format) or a CAEL score of less than 50

Application Information

To apply, submit a completed application form along with official copies of your secondary transcripts, final examination certificates, and a non-refundable application fee of $85 CDN to:

Office of the Registrar
Grant MacEwan College
Box 1796
Edmonton, AB, Canada T5J 2P2

Applicants with transcripts in a language other than English must also include a certified English translation.

Application forms can be obtained from the International Education Centre by phone at (780) 497-5397, by fax at (780) 497-5393, or online from our website at www.macewan.ca.

You are advised to apply at least six months prior to the program start date. Applications are accepted starting October 1 for the following September.

CREDIT COURSES

For 2005/2006, all international program students who are:

- studying at Grant MacEwan College (City Centre, Centre for the Arts, South Campus)
- on a study permit will be assessed according to the published fee table. This table will apply to all credit courses. Fees are calculated by term.

NONCREDIT COURSES

An international student who is taking a non-credit course will be charged twice the Canadian tuition fee for that noncredit course. This will be in addition to any credit tuition charges.

ENGLISH AS A SECOND LANGUAGE AND PREPARATION FOR UNIVERSITY AND COLLEGE

For 2005/2006, tuition for full-time study will be $3,900 per term.
ACADEMIC REGULATIONS

Academic regulations apply to all students. You must become familiar with your program and course requirements, which are described in detail in the program section.

An elective is an approved course taken from a wide selection outside your area of study. Most students select their electives from courses offered by the Faculty of Arts and Science, but you do have the option of selecting courses from other programs. An option is a course to be selected from a specified list (included in your program information).

As elective or option requirements vary among programs, refer to the program specific course requirements outlined in the Calendar.

CLASSIFICATION OF REGISTERED STUDENTS
(Excerpt from Policy C5005)
The college, through the Office of the Registrar, shall register all students and shall classify students for the purpose of record keeping and reporting. A registered student is one who has been entered into courses, and 1) has been assessed fees, paid fees in full or has made a formal fee deferral arrangement by the published deadline dates, or 2) has not been required to pay fees due to a signed agreement between institutions.

This classification system applies only to students registered in college credit courses.

- **Full-time Student** — for the purposes of enrolment definition for agencies such as Citizenship and Immigration Canada, Alberta Colleges Athletic Conference (ACAC), or Student Finance, a full-time student shall normally be defined as a student registered in nine (9) or more credits in either the Fall or Winter term or five (5) or more credits in either the Spring or Summer terms.

For purposes of enrolment reporting, using the Alberta Learning definition, a full-time student shall be defined as an active student taking at least sixty per cent (60%) of the actual full load for the program load during that academic year. The actual full load is defined as the number of credits required to complete the normal program of study for that year.

In extenuating circumstances, a college counsellor may recommend to the Registrar that a student, for funding purposes, be considered a full-time student with fewer than the number of credits as listed above.

- **Part-time Student** — a student who is registered in credit courses with eight (8) credits or fewer in either the Fall or Winter term, or with four (4) credits or fewer in either the Spring or Summer term.

- **Program Student** — a student accepted in a provincially-approved college program of study and registered in college courses.

- **Unclassified Student** — a student registered in one or more credit courses, who has not applied to and/or been accepted into a provincially-approved college program of study.

- **Noncredit Student** — a student registered in noncredit courses, seminars, workshops or conferences.

- **Project Student** — a student registered in a course or a series of courses which does not result in a provincially-approved credential awarded by the college.

- **Visiting Student** — a student of a post-secondary institution who has been permitted to enrol in courses for which credit will be transferred to a credential at his or her home institution. This home institution has agreed in advance to such an arrangement. The Registrar at the student’s home institution provides a letter to the Registrar at the host institution specifying the course(s) the student is permitted to take. A visiting student is assessed and pays tuition and all other fees to the host institution.

- **Exchange Student** — a student who has been accepted for admission and registered with another institution that has established an exchange agreement with the College (host institution). Exchange agreements are generally reciprocal and the exchange students participating through the agreement are balanced in numbers and opportunities between the host and home institutions. An exchange student pays tuition at the home institution, but enrols in coursework at the host institution. The student is responsible for all other costs including health and dental fees, books, travel, and accommodation.

PROGRAM COMPLETION
The college reserves the right to modify programs, program requirements, and courses from time to time. Once you have started your program, every effort will be made to see that you are not penalized by these changes.

As program content is subject to change or deletion, a time limit to complete the program may be imposed by the dean in consultation with the program chair. Students may request of their dean an extension of the time limit and, where college resources will allow, the request will be granted.

When it is deemed necessary to change or discontinue a program, a reasonable effort will be made by the college to notify students who have not completed the program of the date by which the program will be closed and of the courses that will be available in the intervening time.

The college also reserves the right to cancel any program or courses due to low enrolment.

REGISTRATION
All students at the college are required to register in courses. Students will not be permitted to attend classes unless officially registered. Detailed registration information will be provided to you in the Focus on Program Registration publication. Registration is not complete until all fees are paid or payment arrangements have been completed with the Office of the Registrar.

Part-time students who wish to register in evening courses, seminars or workshops should register in advance. Contact the Office of the Registrar’s Outreach Registration Line at (780) 497-5000 for a copy of Focus on Part-time Courses, which lists the courses available and the procedures to use. Information is also available from the divisional outreach departments and the college’s website at www.macewan.ca.

SIX EASY STEPS
In six easy steps, you will be:
- provided with registration information and procedures
- advised about course selection
- registered and assessed fees
- required to pay fees or have student loan forms signed
- issued a student identification card by the LRC
- able to activate your Sport and Wellness card
APPLICATION TO AUDIT PROCEDURES
(Excerpt from Policy C5020)

Recognizing that some students will want to participate in credit courses for reasons other than earning credit, the college provides opportunities for the privilege of registering in courses as an auditor, upon approval of the instructor and chair. An audited course will not be credited towards the requirements for any college credential. Audit decisions are not appealable.

This policy recognizes that some learners may wish to access credit courses without evaluation and/or participation. Under certain circumstances this privilege may be granted by the college.

REGULATIONS

1 Students requesting to audit cost-recovery credit courses will be required to pay the full cost-recovery tuition and fees.

2 Students requesting to audit regular credit courses will be required to pay the nonrefundable audit fee as set out by the Board of Governors.

3 Written permission to audit a course must be obtained by the student from the instructor who is teaching the course, together with the endorsement or approval of the chair of the program/section in which the course is being offered.

4 Auditors in a course are not permitted to change to Credit Student Status after the course addition deadline in any term.

5 It is the responsibility of the instructor and chair to determine the amount of participation the student can access in the class.

6 Normally an auditing student will not be provided any feedback from the instructor related to academic progress.

PROCEDURES

1 Application forms may be obtained from the Office of the Registrar.

2 The permanent record of any student who attends as an auditor in accordance with the above rules will carry the AU notation which cannot be converted to a W.

ACADEMIC RESIDENCY REQUIREMENTS
(Excerpt from Policy C1015)

In any college credential, at least 50 per cent of the credits shall consist of courses completed through Grant MacEwan College. This policy does not apply to other designations granted by the college where no college credential is issued.

Grant MacEwan College credentials must meet applicable academic policies and curriculum standards by stipulating the minimum credits needed to be earned internally at the college prior to issuance.

The Office of the Registrar will maintain the list of programs that have been approved for exemptions and is responsible for administration of this policy. Programs that have been approved for more or less than the 50 per cent residency requirements shall have a notation listed under “Residency Requirement” in this calendar.

The term “college credential” includes any degree, applied degree, university studies certificate, university studies diploma, diploma, post-diploma certificate (including certificates issued before or after a degree), or other college credential offered by a college program, but does not include other designations issued by the college. For the purposes of this policy a college credential does not include awards granted by the college as honorary degrees or diplomas.

The phrase “program of college credentials offered by or through the college” or similar phrase includes all programs offered for credit both on and off the physical campuses of the college, whether the courses are offered by distance learning methods (including electronic delivery) or offered at a remote location.

This policy shall not be interpreted in any way to alter the pace or order of course selection of any student enrolled in a program of study in the college. In the event of a conflict between this policy and any other academic policy, this policy shall be paramount.

Any assessment by a college employee of other Learning Experiences pursuant to Policy C2010 Recognition of Other Learning Experiences (or any successor policy) or any assessment of advance standing, challenge examinations, or testing procedures, shall comply with this policy to the extent that the other learning experiences, advance standing, or challenge examinations are similar or comparable to college program credit courses.

This policy applies to:

- every student who, on or after the date this policy comes into effect, has been enrolled by the Registrar.

- every student who, on or after the date this policy comes into effect, transfers credits with the Registrar’s approval toward a Grant MacEwan College credential from another educational institution.

For greater certainty this policy does not apply to students who were accepted for enrolment or who transfer credits to the Registrar’s satisfaction, as the case may be, toward a college credential before this policy came into effect.

Where a student enrols or transfers credits toward a college credential before this policy came into effect, but graduates from that credential after this policy came into effect, this policy will not apply.

If a student who has enrolled in the college or who has transferred credit before this policy came into effect, then transfers to another college credential program after this policy came into effect, this policy will apply to the student in that student’s new program regardless of whether or not credits from the earlier program are applied to the new program.

MAKING CHANGES IN COURSES

You may make course additions or course section changes during the first week of classes for Fall and Winter terms and during the first two days for Spring and Summer terms. Students enrolled in evening or weekend classes must make course changes before the second class. These changes will be permitted only if space is available in the course section you have chosen.

You may drop a credit course without academic penalty any time up to the dates specified on your Registration Statement. Consult the Office of the Registrar or your program if your course does not fit this pattern. Students who withdraw after the academic penalty withdrawal date will normally be assigned a failing grade.

To make a course change, complete a Change/Withdrawal Notice form, have it approved by your program chair or designate and submit it to the Office of the Registrar. Outreach students at off-campus locations should have approval from the regional consultant and submit the form to the Office of the Registrar. Specific program students with web access may be able to drop courses via the web. Students who stop attending and do not submit a change notice will be assigned an “F” grade. If there is a change in your assessment, you will be mailed a refund or a fee notice by the Financial Services Department.

Note: As all courses may not be offered every term, students should consult the schedule of courses for each term.
CLASSIFICATION OF COURSES
The numbers in brackets following the course title refer to the hours of lecture, lab, seminar, and field placement. Typically, a class with 45 hours of lecture (three hours per week) has a value of three credits and is offered over one term. A class with 90 hours of lecture typically has a value of six credits and is offered over a period of two terms.

CHANGES IN PROGRAMS
After the Term Begins
You can change your program, with the approval of the programs concerned, up until the end of the first week of classes. Changes will be accommodated only if space in the new program permits and will not ordinarily be considered after the first week of classes.

To make a change in your program, you should first consult with the program chair of your current program and then meet with the program chair of your new program to determine whether you meet admission requirements. If your program transfer is approved, complete a new Application for Admission and submit it to the Office of the Registrar along with the application fee and a Change/Withdrawal Notice approved by both your current and new program chair. Be sure to enter your new program, your new courses, and the courses you are dropping on the form. If there is a reduction in your fee assessment, you will receive a refund. Any additional fees for added courses must be paid at the time of registration or prior to the published deadline date for receipt of payment.

Between Terms
To change your program after the end of a term, consult with the chair of the program to which you are interested in transferring. Complete an Application for Admission to the new program of your choice and submit it with the application fee to the Office of the Registrar. We will advise you regarding any new admission requirements you must meet.

WITHDRAWAL FROM YOUR PROGRAM
If you find it necessary to withdraw from your program, we encourage you to consult first with a college counsellor, your program chair, a student advisor, or your regional consultant. To withdraw, complete a Change/Withdrawal Notice form, obtain your program chair’s or regional consultant’s approval, and then submit the form to the Office of the Registrar. Withdrawals must be written.

Students who have registered via web registration should notify their program to withdraw from all courses. Refunds will be determined according to the refund policy and then cheques mailed, normally within 30 days.

You will not be considered to have formally withdrawn from your program unless you follow the correct procedures. To avoid losing your refund and receiving failing grades, be sure to notify the Office of the Registrar in writing of any changes to your registration.

COLLECTION OF PERSONAL INFORMATION
Personal information is defined as any information concerning an identifiable individual.

Examples are:
- name, home or business address or telephone numbers, age, gender, marital status, family status
- identifying numbers
- health and health care history
- educational, financial, employment, criminal records

All personal information collected by the college to be included in the student record must be obtained directly from the student. If the information is to be used for other than the declared use, written informed consent will be obtained. A student who believes there is an error or omission in the documentation has the right to request that the information be corrected and appropriate revisions to the documentation will be made accordingly.

The college, through the Office of the Registrar, may disclose the following public information in response to an inquiry:
- periods of enrolment
- program of enrolment
- name of credential and date awarded, including major

Exceptions to the above will occur only with the written consent of the student.

The official student record is under the custody and control of the Registrar, who is accountable for its creation, maintenance, disclosure, retention and disposal. The official transcript includes the official name, birth date, courses, grades, academic progress, academic merit statuses, and graduation date.

Public inquiries directly related to the collection, use and disclosure of the personal information provided should be directed to the Associate Registrar.

CHANGE OF ADDRESS OR NAME
This information is considered confidential and is used for college business only.

The college will create and maintain student records necessary to meet the administrative and academic needs of the college and shall collect, store, disclose, retain, and dispose of all information contained therein in accordance with the Records and Information Management Policy of the college and provincial/federal legislation pertaining to Freedom of Information and Protection of Privacy.

Change of address: all program students at Grant MacEwan College will be given access to WebAdvisor. This will allow you to change your address and telephone number via the web. Once this access is received, written notification will not be required by the Office of the Registrar for address changes.

If you have not yet received your WebAdvisor access, please immediately advise the Office of the Registrar in writing of any change, so your student records remain accurate. Complete a Notification of Change of Address form or mail a post office change notice.

Change of name: All name changes must be submitted in writing or on the appropriate form and accompanied by documentation for a name change.
TRANSFERABILITY

As a general rule, if you are considering the possibility of transfer to another institution, you should consider your course selection at the college carefully. Since courses must fit into your future program to receive credit, it is wise to consult advisors at the institution you will be attending well in advance of actually applying to transfer.

Students wishing to transfer should refer to the Alberta Transfer Guide, which lists all courses and program transfer agreements between post-secondary institutions in Alberta, Northwest Territories, and Nunavut. The Guides and other transfer information are available at:
Alberta Council on Admission and Transfer (ACAT)
11th Floor, Commerce Place
10155 – 102 Street
Edmonton, Alberta T5K 2J5
telephone: (780) 422-9021
e-mail: acat@gov.ab.ca
website: www.acat.gov.ab.ca

Transferable Courses

The universities in Alberta will grant credit for many courses offered at this college. At the present time, Grant MacEwan College has negotiated credit for more than 450 courses at various universities and degree-granting colleges in the province.

RECOGNITION OF OTHER LEARNING EXPERIENCES
(Excerpt from Policy C2010)

Applicants who have been accepted into a Grant MacEwan College program may be granted advanced credit. This advanced credit may be obtained by transfer credit or through Prior Learning Assessment and Recognition (PLAR).

The College is committed to minimizing barriers to student mobility while maintaining the integrity of educational programs and certification.

The College endorses the following academic principles with respect to PLAR which have been developed and endorsed by the Alberta Council on Admissions and Transfer (ACAT):

1. recognition of prior learning should be based on demonstrated learning.
2. recognition should be appropriate to the course or program in which it is accepted.
3. recognition of prior learning should be consistent with the achievement of levels required by the post-secondary program in which it is accepted.
4. recognition of prior learning should be for learning that has a balance, appropriate to the subject, between theory and practical application.
5. assessment of prior learning by post-secondary institutions should be made by content specialists, with external advice as necessary.

Eligibility for transfer of academic credit and credit by Prior Learning Assessment and Recognition (PLAR) shall normally be restricted to programs for which provincially approved credentials are awarded including certificate, diploma and applied degree programs. The authority to grant transfer credit for courses in the university transfer area lies with the post-secondary institutions awarding the degree.

Transfer of academic credit involves the examination of previous educational credentials from a post-secondary institution or professional association, and is awarded after a review of supporting documentation and an individual’s transcript.

Prior Learning Assessment and Recognition (PLAR) involves the assessment and evaluation of learning acquired through work experiences compared to course or program learning outcomes for which credit is being sought. Typical formats include written examinations, oral examinations, interviews, portfolio review and psychomotor skills assessment.
REGULATIONS

Departments and programs are not required to offer PLAR in all courses.

Chairs are responsible for determining, in consultation with content experts when required, whether a student application for PLAR meets established eligibility criteria.

Chairs are responsible for developing, disclosing and monitoring procedures for the assessment of demonstrated prior learning. In all cases, assessors of demonstrated prior learning will be content experts (usually faculty members teaching in the course area for which PLAR credit is being sought).

Institutional policies and procedures shall be fully disclosed to students applying for transfer credit or PLAR.

Credits accumulated through transfer credit and PLAR must comply with the College Academic Residency Requirements policy (C1015).

Only students already accepted in a College program may apply for PLAR. Students must meet the eligibility criteria for registration in the course in which they seek PLAR credit. In cases where students are seeking PLAR credit for a prerequisite to a course in which they intend to register, the PLAR process must be completed before registration can occur in the advance course.

Credit earned through PLAR shall be recorded on transcripts in the same way grades are normally transcribed for courses, but will not be included in calculations of grade point average or course load. In cases where it is not appropriate to assign grades, the designation CR will be used.

A Prior Learning Assessment fee must be paid before the PLAR assessment will commence.

Students applying for credit through PLAR shall be advised that academic credit award through PLAR at Grant MacEwan College is credit only toward the College’s graduation requirements. Other institutions may or may not allow transfer credit towards degrees, diplomas or certificates for courses recognized or accredited through the College’s PLAR process.

Decisions of the College with regard to the awarding of transfer credit and PLAR credit are not subject to appeal under Policy E3103, Student Appeal.

Chair approval must be granted before students can apply for PLAR credit more than once for the same course.

Only courses successfully completed at another post-secondary institution or professional association with a passing grade or better will be considered for transfer credit. This transfer credit may be awarded for unspecified electives, as well as for specific courses.

A time limitation may be imposed for the application of transfer credit toward a Grant MacEwan College program of study.

ALBERTA UNIVERSITIES

Transfer Programs

Grant MacEwan College offers first and second year university transfer courses towards degrees in Arts, Science, Computing Science, Commerce, Education, Engineering, Management, Physical Education and Nursing.

Alternate Transfer

If you want to transfer to the universities in Alberta, but do not meet regular admission requirements, you may still be considered admissible on the basis of work done at Grant MacEwan College. If you have successfully completed at least one year of study and have the equivalent of required matriculation subjects, you may be considered for admission on the basis of a recommendation from the Registrar. (The request for a letter of recommendation to the University of Alberta must be initiated by the U of A).

For purposes of making these recommendations, you must have a minimum of 30 credits of transferable courses with a cumulative Grade Point Average (GPA) of at least 2.0. As this requirement varies among universities, students should consult with advisors concerning specific requirements.

Some universities will require you to have specific high school subjects or their equivalent for admission. If you are interested in transferring to a university, please consult an advisor at the institution you wish to attend before registering in college courses.

In some programs at the universities, students are required to meet admission requirements over and above matriculation or quotas may be in effect. In these instances you would be treated in the same way as other applicants seeking admission.
FINAL ASSESSMENT  
(Excerpt from Policy C2005)
Students enrolled in credit courses must be notified in a timely manner of final assessment activities (which may include written and oral final examinations, final projects and presentations). The final assessment date(s) will be part of the academic schedule.

REGULATIONS
Where a final exam period is specified in the academic schedule for a course, the final assessment shall occur within that period and shall be scheduled no later than the last day of term.

The dates and time for all final assessments shall be published no later than half way through the term in which the final assessment is scheduled.

The final assessment shall not have a value of greater than 60 per cent of the maximum course marks except:
- One credit courses
- Directed Field Studies courses (See Policy C2020 Grading)

Students must be available for final assessments for courses in which they are registered. You are responsible for finding out the final assessment date, time and location.

If you are unable to attend a final examination or complete a final assessment activity at the scheduled time because of a compelling reason (such as illness, domestic affliction, or religious belief), you can apply to your Program/Department chair or to the person indicated in the course outline for a deferred examination or an extension for completion for other final assessment activities, but in any case no later than two (2) days after the missed activity (See Policy C2020 Grading). If approved, a notation of DEF for final examinations or IN for final assessments will be temporarily noted on the student record and will be replaced with a final grade in the normal manner.

Approval for a deferral final examination or extension rests with the Program/Department Chair after consultation with the instructor.

Deferred examinations will normally be written within two (2) weeks of the submission of course grades to the Registrar and shall be designed to replace the final examination in weight and scope.

Program students are not expected to complete more than two final assessment activities on any given day except in cases of take-home examinations and outreach credit courses.

During the final examination period, classrooms may be reassigned to accommodate examinations.

SPECIAL EXAMINATIONS - DEFERRED FINAL EXAMINATION

REASSESSMENT OF GRADES  
(Excerpt from Policy C2020)
Students may request the reassessment of a final examination by completing a request for reassessment and submitting the requisite fee to the Office of the Registrar. The application for reassessment shall be made within 15 calendar days from the date of the official publication of the course grades (statement of grades). The results of the reassessment as affecting the final grade shall be communicated to the student and the Registrar as soon as possible.

SUPPLEMENTAL EXAMINATIONS  
(Excerpt from Policy C2020)
Opportunities for the privilege of writing supplemental exams may be provided in cases where a student's academic performance in a course declines significantly due to poor performance on a final written examination worth more than 40% of the course grade. The instructor may indicate a supplemental privilege by affixing the letter “S” to the course grade, and then the onus rests with the student to request a supplementary examination. The instructor makes a determination based on the circumstances of the case.

Supplemental examinations shall replace the final examination and cover the same material in scope and depth.

The student's record shall clearly indicate the original course grade suffixed with an S as well as the subsequent course grade earned after the writing of a supplemental examination.
GRADING POLICY

(Excerpt from Policy C2020)
Grant MacEwan College utilizes one system for the reporting of final grades in credit courses. All final grades shall be reported to the Office of the Registrar using letter grades. Letter grades shall be converted to the four-point Alberta Common Grading Scheme for the calculation of a grade point.

Note: Grant MacEwan College adopted the Alberta Common Grading Scheme beginning 2004/2005.

Prior to that, Grant MacEwan College subscribed to a different letter grading system which did NOT include the grade of A+.

The Grade Scale is as follows:

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

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

a) one-credit courses are exempt from the no single evaluation event rule, and
b) directed field studies courses (in applied degree programs) may be exempted from the no single evaluation rule in cases where a single project or research study constitute the course requirement.

Reassessment of Grades and Change of Grades
Students may request the reassessment of final examinations within 15 calendar days from the date of the official release of course grades.

Within five working days of the posting of grades, a student wishing to write a supplemental examination shall contact the program to ascertain their eligibility for a supplemental examination.

W – Withdrawal Without Academic Penalty – a student shall be allowed to withdraw from an individual course until the date specified in the Academic Schedule. Students who do not withdraw by this date will be assigned a final grade on the basis of work completed.

DEF – Deferred – DEF may be assigned for those students who have applied for and been granted access to a deferred examination in accordance with Policy C2005 Final Assessment.

CR – Completed Requirements – CR shall be used only after receiving the approval of the Executive Vice President, Academic for specified courses, clinical or practicum experience.

NGR – No Grade Received – NGR shall be used as a temporary entry into a student record at each grade reporting period for instances where grades have not been received at the publishing time of grades.

S – Supplemental Privilege – Opportunities for the privilege of writing supplemental examinations may be provided in cases where a student’s academic performance in a course declines significantly due to poor performance on a final written examination worth more than 40 per cent of the course grade. The instructor may indicate a supplemental privilege by affixing the letter “S” to the course grade, and then the onus rests with the student to request a supplementary examination. The instructor makes a determination based on the circumstances of the case.

Supplemental examinations shall replace the final examination and cover the same material in scope and depth.

The student’s record shall clearly indicate the original course grade suffixed with an S as well as the subsequent course grade earned after the writing of a supplemental examination.

TR – Transfer Credit (Advance Standing) – TR shall be assigned by the Registrar and will be used for coursework approval for transfer credit. TR grades are not included in the grade point average.

Outstanding – Exemplary achievement.

Excellent – Superior performance showing sustained excellence in meeting course expectations.

Good – Above average performance with a good knowledge of subject material.

Satisfactory – Average and adequate performance, demonstrating a basic understanding of the subject matter, and meeting course requirements.

Poor – Minimally competent performance showing significant weaknesses in many areas.

Performance may be insufficient to satisfy prerequisite requirements.

Fail – Unsatisfactory performance. Course requirements have not been met.

Withdrawal Failure – This grade is assigned by the Registrar and signifies that course requirements were not met because of failure to comply with the college withdrawal policy (E1055). A WF counts as a 0.0 towards the grade point average.

The following other notations or grades may appear on transcripts:

AU – Audit – Students may be allowed to audit courses and will be charged an audit fee. See policy C5020.

IN – Incomplete – IN indicates that a portion of required coursework has not been completed and evaluated in the prescribed time frame due to unusual but justified circumstances. Normally, the maximum time for completion of the work shall not exceed one term.
A grade point average or GPA is calculated by dividing the total grade points earned by the number of credit hours attempted. The codes AU, IN, W, and CR are not included in this calculation.

**Example:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Points</th>
<th>Credits</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>100</td>
<td>A+</td>
<td>4.0</td>
<td>3 = 12.0</td>
</tr>
<tr>
<td>FREN</td>
<td>101</td>
<td>A</td>
<td>4.0</td>
<td>3 = 12.0</td>
</tr>
<tr>
<td>HIST</td>
<td>260</td>
<td>C</td>
<td>2.0</td>
<td>3 = 6.0</td>
</tr>
<tr>
<td>PSYC</td>
<td>104</td>
<td>W</td>
<td>0.0</td>
<td>3* = 0.0</td>
</tr>
<tr>
<td>SOCI</td>
<td>100</td>
<td>WF</td>
<td>0.0</td>
<td>3 0.0</td>
</tr>
</tbody>
</table>

Total Grade Points = 30
Total Credits = 12

To get GPA, divide total grade points by total credits = 2.5

**Previous Grading Scales**

1990 – 2004
- No grade of A+

September 1978 to August 1990
- A = Excellent – 4 Grade Points/Credit
- B = Very Good – 3 Grade Points/Credit
- C = Average – 2 Grade Points/Credit
- D = Low Pass – 1 Grade Point/Credit
- CR = Completed Requirements – Not Calculated in GPA
- I = Incomplete – Not Calculated in GPA
- W = Withdrew – Not Calculated in GPA
- F = Failure – 0 Grade Points/Credit
- AUD = Auditor – Not Calculated in GPA
- NMR = No Mark Received – Not calculated in GPA

Hours of Instruction – May 1982 to August 1990
Figures in brackets – e.g. (15:30:60) following each course name signify the number of lecture, lab, field placement hours per term. Every 15 lecture hours or 30 laboratory hours, or 60 practicum/field placement hours, are equated to one Term credit.

Above example = 3 credits.
ACADEMIC POLICIES

ACADEMIC STANDING
(Excerpt from Policy C2070)

Grant MacEwan College is committed to academic success and provides a variety of services to help students achieve success. As part of this commitment, the college establishes criteria for assessing academic performance and reviews students’ performance. The existence of established criteria for academic performance allows students to monitor their own performance. The results of the academic review enable the college to recognize superior performance and to address unacceptable performance.

The college undertakes to complete the review of academic standing as quickly as possible.

Students are responsible for monitoring their own progress and for seeking assistance.

REGULATIONS

The categories and definitions of Academic Standing are:

Graduation with Distinction Students with a cumulative program grade point average of 3.7 or higher shall receive a credential with “Distinction”. Students must complete all residency requirements to receive this distinction. A notation will be made on the student's transcript.

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

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

Good Standing Students who for the period of review have a grade point average of 2.0 or higher will be in Good Standing. No transcript notation will be made.

Academic Probation Students who for the period of review have a grade point average between 1.5 – 1.99 will be placed on Academic Probation. A notation will be made on the transcript and a letter will be sent to the student.

Required to Withdraw Students who for the period of review have a grade point average between 0-1.49 OR students who have been placed on Academic Probation a second time will be required to withdraw. A notation will be made on the transcript and letter will be sent to the student.

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

Academic Standing for all students enrolled in Alberta Learning approved credit programs will be reviewed at the end of the winter term. This review will cover all credit course final grades earned in the winter term, the previous fall term and the previous spring/summer term. This review will apply to all students with a minimum of twelve credits accumulated over the period of review.

Decisions as to Academic Standing (3.1) will be deferred for students presenting a final grade of Incomplete, Deferred, or In Progress until the student receives a final letter grade.

At the end of the fall term, the Office of the Registrar will advise those students, whose academic performance might compromise their academic standing, about sources of assistance within the College.

Students who are placed on Academic Probation will be advised in writing by the Office of the Registrar of the consequences of Academic Probation, requirements to regain Good Standing, and sources of assistance available within the College.

After being assigned a standing of Academic Probation, to regain Good Standing a student must, in the following fall term, achieve a grade point average of 2.0 or higher on a minimum of nine credits. Failure to clear Academic Probation will result in a student being Required to Withdraw.

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

Students who have been Required to Withdraw from a program can re-apply to that program, but cannot be accepted into that program nor access its courses until twelve months from the date of the withdrawal have passed. This restriction does not apply to an application to a different program.

REQUIRED COMMUNICATIONS
COURSE
(Excerpt from Policy C1030)

All provincially approved certificate, diploma, and applied degree programs shall include ENGL 111 (or its equivalent) as a required course. The college recognizes the importance for college graduates to communicate effectively. In those exceptional cases where the program of study is in a language other than English, the college shall waive the ENGL 111 requirements and instead shall require students to take a postsecondary Level Language Composition course in the program’s language of instruction.
Grant MacEwan College offers instruction leading to the awarding of credentials, including certificates, diplomas and applied degrees. Under the provisions of this policy a comprehensive listing of all College credentials issued by Grant MacEwan College is maintained.

The College issues the following provincially approved credentials:
- Certificate
- Diploma
- Post-Diploma Certificate
- University Transfer Certificate
- University Transfer Diploma
- Applied Degree

The College may issue the following credentials for other learning experiences planned and offered by the College:
- Certificate of Completion
- High School Equivalency Diploma
- Certificate of Attendance
- Certificate of Achievement
- Certificate of Participation

**REGULATIONS**

Certificates, diplomas and applied degrees will be issued by the College to students who have satisfied all program requirements, based on the nature of the credential outlined below. Programs for which these credentials are awarded have received provincial government approval.

**Certificate**
A certificate will be awarded for an approved group of credit courses totaling at least 30 but not more than 59 credits. Certificates may indicate with “distinction” depending upon the level of academic achievement.

**Diploma**
A diploma will be awarded for an approved group of credit courses totaling at least 60 credits. Diplomas may indicate with “distinction” depending upon the level of academic achievement.

**University Transfer Certificate**
A university transfer certificate will be awarded for an approved group of credit courses totaling at least 30 but not more than 59 credits. University transfer certificates may indicate with “distinction” depending upon the level of academic achievement.

**University Transfer Diploma**
A university transfer diploma will be awarded for an approved group of credit courses totaling at least 60 credits. University transfer diplomas may indicate with “distinction” depending upon the level of academic achievement.

**Post-Diploma Certificate**
A post-diploma certificate will be awarded on completion of an approved group of credit courses totaling at least 15 credits where entrance to such a program of study requires, as an admission requirement, the completion of a diploma, degree or equivalent professional certification. Post-Diploma Certificates may indicate with “distinction” depending upon the level of academic achievement.

**Applied Degree**
An applied degree will be awarded for an approved group of credit courses totaling a minimum of 120 credits that include a minimum of 30 credits directed field study. An applied degree program focuses on advanced study beyond the diploma level in career or technical studies, has clearly identified competencies, and is employment focused. Applied degrees may indicate with “distinction” depending upon the level of academic achievement.

**Certificate of Completion**
A Certificate of Completion may be awarded to those individuals who have satisfactorily completed the first two years of the University of Alberta Collaborative Baccalaureate Nursing Program.

**High School Equivalency Diploma**
A High School Equivalency diploma may be awarded for an approved program of study requiring, as an admission requirement, the completion of 12 credits of high school level courses at the 30 level. Of the courses taken, at least one must be in English (either English 30 or English 33), and at least one must be in Mathematics (Math 30 Pure, Applied Math 30 or Math 35).

**Certificate of Achievement**
A Certificate of Achievement may be awarded to those individuals who have satisfactorily completed the attendance expectations of a prescribed noncredit learning activity or a prescribed credit learning activity in a prescribed credit course totaling at least 15 credits where entrance to such a program of study requires, as an admission requirement, the completion of a diploma, degree or equivalent professional certification. Certificates of Achievement may indicate with “distinction” depending upon the level of academic achievement.

**Certificate of Attendance**
A Certificate of Attendance may be awarded to those individuals who have satisfactorily complied with the attendance expectations of a prescribed noncredit learning activity that has no formalized evaluation component.

**Certificate of Participation**
A Certificate of Participation may be awarded to those individuals who have participated in noncredit music activities delivered by the Alberta College Conservatory of Music.

**Jointly Issued Credential**
In circumstances where external agencies, professional associations or other post-secondary institutions collaborate with the College to offer courses and learning activities, jointly issued Certificates of Achievement, Certificates of Attendance, and Certificates of Participation may be offered.

**GRADUATION**
(Excerpt from Policy C1005)
Graduation from a program is dependent upon successful completion of all course requirements of an approved program of study, fulfillment of the Residency Policy (C1015) and academic standing of 2.0 or higher in all course requirements.

If you plan to graduate, you must complete the Application to Graduate form, available at the Office of the Registrar, campus Information Centres, or outreach offices. Submit the form with the fee (see page 13) to the Office of the Registrar by the deadline published in the academic schedule. We cannot guarantee that you will receive Convocation information or that your name will appear in the Convocation program if your application is received late.

After you apply, you will be mailed specific information regarding the date, time and place of the ceremony. You will also receive detailed instructions regarding gowns, procedures to be followed, arrangements for guests, and the graduation banquet.

Provided you meet all program requirements for graduation, your diploma, certificate or applied degree and two official transcripts of your academic record will be mailed to you following the receipt and processing of all final grades and the convocation ceremony.

**STUDENTS WITH DISABILITIES**
Students who may require accommodations due to a disability are advised to discuss their needs with Services to Students with Disabilities in the Student Resource Centre. Students should also advise instructors at the beginning of the course if accommodations are requested.
OFFICIAL TRANSCRIPT
An official transcript of your academic record is maintained by the Office of the Registrar. This is considered confidential information and will not be released without your written permission.

To obtain an official transcript, write or send a transcript request form to the Office of the Registrar. Enclose the required fee for each transcript to be mailed. For an additional fee, transcripts can be faxed. Refer to fees on page 13. If you want the transcripts to be sent to someone other than yourself or a post-secondary institution, be sure to specify the name and address (including postal code).

The Office of the Registrar requires the student’s written authorization to have transcripts sent to institutions, employers or other agencies.

CONFIDENTIALITY
The personal information that you provide to register will be collected under the authority of the Colleges Act and in accordance with the Freedom of Information and Protection of Privacy legislation of the Government of Alberta. Information collected is used to maintain college records in processing your enrolment, monitoring academic progress, providing tax receipts, distributing follow-up college-related information, college research, awards, graduation and fund-raising/alumni contact. Personal information collected may also be used by the college or disclosed to third parties for other operational purposes that are consistent with the mission of Grant MacEwan College or as required by the Statistics Act (Canada) or by the Government of Alberta.

Public inquiries directly related to the collection, use and disclosure of the personal information provided should be directed to the Associate Registrar.
The college recognizes student rights, but also holds students responsible for conducting themselves in the best interests of the college.

We expect you to apply yourself to your studies and act with propriety and in conformity with college policies, rules, and regulations, including these responsibilities. Failure to do so will result in such action as the case may warrant. If you feel your student rights have not been met, you have the right to take action.

STUDENT RIGHTS
(Excerpt from Policy E3101)
(under review for the 2005/2006 academic year)

1.1 Students shall have the right to assemble.
1.2 Affiliation with any intercollegiate organization must not deprive the Students’ Association of recognition by college authorities.
1.3 The student press must be free, within legal bounds, of censure or control prior to going to press. Its publishers and editors must be free to define policies regarding editorials and publication of information.
1.4 The student has a right to a healthy and safe environment. The student has a right not to be subject to physical, sexual or mental harassment, indignity, injury or violence.
1.5 The confidentiality of all information regarding the student must be respected unless he/she consents in writing to its disclosure. Nevertheless, staff members whose professional duties require it may, within the generally accepted rules of ethics, have access to the student’s records.
1.6 The student has a right to request and be informed of, prior to his/her registration, the extent of college-related expenses to be incurred during his/her studies at the college and to be made aware of any services offered to him/her.
1.7 The student has a right to request and receive, at the beginning of the course, notice of the availability (time and place) of his/her instructor and staff members responsible for all services offered to him/her.
1.8 The student may make representations in front of any consulting decision-making body of the college with regard to any aspect of his/her rights, according to procedures in effect at the college.
1.9 The student has the right to refer to any documents contained in his/her student record.
1.10 The student has the right to add documents to his/her student record, including written documents refuting the contents of documents of a disparaging nature.
1.11 The student has the right to be informed, at the beginning of a course, of course outlines and means of student assessment, and also be assured that these will not be substantially changed.
1.12 The student has the right to be informed, at the beginning of the course, of methodologies, principle assignments to be handed in, penalties for delays, and the estimated waiting period for obtaining academic results. Further, the student has the right to be informed in advance of any substantial changes in the preceding times.
1.13 The student has the right to know, at the beginning of the course, the requirements regarding class attendance and punctuality in courses in which he/she is currently registered.
1.14 The student may, within a prescribed time period and for a reasonable cause, change a course in his/her registration or transfer to a different section within a course – if available – after classes have begun.
1.15 The student has a right to be informed of any change in the course schedule.
1.16 The student has a right to the number of classroom hours and the length of term established in the college calendar.
1.17 The student has a right to freedom of opinion and expression in the classroom and, where course content allows, in his/her assignments and exams.
1.18 The student has a right to proper and impartial evaluation of his/her performance. The student has the right to request a re-evaluation.
1.19 The confidential nature of the student’s evaluation must be respected.
1.20 The student has the right to obtain his/her grades and college credential within the deadlines and policies established by the college.
1.21 The student has the right to request and receive any rule, policy, or guideline regarding study and general conditions at the college, as well as information regarding the consequences of transgressing such rules, policies, or guidelines.
1.22 The student has the right to obtain his/her completed assignments, once marked, unless the instructor has previously informed the student otherwise.
1.23 Students have the right to expect the college to provide instructors who possess appropriate knowledge and teaching skills in relation to their course of instruction.

STUDENT RESPONSIBILITIES
(Excerpt from Policy E3101)
(under review for the 2005/2006 academic year)

1.24 Students must conduct themselves in a responsible manner. Any of the following shall constitute improper student conduct:

a) Cheating, plagiarism, fraud, deceit, or other forms of academic dishonesty.
b) Threatening to subject or subjecting any person, student, or staff to physical, sexual, or mental harassment, indignity, injury, or violence.
c) Disturbing, disrupting, or otherwise interfering with studies, laboratories, lectures, work, or other activities of fellow students or staff.
d) Intentionally damaging, destroying, moving without authority or permitting to be damaged, destroyed or moved without authority, the property of the college, or of any student or staff member.
e) Unauthorized use of or unauthorized entry to college property.
f) Participation in unauthorized or hazardous campus activities.
g) Failure to obey the lawful instructions of any college official or employee acting in the performance of his or her duty and failure to obey all published or posted regulations relating to the use and entry of college buildings and facilities.
h) Failure to obtain approval, permission or failure to follow procedure as required under college policies and regulation.
1.25 It is the student’s responsibility to acquaint himself/herself with course outlines, content, evaluation methods and methodology. He/she is also responsible for inquiring into the availability of his/her instructors (time and place).

1.26 It is the student’s responsibility to acquaint himself/herself with procedures to be followed in the case of rescheduling or replacement of classes.

1.27 The student must respect other people’s health and right to security.

1.28 The student is responsible for communicating with his/her instructors and/or counsellors to solve any problems he/she may encounter.

1.29 The student is held responsible for his/her studies, academic progress and right to security.

1.30 The student is responsible for handing his/her assignments to his/her instructors within the required deadlines or, if he/she cannot do so, for making prior arrangement with the instructor concerned.

1.31 The student is responsible for taking advantage of educational activities offered to him/her and for taking part in meetings where topics concerning him/her will be discussed.

1.32 The student is responsible for taking advantage of services offered to him/her by the college to ensure proper orientation of his/her studies, academic progress and general development.

1.33 The student is responsible for fulfilling his/her obligations, as agreed upon in conjunction with the college, with regards to the use of goods and services at his/her disposal.

1.34 In conjunction with his/her freedom of the press and of expression, the student is required to respect normal standards of responsible journalism by avoiding material of a libelous or indecent nature, unfounded allegations, slighting of personal dignity, and malevolent insinuations.

STUDENT DISCIPLINE
(Excerpt from Policy E3102)

All students should conduct themselves in accordance with college policies, regulations, and procedures.

All registered students who are found not to be conducting themselves in accordance with college policies, regulations, and procedures may be subject to disciplinary action as delimited by the regulations of the policy on Student Discipline. The scope of the policy shall extend to all items of student responsibility as defined in the Declaration of Student Rights and Responsibilities (policy E3101) and all other college policies, regulations and procedures except for those matters deemed to pertain to the academic performance of students and matters that fall under the jurisdiction of Policy D1125 on Sexual Harassment (see page 30).

The following disciplinary actions may be imposed at the discretion of the college:

Reprimand
The student shall be permitted to continue in the college and shall receive written notification of the misconduct and the implication of further misconduct.

Disciplinary Probation
The student shall be permitted to maintain registration and attend all learning activities under specific written conditions. Students who meet the specific conditions within the specified time frame shall have the probation lifted. Failure to meet the conditions shall result in a review of the case and may result in expulsion from the college.

Suspension
The student may be suspended from attending a course or program pending investigation of the alleged violation, if it is deemed by the dean in consultation with the program chair and appropriate faculty, that the presence of the student constitutes an impediment to the learning process and/or the health and safety of students, staff and/or patients/clients. Suspension shall only be enacted provided procedures to determine the propriety of such action be immediately initiated.

Expulsion
The student who is expelled from the college shall be withdrawn from all learning activities and may be barred from the college grounds and buildings. There will be no refund of any fees and all outstanding fees and debts to the college and materials on loan shall be due immediately. The dean of an instructional division, the executive vice president academic, or the vice president of student services has the authority to reprimand, suspend, place a student on disciplinary probation, or expel a student from the college.

Students who feel that they have been inappropriately reprimanded, placed on disciplinary probation, expelled, or suspended may initiate an appeal in accordance with the Student Appeals policy (E3103). The appeal must be initiated within 14 calendar days from the date of issue of the disputed ruling.

While pursuing an appeal in accordance with the policy on Student Appeals, a student shall be allowed to remain in all courses and the program of study except where, as determined by the dean in consultation with the program chair and appropriate faculty, the student’s presence is deemed to compromise the learning environment for other students and/or constitutes a safety concern for students, staff, or clients/patients. Students who are expelled from the college must wait a minimum period of two (2) terms before being considered for re-admission. Re-admission to a program is at the discretion of the dean of the division after consultation with the program chair. The decision of the dean shall be final and not appealable.

PLAGIARISM

As indicated in the Student Rights and Responsibilities policy (E3101), plagiarism and other forms of academic dishonesty are considered to be improper student conduct and subject to disciplinary action according to the Student Discipline policy. (E3102).

Papers, assignments, and other written work may be submitted to an electronic plagiarism service subscribed to by the College.

Please note that the college may be implementing a policy on plagiarism for the 2005/2006 academic year.

STUDENT APPEALS
(Policy E3103)

All registered students of the college may appeal a decision or ruling which affects them as it pertains to academic matters, matters of student discipline, and student rights and responsibilities.

The scope of this policy extends the privilege of access to the appeal mechanism for decisions pertaining to: marks and grades, academic probation, being required to withdraw from a course, program, or the college; student disciplinary action including reprimand, suspension, disciplinary probation and expulsion; and other matters defined in the Student Rights and Responsibilities (Policy E3103).

Decisions regarding admission to program or decisions made with regard to recognition of other learning experiences or decisions made with regard to the applications of the Sexual Harassment Policy (D1125) may not be appealed.
Students must initiate an appeal on academic matters within 30 calendar days from the date of issue of the disputed ruling. Failure to initiate an appeal within these timelines shall result in the forfeiture of the right to appeal.

Students must initiate appeals on disciplinary actions within 14 calendar days from the date of issue of the disputed ruling. Failure to initiate an appeal within these timelines shall result in the forfeiture of the right to appeal description of the appeal at each level as stipulated below.

Guidance for students contemplating initiating an appeal shall be made available through the Student Resource Centres.

While pursuing an appeal pursuant to the policy, a student shall be allowed to remain in all courses and programs except where, as determined by the dean in consultation with the program chair and appropriate faculty, the student’s presence is deemed to compromise the learning environment for other students and/or constitutes a safety concern for students/staff or clients/patients.

Student Appeal Procedures

Step I
The student should first discuss the disputed ruling with the person who made it (the disputant) and attempt to resolve the situation informally. The program/section chair or supervisor of the staff member may also be consulted at this stage of the appeal.

The student must, within the timelines stipulated above, present in the case writing to the disputant, with a copy to the dean and the program/section chairperson, the appeal as described following:
1. a description of the decision being appealed, and
2. the grounds on which the appeal is based, and
3. a clear statement as to the outcome expected.

The staff member shall reply to the appellant in writing with a decision, postmarked within seven (7) working days of having received the notice of appeal. The dispute shall be referred to the dean, who shall arrange a meeting with the student, a representative of the student’s choice, and a representative of the staff member’s choice. The dean shall notify all parties of the scheduling of the meeting and provide the necessary dates and times.

Within two (2) working days of the review meeting, the dean shall communicate in writing a decision on the appeal to the student and the staff member or supervisor.

Step II
Step II is initiated if the disputed ruling was made by an instructor. In the event that the initial ruling was made by the program/section chair, proceed immediately to Step III.

Within seven (7) working days from the date of issue of the written reply or having received no such response, the student may deliver a written presentation of the appeal to the program/section chair where the decision under dispute originated.

Within seven (7) working days of having received the written appeal, and with a minimum of two (2) working days notice to the parties involved, the program/section chair shall arrange a meeting with the student and the staff member.

Within two (2) working days of the review meeting, the program/section chair shall communicate in writing a decision on the appeal to the appellant, the disputant, dean, and the Office of the Registrar.

Step III
Within seven (7) working days from the date of issue of the written reply or having received no such response, the student may deliver a written presentation of the appeal to the Divisional Dean where the decision under dispute originated.

Within seven (7) working days of having received the written appeal, and with a minimum of two (2) working days notice to the parties involved, the dean shall arrange a meeting with the student, a representative of the student’s choice, the staff member, a representative of the staff member’s choice, and the program/section chair or supervisor to review the case.

Within two (2) working days of the review meeting, the dean shall communicate in writing a decision on the appeal and the outcome requested to the appellant, the disputant, and the Office of the Registrar.

Step IV
Within 10 working days from the date of issue of the dean’s response, the student may deliver a written presentation of the appeal to the Office of the Registrar and request initiation of Step IV of the process.

Within 15 working days of receipt of the appeal notice, the Registrar shall establish an ad hoc appeals committee and call a meeting. The time and date of the meeting shall be communicated to the appellant, the disputant and the committee members. This committee shall consist of the following voting members who have had no prior substantive involvement in the appeal:
• Executive Vice President, Academic or designate
• A full-time student appointed by the Students’ Association
• A full-time continuing staff member appointed by the Faculty Association
• Vice President, Student Services as chairperson of the committee

The ad hoc appeal committee shall provide the opportunity for at least the following individuals to present information to the committee:
• the student registering the appeal or designate
• the staff member whose decision is being appealed
• one person of the staff member’s choice
• one person of the appellant’s choice
• the staff member’s chairperson or supervisor
• the dean of the division

The ad hoc appeal committee shall render a decision which shall be communicated in writing to the student appellant, the staff member, the program/section chair or supervisor, the dean of the division, and the Office of the Registrar. The decision of the ad hoc appeal committee is final and there is no further appeal.

FIELD PLACEMENT
(Policy C2060)
(under review for the 2005/2006 academic year)

The college recognizes and supports the need for practical experience as a significant component of the curriculum of career programs and will facilitate field placement opportunities in various agencies. In doing so, the college recognizes the obligations to professional, ethical concerns, codes of conduct, and over-riding legal requirements that provide protection for students, clients, agencies, and the college.

The program is responsible for the establishment and approval of appropriate placement agencies. Determination for appropriate field placement for each student is made by the program in consultation with the student. While fulfilling placement requirements, students will be advised of their responsibilities both to the agency and the college. The program is responsible for facilitating the supervision and evaluation of students during placement activities. Students should not expect to be remunerated for field placement activities.

Students have the right to be informed of all obligations and responsibilities, as defined by their program and field placement agency. Requirements for participation in placement activities will be identified in the course outline and/or other program documentation or materials. When field placement is designated as a requirement, attendance at the placement agency is mandatory for successful completion of the field placement.

Students shall receive, from the dean, written notification, rationale and recommendations for further action in the event that concerns have been identified about the student’s suitability for field placement. The program will make every attempt to locate field placements; however, there is no
What is Sexual Harassment?

Sexual harassment is considered to have occurred when sexual advances, requests for sexual favours or any type of verbal or physical conduct of a sexual nature is demonstrated by an individual or group and:

- submission to such conduct is made either explicitly or implicitly a term or condition of an academic accreditation, or
- submission to or rejection of such conduct by an individual is used as the basis for employment, academic status or academic accreditation decisions affecting such individual, or
- such conduct has the purpose or effect of unreasonable interference with an individual’s work or academic performance or creating an intimidating, hostile or offensive working or academic environment.

Studies have shown that sexual harassment can occur between instructors and students, between supervisors and employees, between co-workers or between students. It can occur at any level within an organization. Both men and women can be initiators of sexual harassment.

What is the College Policy on Sexual Harassment?

Simply stated, the college finds sexual harassment unacceptable and it will not be tolerated.

You can obtain a copy of the college policy on sexual harassment from the Students’ Association.

What Can You Do About It?

If you believe you have been subjected to sexual harassment, there are several alternatives you can take.

Take Personal Action

- Say no! Verbally inform the harasser that you find the behaviour unacceptable and insist that it stop, and/or
- Write a letter to the harasser, which details the facts of the offense as you see them, and insist that the behaviour stop. Deliver the letter, and be sure to keep a copy for your files, and
- Keep a written record of the incident(s). Your record should include the dates, the times, the nature of the behaviour, and the names of any witnesses.

What would be my Other Alternative?

Although the majority of harassment complaints are resolved at this stage, if taking personal action is not possible or effective, you may, pursue either the informal or formal procedures that the college has established for dealing with incidents of sexual harassment.

Informal Complaint Procedure

An informal complaint should be filed as soon as possible.

As with all complaints, it will be held in strict confidence.

Students can report their complaint to:

- a counsellor
- an instructor or their program/section chair
- their divisional dean
- an information advisor

These college staff members will provide you with assistance in choosing the alternatives that are best for you.

Information advisors are college staff members appointed by the college’s sexual harassment standing committee to act in an advisory capacity in the handling of complaints. They are located at each campus.

The names of information advisors are available from:

- Students’ Association
- Student Resource Centre
- Human Resources Department

Formal Complaint Procedure

If your complaint is not successfully resolved informally, or if you choose to file a formal complaint, either you or the information advisor may do so by submitting a written complaint to the chair of the college’s sexual harassment standing committee. The name of the chairperson is available from the Human Resources Department.

An assessment panel will meet with you to review your complaint. If your complaint requires further investigation, an investigation panel will conduct a formal hearing and, in conjunction with the standing committee, determine an appropriate resolution of the complaint.

If your complaint is dismissed, you can make an appeal through the chair of the standing committee and ask that the matter be reconsidered.

What About Retaliation?

Provincial legislation states that no student or employee shall discharge, suspend, intimidate, or impose any other penalty on, or otherwise discriminate against a person because that person has made a complaint or given evidence or assisted in any way in the investigation and resolution of a complaint.

What Can I Do About It?

If you believe you have been subjected to vindictive behaviour as a result of your taking action in a harassment complaint, contact the Vice President Student Services for advice.

What About Unfounded Complaints?

If it is determined that a complaint is of a malicious nature, the complainant may be subject to disciplinary action.

What Other Information is Available?

For further information on this policy, call the Human Resources Department at (780) 497-5434.

USE OF COLLEGE COMPUTER FACILITIES AND INFORMATION RESOURCES

(Excerpt from Policy D6010)

The purpose of this policy statement is to promote the responsible, ethical, and secure use of the college’s computing facilities and information resources. The college works to create an intellectual environment in which students and staff are encouraged to use the computing facilities and information resources to pursue educational and administrative matters respecting the public trust through which these facilities have been provided and in accordance with policy and regulation established from time-to-time by the college and its operating units.
This policy shall extend to all staff and students of the college and shall include all computing facilities of the college (all hardware, software, and the networks owned and operated by the college).

Policy

The computer hardware, software, and information resources of Grant MacEwan College are for the sole use of the registered students and staff of the college, including those who may contract to use these facilities from time-to-time in accordance with the following regulations:

Regulations

The college will make reasonable efforts to provide computing facilities appropriate to the tasks that staff and students are asked to undertake as part of their duties at the college. The college may levy fees for the use of these facilities.

The college reserves the right to withhold access to the computer facilities if there are reasonable grounds to suspect that continued access to the facilities poses a threat to the operations of the facilities or to the good name of the college. The college will take all steps that it deems necessary:

a. to ensure that all data and programs created in furtherance of educational or research pursuits are kept private and confidential.
b. to ensure that examination of such data and programs by the college is limited to circumstances where the college has cause to believe that a violation of this (or any other college policy) has occurred.
c. to prevent disclosure of such data and programs to third parties except for use in a disciplinary investigation or, if considered appropriate by the college, for use in a criminal investigation.
d. to ensure that the systems in place at the college regarding the protection and disclosure of confidential data and programs comply with all laws, federal and provincial.

The college will not normally monitor individual usage of any general facility although it may monitor all use of a general facility to enable accurate auditing.

The college reserves the right to monitor and record the use of any facility if threatening or abusive behaviour has been reported and to use the information gained in this manner in disciplinary or criminal proceedings.

The college also reserves the right to secure, inspect, copy, remove, or otherwise alter data files, system resources, or user files in the regular conduct of its duty to maintain efficient and well run resources, or in the conduct of investigation into the suspected misuse of these resources.

Nothing in this policy diminishes the responsibility of system and network administrators to take remedial action in the case of possible abuse of computing privileges.

Users of the computing resources of the college agree to use the facilities for the purposes they were intended in accordance with the following statements:

• Users shall not use or make available an identification number (ID) that was not assigned by the college unless multiple access for the ID has been authorized by the college.
• Users shall not attempt to obtain a password for another computer’s ID nor shall users attempt to disguise the identity or the account of the machine being used.
• Users shall not use the college network to gain unauthorized access to remove computers.
• Users shall not deliberately perform an act that will negatively affect the operation of computers, terminals, peripheral devices, or networks. This includes, but is not limited to, tampering with the components of a local area network (LAN) or the data communication network (DCN), or otherwise blocking communication lines or interfering with the operational readiness of a computer.
• Users shall not attempt to modify in any way a program provided by the college in any format.
• Users shall not run or install on any of the college’s computer systems, or give to another, a program which could result in the eventual damage to a file or computer systems and/or the reproduction of itself. In particular, this is directed to the classes of programs known as computer viruses, Trojan horses, and worms.
• Users shall not attempt to circumvent data protection schemes or uncover security loopholes. Attempts to circumvent the protective mechanisms of the college shall be considered as theft or trespass. Deliberate attempts to degrade system performance or capability, or attempts to damage systems, software, or intellectual property of others shall be viewed as criminal activity.
• Users shall make themselves aware of, and abide by, all software licensing agreements and copyright laws.
• Users shall not perform acts that are wasteful of computing resources. These acts include, but are not limited to: sending mass mailings or chain letters, obtaining unnecessary outputs, creating unnecessary multiple jobs or processes, or creating unnecessary network traffic or playing computer games. Irresponsible use will be treated as mischief.

• Users shall not place the following types of information or software on any system on or off campus, nor shall they use the network to transport:
  that which infringes on the rights of another person.
  that which is abusive, profane, or sexually offensive.
  that which consists of information which may injure someone else and/or lead to a lawsuit or criminal charges. Examples of these are: pirated software, destructive software, pornographic materials, or libelous statements.
  that which consists of any advertisements for commercial enterprises.

• Electronic mail privileges shall be used in a manner reflecting the same high ethical standards of mutual respect and civility as any other communication medium. Users shall not harass others by sending annoying, threatening, libelous, or sexually, racially, or religiously offensive messages. Users of e-mail are reminded that messages saved on the computer are not a secure medium.
• Users shall not attempt to monitor another user’s data communications nor may users read, copy, change, or delete another user’s files or software without the expressed written permission of the owner.
• Users shall not use any of the college’s computers, workstations, or networks for other than use applied to the business of the college. These resources shall not be used for personal or commercial financial gain.
• Users shall not use a computer account for work not specifically authorized for that account.
• Users shall be responsible for ensuring that their files are secure by backing up their material regularly.

Any investigations into suspected violations of this policy and any substantiated violations of this policy and its regulations shall be dealt with in the same manner as other investigations and violations of policy in the college.
EDUCATIONAL FUNDING, SCHOLARSHIPS AND AWARDS

EDUCATION AND LIVING COSTS
Life as a college student can be very exciting and rewarding. However, it can also mean being without a vehicle or experiencing financial stress each month. It is very important that your budget be carefully planned during your school term to avoid any unpleasant surprises.

It is recommended you look carefully at the various expenses you will experience during your school year. This should include the following:
• Tuition, fees, supplies, and books
• Rent
• Utilities
• Food
• Clothing
• Transportation
• Childcare expenses, if applicable
• Medication

FUNDING OPTIONS
With the high cost of tuition, and living expenses, you can prevent high debt load by planning and preparing for post secondary. Here are a number of options you can consider:
• Your savings
• Help from parents/family members
• Government Student Loans
• Student Line of Credit from your bank
• Scholarships/Awards/Bursaries
• Summer job
• Part-time job
• Sponsoring Agencies

STUDENT LOANS
If you are a full-time student, you can apply for student loan funding. You need to complete only one application for both provincial and federal funding. This application will also determine if you are eligible for any government bursaries, grants or scholarships. An application can be submitted in paper form or you may apply online (see How to Apply below). If you apply online you will get a response in 5 – 10 working days. Paper applications will take 4 – 6 weeks to process.

To qualify for an Alberta student loan, you must have lived in Alberta for a minimum of 12 consecutive months (this does not include periods of being a full-time post-secondary student). If you have lived in Alberta for less than 12 months, you must apply for student funding to the last province in which you resided.

If you are a landed immigrant to Canada, who has lived in Canada less than 12 months, you may be eligible for federal funding; applications are reviewed on a case-by-case basis. Once you have lived in Alberta (or another Canadian province) for 12 consecutive months, you may be eligible for both provincial and federal student funding.

How to Apply
You may apply for your student loan online at www.alis.gov.ab.ca (recommended method) or pick up a paper application at the Student Resource Centre or Information Centre at any Grant MacEwan College campus.

What to do when you have insufficient government funding
You have several options to consider if you did not receive enough funding through Students’ Finance.
Option #1
You can consider submitting an appeal to Students’ Finance. A form called the Request for Review of Student Financial Assistance can be picked up at the Student Resource Centre. Once you have completed the form, with all supporting documentation, forward the appeal application to Students’ Finance. (There is a drop off box at each campus, or you can mail it.)
Option #2
You can go to your bank and request a Student Line of Credit. This is a specified amount of money the bank will make available to you. You draw from this amount as you need it. You will have to make interest payments each month for the amount you have withdrawn.
Option #3
Work part-time while in school.
Option #4
Alternate sources of funds may be savings, parents, family, friends or credit cards. (Remember credit cards charge very high rates of interest, which can be a very difficult alternative.)

Getting your money from Students’ Finance
You will receive a letter from Students’ Finance called a Notice of Assessment, which tells you how much you will receive, when you will receive it and the period for which it is applicable. You will also receive loan documents that represent the actual money awarded by Students’ Finance. This needs to be signed by a Student Advisor (located at the Student Resource Centre or Information Centre) or the Office of the Registrar. Before the document can be signed, you must have the following:
• Photo identification
• You must be registered in a minimum of nine credits for each of the Fall and Winter terms OR
• Five credits for the Spring and/or Summer terms
Note: Some exceptions apply. Once your student loan is signed, you will take the documents to a designated post office. You must do this within 30 days or the signature is void. You will need photo identification, your social insurance card or documents with your name, address and SIN number on it (such as a tax return), and a void cheque for direct deposit. It will take four — seven days for the Alberta Student Loan portion to be processed and deposited, and seven — fourteen days for Canada Student Loans.

How to pay for your tuition
You can use your student loan to pay for your tuition, or use a cheque, credit card, or cash. Current tuition must be paid, prior to the Student Loan being signed.

My fees are due before my student loan is valid. How do I pay for tuition with my student loan?
Grant MacEwan College will deduct your tuition from your student loan and accept payment based on the date you have your loan signed. If your tuition is remitted from your student loan after the tuition due date, you will be assessed a late fee.

Government Grants, Bursaries, and Scholarships
When you submit your application for student funding, you are automatically assessed for government grants, bursaries and scholarships. These types of awards do not require repayment; they are yours as a gift from the government as long as you have maintained full-time student status throughout your funding period.

Note: If you drop a class and are no longer classified as full-time, you will have to repay any grants, bursaries or scholarships you have received. In your letter from Students’ Finance called the Notice of Assessment, you will be notified if your award will be mailed directly to your home or if you must pick it up from MacEwan. Check with the Office of the Registrar or an Information Centre at your campus to confirm where you must pick up your cheque.

For information regarding the various government awards, you can check their website: www.alis.gov.ab.ca.

Alberta Student Loan Relief Benefit
This program is designed by the Alberta Government to ensure students have a manageable debt level. It is not necessary to apply for Loan Relief Benefit, as this will automatically be assessed by Students’ Finance on your behalf. Information regarding this program is available at the Student Resource Centre, or on the Students’ Finance website at www.alis.gov.ab.ca.

Alternate Government Funding
Part-time Loans and Bursaries
Students attending credit or noncredit courses may be eligible for a part-time Canada Student Loan or Bursary funding. Application forms are available at the Student Resource Centre or Information Centres.

Funding for Students with Disabilities
For students with disabilities, funding for educational needs may be available through Students’ Finance. Contact the Student Resource Centre for further information.

Skills Development Program
You may be eligible to apply for grant funding through the Skills Development program, sponsored by Alberta Human Resources and Employment. If you are an English as a Second Language (ESL) student, taking Preparation for University and College courses, or have received Employment Insurance funding within the past three years and are registered in a one-year career program, you may qualify for this type of funding.

The application process can take approximately 6 – 8 weeks, so it is essential to apply early. Those students registered in ESL or Preparation for University and College must contact the program advisors for this information. Employment Insurance recipients may obtain information through the Student Resource Centre or Information Centres at each campus. Please note: conditions may change for government funding and students are subject to current eligibility criteria.

Grant MacEwan College Student Scholarships and Awards
Through the tremendous generosity of our donors (alumni, individuals within the college and the broader community, corporations, associations and foundations), Grant MacEwan College Foundation will administer approximately $850,000 in financial assistance to over 1,200 students. In addition, another 1,300 MacEwan students will be awarded over $1.8 million in external awards. As eligibility varies with each award, it is important to read the information carefully. Details regarding the application process are available online at www.macewan.ca/scholarships or in the Focus on Scholarships, Bursaries and Awards publication.

In addition to the college awards, students will be provided with information about various external awards offered by organizations outside of Grant MacEwan College. Contact information is provided for applications and information pertaining to these awards.

Students are encouraged to check awards for their specific program under program title, as well as General Awards, Aboriginal Awards, Athletic Awards, and Students with Disabilities Awards. Read the directions carefully and note the deadline dates. Incomplete applications are disqualified.

How to Qualify for Grant MacEwan College Bursaries, Scholarships and Awards
Bursaries are offered to students in financial need. Many college programs have bursaries targeted only for their students and require you to describe your financial situation. It is important for you to clearly state the reasons for your need as they are the key factors for the selection committee’s assessment. Providing supporting documents can also assist in the decision making process.

Scholarships are awarded based on outstanding academic achievement. The programs, or the SRC Selection Committee will determine the successful recipients upon completion of the school term. Many scholarships do not require applications.

Awards are monetary awards or gifts-in-kind given in recognition of outstanding academic achievement, involvement in and service to college/community-related endeavours, and/or other criteria as determined by the donor.
Selection Criteria for Scholarships and Awards

- Minimum of 12 credits per term
- A minimum of 3.3 cumulative GPA (Grade Point Average)

In the event of a tie, the scholarship will be awarded to the student with a higher credit load. Where a tie still exists, previous academic work at the college will be reviewed. Where a tie cannot be broken, the college reserves the right to split the award.

Selection Criteria for Bursaries

Grant MacEwan College, through the generosity of a variety of donors, offers a number of Bursaries that are awarded based on financial need. There are three key times when bursaries are awarded:

- **Full Entrance Bursaries:**
  - Applications available: October 13, 2005
  - Application deadline: October 14, 2005

- **Winter Bursaries:**
  - Applications available: January 03, 2006
  - Application deadline: January 20, 2006

- **Spring Bursaries:**
  - Applications available: May 1, 2006
  - Application deadline: May 12, 2006

Application forms are available only during these times from the Student Resource Centre at each campus. For a complete description of each scholarship, award or bursary, check the college website www.macewan.ca/scholarships or the Focus on Scholarships, Bursaries and Awards publication. Decisions made in the allocation of a bursary cannot be appealed.

Payment of Scholarships, Awards and Bursaries

The college assumes the liability for the payment of internal scholarships, bursaries and awards only to the extent that expected gifts from donors, or returns from particular investments of endowed funds are realized. The college reserves the right to make whatever changes circumstances may require, including cancellation of particular awards.

Awarding of all assistance is co-ordinated by the Student Resource Centre in conjunction with communications and External Relations, Finance, and with the assistance of pertinent selection committees to ensure an equitable distribution of awards among the college programs.
ENGLISH AS A SECOND LANGUAGE

(Faculty of Arts and Science)
www.macewan.ca/esl

THE PROGRAM
MacEwan’s English Language Institute (MELI) offers a full range of courses and services to facilitate entry into post-secondary programs and to help bridge the communication gap of different cultures.

MELI offers full-time and part-time courses for Canadian citizens, landed immigrants, and international students wanting to improve their English skills, whether for general communication or academic study. A variety of special purpose language training is also offered, including the following:

- Intensive TOEFL Preparation
- Introduction to TOEFL
- TSE Preparation
- CAEL Preparation
- English for International Students
- English for Nursing
- English for Business
- English for the Workplace

FULL-TIME STUDIES
Three 15-week terms are offered at seven different levels (beginning to advanced academic) during the year. The higher levels (Advanced I, II and EAP [English for Academic Purposes]) focus on English for academic studies and are designed for English language learners who wish to continue post-secondary studies, complete high school studies or re-enter their professions in Canada. Academic communication in the language skill areas of reading, writing, speaking and listening are offered. Grammar and pronunciation instruction are integrated into these four skill areas at each level.

The lower levels (Introductory ESL to Intermediate 2) provide English language training for community integration, basic employment, entry into adult basic education, or employment related training courses. A modern computer lab provides computer assisted instruction at all levels, and a language lab provides opportunities for speaking and listening practice. It should be noted that participation in class is an essential component of the language learning process.

PART-TIME STUDIES
A range of part time evening courses are offered in writing, speaking and grammar for those who are unable to access full time day classes.

PROFESSIONAL DEVELOPMENT
Teaching English as a Foreign Language (TEFL) is offered for those planning on teaching abroad. Working with ESL Learners is offered to those working or planning to work as educational assistants in schools with ESL learners. Credit is granted by the Special Needs Educational Assistant Program for TAST 104 upon successful completion of Working with ESL Learners, Modules I and II with the addition of an application project assignment.

CAREER POTENTIAL
English as a Second Language (ESL) prepares students for academic upgrading, college and university, or employment.

ADMISSION
Canadian Citizens or Landed Immigrants
Applicants must have completed the equivalent of grade 9 either in Canada or in their native country. Students applying for government funding must have completed 1250 hours of LINC training or the equivalent of LINC 4.

Students under 18 years of age are not accepted except with special permission. Tests are administered to determine students’ placement levels.

International Students
International students must have valid student authorization and have completed high school (grade 12).

APPLICATION PROCESS
A Call (780) 497-4000 for application form and placement testing information.
B. Potential students must take a placement test to determine their level of ability. Proof of immigrant status or student authorization must be presented at the time of the testing. There is a non-refundable application fee of $50 for Canadian residents and $120 for international students.

After you meet the criteria for acceptance, the college will issue a letter that you can use to obtain your student authorization.

ESL COST ESTIMATE
(Proposed 2005/2006)
ESL Tuition — Canadian Citizens/Landed Immigrants = $1950 per term
ESL Tuition — International = $3900 per term
Materials Fee = $35 (plus GST)
Technology Fee = $15
Secondary Student Membership Fee = $30
Student ID = $10

STUDENT FINANCIAL SUPPORT
For Canadian citizens or landed immigrants, funding may be available for tuition fees and/or living support. For more information call (780) 497-4000 or meet with a Student Finance/Award Advisor.

LOCATION
Alberta College Campus
10050 MacDonald Drive

CLASSES
Classes are held during the day for a total of 22.5 hours per week, Monday to Friday, as follows:

- Fall Term (15 weeks)
  September to December, 2005
- Winter Term (15 weeks)
  January to April, 2006
- Spring Team (15 weeks)
  May to August, 2006

FACULTY AND STAFF
Instructional staff with the English Language Institute are required to have post-secondary training in TESL (Teaching English as a Second Language).

FOR FURTHER INFORMATION
MacEwan English Language Institute
(780) 497-4000

TO APPLY
The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140

Student Academic Services
(780) 497-4000
GENERAL BUSINESS STUDIES

(School of Business)
www.business.macewan.ca

THE PROGRAM
Is a career in business or technology where you want to be, but you’ve got a few barriers standing in your way? Let MacEwan’s General Business Studies be the bridge to your success. Take the courses you need – like program, elective or upgrading courses while you work toward your chosen career.

CAREER POTENTIAL
General Business Studies offers you the flexibility to complete admission requirements while getting started on college or university programs. This is a bridging option to higher education – an asset to any career.

TRANSFERABILITY
The courses you take prepare you for admission to the college or university program of your choice at MacEwan, and you also receive credit for courses completed in your program of choice. Where you go from here depends on the program you eventually enter.

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

PROGRAM OF STUDY
What you study depends on whether you need upgrading courses and on your program of choice.

FOR FURTHER INFORMATION AND APPLICATION PROCEDURE
General Business Studies
(780) 409-3905
Email: bridgestosuccess@macewan.ca

TO APPLY
The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140
Starting the 2005-2006 academic year, all Preparation for University and College programming will be consolidated at the Alberta College Campus of Grant MacEwan College. The Alberta College Campus is situated at 10050 MacDonald Drive.

THE PROGRAM
Preparation for University and College provides a full range of core high school equivalent courses that are the prerequisites for entrance to university or college programs, skills training programs, apprenticeship training, or technical institutes.

CAREER POTENTIAL
Preparation for University and College is an essential first step towards the achievement of a student’s career goal. This program allows most students to complete all of their prerequisites within a year and thus fast track their way into the program of their choice.

TRANSFERABILITY
Courses offered are accepted for admission purposes by all post-secondary institutions within Alberta and Canada.

ADMISSION
Applicants must be able to read and write at a minimum level of grade 10. Applicants presenting transcripts with course work completed more than two years ago will be required to write a placement test to determine their current academic standing and placement level in the program.

APPLICATION PROCESS
To apply to this program, submit the following to the Office of the Registrar:
- A completed, signed application form
- A $50 non-refundable application fee
You will receive an acknowledgement package when your completed application and non-refundable fee has been received by the Office of the Registrar. Applicants with a transcript over two years old must write the placement test and have a meeting with the advisor to discuss test results and career goals.

FOR FURTHER INFORMATION
Starting the 2005-2006 academic year, all Preparation for University and College programming will be consolidated at the Alberta College Campus of Grant MacEwan College. The Alberta College Campus is situated at 10050 MacDonald Drive.

### PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>INST.</th>
<th>HRS CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 0101 English 10-1</td>
<td>(90.0:0)</td>
</tr>
<tr>
<td>ENGL 0102 English 10-2</td>
<td>(90.0:0)</td>
</tr>
<tr>
<td>ENGL 0015 English 15</td>
<td>(90.0:0)</td>
</tr>
<tr>
<td>ENGL 0201 English 20-1</td>
<td>(90.0:0)</td>
</tr>
<tr>
<td>ENGL 0202 English 20-2</td>
<td>(90.0:0)</td>
</tr>
<tr>
<td>ENGL 0301 English 30-1</td>
<td>(90.0:0)</td>
</tr>
<tr>
<td>ENGL 0302 English 30-2</td>
<td>(90.0:0)</td>
</tr>
<tr>
<td>SOST 0030 Social Studies 30</td>
<td>(90.0:0)</td>
</tr>
<tr>
<td>MATH 0017 Mathematics Foundations</td>
<td>(10:80:0)</td>
</tr>
<tr>
<td>MATH PR10 Mathematics Preparation 10</td>
<td>(90.0:0)</td>
</tr>
<tr>
<td>MATH 010P Pure Mathematics 10</td>
<td>(90.0:0)</td>
</tr>
<tr>
<td>MATH 010A Mathematics 10 Applied</td>
<td>(90.0:0)</td>
</tr>
<tr>
<td>MATH 020P Pure Mathematics 20</td>
<td>(90.0:0)</td>
</tr>
<tr>
<td>MATH 020A Mathematics 20 Applied</td>
<td>(90.0:0)</td>
</tr>
<tr>
<td>MATH 025A Applied Math 25</td>
<td>(90.0:0)</td>
</tr>
<tr>
<td>MATH 030P Pure Mathematics 30</td>
<td>(90.0:0)</td>
</tr>
<tr>
<td>MATH 030A Mathematics 30 Applied</td>
<td>(90.0:0)</td>
</tr>
<tr>
<td>MATH 0031 Math 31</td>
<td>(90.0:0)</td>
</tr>
<tr>
<td>SCIE 0010 Science 10</td>
<td>(90.0:0)</td>
</tr>
<tr>
<td>PHYS 0020 Physics 20</td>
<td>(90.0:0)</td>
</tr>
<tr>
<td>PHYS 0030 Physics 30</td>
<td>(90.0:0)</td>
</tr>
<tr>
<td>CHEM 0020 Chemistry 20</td>
<td>(90.0:0)</td>
</tr>
<tr>
<td>CHEM 0030 Chemistry 30</td>
<td>(90.0:0)</td>
</tr>
<tr>
<td>BIOL 0020 Biology 20</td>
<td>(90.0:0)</td>
</tr>
<tr>
<td>BIOL 0030 Biology 30</td>
<td>(90.0:0)</td>
</tr>
<tr>
<td>CMSK 0011 Introduction to Computer Application Skills I</td>
<td>(35:40:0)</td>
</tr>
<tr>
<td>CMSK 0015 Introduction to Computers Level II</td>
<td>(35:40:0)</td>
</tr>
</tbody>
</table>

Courses are offered Monday through Friday in the following terms:

- **Fall Term (13 weeks)**
  - September 12 to December 9, 2005

- **Winter Term (13 weeks)**
  - January 4 to April 7, 2006

- **Spring Term (13 weeks)**
  - April 24 to July 21, 2006

The program also offers evening classes in some subject areas at the Alberta College Campus. Starting the 2005-2006 academic year, all Preparation for University and College programming will be consolidated at the Alberta College Campus of Grant MacEwan College. The Alberta College Campus is situated at 10050 MacDonald Drive.

### INSTRUCTIONAL STAFF

- Pauline Beauchamp  
  Instructor
- Anne Bothwell  
  Instructor
- Andrew Buhr  
  Instructor
- Malcolm Connell  
  Instructor
- Lewis Davies  
  Instructor
- Son Doan  
  Instructor
- Bob Fairbairn  
  Instructor
- Chris Hutchinson  
  Instructor
- Dwayne Jiry  
  Instructor
- Debra Lenton  
  Instructor
- Donna Mckenzie  
  Instructor
- Anne Marie Ogston  
  Instructor
- Rod Rash  
  Instructor
- Martin Tucker  
  Instructor

Grant MacEwan College
South Campus
7319 – 29 Avenue
Edmonton, Alberta T6K 2P1
(780) 497-4029
Email: collegeprep@macewan.ca
ABORIGINAL POLICE STUDIES
ACCOUNTING AND STRATEGIC MEASUREMENT
ACUPUNCTURE
ARTS AND CULTURAL MANAGEMENT
ASIA PACIFIC MANAGEMENT
CHILD AND YOUTH CARE
CORRECTIONAL SERVICES
DESIGN STUDIES
  DESIGN FOUNDATIONS CERTIFICATE
  DESIGN AND ILLUSTRATION MAJOR
  DESIGN AND DIGITAL MEDIA MAJOR
  DESIGN AND EXHIBIT PRESENTATION MAJOR
  DESIGN AND MOTION IMAGE MAJOR
  DESIGN AND PHOTOGRAPHY MAJOR
DIGITAL ARTS AND MEDIA (SEE DESIGN STUDIES)
DISABILITY MANAGEMENT IN THE WORKPLACE
DISABILITY STUDIES: LEADERSHIP AND COMMUNITY
EARLY CHILDHOOD DEVELOPMENT
EMERGENCY COMMUNICATIONS AND RESPONSE
FINE ART
GENERAL STUDIES
GERONTOLOGICAL NURSING
HEARING AID PRACTITIONER
HOLISTIC HEALTH PRACTITIONER
HUMAN RESOURCES MANAGEMENT
INFORMATION MANAGEMENT AND LIBRARY TECHNOLOGY
JOURNALISM
LEGAL ASSISTANT
MANAGEMENT STUDIES
  AVIATION MANAGEMENT MAJOR
GOLF OPERATIONS MANAGEMENT MAJOR
PROFESSIONAL GOLF MANAGEMENT MAJOR
PROFESSIONAL GOLF MANAGEMENT CERTIFICATE OF ACHIEVEMENT
INSURANCE AND RISK MANAGEMENT MAJOR
MASSAGE THERAPY
MENTAL HEALTH
MUSIC
NURSE CREDENTIALLING
OCCUPATIONAL HEALTH NURSING
OFFICE ASSISTANT
  ADMINISTRATIVE MAJOR
  LEGAL MAJOR
  MEDICAL MAJOR
PALLIATIVE CARE
POLICE AND SECURITY INVESTIGATIONS AND SECURITY MANAGEMENT MAJOR
POLE STUDIES MAJOR
PSYCHIATRIC NURSING
PUBLIC RELATIONS
REHABILITATION PRACTITIONER (SEE DISABILITY STUDIES: LEADERSHIP AND COMMUNITY)
SOCIAL WORK
SPECIAL NEEDS EDUCATIONAL ASSISTANT
THEATRE ARTS
THEATRE PRODUCTION
THERAPIST ASSISTANT
  PHYSICAL AND OCCUPATIONAL THERAPIST ASSISTANT MAJOR
  SPEECH LANGUAGE PATHOLOGIST ASSISTANT MAJOR
TRAVEL
VISUAL COMMUNICATION DESIGN (SEE DESIGN STUDIES)
VOLUNTARY SECTOR MANAGEMENT
  FUND DEVELOPMENT MAJOR
  VOLUNTEER MANAGEMENT MAJOR
ABORIGINAL POLICE STUDIES

(Faculty of Health and Community Studies)

www.macewan.ca/aboriginalpolice

INTRODUCTION

Policing in the 21st century is a demanding and rewarding career choice. The demand for Aboriginal police members continues to increase.

To be successful, you need the skills and theories that put you at the front line — helping the people within your community. The Aboriginal Police Studies Certificate prepares you for a career with Aboriginal, Federal, or Municipal police services. The 9-month certificate provides students with a solid basis in police techniques and the law. As well, the program provides an opportunity for Aboriginal students to explore their own sense of cultural identity, understand the relationships and dynamics within and between Aboriginal and Western cultures, examine criminal justice issues, examine the impact of historical events on the Aboriginal culture, and develop crises intervention techniques.

In addition, there is a focus on computer skills, physical fitness, and recruitment testing preparation. MacEwan’s close partnerships with law enforcement agencies helps you pick up practical experience through a 2-week field placement opportunity in the final month of the program.

The demand for police officers will continue as a result of rapid societal change, shifting demographics, and evolving technology. There is a demand for police officers dedicated to the community, dedicated to problem-solving, and dedicated to making a difference. Let Grant MacEwan College’s Aboriginal Police Studies Certificate provide you the skills and knowledge to put you on track for a police career.

CAREER POTENTIAL

Graduates from the Aboriginal Police Studies Certificate program may gain employment with Aboriginal, Federal or Municipal police services across Canada. Graduates must apply directly to a police service and meet their minimum standards. As well, graduates may find careers in the dynamic and challenging field of investigations and security as government, private and corporate investigators or security personnel.

TRANSFERABILITY

Up to 15 credits transfer to the Police Studies diploma in the Police and Security Program at Grant MacEwan College. Up to 12 credits transfer to the Investigations and Security Management diploma in the Police and Security Program at Grant MacEwan College.

THE PROGRAM

The certificate program consists of 33 credits and is completed through full-time day studies over 9 months.

Full-time program entry occurs each Fall only. The program is offered at the South Campus.

ADMISSION

REGULAR ADMISSION

Applicants must present an Alberta high school diploma (or equivalent) OR GED

MATURE ADMISSION

No requirement

SKILLS APPRAISAL

All admission categories

• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

  Applicants must present English 30-1 (or English 30) with a minimum final grade of 65 per cent OR English 30-2 (or English 35) with a minimum final grade of 75 per cent OR complete the Skills Appraisal.

  Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of C–.

  Reading: Applicants must successfully complete the reading portion AND be eligible to enter READ 0089 by the start of the first term OR must complete any developmental work with a minimum grade of C–.

  Math: Not applicable.

ENGLISH LANGUAGE PROFICIENCY

All admission categories

The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA

All admission categories

All applicants are required to complete the following

• Fitness test – applicants must meet the minimum standard (rating of 1) for each fitness test component and achieve a total score of 16/40.

• Written professional and career profile document – includes knowledge of the roles and responsibilities of practitioners in the career field; knowledge of current issues affecting the career field; knowledge of career opportunities; and demonstrates good written communication skills.

Accepted applicants are required to present a clear criminal record check before the start of the first term.
APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Credits</th>
<th>Hours</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term I</td>
<td>ENGL 111</td>
<td>Communications</td>
<td>3</td>
<td>45:0:0</td>
</tr>
<tr>
<td></td>
<td>MHST 100</td>
<td>Historical Foundations</td>
<td>2</td>
<td>30:0:0</td>
</tr>
<tr>
<td></td>
<td>PSSC 112</td>
<td>Policing in Canada</td>
<td>3</td>
<td>45:0:0</td>
</tr>
<tr>
<td></td>
<td>PSSC 121</td>
<td>Law and the Administration of Justice</td>
<td>3</td>
<td>45:0:0</td>
</tr>
<tr>
<td></td>
<td>PSSC 150</td>
<td>Police Career and Lifestyle Management</td>
<td>2</td>
<td>0.120:0:0</td>
</tr>
<tr>
<td></td>
<td>TAST 108</td>
<td>Technology Applications in Education</td>
<td>3</td>
<td>45:0:0</td>
</tr>
<tr>
<td>Term II</td>
<td>MHST 101</td>
<td>Interpersonal Communications</td>
<td>3</td>
<td>30:15:0</td>
</tr>
<tr>
<td></td>
<td>MHST 130</td>
<td>Aboriginal Issues and Crisis Intervention Techniques</td>
<td>4</td>
<td>60:0:0</td>
</tr>
<tr>
<td></td>
<td>PSSC 102</td>
<td>Criminal Investigation</td>
<td>3</td>
<td>45:0:0</td>
</tr>
<tr>
<td></td>
<td>PSSC 122</td>
<td>Criminal Law</td>
<td>3</td>
<td>45:0:0</td>
</tr>
<tr>
<td></td>
<td>PSSC 150</td>
<td>Police Career and Lifestyle Management (cont’d)</td>
<td>2</td>
<td>0.120:0:0</td>
</tr>
<tr>
<td></td>
<td>PSSC 160</td>
<td>Preparation for Police Assessments (cont’d)</td>
<td>2</td>
<td>30:30:0</td>
</tr>
<tr>
<td>Term III</td>
<td>PSSC 171</td>
<td>Field Placement</td>
<td>1</td>
<td>0:0:80</td>
</tr>
<tr>
<td></td>
<td>PSSC 172</td>
<td>Integration Seminar</td>
<td>1</td>
<td>0:0:15</td>
</tr>
</tbody>
</table>

RESIDENCY REQUIREMENT
At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

FACULTY AND STAFF
David Patterson, LLB
Karen Adams, ME
Jeff Calkins, BHK
Bill Hanson
Oceanna Hall, ME
Bonny Spencer, RSW
Jo Whitford
Eileen Kapoor

FOR FURTHER INFORMATION
Aboriginal Police Studies
(780) 497-4087
Email: whitfordj@macewan.ca

TO APPLY
The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140
Accounting and Strategic Measurement

(School of Business)

www.macewan.ca/accounting

INTRODUCTION
- Accounting Technology Certificate
- Accounting and Strategic Measurement Diploma
- Accounting and Strategic Measurement Diploma, Co-operative Education Major

The Accounting and Strategic Measurement Program provides multiple opportunities to enter or exit the program, or progress to more advanced studies. Students have the option of working toward the program’s one-year Accounting Technology Certificate or working directly toward the program’s two-year diploma. Students also have the opportunity to apply their diploma toward the first two years of the Bachelor of Applied Business Administration – Accounting.

Accounting Technology Certificate

The Accounting Technology Certificate program is designed to provide students with practical, marketable skills in today’s business market. With skills in accounting and computing, graduates may pursue employment in administrative or financial positions. Students enrolled in the full-time, day sections carry and use laptop computers throughout the program to help maximize learning, and are responsible for the hardware and software costs.

CAREER POTENTIAL

Students completing the Accounting Technology Certificate typically find entry-level positions as accounting technicians, accounting clerks, and bookkeepers. Common positions include accounts receivable clerk, accounts payable clerk, accounting technician, and bookkeeper. Graduates work in a variety of environments such as government, industry, accounting firms, financial institutions, hospitals, and consulting firms.

WHO SHOULD APPLY

The Accounting Technology Certificate program is well suited to students who are seeking a career in accounting. Successful students are self-motivated and have demonstrated effective oral and written communication skills. Analytical skills and the ability to work in a team environment are valuable assets. Technology is an important component of the certificate; therefore, students need to have a basic understanding of the computing environment.

TRANSFERABILITY

On completion of the certificate, a student is eligible to continue as a second-year student in the Accounting and Strategic Measurement Diploma Program. Students completing the certificate program may also apply for exemption with the Canadian Institute of Bookkeeping (CIB). Individual courses are transferable to the Institute of Chartered Accountants of Alberta (CA), the Certified General Accountants of Alberta (CGA), and the Society of Management Accountants of Alberta (CMA).

THE PROGRAM

The Accounting Technology Certificate is primarily a part-time evening program consisting of 10 courses completed over a two- to four-year period.

These 10 courses are equivalent to the first year of the diploma program. As well, a full-time, day program will start in January 2005. Please email starnaudj@macewan.ca for further information.

Accounting and Strategic Measurement Diploma

Success in today’s business world depends on sound decisions based on timely, accurate, and well directed financial information. You can be a part of this success with a career in accounting. Students carry and use a laptop computer throughout the program to help maximize learning, and are responsible for the hardware and software costs.

CAREER POTENTIAL

The Accounting and Strategic Measurement Program integrates technology into the educational environment, giving graduates unequalled leverage over traditional programs. Most graduates apply their training and skills as accountants; positions include analysts, junior accountants, payroll accountants, financial accountants, cost accountants, assistant controllers, and accounting technicians. With experience, graduates can move into supervisory positions in these or related areas. Graduates are employed in private business, public accounting firms, financial institutions, government, hospitals, industry, and consulting firms.

WHO SHOULD APPLY

The Accounting and Strategic Measurement Program is well suited to students who are seeking a career in accounting. Successful students are self-motivated and have demonstrated effective oral and written communication skills. Analytical skills and the ability to work in a team environment are valuable assets. Technology is an important component of the certificate; therefore, students need to have a basic understanding of the computing environment.

TRANSFERABILITY

Graduates of the Accounting and Strategic Measurement Program may apply the diploma toward Grant MacEwan College’s Bachelor of Applied Business Administration — Accounting, or post diploma degrees from Athabasca University or the University of Lethbridge. Individual courses are transferable to the Institute of Chartered Accountants of Alberta (CA), the Certified General Accountants of Alberta (CGA), and the Certified Management Accountants of Alberta (CMA).

THE PROGRAM

Prepare for the changes and challenges of modern day accounting with this stimulating two-year program. Explore accounting procedures and principles as you progress through basic management, cost and financial accounting, finance, taxation, computer applications, and management skills.

If you are unable to attend college full-time but are interested in courses from this program or exemption courses for the CA, CGA, or CMA program, part-time study is available. Please email accounting@macewan.ca.

ADMISSION

REGULAR ADMISSION

Applicants must present an Alberta high school diploma (or equivalent).

MATURE ADMISSION

Applicants must be at least 18 years of age and out of high school for one year or more.
SKILLS APPRAISAL
All admission categories
• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Applicants must present English 30-1 (or English 30) with a minimum final grade of 50 per cent OR English 30-2 (or English 33) with a minimum final grade of 75 per cent OR complete the Skills Appraisal.

Applicants must present Pure Mathematics 30 (or Math 30) with a minimum final grade of 65 per cent (or Transitional Math 101 with 75% or higher) OR Applied Mathematics 30 (or Math 33) with a minimum final grade of 65 per cent OR complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of D.

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of D.

Math: Applicants must successfully complete the math portion OR must complete any developmental work with a minimum grade of D.

ENGLISH LANGUAGE PROFICIENCY
All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation.

Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
All admission categories
No requirement.

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

ACCOUNTING AND STRATEGIC MEASUREMENT

PROGRAM OF STUDY

Accounting Technology Certificate

<table>
<thead>
<tr>
<th>TERM</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>ACCT 111 Financial Accounting I*</td>
<td>45.00 3</td>
</tr>
<tr>
<td>MSCP 131 Business Computing*</td>
<td>45.00 3</td>
</tr>
<tr>
<td>ACCT 162 Practical Tax Applications*</td>
<td>45.00 3</td>
</tr>
<tr>
<td>ENGL 111 Communications*</td>
<td>45.00 3</td>
</tr>
<tr>
<td>Elective</td>
<td>45.00 3</td>
</tr>
</tbody>
</table>

Students interested in the Bachelor of Applied Business Administration — Accounting must take MGMT 131 Marketing* or equivalent for their elective.

<table>
<thead>
<tr>
<th>TERM</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</td>
<td></td>
</tr>
<tr>
<td>ACCT 161 Financial Accounting II*</td>
<td>45.00 3</td>
</tr>
<tr>
<td>ACCT 164 Information Technology II*</td>
<td>45.00 3</td>
</tr>
<tr>
<td>ACCT 166 Presentation and Communications*</td>
<td>45.00 3</td>
</tr>
<tr>
<td>or</td>
<td>ENGL 211 Business Communications*</td>
</tr>
<tr>
<td>ACCT 218 Management Accounting I*</td>
<td>45.00 3</td>
</tr>
<tr>
<td>LEGL 105 Business Law I*</td>
<td>45.00 3</td>
</tr>
</tbody>
</table>

*Required for entry into the Bachelor of Applied Business Administration — Accounting.

Accounting and Strategic Measurement Diploma

<table>
<thead>
<tr>
<th>TERM</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>ACCT 111 Financial Accounting I*</td>
<td>45.00 3</td>
</tr>
<tr>
<td>MSCP 131 Business Computing*</td>
<td>45.00 3</td>
</tr>
<tr>
<td>ACCT 162 Practical Tax Applications*</td>
<td>45.00 3</td>
</tr>
<tr>
<td>ENGL 111 Communications*</td>
<td>45.00 3</td>
</tr>
<tr>
<td>Elective</td>
<td>45.00 3</td>
</tr>
</tbody>
</table>

(Students interested in the Bachelor of Applied Business Administration — Accounting must take MGMT 131 Marketing* or equivalent for their elective)

<table>
<thead>
<tr>
<th>TERM</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</td>
<td></td>
</tr>
<tr>
<td>ACCT 161 Financial Accounting II*</td>
<td>45.00 3</td>
</tr>
<tr>
<td>ACCT 164 Information Technology II*</td>
<td>45.00 3</td>
</tr>
<tr>
<td>ACCT 166 Presentation and Communications*</td>
<td>45.00 3</td>
</tr>
<tr>
<td>or</td>
<td>ENGL 211 Business Communications*</td>
</tr>
<tr>
<td>ACCT 218 Management Accounting I*</td>
<td>45.00 3</td>
</tr>
<tr>
<td>LEGL 105 Business Law I*</td>
<td>45.00 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>III</td>
<td></td>
</tr>
<tr>
<td>ACCT 211 Financial Accounting III*</td>
<td>45.00 3</td>
</tr>
<tr>
<td>ACCT 215 Quantitative Decision Support*</td>
<td>45.00 3</td>
</tr>
<tr>
<td>ACCT 268 Management Accounting II*</td>
<td>45.00 3</td>
</tr>
<tr>
<td>Elective – Economics*</td>
<td>45.00 3</td>
</tr>
</tbody>
</table>

CHOOSE ONE OPTION:

<table>
<thead>
<tr>
<th>TERM</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td></td>
</tr>
<tr>
<td>ACCT 214 Introduction to Accounting Software</td>
<td>45.00 3</td>
</tr>
<tr>
<td>ACCT 264 Information Technology III</td>
<td>45.00 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>ACCT 156 Organizational Behaviour*</td>
<td>45.00 3</td>
</tr>
<tr>
<td>ACCT 255 Financial Management*</td>
<td>45.00 3</td>
</tr>
<tr>
<td>ACCT 261 Financial Accounting IV*</td>
<td>45.00 3</td>
</tr>
<tr>
<td>ACCT 275 Accounting Information Systems*</td>
<td>45.00 3</td>
</tr>
<tr>
<td>ACCT 318 Management Accounting III*</td>
<td>45.00 3</td>
</tr>
</tbody>
</table>

*Required for entry into the Bachelor of Applied Business – Accounting.

RESIDENCY REQUIREMENTS
At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

FOR FURTHER INFORMATION
Accounting Technology Certificate
(780) 497-5221
Email: accounting@macewan.ca

Accounting and Strategic Measurement Diploma
Telephone: (780) 497-5221
Email: accounting@macewan.ca

TO APPLY
The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140

Accounting and Strategic Measurement Diploma: Co-operative Education Major

Success in today’s business world depends on sound decisions based on timely, accurate, and well directed financial information. The Co-operative Education Major fully integrates current technology with student learning. Students carry and use a laptop computer to help maximize learning, and are responsible for the hardware and software costs.

CAREER POTENTIAL
Students completing the Co-operative Education Major have always been in high demand.

Graduates are employed in private business, public accounting, financial institutions, government, and industry as senior accountants, managers, and assistant controllers. Add the experience and learning abilities acquired through the integration of technology, and graduates have unequalled leverage over graduates of traditional programs.
THE PROGRAM
The Co-operative Education Major requires students to work in their field of study for 15 weeks (January to April) in each of their first and second years of college. Students gain valuable work experience and get an opportunity to make important business contacts in their profession.

WHO SHOULD APPLY
The Co-operative Education Major in the Accounting and Strategic Measurement Program is aimed at students who are self-motivated and committed to both classroom learning and practical experience in an accounting office. Successful students should have strong oral and written communication skills and the ability to present themselves professionally to co-op employers. Critical thinking and problem-solving skills are valuable assets along with the ability to work in a team environment. Technology is an integral component of the program; therefore, students need to enter the program with an understanding of the computing environment.

ADMISSION
REGULAR ADMISSION
Applicants must present an Alberta high school diploma (or equivalent).

MATURE ADMISSION
Applicants must be at least 18 years of age and out of high school for one year or more.

SKILLS APPRAISAL
All admission categories
- Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Applicants must present Pure Mathematics 30 (or Math 30) with a minimum final grade of 65 per cent (or Transitional Math 101 with 75% or higher) OR Applied Mathematics 30 (or Math 33) with a minimum final grade of 65 per cent OR complete the Skills Appraisal.

Applicants must present English 30-1 (or English 30) with a minimum final grade of 75 per cent OR English 30-2 (or English 33) with a minimum final grade of 75 per cent OR complete the Skills Appraisal.

- Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of D.

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of D.

Math: Applicants must successfully complete the math portion OR must complete any developmental work with a minimum grade of D.

ENGLISH LANGUAGE PROFICIENCY
All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
All admission categories
No requirement.

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

PROGRAM OF STUDY
Accounting and Strategic Measurement Diploma: Co-operative Education Major

TERM I (SEPTEMBER – DECEMBER) INST. HRS. CR.
ACCT 111 Financial Accounting I* 45:0:0 3
MISP 131 Business Computing* 45:0:0 3
ACCT 136 Co-Operative Job Awareness 30:0:2
ACCT 162 Practical Tax Applications* 45:0:3
ENGL 111 Communications* 45:0:3
Elective 45:0:3
Students interested in the Bachelor of Applied Business Administration — Accounting must take MGMT 131 Marketing* or equivalent for their elective

CO-OP WORK EXPERIENCE SEGMENT (JANUARY – APRIL)
ACCT 163 Co-op Work Placement I 0:0:500 3

TERM II (MAY – AUGUST)
ACCT 161 Financial Accounting II* 45:0:3
ACCT 164 Information Technology II* 45:0:3
ACCT 166 Presentation and Communications* 45:0:3
or
ENGL 211 Business Communications* 45:0:3
ACCT 218 Management Accounting I* 45:0:3
LEG 105 Business Law I* 45:0:3

TERM III (SEPTEMBER – DECEMBER)
ACCT 211 Financial Accounting III* 45:0:3
ACCT 215 Quantitative Decision Support* 45:0:3
ACCT 268 Management Accounting II* 45:0:3
Elective — Economics* 45:0:3
CHOOSE ONE OPTION:
ACCT 214 Introduction to Accounting Software 45:0:3
ACCT 264 Information Technology III 45:0:3

CO-OP WORK EXPERIENCE SEGMENT (JANUARY – APRIL)
ACCT 263 Co-op Work Placement II 0:0:500 3

TERM IV (MAY – AUGUST)
ACCT 156 Organizational Behaviour* 45:0:3
ACCT 255 Financial Management* 45:0:3
ACCT 261 Financial Accounting IV* 45:0:3
ACCT 275 Accounting Information Systems* 45:0:3
ACCT 318 Management Accounting III* 45:0:3
*required for entry to the Bachelor of Applied Business Administration — Accounting

TRANSFERABILITY
Graduates of the Co-operative Education Major may apply the diploma toward Grant MacEwan College’s Bachelor of Applied Business Administration – Accounting or post diploma degrees from Athabasca University or the University of Lethbridge. Individual courses are transferable to the Institute of Chartered Accountants of Alberta (CA), the Certified General Accountants of Alberta (CGA), and the Certified Management Accountants of Alberta (CMA).

GRANT MACEWAN COLLEGE CALENDAR • www.macewan.ca
RESIDENCY REQUIREMENT
At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

FACULTY AND STAFF
Sharon Ramstad, CMA
Chair
William Barnhouse, CMA
Instructor
Gary Biggs, MBA, CA, CMA
Instructor
Helen Bossio
Instructor
Lynne Falconer, CA
Instructor
Odette Pinto, MBA, CGA
Instructor
Doug Ringrose, MEd, CPA
Instructor
Dawn Stengel, CA
Instructor
Bill Venables, P.Eng, CNE, CCNA, CCAI
Instructor
Jerry Zdril, CGA
Instructor
Brian Zwicker, MBA, CA
Instructor
Jean St. Arnaud
Instructional Assistant
Kimberly Frost-Hunt
Program Consultant

ADVISORY COMMITTEE
Brian Douglas
Canada Customs and Excise Agency
Brian Fischer
Chief Financial Officer – Innovation & Science
Ken Kouri, FCA
Kouri Berezan Heinrichs Chartered Accountants
Jasmine L’heureux
Canada Customs & Excise Agency
Keshav K. Pareek, CGA
Althouse & Pareek, Certified General Accountants
Jacquie Pylypiuk
Price WaterhouseCoopers
Dwayne D. Pohranychny, CA
Challenger Geomatics Ltd.
Judy Sayler
Sayler’s Employment & Consulting Ltd.
Lawrence R. Taylor, CA
Internal Audit Services, U of A
Heather Sych, B.Comm
Manager of Admissions, CGA Alberta
Drew Thomson, CMA
Director, Corporate Development, CMA Alberta

FOR FURTHER INFORMATION
Accounting and Strategic Measurement Diploma
Co-operative Education Major
(780) 497-5221
Email: accounting@macewan.ca

TO APPLY
The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140
INTRODUCTION
As one of the best-known branches of Traditional Chinese Medicine (TCM), acupuncture is used extensively and successfully all over the world. The fundamental theories that are essential for an optimal understanding and effective use of acupuncture and TCM in general are markedly different from the theories of the conventional medical system. According to TCM, a strong interrelationship exists between the environment and body functions. Health is defined as a harmonious relationship between one’s constitution and one’s external environment or a perfect balance between body/mind/spirit and one’s relationship with nature. Acupuncture promotes health and is used to treat both acute and chronic illnesses by stimulation of specific points on the body, in many cases through the insertion of a filiform needle.

CAREER POTENTIAL
TCM and acupuncture are currently being used more widely than ever before, and this growth in popularity shows no sign of slowing. Identical to other health professions, such as physicians, nurses, chiropractors, etc., acupuncturists are regulated by the Health Professions Act, allowing them to perform the restricted activity of inserting acupuncture needles. With relatively few registered acupuncturists in Alberta, there continues to be a shortage of comprehensively trained practitioners. There are many employment opportunities for both private practices and partnerships with other health professionals.

THE PROGRAM
MacEwan’s Acupuncture Program will prepare you to become a Registered Acupuncturist, subject to successful completion of the provincial registration examination for acupuncturists administered by the Acupuncture Committee. You will receive the necessary instruction, based on the most recent national and international standards, to practice acupuncture competently. The Acupuncture Program will give you an excellent basis for the acquisition of further knowledge of Chinese herbology through continuing education at Grant MacEwan College.

Health and Community Studies Interdisciplinary Conference
This professional development conference enables students to develop new skills, investigate current trends, and hear experiences of leaders in the health and community services professions. All students will be expected to attend the conference. A special fee will be assessed on registration in the Acupuncture Program.

ADMISSION

REGULAR ADMISSION
Applicants must achieve a minimum overall average of 65 per cent in the following high school courses with no course grade lower than 50 per cent:
1. Biology 30 or post-secondary substitution (with a minimum final grade of D)
2. Chemistry 30 or Science 30 or post-secondary substitution (with a minimum final grade of D)

At least two years of post-secondary education with a minimum GPA of 2.0 on a 4.0 scale, as calculated on the last 30 post-secondary credits or combination of relevant education and/or relevant experience.

PROBATIONARY ADMISSION
This category will only be used if the program is not filled by Regular Admission applicants. Applicants must
1. Meet regular high school course requirements or post-secondary substitutions
2. Present two years of post-secondary education with a minimum GPA of 2.0 on a 4.0 scale, as calculated on the last 30 post-secondary credits

MATURE ADMISSION
Not applicable

Unclassified to Program Status
Unclassified students, upon approval by the Program, may enrol in a maximum of four courses from the Acupuncture Program. At this point, students wanting to continue their acupuncture studies must apply to the Acupuncture Program. Applicants must meet all admission requirements and be accepted into the Program. If acceptance is denied, applicants are not eligible to take any more courses from the Acupuncture Program.

SKILLS APPRAISAL
All admission categories
• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.
• Applicants must present English 30-1 (or English 30) with a minimum final grade of 50 per cent OR English 30-2 (or English 35) with a minimum final grade of 75 per cent OR complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion and be eligible to enter ENGL 111 by the beginning of the intake term.

Reading: Any developmental work must be successfully completed with a minimum grade of D by the beginning of the intake term.

Math: Not applicable.

ENGLISH LANGUAGE PROFICIENCY
All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
All admission categories
Accepted applicants must provide or complete the following:
1. Clear criminal record check by the start of the first term
2. Up-to-date Hepatitis B immunization by the beginning of the third term
3. Standard First Aid certification by the start of the second year

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.
# PROGRAM OF STUDY

## Year I

### TERM I
**SEPTEMBER – DECEMBER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Inst. Hrs.</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACUP 100</td>
<td>Foundations of Traditional Chinese Medicine I</td>
<td>60:0:0</td>
<td>4</td>
</tr>
<tr>
<td>ACUP 106</td>
<td>Medical Terminology</td>
<td>15:0:0</td>
<td>1</td>
</tr>
<tr>
<td>ENGL 111</td>
<td>Communications</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>NURS 105</td>
<td>Anatomy</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>NURS 108</td>
<td>Elementary Physiology (cont’d)</td>
<td>90:0:0</td>
<td>6</td>
</tr>
</tbody>
</table>

### TERM II
**JANUARY – APRIL**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Inst. Hrs.</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACUP 101</td>
<td>Meridian Systems and Acupuncture Points I</td>
<td>45:45:0</td>
<td>5</td>
</tr>
<tr>
<td>ACUP 102</td>
<td>Foundations of Traditional Chinese Medicine II</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>ACUP 104</td>
<td>Diagnostics in Traditional Chinese Medicine</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>MMID 133</td>
<td>Medical Microbiology</td>
<td>45:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

## Year II

### TERM III
**MAY – JUNE**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Inst. Hrs.</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACUP 103</td>
<td>Meridian Systems and Acupuncture Points II</td>
<td>45:30:0</td>
<td>4</td>
</tr>
<tr>
<td>ACUP 108</td>
<td>Clinical Observation</td>
<td>0:0:30</td>
<td>1</td>
</tr>
<tr>
<td>ACUP 109</td>
<td>Foundations of Traditional Chinese Medicine III</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>NURS 106</td>
<td>Introduction to Nursing Pharmacotherapeutics</td>
<td>45:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

### TERM IV
**SEPTEMBER – DECEMBER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Inst. Hrs.</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACUP 110</td>
<td>Meridian Systems and Acupuncture Points III</td>
<td>45:30:0</td>
<td>4</td>
</tr>
<tr>
<td>ACUP 112</td>
<td>Traditional Chinese Medicine Internal Therapeutics I</td>
<td>30:0:0</td>
<td>2</td>
</tr>
<tr>
<td>ACUP 113</td>
<td>Clinical Observation and Practice I</td>
<td>0:0:60</td>
<td>1</td>
</tr>
<tr>
<td>ACUP 203</td>
<td>Therapeutic Principles of Acupuncture Point Selection and Combination</td>
<td>15:15:0</td>
<td>1</td>
</tr>
<tr>
<td>ACUP 205</td>
<td>Traditional Chinese Medicine Modalities I</td>
<td>15:15:0</td>
<td>1</td>
</tr>
<tr>
<td>NURS 202</td>
<td>Pathophysiology</td>
<td>45:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

### TERM V
**JANUARY – APRIL**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Inst. Hrs.</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACUP 201</td>
<td>Meridian Systems and Acupuncture Points IV</td>
<td>30:15:0</td>
<td>2</td>
</tr>
<tr>
<td>ACUP 204</td>
<td>Traditional Chinese Medicine Internal Therapeutics II</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>ACUP 208</td>
<td>Clinical Observation and Practice II</td>
<td>0:120:0</td>
<td>2</td>
</tr>
<tr>
<td>ACUP 210</td>
<td>Traditional Chinese Medicine Modalities II</td>
<td>30:15:0</td>
<td>3</td>
</tr>
<tr>
<td>ACUP 213</td>
<td>Traditional Chinese Medicine External Therapeutics I</td>
<td>30:0:0</td>
<td>2</td>
</tr>
</tbody>
</table>

## Year III

### TERM VI
**MAY – JUNE**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Inst. Hrs.</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACUP 209</td>
<td>Internal Medicine, Lifestyle and Zhong Yao</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>ACUP 211</td>
<td>Traditional Chinese Medicine Internal Therapeutics III</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>ACUP 215</td>
<td>Internship I</td>
<td>0:0:60</td>
<td>1</td>
</tr>
<tr>
<td>ACUP 216</td>
<td>Traditional Chinese Medicine External Therapeutics II</td>
<td>45:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

### TERM VII
**SEPTEMBER – DECEMBER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Inst. Hrs.</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACUP 206</td>
<td>Traditional Chinese Medicine Nutrition, Lifestyle and Zhong Yao</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>ACUP 214</td>
<td>Clinical Case Studies I</td>
<td>15:0:0</td>
<td>1</td>
</tr>
<tr>
<td>ACUP 218</td>
<td>Professional Ethics and Regulations</td>
<td>15:0:0</td>
<td>1</td>
</tr>
<tr>
<td>ACUP 220</td>
<td>Internship II</td>
<td>0:120:0</td>
<td>2</td>
</tr>
<tr>
<td>ACUP 221</td>
<td>Traditional Chinese Medicine Internal Therapeutics IV</td>
<td>45:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

### TERM VIII
**JANUARY – APRIL**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Inst. Hrs.</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACUP 111</td>
<td>Meridian-Based Physical Assessment</td>
<td>45:15:0</td>
<td>3</td>
</tr>
<tr>
<td>ACUP 303</td>
<td>Internship III</td>
<td>0:0:150</td>
<td>2</td>
</tr>
<tr>
<td>ACUP 305</td>
<td>Practice Management and Professional Entry Requirements</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>NURS 106</td>
<td>Introduction to Nursing Pharmacotherapeutics</td>
<td>45:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

### TERM IX
**MAY – JUNE**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Inst. Hrs.</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACUP 219</td>
<td>Clinical Case Studies II</td>
<td>30:0:0</td>
<td>2</td>
</tr>
<tr>
<td>ACUP 304</td>
<td>Internship IV</td>
<td>0:0:90</td>
<td>2</td>
</tr>
<tr>
<td>ACUP 311</td>
<td>Acupuncture Safety Course (Clean Needle Technique)</td>
<td>15:0:0</td>
<td>1</td>
</tr>
</tbody>
</table>

### RESIDENCY REQUIREMENTS

At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

### FACULTY AND STAFF

All the courses of the program directly related to TCM are taught by Registered Acupuncturists with extensive clinical and teaching experience. Basic Western Medical Sciences are taught by specialists in the related fields. Guest lecturers, experts in the field of TCM also participate in a Continuing Education Program. New, highly qualified faculty continue to be recruited by the college as needed.

**Marc Raedschelders, BScPT, RAc, DiplAc (NCCAOM)**
*Chair*

**Fu-Lin Wang, PhD, RAc**
*Instructor*

**Les Moncrieff RAc., ADS (NADA Trainer)**
*GUEST LECTURERS*

**FOR FURTHER INFORMATION**

<table>
<thead>
<tr>
<th>Acupuncture</th>
<th>(780) 497-5168</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email: <a href="mailto:knowlesd@macewan.ca">knowlesd@macewan.ca</a></td>
<td></td>
</tr>
<tr>
<td>Website: <a href="http://www.macewan.ca/acupuncture">www.macewan.ca/acupuncture</a></td>
<td></td>
</tr>
</tbody>
</table>

**TO APPLY**

The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140
ARTS AND CULTURAL MANAGEMENT

(Centre for the Arts)
www.macewan.ca/artsmanagement

THE PROGRAM
Turn your interest in the arts into a rewarding career! This practical and innovative 10-month certificate program builds on your passion for the arts by helping you develop the marketing and business skills that successful arts professionals need. From September to April you will learn the fundamentals of financial management, publicity and media relations, marketing, fundraising and grants, computer applications and more. Interactive workshops, seminars, and projects combined with lectures make the classroom component more practical and engaging than a traditional post-secondary environment.

Then, for May and June you’ll practice what you’ve learned in an exciting 8-week field placement that offers practical experience and valuable contacts with arts and cultural organizations across Canada.

CAREER POTENTIAL
Imagine yourself as the fundraiser for a symphony orchestra or opera company; the general manager of a professional theatre, music, or dance organization; or the marketing and public relations coordinator for an arts and cultural festival.

Graduates have also enjoyed challenging careers as facility managers, fundraising directors, box office and house managers, administrative assistants, and tour coordinators in performing arts organizations, museums and galleries, government agencies and associations, film, publishing, and recording organizations across Canada.

WHO SHOULD APPLY
Successful applicants have excellent oral and written communication skills and are able to relate experience in at least one of the following:

• the field of arts and cultural management
• another administrative or business environment
• an arts discipline
• volunteer experience

Many students have already successfully completed other post-secondary education although that is not a prerequisite. Finally, the common attribute of students in Arts and Cultural Management is a passion for and a belief in the arts.

TRANSFERABILITY

Athabasca University: Graduates will receive 30 credits toward the completion of a BPA Communication Studies.

Grant MacEwan College: Graduates will receive 24 credits toward the completion of a Management Studies Diploma.

Grant MacEwan College: Graduates will receive 15 credits toward the completion of a Voluntary Sector Management Certificate.

Delivery Options: Study on-line or in-person. Join us in the classroom for full-time studies or study on-line full or part-time from the comfort of your own home — anywhere in Canada! Each course has been carefully developed to ensure that whether online or in-person — learning is fun and interactive. (Please note that the online program is offered from October 1st to July 31st)

ADMISSION

REGULAR ADMISSION
Applicants must present an Alberta high school diploma (or equivalent).

MATURE ADMISSION
Applicants must be at least 18 years of age and out of high school for one year or more.

SKILLS APPRAISAL
All admission categories
• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Applicants must present English 30-1 (or English 30) with a minimum final grade of 65 per cent OR English 30-2 (or English 33) with a minimum final grade of 75 per cent OR complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENG 110 OR must complete any developmental work with a minimum grade of D.

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of D.

Math: Not applicable.

ENGLISH LANGUAGE PROFICIENCY
All admission categories

The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
All admission categories

All applicants are required to submit
• autobiography or resume — applicants must be able to relate experience in the field and a commitment to the arts.
• two letters of reference

All applicants are also required to complete
• program questionnaire — applicants must demonstrate effective communication skills, genuine love of the arts, and prior knowledge of the sector.
• computer literacy test:
  • Word processing: minimum score of 85 per cent within two attempts or a grade of C in an upgrading course. Out-of-town applicants can provide employer or instructor certification that they are proficient in 85 per cent of the required skills before the first term.
  • Keyboarding: required placement at 25 words per minute. Any upgrading of these skills is required to be completed by the beginning of the first term.

Where necessary, preference will be given to the applicants with the strongest professional profile.

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.
**PROGRAM OF STUDY**

<table>
<thead>
<tr>
<th>TERM I</th>
<th>(SEPTEMBER – DECEMBER)</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGAD 101</td>
<td>Advocacy and Lobbying</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>AGAD 103</td>
<td>Marketing Principles and Research in the Arts</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>AGAD 105</td>
<td>Financial Management for the Arts</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>AGAD 107</td>
<td>Computer Applications in the Arts</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>AGAD 129</td>
<td>Management Seminar I</td>
<td>0:0:39 2</td>
</tr>
<tr>
<td>ENGL 111</td>
<td>Communications</td>
<td>45:0:0 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM II</th>
<th>(JANUARY – APRIL)</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGAD 109</td>
<td>Publicity and Media Relations in the Arts</td>
<td>30:15:0 3</td>
</tr>
<tr>
<td>AGAD 121</td>
<td>Applied Marketing in the Arts</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>AGAD 123</td>
<td>Human Resource Management in the Arts</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>AGAD 125</td>
<td>Facility Management*</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>or AGAD 126</td>
<td>Museum/Gallery Management**</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>AGAD 127</td>
<td>Fundraising and Grants</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>AGAD 130</td>
<td>Management Seminar II</td>
<td>0:0:39 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM III</th>
<th>(MAY – JUNE)</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGAD 131</td>
<td>Field Placement in Arts and Cultural Management</td>
<td>0:0:280 5</td>
</tr>
<tr>
<td>AGAD 133</td>
<td>Field Placement Integration</td>
<td>0:0:15 1</td>
</tr>
</tbody>
</table>

* for those students primarily interested in the performing arts
** for those students with a visual arts interest

**RESIDENCY REQUIREMENT**

At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

**FACULTY AND STAFF**

- **Rose Ginther, BA (Alberta)**
  Chair/Instructor
- **Jim Draginda, BA (B.C.)**
  Instructor
- **Ken Graham, BEd (Alberta)**
  Instructor
- **Shawn Gramiak, Radio and Television Arts Diploma (NAIT)**
  Instructor
- **Donna Lemieux, BA (Alberta)**
  Instructor
- **Doug Ringrose, MEd, CPA (Alberta)**
  Instructor
- **Denise Roy, BA, MEd (Alberta)**
  Instructor
- **Virginia Stephen, MA (B.C.)**
  Instructor
- **Darka Tarnowsky, BSc (Alberta)**
  Instructor

**ADVISORY COMMITTEE**

- **Cindy Burgess**
  Outreach Assistant, Arts Outreach – Grant MacEwan College
- **Melanie Cheek**
  Owner/Operator – Spirit River Distribution
- **David Chereocos**
  General Manager – Theatre Network
- **Troy Funk**
  Marketing and Public Relations Coordinator – Arden Theatre
- **Vince Gaspari**
  Special Projects Coordinator – Edmonton Art Gallery
- **Joan Greabeiel**
  Director of Marketing – Masters Games
- **Rashmi Joshee**
  Team Leader – Health Canada
- **Mieko Ouchi**
  Director/Producer – Mad Shadow Films Inc.
- **Alexandra Shewchuk**
  Vice-President – BottomLine Productions
- **Tim Willis**
  Marketing, Communications and Education – Provincial Museum of Alberta

**FOR FURTHER INFORMATION**

Rose Ginther
Chair, Arts and Cultural Management
(780) 497-4415
Email: gintherr@macewan.ca
www.macewan.ca/artsmanagement
ASIA PACIFIC MANAGEMENT

(School of Business)
www.macewan.ca/asiapacific

INTRODUCTION
The Asia Pacific Management Diploma Program is an international business program designed to prepare Canadian and international students to launch a career in international business and management. The program of study cultivates the skills and insights required to be successful in domestic and international economies. International business and cross-cultural skills are fast becoming an indisputable requirement in today’s global economy. With the Asia Pacific region as Canada’s second largest trade partner, success in this region requires employees with international business skills as well as knowledge of the cultural and business environment in Asia.

THE PROGRAM
The Asia Pacific Management Diploma Program is a 71 credit, two-year program designed to prepare students for global business. Students can expect a full range of traditional, academic business courses plus specialized practical course work in Asian culture, language, history, intercultural communications, and international business principles, as well as an overseas practicum in Asia.

CAREER POTENTIAL
The Asia Pacific Management Diploma is ideal for individuals interested in a career in international business with a focus on the Asia Pacific region. In addition to the usual employment opportunities available to business diploma graduates, graduates may join an increasing number of Canadian companies and agencies active in international exchanges, as well as Canadian companies serving an ever-growing number of Asian clients. Graduates can also join the list of successful entrepreneurs with an Asian customer base. The Asia Pacific Management Diploma also makes an excellent post-degree diploma.

WHO SHOULD APPLY
The Asia Pacific Management Diploma program is a demanding program, and ideal for students who are interested in an international business career. It is also suited for those who eventually want a business degree.

The program appeals to students who are:
• interested in trade and commerce
• curious about the impact of globalization on the world economy
• committed to learning about Asian language and business culture
• flexible and adaptable enough to work in other cultures.

TRANSFERABILITY
Students have the option to continue their education at any Alberta university. Students may apply directly to the Bachelor of Commerce program at the University of Alberta for third-year studies.

The Asia Pacific Management Diploma is also accepted at the University of Lethbridge toward the first two years of the post-diploma Bachelor of Management degree program (offered in Edmonton, Calgary, and Lethbridge). Credits are also transferable to the University of Calgary and Athabasca University.

Graduates of the Asia Pacific Management Diploma Program may receive up to 48 credits in MacEwan’s Bachelor of Applied International Business and Supply Chain Management Program.

ADMISSION
When admission becomes competitive, academic performance is the primary criterion for admission.

REGULAR ADMISSION
Applicants must present English 30-1 (or English 30) with a minimum final grade of 50 per cent in the following high school courses with no course grade lower than 50 per cent:
• English 30-1 (or English 30)
• Pure Mathematics 30 (or Math 30, or Transitional Math 101 with 75% or higher)
• One Group C course
• One Group A course
• One Group A, B or C course

MATURE ADMISSION
Applicants must be at least 21 years of age by the start of the first term AND have achieved a minimum final grade of 50 per cent in
• English 30-1 (or English 30) (or successful completion of the reading and writing portions of MacEwan’s Skills Appraisal exam)
• Pure Mathematics 30 (or Math 30) OR (or successful completion of the math portion of MacEwan’s Skills Appraisal exam). Transitional Math 101 with a minimum final grade of 75 per cent is also acceptable.

TRANSFER ADMISSION
Applicants who have achieved a minimum 2.0 GPA on a 4.0 scale in at least 24 university transfer credits can apply under this category.

Applicants must also complete the high school courses and requirements as listed under the Regular Admission category.

PROBATION ADMISSION
Applicants whose records include previous academic probation or who were required to withdraw from any post-secondary program or institution will be considered for admission if they achieved a GPA between a 1.0 and 1.99 on a 4.0 scale.

Those accepted will be placed on probation.

SKILLS APPRAISAL
• Mature Admission only
• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Applicants must present English 30-1 (or English 30) with a minimum final grade of 50 per cent OR complete the Skills Appraisal.

Applicants must present Pure Mathematics 30 (or Math 30) with a minimum final grade of 50 per cent OR complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of D.

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of D.

Math: Applicants must successfully complete the math portion OR must complete any developmental work with a minimum grade of D.
ENGLISH LANGUAGE PROFICIENCY

All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
All admission categories
No requirements

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Term I</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BUSN 201 Introduction to Canadian Business</td>
<td>45.00 3</td>
</tr>
<tr>
<td></td>
<td>CHIN 101 Introductory Chinese I*</td>
<td>75.00 3</td>
</tr>
<tr>
<td>or</td>
<td>JAPN 101 Introductory Japanese I*</td>
<td>75.00 3</td>
</tr>
<tr>
<td></td>
<td>ECON 101 Introduction to Microeconomics</td>
<td>45.00 3</td>
</tr>
<tr>
<td></td>
<td>ENGL 111 Communications</td>
<td>45.00 3</td>
</tr>
<tr>
<td></td>
<td>MGTS 200 Business Statistics</td>
<td>45.150 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

The selection of one-credit electives offered may vary from year to year.

Year II

<table>
<thead>
<tr>
<th>Term III</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 311 Introductory Accounting</td>
<td>60.00 3</td>
</tr>
<tr>
<td>CHIN 201 First Year University Chinese I*</td>
<td>75.00 3</td>
</tr>
<tr>
<td>or</td>
<td>JAPN 201 Basic Japanese I*</td>
</tr>
<tr>
<td></td>
<td>INTB 403 International Business and Trade Management</td>
</tr>
<tr>
<td></td>
<td>MARK 301 Fundamentals of Marketing</td>
</tr>
<tr>
<td></td>
<td>POLS 261 Asia-Pacific Political Systems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term IV</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHIN 202 First Year University Chinese II*</td>
<td>75.00 3</td>
</tr>
<tr>
<td>or</td>
<td>JAPN 202 First Year University Japanese II*</td>
</tr>
<tr>
<td></td>
<td>FNCE 301 Introductory Finance</td>
</tr>
<tr>
<td></td>
<td>FNCE 401 International Finance</td>
</tr>
<tr>
<td></td>
<td>HIST 281 Asia Since AD 1500</td>
</tr>
<tr>
<td></td>
<td>MARK 403 International Marketing</td>
</tr>
</tbody>
</table>

The selection of one-credit electives offered may vary from year to year.

Students must complete four of the following one-credit elective choices during the second year:

<table>
<thead>
<tr>
<th>Term V</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTB 204 Trade Logistics</td>
<td>15.00 1</td>
</tr>
<tr>
<td>INTB 205 Independent Project</td>
<td>15.00 1</td>
</tr>
<tr>
<td>INTB 206 Managerial Accounting</td>
<td>15.00 1</td>
</tr>
<tr>
<td>INTB 207 Business Negotiations in Asia</td>
<td>15.00 1</td>
</tr>
<tr>
<td>INTB 208 Doing Business in the ASEAN Countries</td>
<td>15.00 1</td>
</tr>
<tr>
<td>INTB 209 Doing Business in Asia</td>
<td>15.00 1</td>
</tr>
<tr>
<td>INTB 210 Business Etiquette and Ethics</td>
<td>15.00 1</td>
</tr>
<tr>
<td>INTB 213 Orientation to Asia</td>
<td>15.00 1</td>
</tr>
</tbody>
</table>

The selection of one-credit electives offered may vary from year to year.

For a minimum of six weeks, students work in the Asia Pacific with a company that is active in the Asia Pacific region. Alternatively, students may undertake to complete a business project, in consultation with the program. Note: Students will be assessed tuition for the practicum.

RESIDENCY REQUIREMENT
At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

FACULTY AND STAFF

Mark Arnaiss, MBA (Alberta)
Chair
Brian Keller, BComm, BA, LLB
Director, Asia Pacific Management Practicum
Shelly Brownlee, BA
Advisor
Briigitte Rondeau
Project Assistant

ADVISORY COMMITTEE

John Cotton
Agriculture and Food Branch
Alberta Economic Development

Shirley Kwan
Asia Branch, Investment and Trade, Ministry of Economic Development

John Martin
Public Member at Large

Bob Maskell
Public Member at Large

Raymond Guy Miki
Brownlee Fryett

Dale Warick
Prairie Mountain Trading Ltd.

Cally Wesson
Graduate, Asia Pacific Management

Maureen Yates-Millions
Ross Sheppard Composite HS

FOR FURTHER INFORMATION

Asia Pacific Management
(780) 497-5234
www.macewan.ca/asiapacific

TO APPLY

The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140

• • • • • •
INTRODUCTION
Not everyone makes it through school years, adolescence, and early adulthood with ease and success. Some young people experience neglect, failure, emotional distress, or family breakdown that can leave them ill-equipped to face the future. Helping young people and their families overcome emotional and behavioural problems is the child and youth care worker’s role. Now, with the Child and Youth Care diploma and degree, you can offer your concern, guidance, and encouragement to troubled young people and their families.

CAREER POTENTIAL
Sensitive, well-educated, and knowledgeable graduates are in demand across Canada. You could enjoy a rewarding career as a youth worker, family support worker, out-of-school care worker, child/youth care worker, counselor assistant, family enhancement worker, or family-school liaison worker. Work settings include treatment centres, group homes, youth centres, mental health centres, family support programs, community-based programs, foster care, and schools.

TRANSFERABILITY
Graduates of the Child and Youth Care Program are eligible to continue in the degree program offered at Grant MacEwan through Malaspina University College, or for transfer to degree programs at other institutions. The degree program offered through Malaspina University College is a part-time (1 day per week) program delivered at MacEwan’s South Campus. Agreements have been established for transfer into a Bachelor of Arts in Child and Youth Care degree program at both the University of Victoria and Malaspina University College. Both institutions offer on-site delivery; with the University of Victoria also offering a distance delivery option. Students can also transfer into the Bachelor of Professional Arts, Human Services Major, at Athabasca University.

THE PROGRAM
Realistic, practical training prepares you to form healthy relationships. Dynamics of youth development are explored through courses in adolescent development, special issues in child/youth care, and the exceptional child.

Training in relationship development, group process, and family dynamics enhances your personal growth and development. Skill oriented family support and intervention courses, child/youth care methods, youth counselling, and activities programming for youth complete your education. The degree program offers years 3 and 4 in a part-time format which allows students to maintain full-time employment.

The program has a major field placement component. During the first year, you will spend 12 hours a week working in group recreation, group care, or community programs. Second-year field work places you in group care, community treatment programs, family support programs, or foster care for 16 hours per week. Integration seminars are held regularly to discuss and deal with personal concerns that may arise from your experiences.

Child and Youth Care … make it your future.

HEALTH AND COMMUNITY STUDIES INTERDISCIPLINARY CONFERENCE
This professional development conference enables students to develop new skills, investigate current trends, and hear experiences of leaders in the health and community services professions. All students will be expected to attend the conference. A special fee will be assessed on registration in the Child and Youth Care Program.

ADMISSION

REGULAR ADMISSION
Applicants must present an Alberta high school diploma (or equivalent) AND be at least 19 years of age by the start of the first term or
Applicants must be at least 19 years of age by the start of the first term AND present:
1. English 30-1 (or English 30) with a minimum grade of 65% or English 30-2 (or English 33) with a minimum grade of 75%
AND
2. Social Studies 30 with a minimum grade of 65% or Social Studies 33 with a minimum grade of 75%.
Applicants who have already completed Child and Youth Care Program must present a minimum grade of C– in all courses.

Applicants with nine or more post-secondary credits must also present a minimum Admission Grade Point Average (AGPA)* of 2.0 on a 4.0 Scale.

TRANSFER ADMISSION
Applicants must be at least 19 years of age by the start of the first term.
Applicants who have achieved a minimum 2.0 AGPA* on a 4.0 scale in 24 university transfer credits or 30 units of college-level credits may apply under this category. Applicants must also have the requisite high school courses with no course grade lower than 50 per cent. (Equivalent university transfer course work may be evaluated instead if applicants have achieved at least a C–.) or
Applicants to year two of this program must have successfully completed a one-year certificate in Special Needs Educational Assistant AND have successfully completed CYCW 114 (Individual Counseling) with a minimum grade of C–. In addition applicants must have taken CYCW 0100, “Bridging into CYC.”

*Admission Grade Point Average (AGPA)
AGPA is calculated on post-secondary course work completed in the most recent two terms of study if they contain a minimum of 24 credits of course work. If an applicant presents fewer than nine credits of post-secondary work, it will not be calculated for admission purposes. If these two terms contain less than 24 credits of course work, all work in the next most recent term(s) is included in the calculation until the minimum total of 24 credits of post-secondary course work is reached. 6-credit courses that span both the Fall and Winter terms are considered Winter courses and 6-credit courses that span both the Spring and Summer terms are considered Summer courses in these cases. For applicants who have attempted less than 24 credits of post-secondary work, the AGPA is based on all post-secondary credits attempted.

Note: Applicants who have an AGPA below 2.0 on the 4.0 scale, but have been out of school for at
least three calendar years will be considered for admission by either the Regular or Mature Admission requirements. In this circumstance only, the AGPA is disregarded for admission purposes.

SKILLS APPRAISAL
All admission categories

For exemption from the Skill Appraisal applicants must present English 30 (or equivalent) with a minimum final grade of 65 per cent OR English 30-2 (or equivalent) with a minimum final grade of 75 per cent. Applicants who do not meet the exemption criteria as listed in Policy C5010 must complete the Skills Appraisal requirements.

- Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of C–.

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of C–.

Math: No requirement.

ENGLISH LANGUAGE PROFICIENCY
All admission categories

The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
All admission categories

All applicants are required to submit:

- Evidence of minimum 40 hours of relevant volunteer or work experience
- One reference letter – relates to applicant’s relevant volunteer or work experience.
- Personal profile – demonstrates an understanding of the role of a child care worker.
- Health record – acceptable physical and emotional health status and the ability to participate in seasonal activities, both indoor and outdoor. Applicants with a history of substance abuse must demonstrate a recovery of at least two years.

Conditionally accepted applicants are required to present the following by the start of the first term:

- Current Security Clearance check – eligible for a pardon and no active Young Offender Record.
- Current Standard First Aid and CPR certificates
- Current Immunization record

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

PROGRAM OF STUDY

Year I

TERM I (SEPTEMBER – DECEMBER)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Inst. Hrs.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYCW 100</td>
<td>Adolescent Development</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>CYCW 101</td>
<td>Helping Skills for Youth and Families</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>CYCW 102</td>
<td>Integration Seminar</td>
<td>0:30:0</td>
<td>1</td>
</tr>
<tr>
<td>CYCW 103</td>
<td>Field Placement</td>
<td>0:0:120</td>
<td>2</td>
</tr>
<tr>
<td>CYCW 104</td>
<td>Activities Programming for Youth</td>
<td>15:30:0</td>
<td>2</td>
</tr>
<tr>
<td>CYCW 106</td>
<td>The Child and Youth Care Professional</td>
<td>45:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

TERM II (JANUARY – APRIL)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Inst. Hrs.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYCW 107</td>
<td>Child and Youth Care Practice</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>CYCW 108</td>
<td>Special Topics in Child and Youth Care</td>
<td>30:0:0</td>
<td>2</td>
</tr>
<tr>
<td>CYCW 110</td>
<td>Integration Seminar</td>
<td>0:30:0</td>
<td>1</td>
</tr>
<tr>
<td>CYCW 111</td>
<td>Field Placement</td>
<td>0:0:120</td>
<td>2</td>
</tr>
<tr>
<td>CYCW 112</td>
<td>Family Dynamics</td>
<td>30:0:0</td>
<td>2</td>
</tr>
<tr>
<td>CYCW 114</td>
<td>Individual Counselling</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 111</td>
<td>Communications</td>
<td>45:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

Year II

TERM III (SEPTEMBER – DECEMBER)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Inst. Hrs.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYCW 200</td>
<td>Child/Youth Care Methods I</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>CYCW 201</td>
<td>Child and Youth Care Practice in Mental Health</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>CYCW 202</td>
<td>Integration Seminar</td>
<td>0:30:0</td>
<td>1</td>
</tr>
<tr>
<td>CYCW 203</td>
<td>Field Placement</td>
<td>0:0:240</td>
<td>4</td>
</tr>
<tr>
<td>CYCW 205</td>
<td>Issues in Family Work</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>CYCW 211</td>
<td>Development Across the Lifespan</td>
<td>45:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

TERM IV (JANUARY – APRIL)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Inst. Hrs.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYCW 204</td>
<td>Group Counselling</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>CYCW 206</td>
<td>Child/Youth Care Methods II</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>CYCW 207</td>
<td>Integration Seminar</td>
<td>0:30:0</td>
<td>1</td>
</tr>
<tr>
<td>CYCW 208</td>
<td>Field Placement</td>
<td>0:0:240</td>
<td>4</td>
</tr>
<tr>
<td>CYCW 209</td>
<td>Family Support and Intervention</td>
<td>30:0:0</td>
<td>2</td>
</tr>
</tbody>
</table>

RESIDENCY REQUIREMENTS

At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.
CORRECTIONAL SERVICES

(Faculty of Health and Community Studies)

www.macewan.ca/corrections

INTRODUCTION

The Correctional Services diploma equips graduates to work in a variety of positions in the corrections/criminal justice field, including community agencies, correctional institutions, court-related programs, and related human service care. Graduates work with adults and youth who have come into conflict with the law or are at risk of becoming involved with the law. The program provides theoretical knowledge, skill development, and practical experience for the entry-level corrections/criminal justice worker.

CAREER POTENTIAL

Graduates are employed by both the provincial and federal governments, as well as non-governmental agencies. Graduates have obtained employment as probation or parole officers, youth workers, counsellors, addictions counsellors, correctional officers, case workers, police officers, native liaison workers, and other related positions. Many graduates have moved into administrative and managerial positions in corrections/criminal justice agencies. Program graduates will establish a network of career contacts through field placement and class activities. Graduates apply directly to corrections/criminal justice or related agencies and must demonstrate that they meet the minimum position requirements. Shift work is often required, and many entry positions are by way of part-time work.

Some employers in corrections/criminal justice require a fitness test to join their service. Students are encouraged to achieve and maintain required fitness levels.

TRANSFERABILITY

Graduates may apply the diploma to the third year of the Bachelor of Professional Arts — Criminal Justice degree from Athabasca University. Graduates may also apply the diploma as 30 units of credit towards a Bachelor of Arts (Sociology) degree at the University of Alberta. Transfer is also available towards the Bachelor of Applied Corrections degree at Lethbridge Community College, the Bachelor of Applied Justice at Mount Royal College, the Bachelor of Human Justice Degree at the University of Regina, or a Bachelor of Arts or Science in Criminal Justice at the University of Great Falls. The diploma is also transferable to the Bachelor of Human Services Administration degree at Grant MacEwan College.

THE PROGRAM

The Correctional Services Program stresses the dual yet inseparable functions of the corrections system: protecting the public and assisting offenders to become law-abiding citizens. Security techniques are emphasized, as well as skill development in counselling.

The first year provides a number of foundation courses, concentrating on knowledge of the criminal justice system. Field placement provides the student with practical, first-hand knowledge of corrections.

The second year concentrates on skill development such as counselling techniques, working in institutions and community corrections agencies, and dealing with specific offender populations. The field placement is more demanding, with the expectation that the student will practice the application of a number of skills discussed in the classroom.

Health and Community Studies Interdisciplinary Conference

This professional development conference enables students to develop new skills, investigate current trends, and hear experiences of leaders in the health and community services professions. All students will be expected to attend the conference. A special fee will be assessed on registration in the Correctional Services program.

ADMISSION

REGULAR ADMISSION

Applicants must present an Alberta high school diploma (or equivalent) AND be at least 18 years of age by the end of the first term.

MATURE ADMISSION

Applicants must be at least 18 years of age AND out of high school for at least one year by the start of the first term.

SKILLS APPRAISAL

All admission categories

• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Applicants must present English 30-1 (or English 30) with a minimum final grade of 65 per cent OR English 30-2 (or English 33) with a minimum final grade of 75 per cent OR complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of D.

Reading: Not applicable.

Math: Not applicable.

ENGLISH LANGUAGE PROFICIENCY

All admission categories

The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA

All admission categories

All applicants are required to submit two letters of reference and an autobiography. Accepted applicants are required to present a clear criminal record check and to complete First Aid certification before the start of the first term.
APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

PROGRAM OF STUDY
Year I
TERM I (SEPTEMBER – DECEMBER)
CORR 100 Human Relations 45.0:0:0 3
CORR 102 Correctional Law 45.0:0:0 3
CORR 104 Criminal Justice System 45.0:0:0 3
CORR 106 Correctional Security 45.0:0:0 3
ENGL 111 Communications 45.0:0:0 3
TERM II (JANUARY – APRIL)
CORR 110 Introductory Criminology 45.0:0:0 3
CORR 112 Correctional Interviewing 45.0:0:0 3
CORR 114 Field Placement I 0.0:120:0 2
CORR 116 Integration Seminar I 0.0:30:0 1
CORR 118 Introduction to Corrections 45.0:0:0 3
SOCI 100 Introductory Sociology 45.0:0:0 3
Year II
TERM III (SEPTEMBER – DECEMBER)
CORR 210 Correctional Methods and Practice 45.0:0:0 3
CORR 212 Correctional Counselling 60.0:0:0 4
CORR 214 Field Placement II 0.0:240:0 4
CORR 216 Integration Seminar II 0.0:30:0 1
PSYC 104 Introductory Psychology 45.0:0:0 3
TERM IV (JANUARY – APRIL)
CORR 202 Cultural Influences 45.0:0:0 3
CORR 206 Substance Abuse Intervention 30.0:0:0 2
CORR 208 Selected Issues 45.0:0:0 3
CORR 224 Field Placement III 0.0:240:0 4
CORR 218 Youth and Crime 45.0:0:0 3
RESIDENCY REQUIREMENTS
At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

FACULTY AND STAFF
Michelle Andrews, MCA
Chair
Mark Raecker, Dip. Justice Administration
Instructor
Marc Bessette, Dip. Correctional Services
Instructor
Dave Chapman, BA
Instructor
Tracey Cyca, MCA
Instructor
Doug Heckbert, MA
Instructor
Kevin Hood, MEd
Instructor
Diane Jeffrey
Instructor
Rae-Ann Lajeunesse, BA
Instructor
Carolyn Lord, MA
Instructor
Rick Robinson, BA
Instructor
Joe Sombach, MSW
Instructor
Wendy Vanderbleek, Dip. Youth Development
Instructor
Tim Williams, MA
Instructor
Barb Easy
Instructional Assistant
Eileen Kapoor
Program Secretary

ADVISORY COMMITTEE
Dave Chapman
Section Supervisor
Correctional Service of Canada – Parole
Maureen Collins
Executive Director
Edmonton, John Howard Society
Gloria McKague
Youth Worker
Native Counseling Services of Alberta
Peter Nicholson
Director, Staff College
Alberta Justice
Dr. Bryan Hogeveen
Sociology Professor,
University of Alberta
Malcolm Sallie
Deputy Director, Security
Ft. Saskatchewan Correctional Centre
Janet-Sue Hamilton
Warden
Edmonton Institution for Women
Al Gordon
Program Director
Catholic Social Services

FOR FURTHER INFORMATION
Barb Easy
Instructional Assistant
(780) 497-5296
Email: easyb@macewan.ca

TO APPLY
The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140

...
Design Studies Program of the Leslie Nielsen School of Communications

The Design Studies Program of the Leslie Nielsen School of Communications is composed of a one-year (10-month) Design Foundations Certificate (or equivalent), leading to one of five two-year communication design specializations or majors. The diploma majors are:

- Design and Exhibit Presentation
- Design and Digital Media
- Design and Illustration
- Design and Photography
- Design and Motion Image

A thorough exploration of the visual language in both two- and three-dimensional design is undertaken in the Design Foundations Certificate. Visual skills are developed and a context for design is provided through lectures on the history of design. The Design Foundations experience provides students with a firm basis for further studies in one of the program’s five communication design majors listed above.

The early activities and assignments in the diploma majors are designed to offer a full range of experiences related to use of the visual language learned in the Design Foundations Certificate. Generation of ideas in relation to communication problems and the refinement of visual interpretations of those ideas prepares the student for further challenges. Later studies include much more complex challenges in the form of independent student interpretations related to communication problems. Diploma courses are taught predominantly by faculty members who are also practicing professionals from the industry.

Successful completion of the program will demand much time, energy, and resourcefulness, but the effort can lead to an exciting and fulfilling career in the visual communication design industry.

Design Foundations Certificate

This 10-month period of study is a prerequisite to all diploma majors within the Design Studies Program. Design Foundations will provide a base of practical, theoretical, and philosophical experiences for design students of all disciplines. It will function as a diagnostic process to enable individuals to determine their suitability and preferences regarding their choice of discipline or design specialization. The Design Foundations Certificate also acts as an appropriate base for those who choose to continue further in the study of design. Students can expect to produce a body of practical foundations design work that will form a submission portfolio essential to the preparation of their application to their desired specialized course of study. Students completing the Design Foundations Certificate will present advanced skills when entering one of the Design Studies program majors.

Diploma Studies

In the first term of diploma studies, students of all majors share common courses before moving into their specific major. The common courses are typography, more advanced two-dimensional design composition, stylization and symbol development, as well as advanced studies in drawing. The students will also be introduced to a basic range of design software in the first term. In the second term of diploma studies, students engage in classes that are more specific to the students’ design major.

Design and Digital Media Major

Communication design principles and the students’ creative process are a central focus in this major. In addition, the major will provide an understanding of a wide range of digital techniques and applications used in the production of concept presentations and interactive multimedia. All design assignments will be initiated in the design studio to accommodate the creative process. Most design assignments will be executed on the computer for final presentation. Digital 3D modeling, interactive animation, and multimedia interface (Web) design are essential areas of study in this major. Another area of focus that is critical to the student’s creative process is the study of the human form through drawing and clay modeling. Storyboarding is also an important part of the student’s conceptual process. At no time during the diploma studies will technology dominate the creative development of the student.

The primary system used in all digital work is the Macintosh. Illustration and page assembly software will be used throughout the studies with 3D modeling, interactive animation and multimedia interface design becoming more dominant as the studies progress.

Design and Exhibit Presentation Major

This specialization focuses on visual communication within a variety of environmental settings and establishes a varied and valuable skill set for professional application. Through their studies, students learn to balance creative solutions with market needs by applying the principles of design to a built environment. Exhibit design, environmental graphic design, on-site marketing, point-of-purchase design, product presentation, and prop design and fabrication form the basis for this major. Students are also introduced to 3D digital modeling and basic animation for the presentation of design concepts.

Concept presentations will be executed using traditional model building techniques and/or a variety of print and 3D design software applications. At no time during the study period will technology dominate the creative development of the student.

Design and Illustration Major

Advanced studies in typography are as integral, as the written word and interpretive illustration are the basis of this major. Illustration, publication design, symbol/logo design, interface (Web) design, and digital methods of production are the principle areas of study in this major. Students develop skills through practical studio projects including magazine and advertising layout, corporate identity, promotional design, and editorial illustration. Multimedia interface (Web) design is also introduced. Printing processes are presented and discussed, and students are instructed in production procedures. At no time during the study period will technology dominate the creative development of the student.

The Design and Illustration major develops and channels creativity, providing direction to a new and very rewarding career in the visual communication design industry.
Design and Photography Major
As the professional application of photography is inherently linked to visual communication design, so is our student experience. Communication design provides the context for the students’ creative, conceptual and aesthetic skill development. Building on prior learning experiences acquired relating to the visual language of design, students develop skills and sensitivities in a wide variety of photographic applications, from editorial and advertising to interpretive portraiture. Although the dominant concern is the students’ creative development, technology and production methods are incorporated throughout the study. This provides a broad and in-depth experience in creating meaningful and original images.

Design and Motion Image Major
Communication design provides the context for this study of the dynamic nature of motion image using video as a medium. Creative and conceptual challenges throughout the study allow the student to refine a wide range of skills and visual sensitivities relating to the effective visual interpretation and communication of a message. Although the fundamental concern is the creative development of the student, there is significant emphasis placed on the understanding of the technology and production standards associated with a complex communication tool such as video. Concept development, composition, stylization, shooting, and editing audio and video are all areas of important skill development. The design and production of alternative delivery methods relating to motion image is also introduced and exercised.

CAREER POTENTIAL
Graduates of the Design Studies program are in demand across Alberta and other provinces for advertising, promotional, and exhibit design. Our graduates are employed in advertising agencies, design studios, and/or freelance practice. Responsibilities cover a wide range of design activities, including publication design, advertising design, promotional design, exhibit design, merchandising, illustration, point-of-purchase design, display design, multimedia interface (Web) design and production, photographic stylist, electronic pre-press production, special events coordination, on-site marketing, 3D modeling, and interactive animation.

WHO SHOULD APPLY
Successful applicants are likely to have some previous drawing experience. Prior course work in the visual arts will often help a prospective student produce the portfolio of work needed to complete the application process.

TRANSFERABILITY
Students completing the Design Foundations Certificate can apply to second year studies at Alberta College of Art and Design.

Students completing a diploma major from the Design Studies program are eligible to enter year three of the Bachelor of Professional Arts program in Communication Studies at Athabasca University.

ADMISSION

Design Foundations Certificate

REGULAR ADMISSION
Applicants must present an Alberta high school diploma (or equivalent).

MATURE ADMISSION
Applicants must be at least 18 years of age AND out of high school for at least one year by the start of the first term.

SKILLS APPRAISAL
All admission categories
- Not applicable

ENGLISH LANGUAGE PROFICIENCY
All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
All admission categories
- All applicants are required to submit a portfolio.

Design Studies Majors

REGULAR ADMISSION
Applicants must present an Alberta high school diploma (or equivalent) AND a Design Foundations Certificate (or equivalent) AND ENGL 111 (or equivalent) by the start of the first term.

MATURE ADMISSION
Applicants must be at least 18 years of age AND out of high school for one year or more AND a Design Foundations Certificate (or equivalent) AND ENGL 111 (or equivalent) by the start of the first term.

SKILLS APPRAISAL
All admission categories
- Not applicable

ENGLISH LANGUAGE PROFICIENCY
All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
All admission categories
- All applicants are required to submit a resume and a portfolio. Further information regarding content will be mailed once an application is received for the Design Studies Program.

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.
### Design Foundations Certificate

**TERM I (SEPTEMBER – DECEMBER)**
- VCDF 130 Design History I 60:0:0 4
- VCOM 151 Design Concept and Process 45:0:0 3
- VCOM160 Image Structure and Meaning 30:30:0 3
- ENGL 111 Communications 45:0:0 3

**TERM II (JANUARY – APRIL)**
- VCDF 140 Design History II 30:0:0 2
- VCDF 100 Drawing Foundations 30:90:0 5
- VCDF 110 2 Dimensional Design Foundations 30:90:0 5

**TERM III (MAY – JUNE)**
- VCDF 120 3 Dimensional Design Foundations 30:90:0 5

### Design and Illustration Major

**Year I**

**TERM I (SEPTEMBER – DECEMBER)**
- VCOM 220 Drawing 30:60:0 4
- VCOM 221 2D Design 15:45:0 3
- VCOM 222 3D Design 15:45:0 3
- VCOM 223 Typography 15:45:0 3
- VCOM 224 Digital Applications 15:45:0 3

**TERM II (JANUARY – APRIL)**
- VCDR 230 Figure Drawing 15:45:0 3
- VCDI 223 Digital Applications II 15:45:0 3
- VCPR 210 2D Methods and Materials 15:30:0 2
- Elective 45:0:0 3

**Year II**

**TERM III (SEPTEMBER – DECEMBER)**
- VCDE 333 Corporate Identity and Promotional Design 15:45:0 3
- VCDI 333 Animation and Modeling 30:30:0 3
- Elective 45:0:0 3
- Program Option I 3

**TERM IV (JANUARY – APRIL)**
- VCDI 343 Advanced Animation 30:30:0 3
- VCDR 344 Interpretive Drawing 15:45:0 3
- VCPR 325 Internship 0:0:105 1
- Program Option II 3

### Design and Digital Media Major

**Year I**

**TERM I (SEPTEMBER – DECEMBER)**
- VCOM 220 Drawing 30:60:0 4
- VCOM 221 2D Design 15:45:0 3
- VCOM 222 3D Design 15:45:0 3
- VCOM 223 Typography 15:45:0 3
- VCOM 224 Digital Applications 15:45:0 3

**TERM II (JANUARY – APRIL)**
- VCDR 230 Figure Drawing 15:45:0 3
- VCDI 223 Digital Applications II 15:45:0 3
- VCPR 210 2D Methods and Materials 15:30:0 2
- Elective 45:0:0 3

**Year II**

**TERM III (SEPTEMBER – DECEMBER)**
- VCDI 223 Digital Modeling 15:45:0 3
- VCDI 233 Digital Applications II 15:45:0 3
- VCPR 210 2D Methods and Materials 15:30:0 2
- Elective 45:0:0 3

**TERM IV (JANUARY – APRIL)**
- VCDI 231 Interface Design 45:0:0 3
- VCDR 343 Exhibit Design 15:45:0 3
- VCDR 344 Interpretive Illustration 30:30:0 3
- VCPR 324 Professional Lecture Series 30:0:0 3
- Program Option II 3

### Design and Exhibit Presentation Major

**Year I**

**TERM I (SEPTEMBER – DECEMBER)**
- VCOM 220 Drawing 30:60:0 4
- VCOM 221 2D Design 15:45:0 3
- VCOM 222 3D Design 15:45:0 3
- VCOM 223 Typography 15:45:0 3
- VCOM 224 Digital Applications 15:45:0 3

**TERM II (JANUARY – APRIL)**
- VCDI 224 Professional Lecture Series 30:0:0 3
- VCPR 325 Internship 0:0:105 1
- Program Option II 3

**Year II**

**TERM III (SEPTEMBER – DECEMBER)**
- VCDI 223 3D Visualization 15:45:0 3
- VCDI 224 Professional Lecture Series 30:0:0 3
- VCPR 324 Professional Lecture Series 30:0:105 1

**TERM IV (JANUARY – APRIL)**
- VCDI 221 3D Visualization 15:45:0 3
- VCDI 222 Professional Lecture Series 30:0:0 3
- VCPR 325 Internship 0:0:105 1
- Program Option II 3

### Program Option Courses

**YEAR II (SEPTEMBER – DECEMBER)**
- VCDI 380 Concept Rendering 15:45:0 3
- VCDI 381 Typography and Motion 15:45:0 3
- VCDI 382 Digital Application 15:45:0 3

**YEAR II (JANUARY – APRIL)**
- VCDI 383 Digital Application 15:45:0 3
- VCDI 384 Digital Application 15:45:0 3
- VCDI 385 Digital Application 15:45:0 3

### Design and Motion Image Major

**Year I**

**TERM I (SEPTEMBER – DECEMBER)**
- VCOM 220 Drawing 30:60:0 4
- VCOM 221 2D Design 15:45:0 3
- VCOM 222 3D Design 15:45:0 3
- VCOM 223 Typography 15:45:0 3
- VCOM 224 Digital Applications 15:45:0 3

**TERM II (JANUARY – APRIL)**
- VCDI 223 Professional Lecture Series 30:0:0 3
- VCDI 224 Professional Lecture Series 30:0:0 3
- VCPR 325 Internship 0:0:105 1

**Year II**

**TERM III (SEPTEMBER – DECEMBER)**
- VCDI 223 3D Visualization 15:45:0 3
- VCDI 224 Professional Lecture Series 30:0:0 3
- VCPR 325 Internship 0:0:105 1
- Program Option II 3
### Design and Photography Major

#### Year I

<table>
<thead>
<tr>
<th>TERM I</th>
<th>Course</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCOM 220</td>
<td>Drawing</td>
<td>30:60:0</td>
<td>4</td>
</tr>
<tr>
<td>VCOM 221</td>
<td>2D Design</td>
<td>15:45:0</td>
<td>3</td>
</tr>
<tr>
<td>VCOM 224</td>
<td>Digital Applications</td>
<td>15:45:0</td>
<td>3</td>
</tr>
<tr>
<td>VCPH 210</td>
<td>Form and Photography</td>
<td>15:45:0</td>
<td>3</td>
</tr>
<tr>
<td>VCPR 212</td>
<td>Photographic Methods and Materials</td>
<td>15:30:0</td>
<td>2</td>
</tr>
</tbody>
</table>

#### TERM II

| VCOM 223 | Typography | 15:45:0 | 3 |
| VCPH 220 | Advanced Photography Studio | 15:45:0 | 3 |
| VCDI 240 | Digital Imaging | 15:45:0 | 3 |
| VCPH 216 | Photography and the Human Subject | 15:45:0 | 3 |
| PROW 314 | Narrative: Function and Technique | 45:0:0 | 3 |

#### Year II

<table>
<thead>
<tr>
<th>TERM III</th>
<th>Course</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCPH 325</td>
<td>Photo Illustration</td>
<td>15:45:0</td>
<td>3</td>
</tr>
<tr>
<td>VCPH 330</td>
<td>Visual Narrative</td>
<td>15:45:0</td>
<td>3</td>
</tr>
<tr>
<td>VCDI 344</td>
<td>Digital Presentation Workshop</td>
<td>15:45:0</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Program Option I: Choose 1 of the following:
- VCDR 380 Concept Rendering | 15:45:0 | 3 |
- VCDR 298 Typography and Motion | 30:30:0 | 3 |
- VCDR 381 Study of Form and Figure | 15:45:0 | 3 |

<table>
<thead>
<tr>
<th>TERM IV</th>
<th>Course</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCPH 335</td>
<td>Interpretive Photo Illustration</td>
<td>15:45:0</td>
<td>3</td>
</tr>
<tr>
<td>VCDI 331</td>
<td>Interface Design</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>VCPH 340</td>
<td>Documentary Photography</td>
<td>15:45:0</td>
<td>3</td>
</tr>
<tr>
<td>VCPR 324</td>
<td>Professional Lecture Series</td>
<td>30:0:0</td>
<td>2</td>
</tr>
<tr>
<td>VCPR 325</td>
<td>Internship</td>
<td>0:105:1</td>
<td>1</td>
</tr>
</tbody>
</table>

Program Option II: Choose 1 of the following:
- AVDM 100 Introductory Photography | 30:30:0 | 3 |
- VCDR 382 Digital Illustration | 30:30:0 | 3 |
- VCDR 382 Advertising Design | 15:45:0 | 3 |

#### RESIDENCY REQUIREMENT

At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

### FACULTY AND STAFF

- **Kim Kunitz**, Visual Communication Diploma (Grant MacEwan College)  
  Instructor
- **Alex Chan**, Visual Communication Diploma (Grant MacEwan College)  
  Instructor
- **Brian Ellis**, National Diploma in Design (Harrogate College of Art)  
  Instructor
- **Linda Fisher**, MFA (Colorado)  
  Instructor
- **Steven Hoose**, Computer Graphic Design Diploma (Grant MacEwan College)  
  Instructor
- **Brian Huffman**, Advertising Arts Diploma (4 year), (ACAD)  
  Instructor
- **Orsolya Jakab**, BDes (Alberta)  
  Instructor
- **Dennis Lenarduzzi**, Visual Communication Diploma (Grant MacEwan College)  
  Instructor
- **Doug Madill**, Diploma in Visual Communications (4 year), (ACAD)  
  Instructor
- **Nichole Magaeson**, Visual Communication (Display) Diploma (Grant MacEwan College)  
  Instructor
- **David Moore**, Visual Communication Diploma (Grant MacEwan College)  
  Instructor
- **Marc Nipp**, Graphic Design and Illustration Diploma (Grant MacEwan College)  
  Instructor
- **Jeff Pelton**, BA (Alberta), B.Arch. (British Columbia)  
  Instructor
- **Joe Raffa**, Environmental Graphic Design Diploma (Grant MacEwan College)  
  Instructor
- **David Shkolny**, BFA (Nova Scotia College of Art and Design), Visual Communication Design Diploma (Grant MacEwan College)  
  Instructor
- **John Smith**, Diploma in Visual Communications (4 year), (ACAD)  
  Instructor
- **Wayne Williams**, BDes (Alberta)  
  Instructor
- **Dianne Nicholls**, Computer Graphic Design Diploma, Graphic Design and Illustration Diploma (Grant MacEwan College)  
  Instructional Assistant

### ADVISORY COMMITTEE

- **David Hibbeln**  
  Director of Art  
  Bio Wire Corp
- **Slavek Branicki**  
  Melissa Hicks  
  Graham Johnson  
  Marvin Luethie  
  Director, Advertising Services  
  Public Affairs Bureau  
  Provincial Government of Alberta
- **Rod Michaelchuk**  
  Kathryn Valentine  
  Coordinator, Exhibits & Communications  
  Royal Tyrrell Museum
- **Barb Wellensiek**  
  Ikea, Communications Director

### FOR FURTHER INFORMATION

- **Dianne Nicholls**  
  Instructional Assistant  
  Visual Communication Design  
  (780) 497-4312  
  Email: nichollsd@macewan.ca  
  www.macewan.ca/vcdesign

### TO APPLY

The Registrar  
Grant MacEwan College  
Box 1796, Edmonton, Alberta T5J 2P2  
(780) 497-5140
DISABILITY MANAGEMENT IN THE WORKPLACE

(Faculty of Health and Community Studies)
www.macewan.ca/disabilitymanagement

INTRODUCTION
Disability Management in the workplace is a growing industry. Its focus is to assist workers who have been injured or ill return to meaningful and productive work. It is an important part of health and safety management. As the economic and human costs of worker injuries and illnesses rise, the demand for controlling the costs increases. Effective disability management can decrease these human and financial costs by getting the worker back to work in a safe manner at the earliest time. The return to work plan must be consistent with the abilities of the worker.

CAREER POTENTIAL
There is a broad spectrum of employment for a qualified individual. Prospective places of employment include employers, insurance providers, and disability management service providers.

THE PROGRAM
The program is designed for individuals who are or will be involved in or responsible for managing workers’ injuries and illnesses. The individual works as part of a team consisting of management, labour, health care professionals, health and safety coordinators, human resource personnel, and insurance providers.

The program will provide individuals with a range of knowledge and skills from coordinating return to work plans to developing and implementing a disability management program in the workplace. Courses will include terminology, basic concepts, benefits, objectives, roles, responsibilities, program components, evaluation methods, conflict management as well as labour/management, cultural, legal, and ethical issues. Field placements will allow the student to experience how disabilities are managed in the workplace.

SKILLS APPRAISAL
To be evaluated by through the Office of the Registrar

All admission categories
• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Applicants must present English 30-1 (or English 30 or equivalent) with a minimum final grade of 65 per cent OR English 30-2 (or English 33 or equivalent) with a minimum final grade of 75 per cent OR complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of C–.

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of C–.

Math: Not applicable.

ENGLISH LANGUAGE PROFICIENCY

All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA

All admission categories
Accepted applicants are required to present a clear criminal record check by the start of the first term.
APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

PROGRAM OF STUDY
Disability Management in the Workplace Certificate
Year I

| INST. HRS. CR. | DMWP 100 Essential Anatomy and Physiology | 45:0:0:3 |
| DMWP 102 Medical and Pharmaceutical Concepts | 45:0:0:3 |
| DMWP 104 Introduction to Disability Management | 45:0:0:3 |
| DMWP 110 Ethics and Professionalism in Disability Management | 45:0:0:3 |
| DMWP 112 Health, Social, and Legislative Foundations | 45:0:0:3 |
| DMWP 114 Conflict and Crisis Management in Return to Work | 45:0:0:3 |
| DMWP 116 Return to Work Management | 45:0:0:3 |
| DMWP 118 Field Placement I in Disability Management | 15:0:100:3 |
| ENGL 111 Communications | 45:0:0:3 |
| INTD 105 Interpersonal Skills Development | 45:0:0:3 |

Disability Management in the Workplace Diploma
Year I

| INST. HRS. CR. | DMWP 100 Essential Anatomy and Physiology | 45:0:0:3 |
| DMWP 102 Medical and Pharmaceutical Concepts | 45:0:0:3 |
| DMWP 104 Introduction to Disability Management | 45:0:0:3 |
| DMWP 110 Ethics and Professionalism in Disability Management | 45:0:0:3 |
| DMWP 112 Health, Social, and Legislative Foundations | 45:0:0:3 |
| DMWP 114 Conflict and Crisis Management in Return to Work | 45:0:0:3 |
| DMWP 116 Return to Work Management | 45:0:0:3 |
| DMWP 118 Field Placement I in Disability Management | 15:0:100:3 |
| ENGL 111 Communications | 45:0:0:3 |
| INTD 105 Interpersonal Skills Development | 45:0:0:3 |

Year II

| INST. HRS. CR. | DMWP 200 Disability Management Program Design | 45:0:0:3 |
| DMWP 202 Disability Management Program Management | 45:0:0:3 |
| DMWP 204 Trends and Issues in Disability Management | 45:0:0:3 |
| DMWP 210 Evidence Based Practice in Disability Management | 45:0:0:3 |
| DMWP 212 Health and Safety Issues in Disability Management | 45:0:0:3 |
| DMWP 214 Treatment and Prevention Activities | 45:0:0:3 |
| DMWP 216 Disability Management Program Evaluation | 45:0:0:3 |
| DMWP 218 Field Placement II in Disability Management | 15:0:100:3 |
| ENGL 211 Business Communications | 45:0:0:3 |
| Elective | 45:0:0:3 |

RESIDENCY REQUIREMENT
At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

FACULTY AND STAFF
Shirley Galenza, M.Ed
Chair

ADVISORY COMMITTEE
Dennis Aubin
Jerry Christensen
Shannon Jacobi
Joanne Munro
Sharon Brintnell
Francine Vallec

FOR FURTHER INFORMATION
Bonnie Schwanbeck
Program Consultant
Telephone: (780) 497-5109 or 1-866-221-2882
Email: schwanbeckb@macewan.ca

TO APPLY
The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140
DISABILITY STUDIES: LEADERSHIP AND COMMUNITY
(Formerly Rehabilitation Practitioner)

(Faculty of Health and Community Studies)

THE PROGRAM
MacEwan is a centre for excellence in disability studies. The Disability Studies: Leadership and Community program works closely with community agencies, people with disabilities, their families and government to prepare exceptional graduates with a broad background and the practical skills to help build inclusive communities. Program graduates apply a caring and respectful philosophy of individual growth, empowerment and self-determination to assist people of all ages with disabilities to reach their goals.

Students will develop a solid theoretical background in disability studies through comprehensive course work. Opportunities for the practical application of theory through supervised field placements provide a total educational experience. Part-time and distance delivery options add flexibility to allow students to learn at their own pace.

CAREER POTENTIAL
Expanding community options for people with disabilities has created an urgent need for qualified professionals to work in a variety of settings. Program graduates are respected professionals with a strong sense of social justice and the vision to see potential in every individual.

100% of program graduates have found employment within six months of graduation for the last two academic years. Job satisfaction is high, and many graduates soon move on to senior positions, especially after having completed the degree, which is available on campus at MacEwan. The career potential in this exceptional employment market is sky high, limited only by your imagination and enthusiasm.

TRANSFERABILITY
Although the diploma provides the opportunity for immediate employment, many graduates choose to pursue university degrees. Successful graduates may apply directly to the third year of the Bachelor of Community Rehabilitation and Disability Studies degree from the University of Calgary. Offered on campus at MacEwan and taught by MacEwan and UofC instructors, this degree program offers graduates the opportunity to compete for senior positions and improves earning potential. Graduates also have the opportunity to move into year three of the Bachelor of Applied Human Service Administration degree from MacEwan, available by distance delivery.

PART-TIME EVENING/DISTANCE DELIVERY
Many students find the demands of daytime courses interfere with the responsibilities of work and family. With flexible study options, students can complete the diploma through part-time evening courses or self-study distance courses with telephone tutor support.

The degree completion stream, offered on-site at MacEwan’s South Campus, is also available part-time to allow working professionals to pursue a baccalaureate credential.

ADMISSION
REGULAR ADMISSION
Applicants must present an Alberta high school diploma (or equivalent).

MATURE ADMISSION
Applicants must be at least 18 years of age and out of high school for one year or more.

SKILLS APPRAISAL
All admission categories
Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Applicants must present English 30-1 (or English 30) with a minimum final grade of 65 per cent OR English 30-2 (or English 33) with a minimum final grade of 75 per cent OR complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR complete any developmental work with a minimum grade of D.

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of D.

Math: Not applicable.

ENGLISH LANGUAGE PROFICIENCY
All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
All admission categories
All applicants are required to submit a reference letter and a career search document that demonstrates applicants’ understanding of the role of a practitioner in the field.

Accepted applicants are required to complete the following:

• Clear criminal record check — must be presented by the start of the first term
• Immunization — immunizations must be up-to-date as outlined on the form supplied by the program at the start of the first term.
• Standard First Aid certification — a current certificate must be completed by the start of the first term.

• www.macewan.ca
APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

PROGRAM OF STUDY

Year I

<table>
<thead>
<tr>
<th>TERM I (SEPTEMBER – DECEMBER)</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 111 Communications</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>RPPR 102 Perspectives on Assessment and Reporting Practice</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>RPPR 103 Interpersonal Communication</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>RPPR 104 Seminar: Disability Issues I</td>
<td>0.30:15 2</td>
</tr>
<tr>
<td>RPPR 106 Person-Centered Perspectives</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>RPPR 107 Family-Centered Practice</td>
<td>45:30:0 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM II (JANUARY – APRIL)</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPPR 109 Community Development</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>RPPR 114 Seminar: Disability Issues II</td>
<td>0.0:0:18 1</td>
</tr>
<tr>
<td>RPPR 115 Field Placement I</td>
<td>0.0:18:0 3</td>
</tr>
<tr>
<td>RPPR 117 Facilitating Learning and Development</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>RPPR 118 Advocacy and Leadership</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>RPPR 119 Health Promotion and Personal Well-Being</td>
<td>30:30:0 3</td>
</tr>
</tbody>
</table>

Year II

<table>
<thead>
<tr>
<th>TERM III (SEPTEMBER – DECEMBER)</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPPR 204 Seminar: Disability Issues III</td>
<td>0.0:15:0 1</td>
</tr>
<tr>
<td>RPPR 205 Field Placement II</td>
<td>0.0:18:0 3</td>
</tr>
<tr>
<td>RPPR 211 Connections and Networking</td>
<td>30:0:0 2</td>
</tr>
<tr>
<td>RPPR 212 Person-Centered Planning Approaches</td>
<td>15:30:0 2</td>
</tr>
<tr>
<td>RPPR 213 Evidence-Based Practice</td>
<td>30:0:0 2</td>
</tr>
<tr>
<td>PSYC 104 Introductory Psychology</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>Elective</td>
<td>45:0:0 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM IV (JANUARY – APRIL)</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPPR 220 Organizational Leadership and Change</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>RPPR 221 Supervision</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>RPPR 222 Connections: Technology, Adaptation and Accommodation</td>
<td>30:30:0 3</td>
</tr>
<tr>
<td>RPPR 224 Seminar: Disability Issues IV</td>
<td>0.0:15:0 1</td>
</tr>
<tr>
<td>RPPR 225 Field Placement III</td>
<td>0.0:18:0 3</td>
</tr>
<tr>
<td>Elective</td>
<td>45:0:0 3</td>
</tr>
</tbody>
</table>

RESIDENCY REQUIREMENT
At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

FACULTY AND STAFF
Karen Heslop
Chair
Suzanne Frank
Instructional Assistant/Instructor
Lynne Baker
Outreach Program Consultant
Shauna Byar
Instructor
Cheryl Crocker
Instructor
Stewart McDonald
Instructor
Shauna Pilipchuk
Instructor
Bonnie Lashewicz
Instructor

FOR FURTHER INFORMATION
Disability Studies: Leadership and Community Program
Telephone: (780) 497-5196
Fax: (780) 497-5150
www.macewan.ca/disabilitystudies

TO APPLY
The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta
T5J 2P2
(780) 497-5140
EARLY CHILDHOOD DEVELOPMENT

(Faculty of Health and Community Studies)

www.macewan.ca/ecd

INTRODUCTION

Early childhood development is an exciting and challenging field of work with a high demand for qualified graduates. Early childhood development (ECD) professionals work with the youngest and most vulnerable members of our society. The field demands individuals who are highly skilled in interpersonal communication and who possess the confidence, knowledge, sensitivity, and empathy required to facilitate children’s healthy growth and development in a caring environment. Individuals who pursue a career in early childhood must be open-minded and non-judgmental. Among the many challenges facing ECD professionals are providing quality care for all children; establishing partnerships with families to further the development of young children; responding to each child as a unique human being with unique interests and developmental needs; and respecting people with diverse lifestyles, values, cultural backgrounds, ethnic origins, and religious beliefs.

DEMONSTRATION CHILD CARE CENTRE

There is a demonstration child care centre at City Centre Campus. This is a full-time child care centre and a demonstration-learning centre for students, offering care to toddlers, preschoolers, and kindergarten children.

Early Childhood Development students are able to see the integration of theory and practice at the centre. As a student, you are encouraged to be involved with the centre by observing, exploring, reflecting, inquiring, and implementing theory. Screened observation corridors in the playrooms allow viewing without interrupting the children’s activities.

CAREER POTENTIAL

The demand for trained early childhood professionals leads many to leadership roles in the community. Graduates are employed in child care centres, family day homes, Head Start and early intervention programs, hospital playrooms, centres for children with special needs, women’s shelters, family support programs, kindergartens, nursery schools, play groups, out-of-school care centres, and parent relief child care centres. Graduates are prepared to work with infants, toddlers, preschoolers, and school-aged children. Working titles include early childhood professional, early childhood educator, childcare worker, family day home provider, preschool teacher, kindergarten assistant or aide, child life worker, and out-of-school care worker.

TRANSFERABILITY

If you have already completed the first year of an early childhood program at another college, you’re welcome to apply directly to second year. Your transcript will be evaluated for advanced standing. You must have a minimum grade of C to get advanced standing for courses taken elsewhere.

Graduates with the ECD Diploma may apply to the following university programs and receive transfer credit.

UNIVERSITY OF ALBERTA
• BEd Elementary Education
• BEd Elementary Education (Early Childhood Specialization)
• BSc Family Studies/Human Ecology
• BEd Adult Education (for those teaching in colleges)

UNIVERSITY OF VICTORIA
• BA Child and Youth Care (on-site and distance delivery)

UNIVERSITY OF MANITOBA
• Bachelor of Human Ecology (Family Studies major, Child Studies minor)

UNIVERSITY OF REGINA
• BEd Elementary Education

MOUNT ROYAL COLLEGE
• Bachelor of Applied Child Studies

THE PROGRAM

The program is offered both full-time and part-time.

The full-time program is offered at City Centre Campus September to April – each year. To meet the community’s need for qualified early childhood development professionals, evening courses are also offered at City Centre Campus. Some courses are also available in an online, distance delivery format. Part-time courses are announced in MacEwan’s Focus on Part-time Courses.

Courses covering a wide range of subject areas give the ECD student valuable insight into the realities of employment in the field. Classes are complemented by discussions, workshops, group projects, and problem solving scenarios that keep students active in the learning process. Students will explore other mediums for learning, including extracurricular assignments and visits to early childhood centres, family day homes, and community agencies. Supervised field placements in early childhood centres let you demonstrate and practice your developing skills. Class assignments are directly related to your field placement, allowing you to apply theory to practice in a realistic work environment.

HEALTH AND COMMUNITY STUDIES INTERDISCIPLINARY CONFERENCE

This one-day professional development conference enables students to develop new skills, investigate current trends, and hear experiences of leaders in the health and community services professions. All full-time students will be expected to attend the conference. A special fee will be assessed on registration in the Early Childhood Development Program.

www.macewan.ca/ecd

Grant MacEwan College Calendar • www.macewan.ca
ADMISSION

REGULAR ADMISSION

Applicants must present an Alberta high school diploma (or equivalent) or
Applicants must achieve a minimum overall average of 65 per cent in the following high school courses with no course grade lower than 50 per cent in:
1. English 30-1 (or English 30) or 30-2 (or English 33)
2. Social Studies 30 or 33
3. One Group B or D course*
4. One Group A, B, or C course*
5. One Group C course*
*Please refer to page 175 for details on the classification of high school courses.

MATURE ADMISSION

Applicants must be at least 18 years of age AND out of full time high school for at least one year.

SKILLS APPRAISAL

All admission categories

• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

For Exemption from the Skill Appraisal applicants must present English 30-1 (or English 30 or equivalent) with a minimum final grade of 65 per cent OR English 30-2 (or English 33 or equivalent) with a minimum final grade of 75 per cent. Applicants who do not meet the exemption criterion as listed in Policy C5010 must complete the Skills Appraisal requirements.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of D.

Reading: Applicants must successfully complete the reading portion AND must be eligible to enter READ 0089 OR must complete any developmental work with a minimum grade of D.

Math: Not applicable.

ENGLISH LANGUAGE PROFICIENCY

All admission categories

The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA

All admission categories

Conditionally accepted applicants are required to complete the following by the start of the first term:
• Current Clear security clearance check
• Current Health record form
• Current Standard First Aid/Child Care Certification

APPLICATION PROCESS

Please see page 11 for details on the application process.

ACADEMIC STANDING

The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE

2.0 or higher, as specified by the program.

PROGRAM OF STUDY

Year I

TERM I (SEPTEMBER – DECEMBER)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECW 101</td>
<td>Healthy Environments for Early Learning and Care</td>
<td>45.00 3</td>
</tr>
<tr>
<td>ECW 102</td>
<td>Curriculum I: Creative Expression in Early Learning and Care</td>
<td>45.00 3</td>
</tr>
<tr>
<td>ECW 110</td>
<td>Child Development I</td>
<td>45.00 3</td>
</tr>
<tr>
<td>ECW 115</td>
<td>Communications I: Interpersonal Competencies</td>
<td>30.00 2</td>
</tr>
<tr>
<td>ECW 120</td>
<td>Field Placement I</td>
<td>0.00 200 3</td>
</tr>
<tr>
<td>ECW 125</td>
<td>Integration Seminar I</td>
<td>0.00 0.15 1</td>
</tr>
<tr>
<td>ENGL 111</td>
<td>Communications</td>
<td>45.00 3</td>
</tr>
</tbody>
</table>

TERM II (JANUARY – APRIL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECW 155</td>
<td>Curriculum II: Learning Through Play</td>
<td>45.00 3</td>
</tr>
<tr>
<td>ECW 160</td>
<td>Child Development II</td>
<td>45.00 3</td>
</tr>
<tr>
<td>ECW 165</td>
<td>Communications II: Child-Centred Guidance</td>
<td>45.00 3</td>
</tr>
<tr>
<td>ECW 210</td>
<td>Family-Centred Practice</td>
<td>30.00 2</td>
</tr>
<tr>
<td>ECW 170</td>
<td>Field Placement II</td>
<td>0.00 0.200 3</td>
</tr>
<tr>
<td>ECW 175</td>
<td>Integration Seminar II</td>
<td>0.00 0.15 1</td>
</tr>
</tbody>
</table>

Year II

TERM III (SEPTEMBER – DECEMBER)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECW 201</td>
<td>Curriculum III: Planning for Early Learning and Care</td>
<td>45.00 3</td>
</tr>
<tr>
<td>ECW 230</td>
<td>Communications III: Working in Professional Teams</td>
<td>30.00 2</td>
</tr>
<tr>
<td>ECW 255</td>
<td>Child Development III</td>
<td>45.00 3</td>
</tr>
<tr>
<td>ECW 260</td>
<td>Family and Community Issues</td>
<td>45.00 3</td>
</tr>
<tr>
<td>ECW 220</td>
<td>Field Placement III</td>
<td>0.00 0.200 3</td>
</tr>
<tr>
<td>ECW 225</td>
<td>Integration Seminar III</td>
<td>0.00 0.15 1</td>
</tr>
</tbody>
</table>

TERM IV (JANUARY – APRIL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECW 250</td>
<td>Foundations of Early Childhood</td>
<td>30.00 2</td>
</tr>
<tr>
<td>ECW 280</td>
<td>Infant and Toddler Care and Development</td>
<td>45.00 3</td>
</tr>
<tr>
<td>ECW 285</td>
<td>Curriculum IV: Theories of Early Learning</td>
<td>45.00 3</td>
</tr>
<tr>
<td>ECW 270</td>
<td>Field Placement IV</td>
<td>0.00 0.200 3</td>
</tr>
<tr>
<td>ECW 275</td>
<td>Integration Seminar IV</td>
<td>0.00 0.15 1</td>
</tr>
<tr>
<td>OOSC 200</td>
<td>School Age Care and Development</td>
<td>45.00 3</td>
</tr>
</tbody>
</table>
FACULTY AND STAFF
Jane Hewes, PhD
   Chair
Sherrill Brown, PhD
   Instructor
Tricia Lirette, MEd
   Instructor
Margaret Mykietyshyn, BA
   Instructor
Pamela Taylor, MEd
   Instructor
Lynn Brewin, MA
   Instructor
Kerri-Lynn Cayen, BEd
   Instructor
Carolyn Cournoyca, BA
   Instructor
Carole Massing, PhD
   Instructor
Mary Lynne Matheson, MA
   Instructor
Linda Scouten, MEd
   Instructor
Simone Shirvell, MEd
   Instructor
Carol Sullivan, MSc
   Instructor
Nancy Thomas, MEd
   Instructor
Dianne Tuterra, BEd
   Instructor
Sherry Woitte, MA
   Instructor
Grace Furuness, ECD diploma
   Instructional Assistant
Louise Otteson, ECD diploma
   CCC Child Care Supervisor
Jennifer Stevenson
   BAHSA and ECD Program Consultant
Michelle Logan
   Program Secretary

ADVISORY COMMITTEE
Pat Beck
   Manager Child Care Services
   Region 6 Child and Family Services
Colleen Burton-Ochocki
   Out of School Care Consultant
   City of Edmonton
Dr. Katherine Caine
   Regional Manager, Capital Health
Dorothy Commandeur
   Director
   Greenfield School Aged Daycare
Judy Dube
   Manager
   Terra Child and Family Centre
Susan Heimannsberg
   Director
   Brite Beginnings DayCare
Rashmi Joshee
   Health Canada
Murray Kleiter
   Manager, Day Care Staff Qualifications
   Alberta Children’s Services
Carol Langner
   Wetaskiwin Headstart
Debi Pagee
   North Edmonton Family Day Homes
Larry Prochner
   Department of Elementary Education
   University of Alberta
Wendy Yewman
   Manager Childhood Resources
   Alberta Early Children’s Services

FOR FURTHER INFORMATION
Early Childhood Development
(780) 497-5157
Email: ecd@macewan.ca

TO APPLY
The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140
EMERGENCY COMMUNICATIONS AND RESPONSE

(Faculty of Health and Community Studies)

www.macewan.ca/emergency

INTRODUCTION

In the vital and increasingly complex field of emergency telecommunications, there is a need for personnel who have been trained to assess situations quickly and respond in an appropriate manner. This eight-month certificate program combines theory and practical application to provide individuals with the knowledge and skills to become effective emergency communicators. Emergency communicators are the critical link between the public and those who provide police, fire, and emergency medical assistance. As the field has grown more specialized, highly trained professionals are needed to answer the call.

CAREER POTENTIAL

Challenging and rewarding careers as call evaluators or dispatchers can be found in police, fire, or medical communication centres, as well as highly specialized public or private communication centres dealing with priority service requests.

TRANSFERABILITY

Up to five courses can be transferred into Police Studies or Investigations and Security Management Studies, in the Police and Security Program at Grant MacEwan College.

THE PROGRAM

From the introduction of 9-1-1 to the amalgamation of emergency services, the field has followed a natural evolution that parallels the rise of satellites, computers, and telecommunications networks. As the field has become more specialized, the need for highly trained professionals has become critical. Such professionals must be able to multi-task, use high-tech equipment, think critically and quickly in a stressful and demanding setting, and utilize their skills and knowledge effectively to assess and respond to a variety of situations.

The Emergency Communications and Response Program is a full-time eight-month certificate program with some options for part-time study. Full-time program entry occurs each fall. The full-time program may be offered as a combination of day and evening courses.

The program develops the broad knowledge and skills required of call evaluators or dispatchers, as well as focusing on the unique knowledge and skills for police, fire, and medical call evaluation and dispatching. Skill development will occur in a simulated lab environment. In the final month of the program, students will participate in a two-week field placement with a communication centre to obtain practical, first-hand knowledge of the field. The program is offered at the City Centre Campus.

ADMISSION

REGULAR ADMISSION

Applicants must present an Alberta high school diploma (or equivalent) or GED.

MATURE ADMISSION

• Not applicable

SKILLS APPRAISAL

All admission categories

• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Applicants must present English 30-1 (or English 30) (or equivalent) with a minimum final grade of 65 per cent OR English 30-2 (or English 33) (or equivalent) with a minimum final grade of 75 per cent OR complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of C–.

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of C–.

Math: Not applicable.

ENGLISH LANGUAGE PROFICIENCY

All admission categories

The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA

All admission categories

All applicants are required to complete the following:

• Keyboarding test – 20 words per minute with 90 per cent accuracy.

• Hearing test – threshold no greater than 30 decibels averaged at 500, 1,000 and 2,000 unaided.

• Questionnaire and essay – demonstrates knowledge of the roles and responsibilities of practitioners in the career field; knowledge of current issues affecting the career field; and knowledge of career opportunities. Demonstrates good written communication skills. Accepted applicants must present a clear criminal record check.
APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>TERM I</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECRP 131</td>
<td>Call Processing/Radio Communications 45:30:0 3</td>
</tr>
<tr>
<td>ECRP 141</td>
<td>Emergency Communications I 45:30:0 3</td>
</tr>
<tr>
<td>ENGL 111</td>
<td>Communications 45:0:0 3</td>
</tr>
<tr>
<td>PSSC 121</td>
<td>Law and the Administration of Justice 45:0:0 3</td>
</tr>
<tr>
<td>PSSC 104</td>
<td>Introductory Psychology 45:0:0 3</td>
</tr>
<tr>
<td><strong>TERM II</strong></td>
<td></td>
</tr>
<tr>
<td>ECRP 151</td>
<td>Emergency Communications II 45:30:0 3</td>
</tr>
<tr>
<td>ECRP 161</td>
<td>Emergency Planning 30:0:0 2</td>
</tr>
<tr>
<td>ECRP 171</td>
<td>Field Placement 0:0:100 2</td>
</tr>
<tr>
<td>ECRP 172</td>
<td>Integration Seminar 15:0:0 1</td>
</tr>
<tr>
<td>ECRP 181</td>
<td>Document Processing in Emergency Communications 15:30:0 1</td>
</tr>
<tr>
<td>PSSC 141</td>
<td>Interpersonal Skills 45:0:0 3</td>
</tr>
<tr>
<td>PSSC 212</td>
<td>Abnormal Behaviour and Crime 45:0:0 3</td>
</tr>
</tbody>
</table>

RESIDENCY REQUIREMENT
At least 30 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

FACULTY AND STAFF
Sharon Hobden, MEd
Chair
Lisa Buys, PhD, C Psych
Instructor
Ron Camarta, BEd
Instructor
Doug Johnson, EMT-P
Instructor
Rod Tkachuk, LLB
Instructor

FOR FURTHER INFORMATION
Emergency Communications and Response
(780) 497-5181
Email: hobdens@macewan.ca

TO APPLY
The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140

---
FINE ART

(Centre for the Arts)
www.macewan.ca/fineart

THE PROGRAM
Our two-year university transferable diploma program in Fine Art is located at the uniquely designed Centre for the Arts in west Edmonton. The campus is host to the Leslie Nielsen School of Communications (which includes the visual and written communications programs) and the performing arts and arts management programs. You will work in an exciting and creative environment with people who share a common goal – to be professionals in their disciplines.

The Fine Art Program offers a broad range of art and art history courses. You will gain extensive knowledge about and develop your abilities in traditional and contemporary art practices. The courses are both studio and lecture based, with an emphasis on skill development and an analytical approach to contemporary Western art production. The curriculum is designed to develop your oral and written communication skills and enhance your ability to think critically and creatively. As well as developing fluency in visual language and technical skills in a variety of mediums, you will examine and reflect upon historical, personal, and international issues that influence art practices today.

The curriculum provides for a learning experience that goes beyond the studio course work. The Fine Art Program hosts lectures by nationally and internationally recognized visiting artists to further your understanding of various artists’ work and the creative processes and concepts integral to their work. As well, some classes visit community institutions such as the Edmonton Art Gallery, Latitude 53, Harcourt House, and the University of Alberta. Our partnerships with other institutions affirm the professionalism fostered in our Program and generate future professional contacts to support your artistic practice.

As a graduate, you will participate in the Graduates’ Exhibition that takes place the last week of April each year. This exhibition, which celebrates your hard work and accomplishments, provides the opportunity to learn the skills of team work and art exhibition.

APPLICATION ASSESSMENT
The students accepted into the Fine Art Program are a diverse group in terms of age, cultural background and academic experience. What you will all have in common is an application that demonstrates your potential to embrace our curriculum and succeed in becoming a MacEwan graduate.

A complete application is comprised of your portfolio, statement of intent and documentation of previous academic experience. Artwork in the portfolio may be created in a variety of media: graphite, charcoal, painting, photography and 3D work. Drawings or paintings should be done from observation rather than copied. Work that demonstrates your grasp of line, colour, perspective, composition and tone is particularly important. The assembly of your portfolio gives us an idea of your ability to organize. Work should be labelled and, if possible, dated. Your statement of intent tells us about who you are. It shows us your current writing skills, your understanding of the Program and your aspirations.

Previous academic experience, particularly English courses, lets us know how well you might do in the academic courses of our Program.

FACILITIES AND FACULTY SUPPORT
Our facilities include large, sky-lit studios that allow you as a full-time second-year student to have your own studio space. We have critique and seminar rooms, a slide library, photography labs, sculpture studios, and a woodshop. We provide access to welding equipment and materials, audiovisual equipment and a video editing suite. Campus facilities also include an information centre, theatres, a weight room, computer labs, an art supply and book store and a cafeteria. Our Learning Resources Centre houses an extensive collection of books, periodicals, exhibition catalogues, slides and artist videos.

Our faculty members are highly trained, community-involved professionals with extensive teaching backgrounds. They are hired for their professional accomplishments and their dedication to teaching. Writing and Learning Consultants are available to assist you with writing assignments and study skills. Counselling services will provide you with personal, financial, educational, and employment support.

TRANSFERABILITY
Transferability of the Fine Art courses allows you as a graduate to use your diploma as a stepping-stone to a professional career or for further study in Bachelor of Fine Art programs and other advanced art programs in Canada. Students usually enter into their third year of studio studies when transferring to BFA programs at the University of Alberta, University of Lethbridge, Alberta College of Art and Design, Emily Carr Institute of Art and Design, or the Nova Scotia College of Art and Design. For more information on transferring courses to Alberta degree-granting institutions, refer to the “By Course” and “By Program” sections in the Alberta Transfer Guide. Fine Art graduates have also been accepted and given advanced standing in programs at York University, Toronto; Concordia University, Montreal; New York University, New York; and Brooks College, California.

Graduates have held scholarships at the Banff Centre in the visual art area, and some who chose to continue their studies have gone on to work in the cultural sector as teachers, illustrators, gallery administrators, professors, designers, technicians, and self-employed professional artists.

ADMISSION
REGULAR ADMISSION
Applicants must present an Alberta high school diploma (or equivalent).

MATURE ADMISSION
Applicants must be at least 20 years of age by the start of the program’s first term.
SKILLS APPRAISAL
All admission categories
- Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.
  Applicants must present English 30-1 (or English 30) with a minimum final grade of 65 per cent OR English 30-2 (or English 35) with a minimum final grade of 75 per cent OR complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of C–.

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of C–.

Math: No requirement.

ENGLISH LANGUAGE PROFICIENCY
All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
All admission categories
All applicants are required to submit a statement of intent and portfolio that demonstrate:
- The desire to pursue a professional art practice or a Bachelor of Fine Art degree
- An interest in both historical and contemporary art
- Organizational skills
- Communication and writing skills

The portfolio, which contains between 12 and 20 pieces, should demonstrate a basic skill level in any of the following:
- Drawing
- Painting
- Printmaking
- Sculpture
- Ceramics
- Photography
- Digital media
- Video
- New media

Reviewers will look for:
- Evidence of good visual perception
- Basic understanding of composition
- Potential to further develop visual fundamentals such as perspective, colour theory and composition
- Ability to create original artwork that is not traced or copied
- Ability to discriminate fine art from craft, design, fantasy, cartoons or comics
- Organizational skills in the portfolio presentation

Note: selection will be based on comparison of 1. quality of portfolio and 2. academic performance.

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>TERM I (SEPTEMBER – DECEMBER)</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTE 101 Art History I</td>
<td>45.0:0:0 3</td>
</tr>
<tr>
<td>ARTE 110 Drawing I</td>
<td>30.60:0:4</td>
</tr>
<tr>
<td>ARTE 111 Design I</td>
<td>30.90:0:5</td>
</tr>
<tr>
<td>AWM 100 Introductory Photography</td>
<td>30.30:0:3</td>
</tr>
<tr>
<td>ENGL 111 Communications</td>
<td>45.0:0:5</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>ENGL 101 Critical Reading and Writing (cont’d)</td>
<td>90.0:0:6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM II (JANUARY – APRIL)</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTE 102 Art History II</td>
<td>45.0:0:3</td>
</tr>
<tr>
<td>ARTE 120 Drawing II</td>
<td>30.60:0:4</td>
</tr>
<tr>
<td>ARTE 121 Design II</td>
<td>30.60:0:4</td>
</tr>
<tr>
<td>ARTE 123 Sculpture I</td>
<td>15.45:0:3</td>
</tr>
<tr>
<td>ENGL 101 Critical Reading and Writing (cont’d)</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>45.0:0:3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM III (SEPTEMBER – DECEMBER)</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTE 205 Contemporary Art Issues</td>
<td>45.0:0:3</td>
</tr>
<tr>
<td>ARTE 230 Drawing III</td>
<td>30.45:0:4</td>
</tr>
<tr>
<td>ARTE 231 Painting</td>
<td>60.120:0:8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM IV (JANUARY – APRIL)</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTE 240 Drawing IV</td>
<td>30.45:0:4</td>
</tr>
<tr>
<td>ARTE 241 Intermedia</td>
<td>70.110:0:8</td>
</tr>
<tr>
<td>Elective</td>
<td>45.0:0:3</td>
</tr>
</tbody>
</table>

RESIDENCY REQUIREMENT
At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.
FACULTY AND STAFF
Darci Mallon, MFA (York University)  
Chair
Cherie F. Moses, MFA (University of Alberta)  
Instructor
Rosemary Clancy, BFA (University of Alberta)  
Instructional Assistant
Hajnalka Santa-Balazs,  
MA (University of Alberta)  
Instructor
Agieszka Matejko, MVA (University of Alberta)  
Instructor
Daryl Rydman, MFA (University of Alberta)  
Instructor
Rebecca Palmer, BEd (University of Alberta)  
Instructor

ADVISORY COMMITTEE
Sharon Busby  
Consultant, Art Services  
Edmonton Public Schools
Dr. Joan Greer  
Assistant Professor, Department of the History of Art, Design and Visual Culture  
University of Alberta
Sean Caulfield (Alumnus)  
Associate Professor, Department of Art and Design  
University of Alberta
Carole Brosseau  
Art/Drama Consultant  
Edmonton Catholic Schools
Virginia Stephen  
Arts Administrator
Denise Beauregard (Alumna)  
Teacher, Art  
Queen Elizabeth High School
Tony Luppino  
Executive Director  
Edmonton Art Gallery

VISITING ARTISTS
Visiting artists who have provided lectures and studio visits:
Kim Adams  
Barbara Astman  
Jon Baturin  
Eleanor Bond  
Blair Brennan  
Catherine Burgess  
Eric Cameron  
Ian Carr-Harris  
Marlene Creates  
Stan Douglas  
Alan Dunning  
Bruce Grenville  
Tom Hill  
Stephen Hutchings  
Gerry Kisel  
Mike MacDonald  
London MacKenzie  
Medrie MacPhee  
Walter May  
Al McWilliams  
Lyndal Osborne  
Shelly Oulette  
Evan Penny  
Jane Ash Poitras  
Tony Scherman  
Judith Schwarz  
Mary Scott  
Helen Sebelius  
Leesa Streifler  
Henry Tsang  
Renee Van Halm  
Laura Vickerson  
Colette Whiten  
Jin-Me Yoon

FOR FURTHER INFORMATION
Fine Art Program  
Rosemary Clancy  
(780) 497-4321  
Email: clancyr@macewan.ca  
www.macewan.ca/fineart

INFORMATION SESSIONS
Twice a year, faculty provide information sessions for potential students and others interested in the Program. These sessions include a slide presentation of student artwork, a detailed explanation of the Program, and a tour of the facilities and studios. For dates and times of these information sessions, call (780) 497-4321, or inquire through the Registrar’s Office. All sessions are held at the Centre for the Arts, 10045-156 Street.

TO APPLY
The Registrar  
Grant MacEwan College  
Box 1796, Edmonton, Alberta T5J 2P2  
(780) 497-5140

Twice a year, faculty provide information sessions for potential students and others interested in the Program. These sessions include a slide presentation of student artwork, a detailed explanation of the Program, and a tour of the facilities and studios. For dates and times of these information sessions, call (780) 497-4321, or inquire through the Registrar’s Office. All sessions are held at the Centre for the Arts, 10045-156 Street.

TO APPLY
The Registrar  
Grant MacEwan College  
Box 1796, Edmonton, Alberta T5J 2P2  
(780) 497-5140
GENERAL STUDIES

(Faculty of Arts and Science)
www.macewan.ca/generalstudies

For the 2005/2006 academic year, all General Studies programming will be located at the City Centre Campus.

Note: The General Studies Program is currently being reviewed. This review may lead to changes in the admission requirements and the curriculum for the 2006/2007 academic year. For details of these changes, please contact the Registrar's office (780) 497-5140 or the Program (780) 497-4150.

CERTIFICATE/DIPLOMA

The General Studies program is ideal for a variety of interests:
• Preparation for entry into some university transfer or diploma programs at Grant MacEwan College and various faculties in Alberta universities.

Although there are university transferable courses available through the General Studies Program, it is not considered a university transfer program. If you would like to start your university studies at Grant MacEwan College, you should enroll in a university transfer program. If you do not meet the admission requirements of a university transfer program, then you can enroll in the General Studies Program.
• A general, liberal arts education (Certificate: 10 courses or 30 credits; Diploma: 20 courses or 60 credits).

• Generally, only first-year Arts courses are available to General Studies students. In some disciplines there are opportunities for senior level courses.

CAREER POTENTIAL

Although the General Studies Program is not designed as a career program, the flexible, liberal arts education it provides can be an important asset to any career.

Dates and Deadlines

To start in: Fall
Apply beginning: October 1
Documents Due: August 1

To start in: Winter
Apply beginning: February 1
Documents due: December 15

ADMISSION

REGULAR ADMISSION

Applicants must present an Alberta high school diploma (or equivalent). Applicants with nine or more credits of post-secondary work must present a minimum 1.7 AGPA* on a 4.0 scale.

MATURE ADMISSION

Applicants must be at least 20 years of age by the start of the program’s first term. Applicants with nine or more credits of post-secondary work must present a minimum 1.7 AGPA* on a 4.0 scale.

*Admission Grade Point Average (AGPA): The AGPA is calculated on post-secondary course work completed in the most recent two terms of study if they contain a minimum of 24 credits of course work. If an applicant presents fewer than 9 credits of post-secondary work, it will not be calculated for admission purposes. If these two terms contain less than 24 credits of course work, all work in the next most recent term(s) is included in the calculation until the minimum total of 24 credits of post-secondary course work is reached. 6 credit courses that span both the Fall and Winter terms are considered Winter courses and 6 credit courses that span both the Spring and Summer terms are considered summer courses in these cases. For applicants who have attempted less than 24 credits of post-secondary work, the AGPA is based on all post-secondary credits attempted.

Note: Applicants who have an AGPA below 1.7 on the 4.0 scale but have been out of school for at least three calendar years will be considered for admission by either Regular or Mature Admission requirements. In this circumstance only, the AGPA is disregarded for admission.

SKILLS APPRAISAL

All admission categories
• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Applicants must present English 30-1 (or English 30) with a minimum final grade of 65 per cent OR English 30-2 (or English 33) with a minimum final grade of 75 per cent OR complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of C–.

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of C–.

Math: Not applicable.

ENGLISH LANGUAGE PROFICIENCY

All admission categories

The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation.

Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA

All admission categories

No requirements

APPLICATION PROCESS

Please refer to page 11 for application process.

ACADEMIC STANDING

The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE

2.0 or higher, as specified by the program.

PROGRAM OF STUDY

General Studies Certificate

TERMS I AND II

INST. HRS. CR.

Introduction to English 30-1 45.00 3
Introduction to English 30-2 45.00 3

Second Philosophy or Political Science course 45:0:0 3
Second Canadian Studies course 45:0:0 3
Fourth course from English or Social Science 45:0:0 3
Third course from English or Social Science 45:0:0 3

Two open electives 45:0:0 3

TERMS III AND IV

Third course from English or Social Science 45:0:0 3
Fourth course from English or Social Science 45:0:0 3
Second Canadian Studies course 45:0:0 3
Second Philosophy or Political Science course 45:0:0 3
Science, Mathematics or Physical Education course 45:0:0 3
A humanities course chosen from the disciplines of Classics, English, History, or Philosophy 45:0:0 3
Four open electives 45:0:0 3

Refer to the following for list of courses that satisfy the requirements for each category.
List of Courses that Satisfy the Various Requirements for the General Studies Certificate or Diploma:

**Note 1:** All courses used to satisfy certificate and diploma requirements must have a minimum value of 3 credits (45 hours).

**Note 2:** Consult the current Grant MacEwan College calendar for course descriptions and prerequisites.

**English Courses**
Any course in English except upgrading and developmental courses.

**Social Science Courses**
Any course in Anthropology, Economics, Psychology or Sociology.

**Canadian Studies Courses**
Any of the following courses may be used to fulfill the Canadian Studies requirement: ECON 101, ECON 102, HIST 260, HIST 261, LEGL 105, SOCI 101, SOCI 102, SOCI 271.

**Humanities**
Any course in Classics, History or Philosophy.

**Philosophy or Political Science Courses**
Any course in Philosophy or Political Science.

**Science, Mathematics, or Physical Education Courses**
Any course in Biology, Computing Science, Mathematics or Physical Education.

**Open Elective**
Any academic course with a value of at least 3 credits.

**Residency Requirement**
At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

**Program Advising**
The Program Advisor for the General Studies Program provides assistance in matters related to admission, program requirements, and other academic matters.

**Accuracy of Program**
Students are responsible for ensuring the accuracy and completeness of their program and registration. Students pursuing the certificate or diploma are strongly encouraged to consult with the Program Advisor to ensure that the courses they are selecting meet graduation requirements.

**Prospective Students Inquiring About the General Studies Program**
Prospective students who require program information should contact the Student Resource Centre, Room 7-112A, City Centre Campus, (780) 497-5063/5064, or phone the General Studies Program at (780) 497-4150 or (780) 497-4156.

**Faculty and Staff**
David Higgins, DPhil
Associate Dean
Janice Lui, BA
Program Advisor
Instructors for this program vary from year to year. For a list of current instructors, please contact our program office.

**For Further Information**
General Studies
(780) 497-4150

**To Apply**
The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140
INTRODUCTION
Explore the challenge of caring for and maintaining well and ill older adults.

Gerontological Nursing is the study and care of older persons and is accepted as an outstanding development certificate program for practicing nurses.

THE PROGRAM
The program is offered through distance education on a home-study basis. Home-study allows students to further their education by studying in their own home and at their own pace. Course materials direct students through the theory and practice of gerontological nursing. A series of written modules make up a course, along with other learning materials and activities: textbooks, videos, workshops, field placements, assignments, and examinations. The activities offered vary with each course. Materials are provided by mail and instructor support with course content is available over the telephone.

The 30-credit certificate can be obtained in four years, by taking two courses a year plus an extra course. Some of the courses are offered through the Grant MacEwan College Outreach Department in the summer. Most students take between three and four years to complete the program. Under certain circumstances, extensions can be granted.

CAREER POTENTIAL
As our population continues to age, the demand for qualified gerontological nurses increases. Gerontological/gerontic nurses build their careers through a variety of roles. Continuing care, acute care, community nursing, home care, health promotion, and primary care are all significant and potential areas of employment. Trends suggest that independent practice in the area of self-care for older persons, with an emphasis on teaching preventive strategies, will become a central role for the gerontic nurse.

OTHER ADMISSION CRITERIA
All admission categories
No requirements.

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>CORE COURSES</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERO 300 Healthy Aging</td>
<td>45:0:60 4</td>
</tr>
<tr>
<td>GERO 301 Mental Health Concepts in Gerontology</td>
<td>45:0:60 4</td>
</tr>
<tr>
<td>GERO 302 Common Health Problems in Gerontology</td>
<td>45:0:60 4</td>
</tr>
<tr>
<td>GERO 303 Trends and Issues in Gerontology</td>
<td>45:0:0 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERO 304 Older Adults and Their Environment</td>
<td>45:0:3</td>
</tr>
<tr>
<td>GERO 305 Counselling Skills for Gerontic Nurses</td>
<td>45:0:3</td>
</tr>
<tr>
<td>GERO 306 Field Project in Gerontology</td>
<td>15:0:120 6</td>
</tr>
<tr>
<td>GERO 307 Clinical Practice in Gerontological Nursing</td>
<td>0:30:240 6</td>
</tr>
<tr>
<td>HLST 300 Teaching and Learning in Health Care</td>
<td>45:0:3</td>
</tr>
<tr>
<td>NURS 341 Nursing Research Processes</td>
<td>45:0:3</td>
</tr>
<tr>
<td>NURS 342 Management and Leadership in Nursing Practice</td>
<td>45:0:3</td>
</tr>
<tr>
<td>PACR 300 Introduction to Palliative Care</td>
<td>45:0:3</td>
</tr>
</tbody>
</table>

The selection of option courses may vary from year to year.

RESIDENCY REQUIREMENT
At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.
FACULTY AND STAFF
Shirley Galenza, MEd, RN
  Chair
Georgina Fysh, RN, EdD
  Instructor
Cheryl Knight, MN, RN
  Instructor
Lynda Sallis, RN, OHNC
  Instructional Assistant
Marilyn Romanyk
  Secretary

ADVISORY COMMITTEE
Mary Hanson
  Program Student
Agnesa Lednicka
  Program Graduate
Janet Fung
  Best Practice Leader
  Complex Continuing Care
  Capital Care Group, Norwood
Marie McInnis, (Chair)
  Administrator
  Capital Care
Diane Nielsen
  Executive Director
  Alberta Long Term Care Association
Brenda Berezak
  Education Resource Centre for
  Continuing Care

FOR FURTHER INFORMATION
Gerontological Nursing
(780) 497-5702 or
1-800-661-6878
Email: sallisl@macewan.ca

TO APPLY
The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140
HEARING AID PRACTITIONER

(Faculty of Health and Community Studies)

www.macewan.ca/hearingaid

INTRODUCTION
The hearing aid practitioner functions primarily in the areas of hearing examination and evaluation and the selection and fitting of hearing aids. The client's hearing loss is evaluated and the hearing aid that best serves the client's needs is selected. After an imprint of the ear canal is taken, the hearing aid is ordered, fitted and evaluated for its effectiveness. Other functions of the hearing aid practitioner include counselling associated with the fitting and wearing of hearing aids, and troubleshooting and maintenance of hearing aids.

CAREER POTENTIAL
Hearing aid practitioners are either self-employed or employed by other hearing aid practitioners. In many provinces, members of professional associations for hearing aid practitioners are regulated by legislation and must abide by a code of ethics developed by the association for their members, thus providing consumer protection.

TRANSFERABILITY
A block transfer of 36 credits toward a BSc degree (Human Sciences Major) is available to Athabasca University.

THE PROGRAM
The program is developed for full-time or part-time study through distance learning. Various modes of instruction are used throughout the program to complement the distance learning curriculum.

ADMISSION

REGULAR ADMISSION
Applicants must present an Alberta high school diploma (or equivalent) by the start of the first term

MATURE ADMISSION
Applicants must be at least 18 years of age AND out of high school for at least one year by the start of the first term

SKILLS APPRAISAL
All admission categories
- Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.
  - Applicants must present English 30-1 (or English 30) with a minimum final grade of 50 per cent OR English 30-2 (or English 33) with a minimum final grade of 75 per cent OR complete the Skills Appraisal.
  - Applicants must present Pure Mathematics 10 or Applied Mathematics 10 with a minimum final grade of 50 per cent OR complete the Skills Appraisal.

  Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of D.

  Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of D.

  Math: Applicants must successfully complete the math portion OR must complete any developmental work with a minimum grade of D.

ENGLISH LANGUAGE PROFICIENCY
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
All admission categories
- All applicants are required to complete a questionnaire, which demonstrates that the applicant understands the requirements of study in this distance delivery program.

  Note: Special consideration may be given to applicants with previous course work.

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

PROGRAM OF STUDY

Year I

TERM I (SEPTEMBER – DECEMBER)  INST. HRS. CR.
ENGL 111 Communications 45:00 3
HAPR 101 Biacoustics of Human Hearing 0:0:45 3
HAPR 102 Hearing Testing I 0:15:30 2
HAPR 103 Hearing Instrument Technology I 0:30:45 4
HAPR 105 Customer Relations and Communications 0:0:45 3

TERM II (JANUARY – APRIL)
HAPR 110 Hearing Disorders 0:0:30 2
HAPR 111 Hearing Testing II 0:30:45 4
HAPR 202 Health Promotion and Rehabilitation for Individuals with Hearing Loss I 0:0:60 3
Elective 45:00 3

TERM III (MAY – JUNE)
HAPR 114 Practicum I 15:90:0 4

Year II

TERM IV (15 WEEKS) (SEPTEMBER – DECEMBER)
HAPR 104 The Aging Client 0:0:45 3
HAPR 201 Interviewing and Counselling 0:0:45 3
HAPR 203 Hearing Instrument Technology II 0:30:45 4
HAPR 210 Health Promotion and Rehabilitation for Individuals with Hearing Loss II 0:0:60 3

TERM V (JANUARY – APRIL)
HAPR 108 Business Management 0:0:45 3
HAPR 112 Professional Responsibilities 0:0:45 3
HAPR 204 Hearing Testing III 0:30:15 2
HAPR 211 Hearing Instrument Technology III 0:30:45 4

TERM VI (MAY – JUNE)
HAPR 212 Practicum II 0:30:180 4
RESIDENCY REQUIREMENT
At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

FACULTY AND STAFF
Jean Duncan, MSc, R. Aud
Chair
Ken Balcom, MBA, BComm
Instructor
Shirley Galenza, MEd, RN
Instructor
Markus Hibert, MS, R.Aud
Instructor
Lisa Lopez, MS, R. Aud
Instructor
Roger Lundberg, MS, R. Aud
Instructor
Julie Purdy, PhD, CCC–A
Instructor
Michael Rodda, PhD, Ed Psych
Instructor
Michael Schaeffler, HAP Dip, BC–HIS
Instructor
Carol Stevenson, MSHA
Instructor
Regan Lavoie
Program Consultant

ADVISORY COMMITTEE
Cindy Gordon
Canadian Hard of Hearing Association
Pat Hastings
Manitoba Hearing Instrument Practitioner Society
Greg Nedelec
International Hearing Society
John Roberts
College of Hearing Aid Practitioners of Alberta
Dr. Debra Russell
University of Alberta
Patti-Jo Sullivan
Alberta Health & Wellness
Adele Weigers
Saskatchewan Hearing Instrument Practitioners Society
Kari Weisgerber
Program Alumni
Hearing Instrument Specialists Society of British Columbia
Association of Hearing Instrument Practitioners of Ontario
Hearing Aid Manufacturers

FOR FURTHER INFORMATION
Hearing Aid Practitioner Program
(780) 497-4142
Email: lavoier3@macewan.ca

TO APPLY
The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140
HOLISTIC HEALTH PRACTITIONER

(Faculty of Health and Community Studies)
www.macewan.ca/holistic

INTRODUCTION
As complementary approaches to health care have continued to gain acceptance in Western cultures, individuals are now taking active responsibility for their own health and wellness. The holistic health practitioner is grounded in a variety of theoretical perspectives enabling a broad view that addresses the multi-dimensionality of human beings. Exploring the physical, mental, spiritual, bioenergetic, and socio-cultural dimensions of an individual, the holistic professional is able to support clients moving toward optimum health and well-being.

CAREER POTENTIAL
As a holistic health practitioner, you will work collaboratively with clients, conventional practitioners, and other holistic professionals to offer individuals a complete range of options for improving their health and well being. Diverse clinical internships at work sites such as chiropractic offices, women’s shelters, fitness centres, and industrial settings will give you the skills and experience to share your talents in any environment. Whether working independently or with other holistic professionals, your skills will be portable, allowing you to travel and experience different cultures. Self-care practices form a component of your education, ensuring that you will be able to enjoy a long, healthy, and happy career. The career applications of this challenging program are limited only by your imagination.

THE PROGRAM
The Holistic Health Practitioner Program prepares health care practitioners to work in a holistic manner as health promotion specialists with a focus on the use of complementary healing practices.

Students will explore a variety of approaches to healing that can be useful for promotion of personal health and well-being. The Holistic Health Practitioner Program is a full-time, two-year diploma program with some options for part-time study. Healing practices relevant to the body/mind/spirit are explored throughout the two years. During the program, students will specialize in three complementary approaches to healing.

Students will have the opportunity to develop the skills necessary to establish a holistic, collaborative practice. As part of this innovative program, students will also explore skills necessary for starting a small business and promoting a healing environment.

Learning takes place in an environment that facilitates critical appraisal skills, self-directed learning, and group process skills. Evaluation by self, peers, and faculty is an ongoing process in relation to the program objectives. Context-based learning is one of the approaches used to support and facilitate the learning process.

Non-program students must obtain acceptance into the program after completing two program courses.

HEALTH AND COMMUNITY STUDIES INTERDISCIPLINARY CONFERENCE
This professional development conference focuses on developing new skills, investigating current trends, and hearing experiences of leaders in the health and community services professions. All students will be expected to attend the conference. A special fee will be assessed when registering.

ADMISSION

REGULAR ADMISSION
Applicants must present an Alberta high school diploma (or equivalent) by the start of the first term and a minimum final grade of 50 per cent in Biology 20 (Biology 30 recommended).

MATURE ADMISSION
Applicants must be at least 18 years of age AND out of high school for at least one year by the start of the first term. Applicants must have achieved a minimum final grade of 50 per cent in Biology 20 (Biology 30 recommended) OR one of the following (or equivalents) with a minimum final grade of D:
- PEDS 102
- NURS 108
- PHSD 162
- MTST 125 and MTST 126

SKILLS APPRAISAL
All admission categories
- Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Applicants must present English 30-1 (or English 30) with a minimum final grade of 65 per cent OR English 30-2 (or English 35) with a minimum final grade of 75 per cent OR complete the Skills Appraisal.

Writings: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of D.

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of D.

Math: Not applicable.

ENGLISH LANGUAGE PROFICIENCY
All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
All admission categories
All applicants are required to complete
- admission profile — should demonstrate applicant’s ability to clearly express ideas in writing and to state why the applicant wants to become a holistic health practitioner.
- one reference form — from an immediate supervisor, teacher, counsellor, employer, clergy or community leader. Reference should relate to applicant’s work or study habits and ability to work with others.
- response scenarios — demonstrate basic communication skills

Accepted applicants are required to complete the following:
- Standard First Aid certification — current certificate completed by the end of the first term of Year I.
- CPR certificate, Basic Rescuer Level C — current certificate completed by end of first term of Year I.
• Immunization — applicant should meet provincial regulations for health care workers, with the first in Hepatitis B series and all other immunizations completed by the end of the first term of Year I. Full Hepatitis B series to be completed by six months after commencement of the program.

• Criminal record check — required by the start of the first term. Applicants must have a clear security clearance check to work with “Children and/or Vulnerable Persons (Adults and Children)”

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

PROGRAM OF STUDY

Year I
TERM I (SEPTEMBER – DECEMBER)
- ENGL 111 Communications 45.00 3
- HHP 110 Therapeutic Relationships 15.00 2
- HHP 130 Awakening the Inner Healer: Self-Healing Practices – Part I 45.00 3
- MTST 125 Body Functioning I 45.00 3

TERM II (JANUARY – APRIL)
- HHP 160 Counselling and Teaching 30.00 3
- MTST 126 Body Functioning II 45.00 3
- *Complementary/Alternative Clinical Specialty 90.2860 8

TERM III (MAY – JUNE)
- HHP 100 The Multidimensional Being – Part I 30.00 2
- HHP 190 Health and Healing: Unitary Person Assessment 30.600 4

Year II
TERM III (SEPTEMBER – DECEMBER)
- HHP 170 Introduction to Complementary/Alternative Modalities 30.00 2
- HHP 200 Establishing a Collaborative Practice 45.00 3
- *Complementary/Alternative Clinical Specialty 90.2860 8

TERM IV (JANUARY – APRIL)
- HHP 150 The Multidimensional Being – Part II 30.00 2
- HHP 180 Awakening the Inner Healer: Part II 45.00 3
- *Complementary/Alternative Clinical Specialty 90.2860 8

TERM V (MAY – JUNE)
- HHP 240 Clinical Internship 0:30:120 3
- *The selection of eight (8) credit Complementary/Alternative Clinical Specialty courses may vary from year to year and/or term to term. Students may have the option to pick one of the following eight (8) credit specialty area courses:
  - HHP 250 Acupressure 90.2860 8
  - HHP 251 Flower Essences 90.2860 8
  - HHP 252 Herbsology 90.2860 8
  - HHP 253 Reflexology 90.2860 8
  - HHP 254 Reiki 90.2860 8
  - HHP 255 Touch for Health 90.2860 8
  - HHP 256 Neuro-Linguistic Programming (NLP) 120.00 8
  - HHP 257 Holistic Nutrition 90.2860 8

RESIDENCY REQUIREMENT
At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

FACULTY AND STAFF
Chery Ann Hoffmeyer, PhD, RN, ATTTTC, CTP®
Master NLP
Chair and Instructor

Jason Baumle HHP, Reiki Master

Jason Baumle HHP, Reiki Master

Martin Rolke-Adams, BSc, PT, HHP, CR, CRP,

CTF

Instructor

Jennifer Buda, HHP, CNLP

Instructor

Rae Hankens, MEd, Numerologist

Instructor

Dorothy Hermamy, HHP, Reiki Master, CR, CHerb,

Master NLP, CM

Instructor

Jonathan Hooton, PhD, THT

Instructor

Jaime Kessel, HHP, CFE, CR, CRP

Instructor

Agnes Kraweck, PhD

Instructor

Rosaleen Maccarry, BA (Dist), HHP, CR

Instructor

Barry Olsen, BScN, RN, AM

Instructor

Robert Pearman, ND

Instructor

Cassie Prochuen, MScOT

Instructor

Madeleine Proudman, HHP, Reiki Master, CR

Instructor

Robert Rogers, BSc (Botany), Master Herbalist

Instructor

Laurie Szott-Rogers, CFE

Instructor

Boxin Wanglin, TCM, RAc

Instructor

Joanne Perras-Robson

Program Consultant

Shirley Gerrish

Project Assistant

ADVISORY COMMITTEE
Dr. Natalia Krawetz, PhD, CFE
Wakaba

Natasha Lukasiwewich, HHP, CNLP, CAcup, CR
Alumnus

Dr. Steve Marsden, DVM, ND,
Edmonton Holistic Veterinary Clinic
Providing Alternative Health Care for Pets

Dr. Tris Trethardt, MD
Diplomate Member of American College for
Advancement in Medicine
Alberta Director for Canadian
Complementary Medical Association

Noella Willier, MWT
Suni Agape Consulting

Dr. Earle Waugh, PhD
Director, Centre for the Cross-Cultural Study of
Health and Healing

Dr. Wayne Steinke, ND
Select Health Center
President, Naturopathic Association of Canada

FOR FURTHER INFORMATION
Holistic Health Practitioner Program
Phone: (780) 497-5098
Fax: (780) 497-5720

TO APPLY
The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140 (local)
1-888-497-4622 (long distance)
HUMAN RESOURCES MANAGEMENT

(School of Business)

www.macewan.ca/hrmanagement

CERTIFICATE AND DIPLOMA
FULL AND PART-TIME STUDY

The Human Resources Management Program prepares students with the skills they need to succeed in business, develop a human resources specialty or acquire general human resource skills for a management position.

THE PROGRAM

This state-of-the-art program puts students well ahead in the human resources profession. Designed by leading practitioners in the field, this hands-on approach gives students both practical skills and strategic insights within human resources. Students learn the latest in organizational behaviour, labour relations, training, compensation, and performance management. Courses and seminars are delivered by senior practitioners to ensure material is current and relevant. All courses and seminars are offered in the evening. The program uses case studies and real-world analysis. Assignments often involve projects within or in conjunction with actual human resources departments or businesses.

In addition to both full-time and part-time studies, the program delivers two levels of certification: certificate and diploma. Students wanting a full diploma complete the entire 60-credit course load. Those working toward professional accreditation or for personal career growth need only take the desired courses (subject to prerequisite requirements). Prospective students may have to complete the Skills Appraisal exam, or equivalent.

Part-time students who plan to complete their Certificate or Diploma are required to apply for admission to the program before completing their third course. Please ensure that you meet all entrance requirements prior to your application. Students must apply to and be accepted by the program to graduate with a certificate or diploma.

An application form is available at any Grant MacEwan College campus Information Centre or by calling (780) 497-5000.

There is a non-refundable application fee. For more information, call (780) 497-5219.

CAREER POTENTIAL

Graduates of this program work in small and large business, government, and not-for-profit organizations in a range of capacities. Typical positions include benefits co-ordinators, human resources professionals, corporate trainers, employee relations co-ordinators, and recruiters.

WHO SHOULD APPLY

Human Resources professionals don’t fit easily into a mold. Human Resources branches into multiple specializations, therefore many different types of people find niches that suit their personalities and skills.

But, they do have some common traits: they are committed to finding win-win solutions, they are detail-orientated problem solvers who welcome challenges, and they are committed to ensuring the effectiveness of an organization’s most valuable asset: its people.

With courses ranging from organizational behaviour and compensation to employee training, management and labour relations, MacEwan’s Human Resources Management Program equips you to meet the challenges of the business world.

Prepare for a career as an HR specialist or develop general HR skills for a front-line management position. Choose to study full time toward a two-year diploma, or work toward a certificate or diploma on a part-time basis.

TRANSFERABILITY

Through a transfer agreement, MacEwan’s Human Resources Management Diploma is accepted at the University of Lethbridge in the Bachelor of Management Degree Program (offered in Lethbridge, Calgary, and Edmonton). Human Resources Management also has a transfer arrangement with Athabasca University for the post-diploma Bachelor of Management Degree.

All Human Resources certificate and diploma courses are credit courses, which may be transferable toward future study at other institutions. For information on transferability of courses to various post-secondary institutions, please refer to the Alberta Transfer Guide (www.acat.gov.ab.ca).

The Human Resources Institute of Alberta considers both the certificate and the diploma toward a Certified Human Resources Professional (CHRP) designation. The Human Resources Institute of Alberta may be contacted at (800) 668-6125 or through its website at www.hria.ab.ca.

Other professional organizations associated with the Human Resources Management Program are:

• Human Resources Management Association of Edmonton (HRMAE): (780) 448-5723
• International Personnel Management Association (IPMA): (613) 599-8280

ADMISSION

REGULAR ADMISSION

Applicants must present an Alberta high school diploma (or equivalent) by the start of the first term.

MATURE ADMISSION

Applicants must be at least 18 years of age AND be out of full time high school for at least one year by the start of the first term.

SKILLS APPRAISAL

All admission categories

• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Applicants must present English 30-1 (or English 30) with a minimum final grade of 50 per cent OR English 30-2 (or English 33) with a minimum final grade of 75 per cent OR complete the Skills Appraisal.

Applicants must present Pure Mathematics 30 (or Math 30) with a minimum final grade of 50 per cent (or Transitional Math 101 with a grade of 75% or higher) OR Applied Mathematics 30 or Mathematics 33 with a minimum final grade of 65 per cent OR complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of C–

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of C–

Math: Applicants must successfully complete the math portion OR must complete any developmental work with a minimum grade of C–
ENGLISH LANGUAGE PROFICIENCY

All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA

No Requirements

APPLICATION PROCESS

Please see page 11 for details on the application process.

ACADEMIC STANDING

The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE

2.0 or higher, as specified by the program.

PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>TERM I</th>
<th>INST. HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 0101 Program Orientation</td>
<td>0.0</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 111 Communications</td>
<td>45.0</td>
<td>3</td>
</tr>
<tr>
<td>HRMT 180 Human Resources Management</td>
<td>45.0</td>
<td>3</td>
</tr>
<tr>
<td>MCSP 131 Business Computing</td>
<td>45.0</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 111 Financial Math</td>
<td>45.0</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 122 Organizational Behaviour</td>
<td>45.0</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM II</th>
<th>INST. HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONF 0200 Student Business Conference</td>
<td>0.0</td>
<td>3</td>
</tr>
<tr>
<td>HRMT 130 Compensation and Benefits I</td>
<td>45.0</td>
<td>3</td>
</tr>
<tr>
<td>HRMT 140 Staffing and Performance Management I</td>
<td>45.0</td>
<td>3</td>
</tr>
<tr>
<td>HRMT 150 Employee/Labour Relations I</td>
<td>45.0</td>
<td>3</td>
</tr>
<tr>
<td>HRMT 160 Human Resources Training and Development I</td>
<td>45.0</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 121 Principles of Management</td>
<td>45.0</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM III</th>
<th>INST. HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRMT 220 Human Behaviour in the Organization</td>
<td>45.0</td>
<td>3</td>
</tr>
<tr>
<td>HRMT 230 Compensation and Benefits II</td>
<td>45.0</td>
<td>3</td>
</tr>
<tr>
<td>HRMT 240 Staffing and Performance Management II</td>
<td>45.0</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 112 Accounting for Managers I</td>
<td>45.0</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>45.0</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM IV</th>
<th>INST. HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONF 0200 Student Business Conference</td>
<td>0.0</td>
<td>3</td>
</tr>
<tr>
<td>DMWP 104 Introduction to Disability Management</td>
<td>45.0</td>
<td>3</td>
</tr>
<tr>
<td>HRMT 250 Employee/Labour Relations II</td>
<td>45.0</td>
<td>3</td>
</tr>
<tr>
<td>HRMT 260 Human Resources Training and Development II</td>
<td>45.0</td>
<td>3</td>
</tr>
<tr>
<td>HRMT 270 Human Resources Information Management</td>
<td>45.0</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>45.0</td>
<td>3</td>
</tr>
</tbody>
</table>

RESIDENCY REQUIREMENT
At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

FACULTY AND STAFF

Ted Sadlowski, PhD
Chair
Don Schepens, MBA, CHRP, CCP
Coordinator
Karen Portas
Instructional Assistant, Full-time Program
Leanna Price
Training Consultant, Part-time Program

Cindy Arcand, CEBS
Tony Bennett, CHRP
Don H. Caplan, MEd
Dawn McCoy
Susan McGillivary, LLB, CHRP
Brian Pearson, CHRP
Leita Seiver, LLB

ADVISORY COMMITTEE

Doug Alloway
Human Resources Manager-Alberta
Acklands-Grainger Inc.

Kathy Collins
Labour Relations Officer
NASA, University of Alberta

Vicki Giles
McLennan Ross

Gary Semple, CHRP
Human Resources Manager
Rental Service Corporation

Lily Simpson
Applied Strategies

Bernadette Welham
Alberta Justice and Attorney General and
Alberta Solicitor General
Strategic Human Resource Management
Human Resource Services Division

Philip Wong, CHRP
Human Resources Advisor
Alberta Research Council

FOR FURTHER INFORMATION

Human Resources Management
Full-time
(780) 497-5384 or (780) 497-5259
Part-time
(780) 497-5219

TO APPLY

The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140

. . . . . .
INFORMATION MANAGEMENT AND LIBRARY TECHNOLOGY

(School of Business)
www.macewan.ca/infomanage

INTRODUCTION
Libraries and information agencies have undergone some dramatic changes over the years. Since the Information Management and Library Technology program started 30 years ago, the escalating proliferation of information has given rise to a dramatic increase in the use of technology to organize, control, and provide access to information resources. Students in the Information Management and Library Technology Program develop the skills needed to organize, retrieve, and manage information in a variety of formats in both corporate and library settings. They will also learn how to manage information using the latest hardware and software. And they learn how and where to search for the information that leads to strategic business decision-making. This program relies extensively on computer technology to organize, manage, retrieve, and transfer electronic, multi-media, and print data.

THE PROGRAM
Practical and hands-on, this program exposes students to areas like cataloguing, reference, circulation, computer application and information systems design. Students examine and apply database management software, indexing systems, and standard library cataloguing rules and classification systems. Using media such as the Internet, CD-ROMs and related technologies, as well as other print and non-print sources, students become familiar with the broad scope of information organization and retrieval. Other courses include web development, word processing, desktop applications and business communications. Information on evening courses offered part-time is published in the Focus on Part-time Courses publication.

CAREER POTENTIAL
Studies indicate that within the decade, up to 50 per cent of current library workers will be eligible to retire, which means career opportunities will open steadily over the next few years. Some common workplaces include: school, public, academic and special libraries; bookstores; publishing houses; government and private industry; non-profit organizations; research organizations; consulting companies; and software producers.

Graduates find jobs as:
• Library and information technicians
• Reference assistants and technicians
• Bookstore service personnel
• Consultants
• Software support personnel
• File and records clerks

WHO SHOULD APPLY
This program is right for people who love to work in the service industry. A natural love for learning, research and technology are also critical to success in this program. Information personnel require excellent interpersonal and communication skills coupled with the ability to deal accurately with detail. They are versatile and can quickly adapt to a rapidly changing work environment. Like any other technology-related career, lifelong learning can spur continued career growth and development in the field. Successful students work effectively in a team setting and have excellent interpersonal and communication skills. Attention to detail in organizing, storing, and retrieving information in a wide variety of formats, the ability to work accurately to assist clients as diverse as CEOs and preschoolers, and basic computer and keyboarding skills are all valuable assets.

TRANSFERABILITY
Graduates may apply this diploma as 60 units of credit toward a Bachelor of Professional Arts degree in Communications at Athabasca University. It is also transferable to the University of Alberta for up to 30 units of course weight in the Faculty of Arts.

ADMISSION

REGULAR ADMISSION
Applicants must present an Alberta high school diploma (or equivalent) by the start of the first term.

MATURE ADMISSION
Applicants must be at least 18 years of age AND out of high school for at least one year by the start of the first term.

SKILLS APPRAISAL
All admission categories
• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Applicants must present English 30-1 (or English 30) with a minimum final grade of 65 per cent OR English 30-2 (or English 33) with a minimum final grade of 75 per cent OR complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of B.

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of B.

Math: Not applicable

ENGLISH LANGUAGE PROFICIENCY
All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
All admission categories
All applicants are required to submit an autobiography that outlines why they are interested in the program and describes what career investigation has been completed.

Note: typing speed of 35 words per minute is highly desirable. Applicants will be invited to an information session.
APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>TERM I</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year I</td>
<td></td>
</tr>
<tr>
<td>INFM 101</td>
<td>Introduction to Information Resources</td>
</tr>
<tr>
<td>INFM 103</td>
<td>Reference Fundamentals</td>
</tr>
<tr>
<td>INFM 104</td>
<td>Collection Development</td>
</tr>
<tr>
<td>MCSP 123</td>
<td>Introduction to Web Development</td>
</tr>
<tr>
<td>MCSP 131</td>
<td>Business Computing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM II</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year II</td>
<td></td>
</tr>
<tr>
<td>T率为 l1</td>
<td>Business Communications</td>
</tr>
<tr>
<td>INFM 152</td>
<td>Information Services and Resources I</td>
</tr>
<tr>
<td>INFM 155</td>
<td>Organization of Information I</td>
</tr>
<tr>
<td>MCSP 108</td>
<td>Operating Systems I</td>
</tr>
<tr>
<td>MCSP 157</td>
<td>Database Applications</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM III</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year III</td>
<td></td>
</tr>
<tr>
<td>ENGL 211</td>
<td>Business Communications</td>
</tr>
<tr>
<td>INFM 202</td>
<td>Information Services and Resources II</td>
</tr>
<tr>
<td>INFM 205</td>
<td>Organization of Information II</td>
</tr>
<tr>
<td>MCSP162</td>
<td>Hardware and Network Fundamentals</td>
</tr>
<tr>
<td>Elective</td>
<td>45:0:0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM IV</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year IV</td>
<td></td>
</tr>
<tr>
<td>INFM 255</td>
<td>Organization of Special Materials</td>
</tr>
<tr>
<td>INFM 258</td>
<td>Information Systems Design</td>
</tr>
<tr>
<td>INFM 259</td>
<td>Information Services Management</td>
</tr>
<tr>
<td>INFM 260</td>
<td>Field Placement</td>
</tr>
<tr>
<td>MCSP 252</td>
<td>Training and Support</td>
</tr>
</tbody>
</table>

RESIDENCY REQUIREMENT
At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

FACULTY AND STAFF

Alan Wesley
Chair
Tony Fell, MLS
Curriculum Coordinator
Norene James, MLIS
Instructor
Pilar Martinez, MLIS
Instructor
Joseph Saad
Instructional Assistant

ADVISORY COMMITTEE

Dr. Anna Altmann
School of Library and Information Studies, University of Alberta

Christina Andrews
Alberta Corporate Service Centre Library

Linda Cook
Edmonton Public Library

Kathleen DeLong
Cameron Library, University of Alberta

Karen Hildebrandt
Concordia University College Library

Pat Jobb
Edmonton Public Library

Margaret LaRiviere
LRC, Grant MacEwan College

Sandi Swanson
Parkland Village School Library

FOR FURTHER INFORMATION
Information Management and Library Technology
Telephone: (780) 497-5276
Email: saadj@macewan.ca
Website: www.macewan.ca/inforegulanage

TO APPLY
The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140
JOURNALISM

(Centre for the Arts)
www.macewan.ca/journalism

Leslie Nielsen School of Communications

THE PROGRAM

The Journalism Program at Grant MacEwan College provides realistic, practical training that prepares students for careers as print journalists. Some graduates, however, use their diplomas to gain entry into electronic newsrooms in the radio or television fields. Others choose entrepreneurial paths, launching successful independent careers as freelance writers.

Over a two-year period, course work in the Journalism Program emphasizes writing. In addition, students will develop workplace competencies in editing, research and information analysis, and multimedia. The industry-standard Macintosh platform supports all journalism courses, using software such as QuarkXPress, Adobe Photoshop, and Microsoft Word. Industry professionals who bring cutting-edge, real-world experience into the classroom teach many of the core courses. Students also have the opportunity to experience the real world in the production of the program’s community newspaper, The MacEwan Journalist.

The Writing for Electronic Media course introduces the broadcast media, while courses on government, mass media trends, and the law provide valuable background.

As the culmination of the two-year diploma program, an industry internship takes students into the larger classroom of the news industry. This experience provides valuable networking opportunities and gives students the confidence to seek careers as journalists wherever their ambitions lead them.

This stimulating program carries a heavy workload but prepares students to “hit the ground running” and be comfortable and effective in the modern newsroom.

CAREER POTENTIAL

In recent years Grant MacEwan College Journalism graduates have found rewarding positions as reporters, editors, and feature writers in newspapers, magazines, television or radio newsrooms. Those with talent and experience may advance rapidly in journalism careers.

The entry-level job market has been tight in the major population centres for a number of years, but this is changing as new technology and growth fuel a growing news media industry. Grant MacEwan College’s Journalism curriculum addresses this.

WHO SHOULD APPLY

The successful Journalism applicant demonstrates a keen interest in news, strong motivation, and above-average written and verbal communication skills. Related experience is desirable. As well as developing writers, this program is interested in training the analytical thinkers and information brokers of tomorrow. Information overload is a fact of life in the 21st century and MacEwan journalists will be those who have a keen interest in the world around them. They will be the information gatherers and reporters who will seek out facts and tell the stories of tomorrow with clarity, efficiency, and style.

TRANSFERABILITY

Students who earn a Journalism Diploma from Grant MacEwan College are eligible to continue their studies and earn a university degree through Athabasca University’s 2+2 program.

The 2+2 Bachelor of Professional Arts in Communication Studies major offers a degree that enables students holding selected diplomas, previous degrees, or equivalent credentials to continue their studies, full-time or part-time through distance learning. This opportunity provides Grant MacEwan College Journalism graduates with degree-earning potential similar to that provided by other Alberta colleges — with the added advantage that they can complete the necessary course work while working anywhere in the world.

Alternatively, graduates may choose to take advantage of a block transfer agreement that gives them 30 credits toward a general Bachelor of Arts degree at the University of Alberta. Journalism students also have the option to continue their studies in the Bachelor of Applied Communications in Professional Writing.

ADMISSION

REGULAR ADMISSION

Applicants must achieve a minimum overall average of 65 per cent in the following high school courses with no course grade lower than 50 per cent:

1. English 30-1 (or English 30)
2. 30-level Language (other than English) or Pure Mathematics 30 (or Math 30, or Transitional Math 101 with 75% or higher) or one Group A, B or C course
3. One Group A or B course
4. One Group C course
5. One Group A or C course (or Group B if it was not used in #3)

Applicants must complete these requirements either through high school courses or through appropriate post-secondary substitutions.

MATURE ADMISSION

Applicants who are 21 years of age or older by the start of the program’s first term and do not qualify under Regular Admission may be admitted under this category. Applicants must successfully complete the reading and writing components of MacEwan’s Skills Appraisal exam if they have earned a final grade lower than:

• 65 per cent in English 30-1 (or English 30) OR
• C– in ENGL 111 (or equivalent)

Applicants must complete these requirements either through high school courses or through appropriate post-secondary substitutions.

SKILLS APPRAISAL

• Mature applicants only
• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Applicants must present English 30 with a minimum final grade of 65 per cent OR complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR complete any developmental work with a minimum grade of C–.

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of C–.

Math: Not applicable.
ENGLISH LANGUAGE PROFICIENCY

All admission categories

The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA

All admission categories

All applicants will be asked to complete an aptitude and proficiency test and to submit a portfolio.

Portfolio – applicants must submit three writing samples, between 250 and 500 words each. All unpublished portfolio elements must be typed and double-spaced with the author’s name on each page. Only one of these pieces may be fiction or poetry. A minimum grade of 65 per cent is required.

Aptitude and Proficiency Test – a written test applicants must pass with a minimum grade of 65 per cent.

APPLICATION PROCESS

Please see page 11 for details on the application process.

ACADEMIC STANDING

The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE

2.0 or higher, as specified by the program.

PROGRAM OF STUDY

Year I

TERM I (SEPTEMBER – DECEMBER)

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>INST. HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROW 117</td>
<td>Mac Skills for Writers</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Critical Reading and Writing</td>
<td>90:0:0</td>
<td>6</td>
</tr>
<tr>
<td>JOUR 106</td>
<td>Reporting I</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>PROW 100</td>
<td>Grammar for Writers</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>PROW 115</td>
<td>Research for Writers</td>
<td>45:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

TERM II (JANUARY – APRIL)

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>INST. HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>Critical Reading and Writing (cont’d)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JOUR 150</td>
<td>Newspaper Production</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 156</td>
<td>Reporting II</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>PROW 135</td>
<td>Proofreading and Copyediting</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 154</td>
<td>Photojournalism</td>
<td>45:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

Year II

TERM III (SEPTEMBER – DECEMBER)

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>INST. HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 155</td>
<td>How Government Works</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 204</td>
<td>Photo Assignment</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 206</td>
<td>Reporting III</td>
<td>30:30:0</td>
<td>3</td>
</tr>
<tr>
<td>PROW 205</td>
<td>Legal Issues for Writers</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>45:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

TERM IV (JANUARY – APRIL)

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>INST. HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 152</td>
<td>Mass Communications in Canada</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 251</td>
<td>Introduction to New Media</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 256</td>
<td>Advanced Reporting</td>
<td>30:30:0</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 259</td>
<td>Industry Internship</td>
<td>0:0:180</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>45:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

RESIDENCY REQUIREMENT

At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

FACULTY AND STAFF

Peter Roccia MA (Western), PhD candidate, (Alberta)
Chair and Instructor

Joyce Nethercote, Management Studies Diploma, (2 year), (Grant MacEwan College), CPP
Outreach Supervisor

Debbie Duffy
Secretary

Eileen Bell, DEC (Marketing) (Diploma Etudes Collegiate), Vanier College
Instructor

Allan Bolstad, BA (Alberta)
Instructor

Barry Boroditsky
Instructor

Tom Braid, Professional Photographer
Instructor

Wendy Campbell, BA (Saskatchewan)
Instructor

Shane Holladay, Journalism diploma (2 year) (Grant MacEwan College)
Instructor

Fred Kozak, BA & Bachelor of Law (Alberta)
Instructor

Jeannette Labrie, Journalism Diploma (Grant MacEwan College)
Instructor

Perry Mah, Professional Photographer
Instructor

Isabela Varela, MA (Journalism), (Western) MA (Art History), (British Columbia)
Instructor

Leslie Vermeer, MA (English) (Alberta), PhD candidate (Alberta)
Instructor

Karyn Zypchyn, MA (History), (McMaster) MA (Journalism), (Western)
Instructor

ADVISORY COMMITTEE

Heather Boyd
Canadian Press

Charlayne Bozak
Freelance Writer

Sheila Pratt
The Edmonton Journal

David Climenhaga
Communications Director – CUPE

Stuart Elson
The Edmonton Examiner

Tracy Hyatt
Alberta Venture Magazine

Jerold LeBlanc
Edmonton Sun

Randy MacDonald
A Channel

FOR FURTHER INFORMATION

Journalism Program
(780) 497-5602
Email: writing@macewan.ca

TO APPLY

The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140
LEGAL ASSISTANT

(School of Business)
www.macewan.ca/legal

INTRODUCTION

The Legal Assistant Program prepares graduates to work in legal support positions in law offices. Graduates work under the supervision of a legal practitioner in a variety of areas including litigation, real estate and corporate. The Legal Assistant Program has been preparing students to work in the legal community for 30 years and in that time has earned an enviable reputation for preparing qualified graduates who are able to make a valuable contribution to their employers immediately upon graduation. “MacEwan’s strength is our ability to stay current, consistently responding to the needs of lawyers,” explains Elsie Elford, a lawyer and Dean of the College’s School of Business. “When lawyers’ needs change, so does our curriculum.”

Students come to the Legal Assistant Program with an enthusiasm for the law, a drive to learn, and a desire to play a key role in the legal process. They graduate with a strong theoretical and practical foundation that allows them to realize that goal. Legal Assistants perform vital administrative and management roles in support of the legal practitioners that they work for including: preparing documents and correspondence; communicating with clients and other parties; monitoring files and ensuring that vital deadlines are met; scheduling meetings and appointments; organizing documentation in client files to ensure that it is accessible; and performing routine clerical tasks such as rendering accounts, copying documents, and opening/closing files.

For anyone who is fascinated by the law, has strong organization and time management skills, and loves working with a computer, a career as a legal assistant can be a challenging and rewarding one. MacEwan's Legal Assistant program can provide the tools needed to get started.

THE PROGRAM

One of the primary objectives of the program is to familiarize students with the legal terms, concepts and documentation they’ll use in a legal office. Students learn theory as well as practical and procedural steps in a number of fields, including litigation, real estate, commercial transactions, administration of estates, and corporate. As well, the program introduces students to law office technology and the computer skills necessary for work in a legal environment. Students also develop communication skills, both spoken and written, that are necessary in the law office. During the last term of study, students participate in a five-week field placement, which provides them with valuable practical experience in a legal setting and often leads to permanent employment. The field experience component gives students an opportunity to see first-hand how a law office functions.

If you are unable to attend college full-time, the program also offers a part-time evening diploma study option. For more information, call the Legal Assistant Program at (780) 497-5242.

CAREER POTENTIAL

While the primary aim is to prepare graduates for work in law offices, many find employment opportunities in government or legal departments of large corporations. The program also prepares graduates to work in other settings, such as trust companies and real estate companies. This program is highly respected by the legal community for its ability to adapt and meet the changing needs of the profession. For this reason, there are excellent career opportunities in Alberta.

TRANSFERABILITY

Grant MacEwan College has a partnership arrangement with Athabasca University, which accepts the Legal Assistant Diploma toward the first two years of a post-diploma Bachelor of Professional Arts Degree in Communication Studies and the Bachelor of Professional Arts Degree in Governance, Law and Management. The diploma is also transferable to the University of Great Falls, Montana, toward two years of the Bachelor of Arts or Science in Paralegal Studies. There is a transfer agreement with the Office Assistant Program which allows graduates (2003 and beyond) of the Office Assistant Program, Legal Major, to block transfer into the second year of the Legal Assistant Program.

WHO SHOULD APPLY

The Legal Assistant Program is well suited to the student who thrives in a challenging, fast-paced setting. Organization, priority management, and problem-solving skills are vital assets. Excellent language skills are essential, as students must demonstrate the ability to communicate effectively both orally and in writing. A command of spelling and punctuation is absolutely vital to success in this field. This program fills quickly, so it is advisable to apply early in order to avoid disappointment.

The following applicant qualities would be an asset:

• completion of requirements by the stipulated deadlines
• demonstrated awareness of the role of legal assistants
• law office or legal department work experience
• business office experience
• completion of CTS modules in Legal Studies or equivalent
• completion of CTS modules in Financial Management-Accounting or equivalent
• completion of a computer course or a computer literacy course.

ADMISSION

REGULAR ADMISSION

Applicants must present an Alberta high school diploma (or equivalent) by the start of the first term.

MATURE ADMISSION

Applicants must be at least 18 years of age AND out of high school for at least one year by the start of the first term.

SKILLS APPRAISAL

All admission categories

• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Applicants must present English 30-1 (or English 30) with a minimum final grade of 65 per cent OR English 30-2 (or English 33) with a minimum final grade of 75 per cent OR complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of B.

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of B.

Math: Not applicable.

ENGLISH LANGUAGE PROFICIENCY

All admission categories

The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation.
OTHER ADMISSION CRITERIA

All admission categories

All applicants are required to successfully complete a keyboarding test and to submit an essay and a resume.

- **Keyboarding test** – applicants must be able to type at 30 words per minute or better.
- **Essay** – this should demonstrate a solid understanding of “the role of legal assistants in Alberta and how their training prepares them for this role.” Format: typewritten, double-spaced, two-to-three pages long.

**Note:** Law office or legal department work experience are desirable, as are the following:

- Business office experience
- CTS modules in Legal Studies or Law 20 and Law 30 or equivalent CTS modules in Financial Management, Management Accounting or Accounting 30 (or equivalent)
- Completion of a computer course or basic computer literacy

APPLICATION PROCESS

Please see page 11 for details on the application process.

ACADEMIC STANDING

The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE

2.0 or higher, as specified by the program.

PROGRAM OF STUDY

### Year I

#### TERM I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Inst. Hrs.</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 111</td>
<td>Communications</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 110</td>
<td>Introduction to Legal Research</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 105</td>
<td>Business Law I</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 130</td>
<td>Corporate Procedures</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>OADM 103</td>
<td>Word Processing for Legal Assistants</td>
<td>30:45:0</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>OADM 102</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introductory Word Processing</td>
<td>45:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

#### TERM II

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Inst. Hrs.</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEGL 140</td>
<td>Introduction to the Law Office</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 150</td>
<td>Residential Real Estate Transactions</td>
<td>30:30:0</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 160</td>
<td>Civil Litigation Procedures I</td>
<td>30:30:0</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 170</td>
<td>Technology in the Law Office I</td>
<td>30:15:0</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 180</td>
<td>Financial Procedures for the Law Office</td>
<td>30:15:0</td>
<td>3</td>
</tr>
</tbody>
</table>

### Year II

#### TERM III

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Inst. Hrs.</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEGL 215</td>
<td>Commercial Transactions</td>
<td>30:30:0</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 220</td>
<td>Criminal Law Procedures</td>
<td>30:30:0</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 230</td>
<td>Civil Litigation Procedures II</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 240</td>
<td>Technology in the Law Office II</td>
<td>30:30:0</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>45:0:0</td>
<td></td>
</tr>
</tbody>
</table>

#### TERM IV

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Inst. Hrs.</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEGL 260</td>
<td>Credit and Collection Procedures</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 270</td>
<td>Estate Procedures</td>
<td>45:15:0</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 280</td>
<td>Family Law Procedures</td>
<td>30:30:0</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 290</td>
<td>Law Office Simulation</td>
<td>30:30:0</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 295</td>
<td>Legal Fieldwork</td>
<td>0:0:180</td>
<td></td>
</tr>
</tbody>
</table>

RESIDENCY REQUIREMENT

At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

FACULTY AND STAFF

- **Brian Keller, LLB**
  - Chair
- **Cheryl Kuehn, BA**
  - Instructional Assistant
- **Lorrie Adams, LL.B.**
  - Instructor
- **Kyla Bendfield, Legal Assistant Diploma**
  - Instructor
- **G. Thomas Carter, LLB**
  - Instructor
- **Lorna Daniel, BA**
  - Instructor
- **Jacqueline Devlin, LLB**
  - Instructor
- **Jody Dionne, Legal Assistant Diploma**
  - Instructor/Lab Assistant
- **Jollena Hancen, Legal Office Practice Certificate**
  - Instructor
- **Travis Huckell, LLB**
  - Instructor
- **Kirk MacDonald, LLB**
  - Instructor
- **Michelle Millard, LLB**
  - Instructor
- **Karen Reschke, LLB**
  - Instructor
- **Sandra Rioux, Law Clerk Diploma**
  - Instructor
- **Connie Seutter, Legal Assistant Diploma**
  - Instructor
- **Barry Walker, CA**
  - Instructor
- **Elaine Wowchuk**
  - Instructor
- **Phyllis Yacyshyn**
  - Instructor

ADVISORY COMMITTEE

- **Melanie Fedorvich**
  - Paralegal, Bennett Jones LLP
- **Jollena Hancen**
  - Paralegal, Bishop & McKenzie LLP
- **Terry Lewis**
  - Human Resources Manager, McLennan Ross
- **Zachary Riavitz**
  - Paralegal, Durocher Simpson LLP
- **Sandra Rioux**
  - Legal Assistant
- **David Stum**
  - Counsel, Federal Department of Justice
- **Natalie Syvenky**
  - Human Resources Manager, Duncan and Craig LLP

FOR FURTHER INFORMATION

Legal Assistant Program

Telephone (780) 497-5242

Email: legal@macewan.ca

Website: www.macewan.ca/legal

TO APPLY

The Registrar

Grant MacEwan College

Box 1796, Edmonton, Alberta T5J 2P2

(780) 497-5140
MANAGEMENT STUDIES
(School of Business)
www.macewan.ca/management

INTRODUCTION
Students may choose to pursue a specialized diploma or certificate in one of the following:
• Management Studies Diploma: Two-Year, One-Year Accelerated, and Part-time Studies
• Management Certificate
• Aviation Management Major, Management Studies Diploma
• Golf Operations Management Major, Management Studies Diploma
• Professional Golf Management Major, Management Studies Diploma
• Professional Golf Management, Certificate of Achievement
• Insurance and Risk Management Major, Management Studies Diploma

Management Studies Diploma: Two-Year, One-Year Accelerated, and Part-time Studies
MacEwan’s Management Studies program offers core management training suitable to any business environment. From owning your own business, to starting out in the corporate world, this program can help you succeed.

This program offers you the options you need to fit post-secondary business education into your busy life. Study on a full-time basis, start part-time, or take your first year on-line. The program also offers start dates throughout the year, depending on the route you wish to take. In addition, flexible course scheduling and an accelerated delivery option let you complete the program at your own pace.

THE PROGRAM
The core Management Studies Diploma is a general business program built on industry-relevant courses in general management, business communication skills, organizational behaviour, marketing, accounting, budgeting, finance, business strategies, human resources management, and computer business applications.

Students develop practical business skills, improving their management techniques and career potential. Learning is accomplished through lectures, group work, case studies, and field experience. To help develop and demonstrate the students’ potential as managers, administrators, or entrepreneurs, emphasis is placed on the soft skills of professionalism, interpersonal relations, and communications.

The program is available on a full-time or part-time basis as follows:
• Two-year delivery: offered September through April.
• One-year accelerated delivery: offered year-round beginning in January, April, July, mid-September or late September. This flexible delivery method allows students to complete the diploma at their own pace – in as few as 13 months, or over a longer period of time – with customized timetables or part-time course loads.
• Evening and self-study delivery: Evening and self-study courses are available for the person who is unable to attend college during the day.

CAREER POTENTIAL
Graduates are employed in business careers, often as management trainees, account executives, personal bankers, brokers, buyers, financial analysts, hospitality managers, sales representatives, loans officers, marketing consultants, human resources consultants, and business managers. Others become entrepreneurs and start their own businesses.

WHO SHOULD APPLY
The Management Studies Program appeals to people who want to pursue a career in business and/or management. The program is ideal for a wide range of possible careers in business including starting your own business, sales, marketing, hospitality management, financial services and more! It’s also well suited to those wanting to pursue further post-secondary studies, either immediately upon graduation or at some point in the future. Students wanting a balance of theory and practical experience will find this program of interest.

TRANSFERABILITY
MacEwan’s Management Studies program has numerous transfer agreements:
• University of Lethbridge – Block transfer to third year of Bachelor of Management Degree (offered in Edmonton, Calgary, and Lethbridge).
• Athabasca University – post-diploma Bachelor of Management Degree.
• Concordia University College of Alberta – Block transfer to third year of Bachelor of Management Degree.

All Management Studies certificate and diploma courses are credit courses, which may be transferable toward future study at other institutions.

For more information on the details of transferring to various post-secondary institutions, please refer to the Alberta Transfer Guide (www.atc.gov.ab.ca) or contact the institutions directly.

ADMISSION
REGULAR ADMISSION
Applicants must present an Alberta high school diploma (or equivalent) by the start of the first term.

MATURE ADMISSION
Applicants must be at least 18 years of age AND out of full time high school for at least one year by the start of the first term.

SKILLS APPRAISAL
All admission categories
• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Applicants must present Pure Mathematics 30 (or Math 30) or Mathematics 31 with a minimum final grade of 50 per cent. OR English 30-2 (or English 33) with a minimum final grade of 75 per cent OR complete the Skills Appraisal.

Applicants must present English 30-1 (or English 30) with a minimum final grade of 50 per cent OR English 30-2 (or English 33) with a minimum final grade of 75 per cent OR complete the Skills Appraisal.

Applicants must present Pure Mathematics 30 (or Math 30) or Mathematics 31 with a minimum final grade of 50 per cent (or Transitional Math 101 with 75% or higher) OR Applied Mathematics 30 (or Math 33) with a minimum final grade of 65 per cent OR complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of C–.
**Reading:** Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of C−.

**Math:** Applicants must successfully complete the math portion OR must complete any developmental work with a minimum grade of C−.

### ENGLISH LANGUAGE PROFICIENCY

All admission categories

The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

### OTHER ADMISSION CRITERIA

No requirements

### APPLICATION PROCESS

Please see page 11 for details on the application process.

### ACADEMIC STANDING

The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

### GPA TO GRADUATE

2.0 or higher, as specified by the program.

### PROGRAM OF STUDY

#### Management Studies Diploma

<table>
<thead>
<tr>
<th>Year I</th>
<th>INST HRS. CR.</th>
<th>INST HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 0101 Program Orientation*</td>
<td>8.00 : 0</td>
<td></td>
</tr>
<tr>
<td>ENGL 111 Communications</td>
<td>45.00 : 3</td>
<td></td>
</tr>
<tr>
<td>MCSP 131 Business Computing</td>
<td>45.00 : 3</td>
<td></td>
</tr>
<tr>
<td>MGMT 111 Financial Math</td>
<td>45.00 : 3</td>
<td></td>
</tr>
<tr>
<td>MGMT 112 Accounting for Managers I</td>
<td>45.00 : 3</td>
<td></td>
</tr>
<tr>
<td>MGMT 121 Principles of Management</td>
<td>45.00 : 3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year II</th>
<th>INST HRS. CR.</th>
<th>INST HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONF 0200 Student Business Conference*</td>
<td>8.00 : 0</td>
<td></td>
</tr>
<tr>
<td>MGMT 223 Supervision</td>
<td>45.00 : 3</td>
<td></td>
</tr>
<tr>
<td>MGMT 231 Sales</td>
<td>45.00 : 3</td>
<td></td>
</tr>
<tr>
<td>MGMT 241 Business Policy and Practice</td>
<td>60.00 : 4</td>
<td></td>
</tr>
<tr>
<td>MGMT 242 Business Fieldwork</td>
<td>150.0105 : 2</td>
<td></td>
</tr>
<tr>
<td>Business option or Elective</td>
<td>45.00 : 3</td>
<td></td>
</tr>
</tbody>
</table>

### TERM IV

<table>
<thead>
<tr>
<th>INST HRS. CR.</th>
<th>INST HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERMS IV</td>
<td></td>
</tr>
<tr>
<td>MGMT 114 Personal Finance and Money Management</td>
<td>45.00 : 3</td>
</tr>
<tr>
<td>MGMT 117 Investment Funds in Canada</td>
<td>45.00 : 3</td>
</tr>
<tr>
<td>MGMT 123 Thought Patterns for a Successful Career</td>
<td>45.00 : 3</td>
</tr>
<tr>
<td>MGMT 126 Introduction to Conflict Resolution and Mediation</td>
<td>45.00 : 3</td>
</tr>
<tr>
<td>MGMT 132 Retail Merchandising</td>
<td>45.00 : 3</td>
</tr>
<tr>
<td>MGMT 141 International Business</td>
<td>45.00 : 3</td>
</tr>
<tr>
<td>MGMT 142 International Marketing</td>
<td>45.00 : 3</td>
</tr>
<tr>
<td>MGMT 212 Entrepreneurship</td>
<td>45.00 : 3</td>
</tr>
<tr>
<td>MGMT 213 Topics in Finance</td>
<td>45.00 : 3</td>
</tr>
<tr>
<td>MGMT 222 Human Resource Development</td>
<td>45.00 : 3</td>
</tr>
<tr>
<td>MGMT 232 Marketing Management</td>
<td>45.00 : 3</td>
</tr>
<tr>
<td>MGMT 233 Marketing Research</td>
<td>45.00 : 3</td>
</tr>
<tr>
<td>MCSP 154 Microcomputer Applications I</td>
<td>45.00 : 3</td>
</tr>
</tbody>
</table>

**Note:** Curriculum is subject to change.

Management Studies Certificate Students who choose to complete only the first two terms of the Management Studies Program may apply to graduate with the Management Studies Certificate. *Taken by full-time students only.

### RESIDENCY REQUIREMENT

At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

### FOR FURTHER INFORMATION

Two-year delivery

(780) 497-5263

One-year accelerated (or part-time day-time) delivery (780) 497-5241

Evening and self-study Delivery (780) 497-5219

or email: management@macewan.ca

### Aviation Management Major

Grant MacEwan College and the Edmonton Flying Club have teamed up to offer an Aviation Management major within the Management Studies Diploma. You may complete your flight training while studying a range of business and management subjects to enhance your career opportunities in the field of aviation.

### THE PROGRAM

Students who love to fly and would like a solid business education should consider this program. The flight training and ground school component may be completed at any flying school and Transport Canada controls all pilot licensing under this program. To complete the management portion of this major, students may enroll in any delivery method (i.e. accelerated, regular 2 year or part-time evenings) of the Management Studies program. To attain the Aviation Major, six identified management courses (18 credits) are replaced with aviation training. Details are listed below in the ‘Program of Study’ section.

### CAREER POTENTIAL

Graduates of this specialized diploma gain employment in a variety of aviation-related careers such as: crop spraying, aerial photography, airport management, and entrepreneurial pursuits. Pilots with additional ratings and endorsements – like instrument endorsement or multi-engine instrument rating – may find even greater career potential.

### WHO SHOULD APPLY

Students who enjoy flying and wish to earn a solid business education will be interested in this program. The program also appeals to those wanting to pursue their own business or manage flight operations. As well, students interested in becoming commercial pilots will benefit from the business courses offered in this program.

### TRANSFERABILITY

Through a transfer agreement, MacEwan’s Management Studies graduates may transfer to the University of Lethbridge (U of L) Bachelor of Management Degree Program (offered in Edmonton, Calgary, and Lethbridge). This U of L program grants a block transfer of courses to the third year of degree studies. All Management Studies certificate and diploma courses are credit courses, which may be transferable toward future study at other institutions.
ADMISSION

REGULAR ADMISSION
Applicants must present an Alberta high school diploma (or equivalent) by the start of the first term.

MATURE ADMISSION
Applicants must be at least 18 years of age AND out of full time high school for at least one year by the start of the first term.

SKILLS APPRAISAL
All admission categories
• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

• Applicants must present English 30-1 (or English 30) with a minimum final grade of 50 per cent OR English 30-2 (or English 33) with a minimum final grade of 75 per cent OR complete the Skills Appraisal.

• Applicants must present Pure Mathematics 30 (or Math 30) or Mathematics 31 with a minimum final grade of 50 per cent (or Transitional Math 101 with 75% or higher) OR Applied Mathematics 30 (or Math 33) with a minimum final grade of 65 per cent OR complete the Skills Appraisal.

• Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of C–.

• Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of C–.

• Math: Applicants must successfully complete the math portion OR must complete any developmental work with a minimum grade of C–.

ENGLISH LANGUAGE PROFICIENCY
All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
No requirements

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

PROGRAM OF STUDY
Aviation Management Major

Year I
TERM I

MGMT 0101 Program Orientation 0.0:0:0
ENGL 111 Communications 45:0:0
MCSP 131 Business Computing 45:0:0
MGMT 111 Financial Math 45:0:0
MGMT 112 Accounting for Managers I 45:0:0
MGMT 121 Principles of Management 45:0:0

TERM II

CONF 0200 Student Business Conference* 8:0:0
ECON 100 Elementary Business Economics 45:0:0
LEGL 105 Business Law I 45:0:0
MGMT 113 Accounting for Managers II 45:0:0
MGMT 122 Organizational Behaviour 45:0:0
MGMT 131 Marketing 45:0:0

TERM III

MGMT 211 Business Finance 45:0:0
MGMT 221 Organizational Theory 45:0:0
Private Pilot’s License
Commercial Pilot’s License

TERM IV

CONF 0200 Student Business Conference* 8:0:0
MGMT 241 Business Policy and Practice 60:0:0
MGMT 242 Business Fieldwork 15:0:105
Instrument Rating
Multi-Engine Rating
Instructor Rating or Air Transport License

RESIDENCY REQUIREMENT
At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

THE PROGRAM
The management courses help the student develop a diverse set of skills in written and verbal communication, organization, human resources management, staff supervision, promotion, budgeting, and financial control and analysis. Students are also exposed to industry-specific courses related to overall club management and operations, including food and beverage operations, pro shop, golf course maintenance, and facility management.

CAREER POTENTIAL
Graduates of this program typically work in golf facilities in areas such as general management, clubhouse operations, pro shop operations, or course maintenance. Over time, they may progress to managing clubs or establishing their own facilities.

WHO SHOULD APPLY
Golf Operations Management is a dynamic course of study that provides a strong background for entering golf-related careers, primarily as a golf club manager. Students should enjoy the game itself, but should also aspire to golf club management. The program is especially suited to students who have an aptitude for customer service, communication, organization, and teamwork.

TRANSFERABILITY
Through a transfer agreement, MacEwan’s Golf Operations Management diploma is accepted at the University of Lethbridge in the Bachelor of Management Degree Program (offered in Edmonton, Calgary, and Lethbridge). All Management Studies certificate and diploma courses are credit courses, which may be transferable toward future study at other institutions.

ADMISSION

REGULAR ADMISSION
Applicants must present an Alberta high school diploma (or equivalent) by the start of the first term.

MATURE ADMISSION
Applicants must be at least 18 years of age AND be out of full time high school for at least one year by the start of the first term.

Golf Operations Management Major

www.macewan.ca/golf

This program combines key elements of management training with golf industry-specific coursework to prepare students for a career in golf club management. Structured around the golf season, classes begin in October and end in March.
SKILLS APPRAISAL
All admission categories
• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Applicants must present English 30-1 (or English 30) with a minimum final grade of 50 per cent OR English 30-2 (or English 33) with a minimum final grade of 75 per cent OR complete the Skills Appraisal.

Applicants must present Pure Mathematics 30 (or Math 30) or Mathematics 31 with a minimum final grade of 50 per cent (or Transitional Math 101 with 75% or higher) OR Applied Mathematics 30 (or Math 33) with a minimum final grade of 65 per cent OR complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of C–.

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of C–.

Math: Applicants must successfully complete the math portion OR must complete any developmental work with a minimum grade of C–.

ENGLISH LANGUAGE PROFICIENCY
All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
All admission categories
All applicants are required to submit a resume and letters of reference that demonstrate career intent and knowledge of the industry.

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

PROGRAM OF STUDY
Golf Operations Management Major
Year I
TERM I
(INSTRUCTOR HRS CR.
(October – December)
PGMT 0100 Program Orientation 0.0 3 0
ENGL 111 Communications 4.5 0 3
GOMT 111 Overview of Facility Management 3.0 0 2
MCSP 131 Business Computing 4.5 0 3
MGMT 121 Principles of Management 4.5 0 3
MGMT 131 Marketing 4.5 0 3
TERM II
(Winter (11 Weeks)
(JANUARY – MARCH)
GOMT 112 Facility Maintenance 3.0 0 2
GOMT 121 Food and Beverage Operations I 3.0 0 2
MGMT 112 Accounting for Managers I 4.5 0 3
MGMT 122 Organizational Behaviour 4.5 0 3
PGMT 151 Backshop and Practice Facility Operations 3.0 0 1
Business Option or Elective 4.5 0 3
CONF 0200 Student Business Conference* 8.0 0 0
TERM III
(Spring/Summer (20 Weeks)
(April – September)
GOMT 171 Golf Operations Management Practicum I 0.0 0 2
Year II
TERM IV
(Fall (11 Weeks)
(October – December)
PGMT 0100 Program Orientation 0.3 0 0
GOMT 241 Golf Course Maintenance 3.0 0 2
PGMT 251 Booking Systems, Programs, and Leagues 1.5 0 1
MGMT 113 Accounting for Managers II 4.5 0 3
MGMT 115 Financial Statement Analysis 3.0 0 1
HRMT 180 Human Resources Management 4.5 0 3
MCSP 164 Golf Applications 4.5 0 3
Business Option or Elective 4.5 0 3
TERM V
(Winter (11 Weeks)
(JANUARY – MARCH)
GOMT 211 Working with Boards and Committees 3.0 0 1
GOMT 221 Food and Beverage Operations II 3.0 0 2
MGMT 223 Supervision 4.5 0 3
MGMT 243 Business Policy 4.5 0 3
PGMT 252 Tournament Organization 3.0 0 1
PGMT 253 Golf Equipment and Golf Car Fleet Management 3.0 0 2
Business Option or Elective 4.5 0 3
CONF 0200 Student Business Conference* 8.0 0 0
RESIDENCY REQUIREMENT
At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

Professional Golf Management Major
www.macewan.ca/golf

Professional Golf Management (PGM) is accredited by the Canadian Professional Golfers’ Association (CPGA) and is intended for individuals who are planning careers as head golf professionals. The completion of the PGM major leads to the Professional Golf Management Certificate of Achievement. Together, these two credentials form a three-year package that relates directly to the CPGAs’ education and accreditation process.

THE PROGRAM
Structured around the golf season, PGM classes begin in October and end in March. Classes, group work, and case studies focus on general management, organizational behaviour, marketing, sales techniques, accounting, finance, human resources management, and business computer applications. Industry-specific courses focus on pro shop operations, sales, golf equipment, backshop, practice facilities, golf carts, programs and leagues, rules of golf, food and beverage operations and golf course maintenance.

CAREER POTENTIAL
Graduates of the Professional Golf Management Program typically work as assistant professionals or teaching professionals as they complete the remaining requirements for Class “A” membership status within the CPGA. Attaining Class “A” status allows CPGA members to apply for positions as head golf professionals or seek further advancement as executive professionals or directors of golf.

WHO SHOULD APPLY
The Professional Golf Management major appeals to people who thrive in a business environment with a customer service focus. Excellent communication, organizational, management, and golf playing skills are critical for success as a head golf professional.
TRANSFERABILITY
Through a transfer agreement, MacEwan’s Professional Golf Management diploma is accepted at the University of Lethbridge in the Bachelor of Management Degree Program (offered in Edmonton, Calgary, and Lethbridge). All Management Studies certificate and diploma courses are credit courses, which may be transferable toward future study at other institutions.

The CPGA has approved the MacEwan Rules of Golf course. Students completing this course can receive credit for the course towards meeting the CPGA class ‘A’ requirements.

ADMISSION

REGULAR ADMISSION
Applicants must present an Alberta high school diploma (or equivalent) by the start of the first term.

MATURE ADMISSION
Applicants must be at least 18 years of age and be out of full time high school for at least one year by the start of the first term.

SKILLS APPRAISAL
All admission categories
• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Applicants must present English 30-1 (or English 30) with a minimum final grade of 50 per cent OR English 30-2 (or English 33) with a minimum final grade of 75 per cent OR complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of C–.

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of C–.

Math: Applicants must successfully complete the math portion OR must complete any developmental work with a minimum grade of C–.

ENGLISH LANGUAGE PROFICIENCY

All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

Other Admission Criteria
All applicants are required to submit a resume with covering letter and two letters of reference. These must demonstrate career intent and knowledge of the industry and should indicate playing ability commensurate with the Canadian Professional Golfers’ Association (CPGA) playing ability requirements.

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

PROGRAM OF STUDY
Professional Golf Management Major

Year I

TERM I
FALL (11 WEEKS)
PGMT 0100 Program Orientation 0.0 3
ENGL 111 Communications 45.0 3
MCSP 131 Business Computing 45.0 3
MGMT 121 Principles of Management 45.0 3
MGMT 131 Marketing 45.0 3
PGMT 111 Golf as a Profession 15.0 1

TERM II
WINTER (11 WEEKS)
MGMT 112 Accounting for Managers I 45.0 3
MGMT 122 Organizational Behaviour 45.0 3
MGMT 231 Sales 45.0 3
PGMT 121 Rules of Golf 30.0 2
PGMT 151 Backshop and Practice Facility Operations 15.0 1
Business Option or Elective 45.0 3
CONF 0200 Student Business Conference* 8.0 0

TERM III
SPRING/SUMMER (20 WEEKS)
PGMT 171 Professional Golf Management Practicum I 0.0 800 2

Year II

TERM IV
FALL (11 WEEKS)
PGMT 0100 Program Orientation 0.0 3
GOMT 241 Golf Course Maintenance 30.0 2
HRMT 180 Human Resources Management 45.0 3
MGMT 113 Accounting for Managers II 45.0 3
MGMT 115 Financial Statement Analysis 15.0 1
PGMT 211 History and Current Practice of Golf 30.0 2
PGMT 251 Booking Systems, Programs and Leagues 15.0 1
Business Option or Elective 45.0 3

TERM V
WINTER (11 WEEKS)
GOMT 121 Food and Beverage Operations I 30.0 2
MGMT 223 Supervision 45.0 3
MGMT 243 Business Policy 45.0 3
PGMT 252 Tournament Organization 15.0 1
PGMT 253 Golf Equipment and Golf Car Fleet Management 30.0 2
Business Option or Elective 45.0 3
CONF 0200 Student Business Conference* 8.0 0

TERM VI
SPRING/SUMMER (10 WEEKS)
PGMT 271 Professional Golf Management Practicum II 0.0 800 2

RESIDENCY REQUIREMENT
At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

Professional Golf Management Certificate of Achievement

www.macewan.ca/golf

The Professional Golf Management (PGM) Certificate of Achievement is a one-year program of study exclusively designed for those interested in a career as a head golf professional. Before enrolling in this certificate, applicants must have completed a Management Studies Diploma in either the Professional Golf Management Major or the Golf Operations Management Major or equivalent, and demonstrate golf playing skills commensurate with the CPGA playing ability standard. Structured around the golf season, classes begin in October and end in March.
THE PROGRAM
Business courses emphasize retailing, sales techniques, business computer applications, and working with boards and committees. Emphasis is placed on developing knowledge of the golf swing and understanding golf swing techniques. Industry-specific courses examine golf equipment repair, sports psychology, golf course design, CPGA regulations and by-laws, and the essentials of setting up a golf operation as a professional.

**Note:** The CPGA has approved the MacEwan Golf Club Repair and Golf Club Fitting courses. Students completing these courses receive credit for them by the CPGA towards meeting the CPGA class “A” requirements.

In addition, the Coaching and First Aid courses receive CPGA credit toward seminar hours.

CAREER POTENTIAL
Graduates of the Certificate of Achievement are qualified to work as head golf professionals through achievement of Class “A” certification from the Canadian Professional Golfers’ Association. Golf professionals may also seek further career advancement through positions such as executive professional, director of golf, or pro manager.

WHO SHOULD APPLY
The Professional Golf Management Certificate of Achievement appeals to people who thrive in a business environment with a customer service focus. Excellent communication, organizational, management, and golf playing skills are critical for success as a head professional.

ADMISSION

**REGULAR ADMISSION**
Applicants must have successfully completed the Professional Golf Management Major, Golf Operations Management Major, or equivalent by the start of the first term.

**MATURE ADMISSION**
- Not applicable

**SKILLS APPRAISAL**
No requirement

**ENGLISH LANGUAGE PROFICIENCY**
All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA

**All admission categories**
All applicants must demonstrate golf playing skills commensurate with the Canadian Professional Golfers’ Association (CPGA) playing ability requirements.

**APPLICATION PROCESS**
Please see page 11 for details on the application process.

**ACADEMIC STANDING**
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

**GPA TO GRADUATE**
2.0 or higher, as specified by the program.

**PROGRAM OF STUDY**
Professional Golf Management Certificate of Achievement

<table>
<thead>
<tr>
<th>TERM I (11 WEEKS) (OCTOBER – DECEMBER)</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PGMT 0100 Program Orientation</td>
<td>0:0:3 0</td>
</tr>
<tr>
<td>PGCT 341 Golf Course Design</td>
<td>45:0:3 3</td>
</tr>
<tr>
<td>PGCT 351 Golf Equipment Repair</td>
<td>15:0:1 1</td>
</tr>
<tr>
<td>PGCT 355 Player Development</td>
<td>45:0:3 3</td>
</tr>
<tr>
<td>PGCT 361 Sports Psychology</td>
<td>30:0:2 2</td>
</tr>
<tr>
<td>MCSP 164 Golf Applications</td>
<td>45:0:3 3</td>
</tr>
<tr>
<td>PSID 301 Scientific Analysis of the Golf Swing</td>
<td>36:9:0 3</td>
</tr>
</tbody>
</table>

**WINTER (11 WEEKS) (JANUARY – MARCH)**

| PGCT 331 Setting up a Golf Operation and CPGA By-Laws | 30:0:2 2 |
| PGCT 352 Club Fitting                               | 15:0:1 1 |
| PGCT 353 First Aid                                  | 15:0:1 1 |
| PGCT 363 Instructional Skills Seminar               | 30:0:2 2 |
| PGCT 365 Coaching                                   | 15:0:1 1 |
| GOMT 211 Working with Boards and Committees         | 15:0:1 1 |
| GOMT 221 Food and Beverage                          | 30:0:2 2 |
| GOMT 222 Operations II                              |             |
| MGMT 132 Retail Merchandising                       | 45:0:3 3 |

**TERM III (SPRING/SUMMER (20 WEEKS) (APRIL – SEPTEMBER)**

| PGCT 571 Professional Golf Practicum               | 0:0:800 2 |

**RESIDENCY REQUIREMENT**
At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

FOR FURTHER INFORMATION
Golf Operations Management/Professional Golf Management
(780) 497-5257
Email: golf@macewan.ca

Insurance and Risk Management Major
www.macewan.ca/insure
The insurance industry offers excellent career opportunities. Highly trained insurance professionals assess risks and insure clients against unforeseen events – physical, financial or acts of nature.

Offered in co-operation with the Insurance Institute of Canada and the Insurance Institute of Northern Alberta, the Insurance and Risk Management Major prepares students for advanced standing toward the Institute’s Chartered Insurance Professional (CIP) designation. Please note that the program now offers a January start date option.

The insurance industry is a vital part of the financial/business community across Canada. It provides opportunities for a variety of career choices such as claims adjusters, commercial and personal lines underwriters, account executives, brokers, agents, customer service representatives, actuaries, finance/investment related services, risk management professionals, marketing representatives, support and administrative positions, and managerial positions.

WHO SHOULD APPLY
Can you think through problems and weigh various options? This quality can help you shine in the insurance profession. Learn how to use information – financial, statistical or investment data – to make smart business decisions. The program is suited to students who thrive in a challenging environment. Critical thinking skills, problem-solving ability, attention to detail, and service orientation are all valuable assets.
TRANSFERABILITY
MacEwan’s Management Studies – Insurance & Risk Management Major program has numerous transfer agreements:
• University of Lethbridge – Block transfer to third year of Bachelor of Management Degree (offered in Edmonton, Calgary, and Lethbridge).
• Athabasca University – post-diploma Bachelor of Management Degree.

All Management Studies certificate and diploma courses are credit courses, which may be transferable toward future study at other institutions.

For more information on the details of transferring to various post-secondary institutions, please refer to the Alberta Transfer Guide (www.acat.gov.ab.ca) or contact the institutions directly.

ADMISSION

REGULAR ADMISSION
Applicants must present an Alberta high school diploma (or equivalent) by the start of the first term.

MATURE ADMISSION
Applicants must be at least 18 years of age AND out of full time high school for at least one year by the start of the first term.

SKILLS APPRAISAL

All admission categories
• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Applicants must present English 30-1 (or English 30) with a minimum final grade of 50 per cent OR English 30-2 (English 33) with a minimum final grade of 75 per cent OR complete the Skills Appraisal.

Applicants must present Pure Mathematics 30 (or Math 30) or Mathematics 31 with a minimum final grade of 50 per cent (or Transitional Math 101 with 75% or higher) OR Applied Mathematics 30 with a minimum final grade of 65 per cent OR complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of C–.

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of C–.

Math: Applicants must successfully complete the math portion OR must complete any developmental work with a minimum grade of C–.

ENGLISH LANGUAGE PROFICIENCY

All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA

No Requirements

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING

The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

PROGRAM OF STUDY

Insurance and Risk Management Major

SEPTEMBER INTAKE-12 MONTH PROGRAM

TERM I (FALL) INST. HRS. CR.
MGMT 0101 Program Orientation 0.0 0
ENGL 111 Communications 45.00 3
MSCP 131 Business Computing 45.00 3
MGMT 121 Principles of Management 45.00 3
INSR 101 Insurance Principles and Practices 45.00 3
INSR 203 Automobile Insurance 45.00 3

TERM II (WINTER) 45.00 3
MGMT 111 Financial Math
MGMT 112 Accounting for Managers I
MGMT 122 Organizational Behaviour
INSR 202 Personal Property Insurance
INSR 210 Essential Skills for the Insurance Broker and Agent
CONF 0200 Student Business Conference

TERM III (SPRING) 45.00 3
INSR 204 Liability Insurance
INSR 211 Essentials of Loss Adjusting
INSR 212 Underwriting Essentials
MGMT 113 Accounting for Managers II
MGMT 131 Marketing

TERM IV (SUMMER) 45.00 3
INSR 205 Risk Management and Insurance
INSR 213 Advanced Loss Adjusting
LELG 105 Business Law I
MGMT 231 Sales
ECON 100 Elementary Business Economics

JANUARY INTAKE-15 MONTH PROGRAM

TERM I (WINTER) INST. HRS. CR.
MGMT 0101 Program Orientation 0.0 0
ENGL 111 Communications 45.00 3
MSCP 131 Business Computing 45.00 3
MGMT 121 Principles of Management 45.00 3
INSR 101 Insurance Principles and Practices 45.00 3
INSR 203 Automobile Insurance 45.00 3
CONF 0200 Student Business Conference 0.0 0

TERM II (SPRING) 45.00 3
MGMT 111 Financial Math
MGMT 112 Accounting for Managers I
MGMT 122 Organizational Behaviour
INSR 202 Personal Property Insurance
MGMT 113 Accounting for Managers II
MGMT 131 Marketing

TERM IV (WINTER) 45.00 3
INSR 205 Risk Management and Insurance
INSR 211 Essentials of Loss Adjusting
INSR 212 Underwriting Essentials
MGMT 113 Accounting for Managers II
MGMT 131 Marketing

JULY and AUGUST – NO CLASSES

CONF 0200 Student Business Conference

RESIDENCY REQUIREMENT
At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

FOR FURTHER INFORMATION
Insurance and Risk Management (780) 497-5384 or (780) 497-5238 or email: insurance@macewan.ca

MANAGEMENT STUDIES PROGRAM

FACULTY AND STAFF
Ted Sadowski, PhD, MBA, BEd
Chair
Chuck Lee, MA, FCIP, CPCU, ARM
Program Coordinator
Don Schepens, CD, BEd, BA, BComm, MBA, CHRP, CCP
Program Coordinator

Kathryn Arnold, BA, BComm
Instructor
Lyle Benson, PhD  
Instructor

Kathleen Byrne, MEd, BEd  
Instructor

Patti Callaghan, MA, BA  
Instructor

Joanne Christie, BA  
Instructor

Teresa Costouros, FCIP, CRM, MBA  
Instructor

Kerry Cout, BAdmin, CNA  
Instructor

Bill Dean, MBA, MSc, BPE  
Instructor

Millard Evans, MA, BA  
Instructor

Lynne Fisher, BA (Econ)  
Instructor

Rob Gawreluck, PhD  
Instructor

Richard Hinton, MBA, B. Eng  
Instructor

Daryn Hobal, BA, BComm, CFP, CIM  
Instructor

Judith Koch, LLB, BA  
Instructor

Dennis Larratt, CHRP  
Instructor

Sylvia Leskiw, MSA, BComm, FICB, CFP  
Instructor

Wendy Luckacz, CITP, BSW  
Instructor

Darlene Lowe, MBA, CMA  
Instructor

Gordon Lucyk, MBA, MA  
Instructor

Joan Patrick, MEd  
Instructor

Jim Penrod, MEd, BSc, BEd  
Instructor

Frank Saccucci, MBA, BComm  
Instructor

Linda Silvester, CGA  
Instructor

Bill Stinson  
Instructor

Glenn Stewart, MBA, BSc (Hons), BBA (Hons)  
Instructor

Warren Yablowski, BA, BComm  
Instructor

Yvonne Lockert  
Yellowhead Region Educational Consortium, Hinton

Janine Loewan, B Admin  
Instructional Assistant

Janice Miller, BA  
Instructional Assistant

Patty O’Dell  
Institutional Assistant

Karen Portas  
Institutional Assistant

Leanna Price  
Training Consultant

Alan Riley, BA, CPA Master Professional  
Program Coordinator

Brett Burgesson, CGPA  
Instructor

Millard Evans, MA, BA  
Instructor

Rick Alderman, PhD  
Instructor

Grant Dykstra, BA, CGPA  
Instructor

Andrew Gilchrist, BA  
Instructor

Bill Gillespie, BPE, MSc  
Instructor

Bill Newbigging, CGPA  
Instructor

Scott Killips, CGCSA, Golf Operations Management (dip)  
Instructor

Ralph Polock, BA  
Instructor

Bernie Van Dyke, BComm, CPM  
Instructor

Bob Weatherby, PCS  
Instructor

Harry Zazak, BSc  
Instructor

ADVISORY COMMITTEES

Management Studies

Steve Blink  
Medical Sales Rep
AstraZeneca Canada Inc.

Arnold J. de Leuw  
Vice President – Marketing and Logistics
Alberta Food Processors Association

Rosa Galdamez  
Client Advocate, Business Customer Solutions
TELSUS Communications

Mark Grunert  
Account Executive and Operations Supervisor
Capital Environmental Resource Inc.

Glenn Hodgson  
Manager, Edmonton South, Edmonton
Operation
ATCO Gas

Lorraine Moster  
Business Unit Manager, Human Resources
Northlands Park

Rob Rondeau  
Major Account Manager
Minolta Business Equipment (Canada) Ltd

Hendriata Wong  
Executive Director
Solutions PowerHouse Inc.
Professional Golf Management

Alan Killian  
Alberta Professional Golfers Association
Educational Director

Glen Connell  
Head Professional
Sturgeon Valley Golf and Country Club

Grant Dykstra  
Head Professional
Edmonton Petroleum Golf and Country Club

Ray Milne  
Director of Golf
Highlands Golf Club

Craig Russnak  
General Manager
Glenlake Golf and Country Club

Ryan Vold  
Director of Golf
Wald Creek Golf Resort

Gary Ward  
Head Professional
Edmonton Golf and Country Club

John Wilson  
Director of Golf Operations
Heritage Pointe Golf and Country Club

Insurance and Risk Management

Charlene Butler  
Allianz Canada

Lynne Fisher  
Barrett & Associates Adjusters

Kevin Foster  
Foster Park Basket Insurance

Al Hegge  
Independent Insurance Brokers Association of Alberta

Merrickia Holstein  
Alberta Motor Association Insurance Co.

Eric McMurray  
AON Reed Stenhouse

Mike Pridde  
Baldrick Pridde and Associates Adjusters

Simon Rinaldi  
Aviva Canada

Jacquie Rocheleau  
Alberta Revenue, Risk Management and Insurance Division

TO APPLY

The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140
MASSAGE THERAPY

(Faculty of Health and Community Studies)
www.macewan.ca/massage

INTRODUCTION
MacEwan’s Massage Therapy diploma offers comprehensive clinical education aimed at developing well-rounded massage therapists able to practice in a wide range of medical and therapeutic environments. While massage has enjoyed thousands of years of history as a healing art, advances in our understanding of human functioning combined with a growing responsibility for personal health has elevated massage therapy to an important health profession recognized for its ability to aid in the treatment of chronic diseases, acute injuries and a wide range of medical conditions.

CAREER POTENTIAL
Massage therapy is on the leading edge of a vastly expanding market of health-related services. As massage therapy continues to gain recognition in the general population and the health care community, the profession can be seen as having high job potential, particularly with the growing trend towards self-employment. Graduates can specialize in areas that suit their lifestyles, their needs, and the needs of their clients. Potential work sites for massage therapists include an office in their own home; a clinic or centre with other massage professionals or other health care professionals (e.g., physicians, physiotherapists, chiropractors, nutritionists, psychologists); home visits; athletic and sports massage in a spa or athletic club; and corporate work sites. Work-site stipulations may differ according to municipal policies. Upon completion of this program, students will have the potential to develop their own practice, either independently or in conjunction with other health care professionals.

THE PROGRAM
The fully-accredited two-year Massage Therapy diploma offers a unique blend of scientific theory and clinical practice. Designed to facilitate the student’s growth as a health care professional, the program teaches a variety of soft tissue manipulation techniques applied to the assessment and treatment of stress, pain, and a variety of physical conditions. With challenging courses in anatomy, physiology, kinesiology, pathology, and communication, students gain a foundation of knowledge that carries them through dynamic field placement experiences and professional practice at MacEwan’s public massage clinics.

Available through full-time study which starts each September, students complete the diploma over two 10-month years of study. Students wishing to pursue the diploma on a part-time basis may begin their studies in September, January or May, subject to adequate enrolments. Year 1 and II part-time courses are scheduled evenings and weekends, while Year III and IV part-time courses are scheduled weekdays. Upon graduation the practitioner will be prepared to become a Registered Massage Therapist (RMT) with a provincial association. With extensive clinical experience aimed at integrating theory and practice and MacEwan’s reputation as a leader in massage education, many graduates are eligible for registration across Canada and internationally.

This program operates in a cost-recovery framework; therefore, courses that do not meet minimum enrolment numbers may be cancelled. Classes may be held days, evenings, and/or weekends subject to student enrolment and the availability of faculty and space. Day classes are scheduled between 8 am and 6 pm. Evening classes are scheduled between 6 pm and 10 pm.

HEALTH AND COMMUNITY STUDIES INTERDISCIPLINARY CONFERENCE
This professional development conference enables students to develop new skills, investigate current trends, and hear experiences of leaders in the health and community services professions. All students will be expected to attend the conference. A special fee will be assessed when registering for the Massage Therapy Program.

ADMISSION

REGULAR ADMISSION
Applicants must present an Alberta high school diploma (or equivalent) by the start of the first term and have completed one of the following with a minimum grade of 50 per cent:
1. Chemistry 30
2. Biology 30
3. Science 30

Note: Applicants must have completed the appropriate high school courses or post-secondary equivalent, with the exception of Science 30 which has no equivalent.

MATURE ADMISSION
Applicants must be at least 21 years of age and out of full-time high school by the start of the first term.

SKILLS APPRAISAL
All admission categories
• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

1. Applicants must present English 30-1 (or English 30) with a minimum final grade of 65 per cent OR English 30-2 (or English 33) with a minimum final grade of 75% OR complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of D.

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of D.

Math: Not applicable.

ENGLISH LANGUAGE PROFICIENCY
All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.
OTHER ADMISSION CRITERIA

All admission categories

Applicants who have taken MacEwan massage therapy courses must have achieved a minimum GPA of 1.7 on a 4.0 scale on those courses to be considered.

All applicants are required to complete a two to three page (typed) career investigation report.

Accepted applicants are required to submit a clear security check before the start of the program’s first term.

APPLICATION PROCESS

Please see page 11 for details on the application process.

ACADEMIC STANDING

The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE

2.0 or higher, as specified by the program.

PROGRAM OF STUDY

The following courses are listed in order of study. Students on full-time study are provided with a set schedule of classes. Students on part-time study are provided with a proposed plan of study or may request individual guidance.

Note: Classes with insufficient enrolment may be cancelled. The college reserves the right to adjust pre/corequisites according to individual educational backgrounds and course demands.

Note: This is the first year of implementation of the revised curriculum. The second year course changes will be implemented in the 2006/2007 academic year.

Note: Accepted applicants are required to present Standard First Aid and Basic Rescuer Level C CPR Certification prior to Clinical Practice.

### Year I

#### TERM I (SEPTEMBER – DECEMBER)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTST 102</td>
<td>Massage Therapy as a Profession</td>
<td>30:0:0</td>
<td>2</td>
</tr>
<tr>
<td>MTST 105</td>
<td>Terminology for Massage Therapists</td>
<td>15:0:0</td>
<td>1</td>
</tr>
<tr>
<td>MTST 115</td>
<td>Functional Survey for Massage Therapists</td>
<td>15:15:0</td>
<td>1</td>
</tr>
<tr>
<td>MTST 120</td>
<td>Body Structure I</td>
<td>45:15:0</td>
<td>3</td>
</tr>
<tr>
<td>MTST 125</td>
<td>Body Functioning I</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>MTST 131</td>
<td>Techniques I</td>
<td>30:30:30</td>
<td>3</td>
</tr>
<tr>
<td>MTST 137</td>
<td>Developing Therapeutic Relationships I</td>
<td>20:10:0</td>
<td>1</td>
</tr>
</tbody>
</table>

#### TERM II (JANUARY – APRIL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 111</td>
<td>Communications</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>MTST 122</td>
<td>Body Structure II</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>MTST 126</td>
<td>Body Functioning II</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>MTST 142</td>
<td>Techniques II</td>
<td>30:30:30</td>
<td>3</td>
</tr>
<tr>
<td>MTST 146</td>
<td>Body Movements</td>
<td>35:10:0</td>
<td>3</td>
</tr>
</tbody>
</table>

#### TERM III (MAY – JUNE)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTST 155</td>
<td>Assessment for Massage Therapists I</td>
<td>25:20:0</td>
<td>2</td>
</tr>
<tr>
<td>MTST 161</td>
<td>Clinical Practice I</td>
<td>0:0:45</td>
<td>1</td>
</tr>
<tr>
<td>MTST 143</td>
<td>Techniques III</td>
<td>30:30:30</td>
<td>3</td>
</tr>
</tbody>
</table>

### Year II

#### TERM IV (SEPTEMBER – DECEMBER)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLST 150</td>
<td>Human Disease Processes</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>MTST 140</td>
<td>The Human Lifespan</td>
<td>30:0:0</td>
<td>2</td>
</tr>
<tr>
<td>MTST 156</td>
<td>Assessment for Massage Therapists II</td>
<td>25:20:0</td>
<td>2</td>
</tr>
<tr>
<td>MTST 224</td>
<td>Techniques IV</td>
<td>30:30:30</td>
<td>3</td>
</tr>
<tr>
<td>MTST 240</td>
<td>Developing Therapeutic Relationships II</td>
<td>20:10:0</td>
<td>1</td>
</tr>
<tr>
<td>MTST 273</td>
<td>Massage Therapy for Special Populations I</td>
<td>25:20:0</td>
<td>2</td>
</tr>
<tr>
<td>MTST 281</td>
<td>Treatments and Planning I</td>
<td>30:15:0</td>
<td>2</td>
</tr>
</tbody>
</table>

#### TERM V (JANUARY – APRIL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLST 290</td>
<td>Nutrition/Pharmacological Concepts</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>MTST 225</td>
<td>Techniques V</td>
<td>30:30:30</td>
<td>3</td>
</tr>
<tr>
<td>MTST 261</td>
<td>Clinical Practice II</td>
<td>0:0:45</td>
<td>1</td>
</tr>
<tr>
<td>MTST 274</td>
<td>Massage Therapy for Special Populations II</td>
<td>25:20:0</td>
<td>2</td>
</tr>
<tr>
<td>MTST 283</td>
<td>Treatments and Planning II</td>
<td>30:15:0</td>
<td>2</td>
</tr>
<tr>
<td>MSTS 286</td>
<td>Sports Massage</td>
<td>30:20:10</td>
<td>3</td>
</tr>
</tbody>
</table>

#### TERM VI (MAY – JUNE)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTST 226</td>
<td>Techniques VI</td>
<td>30:30:30</td>
<td>3</td>
</tr>
<tr>
<td>MTST 262</td>
<td>Clinical Practice III</td>
<td>0:0:45</td>
<td>1</td>
</tr>
<tr>
<td>MTST 265</td>
<td>Business Management for Massage Therapists</td>
<td>30:0:0</td>
<td>2</td>
</tr>
<tr>
<td>or</td>
<td>Business Elective</td>
<td>45:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

RESIDENCY REQUIREMENT

At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

FACULTY AND STAFF

Bob Reid, RN, BGS, RMT
Chair
Charlotte Bowman, CMT, RMT
Student Advisor
Joan McCulloch
Secretary

ADVISORY COMMITTEE

Pat Cherewick
Registered Massage Therapist

Brad Larson
Registered Massage Therapist

Gail Fox
Public Representative

Dr. Shelby Karpman
Family and Sports Medicine Physician

Dr. David Tripp
College of Chiropractors of Alberta

Beth Barbecree
Massage Therapist Association of Alberta

FOR FURTHER INFORMATION

Massage Therapy
Telephone: (780) 497-5704
Fax: (780) 497-4058

TO APPLY

The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140
Aboriginal Connections
The shift from segregated, institutional based model of mental health services to an integrated community-based model requires different approaches for planning, educating and managing mental health human services. There is a need to find solutions to mental health issues at the community level. With issues of grief and loss, violence and abuse, addictions and dual diagnosis, chronic depression and suicide, there is a strong demand for broad-based professionals who are familiar with mental health issues and workers that have the skills to fill the gaps that exist in services.

The Provincial Mental Health Plan released in May 2004 sets a new direction for the future of Mental Health Services in Alberta — a direction that will see mental health services integrated into the overall health care system in the province and a direction that will see action to address the many gaps in mental health services today.

The Mental Health Diploma Program was originally developed in response to specific needs identified in the Lesser Slave Lake area with concerns about the lack of culturally-sensitive services available to people who were suffering from mental health related problems and the apparent reluctance to access mainstream Mental Health services.

The Mental Health Program teaches a multidisciplinary, cultural and holistic approach to mental health, addressing service provision, mental health promotion, appropriate assessment, crisis intervention and suicide prevention, counseling and referral at the community level. Courses specifically address historical and current issues, including violence and abuse, grief and loss, substance abuse and addictions, family dynamics and community development. A major component of the program is in making Aboriginal Connections in partnership with Alberta Mental Health, First Nations and Métis communities, as well as urban agencies/services that provide mental health, family and community services and culturally specific programming for field placement experiences.

Students are introduced to cultural, spiritual and traditional practices and teachings throughout the program. The Elders and Cultural/Spiritual teachers offer the students the opportunity to benefit from the wisdom and experiences of “traditional” teachings that can guide the students on their journey to understanding. Elders and Cultural Helpers are available to consult with students and faculty on cultural issues, traditional teachings and spiritual practices that can be accessed at the community level. This exposure to Elders can guide the students on their journey to understanding and incorporating this knowledge and awareness in their personal lives, which ultimately increases their skills in working with Aboriginal people.

CAREER POTENTIAL
The Provincial Mental Health Plan includes the expansion of community-based services and the need for culturally sensitive approaches and will be developing positions including Mental Health Workers who work simultaneously in both facility and community-based settings. There will be a classification and deployment of Mental Health Worker positions in Alberta Mental Health services, which requires training in assessment, counselling, care coordination and community development.

Organizations which may provide employment include Family Support Programs, Treatment Programs, Health and Wellness Programs and other community-based programs such as: Women’s Shelters, Friendship Centres, Crisis Centres, Family and Community Support Services, Substance Abuse and Addiction Programs, Counselling Agencies, and Government Programs.

Upon completion of the program, graduates will be able to:

• Develop, organize, and facilitate the delivery of mental health promotion and prevention programs.
• Provide mental health services and early intervention to individuals and their families.
• Provide assessment, crisis intervention, and appropriate referrals.
• Provide links between mental health services and culturally relevant programs and resources.
• Function as members of a community care team.

WHO SHOULD APPLY
The Mental Health Diploma Program is well suited to applicants interested in a career in supporting Aboriginal people to address mental health issues from a multidisciplinary, cultural and holistic perspective and approaches. Our students come from all walks of life, receptive to exploring issues of cultural diversity, and are committed to making a difference in the community. Being able to integrate theory into practice while increasing knowledge, understanding and awareness of working with Aboriginal people will help to make you a successful mental health worker.

With courses ranging from Historical and Spiritual Foundations, Human Growth and Development, Violence and Abuse, Addictions and Substance Abuse, Disease and Disorders, Mental Health Assessment, and Counselling and Interviewing, will give you the opportunity explore the issues, implications and develop skills to work with individuals, families and communities from an Aboriginal perspective.

Our most successful applicants enjoy thought provoking study that challenges their beliefs and leads them to a place of wisdom and understanding. Much of the experiential learning in the program happens through cultural teachings with Elders/guest speakers, cultural activities and field trips, so an open mind and a sense of adventure will help you maximize the benefits of this unique and rewarding program.
SKILLS APPRAISAL
All admission categories
- Skills Appraisal outcomes for admission to this program must be completed during the first term of Year I.
  - Applicants must present English 30-1 (or English 30) with a minimum final grade of 50 per cent OR English 30-2 (or English 33) with a minimum final grade of 75 per cent OR complete the Skills Appraisal.
- Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENG 0089 OR must complete any developmental work with a minimum grade of D.
- Reading: Applicants must successfully complete the reading portion AND be eligible to enter READ 0089 OR must complete any developmental work with a minimum grade of D.
- Math: Not applicable.

ENGLISH LANGUAGE PROFICIENCY
All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
All admission categories
All applicants are required to complete a professional profile and submit three reference letters.
- Professional profile – this includes an essay that gives applicants’ rationale for applying, preparedness for the field, and awareness of aboriginal health issues and culture.
- Reference letters – References should vouch for applicants’ ability to demonstrate effective life coping skills. Applicants must be free from alcohol and drug abuse for at least one year. Possible references include teachers, counsellors, clergy, employers, doctors, or community leaders i.e. Elders or council members.

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

PROGRAM OF STUDY

Year I
TERM I (SEPTEMBER – DECEMBER) INST. HRS. CR.
ENGL 111 Communications 45:0:0 3
HLST 100 Spiritual Foundations of Mental Health (spans 2 terms Fall/Winter) 60:0:0 2
MHST 100 Historical Foundations 30:0:0 2
MHST 101 Interpersonal Communications – Fostering Helping Relationships in Native Communities 30:15:0 3
MHST 102 Healthy Living – Promoting Mental Health in Native Communities 45:0:0 3
MHST 103 Human Growth and Development 45:0:0 3
MHST 104 Introduction to Field Placement 0:0:30 1

TERM II (JANUARY – APRIL)
HLST 100 Spiritual Foundations of Mental Health (cont’d) 45:0:0 3
MHST 120 Disease and Disorders – An Introduction to Mental Illness 30:15:0 3
MHST 121 Introduction to Pharmacology 45:0:0 3
MHST 122 Family Dynamics 30:0:0 2
MHST 123 Counselling and Interviewing Skills 45:0:0 3
MHST 125 Field Placement I 0:15:0:2 2
MHST 126 Aboriginal Cultural Integration I 0:15:0:1 1

Year II
TERM III (SEPTEMBER – DECEMBER)
MHST 106 Supporting Healthy Families 45:0:0 3
MHST 201 Mental Health Assessment 45:0:0 3
MHST 202 Crisis Intervention Techniques 30:0:0 3
MHST 203 Violence and Abuse 45:0:0 3
MHST 205 Field Placement II 0:15:0:2 2
MHST 206 Aboriginal Cultural Integration II 0:15:0:1 1

TERM IV (JANUARY – APRIL)
MHST 124 Grief and Loss 30:15:0:3 3
MHST 204 Substance Abuse and Addictions 45:0:0 3
MHST 222 Community Development 30:0:0 2
MHST 223 Healing and Mental Health 30:0:0 2
MHST 224 Field Placement III 0:15:0:2 2
MHST 225 Aboriginal Cultural Integration III 0:15:0:1 1
RESIDENCY REQUIREMENT
At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

FACULTY AND STAFF
Ruth Suvee, MA, BSW
  Chair
Bev Verger
  Program Consultant
Gisele Wood, B.Ed
  Instructor
Diane Blackman, RSW
  Instructor
Ottawa Easingwood, D-CPC, MAC
  Instructor
Marty Landrie, BA, RPN
  Instructor
Carol Stevenson, BScN, OHNC, MSHA
  Instructor
Kathy McKinnon, BA Psych
  Instructor
Gloria Laird
  Instructor
Shirley Clement, BSW
  Instructor
Bonny Spencer, RSW
  Instructor
Debbie Coulter
  Instructor
Jeanette Todd, BSW
  Instructor

ELDERS
Christine Daniels
  Elder
Lorraine Sinclair
  Cultural Educator
Jerry Wood
  Elder
Michael Merrier
  Elder

ADVISORY COMMITTEE
Tanya Strom
  Alberta Alcohol and Drug Abuse Commission
Robert Lockhart
  School of Psychiatric Nursing
  Alberta Hospital Ponoka
Natalie LaChance
  Health Canada First Nations and
  Inuit Health Branch
Gloria Laird
  MaMomowe
Veronica Desabrais
  Program Alumni
Michael Yee
  Alberta Health
TBA
  Alberta Mental Health

CULTURAL/SPIRITUAL STEERING COMMITTEE
Debbie Coulter
Christine Daniels
Brian Fayant
Linda Ferguson
Sharla Tailfeathers

FOR FURTHER INFORMATION
Mental Health
Ruth Suvee, Chair
(780) 497-4134
Email: suveer@macewan.ca
or
Bev Verger, Program Consultant
(780) 497-4111
Fax: (780) 497-4098
Email: vergerb@macewan.ca

TO APPLY
The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140
INTRODUCTION
The level of skill, training and musical literacy required of musicians in current contemporary and commercial music is high and constantly rising. This two-year diploma program is designed to provide students the opportunity to acquire world-class academic and performance training in jazz, rock and pop, and to gain the tools with which they can continually improve their abilities, with a view to a career in music or music-related employment.

CAREER POTENTIAL
Graduates of MacEwan’s Music Program may choose from a wide range of careers in the music industry such as performers (instrumentalists and vocalists), accompanists, arrangers, composers, record producers and distributors, writers, copyists, teachers and sound technicians.

TRANSFERABILITY
Many students further their education at prominent universities elsewhere in Canada, the U.S. and abroad. The program has arranged formal transfer with McGill in Montreal, Université Laval, the University of Toronto, St. Francis Xavier in Nova Scotia, Berklee College of Music in Boston, Liverpool Institute for the Performing Arts, the University of Lethbridge, and Athabasca University. There is also formal transferability to the University of Alberta in both the Faculty of Music and the Faculty of Secondary Music Education.

THE PROGRAM
The course of study comprises an initial core year (two terms) of individual instrumental or vocal lessons, participation in small and large groups — including the jazz bands, jazz choir, guitar and showcase bands, percussion ensemble, Dixie band and jazz combo — improvisation, ear training, studies in musical literature and style, theory, and related performance experiences.

After successful completion of the core year, students may apply to major during the second year in composition, performance or recording arts, or to pursue a more comprehensive program of studies.

Courses offered in these majors include those related specifically to the chosen discipline, as well as professionalism, music technology and relevant performance opportunities. Students may also elect to take a combined Music and Arts and Cultural Management program of study.

ADMISSION

REGULAR ADMISSION
Applicants must present an Alberta high school diploma (or equivalent) by the start of the intake term.

MATURE ADMISSION
Applicants must be at least 18 years of age and out of high school for at least one year by the beginning of the intake term.

SKILLS APPRAISAL
All admission categories
• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.
  Applicants must present English 30-1 (or English 30) with a minimum final grade of 50 per cent or complete the Skills Appraisal.
  Writing: Applicants must successfully complete the writing portion and be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of D.
  Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of D. Placement at READ 0089 will be recommended
  Math: Not applicable.

ENGLISH LANGUAGE PROFICIENCY
All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
All admission categories
All applicants must provide or complete the following:
• Written theory exam
• Written ear training exam
• Audition

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

PROGRAM OF STUDY

Year I
<table>
<thead>
<tr>
<th>TERM I (SEPTEMBER – DECEMBER)</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 101 Theory I</td>
<td>30:0:0 2</td>
</tr>
<tr>
<td>MUSC 111 Ear Training I</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>MUSC 121 Literature and Style I</td>
<td>30:0:0 2</td>
</tr>
<tr>
<td>MUSC 131 Principal Instrument I</td>
<td>0:0:0:5 3</td>
</tr>
<tr>
<td>MUSC 141 Ensemble I</td>
<td>30:45:0 3</td>
</tr>
<tr>
<td>ENGL 101 Critical Reading and Writing*</td>
<td>90:0:0 6</td>
</tr>
<tr>
<td>ENGL 111 Communications*</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>Elective (non-music)</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>*If student has ENGL 101 and/or ENGL 111, he or she may take a non-music elective.</td>
<td></td>
</tr>
</tbody>
</table>
## TERM II (JANUARY – APRIL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 102</td>
<td>Theory II</td>
<td>3.0:0:0</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 112</td>
<td>Ear Training II</td>
<td>4.5:0:0</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 122</td>
<td>Literature and Style II</td>
<td>3.0:0:0</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 132</td>
<td>Principal Instrument II</td>
<td>0.10:5.0</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 142</td>
<td>Ensemble II</td>
<td>3.0:45:0</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 198</td>
<td>Improvisation I</td>
<td>0.15:0:0</td>
<td>0</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Critical Reading and Writing (cont’d)</td>
<td>45:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Contact hours may vary in MUSC 141, 142, 243, 244. For more information, contact the Music Chair. Successful completion of all first-year courses is required for admission to the second year of study.

### Year II

#### Composition Major
For students who desire a well-rounded musical education with an emphasis on writing.

#### Recording Arts Major
For students who wish to pursue a career in the recording industry.

## TERM III (SEPTEMBER – DECEMBER)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 245</td>
<td>General Ensemble III</td>
<td>0.30:0:0</td>
<td>3</td>
</tr>
<tr>
<td>or MUSC 261</td>
<td>Music Technology I</td>
<td>3.0:15:0</td>
<td>3</td>
</tr>
<tr>
<td>or MUSC 207</td>
<td>Songwriting</td>
<td>3.0:15:0</td>
<td>3</td>
</tr>
<tr>
<td>or MUSC 203</td>
<td>Arranging I</td>
<td>15:30:0:0</td>
<td>3</td>
</tr>
<tr>
<td>or MUSC 205</td>
<td>Composition I</td>
<td>45:0:0:0</td>
<td>3</td>
</tr>
<tr>
<td>or MUSC 213</td>
<td>Ear Training III</td>
<td>45:0:0:0</td>
<td>3</td>
</tr>
<tr>
<td>Elective (non-music)</td>
<td></td>
<td>45:0:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

#### TERM IV (JANUARY – APRIL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 246</td>
<td>General Ensemble IV</td>
<td>0.30:0:0</td>
<td>3</td>
</tr>
<tr>
<td>or MUSC 262</td>
<td>Music Technology II</td>
<td>3.0:15:0</td>
<td>3</td>
</tr>
<tr>
<td>or MUSC 208</td>
<td>Songwriting</td>
<td>3.0:15:0</td>
<td>3</td>
</tr>
<tr>
<td>or MUSC 204</td>
<td>Arranging II</td>
<td>15:30:0:0</td>
<td>3</td>
</tr>
<tr>
<td>or MUSC 206</td>
<td>Composition II</td>
<td>45:0:0:0</td>
<td>3</td>
</tr>
<tr>
<td>or MUSC 214</td>
<td>Ear Training IV</td>
<td>45:0:0:0</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 271</td>
<td>Professionalism</td>
<td>45:0:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

### Performance Major
This course of study is for students who want to focus on performance skills. A final recital is required.

#### TERM III (SEPTEMBER – DECEMBER)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 199</td>
<td>Improvisation II</td>
<td>0.15:0:0</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 203</td>
<td>Arranging I</td>
<td>15:30:0:0</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 213</td>
<td>Ear Training III</td>
<td>45:0:0:0</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 233</td>
<td>Principal Instrument III</td>
<td>0.10:5.0</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 243</td>
<td>Ensemble III</td>
<td>30:45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>Elective (non-music)</td>
<td></td>
<td>45:0:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

#### TERM IV (JANUARY – APRIL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 204</td>
<td>Arranging II</td>
<td>15:30:0:0</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 214</td>
<td>Ear Training IV</td>
<td>45:0:0:0</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 234</td>
<td>Principal Instrument IV</td>
<td>0.10:5.0</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 244</td>
<td>Ensemble IV</td>
<td>30:45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 271</td>
<td>Professionalism</td>
<td>45:0:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

### Comprehensive Major
For students interested in a more diverse program of studies.

#### TERM III (SEPTEMBER – DECEMBER)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 245</td>
<td>General Ensemble III</td>
<td>0.30:0:0</td>
<td>3</td>
</tr>
<tr>
<td>or MUSC 203</td>
<td>Arranging I</td>
<td>15:30:0:0</td>
<td>3</td>
</tr>
<tr>
<td>or MUSC 205</td>
<td>Composition I</td>
<td>45:0:0:0</td>
<td>3</td>
</tr>
<tr>
<td>or MUSC 213</td>
<td>Ear Training III</td>
<td>45:0:0:0</td>
<td>3</td>
</tr>
<tr>
<td>Elective (non-music)</td>
<td></td>
<td>45:0:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

#### TERM IV (JANUARY – APRIL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 246</td>
<td>General Ensemble IV</td>
<td>0.30:0:0</td>
<td>3</td>
</tr>
<tr>
<td>or MUSC 262</td>
<td>Music Technology II</td>
<td>3.0:15:0</td>
<td>3</td>
</tr>
<tr>
<td>or MUSC 208</td>
<td>Songwriting</td>
<td>3.0:15:0</td>
<td>3</td>
</tr>
<tr>
<td>or MUSC 204</td>
<td>Arranging II</td>
<td>15:30:0:0</td>
<td>3</td>
</tr>
<tr>
<td>or MUSC 206</td>
<td>Composition II</td>
<td>45:0:0:0</td>
<td>3</td>
</tr>
<tr>
<td>or MUSC 214</td>
<td>Ear Training IV</td>
<td>45:0:0:0</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 271</td>
<td>Professionalism</td>
<td>45:0:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

### Music Options
MacEwan Music Program students may produce a special project by drawing from a variety of Music Program courses and, by consent of the Chair, contract to undertake studies in those areas on a self-study or guided-study basis. They may register in one of the following courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 301</td>
<td>Special Project I</td>
<td>0.0:15:0</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 302</td>
<td>Special Project II</td>
<td>0.0:30:0</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 303</td>
<td>Special Project III</td>
<td>0.0:45:0</td>
<td>3</td>
</tr>
</tbody>
</table>

MacEwan Music Program students may audition for any of the following ensembles.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 190</td>
<td>Jazz Combo</td>
<td>0.22:5.0</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 191</td>
<td>Jazz Choir</td>
<td>0.30:0:0</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 192</td>
<td>Guitar Band</td>
<td>0.45:0:0</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 193</td>
<td>Showcase Band</td>
<td>0.30:0:0</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 194</td>
<td>Percussion Ensemble I</td>
<td>0.22:5.0</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 195</td>
<td>Jazz Band</td>
<td>0.67:5.0</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 196</td>
<td>Dixie Band</td>
<td>0.22:5.0</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 197</td>
<td>Percussion Ensemble II</td>
<td>0.45:0:0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Only full-time students admitted to the Music Program may register in MUSC courses (except MUSC 100).

### RESIDENCY REQUIREMENT
At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.
FACULTY AND STAFF
All members of the music faculty are professional musicians actively involved in the city's music scene as composers, arrangers, performers and producers.

Bob Gilligan, MEd (Victoria)
Chair

Charles Austin, MMusEd (Victoria)
Instructor

Raymond Baril, MMus (Northwestern)
Instructor

Robert Cairns
Instructor

Allan Gilliland, MMus (Alberta)
Instructor

Marcel Hamel, BMus (Berklee)
Instructional Assistant

An extensive part-time faculty of professional musicians is regularly on campus, including:

George Andrix, MMus (Illinois)
Instructor

Alix Bean-Sedmak
Instructor

Craig Brenan, MMus (New England Conservatory), PhD candidate (Alberta)
Instructor

Jeff Campbell, MMus (DePaul)
Instructor

Tom Gilroy
Instructor

Joel Gray, Music Performance Diploma (Grant MacEwan College)
Instructor

Torben Holm-Pedersen, Music Diploma (Grant MacEwan College)
Instructor

Wilf Kozub, BA (Alberta)
Instructor

Colin Lay, MA (Oxford)
Instructor

Mike Lent
Instructor

Janet Nichol, BMus (Alberta)
Instructor

Jamie Philip, Music Diploma (Grant MacEwan College)
Instructor

J. F. Picard, Diploma (College de Levis), Diploma (College Ahuntsic)
Instructor

Bill Richards, MMus (Saskatchewan), PhD (Western)
Instructor

Chandelle Rimmer, BMus (Berklee)
Instructor

Kent Sangster, MMus (Miami)
Instructor

Dan Skakun, MMus (NY)
Instructor

Dorothy Speers, MMus (Alberta)
Instructor

John Taylor, BMus (Alberta)
Instructor

Brian Thurgood, MEd (Victoria)
Instructor

Rhonda Withnell
Instructor

Sheril Woolgar, BEd (Alberta)
Instructor

ADVISORY COMMITTEE
Bill Dimmer
Musician/Administrator

Dr. Tom Dust
Associate Chair, Department of Secondary
Music Education
University of Alberta

Eric Filpula, Chair
Personnel Manager
Edmonton Symphony Orchestra

Scott Leithhead
Artistic Director

Garry McDonell
President
Damon Soundtrek Studios

Roy Townend
Band Director
Ross Sheppard Composite High School

FOR FURTHER INFORMATION
Carolyn Graber
(780) 497-4436
Email: graberc@macewan.ca
www.macewan.ca/music

TO APPLY
The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140

...
INTRODUCTION

Practising, graduate, or inactive nurse? Refresh your nursing knowledge and skills with Nurse Credentialling courses. Study from the comfort of your home with these valuable self-directed courses and tutorials.

Prepare for the Canadian Registered Nurse Examination with Nursing Refresher and Nursing Specialty courses.

Discover the home study advantage today.

CAREER POTENTIAL

Nursing Refresher graduates may apply to be Alberta registered nurses. Nursing Specialty students can apply for registration after successfully completing the Canadian Registered Nurse Examination. Graduate nurses are employed in hospitals and other health care agencies.

This program is available at various sites in Alberta as well as in British Columbia, Northwest Territories, Nova Scotia, New Brunswick, Prince Edward Island, and Newfoundland.

ADMISSION

Graduates of approved nursing schools are welcome to apply. Eligibility for admission will be verified with the Alberta Association of Registered Nurses (or appropriate professional jurisdiction).

If English upgrading is required by the AARN, this must be met prior to program admission.

APPLICATION PROCESS

Phone the Nurse Credentialling Program at Grant MacEwan College at (780) 497-5703 for an information package.

Submit the verification of eligibility form (from information package) to the Alberta Association of Registered Nurses (AARN) (or appropriate professional jurisdiction).

Call the Nurse Credentialling Program at Grant MacEwan College at (780) 497-5726 to register.

Nursing Refresher

Re-enter nursing or refresh your knowledge and nursing skills. If you’ve been away from nursing for five or more years, prepare for re-registration with these valuable refresher courses. Practicing nurse? Take advantage of this opportunity to advance your career. A self-paced program combines theory with clinical experience in approved health care agencies. Theory courses require 8 to 15 months of study and must be completed prior to clinical placement.

Clinical placements require approximately 20 eight-hour shifts or equivalent 12-hour shifts.

Nursing Refresher courses can provide valuable preparation for the Canadian Registered Nurse Examination.

PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>INST.</th>
<th>HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 331</td>
<td>Nursing Refresher Theory Part A 0:0:30 2</td>
</tr>
<tr>
<td>NURS 332</td>
<td>Nursing Refresher Theory Part B 0:0:75 5</td>
</tr>
<tr>
<td>NURS 333</td>
<td>Nursing Refresher Theory Part C 0:0:75 5</td>
</tr>
<tr>
<td>NURS 334</td>
<td>Clinical Nursing Skills 15:15:0 2</td>
</tr>
<tr>
<td>NURS 335</td>
<td>Nursing Refresher Clinical 0:0:160 3</td>
</tr>
</tbody>
</table>

Choice of one of the following:

<table>
<thead>
<tr>
<th>INST.</th>
<th>HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 304</td>
<td>Specific Study – Home Care Nursing 15:0:0 1</td>
</tr>
<tr>
<td>NURS 305</td>
<td>Specific Study – Mental Health Disorders 15:0:0 1</td>
</tr>
<tr>
<td>NURS 306</td>
<td>Specific Study – Nursing Care of the Childbearing Family 15:0:1 1</td>
</tr>
<tr>
<td>NURS 307</td>
<td>Specific Study – Oncology Nursing 15:0:1 1</td>
</tr>
<tr>
<td>NURS 308</td>
<td>Specific Study – Pediatric Nursing 15:0:1 1</td>
</tr>
<tr>
<td>NURS 311</td>
<td>Specific Study – Gerontological Nursing 15:0:1 1</td>
</tr>
<tr>
<td>NURS 312</td>
<td>Specific Study – Trauma 15:0:1 1</td>
</tr>
</tbody>
</table>

Nursing Specialty

Graduate nurse? Prepare for the Canadian Registered Nurse Examination. Directed self-study courses and tutorials prepare you to qualify for Alberta registration. Nursing Specialty courses are self-paced and can be completed within four months. They require a clinical experience.

PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>INST.</th>
<th>HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 322</td>
<td>Nursing Care of the Childbearing Family 90:0:90 9</td>
</tr>
<tr>
<td>NURS 323</td>
<td>Mental Health Nursing 90:0:90 9</td>
</tr>
<tr>
<td>NURS 324</td>
<td>Pediatric Nursing 90:0:90 9</td>
</tr>
</tbody>
</table>

FACULTY AND STAFF

Shirley Galenza, MEd, RN
Chair
Carol Maranchuk, BScN, RN
Instructor
Ursula Sinha, EdD, MSA, BScN
Instructor
Anne Briggs, BScN, RN
Instructor
Lori Savard, BScN, RN
Instructor
Ursula Hindle, BGS
Instructional Assistant

FOR FURTHER INFORMATION

Nurse Credentialling Program
(780) 497-5703

TO APPLY

The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140
INTRODUCTION
Learn and develop new skills and expertise at your own pace and in your own home with a self-directed and unique program for registered nurses. MacEwan sends you the materials and provides instructor support to allow you the best possible environment for learning. As well, practical clinical experiences are arranged on an individual basis. The program is offered by home-study, so you can maintain your personal and professional obligations while studying and learning at your own pace.

Occupational health nursing focuses on protecting workers from hazards in their work, promoting workers' health, preventing illness and injuries, and placing workers in jobs suited to their physical, mental, and psychosocial abilities. The occupational health nurse (OHN) works independently and as part of the occupational health and safety team. The team can include occupational physicians, occupational hygienists, safety professionals, ergonomists, psychologists, physiotherapists, and fitness experts. The OHN may also work alone using external consultants.

CAREER POTENTIAL
There is a broad spectrum of employment for a qualified OHN. Prospective places of employment include the manufacturing industry, the food processing industry, the petrochemical industry, the mining industry, healthcare agencies, government offices, and educational institutions. A number of workplaces in Alberta require an advanced first-aid certificate when recruiting occupational health nurses. This training is not included in the Occupational Health Nursing Program; however, you are encouraged to obtain it to increase your employability. A basic trauma life support course is recommended.

TRANSFERABILITY
For transfer credit, please consult the MacEwan calendar or the Alberta Transfer Guide.

THE PROGRAM
The scope of practice is broad and encompasses the application of theoretical principles in management, health assessment, health education, counselling, occupational hygiene, toxicology, program development, information management, primary care, emergency response, managed rehabilitation, and client advocacy through health promotion. All occupational health and safety activities are influenced by provincial and federal statutes, so a clear understanding of the required legislation is essential.

The program is offered through distance delivery. Materials are provided by mail or on-line. Instructor support is offered over the telephone. For the most part, course activities can be arranged in your own locale. The college prepares and provides course materials that direct students through theory and practice. A series of modules make up a course, along with other learning materials and activities: textbooks, videos, workshops, field placement, assignments, and examinations. Activities vary with each course. Access is readily available to instructors who assist students with course content. Additional resources can be arranged through Grant MacEwan College’s Learning Resources Centre (LRC). You have four years to complete the program, however, extensions may be granted under certain circumstances.

ADMISSION

REGULAR ADMISSION
Applicants to this program must be actively registered as a Registered Nurse in Canada or licensed as a Nurse in another country (with the same qualification to be eligible for registration in Alberta).

Applicants must have NURS 340 Health Assessment (or equivalent) with a minimum grade of C− (or equivalent).

MATURE ADMISSION
• Not applicable

SKILLS APPRAISAL
All admission categories
• Not applicable

ENGLISH LANGUAGE PROFICIENCY
All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
All admission categories
No requirements.

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.
### PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 107</td>
<td>Advanced Composition: Writing for Professionals</td>
<td></td>
</tr>
<tr>
<td>OCCH 300</td>
<td>Introduction to Occupational Health Nursing</td>
<td></td>
</tr>
<tr>
<td>OCCH 301</td>
<td>Occupational Environments</td>
<td></td>
</tr>
<tr>
<td>OCCH 302</td>
<td>Occupational Health Screening</td>
<td></td>
</tr>
<tr>
<td>OCCH 303</td>
<td>Field Visits in Occupational Health</td>
<td></td>
</tr>
<tr>
<td>OCCH 304</td>
<td>Occupational Health Program Development</td>
<td></td>
</tr>
<tr>
<td>OCCH 305</td>
<td>Managed Rehabilitation</td>
<td></td>
</tr>
<tr>
<td>OCCH 306</td>
<td>Trends and Issues in Occupational Health</td>
<td></td>
</tr>
<tr>
<td>OCCH 307</td>
<td>Occupational Toxicology</td>
<td></td>
</tr>
<tr>
<td>OCCH 308</td>
<td>Health Surveillance in the Workplace</td>
<td></td>
</tr>
<tr>
<td>OCCH 309</td>
<td>Field Project in Occupational Health</td>
<td></td>
</tr>
</tbody>
</table>

### RESIDENCY REQUIREMENT
At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

### FACULTY AND STAFF

- **Shirley Galenza, RN, M.Ed**
  Chair
- **Lynda Sallis, RN, OHNC**
  Instructional Assistant
- **Marilyn Romanyak**
  Secretary
- **Pat Bayliss, RN, COHN(c)**
  Instructor
- **Grace Bowditch, RN, COHN(c)**
  Instructor
- **Sharon Chadwick, RN, MSc, COHN(c)**
  Instructor
- **Bernice Doyle, RN, COHN(c)**
  Instructor
- **Janice Krushinsky, RN, OHNC**
  Instructor
- **Leah Milton, RN, OHNC**
  Instructor
- **Gail Ramsden, RN, OHNC**
  Instructor
- **Cindy Robinson, BSc**
  Instructor

### ADVISORY COMMITTEE

- **Piotr S. Baranowski**
  Director, Disability Management and Medical Services
  City of Edmonton
- **Grace Bowditch**
  Occupational Health Consultant
  Alberta Human Resources and Employment, Workplace Health and Safety
- **Sharon Chadwick**
  Past President, Canadian Occupational Health Nurses Association
- **Terry MacDonald**
  Alberta Occupational Health Nurses Association
- **Marjie Garner, Vice-chair**
  Consultant
  Garner Associates Ltd.
- **Della Gregoraschuk**
  Student Representative

### FOR FURTHER INFORMATION

Occupational Health Nursing Program
(780) 497-5701 or 1-800-661-6878

TO APPLY
The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140
OFFICE ASSISTANT

(School of Business)
www.macewan.ca/officeassist

INTRODUCTION
• Administrative Major
• Legal Major
• Medical Major

Fast track your career! This 10-month, comprehensive program can quickly move you into a rewarding career in office administration. This program offers three majors, so you can focus your future. The Administrative Major provides a wide range of skills covering all aspects of the office environment. The Medical Major provides core office skills combined with medical specific courses designed for work in the health services field. The Legal Major will give you a head start to a career as a legal secretary/assistant, and is transferable to MacEwan’s Legal Assistant diploma program. This program is highly respected by employers and offers fast-paced, hands-on training.

CAREER POTENTIAL
Graduates are in high demand as Alberta’s economy continues to flourish. The job placement rate in this program is near 100 per cent. Need experience to get a job? The field placement component of this program provides students with the experience employers look for. This career is also highly transferable to opportunities in human resources, office management, purchasing, customer service, call centre management, information management, and corporate training.

Becoming an office assistant is an excellent way to begin a lifetime of opportunities in a business environment.

TRANSFERABILITY
Administrative Major graduates can apply 30 credits at Athabasca University toward the Bachelor of Professional Arts Degree in Communication Studies. The Administrative Major offers 12 credits of advanced standing toward MacEwan’s Management Studies Certificate and 24 credits of advanced standing toward the Management Studies Diploma. Additional transfer options are available to Keyano College’s Office Administration second year diploma program, offered through E-campus Alberta. Legal Major graduates will have a first year block transfer (upon acceptance) to the Legal Assistant program at Grant MacEwan College.

Other transfer arrangements are under review.

THE PROGRAM
This program is offered full-time, beginning in September and ending with a two-week field placement in June. The program focuses on technology, keeping current with the latest in software and procedures as we consistently update our knowledge through our link with the business community.

A hands-on approach to learning and small class sizes enable students to develop and enhance skills necessary in today’s business world.

WHO SHOULD APPLY
Those wanting to work in a professional office environment should seriously consider the Office Assistant Program. It is well suited to those with an ability toward strong organizational skills, an interest in computers, a professional manner, and excellent verbal and written communication skills. Graduates are often required to work independently, so students who are mature and self-motivated often do exceptionally well. The program is ideal for those looking for opportunities for career growth who want to enter the workforce within a year.

ADMISSION

REGULAR ADMISSION
Applicants must present an Alberta high school diploma (or equivalent) by the start of the first term.

MATURE ADMISSION
Applicants must be at least 18 years of age AND out of high school for at least one year by the start of the first term.

SKILLS APPRAISAL
All admission categories
• Skills Appraisal outcomes for admission to this program must be completed before the start of the first term.

Applicants must present English 30-1 (or English 30) with a minimum final grade of 65 per cent OR English 30-2 (or English 33) with a minimum final grade of 75 per cent OR complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of D.

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of D.

Math: Not applicable.

ENGLISH LANGUAGE PROFICIENCY
All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
All admission categories
All applicants are required to achieve a placement at 30 words per minute within six errors on a five-minute keyboarding test.

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

Administrative Major
The Administrative Major provides students with the computer skills and business knowledge necessary to become an integral part of the changing business world. Graduates develop hands-on skills and are able to perform many complex office functions. Technology is an integral part of this program; students are trained with the latest software programs as they learn how to process and manage information efficiently.

CAREER POTENTIAL
Students can expect to work as office assistants, receptionists, administrative assistants, or secretaries in private companies, business and government offices, and non-profit associations.
### PROGRAM OF STUDY

#### Administrative Major

**TERM I**  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Inst. Hrs.</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 111</td>
<td>Communications</td>
<td>45:00</td>
<td>3</td>
</tr>
<tr>
<td>OALS 110</td>
<td>Administrative Office Procedures I</td>
<td>30:00</td>
<td>3</td>
</tr>
<tr>
<td>OALS 111</td>
<td>Office Technology I</td>
<td>45:15:0</td>
<td>3</td>
</tr>
<tr>
<td>OADM 112</td>
<td>Customer Communications and Service I</td>
<td>30:00</td>
<td>3</td>
</tr>
<tr>
<td>OADM 113</td>
<td>Document Formatting I</td>
<td>45:30:0</td>
<td>3</td>
</tr>
<tr>
<td>OADM 124</td>
<td>Office Math Applications</td>
<td>15:15:0</td>
<td>1</td>
</tr>
</tbody>
</table>

**TERM II**  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Inst. Hrs.</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 100</td>
<td>Introduction to Accounting and Computerized Accounting Applications</td>
<td>45:00</td>
<td>3</td>
</tr>
<tr>
<td>OALS 120</td>
<td>Office Procedures II</td>
<td>30:45:0</td>
<td>3</td>
</tr>
<tr>
<td>OALS 121</td>
<td>Office Technology II</td>
<td>45:30:0</td>
<td>3</td>
</tr>
<tr>
<td>OALS 127</td>
<td>Presentations and Web Pages</td>
<td>45:00</td>
<td>3</td>
</tr>
<tr>
<td>OADM 122</td>
<td>Customer Communications and Service II</td>
<td>45:00</td>
<td>3</td>
</tr>
<tr>
<td>OADM 123</td>
<td>Document Formatting II</td>
<td>45:30:0</td>
<td>3</td>
</tr>
</tbody>
</table>

**LEGAL MAJOR**

- **LEGAL MAJOR**
  - The legal secretary/assistant in today's competitive market must be adept with technology, understand procedures in a law office, have a basic knowledge of law, and be able to work within time limits. Graduates of the Legal Major are prepared to work in a very challenging, rewarding profession.
  
- **CAREER POTENTIAL**
  - Graduates work as legal secretaries, transcriptionists or word processing operators in law offices, legal departments of government or private industry, or in general business offices.

### PROGRAM OF STUDY

#### Medical Major

**TERM I**  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Inst. Hrs.</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 111</td>
<td>Communications</td>
<td>45:00</td>
<td>3</td>
</tr>
<tr>
<td>OAMS 110</td>
<td>Medical Office Procedures I</td>
<td>45:30:0</td>
<td>3</td>
</tr>
<tr>
<td>OAMS 111</td>
<td>Office Technology and Skill Development I</td>
<td>45:30:0</td>
<td>3</td>
</tr>
<tr>
<td>OAMS 113</td>
<td>Medical Terminology</td>
<td>45:00</td>
<td>3</td>
</tr>
<tr>
<td>OAMS 114</td>
<td>Pharmaceutical Terminology</td>
<td>45:00</td>
<td>3</td>
</tr>
<tr>
<td>OAMS 128</td>
<td>Office Math Applications and Basic Bookkeeping</td>
<td>15:30:0</td>
<td>2</td>
</tr>
</tbody>
</table>

**TERM II**  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Inst. Hrs.</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OAMS 112</td>
<td>Customer Communications and Service</td>
<td>30:30:0</td>
<td>3</td>
</tr>
<tr>
<td>OAMS 120</td>
<td>Medical Office Procedures II</td>
<td>30:30:0</td>
<td>3</td>
</tr>
<tr>
<td>OAMS 121</td>
<td>Office Technology and Skill Development II</td>
<td>45:30:0</td>
<td>3</td>
</tr>
<tr>
<td>OAMS 123</td>
<td>Medical Terminology II</td>
<td>45:00</td>
<td>3</td>
</tr>
<tr>
<td>OAMS 126</td>
<td>Medical Machine Transcription</td>
<td>30:30:0</td>
<td>3</td>
</tr>
<tr>
<td>OAMS 127</td>
<td>Unit Clerk</td>
<td>15:30:0</td>
<td>2</td>
</tr>
</tbody>
</table>

**TERM III**  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Inst. Hrs.</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OAMS 130</td>
<td>Medical Office Procedures III</td>
<td>30:45:0</td>
<td>3</td>
</tr>
<tr>
<td>OAMS 134</td>
<td>Medical Office Applications</td>
<td>45:00</td>
<td>3</td>
</tr>
</tbody>
</table>

**MEDICAL MAJOR**

- **MEDICAL MAJOR**
  - The Medical Major provides students with the computer and medical software skills necessary for today's business environment. Add to that a solid foundation in medical terminology, transcription, medical office procedures, and patient charting. By graduation, students are prepared for a variety of positions in virtually any health-care environment.
  
- **CAREER POTENTIAL**
  - Graduates work as unit clerks, medical receptionists, secretaries and transcriptionists in medical offices, clinics, hospitals, and government agencies.

### PROGRAM OF STUDY

#### Legal Major

**TERM I**  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Inst. Hrs.</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 111</td>
<td>Communications</td>
<td>45:00</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 100</td>
<td>Introduction to Law I</td>
<td>45:00</td>
<td>3</td>
</tr>
<tr>
<td>OADM 113</td>
<td>Document Formatting I</td>
<td>45:30:0</td>
<td>3</td>
</tr>
<tr>
<td>OALS 110</td>
<td>Legal Office Procedures I</td>
<td>30:45:0</td>
<td>3</td>
</tr>
<tr>
<td>OALS 111</td>
<td>Word Processing</td>
<td>45:15:0</td>
<td>3</td>
</tr>
<tr>
<td>OALS 115</td>
<td>Corporate Procedures in the Law Office</td>
<td>45:00</td>
<td>3</td>
</tr>
</tbody>
</table>

**TERM II**  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Inst. Hrs.</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEGL 104</td>
<td>Introduction to Law II</td>
<td>30:30:0</td>
<td>3</td>
</tr>
<tr>
<td>OALS 112</td>
<td>Customer Communications and Service</td>
<td>30:30:0</td>
<td>3</td>
</tr>
<tr>
<td>OALS 120</td>
<td>Legal Office Procedures II</td>
<td>30:30:0</td>
<td>3</td>
</tr>
<tr>
<td>OALS 121</td>
<td>Integrated Office Applications</td>
<td>45:30:0</td>
<td>3</td>
</tr>
<tr>
<td>OALS 123</td>
<td>Legal Research and Technology</td>
<td>45:30:0</td>
<td>3</td>
</tr>
<tr>
<td>OADM 124</td>
<td>Office Math Applications</td>
<td>15:15:0</td>
<td>1</td>
</tr>
</tbody>
</table>

**LEGAL MAJOR**

- **LEGAL MAJOR**
  - The legal secretary/assistant in today's competitive market must be adept with technology, understand procedures in a law office, have a basic knowledge of law, and be able to work within time limits. Graduates of the Legal Major are prepared to work in a very challenging, rewarding profession.
  
- **CAREER POTENTIAL**
  - Graduates work as legal secretaries, transcriptionists or word processing operators in law offices, legal departments of government or private industry, or in general business offices.

### FOR FURTHER INFORMATION

Office Assistant Program  
(780) 497-4752  
Email: office@macewan.ca  
www.macewan.ca/officeassist

TO APPLY  
The Registrar  
Grant MacEwan College  
Box 1796, Edmonton, Alberta T5J 2P2  
(780) 497-5140
PALLIATIVE CARE

(Faculty of Health and Community Studies)
www.macewan.ca/palliative

INTRODUCTION
The Palliative Care Program at Grant MacEwan College is designed to provide professional health caregivers the necessary knowledge and skills for coordinating and providing quality care for the terminally ill in either an institutional or home care setting.

CAREER POTENTIAL
Health care professionals enrolled in this certificate program will build increased knowledge and skill in the physical, social, emotional, and spiritual domains of palliative care. Graduates of this program are either self-employed (independent practice) or employed in palliative care settings in institutions or home care settings.

TRANSFERABILITY
A block transfer of 9 credits toward a BN (post-RN degree) is available to Athabasca University.

THE PROGRAM
A 30-credit certificate, Palliative Care is available as either a full-time or part-time program. The distance delivery option allows you to further your education in the comfort of your own home, while still fulfilling your professional commitments. The program offers flexible study options that include online and print-based courses.

Students receive theoretical and practical training through print course materials or via the Internet. Materials and activities include textbooks, videos, assignments, and clinical components. Activities vary with each course. Instructors are available by telephone and email to assist students. MacEwan’s Learning Resource Centre (LRC) is also available by telephone for additional resources.

ADMISSION
REGULAR ADMISSION
Applicants to this program must present a degree or diploma in one of the following health related disciplines by the start of the first term: nursing, psychiatric nursing, psychology, social work, medicine, occupational therapy, physiotherapy, dietetics, pharmacy, rehabilitation, holistic health.

MATURE ADMISSION
• Not applicable

SKILLS APPRAISAL
All admission categories
• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.
• Not applicable.

ENGLISH LANGUAGE PROFICIENCY
All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
No requirements.

APPLICATION PROCESS
Please see page 11 for details on the application process.

To obtain a registration form or application, call (780) 497-4142.

Note: Students may take two of the certificate courses – providing they meet admission criteria – without applying to the program. To continue in the certificate program, they must apply.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>INST.</th>
<th>HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PACR 300</td>
<td>Introduction to Palliative Care</td>
<td>0.0:45</td>
</tr>
<tr>
<td>PACR 301</td>
<td>Common Physical Symptoms and Complications</td>
<td>0.0:60</td>
</tr>
<tr>
<td>PACR 302</td>
<td>Psychosocial and Spiritual Aspects of Care</td>
<td>0.0:45</td>
</tr>
<tr>
<td>PACR 303</td>
<td>Pain Assessment and Management</td>
<td>45.0:30</td>
</tr>
<tr>
<td>PACR 304</td>
<td>Grieving and Bereavement</td>
<td>0.0:45</td>
</tr>
<tr>
<td>PACR 305</td>
<td>Complementary Therapies</td>
<td>45.0:00</td>
</tr>
<tr>
<td>PACR 306</td>
<td>Trends and Issues in Palliative Care for Special Populations</td>
<td>45.0:30</td>
</tr>
</tbody>
</table>

*PACR 300 Introduction to Palliative Care is the prerequisite and must be your first course.

RESIDENCY REQUIREMENT
At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

FACULTY AND STAFF
Shirley Galenza, MEd, BScN, RN
Chair
Regan Lavoie
Program Consultant
Gail Couch, BScN
Instructor
Meredith Wild, MN, RN
Instructor

ADVISORY COMMITTEE
Dr. Doreen Oneschuk
Regional Palliative Care Program, Capital Health Authority
Penny Parker
Manager, Palliative Home Care, Capital Health Authority Northwest
Mahyn Carmichael
Student Representative
Janice Chobanuk
Manager, Edmonton General Continuing Care Centre (Hospice Unit)
Jan Niedermoser
Foothills, Tertiary Palliative Care and Oncology
Kate Squires
Manager, Palliative Care Norwood Extended Care
Gary Frank
Nurse Consultant, Foothills Medical Centre
Marie-Josee Paquin
Student Representative

FOR FURTHER INFORMATION
Palliative Care
(780) 497-4142
Email: lavoier3@macewan.ca

TO APPLY
The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140
POLICE AND SECURITY

(Faculty of Health and Community Studies)

www.macewan.ca/investigations
www.macewan.ca/police

INTRODUCTION
Investigate which of the two-year diploma programs offered through the Police and Security Program will prepare you for the career of your choice!

Investigations and Security Management Studies is designed for those individuals seeking careers across a variety of investigative and security positions such as corporate security practitioner, government investigator, and private investigator. Police Studies is designed for those individuals seeking careers with a formal police service. The Police and Security Program provides a liberal arts education aimed at developing well-rounded individuals who are leaders, self-starters and, effective decision makers, and who are capable of adapting to new environments and situations.

In addition to the specific course outcomes during the two-year diploma program, the students should acquire the ability to:

• conduct research
• deliver presentations
• apply critical-thinking skills
• demonstrate oral and written communication skills
• apply problem-solving skills
• work in teams
• recognize gender and cultural issues
• adhere to professional ethics
• identify global issues.

Investigations and Security Management Studies
Professionals need to be where expertise and technology meet intuition. The investigations and security professions are some of the most rapidly expanding career fields in Canada today! A wide variety of career opportunities exist in the public and private sectors for graduates of this program.

To meet the emerging challenges and responsibilities of this growing profession, the two-year diploma program emphasizes the knowledge and skills necessary to develop and implement comprehensive security programs and to conduct investigations.

CAREER POTENTIAL
Investigations and Security Management Studies provides a foundation for individuals seeking positions as investigators or security operations and management professionals. Investigation and Security practitioners are found within a broad cross-section of public and private institutions and organizations. Some examples include investigators within federal, provincial, and municipal government departments, security consultants, and private investigators. Other related career options include emergency planners, customs and immigration officers, insurance investigators, and municipal bylaw enforcement officers.

TRANSFERABILITY
The Police and Security diploma is transferable to Athabasca University. The diploma provides the first two years towards the Bachelor of Professional Arts degree in Criminal Justice. The diploma is also transferable to the Bachelor of Applied Human Service Administration degree at Grant MacEwan College. The diploma provides graduates with up to 30 credits towards a bachelor’s degree through a block transfer agreement with the University of Alberta.

THE PROGRAM
The diploma program consists of 61 credits and can be completed through full-time day or part-time evening studies.

Full-Time Day Program
The full-time day program is completed over a two-year time period, with one intake in the fall term.

Part-Time Evening Program
Part-time evening studies can begin in the fall, winter, or spring/summer terms, subject to course offerings. Additional information on evening courses offered on a part-time basis is published in Focus on Part-Time Courses. We request that the students apply to the part-time evening program by the completion of their second program (PSSC) course.

ADMISSION

REGULAR ADMISSION
Applicants must present an Alberta high school diploma (or equivalent) by the start of the first term.

MATURE ADMISSION
Applicants must be at least 18 years of age AND out of high school for at least one year by the start of the first term.

SKILLS APPRAISAL
All admission categories
• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Applicants must present English 30-1 (or English 30) with a minimum final grade of 65 per cent OR English 30-2 (or English 33) with a minimum final grade of 75 per cent OR complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR complete any developmental work with a minimum grade of C–.

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of C–.

Math: Not applicable.

ENGLISH LANGUAGE PROFICIENCY
All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation.

Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
All admission categories
All applicants are required to complete a professional profile.

Accepted applicants are required to submit a clear criminal record check before the start of the first term.

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

Note: Once you apply to the Program, you have eight weeks from the date you apply to submit all the application criteria. You may be required to have an enhanced security screening completed. If this is required the student is responsible for any fees.
Due to the large number of applicants, acceptance to the program is a competitive process and the most qualified applicants are accepted.

**GPA TO GRADUATE**

2.0 or higher, as specified by the program.

**PROGRAM OF STUDY**

<table>
<thead>
<tr>
<th>Year</th>
<th>TERM I (SEPTEMBER – DECEMBER)</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 111</td>
<td>Communications</td>
<td>45.00</td>
</tr>
<tr>
<td>PSYC 104</td>
<td>Introductory Psychology</td>
<td>45.00</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>PSYC 100</td>
<td>Applied Introductory Psychology</td>
<td>45.00</td>
</tr>
<tr>
<td>PSSC 121</td>
<td>Law and the Administration of Justice</td>
<td>45.00</td>
</tr>
<tr>
<td>PSSC 132</td>
<td>Security Law</td>
<td>45.00</td>
</tr>
<tr>
<td>PSSC 151</td>
<td>Security Programs and Risk Management</td>
<td>45.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM II (JANUARY – APRIL)</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 211</td>
<td>Business Communications</td>
</tr>
<tr>
<td>PSSC 133</td>
<td>Legal Evidence in Security Investigations</td>
</tr>
<tr>
<td>PSSC 141</td>
<td>Interpersonal Skills</td>
</tr>
<tr>
<td>PSSC 252</td>
<td>Security Investigations I</td>
</tr>
<tr>
<td>SOCI 100</td>
<td>Introductory Sociology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM III (SEPTEMBER – DECEMBER)</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSSC 152</td>
<td>Loss Prevention Program Management</td>
</tr>
<tr>
<td>PSSC 212</td>
<td>Abnormal Behaviour and Crime</td>
</tr>
<tr>
<td>PSSC 242</td>
<td>Leadership Skills</td>
</tr>
<tr>
<td>PSSC 262</td>
<td>Integration Seminar</td>
</tr>
<tr>
<td>PSSC 272</td>
<td>Field Placement</td>
</tr>
<tr>
<td>SOCI 225</td>
<td>Criminology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM IV (JANUARY – APRIL)</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSSC 253</td>
<td>Security Investigations II</td>
</tr>
<tr>
<td>PSSC 263</td>
<td>Integration Seminar</td>
</tr>
<tr>
<td>PSSC 273</td>
<td>Field Placement</td>
</tr>
<tr>
<td>PSSC 293</td>
<td>Emergency Management</td>
</tr>
<tr>
<td>SOCI 321</td>
<td>Juvenile Delinquency</td>
</tr>
</tbody>
</table>

**RESIDENCY REQUIREMENT**

At least 30 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

**Police Studies**

With rapid societal change and evolving technology, there is a need for police officers dedicated to the community, dedicated to problem solving, and dedicated to making a difference. Policing in the 21st century requires a broad base of knowledge and skill. This challenging and rewarding two-year diploma program provides potential police officers with knowledge and skills in leadership techniques, policing, criminalistics, investigative techniques, criminology, law, psychology, sociology, and human relations.

**CAREER POTENTIAL**

Graduates from Police Studies may gain employment with the RCMP, municipal police services across Canada, the CN Police, and the Canadian Forces Military Police. Graduates must apply directly to a police service and meet its minimum standards.

**TRANSFERABILITY**

The Police and Security diploma is transferable to Athabasca University. The diploma provides the first two years towards the Bachelor of Professional Arts degree in Criminal Justice. The diploma is also transferable to the Bachelor of Applied Human Service Administration degree at Grant MacEwan College. The diploma provides graduates with up to 50 credits toward, a bachelor’s degree through a block transfer agreement with the University of Alberta.

**THE PROGRAM**

The program consists of 61 credits and can be completed through full-time day, 16 month intensive day program or part-time evening studies.

**Full-Time Day Program**

The full-time day program is completed over two years, with one intake in the fall term.

**16 Month Intensive Program**

This stream of the Police Studies Diploma, is completed over a continuous sixteen month period, with one intake in the fall term.

**Part-Time Evening Program**

Part-time evening studies can begin in the fall, winter, or spring/summer terms, subject to course offerings. Additional information on evening courses offered on a part-time basis is published in Focus on Part-time Courses. We request that the students apply to the part-time evening program by the completion of their second program (PSSC) course.

**SKILLS APPRAISAL**

All admission categories

- Skills Appraisal outcomes for admission to this program may be completed by the start of the first term.

Applicants must present English 30-0 (or English 30) with a minimum final grade of 65 per cent OR English 30-2 (or English 35) with a minimum final grade of 75 per cent OR complete the Skills Appraisal.

**Writing:** Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR complete any developmental work with a minimum grade of C–.

**Reading:** Applicants must successfully complete the reading portion OR complete any developmental work with a minimum grade of C–.

**Math:** Not applicable.

**ENGLISH LANGUAGE PROFICIENCY**

All admission categories

The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

**OTHER ADMISSION CRITERIA**

All admission categories

- Applicants are required to complete the following:
  - **Fitness test** – applicants must meet the minimum standard (rating of 1) for each fitness test component and achieve a total score of 16/40.
  - **Written professional and career profile document** – demonstrates understanding of the role of police officers in Canadian society, including a basic understanding of what this role includes: order maintenance, law enforcement and prevention, and the place of police in the criminal justice system. Knowledge of current issues facing policing personnel in Canada and awareness of career opportunities will be expected, as will good communication skills. Accepted applicants are required to present a clear criminal record check before the start of the first term.
APPLICATION PROCESS

Please see page 11 for details on the application process.

ACADEMIC STANDING

The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

Note: Once you apply to the Program, you have eight weeks from the date you apply to submit all the application criteria. You may be required to have an enhanced security screening completed. If this is required the student is responsible for any fees.

Due to the large number of applicants, acceptance to the program is a competitive process and the most qualified applicants are accepted.

GPA TO GRADUATE

2.0 or higher, as specified by the program.

PROGRAM OF STUDY

Year I

<table>
<thead>
<tr>
<th>TERM I (SEPTEMBER – DECEMBER)</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 111 Communications</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>PSSC 104 Introductory Psychology</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>PSSC 100 Applied Introductory Psychology</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>PSSC 112 Policing in Canada</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>PSSC 121 Law and the Administration of Justice</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>PSSC 122 Criminal Law</td>
<td>45:0:0 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM II (JANUARY – APRIL)</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 211 Business Communications</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>PSSC 102 Criminal Investigation</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>PSSC 123 Legal Evidence in Criminal Investigations</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>PSSC 141 Interpersonal Skills</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>SOCI 100 Introductory Sociology</td>
<td>45:0:0 3</td>
</tr>
</tbody>
</table>

Year II

<table>
<thead>
<tr>
<th>TERM III (SEPTEMBER – DECEMBER)</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSSC 203 Forensic Science</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>PSSC 212 Abnormal Behaviour and Crime</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>PSSC 242 Leadership Skills</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>PSSC 262 Integration Seminar</td>
<td>0:30:0 1</td>
</tr>
<tr>
<td>PSSC 272 Field Placement</td>
<td>0:0:240 4</td>
</tr>
<tr>
<td>SOCI 225 Criminology</td>
<td>45:0:0 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM IV (JANUARY – APRIL)</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSSC 204 Forensic Investigation</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>PSSC 265 Integration Seminar</td>
<td>0:30:0 1</td>
</tr>
<tr>
<td>PSSC 273 Field Placement</td>
<td>0:0:240 4</td>
</tr>
<tr>
<td>PSSC 283 Emergency Planning and Response</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>SOCI 321 Juvenile Delinquency</td>
<td>45:0:0 3</td>
</tr>
</tbody>
</table>

RESIDENCY REQUIREMENT

At least 30 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

FACULTY AND STAFF

David Patterson, LLB, BEd  
Chair
Project Supervisor

Terri Yaremko, BSc  
Instructional Assistant

Karen Adams, MEd  
Instructor

Art Becker, BA  
Instructor

Earl Beech  
Instructor

Bob Black, BA  
Instructor

Jill Gaston, MSc  
Instructor

Oceanna Hall, M.Ed, M.Div  
Instructor

Spence Hilton  
Instructor

Eileen Kapoor  
Program Secretary

Gary Morin, MHRD, CHRP  
Instructor

Kevin Quail  
Instructor

Tony Ratcliffe, MDE  
Instructor

Gary Rhodes, B.Ed.Sec  
Instructor

Joe Slemko  
Instructor

Rod Tkachuk, LLB  
Instructor

ADVISORY COMMITTEE

David Aitken  
Director
Enforcement Unit, Bylaw Services, City of Edmonton

Bruce Anderson  
Executive Director
Alberta Solicitor General, Public Security

Fanny Ho  
Supervisor of the Immigration Enforcement Unit, Edmonton International Airport

Curtis Clarke  
Program Coordinator
Criminal Justice, Athabasca University

Mike Derbyshire  
Inspector
Edmonton Police Service

FOR FURTHER INFORMATION

Police and Security Program
(780) 497-5186
Day program: investigations@macewan.ca  
police@macewan.ca
Evening program: investigationspartime@macewan.ca  
policeparttime@macewan.ca

TO APPLY

The Registrar  
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2  
(780) 497-5140
PSYCHIATRIC NURSING

(Faculty of Health and Community Studies)

www.macewan.ca/pyschnursing

INTRODUCTION

With widespread nursing shortages in both rural and urban areas, Registered Psychiatric Nurses (RPNs) are well positioned to play a significant role in meeting the demands for well qualified health professionals. Let MacEwan help you develop the foundation for a long and rewarding career as an RPN!

MacEwan’s diploma program in Psychiatric Nursing is an intense, two-year program that prepares graduates for a challenging career as an RPN. The program is delivered on site at Alberta Hospital Ponoka, approximately 100 kilometers south of Edmonton. Program graduates are eligible to write the provincial registration examination to become a Registered Psychiatric Nurse.

RPNs possess a comprehensive blend of knowledge, clinical and psychosocial skills, caring and empathy, problem solving, critical thinking skills, and the clinical judgment required to provide holistic, client-centered nursing care. They promote mental health and provide assistance and support to clients experiencing both mental and physical health problems and developmental disorders. RPNs are valued health care professionals within today’s complex multidisciplinary health care environment.

CAREER POTENTIAL

There’s no question — nursing professionals are in demand provincially, nationally and internationally. For three straight years 100 per cent of program graduates have found employment in a related field within six months of graduation. RPNs are employed in a wide range of settings including hospitals, acute and long term care facilities, a broad range of mental health care facilities, rehabilitation, residential and community-based treatment programs, education, administration, research, and private practice. They are also beginning to move into nursing positions traditionally limited to registered nurses. There are four regulatory bodies for RPNs in Canada, one in each of British Columbia, Alberta, Saskatchewan, and Manitoba, as well as in other countries. Psychiatric nurses employed in other provinces work in a variety of roles while maintaining registration with one of the four provincial regulatory bodies.

WHO SHOULD APPLY

This program is designed for dedicated individuals who are seeking a challenging career in the health care field. They have researched a variety of careers and becoming a Registered Psychiatric Nurse remains at the top of their list!

TRANSFERABILITY

Program graduates may choose to pursue a degree in Mental Health or Nursing. The program is designed to maximize transfer credit applicable to a baccalaureate degree.

THE PROGRAM

The program offers small class sizes, well qualified faculty, diversity in teaching strategies, and a warm supportive learning environment. The curriculum provides extensive theory, building on concepts from the discipline and practice of nursing and psychiatric nursing, as well as from the physical, biological, medical and social sciences, and the humanities. Clinical placements are strategically positioned throughout the program. The program concludes with an extended clinical practice course that facilitates consolidation of learning and sets a solid foundation for a successful and fulfilling career in psychiatric nursing.

Health and Community Studies Interdisciplinary Conference

This professional development conference focuses on developing new skills, investigating current trends, and sharing of experiences by leaders in the health and community services professions. All students are expected to attend the conference, which is held annually in March. A special conference fee is assessed when registering in the nursing program. As stated in the calendar preface, the college “reserves the right to make any necessary changes in matters discussed herein including procedures, policies, calendar, curriculum, course content or emphasis, and costs, either to serve the best interests of the college, or because circumstances are beyond the college’s reasonable control.”

ADMISSION

Applicants are encouraged to apply and submit transcripts early. Limited space is available and not all applicants who are eligible may be admitted. When admission becomes competitive, academic performance is the primary criterion for admission. The academic profile required for a successful application varies between nursing programs, program sites and intake dates. Applicants should anticipate that admission is competitive.

REGULAR ADMISSION

Applicants must achieve a minimum overall average of 65 per cent in the following high school courses* with no course grade lower than 50 per cent:

1. English 30-1 (or English 30)
2. Biology 30
3. Chemistry 30 or Science 30
4. One of: Mathematics 30, Pure Mathematics 30, Mathematics 31, or Transitional Mathematics 101 (minimum grade of 75 per cent for Transitional Mathematics 101)
5. Group A, B or C subject

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

MATURE ADMISSION

Applicants who are 21 years of age or older by the start of the first term and do not qualify under Regular Admission may be admitted under Mature Admission. Applicants must achieve a minimum overall average of 65 per cent in the following high school courses* (or university-level post-secondary substitutions) with no course grade lower than 50 per cent:

1. English 30-1 (or English 30)
2. Biology 30
3. Chemistry 30 or Science 30
4. Group C subject

Applicants with nine or more university-level credits must also present a minimum 2.0 AGPA*** on a 4.0 scale.

*University-level post-secondary substitutions may be used for meeting of matriculation-level course requirements for Regular and Mature admission.

www.macewan.ca
TRANSFER ADMISSION
Applicants who have achieved a minimum 2.0 AGPA* on a 4.0 scale in 24 university transfer credits may apply under this category. Applicants must also have the requisite high school courses with no course grade lower than 50 per cent. (Equivalent university transfer course work may be evaluated instead if applicants have achieved at least a C−.) As program admission is competitive, applicants in this category must achieve an AGPA** which equates to the competitive average used for Regular and Mature admission.

PROBATIONARY ADMISSION
• Not applicable
Please note that:
• Applicants who have had a break in the continuity of their nursing program or who completed a portion of a nursing program through another institution may have additional course requirements to establish course currency and/or course equivalence.
• Applicants who have been required to withdraw more than once from any accredited post-secondary program or institution will not be considered for admission or readmission to the program.

**Admission Grade Point Average (AGPA)
AGPA is calculated on post-secondary course work completed in the most recent two terms of study if they contain a minimum of 24 credits of course work. If an applicant presents fewer than nine credits of post-secondary work, it will not be calculated for admission purposes. If these two terms contain less than 24 credits of course work, all work in the next most recent term(s) is included in the calculation until the minimum total of 24 credits of post-secondary course work is reached. 6-credit courses that span both the Fall and Winter terms are considered Winter courses and 6-credit courses that span both the Spring and Summer terms are considered Summer courses in these cases. For applicants who have attempted less than 24 credits of post-secondary work, the AGPA is based on all post-secondary credits attempted.

Note: Applicants who have an AGPA below 2.0 on the 4.0 scale, but have been out of school for at least three calendar years will be considered for admission by either the Regular or Mature Admission requirements. In this circumstance only, the AGPA is disregarded for admission purposes.

SKILLS APPRAISAL
All admission categories
• Not applicable

ENGLISH LANGUAGE PROFICIENCY
All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

Applicants to Psychiatric Nursing must meet university level requirements for English Language Proficiency.

SPOKEN ENGLISH PROFICIENCY REQUIREMENTS
All admission categories
Applicants who speak English as a second language – regardless of citizenship – are required to submit official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. The following are accepted requirements as proof of Spoken English Proficiency:
• Six full years of education in English in Canada or the equivalent in another country where English is the principal language. Such education must include Alberta Grade 12, or equivalent level, and can combine secondary and post-secondary training.
• A sufficient grade achieved at an institution at which English is the primary language of instruction:
  • 80 per cent or better on the diploma examination portion (only) of Alberta English 30 or
  • 5.0 on the International Baccalaureate Higher Level English course
  • 5.0 on the Advanced Placement English (Language Composition: Literature and Composition) course or
  • B or better in ENGL 101 or transfer equivalent
• Graduation from a degree program offered by an accredited university at which English is the primary language of instruction and in a country where English is the principal language.
• A score of at least 50 on the Test of Spoken English (TSE)

OTHER ADMISSION CRITERIA
All applicants who enrolled in a nursing program within the last five years that was not completed are required to submit the following:
• A letter of reference from the program chair
Conditionally accepted applicants are required to submit the following:
• Health record indicating acceptable physical and emotional health status for applicants to undertake all program requirements and to meet the requirements of clinical agencies with regard to patient safety, to be completed by the start of the first term.
• Immunization record meeting provincial regulations for health care workers. The first in Hepatitis B series and all other immunizations must be completed by the intake date; full Hepatitis B series must be completed by six months from the program start date.
• Current CPR – Basic Rescuer Level (Level C) certificate completed by the start of the first term.
• Current Standard First Aid certificate completed by the start of the first term.
• Current clear security clearance check by the start of the first term.

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

PROGRAM PERFORMANCE STANDARDS
In order to assist students as early as possible to assess their ability to continue in the nursing program, the following policies are in effect:
• Students may be directed to the Learning Skills Centre for assessment and remedial work when a difficulty is perceived in theory courses. This direction is highly recommended to ensure successful continuation with the program.
• Students may be advised to meet with a counselor to review their career choices and expectations, if their behaviours do not exemplify the responsible and caring roles of a nurse.
PROGRAM OF STUDY

Preamble

Note 1: For courses spanning more than one term, a grade will be given in the term in which the content is completed.

Note 2: Within each year of the nursing program, nursing practice experiences will be provided in both community and institutional settings.

Note 3: Successful completion of Years I and II with a minimum cumulative grade point average of 2.0 is required for program completion and receipt of a Diploma in Psychiatric Nursing. A minimum grade of C– is required for course credit for ALL courses in the Psychiatric Nursing Program at Grant MacEwan College.

Note 4: Students are responsible for arranging their own transportation for required program activities. Any costs incurred for meals, travel and accommodation for program activities remain the responsibility of the student.

Note 5: All students are required to be fitted for an N95 mask as a prerequisite for clinical experiences, and will need to be refitted in accordance with health region requirements. All costs associated with these fittings are the student’s responsibility. Further details will be provided in advance of the first clinical course.

Note 6: A clear security clearance is required for program admission. In addition, students are responsible for obtaining current security clearance checks at intervals specified by clinical agencies and for making these available, upon request, to their field placement agency representative. Students must be able to satisfy agency requirements as a prerequisite for field placement experiences. Costs associated with obtaining security clearance checks are the responsibility of the program applicant/student.

Note 7: The Psychiatric Nursing curriculum is under review for 2006 – 2007. See program website for information as it becomes available.

Year I

TERM I

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 108</td>
<td>An Introduction to Language and Literature</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>NURS 101</td>
<td>Interpersonal Communications</td>
<td>30:30:0 3</td>
</tr>
<tr>
<td>NURS 102</td>
<td>Healthy Living</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>NURS 104</td>
<td>Health Assessment Within Nursing Practice</td>
<td>45:45:45 5</td>
</tr>
<tr>
<td>NURS 105</td>
<td>Anatomy</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>NURS 108</td>
<td>Elementary Physiology</td>
<td>90:0:6 6</td>
</tr>
<tr>
<td>PSYC 104</td>
<td>Introductory Psychology</td>
<td>45:0:0 3</td>
</tr>
</tbody>
</table>

TERM II

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMID 133</td>
<td>Medical Microbiology</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>NURS 106</td>
<td>Introduction to Nursing</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>NURS 107</td>
<td>Clinical Nursing Practice I</td>
<td>30:170 6</td>
</tr>
<tr>
<td>NURS 108</td>
<td>Elementary Physiology (cont’d)</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>PNRS 110</td>
<td>Psychiatric Nursing I</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>PSYC 105</td>
<td>Individual and Social Behaviour</td>
<td>45:0:0 3</td>
</tr>
</tbody>
</table>

TERM III

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PNRS 120</td>
<td>Psychiatric Nursing II</td>
<td>45:0:135 6</td>
</tr>
<tr>
<td>SOCI 100</td>
<td>Introductory Sociology</td>
<td>45:0:3 3</td>
</tr>
</tbody>
</table>

Year II

TERM IV

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 201</td>
<td>Teaching and Learning</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>NURS 202</td>
<td>Pathophysiology</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>NURS 213</td>
<td>Nursing Care of Individuals</td>
<td>60:0:0 4</td>
</tr>
<tr>
<td>SOCI 271</td>
<td>Introduction to the Family</td>
<td>45:0:3 3</td>
</tr>
<tr>
<td>or Senior Level Social Science Elective</td>
<td>45:0:3 3</td>
<td></td>
</tr>
</tbody>
</table>

TERM V

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 202</td>
<td>Pathophysiology (cont’d)</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>NURS 210</td>
<td>Nursing Trends, Ethics and Professional Responsibilities</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>NURS 213</td>
<td>Nursing Care of Individuals</td>
<td>60:0:0 4</td>
</tr>
<tr>
<td>PNRS 230</td>
<td>Psychiatric Nursing III</td>
<td>45:0:135 6</td>
</tr>
<tr>
<td>SOCI 271</td>
<td>Introduction to the Family</td>
<td>45:0:3 3</td>
</tr>
<tr>
<td>or Senior Level Social Science Elective</td>
<td>45:0:3 3</td>
<td></td>
</tr>
</tbody>
</table>

TERM VI

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PNRS 250</td>
<td>Psychiatric Nursing V</td>
<td>15:0:300 5</td>
</tr>
</tbody>
</table>

RESIDENCY REQUIREMENT

At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

FACULTY AND STAFF

Marian Anderson, MEd, RN
Chair, Psychiatric Nursing
Robert Lockart, MA, RPN, RN
Instructor/Ponoka Campus Coordinator
Andreas Becker
Instructor
Jennifer Bishop
Instructor
Laurel Diprose
Instructor
Marilyn Hofman
Instructor
Ken Kustiak
Instructor
Donna McDonald
Instructor
Maxine Morrow
Instructor
Christine Muise
Instructor
Charlotte Ohri
Instructor
Sue Palmer
Instructor
Brian Parker
Instructor
Ruth Pohl
Instructor
Paul Ramalingam
Instructor
Heather Scarlett-Ferguson
Instructor
Sandy Woodfin
Instructor
Corleen Farris
Project Assistant

FOR FURTHER INFORMATION AND APPLICATIONS

(780) 497-5700
Website: www.macewan.ca/psychnursing

TO APPLY

The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140
INTRODUCTION
The Public Relations Diploma is a unique opportunity for people with previous post-secondary education to ready themselves for an exciting new career in less than a year.

Public relations is a vibrant, dynamic field in the business environment, simply because organizations are being challenged by their audiences – clients, shareholders, employees – to do a better job of communicating.

New technology in communications has brought many new, exciting opportunities for organizations to communicate. But, these advances have also added to the clutter of messages that people receive each day. People are becoming much better at filtering out messages, and the role of the public relations practitioner is to help organizations send messages that their audiences want and need to receive.

Since its rebirth in 1995, MacEwan’s Public Relations Diploma has developed an excellent reputation with organizations looking for professional communicators – organizations ranging from small non-profits to huge conglomerates. Approximately 90 per cent of all graduates become fully employed in the public relations field within one year of graduation. The remainder either choose to continue academic pursuits or enter other fields of endeavor. In fact, the diploma has earned a reputation nation-wide for providing a solid entry-level foundation.

The reason for the program’s success is simple: a focus on training students to be functional, entry level practitioners the minute they leave the program. While theory receives the necessary attention to develop the students’ understanding of the “big picture” and the potential for growth, the priority goal of the program is to give students the tools and skills to make an immediate, positive contribution to their very first employer.

CAREER POTENTIAL
Graduates find employment in all levels of government, education and health-related organizations, professional associations, resource sectors, private companies, not-for-profit, media – just about any organization dedicated to strategic, timely and relevant communication with all its publics.

WHO SHOULD APPLY
This fast-paced Public Relations Program is well suited to students who thrive in a challenging environment. Critical thinking skills, problem solving ability, and creativity are all valuable assets. Group work is extensive and students must work effectively in a team setting. You should have excellent language skills and be prepared to excel in writing; applicants are required to pass a writing entrance exam before admission is granted.

TRANSFERABILITY
Graduates may apply the diploma to the third year of the Bachelor of Professional Arts (Communications Studies Major) Degree from Athabasca University. Graduates can also apply this diploma as 30 units of credit towards a Bachelor of Arts Degree at the University of Alberta. Mount Royal College in Calgary will grant advanced standing on a course-by-course basis.

THE PROGRAM
The full-time program begins in the fall and consists of 34 credits over three terms. Students are required to complete a two-month practicum in the spring term.

The program is also available on a part-time evening basis. Students are permitted to complete up to two courses on a casual/part-time basis, after which they are required to officially apply to the program.

ADMISSION

REGULAR ADMISSION
Applicants require 30 post-secondary credits, including a course in English, to apply to this program.

MATURE ADMISSION
• Not applicable

SKILLS APPRAISAL

All admission categories
• Not applicable

ENGLISH LANGUAGE PROFICIENCY

All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA

All admission categories
All applicants will be required to pass the program’s English entrance exam with a minimum grade of C (70 per cent) and to submit the following:
• resume
• career investigation report – this three page essay explains why applicants seek a career in public relations

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.
PROGRAM PERFORMANCE STANDARDS

The program operates in a business-like environment and enforces the following academic and professional standards:

• Students must successfully complete all first-term courses and prerequisite requirements in order to proceed to the second term.
• All program courses and requirements must be successfully completed before students embark on the practicum component.

To graduate, students must complete all program requirements with a GPA of 2.0 or greater.

PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>TERM III</th>
<th>INST. HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREL 230</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>PREL 231</td>
<td>30:30:0</td>
<td>3</td>
</tr>
<tr>
<td>PREL 233</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>PREL 234</td>
<td>30:30:0</td>
<td>3</td>
</tr>
<tr>
<td>PREL 243</td>
<td>30:0:0</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM IV</th>
<th>INST. HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREL 240</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>PREL 241</td>
<td>30:30:0</td>
<td>3</td>
</tr>
<tr>
<td>PREL 242</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>PREL 244</td>
<td>30:30:0</td>
<td>3</td>
</tr>
<tr>
<td>PREL 245</td>
<td>45:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM V</th>
<th>INST. HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREL 250</td>
<td>0:0:294</td>
<td>5</td>
</tr>
</tbody>
</table>

RESIDENCY REQUIREMENT

At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

FACULTY AND STAFF

Maureen Wagner, BA, MEd  
Chair

Murray Page, BA  
Instructor

Barbara Martin, BA  
Instructional Assistant

Jenny Clegg  
Program Secretary

ADVISORY COMMITTEE

David Dusome  
Museums Alberta

Sue Heuman  
Focus Communications

Catrin Owen  
Calder Bateman

Bob Robertson  
Design Consultant

Nancy Saul-Demers  
CPRS/Medium: Green Inc.

David Schneider  
City of Edmonton

Troy Underhill  
IABC/Grant MacEwan College

Dan Van Keeken  
Alberta Motor Association

FOR FURTHER INFORMATION

(780) 497-5389  
Email: martinb@macewan.ca  
Website: www.macewan.ca/pr

TO APPLY

The Registrar  
Grant MacEwan College  
Box 1796, Edmonton, Alberta T5J 2P2  
(780) 497-5140
INTRODUCTION
The Social Work Program at Grant MacEwan College is a university transfer program that has offered professional social work education for more than 30 years. The program is offered on a full-time basis over two years or on a part-time/evening basis over four years.

The evening program parallels the day program in terms of admission criteria and course/field placement requirements. Evening program students are eligible to apply to enter the day program after completing all first-year courses in the evening.

The program is highly regarded in the community for producing quality graduates and employment opportunities are excellent. Graduates will have solid academic qualifications and be ready to continue with further social work education.

The many strengths of the program include an innovative curriculum that integrates learning technologies, including e-learning, into the delivery of the program. There is a strong commitment to teaching excellence and the development of practical helping skills.

CAREER POTENTIAL
Graduates from the Social Work Program are eligible to become Registered Social Workers in Alberta. They may choose to work in a broad range of social work-related areas, including addictions agencies, inner-city organizations, immigrant settlement services, child protection, financial support settings, community development, and advocacy groups. More than 90 per cent of graduates from the Social Work Program are working in a relevant employment setting within six months of graduation.

TRANSFERABILITY
Social Work Program graduates can apply to continue their studies at the baccalaureate level. The Social Work program at Grant MacEwan College has a full transfer agreement with the University of Calgary. Transfer arrangements also exist with the University of Victoria (distance delivery) and other post-secondary institutions throughout western Canada.

THE PROGRAM
The Social Work Program welcomes students from a diverse cultural background and recognizes the wide range of life experience and cultural diversity that students bring to the classroom. Applicants will demonstrate a commitment to helping others through volunteer and/or work experience and relate to others in a compassionate, respectful, and non-judgmental way. They will demonstrate personal attributes of integrity and a value system compatible with the Social Work Code of Ethics.

The overall goal of the program is to graduate competent generalist social workers who understand the structural causes of social problems and who can practice in reflexive, non-oppressive ways. Graduates will develop political awareness and a structural and social justice approach to social issues and social change. They will be committed to concepts of equality and empowerment.

The curriculum consists of a blend of social work courses, arts and science electives, and field placement. Focus is placed on the theoretical foundations and practice knowledge relevant to becoming an effective social worker. Heavy emphasis is placed on developing critical thinking skills and enhancing personal awareness.

A central component of the Social Work Program at Grant MacEwan College is field placement. To help integrate learning, students are required to spend the equivalent of two days a week in a social services agency. Examples of field placement settings include Child and Family Services, income support programs, health and mental health services, addictions agencies, inner-city services, politicians' offices, youth agencies, seniors' facilities, and women's shelters.

Individuals who graduate from the Social Work Program have the basic entry competencies necessary to practice social work as outlined by the Alberta College of Social Workers.

ADMISSION
Applicants are encouraged to apply and submit transcripts early. Limited space is available and not all applicants who are eligible may be admitted. When admission becomes competitive, the applicant's academic performance, references, and personal/professional profile and resume are the primary criteria for admission. Applicants should anticipate that admission is competitive.

REGULAR ADMISSION
Applicants must present an Alberta high school diploma (or equivalent) AND be at least 19 years of age AND have completed English 30-1 (or English 30) with a minimum final grade of 50 per cent.

Applicants who present a final grade of at least 50% but less than 65% in English 30-1 (or English 30) must meet the Skills Appraisal requirements (see Skills Appraisal).

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

MATURE ADMISSION
Applicants must be at least 19 years of age AND out of full-time high school for one year or more AND have completed English 30-1 (or English 30) with a minimum final grade of 50 per cent.

Applicants who present a final grade of at least 50% but less than 65% in English 30-1 (or English 30) must meet the Skills Appraisal requirements (see Skills Appraisal).

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

TRANSFER ADMISSION
Applicants who have successfully completed a degree, applied degree or diploma must present a minimum 2.0 Admission Grade Point Average (AGPA)* on a 4.0 scale in the most recent terms of study. High school course work does not apply under this admission category.

*Admission Grade Point Average (AGPA)
• AGPA is calculated on post-secondary course work completed in the most recent two terms of study if they contain a minimum of 24 credits of course work. If an applicant presents fewer than nine credits of post-secondary work, it will not be calculated for admission purposes.
• If these two terms contain less than 24 credits of course work, all work in the next most recent term(s) is included in the calculation until the minimum total of 24 credits of post-secondary course work is reached. Six-credit courses that span both the Fall and Winter terms are considered Winter courses and six-credit courses that span both the Spring and Summer terms are considered Summer courses in these cases.

For applicants who have attempted less than 24 credits of post-secondary work, the AGPA is based on all post-secondary credits attempted.

SKILLS APPRAISAL
All admission categories
• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Applicants must present English 30 with a minimum final grade of 65 per cent OR ENGL 111 with a minimum grade of C– OR complete the Skills Appraisal (if applicable).
Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 101 OR must complete any developmental work with a minimum grade of C– and ENGL 111 with a minimum grade of C–.

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of C– and ENGL 111 with a minimum grade of C– and ENGL 112 with a minimum grade of C– and ENGL 117 with a minimum grade of C–.

Math: Not applicable.

ENGLISH LANGUAGE PROFICIENCY
All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
All admission categories
All applicants are required to complete the following:
• A minimum of 100 hours of relevant volunteer/work experience within the last two years
• Submission of personal/professional profile and resume
• Submission of three reference letters, two general and one from volunteer or work experience
• Applicants who have completed course work within a human services or health care program within the past five years must provide a letter of reference from the chair of that program.
Concurrently accepted applicants are required to present a current clear security clearance check and submit a clear (no fault) child welfare check by the start of the intake term.

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.
SPECIAL NEEDS EDUCATIONAL ASSISTANT

(Faculty of Health and Community Studies)

www.macewan.ca/specialneeds

INTRODUCTION
Are you interested in working as a member of an educational team to assist students in maximizing their learning potential? The implementation of inclusive educational policies for students with special needs in regular classrooms has created a need for trained educational assistants. The Special Needs Educational Assistant Certificate Program prepares educational assistants to support the instructional, behavioural and social needs of students as set out by a teacher. During the one year certificate program, students should acquire the ability to:
- Integrate flexibility into daily practice by constructively dealing with and adapting to change
- Effectively manage time and prioritize work assignments
- Think critically and apply problem solving skills
- Adhere to professional ethics
- Contribute to the school community as a member of an interdisciplinary team
- Assist students with exceptionalities to actualize their learning and participate in school activities
- Assist students with behavioural difficulties to manage themselves productively in a learning environment
- Reinforce student learning in one-on-one and small group settings through the use of multiple strategies
- Observe and maintain anecdotal records to report student progress to teachers and other educational professionals
- Prepare and adapt instructional materials
- Take direction and follow through on it
- Conduct research to stay current
- Communicate effectively, both orally and in writing
- Establish goals and work towards these goals to maximize personal growth
- Be sensitive to diversity
- Integrate computers into the learning environment.

CAREER POTENTIAL
The demand for program graduates in the field is high. School districts prefer certified educational assistants and, based on the most recent survey, over 94 per cent of graduates have found work in the field. Educational assistants are employed in K to 12 public, separate, private, denominational, and charter schools, as well as post-secondary institutions as valuable members of educational teams.

TRANSFERABILITY
Advanced standing for post-secondary study or work experience in a related field will be considered on an individual basis.

Students have the option of taking university transfer courses to receive advanced standing in the Special Needs Educational Assistant Program. Those courses include:
- PSYC 104 for TAST 101 (It is recommended for students to follow PSYC 104 with PSY 105)
- ENGL 101 for ENGL 111
- EDIT 202 for TAST 108

Two, 3-credit courses from the Special Needs Educational Assistant Program are recognized as electives in the General Studies Program. Graduates of the program with a GPA of 2.0 or more qualify for application to university transfer programs.

THE PROGRAM
The Special Needs Educational Assistant Program prepares classroom support staff through in-class instruction and supervised practicums in a school setting.

Our program includes experiential learning as well as lectures to help you develop an understanding of child development and psychology; education curricula; specific special education techniques and strategies; and the role of the educational assistant in the education process and the use of computers in educational settings.

The acquisition of sound behaviour management techniques and certification in Behaviour De-Escalation and Safe Restraint for Educators© prepares you to effectively support students to manage their behaviour. Two field placements provide you with valuable supervised practical experience.

The program consists of 35 credits and is offered in full-time day, part-time evening, and distance (self-study) formats.

ADMISSION

REGULAR ADMISSION
Applicants must present an Alberta high school diploma (or equivalent)

MATURE ADMISSION
Applicants must be at least 19 years of age AND out of full time high school for at least two years by the start of the first term.

SKILLS APPRAISAL
All admission categories
- Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Applicants must present English 30-1 (or English 30) with a minimum final grade of 65 per cent OR English 30-2 (or English 33) with a minimum final grade of 75 per cent. OR complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of C.

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of C.

Math: Not applicable.

ENGLISH LANGUAGE PROFICIENCY

All admission categories

- Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Applicants must present English 30-1 (or English 30) with a minimum final grade of 55 per cent OR English 30-2 (or English 33) with a minimum final grade of 75 per cent. OR complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of C.

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of C.

Math: Not applicable.

OTHER ADMISSION CRITERIA

All admission categories

- Two reference letters relating to applicant’s work or study characteristics.
- Career Profile that demonstrates career exploration and self assessment of suitability for the career.
APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>TERM I</th>
<th>(SEPTEMBER – DECEMBER)</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 111 Communications</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>TAST 101 Child Development Throughout the School Years</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>TAST 103 Language Learning and Math Across the Curriculum</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>TAST 107 Working with Students with Exceptionalities-Level I</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>TAST 108 Technology Applications in Education</td>
<td>45:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM II</th>
<th>(JANUARY – APRIL)</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAST 100 Role and Responsibilities of the Educational Assistant</td>
<td>30:0:0</td>
<td>2</td>
</tr>
<tr>
<td>TAST 102 Effectively Managing Student Behaviour in Educational Settings</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>TAST 105 Effective Interpersonal Communication</td>
<td>30:0:0</td>
<td>2</td>
</tr>
<tr>
<td>TAST 117 Working with Students with Exceptionalities-Level II</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>TAST 118 Computers in Education and Adaptive Technology</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>TAST 109 Practicum I</td>
<td>0:0:60</td>
<td>1</td>
</tr>
<tr>
<td>TAST 110 Integration Seminar I</td>
<td>15:0:0</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM III</th>
<th>(MAY – JUNE)</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAST 114 Specialized Skills and Practice</td>
<td>30:0:0</td>
<td>2</td>
</tr>
<tr>
<td>TAST 119 Practicum II</td>
<td>0:0:120</td>
<td>2</td>
</tr>
<tr>
<td>TAST 120 Integration Seminar II</td>
<td>15:0:0</td>
<td>1</td>
</tr>
</tbody>
</table>

RESIDENCY REQUIREMENT
At last 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

FACULTY AND STAFF

Jan Sundmark, EdD, MEd, BEd
Chair
Bill Hanson
Technology Instructor
Faye Hood, MEd, BEd
Instructor
Merle Kennedy, PhD, MEd, BEd
Instructor
Theresa Pond, MEd, BEd
Instructor
Tim Weinkauf, MEd, BPE
Instructor
Kathleen Murphy
Secretary
Elizabeth Oakley
Outreach Program Consultant

ADVISORY COMMITTEE

Bob Bruce
Principal
Parkland School Division No. 70

Marie Fraser
ATA Representative, Teacher

Dr. Norm Yanitski
Associate Superintendent
Black Gold Regional Division No. 18

Lori Gruninger
Educational Assistant
Elk Island Catholic Separate Regional Division No. 4

Dr. Veronica Smith
Department of Educational Psychology
University of Alberta

Sandi Roberts
Project Leader
Alberta Learning, Alberta Children and Youth Initiative

Brenda Santner
Vice-Principal
Edmonton School Division No. 7

Dr. Linda Schnell
Principal
Black Gold Regional Division No. 18

Brian Andrais
Principal
Black Gold Regional Division No. 18

Bruce Kallal
Assistant Principal
Elk Island Catholic Separate Regional Division No. 41

FOR FURTHER INFORMATION
Special Needs Educational Assistant
(780) 497-5156

TO APPLY
The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140

Grant MacEwan College Calendar • www.macewan.ca
INTRODUCTION
Theatre Arts is demanding, exhausting, and rewarding. This intense two-year program helps you mold yourself into a true triple-treat performer through equal parts theatrical, musical and dance training. Theatre Arts at MacEwan is Western Canada’s only actor-training program with an emphasis in both musical theatre and drama.

The demands are great. Discipline and dedication are essential. Your first year is spent in the studio, mastering the basics of all three disciplines. In your second year the studio courses continue but you will also perform in major public productions, including two full-production musicals presented in MacEwan’s Haar Theatre. Theatre Arts also offers a series of professional seminars to enlighten you on the realities of a career in theatre.

Theatre Arts at MacEwan is the professional actor-training program.

CAREER POTENTIAL
Tenacity, training, and talent – a professional actor needs all these and more – and MacEwan’s Theatre Arts Program gives you a great start. Many of our graduates are working in theatres, dinner theatres, TV and film, and even cruise ship entertainment throughout Canada and the U.S., while others have continued their studies in acting, directing, or writing.

ADMISSION

REGULAR ADMISSION
Applicants must present an Alberta high school diploma (or equivalent) by the start of the first term.

MATURE ADMISSION
Applicants must be at least 18 years of age AND out of high school for one year or more by the start of the first term.

SUFFIX APPRAISAL
All admission categories
- Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.
- Applicants must present English 30-1 (or English 30) with a minimum final grade of 65 per cent OR complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of D.

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of D.

ENGLISH LANGUAGE PROFICIENCY
All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
All admission categories
All applicants are required to audition and to take a music theory and ear training test. Jurors will look for singing, dancing, and acting ability.

Note: if necessary, preference will be based on experience and potential as demonstrated in the audition.

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

PROGRAM OF STUDY

Year I

TERM I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Inst. Hrs.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>THAR 101</td>
<td>Acting Skills I</td>
<td>0:90:0</td>
<td>3</td>
</tr>
<tr>
<td>THAR 102</td>
<td>Vocal Music I</td>
<td>0:37.5:0</td>
<td>1</td>
</tr>
<tr>
<td>THAR 103</td>
<td>Introduction to Theatre</td>
<td>0:12:7.5</td>
<td>1</td>
</tr>
<tr>
<td>THAR 110</td>
<td>Dance Skills I</td>
<td>0:112:0</td>
<td>3</td>
</tr>
<tr>
<td>THAR 120</td>
<td>Music Theory for Music Theatre I</td>
<td>30:0:0</td>
<td>2</td>
</tr>
<tr>
<td>THAR 130</td>
<td>Ear Training for Music Theatre I</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 111</td>
<td>Communications</td>
<td>45:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

TERM II

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Inst. Hrs.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>THAR 109</td>
<td>Performer’s Lab</td>
<td>0:90:0</td>
<td>3</td>
</tr>
<tr>
<td>THAR 115</td>
<td>Voice for the Stage</td>
<td>0:30:0</td>
<td>1</td>
</tr>
<tr>
<td>THAR 121</td>
<td>Music Theory for Music Theatre II</td>
<td>30:0:0</td>
<td>2</td>
</tr>
<tr>
<td>THAR 131</td>
<td>Ear Training for Music Theatre I</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>THAR 151</td>
<td>Acting Skills II</td>
<td>0:90:0</td>
<td>3</td>
</tr>
<tr>
<td>THAR 152</td>
<td>Vocal Music II</td>
<td>0:127.5:0</td>
<td>1</td>
</tr>
<tr>
<td>THAR 153</td>
<td>Play Analysis</td>
<td>0:45:0</td>
<td>3</td>
</tr>
<tr>
<td>THAR 160</td>
<td>Dance Skills II</td>
<td>0:112:0</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>45:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

Year II

TERM III

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Inst. Hrs.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>THAR 201</td>
<td>Acting Skills III</td>
<td>0:90:0</td>
<td>3</td>
</tr>
<tr>
<td>THAR 202</td>
<td>Vocal Music III</td>
<td>0:30:9</td>
<td>1</td>
</tr>
<tr>
<td>THAR 206</td>
<td>Performance I</td>
<td>0:112:2</td>
<td>2</td>
</tr>
<tr>
<td>THAR 215</td>
<td>Voice and Diction I</td>
<td>0:30:0</td>
<td>1</td>
</tr>
<tr>
<td>THAR 250</td>
<td>Dance Skills III</td>
<td>0:135:0</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>45:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

TERM IV

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Inst. Hrs.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>THAR 216</td>
<td>Voice and Diction II</td>
<td>0:30:0</td>
<td>1</td>
</tr>
<tr>
<td>THAR 251</td>
<td>Acting Skills IV</td>
<td>0:90:0</td>
<td>3</td>
</tr>
<tr>
<td>THAR 252</td>
<td>Vocal Music IV</td>
<td>0:30:9</td>
<td>1</td>
</tr>
<tr>
<td>THAR 256</td>
<td>Performance II</td>
<td>0:112.5:2</td>
<td>2</td>
</tr>
<tr>
<td>THAR 260</td>
<td>Dance Skills IV</td>
<td>0:135:0</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>45:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

*Only full-time students admitted to the Theatre Arts program may register in THAR courses.

Grant MacEwan College Calendar • www.macewan.ca
RESIDENCY REQUIREMENT

At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

FACULTY AND STAFF

Tim Ryan, MA (London)
Chair
Instructor: Acting, Performer’s Lab
Director: Performance I and II

Lary Benson, BEd (Alberta)
Instructor: Voice/Singing

Ken Brown, MA (Alberta), Acting Diploma (National Theatre School)
Instructor: Acting

Laurie Fumagalli, MMus (Alberta)
Instructor: Music Theory, Ear Training

Cindy Kerr, Dance Diploma (Grant MacEwan College)
Instructor: Tap

Dave Horak, BFA Acting (Alberta)
Instructor: Movement

Janet Nichol, BMus (Alberta)
Instructor: Voice/Singing
Vocal Director, Performance I and II

Jacqueline O’Kell, Licentiate Member and Examiner (Imperial Society of Teachers of Dance), Licentiate (Merseyside Dance and Drama Centre), Associate (Merseyside Dance and Drama Centre)
Instructor: Jazz/Ballet

Doreen Piehl, MA (Alberta)
Instructor: Intro to Theatre, Play Analysis, Instructional Assistant to Theatre Arts

Jennifer Spencer, Theatre Arts Diploma (Grant MacEwan College), Acting Diploma (National Theatre School)
Instructor: Voice for the Stage

Sheril Woolgar, BEd (Alberta)
Instructor: Voice/Singing

Janice Flower, Music Diploma (Grant MacEwan College)
Accompanist and Vocal Coach

Alana Broomfield
Secretary

ADVISORY COMMITTEE

Jocelyn Alhf
Actor and Artistic Director, Panties Productions

Cathy Derkach
Actor/musician

Greg Dowler-Colman
Head, Theatre Department, Victoria School of Performing and Visual Arts

Ron Jenkins
Artistic Director, Workshop West Theatre

Stewart Lemoine
Playwright/Director, Teatro la Quindicina

Paul Reich
Arts Development Consultant, Theatre and Dance, Alberta Community Development

Deborah Salmon
Voice Teacher

Maureen Tigner
Teacher, Dance Department, Victoria School of Performing and Visual Arts

FOR FURTHER INFORMATION

Theatre Arts
Doreen Piehl
(780) 497-4393
Email: piehld@macewan.ca
www.macewan.ca/theatrearts

TO APPLY

The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140

. . . . . . . . . .
THEATRE PRODUCTION

(centre for the Arts)
www.macewan.ca/production

INTRODUCTION
Start your exciting backstage career today with MacEwan’s practical two-year Theatre Production diploma program. Explore theatre history and apply your creative talents to lighting, prop making, stagecraft, set painting and more for professional theatre, film, TV and entertainment industries.

MacEwan’s resident music and theatre programs present an unequalled opportunity to gain wide-ranging experience as construction or running crew for many live productions.

MacEwan’s 340-seat John L. Haar Theatre is often rented out to visiting performing arts companies, which means you could be called on to provide production services for, and gain valuable exposure to, the professional arts community. Start your theatre production or entertainment technology career today.

CAREER POTENTIAL
Theatre Production students graduate with skills that create exciting employment opportunities in professional theatre, film, TV, cruise line conference and special event industries. Recent graduates have played key roles in making the magic happen at the Citadel Theatre, Winspear Centre, Alberta Theatre Projects, The Stratford Festival, Carnival Cruise Lines, Royal Winnipeg Ballet, Disney, Recall Place, and many other great organizations and venues.

ADMISSION

REGULAR ADMISSION
Applicants must present an Alberta high school diploma (or equivalent) by the start of the first term.

MATURE ADMISSION
Applicants must be at least 18 years of age AND out of high school for one year or more by the start of the first term.

SKILLS APPRAISAL
All admission categories
• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 0089 OR must complete any developmental work with a minimum grade of D.

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of D. Placement at READ 0089 will be recommended.

Math: Not applicable.

ENGLISH LANGUAGE PROFICIENCY
All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
All admission categories
Accepted applicants are required to complete Standard First Aid certification by the start of the first term.

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

PROGRAM OF STUDY

Year I
TERM I (SEPTEMBER – DECEMBER)
TPPR 101 Drafting and Model Making 15:30:0 2
TPPR 103 Introduction to Technical Theatre 15:00:0 1
TPPR 109 Practicum 0:60:0:30 3
TPPR 110 Audio I 15:30:0 2
TPPR 111 Footings 30:90:0 5
ENGL 111 Communications 45:00 3

TERM II (JANUARY – APRIL)
TPPR 101 Applied Theatre History 45:00:3
TPPR 104 Stagecraft I 15:30:0 2
TPPR 105 Lighting I 15:30:0 2
TPPR 106 Set Painting 15:30:0 2
TPPR 107 Introduction to Costumes 15:00:0 2
TPPR 108 Rigging 7:22:0 1
TPPR 129 Practicum 0:60:0:30 3
Elective 45:00:3

Year II
TERM III (SEPTEMBER – DECEMBER)
TPPR 203 Model Making 15:30:0 2
TPPR 204 Footings 30:90:0 5
TPPR 210 Audio I 15:30:0 2
TPPR 211 Prop Making I 15:30:0 2
TPPR 239 Practicum 0:60:0:60 3
Elective 45:00:3

PROGRAM OPTIONS – GROUP I*
TPPR 212 Prop Making I 15:30:0 2
TPPR 203 Management 30:0:0 2
TPPR 204 Model Making 15:30:0 2
TPPR 205 Stagecraft II 15:30:0 2
TPPR 206 Set Painting II 7:5:15:0 1
TPPR 215 Lighting II 15:30:0 2

TERM IV (JANUARY – APRIL)
TPPR 239 Practicum 0:60:0:60 3
Elective 45:00:3

PROGRAM OPTIONS – GROUP II*
TPPR 212 Prop Making I 15:30:0 2
TPPR 203 Management 30:0:0 2
TPPR 205 Stagecraft II 15:30:0 2
TPPR 206 Set Painting II 7:5:15:0 1
TPPR 215 Lighting II 15:30:0 2

*For terms III and IV, students will choose a minimum of 8 credits from Groups I and II.

RESIDENCY REQUIREMENT
At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.
FACULTY AND STAFF

Geoffrey George, BA (Brock), Diploma EET (NAIT), Diploma IE (NAIT), CET
Chair

Geoff Bacchus, Diploma Theatre Production (Grant MacEwan College)
Instructor

Marian Brant, Diploma Radio and Television Arts (NAIT)
Instructor

Greg Brown
Instructor

Deanna Finnman, Diploma Clothing Design (Form and Function Design Academy)
Instructor

Anne Gurney, National Diploma in Design, Modelling and Sculpture (Epsom and Ewell School of Art)
Instructor

George Griffiths
Instructor

John Madill, BFA (Alberta), Advanced Diploma Commercial Art (Vancouver School of Art), Diploma (4 year) Theatre Design (British Columbia)
Instructor

Wade Staples, Diploma Music Recording, Diploma Music Performance Arts, Diploma Theatre Production (Grant MacEwan College)
Instructor

ADVISORY COMMITTEE

Peter Locock
Freelance Stage Carpenter

Richard Sims
Production Manager
Edmonton Opera

Bill Heron
Technical Director
Citadel Theatre

Gary Meiklejohn
Owner
Production Lighting

Tim Williamson
Stage Manager
Jubilee Auditorium

Robert Rombough
Technical Director
Banff Centre

Vi Dobler
Head of Properties
University of Alberta

Patsy Thomas
Head of Wardrobe
Citadel Theatre

Michelle Dias
Head of Properties
Citadel Theatre

FOR FURTHER INFORMATION

Theatre Production
(780) 497-4409
Email: georgeg@macewan.ca
www.macewan.ca/production

TO APPLY

The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140
THERAPIST ASSISTANT

(Faculty of Health and Community Studies)

www.macewan.ca/therapist

THE PROGRAM

This is a two year, 60-credit diploma program.

There are two major programs of study within the two-year diploma Therapist Assistant Program. The Speech Language Pathologist Assistant major provides the theoretical knowledge, skill development and practical experience required to work as a Speech Language Pathologist Assistant (SLP Assistant). Language is crucial to learning, working and socializing. About 38,000 Albertans receive assessment or treatment for speech or language difficulties each year. The role of the Speech Language Pathologist Assistant includes carrying out treatment plans, observing and reporting patients’ responses, scheduling activities and maintaining equipment, all under the supervision of a Speech-Language Pathologist.

The Physical Therapist Assistant/Occupational Therapist Assistant major provides the theoretical knowledge, skill development and practical experience required to work as a Physical Therapist Assistant, an Occupational Therapist Assistant or in a combined role. Growing emphasis on “quality of life” has expanded the need for rehabilitation interventions related to movement and function. Increasing sophistication of therapeutic equipment and treatment techniques have resulted in a demand for trained therapist assistants.

Speech Language Pathologist Assistant Major

CAREER POTENTIAL

SLP Assistants support the implementation of treatment for communication disorders. They work primarily with children in early education settings and in schools. The graduate employment rate is 91 per cent.

WHO SHOULD APPLY

To succeed in this career, you should enjoy working with children. You should be patient, flexible, creative and a team player. The ability to communicate in English with clear pronunciation is a requirement of employment in this field.

TRANSFERABILITY

The Speech Language Pathologist Assistant major includes two university transfer courses – Psychology 104 and 105.

ADMISSION

Applicants are encouraged to apply and submit transcripts early. Limited space is available and not all applicants who are eligible may be admitted. When admission becomes competitive, academic performance is the primary criterion for admission.

REGULAR ADMISSION

Applicants must achieve a minimum overall average of 65 per cent in the following high school courses with no course grade lower than 50 per cent:
1. English 30-1 (or English 30) (or ENGL-111 with a minimum final grade of C–)
2. Social 30
3. Two Group A, B or C courses
4. One Group A, B, C or D course

MATURE ADMISSION

Applicants who are 18 years of age or older by the start of the first term and do not qualify under Regular Admission or Transfer Admission may be admitted under Mature Admission. Applicants must have been working in the field of speech language pathology or as a teacher assistant/special needs assistant for at least two years. Other requirements include achieving the following with a minimum 60 per cent average and no course grade lower than 50 per cent:
• English 30-1 (or English 30)
  (or ENGL-111 at C–)
• Social 30

TRANSFER ADMISSION

Applicants who have a minimum of 18 post-secondary credits must have achieved a minimum AGPA of 2.0 on a 4.0 scale. Applicants must also have the requisite high school courses with no course grade lower than 50 per cent. (Equivalent post-secondary course work may be evaluated instead if applicants have achieved at least a D.)

PROBATIONARY ADMISSION

• Not applicable

*Admission Grade Point Average (AGPA)

AGPA is calculated on post-secondary course work completed in the most recent two terms of study if they contain a minimum of 24 credits of course work. If an applicant presents fewer than nine credits of post-secondary work, it will not be calculated for admission purposes. If these two terms contain less than 24 credits of course work, all work in the next most recent term(s) is included in the calculation until the minimum total of 24 credits of post-secondary course work is reached. 6-credit courses that span both the Fall and Winter terms are considered Winter courses and 6-credit courses that span both the Spring and Summer terms are considered Summer courses in these cases. For applicants who have attempted less than 24 credits of post-secondary work, the AGPA is based on all post-secondary credits attempted.

SKILLS APPRAISAL

All admission categories

• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Applicants must present English 30-1 (or English 30) with a minimum final grade of 65 per cent OR English 30-2 (or English 33) with a minimum final grade of 75 per cent OR complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of D.

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of D.

Math: Not applicable.

ENGLISH LANGUAGE PROFICIENCY

All admission categories

The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.
OTHER ADMISSION CRITERIA
All admission categories
Accepted applicants are required to complete the following:
- Submission of a clear criminal record check to work with “Children and/or Vulnerable Persons (Adults and Children)” by the start of the first term
- Standard First Aid certification completed by the start of term three
- CPR Basic Rescuer Level C completed by the start of term three
- Immunization up-to-date by the start of term three

Note: The ability to communicate in English with clear pronunciation is a requirement of employment in this field.

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

PROGRAM OF STUDY
Speech Language Pathologist Assistant Diploma

Year I
TERM I (SEPTEMBER – DECEMBER) INST. HRS. CR.
ENGL 111 Communications 45.00 3
PSYC 104 Introductory Psychology 45.00 3
TAST 100 Role and Responsibilities of the Educational Assistant 30.00 2
THAS 101 Normal Development of Speech, Language and Literacy 45.00 3
THAS 102 Communication Disorders 60.00 4

TERM II (JANUARY – APRIL)
NURS 101 Interpersonal Communications 30.30 3
PSYC 105 Individual and Social Behaviour 45.00 3
THAS 114 Introduction to the Health and Education Fields 45.00 3
THAS 115 Lifespan Development 45.30 4
Elective 45.00 3

Year II
TERM III (SEPTEMBER – DECEMBER) INST. HRS. CR.
TAST 102 Effectively Managing Student Behaviour in Educational Settings 45.00 3
THAS 201 Therapeutic Interventions I: Articulation and Phonology 45.30 4
THAS 202 Therapeutic Interventions II: Introduction to Clinical Role and Skills 45.00 3
THAS 203 Field Placement I 0.0:295 5
THAS 205 Job Search 15.00 1

TERM IV (JANUARY – APRIL)
THAS 213 Therapeutic Interventions III: Language 45.30 4
THAS 214 Therapeutic Interventions IV: Special Populations 45.30 4
THAS 215 Field Placement II 0.0:295 5

Students may be required to go to out-of-town placements for fieldwork. Students may anticipate additional costs associated with these placements (e.g., travel, accommodations).

Physical Therapist Assistant/Occupational Therapist Assistant Major

CAREER POTENTIAL
PTAs/OTAs work in hospitals, long-term care facilities, sub-acute units, rehabilitation hospitals, mental health facilities, physical therapy clinics and home care. The graduate employment rate is 91 per cent.

WHO SHOULD APPLY
You should possess patience and flexibility. The ability to work with people who are under physical and emotional stress is required. Creativity, manual dexterity and an interest in fitness are assets, as is the ability to work in a team environment.

TRANSFERABILITY
The Physical Therapist Assistant/Occupational Therapist Assistant major includes two university transfer courses—Nursing, 105 and 108.

ADMISSION
Applications are encouraged to apply and submit transcripts early. Limited space is available and not all applicants who are eligible may be admitted. When admission becomes competitive, academic performance is the primary criterion for admission. The academic profile required for a successful application varies between nursing programs, program sites and intake dates. Applicants should anticipate that admission is competitive.

REGULAR ADMISSION
Applicants must achieve a minimum overall average of 65 per cent in the following high school courses with no course grade lower than 50 per cent:
1. English 30-1 (or English 30) (or ENGL-111 with a minimum final grade of C–)
2. Biology 30
3. Chemistry 30 or Science 30
4. One Group A, B or C course
5. One Group A, B, C or D course

MATURE ADMISSION
Applicants who are 18 years of age or older by the start of the first term and do not qualify under Regular Admission or Transfer Admission may be admitted under Mature Admission. Applicants must have been working in the field of physical or occupational therapy for at least two years. Other requirements include achieving the following with a minimum 60 per cent average and no course grade lower than 50 per cent:
- Biology 30
- Chemistry 30 or Science 30

TRANSFER ADMISSION
Applicants who have a minimum of 18 post-secondary credits must have achieved a minimum AGPA of 2.0 on a 4.0 scale. Applicants must also have the requisite high school courses with no course grade lower than 50 per cent. (Equivalent post-secondary course work may be evaluated instead if applicants have achieved at least a D.)
PROBATIONARY ADMISSION

• Not applicable

*Admission Grade Point Average (AGPA)

AGPA is calculated on post-secondary course work completed in the most recent two terms of study if they contain a minimum of 24 credits of course work. If an applicant presents fewer than nine credits of post-secondary work, it will not be calculated for admission purposes. If these two terms contain less than 24 credits of course work, all work in the next most recent term(s) is included in the calculation until the minimum total of 24 credits of post-secondary course work is reached. 6-credit courses that span both the Fall and Winter terms are considered Winter courses and 6-credit courses that span both the Spring and Summer terms are considered Summer courses in these cases. For applicants who have attempted less than 24 credits of post-secondary work, the AGPA is based on all post-secondary credits attempted.

SKILLS APPRAISAL

All admission categories

• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Applicants must present English 30-1 (or English 30) with a minimum final grade of 65 per cent OR English 30-2 (or English 33) with a minimum final grade of 75 per cent OR complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of D.

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of D.

Math: Not applicable.

ENGLISH LANGUAGE PROFICIENCY

All admission categories

The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA

Accepted applicants are required to complete the following:

• Submission of a clear criminal record check to work with “Children and/or Vulnerable Persons (Adults and Children)” by the start of the first term

• Standard First Aid certification completed by the start of term three

• CPR Basic Rescuer Level C completed by the start of term three

• Immunization up-to-date by the start of term three

APPLICATION PROCESS

Please see page 11 for details on the application process.

ACADEMIC STANDING

The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE

2.0 or higher, as specified by the program.

PROGRAM OF STUDY

Physical Therapist Assistant/Occupational Therapist Assistant Diploma

Year I

TERM I (SEPTEMBER – DECEMBER)

<table>
<thead>
<tr>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 111 Communication 45:0:0 3</td>
</tr>
<tr>
<td>NURS 105 Anatomy 45:0:0 3</td>
</tr>
<tr>
<td>NURS 108 Elementary Physiology 90:0:0 6</td>
</tr>
<tr>
<td>THAS 103 Pathology 30:0:0 2</td>
</tr>
</tbody>
</table>

TERM II (JANUARY – APRIL)

<table>
<thead>
<tr>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 101 Interpersonal Communications 30:30:0 3</td>
</tr>
<tr>
<td>THAS 114 Introduction to the Health and Education Fields 45:0:0 3</td>
</tr>
<tr>
<td>THAS 115 Lifespan Development 45:30:0 4</td>
</tr>
<tr>
<td>THAS 116 Functional Anatomy and Orthopedics 45:45:0 4</td>
</tr>
<tr>
<td>THAS 117 Principles and Techniques of Client Contact 30:45:0 3</td>
</tr>
</tbody>
</table>

Year II

TERM III (SEPTEMBER – DECEMBER)

<table>
<thead>
<tr>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>THAS 205 Job Search 15:0:0 1</td>
</tr>
<tr>
<td>THAS 208 Therapeutic Interventions in Physical Therapy 90:60:0 8</td>
</tr>
<tr>
<td>THAS 209 Therapeutic Interventions in Occupational Therapy 90:60:0 8</td>
</tr>
</tbody>
</table>

TERM IV (JANUARY – APRIL)

<table>
<thead>
<tr>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>THAS 210 Field Placement I 0:0:205 4</td>
</tr>
<tr>
<td>THAS 211 Field Placement II 0:0:205 4</td>
</tr>
<tr>
<td>THAS 212 Field Placement III 0:0:205 4</td>
</tr>
</tbody>
</table>

Students may be required to go to out-of-town placements for fieldwork. Students may anticipate additional costs associated with these placements (e.g., travel, accommodations).

RESIDENCY REQUIREMENT

At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

### Program of Study

**Physical Therapist Assistant/Occupational Therapist Assistant Diploma**

#### Year I

**TERM I (SEPTEMBER – DECEMBER)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 111</td>
<td>Communications</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>NURS 105</td>
<td>Anatomy</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>NURS 108</td>
<td>Elementary Physiology</td>
<td>90:0:0</td>
<td>6</td>
</tr>
<tr>
<td>THAS 103</td>
<td>Pathology</td>
<td>30:0:0</td>
<td>2</td>
</tr>
</tbody>
</table>

**TERM II (JANUARY – APRIL)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 101</td>
<td>Interpersonal Communications</td>
<td>30:30:0</td>
<td>3</td>
</tr>
<tr>
<td>THAS 114</td>
<td>Introduction to the Health and Education Fields</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>THAS 115</td>
<td>Lifespan Development</td>
<td>45:30:0</td>
<td>4</td>
</tr>
<tr>
<td>THAS 116</td>
<td>Functional Anatomy and Orthopedics</td>
<td>45:45:0</td>
<td>4</td>
</tr>
<tr>
<td>THAS 117</td>
<td>Principles and Techniques of Client Contact</td>
<td>30:45:0</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Year II

**TERM III (SEPTEMBER – DECEMBER)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THAS 205</td>
<td>Job Search</td>
<td>15:0:0</td>
<td>1</td>
</tr>
<tr>
<td>THAS 208</td>
<td>Therapeutic Interventions in Physical Therapy</td>
<td>90:60:0</td>
<td>8</td>
</tr>
<tr>
<td>THAS 209</td>
<td>Therapeutic Interventions in Occupational Therapy</td>
<td>90:60:0</td>
<td>8</td>
</tr>
</tbody>
</table>

**TERM IV (JANUARY – APRIL)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THAS 210</td>
<td>Field Placement I</td>
<td>0:0:205</td>
<td>4</td>
</tr>
<tr>
<td>THAS 211</td>
<td>Field Placement II</td>
<td>0:0:205</td>
<td>4</td>
</tr>
<tr>
<td>THAS 212</td>
<td>Field Placement III</td>
<td>0:0:205</td>
<td>4</td>
</tr>
</tbody>
</table>

Students may be required to go to out-of-town placements for fieldwork. Students may anticipate additional costs associated with these placements (e.g., travel, accommodations).

**RESIDENCY REQUIREMENT**

At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.
FACULTY AND STAFF

Brenda Heffernan, MHS, PT, Athabasca University
Chair

Joanne Perras
Program Consultant

Shirley Gerrish
Project Assistant

Carol Badach, BScPT, PT, University of Alberta
Instructor

Bob Carleton, Dip PTA, PTA, Grant MacEwan
College
Instructor

Jacqui Hunt, Dip PT, PT, University of Bath
Instructor

Linda Lazaruk, MOT, OT, University of Alberta
Instructor

Dolly Magee, RSc, PT, University of Alberta
Instructor

Jody Marshall, MEd, SLP, University of Alberta
Instructor

Sherry Mengering, MPT, PT, University of Alberta
Instructor

Cassie Prochnau, MOT, OT, University of Alberta
Instructor

ADVISORY COMMITTEE

Tracy Cameron
Occupational Therapist Assistant
Allan Gray Continuing Care Centre

Yvonne Collinson
Director of Community Support Services for
People with Disabilities
Alberta Community Development

Winne Diepeveen
Physical Therapist
Misericordia Hospital

Cathie Graves-Evans
Speech Language Pathologist
Trevor Miller School

Cynthia Johnson
Rehabilitation Clinical Specialist
Capital Care Norwood

Joan Loomis
Associate Dean
Faculty of Rehabilitation Medicine
University of Alberta

Bernadette Martin
Physical Therapy Professional Practice Leader
University of Alberta Hospital

Sandy Nickel
Executive Director
Alberta College of Speech Language
Pathologists and Audiologists

Elizabeth Taylor
Associate Professor
Department of Occupational Therapy
University of Alberta

Mary Watkins
Occupational Therapist
Leduc Extendicare

FOR FURTHER INFORMATION

Shirley Gerrish, Project Assistant
(780) 497-5098

TO APPLY

The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140
THE PROGRAM
Imagine guiding clients to their dream vacation, trekking with novice hikers through the Andes, coaching an expert diver through the biggest dive of her life. The Travel Program can bring you closer to your dream job. Let this one-year program be your ticket to a new career.

This program meets the highest Canadian standards for industry education. It is fast-paced and hands-on: you will work in computer labs with real reservation systems and software. Combine this with a one-month practicum at program’s end, and you are highly employable immediately upon graduation.

In just 13 months, you’ll learn the skills Canada’s travel industry demands most: communications, sales techniques, customer service and automation.

You’ll take an in-depth look at the world’s most important tourist destinations and learn what motivates travellers to visit them. You’ll also develop an understanding of the growing travel market and the technology used to document and sell North American and international travel.

A travel career – make it work for you!

CAREER POTENTIAL
Travel professionals are in high demand.

Opportunities abound in everything from adventure tours and leisure packages, to special-interest and incentive travel. The industry is looking to Grant MacEwan College graduates to help alleviate staffing shortages.

Graduates work as travel consultants, passenger sales agents, sales account executives, reservations agents, and travel marketing managers. Throughout Canada and around the globe, MacEwan grads can be found in a range of pursuits from leading scuba diving tours, to arranging honeymoons in Hawaii, to organizing European coach tours for seniors.

WHO SHOULD APPLY
To succeed in this career, you should welcome challenges and deadlines. Typically mature students fare better in this program than younger students. Communication skills, people skills, and a passion for sales are essential, as are superior organizational skills and a curiosity about the world. Your personal travel experiences are a definite asset.

TRANSFERABILITY
The program has a Level II endorsement from the travel industry’s Canadian Educational Standards System. Completion of the program puts you well on your way to professional certification.

ADMISSION
REGULAR ADMISSION
Applicants must present an Alberta high school diploma (or equivalent) by the start of the first term.

MATURE ADMISSION
Applicants must be at least 18 years of age AND out of high school for one year or more by the start of the first term.

SKILLS APPRAISAL
All admission categories

- Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

- Applicants must present English 30-1 (or English 33) with a minimum final grade of 65 per cent OR English 30-2 (or English 33) with a minimum final grade of 75 per cent OR complete the Skills Appraisal.

- Applicants must present Pure Mathematics 20 or Applied Mathematics 30 (or Math 33) with a minimum final grade of 65 per cent OR complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work.

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work.

Math: Applicants must successfully complete the math portion (with a grade of 60 per cent) OR must complete any developmental work.

ENGLISH LANGUAGE PROFICIENCY
All admission categories

The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
All admission categories

All applicants are required to submit a letter of intent that outlines personal skills and previous experiences.

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>TERM I</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 111 Communications</td>
<td>45.00 3</td>
</tr>
<tr>
<td>OADM 101 Keyboarding, Formatting and Presentations</td>
<td>30.150 3</td>
</tr>
<tr>
<td>TRVL 110 Airline Ticketing and Scheduling Concepts</td>
<td>30.300 3</td>
</tr>
<tr>
<td>TRVL 111 Destinations I</td>
<td>30.300 3</td>
</tr>
<tr>
<td>Elective</td>
<td>45.00 3</td>
</tr>
<tr>
<td>TERM II</td>
<td>INST. HRS. CR.</td>
</tr>
<tr>
<td>ENGL 211 Business Communications</td>
<td>45.00 3</td>
</tr>
<tr>
<td>TRVL 120 Domestic Air Travel</td>
<td>30.300 3</td>
</tr>
<tr>
<td>TRVL 121 Destinations II</td>
<td>30.300 3</td>
</tr>
<tr>
<td>TRVL 122 Introduction to Computerized Reservations</td>
<td>30.150 3</td>
</tr>
<tr>
<td>Elective</td>
<td>45.00 3</td>
</tr>
<tr>
<td>TERM III</td>
<td>INST. HRS. CR.</td>
</tr>
<tr>
<td>TRVL 230 International Air Travel</td>
<td>30.300 3</td>
</tr>
<tr>
<td>TRVL 231 Travel Industry Related Services</td>
<td>30.300 3</td>
</tr>
<tr>
<td>TRVL 232 Selling Travel Products and Services</td>
<td>30.150 3</td>
</tr>
<tr>
<td>TRVL 233 Travel Agency Accounting</td>
<td>30.150 3</td>
</tr>
<tr>
<td>Elective</td>
<td>45.00 3</td>
</tr>
</tbody>
</table>
TERM IV
TRVL 240 Cruises, Tours and Packages 45:15:0 3
TRVL 241 Selling and Marketing Travel 30:15:0 3
TRVL 242 Advanced Computer Reservations 30:30:0 3
TRVL 243 Suppliers 30:15:0 3
TRVL 244 Practicum 30:0:160 5

RESIDENCY REQUIREMENT
At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

FACULTY AND STAFF
Judy Windsor, CTC, ACC
Chair
Carla Lemaire, CTC, ACC
Instructor
Michael Pomponio, CTC, ACC
Instructor
Maureen Johnson
Instructor
Kimberly Tavares, CTC
Program Advisor

ADVISORY COMMITTEE
Michelle Chimko, CTM
V.P. and General Manager
AMA Travel Services
Linda Craig
Manager
Thomas Cook Travel
Greg Duhaime
Area Sales Manager
RBC Travel Insurance
Paul Durand, Chair
Sales and Operations Manager
Travel CUTS
Marie Len
Area Sales Manager Edmonton
Air Canada
Allan Ronneseth
President
Trek Holidays

FOR FURTHER INFORMATION
Travel
Telephone: (780) 497-5254
Email: travel@macewan.ca
Website: www.macewan.ca/travel

TO APPLY
The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140

ASSOCIATIONS
The Travel Program is an active member of the Association of Canadian Travel Agents (ACTA), Cruise Lines International Association (CLIA), and an industry partner of Edmonton Tourism. Program staff are participants in the activities of the Canadian Institute of Travel Counsellors (CITC), and the Association Internationale des SKAL Clubs (SKAL). The Travel Program actively supports professionalism in travel education.
INTRODUCTION
What if your job was as meaningful as the rest of your life? With a certificate in Voluntary Sector Management, specializing in Fund Development or Volunteer Management, you’ll be ready for new opportunities in the Voluntary/Nonprofit sector. Recognized as one of Canada’s oldest and most respected Voluntary Sector Management programs, this course of study will strengthen your understanding of the operational, legal and ethical issues that affect the success of charitable and other not-for-profit organizations. Upon graduation you’ll be ready to join the thousands of trained professionals who support Canada’s more than 160,000 nonprofit/voluntary organizations.

THE PROGRAM
The Voluntary Sector Management Program encourages excellence in volunteer management, fund development and other nonprofit leadership roles. The program supports ethical practices, sound management and leadership, and innovative approaches.

Courses are available in both classroom and distance formats, with opportunities for full-time and part-time study. Full-time students complete the program in 10 months. Students may be admitted to the program anytime throughout the year, but prerequisites must be completed prior to taking major courses. Full-time students should plan to complete admission requirements prior to the fall term.

All students complete core courses that introduce general concepts about the voluntary/not-for-profit sector. Students may then specialize in either Volunteer Management or Fund Development with advanced courses in their chosen major. Studies are completed with a variety of optional courses.

Courses are workshop-based with some weekday, evening and weekend choices. Classroom courses emphasize group interaction, discussion and activities that provide for shared learning. Distance courses allow for web-enhanced self-paced study.

Instructors and tutors in the Voluntary Sector Management Program are experienced practitioners who bring applied knowledge to their roles. Course assignments are practical, project or activity-based, and can be used immediately to solve challenges in the workplace.

CAREER POTENTIAL
Qualified graduates enjoy challenging careers managing volunteers, specializing in fund development, or assuming other leadership roles that support philanthropy and voluntary activity. They work in both not-for-profit and public sector organizations, both locally and globally. With experience, many are employed in service management and leadership positions. Others choose self-employment or consulting roles in their areas of specialization.

Demand for graduates continues to grow as organizations become more aware of the skills these professionals can bring to fund development and volunteer management. Graduates work in human and social services, health care, education, arts and culture, sports, recreation, environmental and faith-based nonprofit organizations.

WHO SHOULD APPLY
The Voluntary Sector Management Program is well suited to mature individuals with volunteer or paid experience in management and leadership roles. Strong communication skills, critical thinking ability, creativity, and the ability to work collaboratively are all assets. You should have a demonstrated commitment to the work of nonprofit organizations. Students majoring in Volunteer Management require strong interpersonal skills similar to those required in human resources roles and have demonstrated their commitment through prior volunteer involvement.

Students majoring in Fund Development benefit from public relations, marketing, and/or sales experience. All graduates require excellent writing and public speaking abilities to excel in their chosen field.

ADMISSION

REGULAR ADMISSION
Applicants must present an Alberta high school diploma (or equivalent) by the start of the first term.

MATURE ADMISSION
Applicants must be at least 18 years of age AND out of high school for one year or more by the start of the first term.

SKILLS APPRAISAL
All admission categories
• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work.

Reading: Applicants must successfully complete the writing portion OR must complete any developmental work.

Math: Not applicable.

ENGLISH LANGUAGE PROFICIENCY
All admission categories

The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA

All admission categories

All applicants are required to submit a 500-word career investigation report about career potential in the area of the major chosen. The report would also discuss applicants’ related skills, interests, and experience required to effectively study and be employed in the field.

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING

The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.
## PROGRAM OF STUDY

### Core Courses for all Majors

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>INST. HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 111</td>
<td>Communications</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>VSMT 101</td>
<td>Voluntary Sector Leadership and Management</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>VSMT 103</td>
<td>Overview of Volunteer Management</td>
<td>15:0:0</td>
<td>1</td>
</tr>
<tr>
<td>VSMT 104</td>
<td>Overview of Fundraising Management</td>
<td>15:0:0</td>
<td>1</td>
</tr>
<tr>
<td>VSMT 105</td>
<td>Introduction to the Voluntary/Non-Profit Sector in Canada</td>
<td>15:0:0</td>
<td>1</td>
</tr>
</tbody>
</table>

### Volunteer Management Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>INST. HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>VSVM 130</td>
<td>Volunteer Program Development and Management</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>VSVM 131</td>
<td>Supervision and Development of Volunteers</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>VSVM 133</td>
<td>Marketing and Communications for Volunteer Managers</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>VSVM 134</td>
<td>Managing Human Resources in Volunteer Programs</td>
<td>45:0:0</td>
<td>3</td>
</tr>
<tr>
<td>VSVM 135</td>
<td>Field Placement: Volunteer Management</td>
<td>15:0:120</td>
<td>3</td>
</tr>
<tr>
<td>VSVM 136</td>
<td>Principles of Volunteer Management</td>
<td>45:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

### Option Courses for all Majors

Choose a minimum of 3 credits from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>INST. HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>VSMT 112</td>
<td>Independent Study</td>
<td>15:0:0</td>
<td>1</td>
</tr>
<tr>
<td>VSMT 115</td>
<td>Conference: Non-Profit Management</td>
<td>15:0:0</td>
<td>1</td>
</tr>
<tr>
<td>VSMT 116</td>
<td>Working with Not-for-Profit Boards and Committees</td>
<td>15:0:0</td>
<td>1</td>
</tr>
<tr>
<td>VSMT 118</td>
<td>Conducting Effective Meetings</td>
<td>15:0:0</td>
<td>1</td>
</tr>
<tr>
<td>VSMT 121</td>
<td>Community Building Through Collaboration</td>
<td>15:0:0</td>
<td>1</td>
</tr>
<tr>
<td>VSMT 122</td>
<td>Facilitating Learning in Non-Profit Organizations</td>
<td>30:0:0</td>
<td>2</td>
</tr>
<tr>
<td>MCSP 131</td>
<td>Business Computing</td>
<td>45:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

### Fund Development Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>INST. HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>VSFD 137</td>
<td>Fund Development Policy, Planning and Evaluation</td>
<td>15:0:0</td>
<td>1</td>
</tr>
<tr>
<td>VSFD 138</td>
<td>Professional, Legal and Ethical Issues in Fund Development</td>
<td>15:0:0</td>
<td>1</td>
</tr>
<tr>
<td>VSFD 139</td>
<td>Donor Stewardship in Fund Development</td>
<td>30:0:0</td>
<td>2</td>
</tr>
<tr>
<td>VSFD 140</td>
<td>Applied Marketing and Communications in Fund Development</td>
<td>15:0:0</td>
<td>1</td>
</tr>
<tr>
<td>VSFD 141</td>
<td>Strategic Management of Fundraising Campaigns</td>
<td>30:0:0</td>
<td>2</td>
</tr>
<tr>
<td>VSFD 142</td>
<td>Fund Development Approaches I: Grant and Proposal Development</td>
<td>15:0:0</td>
<td>1</td>
</tr>
<tr>
<td>VSFD 143</td>
<td>Fund Development Approaches II: Annual Giving Strategies</td>
<td>15:0:0</td>
<td>1</td>
</tr>
<tr>
<td>VSFD 144</td>
<td>Developing Fundraising Volunteers</td>
<td>15:0:0</td>
<td>1</td>
</tr>
<tr>
<td>VSFD 145</td>
<td>Information Management and Financial Stewardship in Fund Development</td>
<td>30:0:0</td>
<td>2</td>
</tr>
<tr>
<td>VSFD 146</td>
<td>Field Placement: Fund Development</td>
<td>15:0:120</td>
<td>3</td>
</tr>
<tr>
<td>VSFD 147</td>
<td>Fund Development Approaches III: Special Event Fundraising</td>
<td>15:0:0</td>
<td>1</td>
</tr>
<tr>
<td>VSFD 148</td>
<td>Fund Development Approaches IV: Planned Giving and Major Gifts</td>
<td>30:0:0</td>
<td>2</td>
</tr>
</tbody>
</table>

### Option Courses for all Majors

Choose a minimum of 3 credits from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>INST. HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>VSMT 112</td>
<td>Independent Study</td>
<td>15:0:0</td>
<td>1</td>
</tr>
<tr>
<td>VSMT 115</td>
<td>Conference: Non-Profit Management</td>
<td>15:0:0</td>
<td>1</td>
</tr>
<tr>
<td>VSMT 116</td>
<td>Working with Not-for-Profit Boards and Committees</td>
<td>15:0:0</td>
<td>1</td>
</tr>
<tr>
<td>VSMT 118</td>
<td>Conducting Effective Meetings</td>
<td>15:0:0</td>
<td>1</td>
</tr>
<tr>
<td>VSMT 121</td>
<td>Community Building Through Collaboration</td>
<td>15:0:0</td>
<td>1</td>
</tr>
<tr>
<td>VSMT 122</td>
<td>Facilitating Learning in Non-Profit Organizations</td>
<td>30:0:0</td>
<td>2</td>
</tr>
<tr>
<td>MCSP 131</td>
<td>Business Computing</td>
<td>45:0:0</td>
<td>3</td>
</tr>
</tbody>
</table>

### RESIDENCY REQUIREMENT

At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

### FACULTY AND STAFF

- **Wendy MacDonald, BA**
  Chair
- **Pat Sonnenberg, BSc**
  Instructional Assistant
- **Deborah Allard-Usunier**
  Instructor
- **Dianne Allen**
  Instructor
- **Janet Buckmaster**
  Instructor
- **Wendy Doughty**
  Instructor
- **Tim Haak**
  Instructor
- **Kathy Hawksworth**
  Instructor
- **Thelma Ketler**
  Instructor
- **Toni Lashbrook**
  Instructor
- **Donna Lemieux**
  Instructor
- **Daria Luciw**
  Instructor
- **Paul Nahorney**
  Instructor
- **Andrew Otway**
  Instructor
- **Wendy Schilling**
  Instructor
- **Dree Thompson-Diamond**
  Instructor

### ADVISORY COMMITTEES

#### Volunteer Management Major

- **Darlene Fraser**
  President
  Voluntary Sector Management Program Alumni Chapter
- **Anne-Marie Koeppen**
  Manager of Volunteer Resources
  Ukrainian Cultural Heritage Village
  Alberta Community Development

#### Fund Development Major

- **George Andrews**
  Vice President External
  NAIT

### FOR FURTHER INFORMATION

- **Voluntary Sector Management**
  Pat Sonnenberg
  (780) 497-5268
  Email: sonnenbergp@macewan.ca

### TO APPLY

- **The Registrar**
  Grant MacEwan College
  Box 1796, Edmonton, Alberta T5J 2P2
  (780) 497-5140
BACHELOR OF APPLIED BUSINESS ADMINISTRATION – ACCOUNTING
BACHELOR OF APPLIED COMMUNICATIONS IN PROFESSIONAL WRITING
BACHELOR OF APPLIED HUMAN SERVICE ADMINISTRATION
BACHELOR OF APPLIED INTERNATIONAL BUSINESS AND SUPPLY CHAIN MANAGEMENT
INTRODUCTION
The Bachelor of Applied Business Administration — Accounting prepares students for careers in accounting and industry related professions. The program provides professional accounting studies that students integrate into directed field studies during their practicum session. The accountant’s role is changing, demanding that graduates think strategically, see business from more than a financial perspective, and develop a modern, whole-business picture.

THE PROGRAM
The Bachelor of Applied Business Administration — Accounting is a four-year degree that combines professional accounting studies with extensive learning and practice cycles in the workplace. Combining classroom studies with one year of mentored studies in industry prepares students for immediate success in the workplace. The first two years of the degree requirement are equivalent to MacEwan’s diploma in Accounting and Strategic Measurement, which includes the six required prerequisites. The third year comprises of advanced accounting study, and the fourth involves the Directed Field Studies component in which students explore real business issues, conducting both practical and academic research.

CAREER POTENTIAL
The Bachelor of Applied Business Administration — Accounting is supported by the accounting profession and is intended to educate and train students for careers as accountants. Graduates find jobs as accountants, cost analysts, payroll accountants, or supervisors in related areas. They also enjoy job opportunities at different levels in financial accounting, internal auditing, financial analysis, cost accounting, public accounting firms, and government departments. Graduates work in a variety of environments such as government, industry, accounting firms, banks, hospitals, and consulting firms.

WHO SHOULD APPLY
The Bachelor of Applied Business Administration — Accounting is targeted toward students who are seeking high-level careers as accountants. Successful students are self-motivated and possess strong oral and written communication skills. Critical thinking and problem solving skills are essential assets, and students must have the ability to synthesize, analyze, and work in a team environment.

TRANSFERABILITY
Individual course transferability is available with the Institute of Chartered Accountants of Alberta (CA), the Association of Certified General Accountants of Alberta (CGA), and the Certified Management Accountants of Alberta (CMA). Graduates from the Bachelor of Applied Business Administration — Accounting can also apply for admission into the University College of Cape Breton’s Master of Business Administration in Community Economic Development.

ADMISSION
REGULAR ADMISSION
Applicants must achieve a recognized Alberta Business Administration Diploma in Accounting (or equivalent) with a minimum GPA of 2.3 on a 4.0 scale. The diploma includes the following courses:
1. Financial Accounting IV
2. Management Accounting III
3. Marketing
4. Accounting Information Systems
5. Tax

Note: Applicants who have a Business diploma that does not include the following courses may be considered for admission by approval of the program:
• Tax
• Marketing
• Accounting Information Systems

MATURE ADMISSION
• Not applicable

SKILLS APPRAISAL
All admission categories
• Not applicable

ENGLISH LANGUAGE PROFICIENCY
All admission categories
• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.
• Not applicable

The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in or online at www.macewan.ca.
## OTHER ADMISSION CRITERIA

All admission categories
No requirements

## APPLICATION PROCESS

Please see page 11 for details on the application process.

## ACADEMIC STANDING

The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

## GPA TO GRADUATE

2.0 or higher, as specified by the program.

## PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>TERM</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td></td>
</tr>
<tr>
<td>ACCT 350</td>
<td>Audit</td>
</tr>
<tr>
<td>ACCT 351</td>
<td>Advanced Financial Accounting</td>
</tr>
<tr>
<td>ACCT 352</td>
<td>Issues in Global Accounting Practice</td>
</tr>
<tr>
<td>ACCT 358</td>
<td>Advanced Management Accounting</td>
</tr>
<tr>
<td>ACCT 395</td>
<td>Advanced Finance and Treasury Management</td>
</tr>
</tbody>
</table>

### TERM VI

| ACCT 391 | Accounting Theory | 45:0:0 | 3 |
| Option | 45:0:0 | 3 |
| Option | 45:0:0 | 3 |
| Option | 45:0:0 | 3 |
| Elective | 45:0:0 | 3 |

Options for term VI — choose three options:

- ACCT 370: Directed Field Study Seminar I
- ACCT 379: Directed Field Study Seminar II
- ACCT 388: Operations Management
- ACCT 390: Advanced Audit
- ACCT 392: Taxation II
- ACCT 394: Management Information Systems

<table>
<thead>
<tr>
<th>TERM VII</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 371</td>
<td>Directed Field Study I</td>
</tr>
<tr>
<td>ACCT 372</td>
<td>Directed Field Study II</td>
</tr>
<tr>
<td>ACCT 373</td>
<td>Directed Field Study III</td>
</tr>
<tr>
<td>ACCT 374</td>
<td>Directed Field Study IV</td>
</tr>
<tr>
<td>ACCT 375</td>
<td>Directed Field Study V</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM VIII</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 353</td>
<td>Leadership and Ethics</td>
</tr>
<tr>
<td>ACCT 376</td>
<td>Directed Field Study VI</td>
</tr>
<tr>
<td>ACCT 377</td>
<td>Directed Field Study VII</td>
</tr>
<tr>
<td>ACCT 378</td>
<td>Directed Field Study VIII</td>
</tr>
<tr>
<td>ACCT 398</td>
<td>Strategic Management</td>
</tr>
</tbody>
</table>

## RESIDENCY REQUIREMENT

At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

## FACULTY AND STAFF

**Gary Biggs, MBA, CA, CMA**
Coordinator

**Tom Gee, MBA, CA**
Instructor

**Odette Pinto, MBA, CGA**
Instructor

**Lynn Sugden, MBA, FCMA**
Instructor

**Brian Zwicker, MBA, CA**
Instructor

**Kimberly Frost-Hunt**
Program Consultant

## ADVISORY COMMITTEE

**Brian Douglas**
Canada Customs and Excise Agency

**Brian Fischer**
Chief Financial Officer – Innovation & Science

**Ken Kouri, FCA**
Kouri Berezan Heinrichs Chartered Accountants

**Jasmine L’heureux**
Canada Customs and Excise Agency

**Keshav K. Pareek, CGA**
Althouse and Pareek, Certified General Accountants

**Jacquie Pylypiuk**
Price WaterhouseCoopers

**Dwayne D. Polnarychny, CA**
Challenger Geomatics Ltd.

**Judy Sayler**
Sayler’s Employment and Consulting Ltd.

**Lawrence R. Taylor, CA**
Internal Audit Services, U of A

**Heather Sych, B.Comm**
Manager of Admissions, CGA Alberta

**Drew Thomson, CMA**
Director, Corporate Development, CMA Alberta

## FOR FURTHER INFORMATION

Bachelor of Applied Business Administration – Accounting
(780) 497-5221
Email: accounting@macewan.ca

## TO APPLY

The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140

---

Grant MacEwan College Calendar • www.macewan.ca
BACHELOR OF APPLIED COMMUNICATIONS IN PROFESSIONAL WRITING

( Leslie Nielsen School of Communications)
www.macewan.ca/prowrite

THE PROGRAM

Words are everywhere. They’re in brochures and books, on the sides of buses and buildings. We hear words on the radio; we see them spoken on TV and in videos. Words are on the Web. Virtually all the words we encounter are written by someone. Many of them are edited, too. And the professional writers and editors of all those words are paid for their work.

The Bachelor of Applied Communications in Professional Writing equips students for a variety of careers in writing and editing; traditional careers in government or business or the non-profit sector; new careers at the outer edge of technological development, independent careers as freelancers.

The curriculum prepares students by providing, first, a solid base of skills in rhetoric, grammar, research, and composition. It then offers a range of specific career-related writing courses. But students will graduate with more than a degree or diploma. They will have built portfolios of work that will demonstrate to prospective clients and employers a range of writing as thoughtful and inspired as it is skillful.

After three years of classroom and seminar study, students who complete the full applied degree will spend their final two terms in Directed Workplace Learning. They will do paid work while maintaining contact with a faculty advisor and completing a major project. Students will begin their 30-week Directed Workplace Learning placement with an approved learning contract that describes what must be accomplished in order to earn credit. The contract will include regular, written progress reports and a major project.

Directed Workplace Learning may take place in any of the following settings: a student’s existing place of employment if his or her job is substantially made up of writing, editing, or a combination of the two; an approved Directed Workplace Learning site identified either by the program or the student; freelance writing if the student is operating with a faculty-approved business plan.

Although the program is full-time, students may take courses on a part-time basis. Courses are offered in the evening, or once weekly during the day, and this allows students who are working to attend classes. It is possible to complete the program on a part-time basis; however, students should keep in mind that the time it will take to complete the degree will be dependent on the number of courses that are taken per term. At the time of this writing, the intake for the program is September. Please note that intake dates are subject to change. Contact the program for further information regarding intake dates. Since there is limited space available in the program, not all students who meet the admission requirements will necessarily be accepted. Admission to the program is competitive and will be based on assessment of admissions materials. It is strongly recommended that applicants have good keyboarding skills. All assignments will be submitted in a professional, typed, double-spaced format and in some courses writing assignments will be done in class on a computer.

CAREER POTENTIAL

Graduates of our program will work in government, business, and the non-profit sector. Many will also make careers as freelance writers and editors. Their work will vary widely. Some will write technical manuals or policies and procedures. Some will write advertising copy, brochures, or annual reports. Others will be speechwriters and creators of scripts for broadcast. And there will be graduates who will see their work published in traditional and electronic formats. All of our writers will have this in common: ideas will be their goods; words will be their tools.

WHO SHOULD APPLY

The typical applicant to the Bachelor of Applied Communications in Professional Writing is the first person in her circle of friends to know what’s happened and to whom. Our applicant is the one who’s current, and if someone finds out the latest news before he does, he’s just a little irritated, cranky even. Our typical applicant reads – a lot. He reads newspapers, magazines, books of all kinds, even the label on the cereal box. He knows about riboflavin. He thinks that reading is just something you do whenever words are around. But our applicant is also into electronic media: her computer, the radio, TV, movies. She writes and always has. She writes stories, letters, journals, cool phrases on scrap paper – anything. Our typical applicants are curious and generous. They want to discover things and they want to share their discoveries with the rest of us.

TRANSFERABILITY

The course of study provides several opportunities for students to take courses with university transfer potential toward liberal arts or science degrees.

ADMISSION

REGULAR ADMISSION

Applicants must achieve a minimum overall average of 65 per cent in the following high school courses with no course grade lower than 50 per cent:

1. English 30-1 (or English 30)
2. 30-level Language (other than English) or Pure Mathematics 30 (or Math 30, or Transitional Math with 75% or higher) or one Group A, B or C course
3. One Group A or B course
4. One Group C course
5. One Group A or C course (or Group B if it was not used in #3,)*

*Please refer to page 175 for details on the classification of high school courses.

Transfer applicants must complete the above requirements either through high school courses or through appropriate post-secondary substitutions.

WHO SHOULD APPLY

The typical applicant to the Bachelor of Applied Communications in Professional Writing is the first person in her circle of friends to know what’s happened and to whom. Our applicant is the one who’s current, and if someone finds out the latest news before he does, he’s just a little irritated, cranky even. Our typical applicant reads – a lot. He reads newspapers, magazines, books of all kinds, even the label on the cereal box. He knows about riboflavin. He thinks that reading is just something you do whenever words are around. But our applicant is also into electronic media: her computer, the radio, TV, movies. She writes and always has. She writes stories, letters, journals, cool phrases on scrap paper – anything. Our typical applicants are curious and generous. They want to discover things and they want to share their discoveries with the rest of us.

TRANSFERABILITY

The course of study provides several opportunities for students to take courses with university transfer potential toward liberal arts or science degrees.

ADMISSION

REGULAR ADMISSION

Applicants must achieve a minimum overall average of 65 per cent in the following high school courses with no course grade lower than 50 per cent:

1. English 30-1 (or English 30)
2. 30-level Language (other than English) or Pure Mathematics 30 (or Math 30, or Transitional Math with 75% or higher) or one Group A, B or C course
3. One Group A or B course
4. One Group C course
5. One Group A or C course (or Group B if it was not used in #3,)*

*Please refer to page 175 for details on the classification of high school courses.
MATURE ADMISSION
Applicants who are 21 years of age or older by the start of the program’s first term and do not qualify under Regular Admission may be admitted under this category. Applicants must successfully complete the reading and writing components of MacEwan’s Skills Appraisal exam if they have earned a final grade lower than:
- 65 per cent in English 30-1 (or English 30)
- C– in ENGL 111 (or equivalent)
Applicants must complete these requirements either through high school courses or through appropriate post-secondary substitutions.

SKILLS APPRAISAL
- Mature applicants only
- Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.
Applicants must present English 30-1 (or English 30) with a minimum final grade of 65 per cent OR complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 111 OR must complete any developmental work with a minimum grade of C–.

Reading: Applicants must successfully complete the reading portion OR must complete any developmental work with a minimum grade of C–.

Math: Not applicable.

ENGLISH LANGUAGE PROFICIENCY
All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation.
Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
All admission categories
All applicants will be asked to complete an aptitude and proficiency test and to submit a portfolio.

Portfolio — applicants must submit three writing samples, between 250 and 500 words each. All unpublished portfolio elements must be typed and double-spaced with the author’s name on each page. Only one of these pieces may be fiction or poetry. A minimum grade of 65 per cent is required.

Aptitude and Proficiency Test — (a written test) applicants must pass with a minimum grade of 65 per cent.

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

PROGRAM OF STUDY
60 credits — Diploma
120 credits — Applied Degree
After successfully completing the first two years of the program (Terms I-IV), students can exit with a Diploma in Professional Writing, or continue in the program for years three and four to complete the applied degree.

Year I
TERM I
PROW 100 Grammar for Writers 45.0:0:0 3
PROW 115 Research Skills for Writers 45.0:0:0 3
PROW 117 Mac Skills for Writers 45.0:0:0 3
ENGL 101 Critical Reading and Writing 45.0:0:0 3
Elective* 45.0:0:0 3
*Students may choose a university transfer or college credit course in any discipline, or a professional writing course that has not been taken for credit.

TERM II
PROW 102 Distilled Prose: Writing Very Short Non-Fiction 45.0:0:0 3
PROW 135 Proofreading and Copyediting 45.0:0:0 3
ENGL 101 Critical Reading and Writing (cont’d) 45.0:0:0 3
Elective* 45.0:0:0 3
Students choose ONE of the following:
PROW 104 Professional Writing: Introductory Rhetoric 45.0:0:0 3
or
PROW 118 Computer Research for Writers 45.0:0:0 3
or
PROW 224 Introducing Technical Writing 45.0:0:0 3
*Students may choose a university transfer or college credit course in any discipline, or a professional writing course that has not been taken for credit.

Year II
TERM III
PROW 200 Applied Grammar for Writers 45.0:0:0 3
PROW 202 Professional Prose 45.0:0:0 3
Elective* 45.0:0:0 3
Students choose TWO of the following (6 credits required):
PROW 205 Legal Issues for Writers 45.0:0:0 3
PROW 226 Technical Writing II – Writing about Computers 45.0:0:0 3
PROW 235 Applied Editing 45.0:0:0 3
*Students may choose a university transfer or college credit course in any discipline, or a professional writing course that has not been taken for credit.

TERM IV
PROW 202 Professional Prose (cont’d) 45.0:0:0 3
PROW 140 Project Lead 45.0:0:0 3
Elective* 45.0:0:0 3
Students choose TWO of the following (6 credits required):
PROW 204 Writing for the Ear 45.0:0:0 3
PROW 206 Applied Rhetoric 45.0:0:0 3
PROW 228 Technical Writing III – ISO Engineering Specifications 45.0:0:0 3
*Students may choose a university transfer or college credit course in any discipline, or a professional writing course that has not been taken for credit.
Year III
TERM V AND VI
INST. HRS. CR.
For terms V and VI, students will choose 30 credits from the following courses:

PROW 300 Advanced Rhetoric  45.0:0:0  3
PROW 302 Writing for the Web  45.0:0:0  3
PROW 304 Popular Culture in Professional Communications  90.0:0:0  6
PROW 306 Psychology of Creativity  45.0:0:0  3
PROW 308 Screen Writing I  45.0:0:0  3
PROW 310 Creative Non-Fiction  90.0:0:0  6
PROW 312 Advertising Copy Writing  45.0:0:0  3
PROW 313 Strategic Prose  90.0:0:0  6
PROW 314 Narrative: Function and Technique  45.0:0:0  3
PROW 316 Magazine Writing  45.0:0:0  3
PROW 318 Technical Writing IV Government/Human Resources  45.0:0:0  3
PROW 319 Technical Writing V Instructional Design  90.0:0:0  6
PROW 329 Publishing Poetry  45.0:0:0  3
PROW 330 Publishing Prose  90.0:0:0  6
PROW 331 Literary Journalism  45.0:0:0  3
PROW 335 Magazine Editing  90.0:0:0  6

Year IV
TERM VII
PROW 400 Directed Workplace Learning I  0:0:535  15
TERM VIII
PROW 402 Directed Workplace Learning II  0:0:535  15

RESIDENCY REQUIREMENT
At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

FACULTY AND STAFF
Peter Roccia, MA (Western), PhD candidate (Alberta) Chair and Instructor
Joyce Nethercote, Management Studies Diploma (2 year) (Grant MacEwan College), CPP Outreach Supervisor
Timothy Anderson, BA (Carleton), B. Mus. (Ottawa) Instructor
Jason Bodnar, BA (Alberta), LLB (British Columbia) Instructor
Barry Boroditsky Instructor
Terese Bransen, BA (Alberta) Instructor
Hugh Calder Instructor
Elaine Calder, BA (Brigham Young) Instructor
Andrea Collins, BA (Winnipeg), APR Instructor
Candas Jane Dorsey, BA (Alberta), BSW (Calgary) Instructor
Jannie Edwards, MA (Alberta) Instructor
Bob Einarsson, PhD (Alberta) Instructor
Curtis Gillespie, MA (Toronto) Instructor
Miles Horlacher Instructor
Randy Kilburn, APR, Advertising & Public Relations Diploma (Grant MacEwan College) Instructor
Jeannette Labrie, Journalism Diploma (2 year) Instructor
Elaine Laberge, Computer Information Systems Diploma (3 year) Instructor
Paul Lumsden, PhD (Alberta) Instructor
Cheryl Lund, B.Ed., B.A. (Alberta) Instructor
Doug Mah, BA (Western), Bachelor of Laws, (Calgary) Instructor
Lucille Mazo, BA (Alberta) Instructor
Donald McMann, MFA (Bennington College) Instructor
Tim McRory, BA, LLB, MA (Alberta) Instructor
Scot Morison, MFA (Creative Writing) (British Columbia) Instructor
Patricia Porter, MBA, MA (English) (Alberta) Instructor
Shelley Sikora, MA, PhD candidate (Alberta) Instructor
Sherrell Steele, B.Ed., MA (Alberta) Instructor
George Takach, LLB, MA (Alberta) Instructor
Isabela Varela, MA, English (British Columbia) & MA (Education) (Western) Instructor
Leslie Vermeer, MA, PhD candidate (Alberta) Instructor

ADVISORY COMMITTEE
David Berger Communications Consultant ATCO Electric
Marie Lesoway Editor/Writer
Glenn Luff Director, Communications and Executive Services Alberta Region Indian and Northern Affairs Canada
Gordon Turtle Managing Director Public Affairs Bureau
Karen Virag Publications Supervisor The Alberta Teachers’ Association
Cheryl Mahaffy Freelance Writer
Jackie Flanagan Publisher, Alberta Views Magazine

FOR FURTHER INFORMATION
Bachelor of Applied Communications in Professional Writing (780) 497-5602 writing@macewan.ca www.macewan.ca

TO APPLY
The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2 (780) 497-5140
BACHELOR OF APPLIED HUMAN SERVICE ADMINISTRATION

(Faculty of Health and Community Studies)
www.macewan.ca/hsa

INTRODUCTION
This program is designed to meet the growing demand for skilled, educated, and qualified management-level personnel in human service agencies. This program is geared to anyone who is about to enter or who holds supervisory or administrative positions within health and human service agencies (executive directors, team leaders, program supervisors).

The program is designed for those who have previous post-secondary education equivalent to a diploma or a degree in a health or human service field. Applicants may have backgrounds in social work, education, rehabilitation practitioner, sociology, child and youth care, psychology, early childhood, addictions, nursing, human ecology, arts, voluntary sector management, or other related fields. The program is offered on a part-time, self-study basis so that you can continue to work while furthering your education.

CAREER POTENTIAL
Graduates will be employed in administrative roles in a wide variety of helping agencies. Increased governmental standards, continued growth in the number of agencies, and a growing awareness of the significant impact of trained leadership create a continuing demand for qualified administrators.

TRANSFERABILITY
Students from a variety of Grant MacEwan College diploma programs may transfer directly into the Bachelor of Applied Human Service Administration Degree program.

THE PROGRAM
Human Service Administration is a distance delivery credit program leading to an applied degree. Building on a previous diploma or degree, the program consists of two terms of theory courses (30 credits) and two terms of directed field studies (30 credits). Field studies may be carried out in the student’s place of work or in an agency assigned by the program.

Students may register in courses at three points in the year: fall, winter, and spring. On average, students are given up to four months to complete a course. A student who enrolls in one course each term and works through the courses consistently, can complete the applied degree in 3-1/2 to 4 years.

Course work includes basic theory in administration, with a particular emphasis on supervision and human resource management. You will explore financial and physical resource management, managing change within organizations, and trends and issues analysis. You will also have the opportunity to develop skills necessary for working with board members, staff, and clients and their families. Course assignments are very practical and generally involve the application of course theory to the student’s activities in their present agencies.

Students are supplied with a complete learning package for each course, including course manual, required readings, and audio/video materials. Forms for ordering textbooks from the MacEwan Bookstore are also supplied.

An instructor assigned by Grant MacEwan College provides assistance and grades completed work. All instructors have specialized knowledge in their subject areas and a background or experience in human service agencies and administration.

All courses are print-based self-study (correspondence). Students may choose to attend periodic, classroom-based seminars or WebCT internet delivery using noticeboard postings. These choices allow rural, out-of-province, and out-of-country students to take courses with no added difficulty.

ADMISSION

REGULAR ADMISSION
Applicants must present all of the following:
• A two-year diploma or a degree from a recognized post-secondary institution in a human service or related field
• Relevant work experience in a human service agency. Administrative responsibility is considered an asset.
• A minimum final grade of C– in ENGL-111 (or equivalent) is required before beginning the 10th credit in the program.

MATURE ADMISSION
Applicants must present all of the following:
• A certificate from a recognized post-secondary institution in a human service or related field or some certificate or diploma course work from a recognized post-secondary institution with a GPA of 2.0 or better on a 4.0 scale:
  i. 30 credits of college course work OR
  ii. 24 credits of university transfer course work
• A minimum final grade of C– in HSAD-300 (or equivalent)
• Relevant employment experience in a human service agency. Administrative responsibility is considered an asset.

A minimum final grade of C– in ENGL-111 (or equivalent) is required before beginning the 10th credit in the program.

SKILLS APPRAISAL
All admission categories
• Not applicable

ENGLISH LANGUAGE PROFICIENCY
All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.
OTHER ADMISSION CRITERIA
All admission categories
All applicants are required to submit a resume which includes educational background, occupational status, employment history, and professional activities.

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE
2.0 or higher, as specified by the program.

PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>TERM I</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSAD 300 The Human Service Administrator</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>HSAD 305 Interpersonal Communication Skills for Human Service Administrators</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>HSAD 310 Managing Human Resources in Human Service Agencies</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>HSAD 315 Managing Financial Resources in Human Service Agencies</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>HSAD 320 Trends and Issues in Human Service Administration</td>
<td>45:0:0 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM II</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSAD 399 Work Project in Human Service Administration</td>
<td>0:0:537 15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM III</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSAD 430 Managing Physical Resources in Human Service Agencies</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>HSAD 435 Managing Change: Planning, Monitoring and Evaluating Human Service Agencies</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>HSAD 440 Research Practices in Human Service</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>HSAD 445 Community-Based Practice in Human Service Agencies</td>
<td>45:0:0 3</td>
</tr>
<tr>
<td>Elective</td>
<td>45:0:0 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM IV</th>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSAD 499 Work Project in Human Service Administration</td>
<td>0:0:537 15</td>
</tr>
</tbody>
</table>

RESIDENCY REQUIREMENT
At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

FACULTY AND STAFF
Tricia Lirette, MEd Chair
Jennifer Stevenson Program Consultant
Emily Gerlach Instructor
Pat Moore-Juzwishin, MBA Instructor
Kate Kidd, MA Instructor
Merle Kennedy, PhD Instructor
Carole Massing, PhD Instructor
Maureen Murphy-Black, MEd Instructor
Cary Ransome, MBA Instructor
Petra Schulz, MEd Instructor
Cynthia Smith, MHSA Instructor
Tim Weinkauf, MEd Instructor
Nancy Thomas, MEd Instructor

ADVISORY COMMITTEE
Marilyn Conner Alumni Rep
Pat Conrad SKILLS
Allan Douglas Allan Douglas and Associates
Jim Gurnett Mennonite Centre for Newcomers
Susan Jamieson Capital Health
Jan McBurney-Solyom AltaCare Resources
Bev Parkes Norwood Community Centre

FOR FURTHER INFORMATION
Faculty of Health and Community Studies Outreach
Tricia Lirette, Chair
(780) 497-5171
Email: lirettet@macewan.ca
Jennifer Stevenson, Program Consultant
(780) 497-5164
Email: stevensonj@macewan.ca
See our website at www.macewan.ca/hsa

TO APPLY
The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140
BACHELOR OF APPLIED INTERNATIONAL BUSINESS AND SUPPLY CHAIN MANAGEMENT

(School of Business)
www.macewan.ca/scm

INTRODUCTION
An increasingly competitive economy has boosted the need for higher quality products, more efficient operations and lower production costs among businesses around the world. Technology has grown alongside this shift to a competitive, global marketplace. As a result, highly trained supply chain professionals are in demand worldwide. The Bachelor of Applied International Business and Supply Chain Management degree program is designed to meet this demand with an industry-driven field of study. Supply chains are the global networks and information systems that deliver products and services throughout many phases of development, from the assembly of raw materials to the delivery of the final product to the end user. Supply chain professionals can help their companies realize significant economic advantages through increased efficiencies in procurement, physical distribution, materials management, operations management, and customer relations.

THE PROGRAM
The full-time program curriculum is four years in length, and is completed entirely with Grant MacEwan College. The first three years consist of classroom study, and the fourth year is a Directed Field Study (practicum) component, completed in the workplace. The program includes core business courses, such as economics, accounting, finance, marketing, and business law, all of which are transferable to colleges and universities nationwide. Specific supply chain courses in logistics, purchasing, eBusiness, inventory and warehouse management, quality management, and production and operations management are completed in the second and third years of the program. The program builds from a national to an international business scope, as many courses explore global business practices. Furthermore, the program emphasizes technology and technological integration as a key to future success in supply chain management.

The paid practicum offers students the opportunity to use the workplace as a learning laboratory. They apply the knowledge gained in the classroom to real supply chain problems, and complete self-directed projects guided by an academic advisor. This combination of theory and practice is what makes graduates of this applied bachelor degree program so attractive to employers!

CAREER POTENTIAL
Trends in global competition and trade agreements, information technology, an aging workforce, and organizational change are further deepening the need for supply chain professionals. As a result, many employers are enthusiastically recruiting practicum students and graduates of this program. Career paths include supply chain management, logistics, transportation, information technology, eBusiness, procurement, and international trade, as well as opportunities in general business disciplines such as marketing and finance. Motivated graduates of this program can work towards management careers ranging in variety of job titles:
• Buyer/Purchaser
• Materials Manager
• Distribution Supervisor
• Inventory Manager
• Imports/Exports Coordinator
• Warehouse Manager
• Inventory Planner/Controller
• eBusiness Manager
• Logistics Coordinator
• Operations Manager
• Contracts Administrator
• Business Analyst
• Transportation Specialist
• Supply Chain Manager
• Consultant
• Business Manager/Owner/Entrepreneur

WHO SHOULD APPLY
Ensure your future success by enrolling in a four year applied Bachelor degree program that offers fundamental business and specialized academic training in the classroom, and practical experience in the workplace. The Bachelor of Applied International Business and Supply Chain Management degree program allows students to combine their interests in strategic management and cutting-edge information technology and software. If you are a critical and analytical thinker, have problems solving skills and a nose for business, this is the program for you.

TRANSFERABILITY
A significant portion of this program is university transferable. Many course credits are also transferable to professional programs offered by the Purchasing Management Association of Canada (PMAC) and the Canadian Institute of Traffic and Transportation (C.I.T.T.). Please consult program staff for details.

PMAC recognizes that graduates of this program have completed all academic requirements (10 Management Courses plus 4 Principles Courses) needed in order to qualify for the Certified Professional Purchaser (C.P.P.) designation.

C.I.T.T. recognizes that graduates of this program have completed the first two levels out of three required to qualify for the CIT designation.

ADMISSION
REGULAR ADMISSION
Applicants must achieve a minimum overall average of 65 per cent in the following high school courses with no course grade lower than 50 per cent:
1. English 30-1 (or English 30)
2. Pure Mathematics 30 (or Math 30, or Transitional Math 101 with 75% or higher)
3. Science 30 or Chemistry 30 or Biology 30 or Physics 30
4. One Group A course*
5. One Group A, B or C course* OR five CTS credits, of which one credit must be at the advanced level from any of the following strands —
• Enterprise and Innovation
• Financial Management
• Legal Studies
• Logistics
• Management and Marketing
*Please refer to page 175 for details on the classification of high school courses.
MATRIC ADMISSION

Applicants who are 21 years of age or older by the start of the program's first term and do not qualify under Regular Admission may be admitted under this category. Applicants must achieve a minimum overall average of 65 per cent with no course grade lower than 50 per cent in the following high school courses:

1. English 30-1 (or English 30)
2. Pure Mathematics 30 (or Math 30, or
   Transitional Math 101 with 75% or higher)
3. One Group A, B or C course OR five CTS credits, of which one credit must be at the advanced level from any of the following strands —
   • Enterprise and Innovation
   • Financial Management
   • Legal Studies
   • Logistics
   • Management and Marketing

Transfer Category I

Applicants who have achieved a minimum 2.0 GPA on a 4.0 scale in at least 24 post-secondary credits can apply under this category. You must also complete the high school courses and requirements as listed under the Regular or Mature Admission categories (depending on applicant's age).

Transfer Category II

Applicants who have successfully completed one of the following with a minimum cumulative GPA of 2.0 on a 4.0 scale may apply to the program:

• Two-year diploma in business or a related discipline
• Degree or applied degree
• CPP (Certified Professional Purchaser) designation from PMAC (Purchasing Management Association of Canada)
• CITTT designation from the Canadian Institute of Traffic and Transportation

SKILLS APPRAISAL

All admission categories

• Not applicable

ENGLISH LANGUAGE PROFICIENCY

All admission categories

The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation.

Full details are available online at www.macewan.ca.

OTHER ADMISSION CRITERIA

All admission categories

No requirements.

APPLICATION PROCESS

Please see page 11 for details on the application process.

ACADEMIC STANDING

The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

GPA TO GRADUATE

2.0 or higher, as specified by the program.

PROGRAM OF STUDY

Year I

TERM I | INST. HRS. CR.
---|---
BUSN 201 | Introduction to Canadian Business 45:0:3
CMPT 157 | Introduction to Computing for Business 45:36:0 3
ECON 101 | Introduction to Microeconomics 45:0:3
ENGL 111 | Communications 45:0:3
U/T Arts and Science Elective (see Note 1) Seminar 15:0:1

Note 1: Math 120 is recommended.

TERM II

ASCM 200 | Introduction to Logistics and Supply Chain Management 45:0:3
ECON 102 | Introduction to Macroeconomics 45:0:3
LEGL 105 | Business Law 1 45:0:3
MGTS 200 | Business Statistics 45:15:0 3
ORGA 201 | Introduction to Management Seminar 15:0:1

Year II

TERM III

ACCT 311 | Introductory Accounting 45:15:0 3
ASCM 201 | Introduction to Physical Distribution* 45:0:3
ASCM 203 | Fundamentals of Purchasing* 45:0:3
INTB 403 | International Business and Trade Management 45:0:3
MARK 301 | Fundamentals of Marketing Seminar 15:0:1

TERM IV

ASCM 202 | Physical Distribution and Logistics* 45:0:3
ASCM 205 | Introduction to e-Business 45:0:3
ASCM 301 | Inventory Management 45:0:3
FNCE 301 | Introductory Finance 45:0:3
MARK 403 | International Marketing 45:0:3
FNCE 404 | International Finance Seminar 15:0:1

Year III

TERM V

ACCT 322 | Managerial Information and Control Systems 45:0:3
ASCM 302 | Production and Operations Management 45:0:3
ASCM 303 | Materials Handling and Warehouse Management 45:0:3
ASCM 305 | Transportation Management 45:0:3
ASCM 307 | Principles of Quality Management* Seminar 15:0:1

TERM VI (SEE NOTE 2)

ASCM 403 | Supply Chain Planning and Coordination* 45:0:3
ASCM 404 | e-Business Execution 45:0:3
ASCM 405 | Strategic Management 45:0:3
ASCM 407 | Global Sourcing and Logistics 45:0:3
ASCM 408 | Business Negotiations and Supplier Management Seminar 15:0:1

Year IV

TERM VII

ASCM 400 | Practicum I 0:0:640 15

TERM VIII

ASCM 401 | Practicum II 0:0:640 15

One-Credit Seminars (see Note 2)

ASCM 211 | Business Ethics 15:0:1
ASCM 212 | Business Etiquette 15:0:1
ASCM 213 | Personal Effectiveness 15:0:1
ASCM 311 | Change Management 15:0:1
ASCM 312 | Customer Value Management 15:0:1
ASCM 313 | Effective Leadership 15:0:1
ASCM 314 | Competitive Intelligence 15:0:1
ASCM 315 | Independent Project 15:0:1
ASCM 316 | Competitive Bidding and Contract Management 15:0:1
CLTR 101 | Intercultural Communications 15:0:1

Note 2: Selection of 1-credit seminars may vary from year to year.

*Indicates equivalency to courses in industry/professional certification programs.
RESIDENCY REQUIREMENT
At least 50 per cent of the credit towards the credential for this program shall consist of courses completed through Grant MacEwan College.

FACULTY AND STAFF
Mark Arnison, MBA
Chair
Mico Kurilic, M.Eng., Engineering Management, M.Sc., Transportation and Logistics Instructor
Ryan Orchard, M.A.Sc., Management Science Instructor
Lynn Sugden, CMA, FCMA, MBA, Information Systems Instructor
Patti Callaghan, MBA, MA, Applied Linguistics Program Coordinator
Sarvi Veylan, BCom Program Advisor
Leslie Lindberg
Program Secretary
Kathleen Byrne, MEd, BEd Instructor (part-time)
Kerry Couet, CNA, B.Admin. Instructor (part-time)
Steve Fanjoy, CPP, BBA, BA, Economics Instructor (part-time)
Richard Ford, PhD (Cranfield U., UK), Management: Logistics and SCM Instructor (part-time)
Jim Peurod, M.Ed Instructor (part-time)
Derrick Ronayne, CITP, P.Log. Instructor (part-time)
Kent Rondeau, PhD, Health Administration Instructor (part-time)
Joseph Tsui, P.Eng, M.A.Sc., Industrial Engineering Instructor (part-time)
Moy Wornovitzky, BSc, Industrial Engineering Instructor (part-time)

ADVISORY COMMITTEE
Keith Carter, MBA Manager, Edmonton North Operations ATO Gas
Cora Crisostomo, BA Executive Director Alberta Institute Purchasing Management Association of Canada
Angelo Osualdini Independent Consultant
Derrick Ronayne, CITP, P.Log. National Traffic Manager The Brick
Len Samletzki, BComm, CMA, CIM Director, Supply Operations TELUS
Warren Sarafinchan, CITP Supply Chain Manager Labatt Breweries of Canada
Joseph Tsui, P.Eng, M.A.Sc. Principal Logistics Management Group
Catherine Viglas, CAE President Canadian Institute of Traffic and Transportation

FOR FURTHER INFORMATION
Bachelor of Applied International Business and Supply Chain Management
Phone: (780) 497-5106
Email: supplychain@macewan.ca
Website: www.macewan.ca/scm

TO APPLY
The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140
www.macewan.ca

... ...
University Studies

BACHELOR OF ARTS TRANSFER
BACHELOR OF COMMERCE AND MANAGEMENT TRANSFER
BACHELOR OF EDUCATION TRANSFER
BACHELOR OF PHYSICAL EDUCATION TRANSFER
BACHELOR OF PROFESSIONAL ARTS IN COMMUNICATIONS STUDIES (AU)
BACHELOR OF PROFESSIONAL ARTS IN CRIMINAL JUSTICE (AU)
BACHELOR OF SCIENCE TRANSFER (COLLABORATIVE AND JANUARY ENTRY)
BACHELOR OF SCIENCE – COMPUTING SCIENCE (SPECIALIZATION) TRANSFER
BACHELOR OF SCIENCE IN ENGINEERING TRANSFER
BACHELOR OF SCIENCE IN NURSING TRANSFER
CLASSIFICATION OF HIGH SCHOOL COURSES
UNIVERSITY STUDIES INFORMATION
UNIVERSITY STUDIES FACULTY
ARTS AND SCIENCE DEPARTMENTS FACULTY
GRANT MACEWAN COLLEGE EMERITI

Note: Courses required for the following programs may be transferable to other post-secondary institutions. The Alberta Transfer Guide produced by the Alberta Council on Admissions and Transfer outlines transfer agreements between Grant MacEwan College and other institutions. The guide may be found at www.acat.gov.ab.ca.
BACHELOR OF ARTS TRANSFER

Offered through the Bachelor of Arts/Education University Transfer Program
(Faculty of Arts and Science)
www.macewan.ca/ba

INTRODUCTION
Grant MacEwan College offers first- and second-year University transfer courses toward a Bachelor of Arts degree. These courses are transferable to the University of Alberta and other Canadian universities. The Alberta Transfer Guide outlines the transfer agreements between Grant MacEwan College and Alberta universities and degree granting institutions. Copies of this guide are available through the Registrar's Office or by visiting the website at www.acat.gov.ab.ca.

A BA degree at the University of Alberta consists of 120 credits of which up to 60 credits may be completed at Grant MacEwan College. Students pursuing a degree other than a BA should see the section on other degree programs.

MacEWAN UT CERTIFICATE DIPLOMA

Upon successful completion of 30 university transfer credits with a minimum overall GPA of 2.0, students may apply for, and be granted, a Bachelor of Arts University Transfer Certificate from Grant MacEwan College.

Upon successful completion of 60 university transfer credits with a minimum overall GPA of 2.0, students may apply for, and be granted, a Bachelor of Arts University Transfer Diploma from Grant MacEwan College. This diploma requires the successful completion of ENGL 100 or 101 or equivalent.

ADMISSION

REGULAR ADMISSION
Applicants must achieve a minimum overall average of 65 per cent in the following high school courses or equivalent with no course grade lower than 50 per cent:
1. English 30-1 (or English 30)
2. Language at the 30-level (other than English)
   OR Pure Mathematics 30 (or Math 30, or Transitional Math 101 with 75% or higher)
   OR one Group A, B or C course*
3. Group A or B course*
4. Group C course*
5. Group A or C course (or Group B if it was not used in #3)*

*Please refer to page 175 for details on the classification of high school courses.

Notes:
• A maximum of two Group B’s can be used but not from the same discipline
• Specific university level courses, completed with a minimum grade of C–, may be used to substitute for course deficiencies only under the following circumstances:
  • 6 credits of university-level English in lieu of English 30-1
  • 6 credits of university-level Language other than English in lieu of a group A course (all 6 credits must be the same language).

Applicants presenting nine or more post-secondary credits must achieve a minimum AGPA** of 2.0 on a 4.0 scale.

MATURE ADMISSION
Applicants who are 21 years of age or older by the start of their intake term and do not qualify under Regular Admission may be admitted under Mature Admission. Applicants must present
• A minimum grade of 65 per cent in English 30-1 or equivalent
or
• A minimum grade of C– in six credits of university-level English.

Applicants presenting nine or more post-secondary credits must achieve a minimum AGPA** of 2.0 on a 4.0 scale.

TRANSFER ADMISSION
Applicants presenting a minimum of 24 credits of successfully completed university transferable course work (as outlined in the Alberta Transfer Guide or similar “By Course” or “By Program” transfer agreement) may be admitted under the Transfer Admission category. These applicants must present a minimum AGPA** of 2.0 on a 4.0 scale and must have completed the five required core courses listed under the Regular Admission category. “By Course” credit assessment requires that applicable courses are completed with a minimum grade of C–.

Course subject requirements listed under the Regular Admission category may be fulfilled either through high school or equivalent university credit (see chart on the following page). For this purpose, a minimum grade of 50% or equivalent on high school course work or a minimum grade of C– on equivalent university credit work is required.

PROBATIONARY ADMISSION
Not applicable.

SKILLS APPRAISAL
Not applicable.

ENGLISH LANGUAGE PROFICIENCY

All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.
**Admission Grade Point Average (AGPA)**

**Note:** All admission categories

The AGPA is calculated on the most recent 24 credits of post-secondary work. The course work for an entire term will be used to calculate AGPA, where the break point for 24 credits falls during that term. Six credit courses that span both the Fall and Winter terms are considered winter courses, and six credit courses that span both the Spring and Summer terms are considered summer courses in these cases. For applicants who have attempted between nine and 24 credits of post-secondary work, the AGPA is based on all post-secondary credits attempted. If an applicant presents fewer than nine credits of post-secondary work, it will not be calculated for admission purposes.

Applicants with an AGPA below 2.0 on the 4.0 scale who have been out of school for at least three calendar years will be considered for admission by either the regular or mature admission requirements. In this circumstance only, the AGPA is disregarded for admission purposes.

**OTHER ADMISSION CRITERIA**

All admission categories

Not applicable.

---

**DATES AND DEADLINES**

Students may begin their program in Fall or Winter.

To start in: Fall
Apply beginning: October 1
Documents Due: HS Applicants August 1
Post-Secondary Applicants June 15

To start in: Winter
Apply beginning: February 1
Documents Due: HS Applicants December 15
Post-Secondary Applicants December 15

**APPLICATION PROCESS**

Please refer to page 11 for application process.

**BACHELOR OF ARTS DEGREE**

Students in the Bachelor of Arts University Transfer program can and do transfer to post-secondary institutions around the world. MacEwan's BA Program is structured to align most closely with the University of Alberta's Bachelor of Arts degree; the following information is therefore based on University of Alberta information only. Students intending to transfer to a different institution should consult that institution’s admission and degree requirements prior to applying to the BA Program at MacEwan.

The BA degree at the University of Alberta requires the completion of 120 credits with a minimum of 66 credits in courses offered by the Faculty of Arts. A minimum of 6 credits must be taken in courses offered by the Faculty of Science. Normally 30 credits are completed in each academic year, and the program is completed in four academic calendar years. Students must complete 60 credits of their BA degree at the University of Alberta.

Core program courses, a major subject of concentration, a minor or second major subject of concentration, and 6 credits in Canadian content must be successfully completed as part of the 120 credits required for a degree.

Full degree details may be found in the current University of Alberta calendar.
RECOMMENDED PROGRAM OF STUDY

Students may complete up to half of their BA degree (up to 60 credits) while enrolled in the Bachelor of Arts University Transfer Program at Grant MacEwan College. The recommended program is designed primarily for transfer to the Faculty of Arts at the University of Alberta. Students planning to continue their education at another university should contact a BA Program Advisor.

Year I

Students with little or no previous post-secondary credit should complete up to 30 credits of the Core Requirements during their first year. Completion of the Language/Literature and Language Other than English requirements is recommended, but any combination of core requirements is possible. A full listing of core requirement courses available through this program can be found under the Classification of Core Requirements section.

Year II

Students typically complete the remaining core requirements and begin senior level coursework in their major and minor (or second major) during their second year of study. Note: No more than 48 credits of junior (100-level) courses may be credited towards the University of Alberta’s BA degree program.

CLASSIFICATION OF CORE REQUIREMENTS

The Bachelor of Arts Program at Grant MacEwan College offers the following courses under each core requirement. Not all of the courses listed are offered each term (see current program schedule for courses offered). There are additional courses listed under each category at the University of Alberta. Please consult the current University of Alberta calendar for a full listing of core courses available.

All courses listed are 3 credits unless otherwise indicated as a 6-credit, full-year course.

English
- ENGL 100 or 101 (6 credits each)

Language Other Than English (LOE)
One of the following specified pair of 3 credit courses: (Any language taken to complete a matriculation deficiency will be credited toward the BA degree at the University of Alberta. See Transfer Features of the BA Transfer Program for explanation of LOE requirements.)
- CHIN 101 and 102
- FREN 111 and 112
- FREN 211 and 212
- FREN 297 and 298
- GERM 111 and 112
- GERM 211 and 212
- JAPN 101 and 102
- LATN 101 and 102
- SPAN 111 and 112
- SPAN 211 and 212
- SPAN 306 plus one additional 3 credit SPAN language course at the U of A.

Humanities
One of the following 6 credit courses or specified combination of 3 credit courses:
- two of CLAS 110, HIST 110, 111, 112
- COMP 100 (6 credits)
- PHIL 101 and 102

Social Sciences
6 credits from the following:
- ANTH 101
- ECON 100
- ECON 102
- LING 101
- POLS 101
- PSYC 105
- SOCI 100
- SOCI 101 or SOCI 102

Fine Arts
6 credits from the following:
- ARTE 101
- ARTE 102
- ARTE 202
- DRMA 102
- DRMA 149
- DRMA 247
- MUSC 100

Natural Sciences, Formal Studies and the Social Context of Science and Technology
A total of 12 credits are required. Of these, at least 3 credits must be chosen from Natural Sciences, and at least 3 credits must be chosen from Formal Studies.

1. NATURAL SCIENCES
- ASTR 120
- ASTR 122
- BIOL 107
- BIOL 108
- CHEM 101 or 161
- CHEM 102 or 163
- EASC 101
- EASC 102
- EASC 103
- PHYS 124 or 144
- PHYS 126 or 146
- PSYC 104

2. FORMAL STUDIES
- CMPT 101
- CMPT 114
- MATH 113 or MATH 114
- MATH 115
- MATH 120
- MATH 125
- MATH 225
- PHIL 120
- PHIL 325
- STAT 141 or STAT 151
- STAT 252

3. SOCIAL CONTEXT OF SCIENCE AND TECHNOLOGY
- ANTH 230
- HIST 294
- PHIL 265

Canadian Content Courses
6 credits from the following:
- ECON 101
- ECON 102
- ENGL 374
- ENGL 376
- HIST 260
- HIST 261
- HIST 366
- LEGL 105
- POLS 220
- POLS 221
- SOCI 101
- SOCI 251
- SOCI 271
- SOCI 368

PROGRAM ADVISING

Students who are Currently Enrolled in the BA Program

The Program Advisors for the BA Transfer Program provide assistance in matters related to admission, program requirements, and other academic matters. Program Advisors and program planning sheets are located in the Bachelor of Arts/Education Program office, Room 5-173, City Centre Campus.

The BA Transfer Program strongly encourages program students to seek advice on academic and program planning matters from the BA program advising staff only.

Enrolled students seeking counselling on matters of a personal nature should contact the Student Resource Centre, Room 7-112A, City Centre Campus, (780) 497-5063 or (780) 497-5064.

ACCURACY OF PROGRAM

Students are responsible for ensuring the accuracy and completeness of their program and registration. Updates on changes and information relevant to Arts students are posted by the Bachelor of Arts/Education Program office at City Centre Campus.
OTHER DEGREE PROGRAMS

The BA Transfer Program offers courses towards a number of degree programs other than a Bachelor of Arts. Students wishing to pursue degrees other than a Bachelor of Arts degree should research their intended program of study to ensure compliance with admission and graduation requirements. The following section lists programs that require one or more years of study prior to admission, for which Arts is an appropriate pre-admission choice.

Bachelor of Arts Honours Degree – University of Alberta

The Bachelor of Arts program at the University of Alberta allows students to study extensively in one subject area by completing an Honours degree. An Honours degree can be excellent preparation for Graduate Studies. Entrance into an Honours program usually takes place at the end of the first or second year of study. Students wishing to pursue an Honours degree should consult a BA Program Advisor and the current University of Alberta calendar for information on admission and graduation requirements as soon as possible. Students pursuing an Honours Psychology degree are strongly encouraged to see a BA Program Advisor prior to their first term of study.

Bachelor of Arts, Criminology – University of Alberta

The University offers students who are interested in the criminal justice system and criminology the opportunity to pursue a Bachelor of Arts degree in Criminology. Entrance to this program usually takes place after one or two years of study. Admission is extremely competitive and requires the completion of specific courses, proof of successful paid or voluntary work in a related field, a written statement of career objectives, letters of reference, and a panel interview. Students interested in this opportunity should consult admission and graduation requirements in the current University of Alberta calendar.

Bachelor of Commerce Degree – University of Alberta

Applicants to the Faculty of Business at the U of A are required to complete a minimum of 18 credits of specified coursework and 6 credits of electives with a competitive Admission Grade Point Average. Prospective BCom students should consult the current University of Alberta calendar for the list of specific admission requirements and are encouraged to meet with a BA Program Advisor prior to their first term of study.

Bachelor of Education – University of Alberta

Students interested in pursuing a Bachelor of Education degree should consult the Bachelor of Education Transfer Program section of this calendar for program details.

Law – University of Alberta

Students who are seeking to enter the Faculty of Law normally have completed an undergraduate degree from a recognized university. An Arts degree is an excellent background for Law, and any Arts major provides appropriate preparation for this program. For full details on the LLB degree, please consult the current University of Alberta calendar.

Bachelor of Social Work Degree – University of Calgary

Students pursuing a BSW degree from the University of Calgary must complete a minimum of 60 credits transferable to the U of C, with a competitive Admission Grade Point Average, prior to admission to their program. These credits contain both specific required coursework and multidisciplinary elective coursework. In addition to academic criteria, applicants are expected to present proof of relevant work/volunteer experience. Potential Applicants are STRONGLY encouraged to contact the BSW Edmonton Office at (780) 492-3888 prior to or during their first year of study for a list of specific admission criteria.

TRANSFER FEATURES OF THE BA TRANSFER PROGRAM

Students intending to complete any of the degree programs listed above may begin their studies at MacEwan. Students intending to complete a degree other than those listed should consult a BA Program Advisor prior to application.

Most post-secondary institutions will allow a maximum of 60 external university transfer credits towards their graduation requirements. Since MacEwan is an independent institution, transferring students must meet the admission and graduation requirements at the institution where they plan to complete their degree.

Transfer to the University of Alberta

Students seeking transfer to the University of Alberta are required to meet their intended program’s admission requirements. Requirements may be found in the current University of Alberta calendar.

Note: Admission to many programs, including the Faculty of Arts, is competitive. Possession of the minimum requirements may not guarantee admission to the University. Current program students are encouraged to attend admission seminars presented by the Arts Transfer Program when they occur.

Note: Students who have been required to withdraw from any post-secondary institution must successfully complete at least 24 additional university transfer credits to be considered for admission or re-admission to the University of Alberta. Students whose previous post-secondary record indicates that they have been required to withdraw more than once will not be admitted into the Faculty of Arts at the University of Alberta.

ACADEMIC STANDING

College regulations regarding academic standing can be found on page 24 of this calendar.

RESIDENCY REQUIREMENT

Students wishing to apply for the credential of UT Certificate or UT Diploma from MacEwan are responsible for meeting MacEwan’s residence requirement: at least 50 per cent of the credit towards the credential for these programs shall consist of courses completed through Grant MacEwan College.

FACULTY AND STAFF

Shahram Manouchehri, PhD
Chair

Monika Edwards, BA, BEd
Program Advisor

Nicole McElellan, BA
Program Advisor

Patrick Morris, MA
Program Advisor

Stacy Norrbom, BA
Program Advisor

Meg Brownlee
Program Secretary

Shawna Jansen
Administrative Assistant

For a list of University Studies Faculty, refer to Table of Contents.

FOR FURTHER INFORMATION

Prospective students who require program information should contact the Student Resource Centre, 7-112A City Centre Campus, (780) 497-5063 or 5064, or the BA Transfer Program, 5-173 City Centre Campus, (780) 497-5653.

TO APPLY

The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140
BACHELOR OF COMMERCE AND MANAGEMENT TRANSFER

(School of Business)
www.macewan.ca/bcomm

INTRODUCTION
The university transfer Bachelor of Commerce and Management Program allows students to complete the first two years of course work toward a Bachelor of Commerce degree at the University of Alberta, a Bachelor of Management degree at the University of Lethbridge, or other business degrees at other universities.

CAREER POTENTIAL
Upon completion of a business degree, graduates may work in a wide variety of fields including finance, marketing, accounting, banking, management information systems, entrepreneurship and small business, human resources management, international business, or government.

WHO SHOULD APPLY
Business faculties at Alberta universities are highly competitive; therefore, the successful student in the Bachelor of Commerce and Management Transfer Program tends to be a well-motivated and competitive individual who can achieve a relatively high GPA. Other desirable qualities include a strong work ethic, strong time management skills and self-discipline.

TRANSFERABILITY
Students may transfer to the university of their choice after one or two years of study in order to complete their Bachelor of Commerce or Bachelor of Management degrees. Business programs in universities generally operate under a quota and accept only a limited number of students each year. Transfer to business faculties is generally on a competitive basis. The GPA required for admission varies between institutions and from year to year. For example, the minimum GPA required for Fall 2004 admission to Alberta universities was as follows:
- U. of Alberta: 3.2 (4-point scale)
- U. of Lethbridge: 2.5 (4-point scale)
- Athabasca U.: 2.0 (4-point scale)
- Concordia University: 2.5 (4-point scale)

It is the student’s responsibility to apply to the degree-granting institution, to meet the relevant application deadlines, and to ensure they meet the institution’s minimum grade point average for the year to which they are applying. This information is available from the Registrar’s Office or the websites of the respective institutions.

The transferability of individual courses may also vary from one university to another. Students are advised to consider course transferability when they are selecting courses during the first and second year of study. For additional information, consult the Bachelor of Commerce and Management Transfer Program advisors at Grant MacEwan College.

ADMISSION
Applicants are encouraged to apply and submit transcripts early. Limited spaces are available and not all applicants who are eligible may be admitted to the program. When admission becomes competitive, academic performance is the primary criterion for admission.

REGULAR ADMISSION
Applicants must achieve a minimum overall average of 65 per cent in the following high school courses with no course grade lower than 50 per cent:
1. English 30-1 (or English 30)
2. Pure Mathematics 30 (or Math 30, or Transitional Math 101 with 75% or higher)
3. Group A course*
4. Group C course*
5. Group A, B or C course*

Note: although it is not an admission requirement, Mathematics 31 is strongly recommended.

*Please refer to page 175 for details on the classification of high school courses.

MATURE ADMISSION
Applicants who are 21 years of age or older by the start of the first term and do not qualify under Regular Admission may be admitted under Mature Admission. Applicants must achieve a minimum overall average of 65 per cent in the following high school courses, with no course grade lower than 50 per cent:
1. English 30-1 (or English 30)
2. Pure Mathematics 30 (or Math 30, or Transitional Math 101 with 75% or higher)
3. Group C course

TRANSFER ADMISSION
Applicants who have achieved a minimum of 24 university (transferable) credits or 30 post-secondary credits must have achieved a minimum overall average of 2.0 on a 4.0 scale. Applicants must also have the requisite high school courses with no course grade lower than 50 per cent may apply under this category. (Equivalent university transfer course work may be evaluated instead if applicants have achieved at least a C-.)

PROBATIONARY ADMISSION
This admission category will only be used if the program is not filled by Regular, Mature or Transfer applicants.

A limited number of probationary admissions may be granted to applicants with a minimum cumulative post-secondary GPA of less than 2.0 on a 4.0 scale. These applicants will be placed on probation.

SKILLS APPRAISAL
All admission categories

ENGLISH LANGUAGE PROFICIENCY
All admission categories

The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
No requirements

APPLICATION PROCESS
Please see page 11 for details on the application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.
### PROGRAM OF STUDY

#### Year I

<table>
<thead>
<tr>
<th>INST. HRS. CR.</th>
<th>Course Code</th>
<th>Course Title</th>
<th>HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>ECON 101</td>
<td>Introduction to Microeconomics</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>ECON 102</td>
<td>Introduction to Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>ENGL 101</td>
<td>Critical Reading and Writing</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>MATH 113</td>
<td>Elementary Calculus I*</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>MGTS 301</td>
<td>Probability and Statistics I</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>CMPT 157</td>
<td>Introduction to Computing for Business (recommended)</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Elective Humanities, Sciences or Social Sciences</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Elective Humanities, Sciences or Social Sciences</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Elective Humanities, Sciences or Social Sciences</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

*Students with credit in Math 31 will be enrolled in Math 114 in lieu of Math 113.

*Students with less than 80% in Math 30 Pure will take Math 0099 (Precalculus) before attempting Math 113.

#### Year II

<table>
<thead>
<tr>
<th>INST. HRS. CR.</th>
<th>Course Code</th>
<th>Course Title</th>
<th>HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>ACCT 311</td>
<td>Introductory Accounting</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>ACCT 322</td>
<td>Managerial Information and Control Systems</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>BUSN 201</td>
<td>Introduction to Canadian Business</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>ECON 281</td>
<td>Intermediate Microeconomic Theory I</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>FNCE 301</td>
<td>Introductory Finance</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>LEGL 105</td>
<td>Business Law I</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>MARK 301</td>
<td>Fundamentals of Marketing</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>MGTS 312</td>
<td>Probability and Statistics II</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>ORGA 201</td>
<td>Introduction to Management</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Elective Humanities, Sciences or Social Sciences</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** A maximum of seven, 3-credit junior electives (courses numbered 199 or lower) will be credited toward the degree.

### FACULTY AND ADVISORS

- **Chair:** Brenda Blakey, BA, MBA, CMA
- **Advisor:** Nathalie Lefaivre, BA
- **Advisor:** Lynda Brown, BPE
- **Advisor:** Shelly Brownlee, BA
- **Advisor:** Ken Balcom, BComm, MBA, CMC
- **Advisor:** Victor Bilodeau, BEd, BSc, MBA
- **Advisor:** Christine Brown, BA, MA
- **Advisor:** Phil Davidson, MSc
- **Instructor:** Steve Fanjoy, BBA, BA, CPP
- **Instructor:** Richard Hinton, B.Eng, MBA
- **Instructor:** Dawn McCoy, BA, MBA, CHRP
- **Instructor:** Sheila Mozejko, BSc, MBA
- **Instructor:** Dolores Peterson, MBA, CMA
- **Instructor:** Dal Pinot, BMgt, MPAcc
- **Instructor:** Jeff Ryan, BSc, MBA
- **Instructor:** Sharon Ryan, BComm, MA
- **Instructor:** Frank Saccucci, BComm, MBA
- **Instructor:** John Tanasichuk, PhD, C.Psych

### FOR FURTHER INFORMATION

**Bachelor of Commerce and Management University Transfer Program**

(780) 497-5234 or (780) 497-5237 or (780) 497-4232

**TO APPLY**

The Registrar

Grant MacEwan College

Box 1796, Edmonton, Alberta T5J 2P2

(780) 497-5140
BACHELOR OF EDUCATION TRANSFER

Offered through the Bachelor of Arts and Education University Transfer Program

(Faculty of Arts and Science)
www.macewan.ca/education

INTRODUCTION
Grant MacEwan College, at the City Centre Campus, offers university transfer courses toward a Bachelor of Education degree. These courses are transferable to the University of Alberta and other Canadian universities. The Alberta Transfer Guide outlines the transfer agreements between Grant MacEwan College and Alberta universities and degree-granting institutions. Copies of this guide are available through the Registrar’s Office or by visiting the website www.acat.gov.ab.ca.

A BEd degree at the University of Alberta consists of 120 credits, of which up to 60 credits may be taken at Grant MacEwan College. Students interested in transferring to an institution other than the University of Alberta may be able to begin their studies at Grant MacEwan, but are urged to contact a Program Advisor.

Note: The Bachelor of Education Transfer program does not offer courses towards all majors and minors. Students intending to pursue specialization in Art or Music, should apply to the Faculty of Arts at the University of Alberta to complete their pre-professional year.

Students with previous post-secondary course work are encouraged to contact a BEd Program Advisor prior to application to ensure that the appropriate courses are available to accommodate their needs.

MacEWAN UT CERTIFICATE OR DIPLOMA
Upon successful completion of 30 university transfer credits with a minimum overall GPA of 2.0, students may apply for, and be granted, a Bachelor of Arts University Transfer certificate from Grant MacEwan College.

Upon successful completion of 60 university credits with a minimum overall GPA of 2.0, students may apply for, and be granted, a Bachelor of Arts University Transfer Diploma from Grant MacEwan College. This diploma requires the successful completion of ENGL 100 or 101 or equivalent.

ADMISSION

REGULAR ADMISSION
Applicants must achieve a minimum overall average of 65 per cent in the following high school courses or equivalent with no course grade lower than 50 per cent:
1. English 30-1 (or English 30)
2. Language at the 30-level (other than English)
   OR Pure Mathematics 30 (or Math 30, or Transitional Math 101 with 75% or higher)
   OR one Group A, B or C course*
3. Group A or B course*
4. Group C course*
5. Group A or C course (or Group B if it was not used in #3)*

*Please refer to page 175 for details on the classification of high school courses.

Notes:
• A maximum of two Group B’s can be used but not from the same discipline
• Specific university level courses, completed with a minimum grade of C–, may be used to substitute for course deficiencies only under the following circumstances:
   • 6 credits of university-level English in lieu of English 30-1
   • 6 credits of university-level Language other than English in lieu of a group A course (all 6 credits must be the same language).

Applicants presenting nine or more post-secondary credits must achieve a minimum AGPA** of 2.0 on a 4.0 scale.

TRANSFER ADMISSION
Applicants presenting a minimum of 24 credits of successfully completed university transferable course work (as outlined in the Alberta Transfer Guide or similar “By Course” or “By Program” transfer agreement) may be admitted under the Transfer Admission category. These applicants must present a minimum AGPA** of 2.0 on a 4.0 scale and must have completed the five required course courses listed under the Regular Admission category. “By Course” credit assessment requires that applicable courses are completed with a minimum grade of C–.

Course subject requirements listed under the Regular Admission category may be fulfilled either through high school or equivalent university credit (see chart on the following page). For this purpose, a minimum grade of 50% or equivalent on high school course work or a minimum grade of C– on equivalent university credit work is required.

PROBATIONARY ADMISSION
Not applicable.

SKILLS APPRAISAL
No requirement.

ENGLISH LANGUAGE PROFICIENCY
All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

Notes:
• A maximum of two Group B’s can be used but not from the same discipline
• Specific university level courses, completed with a minimum grade of C–, may be used to substitute for course deficiencies only under the following circumstances:
   • 6 credits of university-level English in lieu of English 30-1
   • 6 credits of university-level Language other than English in lieu of a group A course (all 6 credits must be the same language).

Applicants presenting nine or more post-secondary credits must achieve a minimum AGPA** of 2.0 on a 4.0 scale.
**Admission Grade Point Average (AGPA)**

**Note:** All admission categories

The AGPA is calculated on the most recent 24 credits of post-secondary work. The course work for an entire term will be used to calculate AGPA, where the break point for 24 credits falls during that term. Six credit courses that span both the Fall and Winter terms are considered winter courses, and six credit courses that span both the Spring and Summer terms are considered summer courses in these cases. For applicants who have attempted between nine and 24 credits of post-secondary work, the AGPA is based on all post-secondary credits attempted. If an applicant presents fewer than nine credits of post-secondary work, it will not be calculated for admission purposes.

Applicants with an APGA below 2.0 on the 4.0 scale who have been out of school for at least three calendar years will be considered for admission by either the regular or mature admission requirements. In this circumstance only, the AGPA is disregarded for admission purposes.

**OTHER ADMISSION CRITERIA**

All admission categories

No requirement.

**Previous Students in this Program**

Previous students in Grant MacEwan College’s Bachelor of Education Transfer Program who wish to return to the same program will be considered new students after an absence of two or more consecutive terms (excluding spring/summer session) and must reapply.

**International/Out of Province Applicants**

Applicants from another province or country should consult the Registrar’s Office regarding course equivalents from their home province/country. International applicants should consult page 12 for information on English Language Proficiency requirements.

**Enrolment Limitation**

Since there are limited spaces available in the BEd Transfer Program, not all applicants who are eligible may be admitted. Within the overall program quota, limitations also are placed on the number of mature, transfer, and international (visa) students. All potential students are encouraged to apply early.

**Dates and Deadlines**

Students may begin their program in Fall or Winter.

**To start in: Fall**

Apply beginning: October 1

Documents Due: HS Applicants August 1

Post-Secondary Applicants June 15

**To start in: Winter**

Apply beginning: February 1

Documents Due: HS Applicants December 15

Post-Secondary Applicants December 15

**APPLICATION PROCESS**

Please refer to page 11 for application process.
ELEMEN'TARY EDUCATION ROUTE

The Bachelor of Education degree, Elementary Route, at the University of Alberta consists of 120 credits. In order to be considered for admission to the Faculty of Education, students must complete a pre-professional year consisting of a minimum of 24 credits applicable to the education degree that they are pursuing. Students may complete a maximum of 60 credits outside of the U of A. All students bound for the Elementary Route may complete up to 60 credits at Grant MacEwan College, depending on their choice of minor.

Note: Students intending to pursue a minor in Music should apply to the Faculty of Arts at the University of Alberta for their pre-professional year.

Degree Requirements

The Elementary Route prepares teachers who are generalists; i.e., teachers competent to teach all subject areas. Students in this degree program do not choose a major, only a minor that enhances their area of interest.

The required 120 credits for the degree are comprised as follows:

- Non-Education Elements (27 credits required — can be taken at MacEwan) in the areas of: Language/Literature, Mathematics, Social Science, Natural Science, Fine Arts, Computing, Physical Education, and Health Education
- EDPY 200 and EDFX 200 (6 credits required — can be taken at MacEwan)
- Non-Education Options (9 – 15 credits required — can be taken at MacEwan)
- Open Option (9 credits required — can be taken at MacEwan)
- Minor (18 – 24 credits required — some may be taken at MacEwan)
- Introductory Professional Term (15 credits — must be taken in year 3 at U of A)
- Education Core II (15 credits — must be taken in year 3 or 4 at U of A)
- Advanced Professional Term (15 credits — must be taken in year 4 at U of A)

Detailed BEd program planning sheets are available in the Bachelor of Arts/Education Program office, 5-173, City Centre Campus.

Recommended Program of Study for the Pre-Professional Year:

Students will be admissible to the Faculty of Education at the U of A if they have completed a minimum of any 24 credits that can be applied toward their degree with the competitive AGPA as established by the Faculty of Education at the U of A. During their first year, Elementary Education bound students should get a good start on their elements, and complement these selections with any of the Minor requirements, Non-Education Options, and EDPY 200 or EDFX 200, if possible.

SECONDARY EDUCATION ROUTE

The Bachelor of Education degree, Secondary Route, consists of 120 credits. In order to be considered for admission to the Faculty of Education at the University of Alberta, students must complete a pre-professional year consisting of a minimum of 24 credits applicable to the Education degree that they are pursuing. Students may complete a maximum of 60 credits outside of the U of A. The number of credits that Secondary Route students may complete at Grant MacEwan College depends on their major and minor area of concentration. Students wishing to stay at MacEwan for a second year should consult a Program Advisor in the BA/BEd Office.

Note: Students intending to pursue a major or minor in Art or Music should apply to the Faculty of Arts at the University of Alberta to complete their pre-professional year.

Degree Requirements

Students in the Secondary Route must select a major teaching subject and a minor teaching subject, which prepares them to teach specific subjects of school instruction. The total degree consists of 120 credits. The components of the degree are:

- Language/Literature (6 credits required — can be taken at MacEwan)
- Computing (3 credits required — can be taken at MacEwan)
- EDPY 200 and EDFX 200 (6 credits required — can be taken at MacEwan)
- Non-Education Options (9 credits required — can be taken at MacEwan)
- Open Option (3 credits required — can be taken at MacEwan)
- Major teaching subject (36 credits required — some may be offered at MacEwan)
- Minor teaching subject (18 credits required — some may be offered at MacEwan)
- Education Core II (3 credits required — must be taken at U of A)
- Introductory Professional Term (15 credits required — must be taken at U of A)

Advanced Professional Term (15 credits required — must be taken at U of A)

Recommended Program of Study for the Pre-Professional Year:

Students will be admissible to the Faculty of Education at the University of Alberta if they have completed a minimum of any 24 credits that can be applied toward their degree with the competitive AGPA as established by the Faculty of Education at the U of A. During their pre-professional year, Secondary Education bound students should complete their Language/Literature requirement and some coursework in their major and minor, and complement these selections with any of the Non-Education Options, the Computing requirement, and EDPY 200 or EDFX 200, if possible.

Detailed BEd program planning sheets are available in the Bachelor of Arts/Education Program office at City Centre Campus, room 5-173.

PROGRAM ADVISING

Students Who are Currently Enrolled in the BEd Program

The Program Advisors for the BEd Transfer Program provide assistance in matters related to admission, program requirements, and other academic matters. Program Advisors are located in the Bachelor of Arts/Education program office in Room 5-173 at the City Centre Campus.

The BEd Transfer Program strongly encourages program students to seek advice on academic and program planning matters from the BEd Program advising staff only.

Enrolled students seeking counselling on matters of a personal nature should contact the Student Resource Centre, Room 7-112A, City Centre Campus, (780) 497-5063 or 5064.
ACCURACY OF PROGRAM
Students are responsible for ensuring the accuracy and completeness of their program and registration. Updates on changes and information relevant to Education students are posted on the bulletin board by the Bachelor of Arts/Education reception area at 5-173, City Centre Campus.

TRANSFER FEATURES OF THE BEd TRANSFER PROGRAM
Students may transfer to another institution after one or two years of study. Each institution, and each program, has its own admission requirements and students should make themselves aware of the requirements of the institution of their choice. The maximum number of credits students may transfer to the University of Alberta is 60.

Students are eligible to apply for admission to the Faculty of Education at the University of Alberta if they have:

a) successfully completed with a minimum grade point average of 2.0 at least 24 credits applicable to a BEd degree at the University of Alberta;

b) achieved the competitive admission grade point average as annually established by the Faculty of Education;

c) met all other admission criteria (English language proficiency, including the spoken English requirement).

Students pursuing a degree other than the BEd degree at the University of Alberta should consult the University calendar for the institution they plan to attend.

Students who have been required to withdraw from any post-secondary institution must successfully complete at least 24 additional university transfer credits to be considered for admission or re-admission to the University of Alberta. Students whose previous post-secondary record indicates that they have been required to withdraw more than once will not be admitted to the Faculty of Arts or Education at the University of Alberta.

Since Grant MacEwan College is an independent institution, transferring students must apply for admission to the institution where they plan to continue their studies. The University of Alberta retains the right to impose quota restrictions on any faculty. Therefore, possession of all the minimum requirements MAY NOT guarantee admission to the university.

Further transfer admission information may be found on the University of Alberta’s Faculty of Education website.

FACULTY AND STAFF
Shahram Manouchehri, PhD
Chair
Monika Edwards, BA, BEd
Program Advisor
Nicole McLellan, BA
Program Advisor
Patrick Morris, MA
Program Advisor
Stacy Norrbom, BA
Program Advisor
Meg Brownlee
Program Secretary
Shawna Jansen
Administrative Assistant

For a list of University Studies Faculty, refer to page 175.

FOR FURTHER INFORMATION
Prospective students who require program information should contact the Student Resource Centre, 7-112A City Centre Campus, (780) 497-5063 or 5064, or the BEd Transfer Office, 5-173, City Centre Campus, (780) 497-5653.

TO APPLY
The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140
INTRODUCTION
The Bachelor of Physical Education University Studies Program offers first- and second-year courses that may be used towards obtaining a Physical Education degree at the University of Alberta. Grant MacEwan College also provides opportunities to participate in various student clubs and both intramural and interscholastic athletic activities.

Admission is competitive. The BPE University Studies Program is subject to a quota. Within the overall quota, limitations are also placed on the number of international (visa) and mature students as well as the number of students who have been previously enrolled in other postsecondary institutions.

CAREER POTENTIAL
Your physical education degree goes a long way! The interest in health and personal fitness makes this an attractive area for the future. Potential growth occupations include secondary and elementary school teachers, administrative and managerial positions, and lifestyle and fitness consultants. Graduates have also found work as athletic therapists, physiotherapists, coaches, and kinesiologists. Your physical education experience will provide you with a well-rounded education and the people-skills needed to find employment in a variety of areas.

ADMISSION
Applicants are encouraged to apply and submit transcripts early: limited spaces are available and not all applicants who are eligible may be admitted to this program. When admission becomes competitive, academic performance is the primary criterion for admission.

REGULAR ADMISSION
Applicants must achieve a minimum overall average of 65 per cent in the following high school courses with no course grade lower than 50 per cent:
1. English 30-1 (or English 30) – minimum grade of 60 per cent
2. Two Group A or C courses*
3. Biology 30
4. Group B or C or Physical Education 30*

Notes:
1. Physical Education 30 must be 5 or more credits
2. Only one language other than English will be accepted towards admission
3. Applicants must have completed the appropriate high school courses or present university transferable post-secondary substitutions
4. Applicants who have attempted 9 or more credits of university transfer courses must have a minimum AGPA of 2.0 on a 4.0 scale.

*Please refer to page 175 for details on the classification of high school courses.

MATURE ADMISSION
Applicants who are 21 years of age or older and out of full time high school by the start of the first term and do not qualify under Regular Admission may be admitted under Mature Admission. Applicants must achieve a minimum overall average of 65 per cent in the following high school courses with no course grade lower than 50 per cent:
1. English 30-1 (or English 30) – minimum grade of 60%
2. Biology 30

Notes:
• Applicants must have completed the appropriate high school courses or present university transferable post-secondary substitutions
• Applicants who have attempted 9 or more credits of university transfer courses must have a minimum AGPA of 2.0 on a 4.0 scale.

TRANSFER ADMISSION
Applicants must have successfully completed 24 credits of university transfer courses with a minimum AGPA of 2.0 on a 4.0 scale and have completed the appropriate high school courses in either the Regular or Mature Admission Category (depending on the age of the applicant) or present university transferable post-secondary substitutions.

SKILLS APPRAISAL
No requirement.

ENGLISH LANGUAGE PROFICIENCY
All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
All admission categories
Applicants are required to complete a background questionnaire.

APPLICATION PROCESS
Please refer to page 11 for application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

PROGRAM OF STUDY
The curriculum offered by Grant MacEwan College is designed to provide the student with a course package similar to that delivered to their first- and second-year students at University of Alberta Faculty of Physical Education and Recreation.
Program Advising

The program advisors for the BPE Transfer Program provide students with assistance in matters related to program requirements and other academic matters. The BPE transfer Program advisors are located in Room 6-117 at the City Centre Campus.

The BPE Transfer Program strongly encourages students to seek advice on academic and program planning matters only from the BPE program advising staff.

Prospective students who require program application information or counselling on matters of a personal nature should contact MacEwan’s Student Resource Centre (Room 7-112A, City Centre Campus).

Year I

<table>
<thead>
<tr>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101 Critical Reading and Writing 90:0:0 6</td>
</tr>
<tr>
<td>HEED 110 Personal Health and Well-Being 45:10:0 3</td>
</tr>
<tr>
<td>PACT 101 Principles of Physical Activity 15:30:0 3</td>
</tr>
<tr>
<td>PEDS 294 A Conceptual Approach to Physical Activity 30:0:15 3</td>
</tr>
<tr>
<td>PEDS 100 Structural Anatomy 45:26:0 3</td>
</tr>
<tr>
<td>PEDS 101 Introduction to Human Physiology 45:4:0 3</td>
</tr>
<tr>
<td>PEDS 103 Introduction to Integrated Human Physiology 45:4:0 3</td>
</tr>
</tbody>
</table>

or

| PERL 104 Introduction to Sociocultural Aspects of Leisure and Sport 45:0:0 3 |
| PERL 105 Introduction to the Administration of Sport and Physical Education Programs 45:13:0 3 |
| PESS 195 The Spectrum of Dance in Society 30:30:0 3 |

Year II

<table>
<thead>
<tr>
<th>INST. HRS. CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEDS 200 Exercise Physiology 45:22:0 3</td>
</tr>
<tr>
<td>PEDS 203 Skill Acquisition and Performance 45:0:0 3</td>
</tr>
<tr>
<td>PEDS 206 Qualitative Biomechanics 45:12:0 3</td>
</tr>
<tr>
<td>PERL 204 Leisure and Sport in Canadian Society: Historical Perspective 45:0:0 3</td>
</tr>
<tr>
<td>PERL 207 Physical Activity and Leisure for Special Populations 45:18:0 3</td>
</tr>
<tr>
<td>PSYC 104 Introductory Psychology 45:0:0 3</td>
</tr>
<tr>
<td>6 credits in Options — students normally take: EDT 202 Technology Tools for Teaching and Learning 45:36:0 3</td>
</tr>
</tbody>
</table>

or

| PEDS 205 Introduction to Outdoor Environmental Education 15:45:0 3 |

or

| PEDS 240 Introduction to Sports Injuries 45:24:0 3 |

6 credits of PACT

Students interested in the BSc Kinesiology, BA Recreation Leisure Studies, BPE Athletic Therapy or the BPE/BEd combined program (secondary and elementary education) should contact the program for further course details.

TRANSFER TO THE UNIVERSITY OF ALBERTA

To be considered for transfer to Physical Education and Recreation at the University of Alberta, a Grant MacEwan College physical education transfer student must meet the following requirements.

Transfer to Year II

- Must possess the five required matriculation subjects
- Must have completed 24 credits towards the BPE program with a GPA of at least 2.0, and
- Must meet all other admission criteria established by the Faculty of Physical Education and Recreation

Transfer to Year 3

- Must possess the five required matriculation subjects,
- Must have completed 48 credits towards the BPE program with a GPA of at least 2.0, and
- Must meet all other admission criteria established by the Faculty of Physical Education and Recreation.

Assistance is available from the Bachelor of Physical Education Transfer Program Advisors, Room 6-117, City Centre Campus, (780) 497-4520.

ACCURACY OF PROGRAM

Students are responsible for ensuring the accuracy and completeness of their program and registration. Updates on changes and information relevant to Physical Education students are posted on the bulletin board outside the Bachelor of Physical Education office (Room 6-117 at City Centre Campus).

RESIDENCY REQUIREMENT

Students wishing to apply for the credential of UT Certificate or UT Diploma from MacEwan are responsible for meeting MacEwan’s residence requirement: at least 50 per cent of the credit towards the credential for these programs shall consist of courses completed through Grant MacEwan College.
BACHELOR OF PROFESSIONAL ARTS IN COMMUNICATION STUDIES

(Grant MacEwan College in Partnership with Athabasca University)

INTRODUCTION
The Bachelor of Professional Arts (BPA) in Communication Studies is the first applied degree of its type in Canada. This innovative degree enables students holding a two-year diploma (or equivalent) in Digital Arts and Media, Information Management and Library Technology, Journalism, Legal Assistant, Arts and Cultural Management, Public Relations, or Visual Communication Design from Grant MacEwan College to continue their studies with Athabasca University to earn a university degree.

The diploma programs offered through Grant MacEwan College provide realistic, practical training to prepare students for their future:

**Arts and Cultural Management Program** – This practical and innovative 10-month program prepares students for management careers (in either the not-for-profit or profit sector of the arts) including marketing, fundraising, volunteer management, and publicity.

**Digital Arts and Media** – Using the latest technology, students are prepared to meet the growing demand for knowledgeable and skilled audiovisual personnel in business, industry, health care, government, and education.

**Information Management and Library Technology** – Using a practical, hands-on approach, students learn the skills necessary for the appropriate organization and retrieval of information in a variety of formats for a wide range of clientele.

**Journalism** – Realistic, practical training, prepares students for careers as newspaper reporters or government or corporate information officers.

**Legal Assistant** – This program prepares graduates to work in paralegal positions in law offices. Graduates work under the supervision of a legal practitioner as they assist in a variety of areas of law including litigation, land transactions, and corporate procedures.

**Public Relations** – This fast-paced, intensive program helps students develop superior written and oral communications skills in preparation for employment in business, government, service industries, and not-for-profit organizations.

**Visual Communication Design** – This demanding design-based program prepares students for fulfilling careers in the graphic design or display industries. Students can choose from three majors: Design and Digital Media, Design and Visual Presentation, Design and Illustration.

CAREER POTENTIAL
The Communication Studies degree provides students with the opportunity to advance their career in their chosen field by expanding the breadth and depth of their knowledge, something employers now demand for senior management positions. The degree builds upon students’ experience by offering senior university courses in communications, arts, and social sciences.

TRANSFERABILITY
Athabasca University’s Bachelor of Professional Arts in Communication Studies Degree is open to students who have graduated with a two-year college or technical institute diploma program in a communications-related field, including the Grant MacEwan College programs of Digital Arts and Media, Information Management and Library Technology, Journalism, Legal Assistant, Public Relations, and Visual Communication Design. The program provides students with two years of senior arts and social science courses and a major in communication studies courses for a total of 60 course credits. Combining these credits with the 60 transfer credits from a college or technical institute or university diploma or degree, students achieve the 120 course credits necessary for the 4-year BPA degree.

THE PROGRAM
Communication Studies courses at Athabasca University are offered at a distance using delivery methods that include print packages and telephone tutorials. Many courses include computer conferencing; television, video, or audio cassettes; computer-assisted learning, audio conferencing; and the Internet. Each 3-credit course is allotted up to six months for completion, leaving students free to set their own study schedule.

On-site courses are offered on a trimester basis: fall, winter, and spring/summer. There are no start dates for home study and students have up to six months to complete one course.

ADMISSION REQUIREMENTS
Students must be graduates of a two-year college or technical institute diploma program in a communications-related field.

Students with university credit or a combination of credits and significant professional experience may also be eligible for admission to the program. Students with non-formal training in the area of communications and/or significant work experience in the area may obtain entry to the program using prior learning assessment.

FOR FURTHER INFORMATION
For specific information about the diploma programs transferable to this degree, contact these programs directly:

- Arts and Cultural Management (780) 497-4415
- Digital Arts and Media (780) 497-5681
- Information Management and Library Technology (780) 497-5276
- Journalism (780) 497-5644
- Legal Assistant (780) 497-5092
- Public Relations (780) 497-5389
- Visual Communication Design (780) 497-4312

For specific information about the BPA in Communication Studies contact:

(780) 497-3405 or toll free 1-800-788-9041
Fax: (780) 497-3411
Website: www.athabascau.ca/htm\programs.htm
BACHELOR OF PROFESSIONAL ARTS IN CRIMINAL JUSTICE

(Grant MacEwan College in Partnership with Athabasca University)

INTRODUCTION
2 yr Grant MacEwan College diploma in either Correctional Services, Police Studies, or Investigations and Security Management Studies, Police and Security Program
+ 2 yr with Athabasca University
= Bachelor of Professional Arts in Criminal Justice

The Bachelor of Professional Arts (BPA) Criminal Justice Degree is a collaborative degree program between Grant MacEwan College and Athabasca University. This new and innovative program is designed for students who have completed a two-year diploma program in Correctional Services, Police Studies, or Investigations and Security Management Studies at Grant MacEwan College.

One of the greatest advantages to students pursuing this degree is the flexible delivery of the courses. Students may choose from on-site courses offered at various times throughout the year, or set their own study schedule with the home study option.

The diploma programs offered through Grant MacEwan College which transfer as the first two years of the degree are:
- Correctional Services – This program equips graduates to work in a variety of positions in the corrections field: institutions and community-based agencies, with adult and young offenders.
- Investigations and Security Management Studies, Police and Security Program – Develop the skills needed to meet the growing demand of career opportunities in the security field: private investigators, municipal enforcement officers, government investigators, emergency planners, or security managers.
- Police Studies, Police and Security Program – This challenging and rewarding two-year diploma is designed for individuals seeking employment with the RCMP, municipal police forces across Canada, CN Railway Police, and the Canadian Forces Military Police.

THE PROGRAM
The program provides students with an additional two years of arts and administrative study courses along with specialized senior courses in criminal justice for a total of 60 course credits. Combining these credits with the 60 transfer credits from a diploma program such as the Correctional Services, Police Studies, or Investigations and Security Management Studies at Grant MacEwan College, students achieve the 120 course credits necessary for the BPA Criminal Justice degree. Courses are offered on-site at Grant MacEwan College’s City Centre Campus. The program is also available through home-study. There are no start dates for home study and students have up to six months to complete one course.

CAREER POTENTIAL
The Criminal Justice degree provides students with increased opportunities for employment and career advancement in their chosen field by expanding the breadth and depth of their knowledge. It builds upon students’ experiences by offering senior university courses in criminal justice, administration, and arts, which employers now demand for senior management positions in policing, correctional services, customs, and law and security.

ADMISSION REQUIREMENTS
Athabasca University’s Bachelor of Professional Arts in Criminal Justice Degree Program is open to students who have graduated with a two-year accredited diploma in criminal justice from Grant MacEwan College (Correctional Services Program, Police Studies, or Investigations and Security Management Studies), or equivalent. The BPA Criminal Justice Program has no enrolment limitations.

APPLICATION PROCESS
Applications are accepted on a continuous basis. The application fee is $60.

FOR FURTHER INFORMATION
For specific information about the Grant MacEwan College diploma programs transferable to this degree, contact these programs directly for check their websites:
- Correctional Services Program: (780) 497-5296 or www.macewan.ca/corrections
- Police Studies: (780) 497-5186 or www.macewan.ca/police
- Investigations and Security Management Studies: (780) 497-5186 or www.macewan.ca/investigations
For further information on the Bachelor of Professional Arts (BPA) Criminal Justice at Athabasca University, contact:
- (780) 470-4270
Information Centre toll free: 1-800-788-9041
Web site: www.athabascau.ca
Email: curtisc@athabascau.ca
BACHELOR OF SCIENCE TRANSFER
(COLLABORATIVE AND JANUARY ENTRY)

(Faculty of Arts and Science)
www.macewan.ca/science

The Bachelor of Science Transfer Program offers first- and second-year courses that may be used toward obtaining a BSc Degree. Possible areas of study include Biological Sciences, Biochemistry, Chemistry, Computing Science, Earth and Atmospheric Sciences, Mathematics, Physics, Psychology, Agriculture, Forestry, and Home Economics, as well as a number of pre-professional programs.

Credit for courses taken at Grant MacEwan College may be transferred to other post-secondary institutions within, as well as outside of Alberta. For a complete listing of transferable courses, refer to the Alberta Transfer Guide, which is available at the Registrar’s Office, or visit the ACAT website at www.acat.gov.ab.ca.

CAREER POTENTIAL
Alberta is expected to have vigorous economic growth in the near future. The brochure Alberta Careers Beyond 2000, published by the Government of Alberta, identifies many areas in science as having strong career potential. Forecasts suggest that the prospect of a career in many areas within science will remain steady or show growth in the coming years. Biotechnology, computer related programs, environmental sciences, and genetics are currently popular areas of study.

The University of Alberta in its brochure Success by Degrees maintains that “Graduates from the core faculties of Arts and Science do exceptionally well in the labour market” and states that “degree holders participate more in the labour force, have a much lower unemployment rate than any other education level, and earn considerably more.”

ADMISSION

REGULAR ADMISSION
Applicants are encouraged to apply and submit transcripts early. Limited space is available and not all applicants who are eligible may be admitted. When admission becomes competitive, academic performance will be an important criterion for admission. Applicants should anticipate that admission is competitive.

Applicants must achieve a minimum average of 65 per cent in the following high school courses with no course grade lower than 50 per cent:
1. English 30-1 (or English 30)
2. Pure Mathematics 30 (or Math 30 or Transitional Math 101 with 75% or higher)
3. Two of Biology 30 OR Chemistry 30 OR Mathematics 31 OR Physics 30
4. Group A, B or C course*

Note: Applicants must have completed the appropriate high school courses or present university transferable post-secondary substitutions.

*Mature applicants only

MATURE ADMISSION
Applicants must be at least 21 years of age and out of full time high school by the start of the first term. Applicants must present a minimum average of 60 per cent in the following high school courses with no course grade lower than 50 per cent:
1. Pure Mathematics 30 (or Math 30, or Transitional Math 101 with 75% or higher)
2. Two of Biology 30 OR Chemistry 30 OR Mathematics 31 OR Physics 30

Notes:

a. English 30-1 (or English 30) will not be calculated in the admission average; however, applicants must present English 30-1 (or English 30) with a minimum final grade of 65% or complete the skills appraisal.
b. Applicants must have completed the appropriate high school courses or present university transferable post-secondary substitutions

TRANSFER ADMISSION
Applicants who have completed 9 or more credits of post-secondary coursework will be considered for transfer admission if they have also completed the high school requirements listed under Regular Admission.

Since these applicants have already completed some university course work they are required to complete a questionnaire regarding future desired coursework so that the Science Program can assess this in relation to the courses that are available in the program.

Successful applicants whose Admission Grade Point Average (AGPA) on post-secondary coursework is equivalent to 2.0 or better on a 4.0 point scale will be considered to have satisfactory academic standing.

PROBATIONARY ADMISSION
This admission category will only be used if the program is not filled by Regular, Mature or Transfer applicants.

A limited number of probationary admissions may be granted to applicants with a minimum cumulative post-secondary GPA of less than 2.0 on a 4.0 scale. These applicants will be placed on probation.

SKILLS APPRAISAL

Mature applicants only

Applicants must present English 30 with a minimum final grade of 65 per cent or complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 101 OR must complete any developmental work with a minimum grade of C– by the start of the first term.

Reading: Applicants must successfully complete the reading portion OR complete any developmental work with a minimum grade of C– by the start of the first term.

Math: No requirement.
ENGLISH LANGUAGE PROFICIENCY

All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
No requirement.

APPLICATION PROCESS
Please refer to page 11 for application process.

Probation
All students applying to the Bachelor of Science Transfer Program who have been placed on probation or required to withdraw from a program at another post-secondary institution will be placed on academic probation if accepted at Grant MacEwan College. The BSc Transfer Program has a quota on Probationary admissions. Applicants in this category are advised to contact the Science Program Office ([780] 497-5161) for information on how to improve their likelihood of being accepted. Applicants with two poor academic records will not be considered for admission.

Enrolment Limitations
The BSc Transfer Program is subject to a quota. All potential students are encouraged to apply early, as the quota will be filled by the earliest applicants who meet the admission criteria and provide the necessary documentation. Within the overall program quota, limits are placed on the number of international (visa) and mature students, as well as the number of students who have previously been enrolled in other post-secondary institutions.

Admission Times
Students may begin their studies in the BSc Transfer Program in September or January (see Collaborative and January Entry Transfer Programs below).

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

Bachelor of Science (General) – Collaborative Degree Program
The BSc (General) – Collaborative Degree is a joint program involving Grant MacEwan College and the Faculty of Science at the University of Alberta. Year 1 and Year 2 are taken at Grant MacEwan College (maximum of 60 credits). If students meet the necessary academic requirements they may enter Specialization or Honours programs in the Faculty of Science at the University of Alberta.

Bachelor of Science (General) – January-Entry Transfer Program
Students admitted to this program begin their studies in January. They have the opportunity to complete up to 27 transfer credits by the end of July. Students completing at least 24 credits are eligible for September entry into the Faculty of Science at the University of Alberta. The Faculty of Science grants an extended document deadline for those students applying for September entry.

Alternatively, students entering the Bachelor of Science Transfer Program in January may return to Grant MacEwan College in September for their second year of studies provided they have maintained at least a satisfactory academic standing.

Faculty of Agriculture, Forestry and Home Economics
Transfer to programs in the Faculty of Agriculture, Forestry and Home Economics at the University of Alberta is also possible. Transfer to the Agriculture, Food Business Management or Forest Business Management programs requires a CGPA of at least 2.7. Transfer to all other programs in this faculty requires a CGPA of 2.0.

BSc (Specialization in Science and Education)/BEd Combined Degree
Students pursuing a BSc (Specialization in Science and Education)/BEd Combined Degree can access the required courses through the BSc Transfer Program at MacEwan. Students should consult the University of Alberta calendar for program requirements.

POTENTIAL PROGRAMS OF STUDY
The following programs of study are designed for transfer to the University of Alberta. Transfer to University of Alberta into the General Science Program requires a Grade Point Average (GPA) of at least 2.0 on the most recent 24 credits. Specialization Programs require a Grade Point Average (GPA) of at least 2.3 and Honours Programs require a GPA of at least 3.0 (unless otherwise noted in the U of A calendar)*. Students considering transferring to other postsecondary institutions should familiarize themselves with the program requirements of those institutions. All students should consult the Bachelor of Science Transfer Program advisors for information regarding transferability.

*Note: In the following, a full course equivalent (FCE) is defined as a course with a weighting factor of six credits or greater, or two half courses of three credits each.

BSc General Program

Year I
1. English 101
2. One FCE from Computing Science, Mathematics, or Statistics
3. One FCE from Astronomy, Chemistry or Physics
4. One FCE from Biology, Earth and Atmospheric Sciences, or Science Psychology
5. One FCE from Arts or Science (students interested in the Business Minor must take ECON 101 and 102)
6. Integration seminar or equivalent
BSc Honours and Specialization Programs

ATMOSPHERIC SCIENCES
- Earth and Atmospheric Sciences 101/102
- CMPT 101 or 114/Math 120
- Mathematics 113(114)/115
- Physics 144/146
- English 101

BIOCHEMISTRY
- Chemistry 101/102
- Chemistry 161/163
- Math 113 (114)/115
- Biology 108/107
- 1 FCE Arts Option (English 101 recommended)

BIOLOGICAL SCIENCES
- Chemistry 101/161
- Statistics 151/Math 113(114) or 120
- 1 FCE Arts option (English 101 recommended)
- 1 FCE Science option

Note 1: Students intending to complete their degree in the following areas: Cell Biotechnology, Microbiology, or Molecular Genetics must take both CHEM 102 and 163, normally in the second term of their first year as the 1 FCE Science option.

Note 2: Students intending to complete their degree in Physiology and Developmental Biology, or those who wish to incorporate BICM 203/205 in place of BICM 220 in their Animal Biology program, are required to take CHEM 163 in the first year.

Note 3: Students intending to complete their degree in the areas of Cell Biotechnology, Microbiology, Molecular Genetics or Physiology and Developmental Biology require BICM 203/205, not BICM 220.

Note 4: The rest of the Biological Sciences program core consist of BIOL 207, 208 and BICM 220 or 203/205, which would be completed in the second year.

Note 5: Students intending to complete their degree in Bioinformatics are required to take CHEM 101, 161, 163 and CMPT 114/115 in their first year in place of MATH and STAT.

BIOINFORMATICS
- Biology 107
- Chemistry 161/163
- CMPT 114/115 or 101/114/115
- 1 FCE Arts options (English 101 recommended)
- 1/2 FCE Science option (if not taking CMPT 101)/Chemistry 101

CELL BIOLOGY
- Chemistry 161/163
- Chemistry 101/102
- Math 113(114)/115
- Biology 107/108
- 1 FCE Arts option (English 101 recommended)

CHEMISTRY (HONOURS ONLY)
- Chemistry 101/102
- Chemistry 161/163
- Math 113 (114)/115
- Physics 144/146
- English 101 or 1/2 FCE Arts option and ENGL 108

*Note: Students in the specialization route can substitute Chemistry 161/163 with an option in their first year.

COMPUTING SCIENCE*
- Math 113 (114)/115
- Computing 272/1/2 FCE option (unless CMPT 101 taken)
- Computing 114/115 (see Note)
- 1 FCE Science option (excluding MATH, CMPT, and STAT)
- English 101

*Note: Students with no previous computing experience should enroll in CMPT 101 first and then take CMPT 114 and 115.

COMPUTING SCIENCE SPECIALIZATION STREAM IN BIOINFORMATICS
- Biology 107
- Computing 101/114 or 114 (see NOTE above)
- Computing 115/272
- English 101
- Math 113 (114)/115
- 1/2 FCE Approved Science option (if not taking CMPT 101)
- 1/2 FCE Science option (BIOL or CHEM recommended)
ENVIRONMENTAL EARTH SCIENCES
- Earth and Atmospheric Sciences 101/102
- Chemistry 101/102
- Mathematics 113(114)/115
- Physics 124/126 or Physics 144/146
- English 101

ENVIRONMENTAL PHYSICAL SCIENCES (SPECIALIZATION ONLY)
- Chemistry 101/102
- Math 113(114)/115
- Physics 124/126 or 144/146
- Earth and Atmospheric Sciences 101/102
- English 101

GEOLOGY
- Earth and Atmospheric Sciences 101/103
- English 101
- Chemistry 101/102
- Mathematics 113(114)/115
- Physics 124/126 or 144/146

GEOPHYSICS
- Math 120 (or 125 for more theoretically-inclined students)
- Physics 144/146
- Math 113(114)/115
- 1 FCE Arts option (English 101 recommended)
- Chemistry 101/102
- Earth and Atmospheric Sciences 101

Note: Students without Math 31 are advised to take PHYS 124 and MATH 113 in the first term, and then take PHYS 146 and MATH 115 in the second term.

IMMUNOLOGY AND INFECTION
- Biology 107/108
- Chemistry 101/102
- Chemistry 161/163
- Mathematics 113 or 114 or 120
- Statistics 141 or 151
- 1 FCE Arts option (English 101 recommended)

MATHEMATICS (SPECIALIZATION ONLY)
- Math 114/115
- Math 125/1/2 FCE Science option
- Computing 114/115 or 101/114
- 1 FCE option
- English 101

Note 1: A student must take 1 FCE MATH in each Fall/Winter of the program.

Note 2: Students interested in taking non-junior CMPT courses as options in subsequent years should note that CMPT 115 is a prerequisite for all non-junior CMPT courses.

SPECIALIZATION IN COMPUTATIONAL SCIENCE (MATHEMATICS)
- Computing 114/115
- Math 114/115
- Math 125
- English 101
- 1 1/2 FCE options

MATHEMATICS AND ECONOMICS (SPECIALIZATION ONLY)
- Math 114/115
- Math 125/Statistics 151
- Economics 101/102
- 1/2 FCE option/1/2 FCE Science option
- English 101

Note 1: A student must take 1 FCE ECON, MATH or STAT in each Fall/Winter of the program

Note 2: Students interested in taking non-junior CMPT courses as options in subsequent years should note that CMPT 115 is a prerequisite for all non-junior CMPT courses.

PHARMACOLOGY
- Chemistry 101/102
- Chemistry 161/163
- 1/2 FCE Science option (BIOL, BICM, CHEM, MATH, PHYS, STAT or ZOOL)/Statistics 141 or 151
- Biology 107/108
- English 101

PHYSICS
- 1 FCE Science option
- Math 113 (114)/115
- Math 120 (or 125 for more theoretically-inclined students)/Math 225
- Physics 144/146
- 1 FCE Arts option (English 101 recommended)

Note: Students without Math 31 are advised to take PHYS 124 and MATH 113 in the first term, and then take PHYS 146 and MATH 115 in the second term.

APPLIED PHYSICS (HONOURS ONLY)
- Chemistry 101/102
- Math 113 (114)/115
- Math 120/225
- Physics 144/146
- 1 FCE Arts option

Note: Students without Math 31 are advised to take PHYS 124 and MATH 113 in the first term, and then take PHYS 146 and MATH 115 in the second term.

COMPUTATIONAL SCIENCE (PHYSICS)
- Computing Science 114/115
- Math 113 (114)/115
- Math 120/225
- Physics 144/146
- 1 FCE Arts option

Note: Students without Math 31 are advised to take PHYS 124 and MATH 113 in the first term, and then take PHYS 146 and MATH 115 in the second term.
ASTROPHYSICS
- Math 113/114/115
- Math 120 (or 125)/225
- Phys 144/146
- 1 FCE Science option (suggested options are in ASTR or CHEM)
- 1 FCE in Arts option Note: Students without Math 31 are advised to take PHYS 124 and MATH 113 in the first term, and then take PHYS 146 and MATH 115 in the second term.

PHYSIOLOGY (HONOURS ONLY)
- Chemistry 101/102
- Chemistry 161/163
- 1 FCE Arts or Science option
- Biology 107/108
- English 101

PSYCHOLOGY (SPECIALIZATION)
- Psychology 104/105
- 1 FCE Computing Science and/or Mathematics (junior courses)
- 1 FCE Chemistry or Physics
- Biology 107/108
- English 101

PSYCHOLOGY (HONOURS)
- Psychology 104/105
- Biology 107/108
- 1 FCE Computing Science or Mathematics or Statistics 252
- 1 FCE Science option
- English 101
Note: Admission after completion of 60 credits of work with a GPA of 3.3 or greater in the preceding Fall/Winter.

STATISTICS (HONOURS)
- Math 114/115
- Math 125/Statistics 151
- Computing 101/114 or 114/115
- 1 FCE Arts option
- 1 FCE option
Note: Students interested in taking non-junior CMPT courses as options in subsequent years should note that CMPT 115 is a prerequisite for all non-junior CMPT courses.

STATISTICS (SPECIALIZATION)
- Math 114/115
- Math 125/Statistics 151
- 1 FCE option (Computing Science recommended)
- 1 FCE option (English 101 recommended)
- 1 FCE option
Note 1: The program must include 1 FCE English and either CMPT 101 and 114 or CMPT 114 and 115. These courses should be taken in the first two years of the program.

Note 2: Students interested in taking non-junior CMPT courses as options in subsequent years should note that CMPT 115 is a prerequisite for all non-junior CMPT courses.

BSc Agriculture, Forestry, and Home Economics
Note: The following programs can be accessed through the BSc Transfer Program:

AGRICULTURE FOOD BUSINESS MANAGEMENT
- Biology 107 or 108/MGMT 122
- 1 FCE Option
- Economics 101/102
- English 101

ENVIRONMENTAL AND CONSERVATION SCIENCES OR ENVIRONMENTAL AND CONSERVATION SCIENCES/BA NATIVE STUDIES
- Biology 107/108
- Chemistry 161/163 or 101 or Physics 124
- Economics 101/102
- English 101
- Math 113 (or 114)/Statistics 151
Note: BIOL 108 is required for the Sustainable Agricultural Systems Major.

NUTRITION AND FOOD MAJOR AND NUTRITION MAJOR (INCLUDES DIETETIC PATH)
Students who wish to transfer to the Nutrition major must have completed a minimum of 30 credits, of which 24 are transferable. Students must present Biol, Engl, Nutr, and all four Chem courses and must be eligible to take BIOCH 203 in their second year; and overall GPA of 3.0 is required. Check the University of Alberta calendar for specific grades in Chemistry courses needed for BIOCH 203.

Pre-Professional Programs
Grant MacEwan College offers the first and second year of a number of pre-professional programs. The minimum length of each pre-professional program is indicated in the description of the individual program. For the Pre-Dentistry, Pre-Medical Laboratory Science, Pre-Pharmacy and Pre-Medicine programs, the suggested course selections are designed to meet the admission requirements of the corresponding University of Alberta programs.
PRE-CHIROPRACTIC MEDICINE
- Chemistry 161/163
- 1 FCE Biology (with Labs)
- 1/2 FCE Psychology/1 1/2 FCE humanities and social sciences

Admission into a Chiropractic College requires at least 60-90 credits (2-3 years) of university work. The coursework outlined above is recommended for the first year of study for admission into the Canadian Memorial Chiropractic College. Admission is competitive. For further information students should contact their Chiropractic College of choice to ensure accuracy of their pre-admission years of study or the Canadian Memorial Chiropractic College at: www.cmcc.ca/admissions/.

PRE-DENTAL HYGIENE
- Chemistry 161/163
- Chemistry 101/Biology/107
- English 101
- Sociology 100/Psychology 104
- 1/2 FCE Statistics/1/2 FCE Option

Note 1: 24 of the required credits must be taken during one Fall/Winter academic year.
Note 2: To be considered for entry a student must have a minimum CGPA of 2.7 and pre-professional GPA of 2.7.

PRE-DENTISTRY
- Chemistry 161/163 or 261/263
- Chemistry 101/102
- 1 FCE Biology (BIOL 107/108 recommended)
- 1 FCE Physics
- 1/2 FCE Biochemistry/1/2 FCE Statistics
- English 101
- 4 FCE Arts or Science options

Admission to the Dentistry program requires at least 60 credits of university work completed in two or more academic years and must include the courses listed above. 30 credits must be taken during one Fall/Winter. Dentistry is a quota faculty, thus admission is competitive.

PRE-MEDICAL LABORATORY SCIENCE
- Chemistry 101/1/2 FCE Biology, Genetics, Microbiology or Zoology
- Chemistry 161/163 or 261/263
- English 101
- 1 FCE option (any Faculty)
- Statistics 141 or 151/Biology 107

Admission is competitive. Preference will be given to those students who have completed the required 30 credits in one academic year.

PRE-MEDICINE
- Chemistry 101/102 and 161/163 or 261/263
- 1 FCE Biology (BIOL 107/108 recommended)
- 1 FCE Physics
- 1 FCE Biochemistry*
- 1/2 FCE Statistics
- English 101

The courses outlined above are to be taken over a period of study of 2 – 3 years. *Where possible, you are encouraged to take 6 credits of Biochemistry. Normally to be considered for admission to the Faculty of Medicine at the U of A, a student must be registered in, or have completed the final year of, a degree program. A student may transfer to the BSc program at U of A after completing one or two years at MacEwan. Students should strive for a minimum GPA of 3.3 on a minimum of 60 credits. (30 credits must be taken during one Fall/Winter). Students are encouraged to obtain a baccalaureate degree before admission to the U of A Faculty of Medicine, but may apply after 2 or 3 years in a degree program. To be considered for admission after 2 or 3 years a student must have a minimum GPA of 3.7 and exceptional personal qualifications.

PRE-OPTOMETRY
Admission to Optometry programs is competitive. For further information consult the University of Waterloo calendar, or visit their website at www.optometry.uwaterloo.ca/odprog/back.html

PRE-PHARMACY
- Chemistry 101/102
- Chemistry 161/163 or 261/263
- Math 113 (114)/Statistics 141 or 151
- 1 FCE Biology (see note 1 and 2)
- English 101

Admission to Pharmacy at the U. of A. requires one year as outlined and is competitive. Acceptance is based on academic performance and a letter of intent. Preference is given to applicants who have completed at least 1 year of full-time (30 credits) pre-professional studies, or who have taken additional university course work.

Note 1: BIOL 107 or equivalent and BICM 220 or equivalent.
Note 2: Students who are unable to take BICM 220 prior to being admitted to Pharmacy will be required to take it during the first professional year instead of an elective. These applicants must present, in addition to BIOL 107, another 5 credit course in Biology, Cell Biology, Medical Microbiology, Microbiology, or Genetics, but not Botany, Entomology, Marine Science, or Zoology.

PRE-VETERINARY MEDICINE
Two Year Program
- Chemistry 101/102
- Chemistry 161 or 261
- 1 FCE Physics
- 1 FCE Biochemistry
- Biology 107/108
- English 101
- Biology 207/208 or Zoology
- 1 FCE Mathematics or Statistics
- 2.5 FCE options*

Admission to Veterinary Medicine programs is competitive and requires at least 60 credits of transferable work. The program of study must include the courses outlined above. Students should expect to take these courses as part of a degree over 3 or 4 years. *One of the options should be CHEM 163 or CHEM 263.

PROGRAM ADVISING
The Program Advisors for the BSc Program provide students assistance in matters related to program requirements and other academic matters. The BSc Program Advisors are located in Room 6-117 at the City Centre Campus. The BSc Program strongly encourages program students to seek advice on academic and program planning matters only from the BSc Program advising staff. Prospective students who require application information or counselling on matters of a personal nature should contact the Student Resource Centre, Room 7-112A, City Centre Campus, (780) 497-5063/5064.

ACCURACY OF PROGRAM
Students are responsible for ensuring the accuracy and completeness of their program and registration. Updates on changes and information relevant to Science students are posted on the bulletin board in the Bachelor of Science reception area (Room 6-117 at City Centre Campus).
TRANSFER TO A UNIVERSITY

Students may transfer to another post-secondary institution after one or two years of study at Grant MacEwan College. Institutions have different entrance and program requirements and students should become familiar with the requirements of the institution to which they intend to transfer.

Students may transfer to the University of Alberta in the Bachelor of Science program in one of two categories:

1. Students whose high school matriculation average met the minimum average for admission to the University of Alberta on the five required matriculation subjects may be admitted to the University of Alberta BSc. General Program if they meet the minimum required transfer average at the University of Alberta, and meet all other admission criteria (e.g., quota, program requirements, interviews). Specialization and Honours programs have higher grade point requirements.

2. Students whose high school matriculation average was less than the minimum average for admission to the University of Alberta and/or who lacked the five matriculation subjects may be admitted to the University of Alberta if they:
   a) have successfully completed at least 24 credits of transferable course work that applies to the BSc program;
   b) meet the minimum required transfer average at the University of Alberta;
   c) have cleared all matriculation requirements; and
   d) meet all other admission criteria (quota, program requirements, interviews, etc.).

Note: Minimum transfer average is subject to change at the discretion of the U of A Faculty of Science.

MAXIMUM TRANSFER CREDIT

For most programs a maximum of 10 full course equivalents (60 credits) may be completed before transferring to the University of Alberta, University of Calgary, or the University of Lethbridge.

TO APPLY

The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140

FOR FURTHER INFORMATION

Email: science@macewan.ca

Jim Fuller
Program Advisor
(780) 497-5388

Chris Greidanus
Program Advisor
(780) 497-5839

Josie O’Reilly
Program Advisor
(780) 497-5652
BACHELOR OF SCIENCE – COMPUTING SCIENCE (SPECIALIZATION) TRANSFER

(Faculty of Arts and Science)

www.macewan.ca/compsci

In a world of continually evolving technological advances, the need for qualified and well-educated computing science graduates continues to be at a critical level. Whether it is developing data storage systems, designing a business IT system, programming a computer game, or building a computer network, a Bachelor of Science in Computing Science is key to Alberta’s economic potential.

Computing Science students study the nature and techniques of problem solving through computation.

Understanding computation requires a knowledge of hardware and software, mathematics, and logic, as well as a keen understanding of such essentials as psychology, philosophy, linguistics, and management theories. Computing science encompasses the study of computing systems with their components and architecture, communication networks, formal languages, analysis of algorithms, artificial intelligence, and the development of the wide range of applications needed to run our world.

Established in 1999, the BSc Specialization in Computing Science is a program that prepares students for the completion of a BSc in Computing Science at the U of A. As of fall 2003, students are able to complete the first two years of study in Computing Science at MacEwan before transferring to the U of A for their third year.

ADMISSION

REGULAR ADMISSION

Applicants must achieve a minimum overall average of 65 per cent in the following high school courses with no course grade lower than 50 per cent:
1. English 30-1 (or English 30)
2. Pure Mathematics 30 (or Math 30, or Transitional Math 101 with 75% or higher)
3. Two of Biology 30 OR Chemistry 30 OR Mathematics 31 OR Physics 30
4. Group A, B or C course*

*Mature applicants only

Applicants who are 21 years of age or older by the start of the first term and do not qualify under Regular Admission may be admitted under Mature Admission. Applicants must achieve a minimum overall average of 60 per cent in the following high school courses with no course grade lower than 50 per cent:
• Pure Mathematics 30 (or Math 30, or Transitional Math 101 with 75% or higher)
• Two of Biology 30 OR Chemistry 30 OR Mathematics 31 OR Physics 30

English 30-1 (or English 30) will not be calculated in the average. If applicants have completed English 30-1 (or English 30) with a grade lower than 65 per cent, they will need to successfully complete MacEwan’s Skills Appraisal exam.

TRANSFER ADMISSION

• Not applicable

PROBATIONARY ADMISSION

Not applicable

SKILLS APPRAISAL

Mature applicants only

Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Applicants must present English 30-1 (or English 30) with a minimum final grade of 65 per cent or complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL 101 by the start of the first term OR complete any upgrading with a minimum grade of C– by the start of the first term.

Reading: Applicants must successfully complete the reading portion OR complete any developmental work with a minimum grade of C– by the start of the first term.

Math: No requirement.

ENGLISH LANGUAGE PROFICIENCY

All admission categories

The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.
PROGRAM OF STUDY

The BSc in Computing Specialization Transfer Program is designed for transfer to the University of Alberta. Students considering transferring to other post-secondary institutions should familiarize themselves with the program requirements of those institutions. All students should consult the Bachelor of Science in Computing Science Program Advisors for information regarding transferability.

Year I

<table>
<thead>
<tr>
<th>INST. HRS. CR.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPT 114</td>
<td>Introduction to Computing Science</td>
</tr>
<tr>
<td>CMPT 115</td>
<td>Programming with Data Structures</td>
</tr>
<tr>
<td>CMPT 272</td>
<td>Formal System and Logic</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Critical Reading and Writing</td>
</tr>
<tr>
<td>MATH 113</td>
<td>Elementary Calculus</td>
</tr>
<tr>
<td>or</td>
<td>MATH 114</td>
</tr>
<tr>
<td>MATH 115</td>
<td>Elementary Calculus II</td>
</tr>
<tr>
<td>6 credits of Science Options (excluding Mathematics, Computing Science and Statistics)</td>
<td></td>
</tr>
<tr>
<td>3 credits of Options</td>
<td></td>
</tr>
</tbody>
</table>

Year II

<table>
<thead>
<tr>
<th>INST. HRS. CR.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPT 201</td>
<td>Practical Programming Methodology</td>
</tr>
<tr>
<td>CMPT 204</td>
<td>Algorithms I</td>
</tr>
<tr>
<td>CMPT 229</td>
<td>Computer Organization and Architecture I</td>
</tr>
<tr>
<td>CMPT 291</td>
<td>Introduction to File and Database Management</td>
</tr>
<tr>
<td>MATH 120</td>
<td>Basic Linear Algebra I</td>
</tr>
<tr>
<td>STAT 221</td>
<td>Applied Probability</td>
</tr>
<tr>
<td>STAT 222</td>
<td>Applied Statistics</td>
</tr>
<tr>
<td>6 credits of Arts Options</td>
<td></td>
</tr>
<tr>
<td>3 credits in an approved option</td>
<td></td>
</tr>
</tbody>
</table>

PROGRAM ADVISING

The program advisors for the Computing Science program provide students assistance in matters related to program requirements and other academic matters. The Computing Science transfer program advisors are located in Room 6-117 at the City Centre Campus. The Computing Science transfer program strongly encourages students to seek advice in academic and program planning matters only from the Computing Science transfer advising staff. Prospective students who require application information or counselling on matters of a personal nature should contact MacEwan’s Student Resource Centre, Room 7-112A, City Centre Campus, (780) 497-5063/5064.

POSSIBLE CAREERS

Career options in the field of computing science continue to grow. Career paths for computing science graduates include work as systems analysts, software developers and programmers, database analysts and administrators, software engineers, network and system administrators, and graduate studies. Given the pervasiveness of computer technology today, the types of organizations that employ the above types of individuals are both within and outside of the IT sector. (Many jobs now require a minimum of a BSc in Computing Science or related field to even be considered for an interview.)

LOCATION:

Room 6-117
City Centre Campus
10700 – 104 Avenue

STUDENT FOR A DAY

Contact:
Dawn Philipoff
(780) 497-4520

FOR FURTHER INFORMATION

Email: computing@macewan.ca
Chris Greidanus
Program Advisor
(780) 497-5839
Jim Fuller
Program Advisor
(780) 497-5388
Josie O’Reilly
Program Advisor
(780) 497-5652

TO APPLY

The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140

...
BACHELOR OF SCIENCE IN ENGINEERING TRANSFER

(Faculty of Arts and Science)
www.macewan.ca/engineering

The Bachelor of Science in Engineering Transfer Program offers first-year courses that may be used toward obtaining a BSc Engineering degree at the University of Alberta. Credit for courses taken at Grant MacEwan College may be transferred to other post-secondary institutions within, as well as outside of, Alberta. For a complete listing of transferable courses, refer to the Alberta Transfer Guide at the Registrar's Office, or visit the ACAT website at www.acat.gov.ab.ca. Admission is competitive. The BSc in Engineering Transfer Program is subject to a quota. Within the overall quota, limitations are also placed on the number of international (visa) and mature students, as well as the number of students who have been previously enrolled in other postsecondary institutions.

CAREER POTENTIAL
Alberta is expected to have vigorous economic growth in the near future. The brochure Alberta Careers Beyond 2000, published by the Government of Alberta, identifies Engineering as one of many potential careers with above average prospects for growth. It specifically names the fields of Civil, Mechanical, Electrical, and Chemical Engineering as having good prospects beyond the year 2000.

ADMISSION
Applicants are encouraged to apply and submit transcripts early. Limited space is available and not all applicants who are eligible may be admitted. When admission becomes competitive, academic performance is the primary criterion for admission. Applicants should anticipate that admission is competitive.

REGULAR ADMISSION
Applicants must achieve a minimum overall average of 65 per cent in the following high school courses with no course grade lower than 50 per cent:
1. English 30-1 (or English 30)
2. Chemistry 30
3. Pure Mathematics 30*/Mathematics 30
4. Mathematics 31
5. Physics 30
*Transitional Math 101 will be accepted if completed with a minimum grade of 75 per cent

Up to two relevant post-secondary substitutions may be used in lieu of high school courses.

Applicants who have been required to withdraw twice from any accredited post-secondary institution or once from any Engineering program will not be considered for admission or for readmission to the program. In addition, applicants who have completed more than 6 university transfer credits in an accredited Engineering program will not be considered for admission or readmission and should consider applying to the Bachelor of Science Transfer program.

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

Applicants who have successfully completed more than 6 university transfer credits in a non-engineering program and satisfy the requirements for Regular or Mature Admission will be assessed for program eligibility.

MATURE ADMISSION
Applicants who are 21 years of age or older by the start of the first term and do not qualify under Regular Admission may be admitted under Mature Admission. Applicants must achieve a minimum grade of 70 per cent in each of the following high school courses:
1. Pure Mathematics 30*/Mathematics 30
2. Chemistry 30
3. Physics 30
4. Mathematics 31
*Transitional Math 101 will be accepted if completed with a minimum grade of 75 per cent

Up to two relevant post-secondary substitutions may be used in lieu of high school courses.

Applicants who have been required to withdraw from any accredited post-secondary institution twice or once from any Engineering program will not be considered for admission or for readmission to the program. In addition, applicants who have completed more than 6 university transfer credits in an accredited Engineering program will not be considered for admission or readmission and should consider applying to the Bachelor of Science Transfer program.

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

Applicants who have successfully completed more than 6 university transfer credits in a non-engineering program and satisfy the requirements for Regular or Mature Admission will be assessed for program eligibility.

TRANSFER ADMISSION
Not applicable.

PROBATIONARY ADMISSION
Not applicable.

SKILLS APPRAISAL
Mature applicants only
• Skills Appraisal outcomes for admission to this program must be completed by the start of the first term.

Applicants must present English 30-1 (English 30) with a minimum final grade of 65 per cent or complete the Skills Appraisal.

Writing: Applicants must successfully complete the writing portion OR complete any developmental work with a minimum grade of C– by the start of the first term.

Reading: Applicants must successfully complete the reading portion OR complete any developmental work with a minimum grade of C– by the start of the first term.

Math: Not applicable.

ENGLISH LANGUAGE PROFICIENCY
All admission categories
The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

OTHER ADMISSION CRITERIA
No requirement.

**The Admission Grade Point Average (AGPA)
The Admission Grade Point Average (AGPA) is calculated on post-secondary course work completed in the most recent two terms of study if they contain a minimum of 24 credits of course work. If an applicant presents fewer than nine credits of post-secondary work, it will not be calculated for admission purposes. If these two terms contain less than 24 credits of course work, all work in the next most recent term(s) is included in the calculation until the minimum total of 24 credits of post-secondary course work is reached. 6-credit courses that span both the Fall and Winter terms are considered winter courses and 6-credit courses that span both the Spring and Summer terms are considered Summer courses in these cases. For applicants who have attempted less than 24 credits of post-secondary work, the AGPA is based on all post-secondary credits attempted.
APPLICATION PROCESS
Please refer to page 11 for application process.

ACADEMIC STANDING
The academic standing of each program student shall be reviewed. A minimum grade point average (GPA) of 2.0 out of 4.0 must be maintained to be considered in good standing.

PROGRAM OF STUDY
The BSc in Engineering Transfer Program is designed for transfer to the University of Alberta. Students considering transferring to other postsecondary institutions should familiarize themselves with the program requirements of those institutions. All students should consult the Bachelor of Science in Engineering Program Advisors for information regarding transferability.

Year I

TERM I FALL TERM
CHME 103 Introductory University Chemistry I 45:18:15 4.3
ENGG 100 Orientation to the Engineering Profession I 15:0:0 1
ENGG 130 Engineering Mechanics 45:30:0 4
MATH 100 Calculus I 45:26:0 4
PHYS 130 Wave Motion, Optics and Sound 45:18:0 3.8
ENCP 100 Computer Programming for Engineers 45:36:0 3.8

TERM II WINTER TERM
CHME 105 Introductory University Chemistry II 45:18:0 3.8
ENGL 199 Essentials of Writing for Engineering Students 45:0:0 3
ENGG 101 Orientation to the Engineering Profession II 15:0:0 1
ENPH 131 Mechanics 45:18:15 4.3
MATH 101 Calculus II 45:13:0 3.5
MATH 102 Applied Linear Algebra 45:13:0 3.5

PROGRAM ADVISING
The program advisors for the BSc in Engineering Transfer Program provide students assistance in matters related to program requirements and other academic matters. The BSc in Engineering Transfer Program advisors are located in Room 6-117 at the City Centre Campus. The BSc in Engineering Transfer Program strongly encourages students to seek advice in academic and program planning matters only from the BSc in Engineering Transfer Program advising staff (780) 497-4708.

Students who require counselling on matters of a personal nature should contact MacEwan’s Student Resource Centre, Room 7-112A, City Centre Campus, (780) 497-5063/5064.

TRANSFER FEATURES OF THE BSC IN ENGINEERING TRANSFER PROGRAM
Students who complete year 1 at Grant MacEwan College with a CGPA of 2.0 on MacEwan’s 4 point scale with a minimum of 30 successful Engineering transfer credits may continue to year 2 at the University of Alberta, Faculty of Engineering.

ACCURACY OF PROGRAM
Students are responsible for ensuring the accuracy and completeness of their program and registration. Updates on changes and information relevant to Engineering students are posted on the bulletin board in the Bachelor of Science reception area (Room 6-117 at City Centre Campus) and via student college email.

STUDENT FOR A DAY
Contact:
Dawn Philipoff
(780) 497-4520

FOR FURTHER INFORMATION
Email: engineering@macewan.ca
Josie O’Reilly
Program Advisor
(780) 497-5388
Jim Fuller
Program Advisor
(780) 497-5388
Chris Greidanus
Program Advisor
(780) 497-5839

TO APPLY
The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140
BACHELOR OF SCIENCE IN NURSING TRANSFER

[Faculty of Health and Community Studies]
www.macewan.ca/nursing

INTRODUCTION
It's an exciting time for MacEwan’s School of Nursing as the college pursues degree granting. With Nursing identified as a priority, the program curriculum is currently undergoing extensive review, with changes to the curriculum anticipated – possibly as early as 2006. As further information becomes available it will be posted on the program website, provided at program information sessions, and communicated to program applicants.

Through the current collaborative partnership with the University of Alberta, MacEwan offers the first two years of the four-year Bachelor of Science in Nursing degree program. The program is delivered at City Centre Campus and, on a rotational basis, at selected rural sites. This collaborative arrangement enables students to complete the first two years of the program with MacEwan then apply for transfer to the University for years three and four. An option presently exists for students to exit from the Bachelor of Science in Nursing Transfer program after second year and complete two additional terms through MacEwan to obtain a Diploma in Nursing. The option for diploma completion will continue if it remains within the mandate of the professional association.

MacEwan also offers a bridging program for Licensed Practical Nurses (LPNs) who wish to become Registered Nurses. The Nursing Articulation Program for LPNs is an eight-month bridging program that provides the equivalent of the first five terms of the Bachelor of Science in Nursing Transfer program. Admission to the articulation program necessitates meeting of the academic admission requirements – including prior completion of specified university-level courses – as well as active licensure and six months of recent employment as an LPN. Details about additional programming requirements are available at the following web site:
www.hcs.gmcc.ab.ca/lpn/.

Program graduates are eligible to write the Canadian Registered Nurse Examination to become a Registered Nurse (RN).

CAREER POTENTIAL
Nursing is one of Canada’s hottest career fields. Four years in a row, MacEwan’s graduate surveys have shown that 100 per cent of our nursing graduates obtained employment in their field within six months of graduation. This means unprecedented opportunities for registered nurses to explore a variety of exciting career paths.

Playing a vital role in an ever-changing health care environment, nurses work collaboratively with other health professionals to promote and maintain health and to provide care for and support people through all stages of life. Diploma graduates start careers in hospitals and continuing care settings. Degree-holding nurses have greater career mobility and can expand into such fields as home care, community health, community mental health, and independent practice.

WHO SHOULD APPLY
This program is designed for dedicated individuals who are seeking a challenging career in the health care field. They have researched a variety of careers and becoming a Registered Nurse remains at the top of their list!

TRANSFERABILITY
Grant MacEwan College remains fully committed to promoting degree completion for all of our nursing students. Currently, nursing students with the required GPA may apply for transfer to the University of Alberta for years three and four. Should degree completion at MacEwan become available, current transfer arrangements with the University of Alberta may change.

THE PROGRAM
The curriculum provides extensive theory and clinical practice, building on concepts from the discipline and practice of nursing, as well as from the physical, biological, medical and social sciences, and the humanities. Concentrated blocks of nursing practice experiences, scheduled in a variety of community and institutional settings, provide excellent opportunities to apply theory and further develop knowledge and skills. Whether completing with a diploma or degree, the program concludes with an intensive, extended clinical practice course that facilitates consolidation of learning and sets a strong foundation for a successful and fulfilling career in Nursing!

Health and Community Studies Interdisciplinary Conference
This professional development conference focuses on developing new skills, investigating current trends, and sharing of experiences by leaders in the health and community services professions. All students are expected to attend the conference, which is held annually in March. A special conference fee is assessed when registering in the nursing program.

As stated in the calendar preface, the college “reserves the right to make any necessary changes in matters discussed herein including procedures, policies, calendar, curriculum, course content or emphasis, and costs, either to serve the best interests of the college, or because circumstances are beyond the college’s reasonable control.”

ADMISSION
Applicants are encouraged to apply and submit transcripts early. Limited space is available and not all applicants who are eligible may be admitted. When admission becomes competitive, academic performance is the primary criterion for admission. The academic profile required for a successful application varies between nursing programs, program sites and intake dates. Applicants should anticipate that admission is competitive.
REGULAR ADMISSION

Applicants must achieve a minimum overall average of 65 per cent in the following high school courses* (with no course grade lower than 50 per cent):
1. English 30-1 (or English 30)
2. Biology 30
3. Chemistry 30 or Science 30
4. One of: Mathematics 30, Pure Mathematics 30, Mathematics 31, or Transitional Mathematics 101 (minimum grade of 75 per cent for Transitional Mathematics 101)
5. Group A, B or C course†

†Please refer to page 175 for details on the classification of high school courses.

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

MATURE ADMISSION

Applicants who are 21 years of age or older by the start of the first term and do not qualify under Regular Admission may be admitted under Mature Admission. Applicants must achieve a minimum overall average of 65 per cent in the following high school courses* with no course grade lower than 50 per cent:
1. English 30-1 (or English 30)
2. Biology 30
3. Chemistry 30 or Science 30
4. Group C subject*

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

TRANSFER ADMISSION

Applicants who have achieved a minimum 2.0 AGPA** on a 4.0 scale in 24 university transfer credits may apply under this category. Applicants must also have the requisite high school courses with no course grade lower than 50 per cent. (Equivalent university transfer course work may be evaluated instead if applicants have achieved at least a C–.) As program admission is competitive, applicants in this category must achieve an AGPA which equates to the competitive average used for Regular or Mature admission.

Please note that:
• Applicants who have had a break in the continuity of their nursing program or who completed a portion of a nursing program through another institution may have additional course requirements to establish course currency and/or course equivalence.
• Applicants who have been required to withdraw more than once from any accredited post-secondary program or institution will not be considered for admission or readmission to the program.

**Admission Grade Point Average (AGPA)

AGPA is calculated on post-secondary course work completed in the most recent two terms of study if they contain a minimum of 24 credits of course work. If an applicant presents fewer than nine credits of post-secondary work, it will not be calculated for admission purposes. If these two terms contain less than 24 credits of course work, all work in the next most recent term(s) is included in the calculation until the minimum total of 24 credits of post-secondary course work is reached. 6-credit courses that span both the Fall and Winter terms are considered Winter courses and 6-credit courses that span both the Spring and Summer terms are considered Summer courses in these cases. For applicants who have attempted less than 24 credits of post-secondary work, the AGPA is based on all post-secondary credits attempted.

Note: Applicants who have an AGPA below 2.0 on the 4.0 scale, but have been out of school for at least three calendar years, will be considered for admission by either the Regular or Mature Admission requirements. In this circumstance only, the AGPA is disregarded for admission purposes.

SKILLS APPRAISAL
Not applicable

ENGLISH LANGUAGE PROFICIENCY

All admission categories

The college expects all applicants to meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available on page 12 or online at www.macewan.ca.

SPOKEN ENGLISH PROFICIENCY REQUIREMENTS

All admission categories

Applicants who speak English as a second language – regardless of citizenship – are required to submit official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation.

The following are accepted requirements as proof of Spoken English Proficiency:

• Six full years of education in English in Canada or the equivalent in another country where English is the principal language. Such education must include Alberta Grade 12, or equivalent level, and can combine secondary and post-secondary training.
• A sufficient grade achieved at an institution at which English is the primary language of instruction:
  • 80 per cent or better on the diploma examination portion (only) of Alberta English 30 or
  • 5.0 on the International Baccalaureate Higher Level English course
  • 5.0 on the Advanced Placement English (Language Composition: Literature and Composition) course or
  • B or better in ENGL 101 or transfer equivalent
• Graduation from a degree program offered by an accredited university at which English is the primary language of instruction and in a country where English is the principal language.
• A score of at least 50 on the Test of Spoken English (TSE)

OTHER ADMISSION CRITERIA

All admission categories

All applicants who were enrolled in a nursing program within the last five years that was not completed are required to submit the following:

• A letter of reference from the program chair

Conditionally accepted applicants are required to submit the following:

• Health record indicating acceptable physical and emotional health status for applicants to undertake all program requirements and to meet the requirements of clinical agencies with regard to patient safety, to be completed by the start of the first term.
• Immunization record meeting provincial regulations for health care workers. The first in Hepatitis B series and all other immunizations must be completed by the start of the first term; full Hepatitis B series must be completed by six months from the program start date.
• Current CPR – Basic Rescuer Level (Level C) certificate completed by the start of the first term.
• Current Standard First Aid certificate completed by the start of the first term.
• Current Clear security clearance check by the start of the first term.

Applicants will be invited to a program information session.
### PROGRAM PERFORMANCE STANDARDS

In order to assist students as early as possible to assess their ability to continue in the nursing program, the following policies are in effect:

- Students may be directed to the Learning Skills Centre for assessment and remedial work when a difficulty is perceived in theory courses. This direction is highly recommended to ensure successful continuation with the program.
- Students may be advised to meet with a counselor to review their career choices and expectations, if their behaviours do not exemplify the responsible and caring roles of a nurse.

### PROGRAM OF STUDY

#### Preamble

Notes 4 through 9 inclusive refer specifically to the current collaborative curriculum.

**Note 1:** Students will register in courses and pay tuition in the first term in which they appear. A grade will be given in the term in which the content is completed.

**Note 2:** To facilitate success in the nursing program, students should expect to do a minimum of 2 hours of independent research/study for each hour of course content.

**Note 3:** A minimum grade of C – is required for course credit for ALL courses in the nursing program at Grant MacEwan College.

**Note 4:** Concepts from nursing and other disciplines will be integrated within scenarios in Nursing in Context courses. Content includes the discipline and practice of nursing; e.g., communication; nursing process; growth and development; health assessment, teaching and learning; client as individual, family, small group or aggregate; leadership and management; trends and issues and historical aspects; as well as concepts from the physical sciences (biology and anatomy), medical sciences (anatomy, physiology, epidemiology, medical microbiology, pathophysiology and pharmacotherapeutics), social sciences (psychology, sociology, family, and political science) and humanities (English and philosophy).

**Note 5:** Within each year of the nursing program, nursing practice experiences will be provided in both community and institutional settings. For years 2, 3 and 4, students may start the term with either the Nursing in Context seminar course, or the Nursing Practice clinical course.

**Note 6:** Students taking years 1 and 2 of the program at MacEwan complete PSYC 104 (3 credits) and PSYC 105 (3 credits), whereas students commencing the program at the University of Alberta complete PSYC 106 (3 credits) and INTD 410 (3 credits).

**Note 7:** Successful completion of years 1 and 2 with the required GPA at Grant MacEwan College is a prerequisite for application to transfer to the baccalaureate program at the University of Alberta (U of A).

**Note 8:** Terms VII through XI of the Degree Completion Option apply to years 3 and 4 of the program and are completed at the U of A. Refer to current U of A Calendar for detailed information for years 3 and 4. Those completing through the degree route “must take one of the following: NURS 397 and 497, or NURS 301 and STAT (S3)” (2004/2005 U of A Calendar).

**Note 9:** Senior Electives (for Degree Completion only): Students are encouraged to select appropriate senior electives based on professional needs and interests. “Senior electives are courses numbered 200 to 490, normally have university-level prerequisites, and are normally taken after the first year” (2004/2005 U of A Calendar).

**Note 10:** Students have six years from the time of admission to Year One to complete requirements for a baccalaureate degree in Nursing.

**Note 11:** Students are responsible for arranging their own transportation for required program activities. Any costs incurred for meals, travel and accommodation for program activities remain the responsibility of the student. Students attending the program at City Centre Campus will have required field placement experiences during years one and two within a 150 kilometer radius of Edmonton.

**Note 12:** All students are required to be fitted for an N95 mask as a prerequisite for clinical experiences, and will need to be refitted in accordance with health region requirements. All costs associated with these fittings are the student’s responsibility. Further details will be provided in advance of the first clinical course.

**Note 13:** A clear security clearance is required for program admission. In addition, students are responsible for obtaining current security clearance checks at intervals specified by clinical agencies and for making these available, upon request, to their field placement agency representative.

**Note 14:** Students must be able to satisfy agency requirements as a prerequisite for field placement experiences. Costs associated with obtaining security clearance checks are the responsibility of the program applicant/student.

### DEGREE COMPLETION OPTION

#### Year I

<table>
<thead>
<tr>
<th>TERM</th>
<th>INST. HRS. CR.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM I</td>
<td>45.00 3</td>
<td>ENGL 108 Introduction to Language and Literature</td>
</tr>
<tr>
<td>TERM II</td>
<td>45.00 3</td>
<td>NURS 105 Anatomy</td>
</tr>
<tr>
<td>TERM III</td>
<td>45.00 3</td>
<td>NURS 118 Elementary Physiology – Part I</td>
</tr>
<tr>
<td>TERM IV</td>
<td>60.00 7</td>
<td>NURS 190 Nursing in Context A</td>
</tr>
<tr>
<td>TERM V</td>
<td>42.210 5</td>
<td>NURS 194 Nursing in Context AI</td>
</tr>
</tbody>
</table>

#### Year II

<table>
<thead>
<tr>
<th>TERM</th>
<th>INST. HRS. CR.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM VI</td>
<td>45.00 3</td>
<td>PSYC 104 Introductory Psychology</td>
</tr>
</tbody>
</table>

#### Year III (University of Alberta)

<table>
<thead>
<tr>
<th>TERM</th>
<th>INST. HRS. CR.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM VII</td>
<td>42.210 5</td>
<td>NURS 390 Nursing in Context C</td>
</tr>
<tr>
<td>TERM VIII</td>
<td>21.016 7</td>
<td>NURS 394 Nursing in Context CI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM</th>
<th>INST. HRS. CR.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM IX</td>
<td>45.00 3</td>
<td>Elective (senior)</td>
</tr>
</tbody>
</table>
Year IV (University of Alberta)

TERM X
- NURS 490 Nursing in Context D 42:21:0 5
- NURS 491 Nursing Practice VII 21:0:196 7
- NURS 497 Nursing Research and Statistics II 39:0:14 4

TERM XI
- NURS 494 Nursing in Context D1 28:12:0 3
- NURS 495 Nursing Practice VIII 10:0:340 9

Diploma Completion Option

Year I
TERM I
- ENGL 108 An Introduction to Language and Literature 45:0:0 3
- NURS 105 Anatomy 45:0:0 3
- NURS 118 Elementary Physiology – Part I 45:0:0 3
- NURS 190 Nursing in Context A 60:30:0 7
- NURS 194 Nursing in Context A1 42:21:0 5

TERM II
- MMID 133 Medical Microbiology 45:0:0 3
- NURS 118 Elementary Physiology – Part I (cont’d) 45:0:0 3
- NURS 191 Nursing Practice I 16:0:84 3
- NURS 195 Nursing Practice II 21:0:108 6
- SOCI 100 Introductory Sociology 45:0:0 3

TERM III
- PSYC 104 Introductory Psychology 45:0:0 3

TERM IV
- NURS 228 Elementary Physiology – Part II 45:0:0 3
- NURS 290 Nursing in Context B 42:21:0 5
- NURS 291 Nursing Practice III 21:0:196 7

TERM V
- NURS 294 Nursing in Context B1 42:21:0 5
- NURS 295 Nursing Practice IV 21:0:196 7
- PSYC 105 Individual and Social Behaviour 45:0:0 3

Year II
TERM VI
- NURS 390 Nursing in Context C 42:21:0 5
- NURS 391 Nursing Practice V 21:0:196 7

TERM VII
- NURS 329 Nursing Practice VI – Diploma Completion 0:0:160 4

TERM VIII
- NURS 398 Transition to the Graduate Role 24:12:0 3
- NURS 330 Nursing Practice VII – Diploma Completion 0:0:280 5

FACULTY AND STAFF

Heather Montgomerie, PhD, RN
Chair – Nursing Programs

Marian Anderson, MEd, RN
Program/Curriculum Advisor

FACULTY

See University Studies Faculty List

FOR FURTHER INFORMATION AND APPLICATIONS
(780) 497-5700
Website: www.macewan.ca/nursing

TO APPLY

The Registrar
Grant MacEwan College
Box 1796, Edmonton, Alberta T5J 2P2
(780) 497-5140
CLASSIFICATION OF HIGH SCHOOL COURSES

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

_Note:_ Each of French 21, 20S, 20N, 30S, 30N; French 31, 31A, 31B, 31C; French Language Arts 20, 30; Français 20, 30; Language et Literature 20, 30 is equivalent to French 30 for admission purposes. Students who have French Language Arts 30, Français 30, Langue et Literature 30, or French 31A, 31B, or 31C may be granted advanced placement upon application to the University of Alberta.

Any one of the following courses will also meet the Language other than English requirement: American Sign Language and Deaf Culture Studies 35, German 30 or 31, Italian 30, Latin 30, Spanish 30, Ukrainian 30, Ukrainian Language Arts 20 or 30, Arabic 35, Chinese 35, Chinese (Mandarin) 35, Cree 35, German Literature 35, Greek 35, Hebrew 35, Hungarian 35, Japanese 35, Lithuanian 35, Polish 35, Portuguese 35, Russian 35, Spanish 35, and Swedish 35.

**Group B (Fine Arts)**
1. Advanced Acting/Touring Theatre 35
2. Art 30
3. Art 31
4. Ballet 35
5. Choral Music 30
6. Commercial Art 35 A, B or C
7. Contemporary Dance 35
8. Dance 35
9. Dance Composition 35
10. Directing 35
11. Drama 30
12. Drawing (Advanced Technique) 35
13. Instrumental Music 30
14. Jazz Dance 35
15. Music 30
16. Music 31
17. Music 35
18. Musical Theatre 35
19. Painting (Advanced Technique) 35
20. Performing Arts 35 A, B or C
21. Sculpture (Advanced Technique) 35
22. Shooting the Screen Play 35
23. Tap Dance 35
24. Visual Communications 32 A, B or C

_Note:_ Equivalents of Music 30 or 31: Western Board of Music, Grade VIII Practical and Grade IV Theory; Royal Conservatory of Music of Toronto, Grade VIII Practical, Grade II Theory and Grade III Harmony. Documents must be presented to Alberta Learning for evaluation.

**Group C (Sciences)**
1. Biology 30
2. Chemistry 30
3. Mathematics 30/Pure Mathematics 30
4. Mathematics 31
5. Physics 30
6. Science 30

_Note:_ Mathematics 30/Pure Mathematics 30 is strongly recommended for students intending to pursue an Elementary Education degree or specialization in Political Science or Psychology. Students pursuing Economics or Mathematics must take Mathematics 30/Pure Mathematics 30, and are strongly recommended to take Mathematics 31.

**Group D (Optional Subjects)**
- Accounting 30/CTS Strands in Financial Management
- Basic Business 30
- Business Education 30
- Clothing and Textiles 30
- Computer Processing
- Experimental Psychology 30
- Food Studies 30
- Industrial Education 30 A or B
- Law 30/CTS Strands in Legal Studies
- Macroeconomics 30
- Microeconomics 30
- Personal Living Skills 30
- Philosophies of Man 30
- Religious Studies 35 (for approved schools)
- Vocational Education 32 (selected courses)
- World Geography 30
- World Religions 30

_Note:_ Students using a Group D subject for admission must present either one 5-credit subject or any combination of two 3-credit subjects. MacEwan accepts ELA 30-1 in place of the English 30 requirement and ELA 30-2 in place of English 33 requirement. We also accept Pure Mathematics 30 and Transitional Mathematics 101 (minimum grade of 75 per cent) in place of the Mathematics 30 requirement.
UNIVERSITY STUDIES INFORMATION

ACCURACY OF PROGRAM
It is the responsibility of students to ensure the accuracy and completeness of their program and registration. Students are strongly encouraged to familiarize themselves with the University of Alberta calendar, which is available for purchase from the MacEwan Bookstore. Reference copies are located in Learning Resource Centres (LRCs), the Student Resource Centre (7-112A), and the information centres.

For a list of all courses transferable in the Province of Alberta, students should check the Alberta Transfer Guide. Reference copies are available in the LRC at City Centre Campus and the Student Resource Centre (7-112A). The Registrar’s office at the City Centre Campus has copies available for distribution. These guides are also available from:

- Alberta Council on Admissions and Transfer (430, 9942 -108 Street, Edmonton, Alberta T5K 2J5)
- www.acat.gov.ab.ca

COURSE LOAD
The normal full course load is five courses per term, unless otherwise stated. Students may attend either part-time or full-time; however, taking a fullcourse load is encouraged unless extenuating circumstances prevail. For student loan purposes, students registered in nine or more credits per term are classified as full-time and students with less than nine credits are considered part-time during full and winter terms. For spring and summer terms, registration in five credits is required to maintain full-time status (or 3 credits if the course is condensed). In order to obtain a student loan, receive bursaries or participate on ACAC teams, fulltime status must be maintained.

Students are strongly encouraged to complete 30 credits at the junior level (100 – 199) before registering in senior level (200 and above) courses.

When choosing courses, the calendar of the university to which you intend to transfer should be consulted for program requirements. Courses may then be selected from those offered at Grant MacEwan College, ensuring that you have met any required prerequisites. For advice and final course selection approval, consult your Program Advisor.

DEADLINES
The deadlines for adding and withdrawing from courses are strictly adhered to and are listed in the academic schedule. To add or withdraw from a course, an add/drop form must be completed. This form must include the signature of the Program Advisor or Chair. Non-attendance in a course is not a withdrawal and, unless the proper form has been submitted (along with an authorized signature), a final grade, based on the course work completed, will be assigned.

RE-TAKING COURSES
A student may not register in a course in which credit has previously been received (a grade of “C–” or higher). This is in keeping with guidelines for the University of Alberta. Students planning to attend the University of Lethbridge may repeat course work to improve their grade point average.

MAXIMUM TRANSFER CREDIT
For most programs, a maximum of 10 full course equivalents (60 credits) may be completed before transferring to the U of A, U of L, or U of C.

TRANSFER TO A UNIVERSITY
Students must apply to the university to which they would like to transfer. Entrance requirements vary among universities, and among programs within an institution; therefore, students should consult the calendars of their preferred universities to determine the specific entrance requirements.

Calendars for post-secondary institutions in Alberta, and many outside Alberta, are available for examination in the LRC, the Student Resource Centre (7-112A) and from Program Advisors.

The Alberta Transfer Guide provides a listing of courses offered at Grant MacEwan College, which are transferable to other postsecondary institutions in Alberta. Students may obtain more detailed information on institutions by contacting: Registrars’ Office
University of Alberta
Edmonton, Alberta T6G 2J7
(780) 492-3111
www.ualberta.ca

Registrar’s Office
The University of Calgary
2500 University Drive N.W
Calgary, Alberta T2N 1N4
(403) 220-6645
www.ucalgary.ca

Registrar’s Office
University of Lethbridge
Lethbridge, Alberta T1K 3M4
(403) 329-2231
wwwuleth.ca

Registrar’s Office
Athabasca University
Box 10,000
Athabasca, Alberta
T0G 2R0 (780)675-6168 or 1-800-272-5696
www.at ubascau.ca

There is no formal agreement with universities outside of Alberta on the transferability of course work. Students must contact the university of their choice for further information. It is suggested that students seek advice from their Program Advisor when determining the entrance requirements of the universities to which they plan to apply.

For further information see also transfer features in the description of each program.

OPEN STUDIES STUDENTS AT THE UNIVERSITY OF ALBERTA
A student may take six credits per term at the University of Alberta, as an open studies student.

This status allows one to take a course without being accepted into a specific faculty and without supplying the university with transcripts, unless needed to show proof of having met any required prerequisites. Also, students must meet English language proficiency requirements. Open studies application forms are available at the University of Alberta. A reference copy of the list of courses available to open studies students can be obtained from a Program Advisor.

Note: Students who have been required to withdraw from any post-secondary institution are allowed to take courses as an open studies student at the University of Alberta after successfully completing 15 credits (“C–” or better).
UNIVERSITY STUDIES FACULTY

Orla Aquist  
PhD Astrophysics

Cathy Adams  
MEd Adult Education

Terri Aihoshi  
MA Anthropology

Sharon Alberda  
MEd, RN

Marian Allen  
MA English

Marian Anderson  
MEd, RN

Michelle Andrews  
MCA Correctional Services

Fiona Angus  
PhD Sociology

Harrison Applin  
MEd, RN, Provisional PhD candidate

Fay Avon  
BScN, RN

Cheryl Barabash  
MEd, RN

Nancy Barnes  
BScN, RN

Marcel Berard  
MSc Computing Science, MSc Physics

Tami Bereska  
PhD Sociology, MA Psychology

Edna Berg  
MEd, RN

Marilynn Berg  
MEd, RN

Ion Bica  
PhD Applied Mathematics

Gary Biggs  
MBA Organizational Analysis

Victor Bilodeau  
BEd, BSc, MBA

Brenda Blakey  
MBA, CMA, BA

Judith Bode  
MA German

Danin Bodnar  
MEd, RN

Linda Bonifacio  
MSc, RN

Michele Bourgeois  
MEd, RN

Sharon Bratt  
MEd Instructional Technology

Brian Brookwell  
MSc, Computing Science

Diane Brouwer  
BEd BA English

Lynda Brown  
BPE

Shelly Brownlee  
BA

David Buchanan  
PhD English

Louise Bureau  
MA, Child and Youth Care

Shelly Buckley  
MSOT

Bernice Burkhart  
M Counselling, RN

Karen Buro  
PhD Statistics

Margaret Ann Cameron  
MEd, RN

Wendy Carey  
BScN, RN

John Casey  
PhD Sociology

Paul Chahal  
PhD Exercise Physiology

Maxine Chartrand  
MN, RN

Linda Cook  
MEd, RN, Provisional PhD Candidate

Robin Cooper  
BScN, RN

Elaine Cox  
BScN, RN

Grace Cretain  
BScN, RN

Cheryl Crocker  
PhD, Zoology

Isabelle Darrah  
MEd, RN

Mrinal Das  
PhD Zoology

Dawn Davis  
BScN, RN

Roger Davis  
PhD Psychology

Mark Degner  
MSc Zoology

Colleen Densmore  
BScN, RN

Nancy Digdon  
PhD Psychology

Donna Dorsey  
MA Philosophy

Joylann Downing  
MSc, RN

Megan Easterbrook  
PhD Psychology

Jinnie Edwards  
MA English

Monika Edwards  
BA Classics, BEd

Sandra Edwards  
BScN, RN

Robert Einarsson  
PhD English

Linda Ellsworth  
BScN, RN

Sheila Erickson  
BScN, RN

Pamela Farvolden  
PhD English

Don Fisher  
PhD English

Veronique Flamand  
PhD Economics

Judy Flanagan  
MEd, RN

Colette Foisy-Doll  
BScN, RN

Danielle Foisy  
BScN, RN

Joseph Fong  
PhD Economics

Joan Forgeron  
BScN, RN

Roxanne Fox  
BScN, RN

Jim Fuller  
BSc Zoology

Georgina Fyh  
EdD, RN

Jayne Gackenbach  
PhD, Psychology

Melanie Gates  
BScN, RN

Lucio Gelmini  
PhD Chemistry

Shantha George  
BScN, RN

Craig Gnauck  
MA, Child and Youth Care

Mary Lynne Gokiert  
PhD, Child and Youth Care

Alfred Graf  
MN, RN

Darlene Granmary  
BScN, RN, MN

David Grant  
PhD English

Chris Greidanus  
BPE Physical Activity and Sports Performance
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree/Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evan Hackett</td>
<td>PhD Physics</td>
</tr>
<tr>
<td>Margaret Hadley</td>
<td>MN, RN</td>
</tr>
<tr>
<td>David Hannis</td>
<td>MSW, RSW, Social Work, Human Service</td>
</tr>
<tr>
<td>Administration</td>
<td></td>
</tr>
<tr>
<td>Cathy Harlan</td>
<td>MSc, RN</td>
</tr>
<tr>
<td>Barbara Heather</td>
<td>PhD Sociology</td>
</tr>
<tr>
<td>Doug Heckbert</td>
<td>MA, Correctional Services</td>
</tr>
<tr>
<td>Shirley Henderson</td>
<td>RN, RN</td>
</tr>
<tr>
<td>Michael Henry</td>
<td>MBA, Commerce and Management</td>
</tr>
<tr>
<td>Karen Heslop</td>
<td>MEd, Human Service Administration, Rehabilitation Practitioner</td>
</tr>
<tr>
<td>Robert Hills</td>
<td>PhD Chemistry</td>
</tr>
<tr>
<td>Chery Ann Hofmeyer</td>
<td>PhD, MSN, BScN, RN</td>
</tr>
<tr>
<td>Bette Hogg</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>Karen Holubetz</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>Tiina Hohn</td>
<td>MSc Mathematics</td>
</tr>
<tr>
<td>Elizabeth Hollis-Berry</td>
<td>PhD English</td>
</tr>
<tr>
<td>Lynne Honey</td>
<td>PhD Psychology</td>
</tr>
<tr>
<td>Andrew Howell</td>
<td>PhD Psychology</td>
</tr>
<tr>
<td>Diane Ilesic</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>Bob Irwin</td>
<td>PhD History</td>
</tr>
<tr>
<td>Muhammad Islam</td>
<td>PhD Statistics</td>
</tr>
<tr>
<td>Shahidul Islam</td>
<td>PhD Agricultural Economics</td>
</tr>
<tr>
<td>Deirdre Jackman</td>
<td>BScN, RN, MN</td>
</tr>
<tr>
<td>Donna Jamieson</td>
<td>MA, Certified CYCW, Child and Youth Care</td>
</tr>
<tr>
<td>Roy Jensen</td>
<td>PhD Physical Chemistry</td>
</tr>
<tr>
<td>Genevieve Johnson</td>
<td>PhD Educational Psychology</td>
</tr>
<tr>
<td>Sharon Johnson</td>
<td>MSc, RN</td>
</tr>
<tr>
<td>Kathy Jones</td>
<td>PhD, RN</td>
</tr>
<tr>
<td>Madeline Jones</td>
<td>MN, RN</td>
</tr>
<tr>
<td>Dave Kato</td>
<td>MA Sports Medicine/Exercise Physiology</td>
</tr>
<tr>
<td>Marlene Kaup</td>
<td>MEd, RN</td>
</tr>
<tr>
<td>Bev Kenney</td>
<td>MA</td>
</tr>
<tr>
<td>Renata Kidd</td>
<td>BA, Human Service Administration</td>
</tr>
<tr>
<td>Renata Knos</td>
<td>MA French</td>
</tr>
<tr>
<td>Allan Knowles</td>
<td>MSW, RSW, Social Work</td>
</tr>
<tr>
<td>Sivajogi Koppula</td>
<td>PhD MBA</td>
</tr>
<tr>
<td>Sandra Kostashuk</td>
<td>MEd, RN</td>
</tr>
<tr>
<td>Maria Kozakiewicz</td>
<td>PhD Classical Archeology</td>
</tr>
<tr>
<td>Marnie Kramer-Kile</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>Kari Krell</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>Suzie Lai</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>Romuald Lakowski</td>
<td>PhD English Literature</td>
</tr>
<tr>
<td>Tina Lazaruk</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>Natalie Lefayvre</td>
<td>BA</td>
</tr>
<tr>
<td>Nick Lehtola</td>
<td>PhD Civil Engineering</td>
</tr>
<tr>
<td>Merry Jo Levers</td>
<td>BScN, RN, MN</td>
</tr>
<tr>
<td>Ernest LeVos</td>
<td>PhD History</td>
</tr>
<tr>
<td>Rick Lewis</td>
<td>PhD Zoology</td>
</tr>
<tr>
<td>Sen Lin</td>
<td>PhD Political Science</td>
</tr>
<tr>
<td>Shelley Lorimer</td>
<td>PhD Mechanical Engineering, PEng</td>
</tr>
<tr>
<td>Paul Lumsden</td>
<td>PhD English</td>
</tr>
<tr>
<td>Mark Lund</td>
<td>MSc Physical Education</td>
</tr>
<tr>
<td>Tina Maat</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>Amin Malak</td>
<td>PhD English</td>
</tr>
<tr>
<td>Nicole Malloy</td>
<td>MSc Computing Science</td>
</tr>
<tr>
<td>Shahram Manouchchri</td>
<td>PhD Economics</td>
</tr>
<tr>
<td>Maritza Mark</td>
<td>MA Spanish</td>
</tr>
<tr>
<td>Diane Martin</td>
<td>MEd, RN</td>
</tr>
<tr>
<td>Carole Massing</td>
<td>PhD, Human Service Administration</td>
</tr>
<tr>
<td>Duane Massing</td>
<td>PhD, RSW, Social Work</td>
</tr>
<tr>
<td>Colleen Maycut</td>
<td>BScN, RN, MN</td>
</tr>
<tr>
<td>Michelle McCurdy</td>
<td>MSc Physics</td>
</tr>
<tr>
<td>Mandy McDonald</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>Stuart McDonald</td>
<td>PhD, Rehabilitation Practitioner</td>
</tr>
<tr>
<td>David McFadyen</td>
<td>PhD Molecular Biology and Genetics</td>
</tr>
<tr>
<td>David McLaughlin</td>
<td>PhD Mathematics</td>
</tr>
<tr>
<td>Nicole McLellan</td>
<td>BA Psychology</td>
</tr>
<tr>
<td>Janice MeNeil</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>Doug McRae</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>Ron Meleshko</td>
<td>PhD Computing Science</td>
</tr>
<tr>
<td>Chaldeans Mensah</td>
<td>PhD Political Science</td>
</tr>
<tr>
<td>Marilyn Meyer</td>
<td>MSc, RN</td>
</tr>
<tr>
<td>Marie Middleton</td>
<td>MEd, RN</td>
</tr>
<tr>
<td>Barbara Migaj</td>
<td>PhD Chemistry</td>
</tr>
<tr>
<td>Kathleen Miller</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>Leah Milton</td>
<td>RN, OHNC</td>
</tr>
<tr>
<td>Joanne Minaker</td>
<td>PhD Sociology</td>
</tr>
<tr>
<td>Heather Montgomery</td>
<td>PhD, RN</td>
</tr>
<tr>
<td>Pat Moore-Jushwishin</td>
<td>MBA, Human Service Administration</td>
</tr>
<tr>
<td>Patrick Morris</td>
<td>MA Philosophy</td>
</tr>
<tr>
<td>Shelia Mozejko</td>
<td>MBA, Commerce and Management</td>
</tr>
<tr>
<td>Yuwaraj Narnaware</td>
<td>PhD Physiology and Endocrinology</td>
</tr>
<tr>
<td>Pat Ness</td>
<td>MEd, RN, Nursing</td>
</tr>
<tr>
<td>Judy Neves-Saccomanno</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>Stacy Norrbom</td>
<td>BA Psychology</td>
</tr>
<tr>
<td>Alice Nyholat</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>Sean O’Connell</td>
<td>MA Philosophy, PhD Educational Psychology</td>
</tr>
<tr>
<td>Name</td>
<td>Degree(s) and Fields</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>John O'Connor</td>
<td>MSc Statistics, MSc Mathematics</td>
</tr>
<tr>
<td>Barry Olsen</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>Josie O’Reilly</td>
<td>BSc Psychology</td>
</tr>
<tr>
<td>Glenda Paisley</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>Jack Park</td>
<td>MSc Physical Geography, MA Geography</td>
</tr>
<tr>
<td>David J. Patterson</td>
<td>LLB, Police and Security</td>
</tr>
<tr>
<td>Kingsley Payne</td>
<td>PhD, Child and Youth Care</td>
</tr>
<tr>
<td>Lawrence Peta</td>
<td>MSc Psychology</td>
</tr>
<tr>
<td>Dolores Peterson</td>
<td>MBA, CMA</td>
</tr>
<tr>
<td>Jack Phelan</td>
<td>MS, Certified CYCW, Child and Youth Care</td>
</tr>
<tr>
<td>Pat Picketts</td>
<td>MEd, RN</td>
</tr>
<tr>
<td>Odette Pinto</td>
<td>MBA, International Business</td>
</tr>
<tr>
<td>Michelle Pollard</td>
<td>BA Psychology</td>
</tr>
<tr>
<td>Cristina Popescu</td>
<td>PhD Applied Mathematics, PhD Probability and Statistics</td>
</tr>
<tr>
<td>Russ Powell</td>
<td>PhD Psychology</td>
</tr>
<tr>
<td>Pauline Power</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>Bonne Prior</td>
<td>PhD candidate, Rehabilitation Practitioner</td>
</tr>
<tr>
<td>Cynthia Puddu</td>
<td>MSc Physical Education</td>
</tr>
<tr>
<td>Peter Puplampu</td>
<td>PhD Sociology</td>
</tr>
<tr>
<td>Susan Poonai</td>
<td>MN, MEd, RN</td>
</tr>
<tr>
<td>Kathleen Quinn</td>
<td>MS, RSW, Social Work</td>
</tr>
<tr>
<td>Patricia Rakochey</td>
<td>MN, RN</td>
</tr>
<tr>
<td>Christy Raymond</td>
<td>MEd, RN</td>
</tr>
<tr>
<td>Andrea Reber</td>
<td>BN, RN</td>
</tr>
<tr>
<td>Jack Robinson</td>
<td>PhD English</td>
</tr>
<tr>
<td>Pat Roddick</td>
<td>MAdmin, RN</td>
</tr>
<tr>
<td>Sandra Rollings-Magnuson</td>
<td>PhD Sociology</td>
</tr>
<tr>
<td>Suzette Roy</td>
<td>MN, RN</td>
</tr>
<tr>
<td>Daris Ruest</td>
<td>BN, RN</td>
</tr>
<tr>
<td>Kerry Rusk</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>Sharon Ryan</td>
<td>MA, BComm</td>
</tr>
<tr>
<td>Ilona Ryder</td>
<td>MA English</td>
</tr>
<tr>
<td>Dolf Ryks</td>
<td>PhD Psychology</td>
</tr>
<tr>
<td>Manzar Saberi</td>
<td>PhD Organic Chemistry</td>
</tr>
<tr>
<td>Frank Saccucci</td>
<td>MBA, BComm</td>
</tr>
<tr>
<td>Janice Sadownyk</td>
<td>MEd, RN</td>
</tr>
<tr>
<td>Binthi Samuel</td>
<td>PhD</td>
</tr>
<tr>
<td>Melike Schalomon</td>
<td>PhD Psychology</td>
</tr>
<tr>
<td>Nicole Schmaltz</td>
<td>BN, RN</td>
</tr>
<tr>
<td>Myrna Schmidt</td>
<td>BA, MEd, Police and Security</td>
</tr>
<tr>
<td>Jim Seethram</td>
<td>MBA, BComm</td>
</tr>
<tr>
<td>Claudia Seiler</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>Ross Shaw</td>
<td>PhD Zoology</td>
</tr>
<tr>
<td>Mary Sheppard</td>
<td>MSc Analytical Chemistry</td>
</tr>
<tr>
<td>Lyndia Shih</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>Claire Sinclair</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>Cynthia Smith</td>
<td>MHEA, BPE</td>
</tr>
<tr>
<td>Rita Smith</td>
<td>MEd, RN</td>
</tr>
<tr>
<td>Jayne Smitten</td>
<td>MEd, RN</td>
</tr>
<tr>
<td>Maria Smyth</td>
<td>MSW, RSW, Social Work</td>
</tr>
<tr>
<td>Mark Solomonovich</td>
<td>PhD Mathematics, Physics</td>
</tr>
<tr>
<td>Joe Sombach</td>
<td>MSW, Correctional Services</td>
</tr>
<tr>
<td>Teri Spronk</td>
<td>MSW, RSW, Social Work</td>
</tr>
<tr>
<td>Deborah Sterling-Bauer</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>Ruth Stewart</td>
<td>MEd, RN</td>
</tr>
<tr>
<td>Mike Stock</td>
<td>PhD Zoology</td>
</tr>
<tr>
<td>Debbie Styles</td>
<td>MEd, RN</td>
</tr>
<tr>
<td>Ibrahim Sunrain</td>
<td>PhD Instructional Technology</td>
</tr>
<tr>
<td>Margaret Swedish</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>Diane Symbaluk</td>
<td>PhD Sociology</td>
</tr>
<tr>
<td>Lorraine Taggart</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>John Tanasichuk</td>
<td>PhD, C.Psych</td>
</tr>
<tr>
<td>Barb Tarnowski</td>
<td>MN, RN</td>
</tr>
<tr>
<td>Patti Telford</td>
<td>M Health Studies, RN</td>
</tr>
<tr>
<td>Hal Thiessen</td>
<td>MEd Education Administration</td>
</tr>
<tr>
<td>William Thompson</td>
<td>MA English</td>
</tr>
<tr>
<td>John Valentine</td>
<td>MA Canadian Studies, MA Physical Education</td>
</tr>
<tr>
<td>Marina Vettergreen</td>
<td>MEd, RN</td>
</tr>
<tr>
<td>Petr Vogels</td>
<td>MSW, RSW, Social Work</td>
</tr>
<tr>
<td>Cathy Walsh</td>
<td>MSc Biomехanics</td>
</tr>
<tr>
<td>David Watson</td>
<td>PhD Psychology</td>
</tr>
<tr>
<td>Tim Weinkauf</td>
<td>MEd, Human Service Administration</td>
</tr>
<tr>
<td>Trish Whelan</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>Barbara Whetstone</td>
<td>MSc Health Promotion, RN</td>
</tr>
<tr>
<td>Gail Wilkinson</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>Claudette Williams</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>Barbara Wilson</td>
<td>MEd, RN</td>
</tr>
<tr>
<td>Shannon Wisdom</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>Robert Wizznara</td>
<td>PhD English</td>
</tr>
<tr>
<td>Darryl Wishnowski</td>
<td>BN, RN</td>
</tr>
<tr>
<td>Randy Wojtowicz</td>
<td>PhD Philosophy</td>
</tr>
<tr>
<td>Sue Wong</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>Marianne Wright</td>
<td>MA, RSW, Social Work</td>
</tr>
<tr>
<td>Melissa Wright</td>
<td>BScN, RN</td>
</tr>
<tr>
<td>Sam Yakimishyn</td>
<td>MA French</td>
</tr>
<tr>
<td>Gord Youzwsyshyn</td>
<td>MSc Zoology</td>
</tr>
</tbody>
</table>
Nataliya Zadorozhna  
PhD Mathematics

Edith Zdrodowski  
BSN, RN

John Zorbas  
PhD Mathematics

Cynthia Zutter  
PhD Anthropology

Brian Zwicker  
MBA, Accounting

FACULTY OF ARTS AND SCIENCE Departments

English Department
Marian Allen  
Chair  
MA English
Barbara North  
Chair  
MA English
Diane Brouwer  
Instructional Assistant  
BEd, BA English

Instructors
David Buchanan  
PhD English
Roger Davis  
PhD English
Roger English  
PhD English
Jannie Edwards  
MA English
Robert Einarsson  
PhD English
Pamela Farvolden  
PhD English
Don Fisher  
PhD English
David Grant  
PhD English
Elizabeth Hollis-Berry  
PhD English
Romuald Lakowski  
PhD English Literature
Susan Lieberman  
MA English Literature
Paul Lumsden  
PhD English
Amin Malak  
PhD English
Jack Robinson  
PhD English
Ilona Ryder  
MA English
Robert Wizzura  
PhD English

Humanities Department
Donna Dorsey  
Chair  
MA Philosophy
Judith Bode  
Instructor/Instructional Assistant  
MA German

Instructors
Bob Irwin  
PhD History
Renata Knos  
MA French
Maria Kozakiewicz  
PhD Classical Archeology
Ernest LeVos  
PhD History
Mariza Mark  
MA Spanish
Sean O’Connell  
MA Philosophy/PhD Educational Psychology
Randy Wojtowicz  
PhD Philosophy
Sam Yakimishyn  
MA French

Anthropology, Economics and Political Sciences Department
Cynthia Zutter  
Chair  
PhD Anthropology
Michelle Pollard  
Instructional Assistant  
BA Psychology

Instructors
Terri Aihoshi  
MA Anthropology
Veronique Flambard  
PhD Economics
Joseph Fong  
PhD Economics
Shahidul Islam  
PhD Agricultural Economics
Sen Lin  
PhD Political Science
Chaldeans Mensah  
PhD Political Science

Psychology and Sociology Department
Russ Powell  
Chair  
PhD Psychology
Michelle Pollard  
Instructional Assistant  
BA Psychology

Instructors
Fiona Angus  
PhD Sociology
Tami Bereska  
PhD Sociology

John Casey  
PhD Sociology
Nancy Digdon  
PhD Psychology
Megan Easterbrook  
PhD Psychology
Barbara Heather  
PhD Sociology
Lyne Honey  
PhD Psychology
Andrew Howell  
PhD Psychology
Genevieve Johnson  
PhD Educational Psychology
Joanne Minaker  
PhD Sociology
Lawrence Peta  
MSC Psychology
Peter Puplampu  
PhD Sociology
Dolf Ryks  
PhD Psychology
Melike Schalomon  
PhD Neuroscience
Diane Symbaluk  
PhD Sociology

Biology Department
Michael Stock  
Chair  
PhD Zoology

Instructors
Mrinal Das  
PhD Zoology
Mark Degner  
MSc Zoology
Rick Lewis  
PhD Zoology/Biology
David McFadyen  
PhD Molecular Biology and Genetics
Ross Shaw  
PhD Zoology
Gord Youzwyshyn  
MSc Zoology

Chemistry Department
Lucio Gelmini  
Chair  
PhD Chemistry

Instructors
Rob Hills  
PhD Chemistry
Roy Jensen  
PhD Physical Chemistry
Barbara Migaj  
PhD Chemistry
Manzar Saberi
PhD Organic Chemistry

Mary Sheppard
MSc Analytical Chemistry

Computing Science Department
Ron Meleshko
Chair
PhD Computing Science

Instructors
Cathy Adams
MEd Adult Education

Marcel Berard
MSc Computing Science, MSc Physics

Sharon Bratt
MEd Instructional Technology

Brian Brockwell
MSc Computing Science

Nick Lehtola
PhD Civil Engineering

Nicole Malloy
MSc Computing Science

Ibrahim Sumrain
PhD Instructional Technology

Hal Thiessen
MEd Education Administration

Mathematics/Statistics Department
David McLaughlin
Chair
PhD Mathematics

Michelle McCurdy
Instructional Assistant
MSc Physics

Instructors
Ion Bica
PhD Applied Mathematics

Karen Buro
PhD Statistics

Tiina Holm
MSc Mathematics

Muhammad Islam
PhD Statistics

John O’Connor
MSc Statistics, MSc Mathematics

Cristina Popescu
PhD Applied Mathematics
PhD Probability and Statistics

Mark Solomonovich
PhD Mathematics and Physics

Nataliya Zadorozhna
PhD Mathematics

John Zorbas
PhD Mathematics/Computing Science

Physical Education Department
John Valentine
Chair
MA Canadian Studies
MA Physical Education

Instructors
Dave Kato
MA Sports Medicine/Exercise Physiology

Mark Lund
MSc Physical Education

Cynthia Puddu
MSc Physical Education

Cathy Walsh
MSc Biomechanics

Physics and Earth and Atmospheric Sciences Department
Shelly Lorimer
Chair
PhD Mechanical Engineering

Michelle McCurdy
Instructional Assistant
MSc Physics

Instructors
Orla Aaquist
PhD Astrophysics

Evan Hackett
PhD Physics

Jack Park
MSc Physical Geography, MA T Geography

GRANT MACEWAN COLLEGE EMERITI

The College has established an honorary Emeritus title to bestow on faculty members and administrative staff who are retired from the College and who have contributed distinguished service to the College through teaching, administration and professional services to the College and the community. The College has recognized the following individuals as Emeriti of the College:

Laurence B. (Laurie) Allen
Arts and Science, 1972 – 1996

Paul Ancel
Travel program, 1977 – 2000

Joseph Andrew (Andy) Blake

Anne Cooksey (Gurney)
Centre for the Arts
1975 – 1994

E.R. (Liz) Dawson
Faculty of Health and Community Studies, 1976 – 1993

Dr. T.C. (Chuck) Day
Vice President Academic, 1974 – 1993

Brian Ellis
Centre for the Arts
1975 – 2003

Kathleen (Kay) Feehan

Dorothy Gray
Faculty of Arts and Science
1976 – 2004

Ross Hill
Theatre Production Program, 1978 – 1999

Dorothy Howard
Early Childhood Development Program
1978 – 2000

Claire Kibbler
Nursing, 1975 – 2000

Allen McQueen
Accounting Program, 1973 – 2001

Gordon Nicholson
Centre for the Arts
1973 – 2002

Millie Stefanick
Secretarial Sciences Program, 1974 – 1988

D. Marina Vettergreen
Nursing Program, 1975 – 2000

Norma Young
Nursing, 1972 – 1998

• • • • • • •
The following section is a complete alphabetical listing of courses for all Grant MacEwan College programs. This listing also includes all university transfer courses offered by Grant MacEwan College.

While many courses offer transfer credit to the University of Alberta, some do not. Many courses may be transferable to other Alberta universities, and if so, the receiving institution(s) has been indicated within the listing. For the most up-to-date listings, refer to the Alberta Transfer guide, www.acat.ab.ca.

To receive transfer credit for any of the university courses listed, or to use the course to satisfy a prerequisite requirement, a minimum grade of C– must be attained.

For clarification purposes, course listings follow the below legend:

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVDM-290</td>
<td>New Media II</td>
</tr>
<tr>
<td>2 credits (30:0:0)</td>
<td></td>
</tr>
<tr>
<td>These courses examine the successful integration of a variety of media to create a multi-media program. Students will create multi-media programs for computer or videotape. Prerequisite: AVDM 280.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT-114</td>
<td>Introduction to Computers/CIS</td>
</tr>
<tr>
<td>3 credits (45:0:0)</td>
<td>Transfer*</td>
</tr>
<tr>
<td>This hands-on introductory computer course explores PC-compatible business software applications in the computer lab. Industry standard word processing, spreadsheet and database programs will be used in the Windows environment. It is strongly recommended that students have keyboarding speed of 25 wpm.</td>
<td></td>
</tr>
</tbody>
</table>

* (AU, UAC, KUC, CUC, Other)
ACCT-100
Introduction to Accounting and Computerized Accounting Applications
3 credits (45:0:0 hours)
This course introduces students to financial statements (Income Statement, Statement of Owner’s Equity, Balance Sheet) and the accounting systems used to generate them. Manual and computer systems are covered. The accounting cycle (recording transactions in the journal, posting to the ledger, trial balancing, preparing a worksheet, adjusting and closing the books) is examined in detail. Students are also introduced to payroll and the handling of cash.

ACCT-111
Financial Accounting I
3 credits (45:0:0 hours) Transfer*
This course provides an introduction to accounting principles, concepts and techniques. It provides an overview of the accounting cycle from the initial recording of transactions through to the preparation of financial statements.
*(UA, Other)

ACCT-114
Information Technology I
3 credits (45:0:0 hours) Transfer*
An introductory course in the use of desktop tools and groupware. The explicit use of information technology is expected in this course.
*(AU, AUC, KUC, CUC, Other)

ACCT-126
Strategies for Success
3 credits (45:0:0 hours)
Strategies for Success offers an intense study of the principles, techniques and practical tools needed to increase your success as a student and to build a portfolio of employability skills. These are the skills, attitudes and behaviors that employers expect from their employees. Based on a profile of critical skills required in the workforce, this course focuses on learning, understanding and applying new ways to enhance academic success, developing personal management skills and integrating teamwork. Topics include: memory, reading and note taking techniques, communication skills, stress and time management, test writing, critical thinking and building self-esteem.

ACCT-136
Co-Operative Job Awareness
2 credits (30:0:0 hours)
This course will assist students completing the Cooperative Education major. During this course students are expected to participate in mock interviews to assist them in securing a position within the accounting industry.

ACCT-152
Commercial Law
3 credits (45:0:0 hours) Transfer*
Introduction to Canadian legal system; law of contracts and agencies; sale of goods and consumer protection; secured transactions and creditors’ rights; partnerships; corporation law and securities legislation; torts, bankruptcy; insolvency, insurance, and real property.
*(AU, KUC)

ACCT-155
Business Economics
3 credits (45:0:0 hours) Transfer*
An overview of micro- and macroeconomics; theory of supply and demand; competitive markets; cost curves; production choices and costs; characteristics of monopolies and oligopolies; economic efficiency in the allocation of resources and markets; national outputs and the determination of gross national product; investment, money, prices and inflation; goals of economic policy and international trade.
*(UL, AU, KUC)

ACCT-156
Organizational Behaviour
3 credits (45:0:0 hours) Transfer*
This course will examine the individual processes, team processes, and organizational processes that shape the behaviour of people in organizations. Emphasis will be placed on the application of theory through group interaction and case studies.
*(AU, KUC)

ACCT-161
Financial Accounting II
3 credits (45:0:0 hours) Transfer*
This course provides an overview of accounting for legal forms of business organization, aspects of corporate reporting and analysis of financial statements. Prerequisite: ACCT 111, or equivalent. *(Other)
ACCT-211
Financial Accounting III
3 credits (45:0:0 hours) Transfer*
This course provides an in-depth examination of accounting topics including the statement of operations, statement of retained earnings, and the cash flow statement. Prerequisites: ACCT 111, ACCT 161 or equivalent.
*(AU, KUC, CUC, UL)

ACCT-214
Introduction to Accounting Software
3 credits (45:0:0 hours) Transfer*
Students are expected to complete a comprehensive case using popular financial and accounting software. Prerequisites: ACCT 161, ACCT 164 or equivalent.
*(Other, AU, CUC)

ACCT-215
Quantitative Decision Support
3 credits (45:0:0 hours) Transfer*
This introductory level course is designed to give a working knowledge of descriptive and inferential statistics, the underlying probability distributions, and the use of statistical analysis within the business cycle. This course introduces students to several critical quantitative concepts which form part of the professional accountant's library of skills.
*(AU)

ACCT-218
Management Accounting I
3 credits (45:0:0 hours) Transfer*
The objective of this course is to introduce the student to the role that management accounting plays in determining an appropriate cost for goods and services in a number of different business contexts. In addition, the successful student will be able to articulate the importance of analyzing and managing costs and the importance of costing to the decision making process. Prerequisites: ACCT 111 or equivalent.
*(Other)

ACCT-255
Financial Management
3 credits (45:0:0 hours) Transfer*
This course explores the goals and decision making process of financial management. It is a study of the financial and investment decisions from the corporation's perspective which includes the valuing of financial assets, determining the cost of capital and capital structure and managing short and long term finances. Prerequisite: ACCT 211 or equivalent. Corequisite: ACCT 318 or equivalent.
*(AU, KUC)

ACCT-261
Financial Accounting IV
3 credits (45:0:0 hours) Transfer*
This course provides an in-depth examination of accounting topics including capital leases, earnings per share, post retirement benefits, pension expense, capital transactions and future income taxes. Prerequisite: ACCT 211 or equivalent. Note: The explicit use of information technology is expected in this course.
*(AU, KUC, CUC, AUC, UL)

ACCT-263
Co-Op Work Placement II
3 credits (0:0:500 hours)
This course is the second work placement course in the Cooperative Education major. Students will gain further practical experience at a higher level of responsibility in public accounting firms, industry, government or not-for-profit organizations. Prerequisite: ACCT 163.

ACCT-264
Information Technology III
3 credits (45:0:0 hours)
Successful students will demonstrate an ability to use information technology as a tool within the data collection, storage, manipulation, presentation and communication functions. This will include the ability to model business situations and build code as necessary. A DBMS (Database Management System) software package will be used to construct a working solution to a business problem. The course will use SAP to examine and explain how enterprise resource planning (ERP) software models business processes. Prerequisites: ACCT 164, ACCT 211 and ACCT 268.

ACCT-268
Management Accounting II
3 credits (45:0:0 hours) Transfer*
This second level course focuses on enhancing decision-making skills and performance evaluation. This is accomplished through an in-depth study and application of various management accounting models and techniques for planning, recording and evaluating activities of the organization. Prerequisite: ACCT 218 or equivalent.
*(AU, Other)

ACCT-275
Accounting Information Systems
3 credits (45:0:0 hours) Transfer*
This introductory level course emphasizes the accountant's role in the design, operation and control of accounting information systems. The course uses SAP to demonstrate the capabilities of an integrated information system. SAP is a recognized market leader of enterprise resource planning (ERP) software. Prerequisites: ACCT 114 and ACCT 211 or equivalent.
*(AU, KUC)

ACCT-311
Introductory Accounting
3 credits (60:0:0 hours) Transfer*
Introduces the preparation, use and interpretation of financial statements. The emphasis is on reporting to shareholders, creditors and other external decision makers. The course includes principles and standards of balance sheet valuation, income measurement, financial disclosure and cash flow analysis. Prerequisites: Minimum grade of C– in ECON 101 and ECON 102. Restricted to Bachelor of Commerce and Management, Asia Pacific Management and Bachelor of Applied International Business and Supply Chain Management students.
*(UA, UC, AU, AUC, CU, KUC, CUC)

ACCT-318
Management Accounting III
3 credits (45:0:0 hours)
Successful completion of this course will require students to demonstrate the ability to use complex quantitative decision analysis tools to solve intermediate and advanced costing and business process problems. Prerequisites: ACCT 215 and ACCT 268 or equivalent courses.

ACCT-322
Managerial Information and Control Systems
3 credits (45:0:0 hours) Transfer*
This course focuses on how to prepare and use management accounting information for management decision making. Major topics include: product costing, cost-volume-profit analysis, budgeting and relevant costs in decision making. Prerequisite: Minimum grade of C– in ACCT 311. Restricted to Bachelor of Commerce and Management, Asia Pacific Management and Bachelor of Applied International Business and Supply Chain Management students.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)
ACCT-350
Audit
3 credits  (45:0:0 hours)
This course will cover the fundamentals of auditing objectives, analytical procedures, internal control, along with materiality, control risk and audit planning. Audit sampling techniques to test controls, and to provide detailed account balances, will be reviewed. Computer assisted audit procedures, operational and comprehensive audit services will also be examined. The audit of specific systems within an organization will also be studied. Prerequisites: ACCT 211 and ACCT 215 or equivalent courses; or permission of the program.

ACCT-351
Advanced Financial Accounting
3 credits  (45:0:0 hours)  Transfer*
This advanced course in financial accounting will cover consolidations, foreign currency transactions, current value accounting and not for profit accounting. Prerequisite: ACCT 261 or equivalent course.
*(AU)

ACCT-352
Issues in Global Accounting Practice
3 credits  (45:0:0 hours)  Transfer*
This course introduces students to the major issues involved in doing business internationally, and how business is conducted within the international economic and trade system. Specifically, this course will deal with the impact of these issues on accounting, finance and taxation. Prerequisites: LEGL 105 or equivalent, and any introductory level economics course.
*(UA)

ACCT-353
Leadership and Ethics
3 credits  (45:0:0 hours)
This course is designed to enhance understanding of the nature of leadership and the potential roles leaders may play within an organization. Various leadership models are examined and attention is devoted to the application of the leadership models and skill sets. In addition, the course explores the subject of ethics and ethical conduct. Accountants are generally viewed as ethical. Students will explore both the theoretical and practical aspects of ethics. Prerequisite: ACCT 156, or equivalent or permission of the program.

ACCT-358
Advanced Management Accounting
3 credits  (45:0:0 hours)
Successful completion of this course will require the student to demonstrate an understanding of advanced costing procedures, integrated use of quantitative decision analysis tools, current issues facing business and management accounting and certain leading edge concepts in regard to business process. Prerequisite: ACCT 318 or equivalent.

ACCT-370
Directed Field Study Seminar I
3 credits  (45:0:0 hours)
Directed Field Studies Seminar I (DFSS I) will bridge the gap between academic studies and practical experience. The course will prepare students for their Directed Field Studies thus building on the program's guiding principle of "Theory + Experience = Learning." DFSS I will deal with employment and workplace issues including resumes, networking and office protocol. The seminar will also deal with research techniques, effective presentations, case study analysis and conflict resolution techniques. Prerequisites: ACCT 350, ACCT 351, ACCT 352, ACCT 353, ACCT 358, or equivalent.

ACCT-371
Directed Field Study I
3 credits  (15:0:150 hours)
Having completed sufficient depth and breadth of the four general areas of study (Strategic Measurement, Information Technology, Financial Accounting and General Studies) within the Accounting and Strategic Measurement Program, students are ready to study very specific topics, in detail, within these areas of study. Building on the program's guiding principle of "Theory + Experience = Learning," each of the Directed Field Studies (DFS) begin with a residential session designed to explore current topics and practice within the industry and subject area. At the end of the residential session, the student will pick a topic (to be approved by the faculty advisor) to be explored in detail. The employer will necessarily be involved in the selection of the topics. The student will then, for a period of four weeks, work within the topical area during the day and conduct academic research pertaining to the topic during evenings and weekends. The DFS will conclude with the submission of a paper and the presentation of the paper to other students, employers, faculty and other interested members of the community. Prerequisite: ACCT 370.

ACCT-372
Directed Field Study II
3 credits  (15:0:150 hours)
Having completed sufficient depth and breadth of the four general areas of study (Strategic Measurement, Information Technology, Financial Accounting and General Studies) within the Accounting and Strategic Measurement Program, students are ready to study very specific topics, in detail, within these areas of study. Building on the program's guiding principle of "Theory + Experience = Learning," each of the Directed Field Studies (DFS) begin with a residential session designed to explore current topics and practice within the industry and subject area. At the end of the residential session, the student will pick a topic (to be approved by the faculty advisor) to be explored in detail. The employer will necessarily be involved in the selection of the topics. The student will then, for a period of four weeks, work within the topical area during the day and conduct academic research pertaining to the topic during evenings and weekends. The DFS will conclude with the submission of a paper and the presentation of the paper to other students, employers, faculty and other interested members of the community. Prerequisite: ACCT 370.

ACCT-373
Directed Field Study III
3 credits  (15:0:150 hours)
Having completed sufficient depth and breadth of the four general areas of study (Strategic Measurement, Information Technology, Financial Accounting and General Studies) within the Accounting and Strategic Measurement Program, students are ready to study very specific topics, in detail, within these areas of study. Building on the program's guiding principle of "Theory + Experience = Learning," each of the Directed Field Studies (DFS) begin with a residential session designed to explore current topics and practice within the industry and subject area. At the end of the residential session, the student will pick a topic (to be approved by the faculty advisor) to be explored in detail. The employer will necessarily be involved in the selection of the topics. The student will then, for a period of four weeks, work within the topical area during the day and conduct academic research pertaining to the topic during evenings and weekends. The DFS will conclude with the submission of a paper and the presentation of the paper to other students, employers, faculty and other interested members of the community. Prerequisite: ACCT 370.
ACCT-374
Directed Field Study IV
3 credits (15:0:150 hours)
Having completed sufficient depth and breadth of the four general areas of study (Strategic Measurement, Information Technology, Financial Accounting and General Studies) within the Accounting and Strategic Measurement Program, students are ready to study very specific topics, in detail, within these areas of study. Building on the program’s guiding principle of “Theory + Experience = Learning,” each of the Directed Field Studies (DFS) begin with a residential session designed to explore current topics and practice within the industry and subject area. At the end of the residential session, the student will pick a topic (to be approved by the faculty advisor) to be explored in detail. The employer will necessarily be involved in the selection of the topics. The student will then, for a period of four weeks, work within the topical area during the day and conduct academic research pertaining to the topic during evenings and weekends. The DFS will conclude with the submission of a paper and the presentation of the paper to other students, employers, faculty and other interested members of the community. Prerequisite: ACCT 370.

ACCT-376
Directed Field Study VI
3 credits (15:0:150 hours)
Having completed sufficient depth and breadth of the four general areas of study (Strategic Measurement, Information Technology, Financial Accounting and General Studies) within the Accounting and Strategic Measurement Program, students are ready to study very specific topics, in detail, within these areas of study. Building on the program’s guiding principle of “Theory + Experience = Learning,” each of the Directed Field Studies (DFS) begin with a residential session designed to explore current topics and practice within the industry and subject area. At the end of the residential session, the student will pick a topic (to be approved by the faculty advisor) to be explored in detail. The employer will necessarily be involved in the selection of the topics. The student will then, for a period of four weeks, work within the topical area during the day and conduct academic research pertaining to the topic during evenings and weekends. The DFS will conclude with the submission of a paper and the presentation of the paper to other students, employers, faculty and other interested members of the community. Prerequisite: ACCT 370.

ACCT-377
Directed Field Study VII
3 credits (15:0:150 hours)
Having completed sufficient depth and breadth of the four general areas of study (Strategic Measurement, Information Technology, Financial Accounting and General Studies) within the Accounting and Strategic Measurement Program, students are ready to study very specific topics, in detail, within these areas of study. Building on the program’s guiding principle of “Theory + Experience = Learning,” each of the Directed Field Studies (DFS) begin with a residential session designed to explore current topics and practice within the industry and subject area. At the end of the residential session, the student will pick a topic (to be approved by the faculty advisor) to be explored in detail. The employer will necessarily be involved in the selection of the topics. The student will then, for a period of four weeks, work within the topical area during the day and conduct academic research pertaining to the topic during evenings and weekends. The DFS will conclude with the submission of a paper and the presentation of the paper to other students, employers, faculty and other interested members of the community. Prerequisite: ACCT 370.

ACCT-378
Directed Field Study VIII
3 credits (15:0:150 hours)
Having completed sufficient depth and breadth of the four general areas of study (Strategic Measurement, Information Technology, Financial Accounting and General Studies) within the Accounting and Strategic Measurement Program, students are ready to study very specific topics, in detail, within these areas of study. Building on the program’s guiding principle of “Theory + Experience = Learning,” each of the Directed Field Studies (DFS) begin with a residential session designed to explore current topics and practice within the industry and subject area. At the end of the residential session, the student will pick a topic (to be approved by the faculty advisor) to be explored in detail. The employer will necessarily be involved in the selection of the topics. The student will then, for a period of four weeks, work within the topical area during the day and conduct academic research pertaining to the topic during evenings and weekends. The DFS will conclude with the submission of a paper and the presentation of the paper to other students, employers, faculty and other interested members of the community. Prerequisite: ACCT 370.

ACCT-379
Directed Field Study Seminar II
3 credits (45:0:0 hours)
Directed Field Studies Seminar II (DFSS II) will complete the bridge between academic studies and practical experience. The course will prepare students for success in their career through continuous learning. DFSS II builds on the program’s guiding principles of “Theory + Experience = Learning” and “continuous improvement. DFSS II will deal with employment and workplace issues including ethical conduct, career planning and a critical analysis of the accounting profession. The seminar will review the accreditation standards of the professional accounting bodies and (for those students choosing a designation) begin the student’s journey to that end. For those students choosing an alternate career path, this course will ensure the student has a plan and begins the journey to that end. Prerequisites: ACCT 370, ACCT 371, ACCT 372, ACCT 373, ACCT 374, ACCT 375, ACCT 376, ACCT 377 and ACCT 378.
ACCT-388  
Operations Management  
3 credits (45:0:0 hours) Transfer*  
Operations management is defined as the design, operation and improvement of the systems that create the firm’s primary products or services. Demand for quality, time-based competition and international production have clearly demonstrated the importance of superior operations management to the survival of an organization. Prerequisite: ACCT 358 or equivalent or permission of the program.  

(*)AU

ACCT-390  
Advanced Audit  
3 credits (45:0:0 hours)  
This advanced audit course covers in-depth techniques and auditing procedures relevant for assets, liabilities, revenue and expense accounts. It will include the procedures for preparation of working papers and the assembly of portions of an audit file. Mini-cases and a computerized audit case supplement will be included in this course. Prerequisite: ACCT 350 or equivalent or permission of the program.

ACCT-391  
Accounting Theory  
3 credits (45:0:0 hours) Transfer*  
Accounting Theory is an in-depth study of: domestic and international standard setting, (including the conceptual framework), alternative financial accounting models and theories, the agency theory, the efficient market hypothesis, the annual report and emerging issues in financial accounting. Prerequisite: ACCT 351 or permission of the program.  

(*)AU

ACCT-392  
Taxation II  
3 credits (45:0:0 hours)  
Topic areas in this course include sources and structure of income tax legislation; the meaning of income; determination of net income (various sources); computation of taxable income and tax payable for individuals and corporations. The impact of taxation on business transactions and decision making will be considered in all topic areas. Prerequisites: ACCT 162, LEGL 105 and ECON 203, or equivalent or permission of the program.

ACCT-394  
Management Information Systems  
3 credits (45:0:0 hours) Transfer*  
Information system managers must possess the ability to perform appropriate cost/benefit analysis of IT investments, to simulate and manage organizational change and communicate IT issues to user groups. In addition to computer technology, information system managers must understand how business strategy drives information needs. The collection, manipulation, transmission, storage and presentation of management information is critical to an organization’s ability to meet its goals. This course deals with these issues. Prerequisites: ACCT 114, ACCT 164, ACCT 264, or ACCT 214 and ACCT 275, or equivalent or permission of the program.  

(*)AU

ACCT-395  
Advanced Finance and Treasury Management  
3 credits (45:0:0 hours)  
This course is designed to use the tools acquired through previous studies in finance, management accounting, financial accounting and information technology to assess financial securities and identify the risk associated with those securities. In addition the course looks at treasury management including risk management. Prerequisites: ACCT 255, ACCT 164, ACCT 351 and ACCT 358, or equivalent or permission of the program.

ACCT-398  
Strategic Management  
3 credits (45:0:0 hours)  
This is the capstone course in management accounting. Successful completion of this course will require students to demonstrate an in-depth understanding of performance measurement within the corporate, business and functional levels of strategy. This will necessarily include the demonstration of a solid understanding of strategic planning. Prerequisite: ACCT 358 or equivalent or permission of the program.

ACUP-101  
Meridian Systems and Acupuncture Points I  
5 credits (45:45:0 hours)  
During a combination of lectures, demonstrations and practice, students learn the location of acupuncture points on the lung, large intestine, stomach and spleen meridians. They will also learn the system of meridians, channels and collaterals as well as anatomical landmarks, systems of measurement, types of points and point functions and the Chinese name of each point. Corequisites: NURS 105, NURS 108 and ACUP 100.

ACUP-102  
Foundations of Traditional Chinese Medicine II  
3 credits (45:0:0 hours)  
This course explores the causes of disease and symptom patterns of Zang Fu organ systems. Treatment strategies using acupuncture and related TCM modalities are examined according to channel and organ theory. The student will become familiar with Zang Fu disharmonies and the methods used to return the body to balance. Prerequisite: Minimum grade of C in ACUP 100.

ACUP-103  
Meridian Systems and Acupuncture Points II  
4 credits (45:30:0 hours)  
During a combination of lecture, demonstrations and practice, students learn the location of acupuncture points on the heart, small intestine, urinary bladder, kidney and pericardium meridians. They will also learn the concept of meridians, channels and collaterals, as well as anatomical landmarks, systems of measurement, acupuncture point energetics, indications and the Chinese name of each point. This course is a continuation of Meridian Systems and Acupuncture Points I. Prerequisite: ACUP 100.

ACUP-104  
Diagnostics in Traditional Chinese Medicine  
3 credits (45:0:0 hours)  
Students learn to accurately diagnose disorders according to the principles of TCM. All the patient assessment skills used in modern Traditional Chinese Medicine, including the “Four Methods of Diagnosis” are explained and practiced. Prerequisites: Minimum grade of C in ACUP 100 and ACUP 102.
ACUP-105
Introduction to Qi Gong and Tui Na
1 credit (15:15:0 hours)
Qi Gong and its value in the practice of Traditional Chinese Medicine is discussed and students will be introduced to basic methods of Qi Gong which includes the traditional methods of moving and tonifying Qi. Students will also become familiar with basic principles of Tui Na, a style of Chinese manipulations using non-invasive techniques for therapeutic and relaxation purposes.

ACUP-106
Medical Terminology
1 credit (15:0:0 hours)
Topics in this course include an introduction to the use of words and word parts as they relate to different structures of the human body and selected major body systems.

ACUP-108
Clinical Observation
1 credit (0:0:30 hours)
Clinical observation offers students the opportunity to witness all facets of patient care, diagnosis and treatment. It provides a link between theoretical studies and practical clinical application. This portion of clinical observation allows the student to become familiar with all aspects of clinic operation, procedures and patient visits. Prerequisite: ACUP 104 or equivalent as determined by the Chair.

ACUP-109
Foundations of Traditional Chinese Medicine III
3 credits (45:0:0 hours)
This course will focus on assessment and description of pathology according to diverse diagnostic systems that have developed in Traditional Chinese Medicine. Differentiation of disease patterns according to the theories of Qi, Blood, Body Fluids, Six Stages, Four Levels and Three Jiao’s will be discussed. Prerequisites: ACUP 100, ACUP 102, ACUP 104, or equivalent as determined by the Chair.

ACUP-110
Meridian Systems and Acupuncture Points III
4 credits (45:30:0 hours)
This course continues the process of locating and learning the functions and indications of the meridian system and acupuncture points. This course covers the Triple Warmer, Gall Bladder and Liver Channels as well as commonly used extra points. Prerequisites: Minimum grade of C in ACUP 100 and ACUP 103.

ACUP-111
Meridian-Based Physical Assessment
3 credits (45:15:0 hours)
This course provides the students with an understanding of the acupuncture concepts of Tendino-Muscular pathways and Divergent or Distinct channels. Students will learn the therapeutic use of these channels. Emphasis is also on the development of palpation skills and its importance in clinical practice. Prerequisites: ACUP 104, ACUP 209, ACUP 216 or equivalent as determined by the Chair.

ACUP-112
Traditional Chinese Medicine Internal Therapeutics I
2 credits (30:0:0 hours)
This course covers the various conditions that may appear as a result of dysfunction of the digestive system and how these conditions are assessed, diagnosed and treated using the Traditional Chinese Medicine system. Prerequisites: ACUP 104 and ACUP 109 or equivalent as determined by the Chair.

ACUP-113
Clinical Observation and Practice I
1 credit (0:0:60 hours)
This second clinical observation course builds upon the skills learned in Clinical Observation. Students will gradually become more involved with the patient intake process and other clinic procedures. Prerequisite: ACUP 104 or equivalent as determined by the Chair.

ACUP-114
Clinical Observation and Practice IV
1 credit (15:15:0 hours)
This course continues the process of locating and learning the functions and indications of the meridian system and acupuncture points. This course covers the Triple Warmer, Gall Bladder and Liver Channels as well as commonly used extra points. Prerequisites: Minimum grade of C in ACUP 100 and ACUP 103.

ACUP-115
Meridian Systems and Acupuncture Points IV
2 credits (30:15:0 hours)
This course examines the eight extraordinary channels, the microsystem of the ear and scalp acupuncture. Prerequisite: ACUP 109 or equivalent as determined by the Chair.

ACUP-116
Combination Acupuncture Point Selection and Combination
1 credit (15:15:0 hours)
This course covers the theoretical and practical principles that are used to formulate an acupuncture point prescription. The meaning of acupuncture point energetics and the synergy between specific points are explained. This course also covers how the acupuncturist can adjust and customize basic point combinations to the patient’s actual signs, symptoms, complaints and condition. Course topics include a variety of fundamental TCM theories such as the Zang Fu or Jing Luo theories and risk management principles. Prerequisites: ACUP 109, ACUP 110 and ACUP 111 or equivalent as determined by the Chair.

ACUP-201
Meridian Systems and Acupuncture Points IV
2 credits (30:15:0 hours)
This course examines the eight extraordinary channels, the microsystem of the ear and scalp acupuncture. Prerequisite: ACUP 109 or equivalent as determined by the Chair.

ACUP-202
Traditional Chinese Medicine Internal Therapeutics II
3 credits (45:0:0 hours)
This course covers the various conditions that may appear as a result of dysfunction of the respiratory and cardiovascular systems and how these conditions are assessed, diagnosed and treated according to TCM. Prerequisites: ACUP 104 and ACUP 109 or equivalent as determined by the Chair.

ACUP-203
Therapeutic Principles of Acupuncture Point Selection and Combination
1 credit (15:15:0 hours)
This course covers the theoretical and practical principles that are used to formulate an acupuncture point prescription. The meaning of acupuncture point energetics and the synergy between specific points are explained. This course also covers how the acupuncturist can adjust and customize basic point combinations to the patient’s actual signs, symptoms, complaints and condition. Course topics include a variety of fundamental TCM theories such as the Zang Fu or Jing Luo theories and risk management principles. Prerequisites: ACUP 109, ACUP 110 and ACUP 111 or equivalent as determined by the Chair.

ACUP-204
Traditional Chinese Medicine Modalities I
1 credit (15:15:0 hours)
This course introduces the various techniques used in Traditional Chinese Acupuncture such as needling, cupping, moxibustion, gwa sha and explains appropriate therapeutic use of these techniques in clinical practice. The techniques of needle stimulation, i.e. tonification and sedation techniques, are also discussed. Prerequisite: ACUP 103 or equivalent as determined by the Chair. Corequisite: ACUP 110 or equivalent as determined by the Chair.
ACUP-206
Traditional Chinese Medicine
Nutrition, Lifestyle and Zhong Yao
3 credits (45:0:0 hours)
Topics in this course include the history of Chinese nutrition, basic principles of nutrition from a Chinese energetic perspective, the use of specific foods for therapeutic purposes and the role that nutrition and lifestyle play in the overall maintenance of health in an individual. A generalized overview of the energetic properties of Chinese herbs is also discussed including an introduction to Chinese herbology. Prerequisite: ACUP 109 or equivalent as determined by the Chair.

ACUP-208
Clinical Observation and Practice II
2 credits (0:120:0 hours)
In this Clinical Observation, students, within the clinical setting, participate in all facets of patient care with the exception of therapeutic modalities in which they are not yet trained. Prerequisites: Minimum grade of C in ACUP 109 and ACUP 110.

ACUP-209
Internal Medicine
3 credits (45:0:0 hours)
This course covers the pathological conditions which may affect the various systems of the body. Assessment and therapeutic principles are outlined for the digestive, circulatory, respiratory and urogenital systems. Through the understanding of the disease process and Western assessment and therapeutic models, students develop skills in communicating and working with and referring to other health care professionals. Prerequisites: NURS 105 and NURS 108.

ACUP-210
Traditional Chinese Medicine
Modalities II
3 credits (30:15:0 hours)
This course builds further on the acquired skills and knowledge of acupuncture techniques that were covered in the first modalities course. More specialized techniques such as electro acupuncture, bleeding techniques, and other less commonly used techniques will be explained and discussed. Prerequisite: ACUP 205 or equivalent as determined by the Chair.

ACUP-211
Traditional Chinese Medicine Internal Therapeutics III
3 credits (45:0:0 hours)
This course covers the various pathological conditions that may occur in obstetrics, gynecology and the urogenital systems based on the theory of Traditional Chinese Medicine. Students learn to do a TCM assessment, diagnosis and form appropriate treatment strategies for these conditions according to the theory of Traditional Chinese Medicine. Prerequisites: ACUP 104, ACUP 109 and ACUP 209 or equivalent as determined by the Chair.

ACUP-213
Traditional Chinese Medicine
External Therapeutics I
2 credits (30:0:0 hours)
This course focuses on musculoskeletal disorders including muscle pain, joint and bone pain resulting from arthritis, injuries and other reasons. For each disorder, etiology, diagnosis and treatment according to TCM will be discussed. The concept of Bi Syndrome and Wei Syndrome and their assessment, diagnosis and treatment is also covered in this course. Prerequisites: ACUP 104 and ACUP 109 or equivalent as determined by the Chair.

ACUP-214
Clinical Case Studies I
1 credit (15:0:0 hours)
The first in a series of courses focusing on relevant clinical situations. Interns present cases from their clinical experience and discuss them with the class instructor. Prerequisite: ACUP 215 or equivalent as determined by the Chair.

ACUP-215
Internship I
1 credit (0:60:0 hours)
During the first internship, students make appropriate assessments and proceed with an accurate TCM diagnosis with the help of the supervisor(s), ensuring that proper charting is done and contributing actively to the treatment of patients, using correct therapeutic techniques. According to the intern’s progress, they will be encouraged to take more initiative in the complete treatment of the patient. Prerequisites: ACUP 208 and ACUP 209 or equivalent as determined by the Chair.

ACUP-216
Traditional Chinese Medicine
External Therapeutics II
3 credits (45:0:0 hours)
The second course of External Therapeutics covers the use of TCM for neurological conditions such as Parkinson’s disease, facial paralysis, trigeminal neuralgia and dermatological disorders including urticaria, acne, dermatitis, eczema, et cetera. Disorders of the mouth, eye, ear, nose and throat such as tinnitus, deafness, otitis media, tonsillitis, laryngitis, myopia and toothache will be covered. For each disorder, etiology, etiology and pathology, differentiation and treatment according to TCM will be discussed. Prerequisites: ACUP 104, ACUP 109 and ACUP 209 or equivalent as determined by the Chair.

ACUP-218
Professional Ethics and Regulations
1 credit (15:0:0 hours)
In this course students will expand their knowledge and appreciation of issues of professional conduct. Various ethical and practice related topics will be explored in a format that allows students freedom of expression in a relaxed classroom setting.

ACUP-219
Clinical Case Studies II
2 credits (30:0:0 hours)
This is the second in a series of courses focusing on relevant clinical situations. Interns present cases from their clinical experience and discuss them with the class instructor. Prerequisite: ACUP 215 or equivalent as determined by the Chair.

ACUP-220
Internship II
2 credits (0:0:120 hours)
During this second internship, students continue to make appropriate assessments and proceed with an accurate TCM diagnosis with the help of the supervisor(s), ensuring that proper charting is done and contributing actively to the treatment of patients, using correct therapeutic techniques. Students gradually take more initiative in the complete treatment of the patient. Prerequisites: ACUP 215, ACUP 209 and ACUP 211 or equivalent as determined by the Chair.
ACUP-221
Traditional Chinese Medicine Internal Therapeutics IV
3 credits (45:0:0 hours)
This course covers disorders of the immune system including AIDS, MS and others. Also covered are male reproductive system disorders such as prostatitis, impotence and ED; endocrine disorders such as obesity, hyperthyroidism and hypothyroidism; pediatric disorders such as infantile diarrhea and dyspepsia and enuresis. Students learn appropriate assessment diagnosis and treatment strategies for these disorders according to the theory of TCM. Prerequisites: ACUP 104, ACUP 109 and ACUP 209 or equivalent as determined by the Chair.

ACUP-303
Internship III
2 credits (0:0:150 hours)
During the third internship, students will learn to become more independent as they are expected to make appropriate assessments and accurate TCM diagnoses. Interns will be encouraged to take more initiative in the complete treatment of the patient. Supervisor(s) will assist with difficult cases, deficiencies in techniques or areas that need improvement. Prerequisite: ACUP 220 or equivalent as determined by the Chair.

ACUP-304
Internship IV
2 credits (0:0:90 hours)
This is the final clinical phase of internship where the senior intern applies all the skills necessary to work independently and successfully in an acupuncture clinic. In addition, students will be required to reflect on the impact of culture on the delivery of health care. Prerequisite: ACUP 303 or equivalent as determined by the Chair.

ACUP-305
Practice Management and Professional Entry Requirements
3 credits (45:0:0 hours)
This course includes several management aspects of an acupuncture practice such as appropriate communication skills with third parties and other health care providers. It also covers information to prepare the future acupuncturist to enter the profession successfully. Prerequisite: ACUP 218.

ACUP-311
Acupuncture Safety Course (Clean Needle Technique)
1 credit (15:0:0 hours)
This course teaches how to apply the Alberta standards for hygienic acupuncture practice using common sense approaches for acupuncture modalities that will protect public health, without burdening practitioners with procedures that go beyond necessary precautions.

AGAD-101
Advocacy and Lobbying
3 credits (45:0:0 hours) Transfer*
The focus of this course is on the development of the knowledge and skills necessary to become a successful advocate for the arts. Federal, provincial and municipal cultural policies and structures will be studied. Consideration is also given as to why the arts are important, the history of cultural development, the nature of the political process and topical issues affecting the arts and cultural industries in Canada.
*(UA)

AGAD-103
Marketing Principles and Research in the Arts
3 credits (45:0:0 hours)
This course covers the basic marketing concepts including identifying publics, segmentation, target marketing and the marketing mix. Building on the concepts discussed in the first part of the course, both quantitative and qualitative research are also explored, culminating in the completion of a market research project in cooperation with a local arts organization.

AGAD-105
Financial Management for the Arts
3 credits (45:0:0 hours)
This course provides an introduction to accounting and the management of a set of accounting records for an organization. It also introduces the student to the preparation of financial reports, the analysis of information contained within them and the use of that information for managing the organization. Students will explore examples of profit-seeking organizations as well as not-for-profit organizations. Manual and computerized systems will be examined.

AGAD-107
Computer Applications in the Arts
3 credits (45:0:0 hours)
This course explores current computer applications for performing and visual arts organizations. Students gain an understanding of basic word processing, desktop publishing, database and spreadsheet programs. Prerequisite Introductory computer course or equivalent experience.

AGAD-109
Publicity and Media Relations in the Arts
3 credits (30:15:0 hours)
In this course students will benefit from a hands-on approach to the development of promotional material aimed at the performing and visual arts audience. Each of the components of a publicity campaign (news releases, public service announcements, media kits, media events) will be studied. Students will also examine the importance of developing positive relationships with the media and other partners in the community.

AGAD-121
Applied Marketing in the Arts
3 credits (45:0:0 hours)
This course provides a detailed look at the components of a marketing plan including direct marketing strategies as they apply to a variety of sales functions such as subscription sales and gallery membership drives. Topics will include direct mail, telemarketing, print and electronic media advertising, as well as the process of incorporating these components into the marketing plan. Prerequisite: AGAD 103.

AGAD-123
Human Resource Management in the Arts
3 credits (45:0:0 hours)
This course examines the role of boards of directors, volunteers and paid personnel, and teaches the skills necessary to build successful relationships among these sectors. Emphasis is placed on the governance function of the board, as well as on the processes of recruitment, supervision, motivation and evaluation for all three stakeholder groups.
AGAD-125
Facility Management
3 credits (45:0:0 hours)
This course is a pragmatic study of the specific skills and challenges involved in the business, administration and management practices relating to the performing arts facility. Topics include types of facilities, technical design and production elements, programming and booking the facility. Discussions will also include an exploration of the related unions, guilds and associations the facility manager may encounter. Other important elements of the course include front of house management — ticketing, crowd control, risk management and achieving excellence in customer service — as well as event production, budgeting, staffing and maintaining the physical plant, and the essentials of touring the performing artist.

AGAD-126
Museum/Gallery Management
3 credits (45:0:0 hours)
This course is designed to provide the student with an understanding of the organizational structure and functions of museums, public galleries, commercial galleries and artist run centres. Mandates, collections, management, acquisition and deaccessioning, policies and procedures, public programming, education, exhibitions and conservation will be discussed.

AGAD-127
Fundraising and Grants
3 credits (45:0:0 hours) Transfer*
The purpose of this course is to develop a practical and systematic approach to fundraising from both the private and public sectors. Students will learn to plan special events, prepare funding proposals, solicit individual and corporate donors, apply for grants and plan campaigns. An overview of the current trends in philanthropy is also provided.
*UA

AGAD-129
Management Seminar I
2 credits (0:0:39 hours)
In this course students will address current management issues in arts administration using interactive methods such as group discussions and case studies. To prepare students to function as managers, this seminar will require the application and integration of knowledge from all other courses in the program to solve the problems presented. Topics include conflict and stress management, leadership and other organizational behaviour topics. For those intending on obtaining the Arts and Cultural Management credential, time will also be spent exploring field placement objectives and preparing for the field placement search.

AGAD-130
Management Seminar II
2 credits (0:0:39 hours)
This course will focus on the development of critical thinking skills and the importance of understanding personality type. Organizational behaviour topics including stress management, motivational techniques and effective communication models and strategies will also be explored. Students will continue preparing for field placement and the realities of the job search through the development of a job search and networking plan. Prerequisite: AGAD 129.

AGAD-131
Field Placement in Arts and Cultural Management
5 credits (0:0:280 hours)
This eight-week practicum is an opportunity to transfer arts administration knowledge and skills from the classroom to a real life setting. There is a wide range of placements available, including government agencies, not-for-profit visual and performing arts organizations and the cultural industries such as film and publishing. Students are encouraged to pursue placements across Canada. Prerequisite: Successful completion of Terms I and II.

AGAD-133
Field Placement Integration
1 credit (0:0:15 hours)
This course offers the opportunity for students on field placement to share experiences and to clarify their understanding of their administrative and employability skills. This integration seminar is offered concurrently with field placement. Prerequisite: Successful completion of Terms I and II. Corequisite: AGAD 131.

ANTH-101
Introduction to Anthropology
3 credits (45:0:0 hours) Transfer*
A general introduction to the methods and theory of prehistoric archaeology. Topics include the goals and objectives of the discipline, data collection and analysis and its interpretation. Emphasis will be on methods used to reconstruct prehistoric life-ways and explain cultural development rather than a general survey of prehistory. Prerequisite: Minimum grade of C– in a 100-level course in Anthropology or consent of the Department.
*UA, UC, UL, AU, AUC, CU, KUC, CUC

ANTH-110
Gender, Age and Culture
3 credits (45:0:0 hours) Transfer*
A study of sex, gender and age distinctions from a biological, and cross-cultural perspective. We will examine how societies organize sexual differences and what it means to be a man or a woman in different cultures. The impact of sex or gender and age differences as crucial aspects of social organization, and the structure of daily life in human species are considered.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)

ANTH-150
Race and Racism in the Modern World
3 credits (45:0:0 hours) Transfer*
This course gives an anthropological perspective on how race has been used to examine biological and cultural variation among humans. Issues and topics that will be discussed include multiculturalism, ethnic identity, prejudice and ethnocentrism, racism, eugenics and the persistence of ethnic identity in the face of globalization. Case studies dealing with race issues in Canada and other countries will be used to illustrate these concepts.
*(UA, UC, UL, KUC)

ANTH-206
Introduction to Archaeology
3 credits (30:15:0 hours) Transfer*
A general introduction to the methods and theory of prehistoric archaeology. Topics include the goals and objectives of the discipline, data collection and analysis and its interpretation. Emphasis will be on methods used to reconstruct prehistoric life-ways and explain cultural development rather than a general survey of prehistory. Prerequisite: Minimum grade of C– in a 100-level course in Anthropology or consent of the Department.
*(UA, UL, AU, AUC, CU, KUC, CUC, UC)

ANTH-207
Introduction to Social and Cultural Anthropology
3 credits (45:0:0 hours) Transfer*
An overview of sociocultural anthropology which introduces the students to the diversity of human cultures and the concepts and theoretical orientation of the cultural anthropologist. Unity and diversity in human social life will be emphasized. Prerequisite: A minimum grade of C– in a 100-level course in Anthropology or consent of the Department.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)
ANTH-208
Introduction to Linguistic Anthropology
3 credits (45:0:0 hours) Transfer*
This course focuses on the anthropological study of language and communication. It examines a brief survey of field and analytical methods and the theory of linguistic anthropology. Prerequisite: A minimum grade of C– in a 100-level course in Anthropology or consent of the department.
*(UA)

ANTH-209
Introduction to Physical Anthropology
3 credits (30:15:0 hours) Transfer*
This course is an introduction to the subject matter of physical anthropology. Students will be introduced to the study of human physical variation and the theoretical and methodological frameworks used to understand variation. Prerequisite: A minimum grade of C– in a 100-level course in Anthropology or consent of the Department.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)

ANTH-219
World Prehistory
3 credits (45:0:0 hours) Transfer*
This course provides a survey of the archaeological evidence for cultural evolution in various regions of the Old and New World. Different cultural sequences will be examined in turn, and parallels will be drawn from one region to the other. The general question of rates of cultural change, and what is responsible for them also will be addressed.
*(UA, UC, AU, AUC, CU, KUC, UC)

ANTH-230
Anthropology of Science, Technology and Environment
3 credits (45:0:0 hours) Transfer*
This course is an introduction to the anthropological study of science, technology and environment. It begins with a view of the cultural character of contemporary technology, followed by an examination of the generation and cultural construction of knowledge through science, and finally to an exploration of implications for both cultural livelihood and ecological sustainability of science and technology.
*(UA, UC)

ANTH-250
North American Aboriginal Peoples
3 credits (45:0:0 hours) Transfer*
This is a course about North American Aboriginal Peoples from an anthropology perspective. The course will survey the study of American indigenous cultures through the use of selected ethnographies. The topics include oral traditions, culture areas, politics, economics, family, kinship, religion and conflict between cultures.
*(UA, UC)

ANTH-261
Peoples and Cultures of Middle America
3 credits (45:0:0 hours) Transfer*
This course is an introduction to the culture area of Mesoamerica. It examines the cultural history of the native peoples of Mesoamerica from the pre-Columbian past to the present and includes studies of contemporary native communities.
*(UA)

ANTH-262
Peoples and Cultures of South America
3 credits (45:0:0 hours) Transfer*
This course is an introduction to cultural history of the native peoples of South America. It examines the social and cultural history of indigenous peoples, surveying local and regional cultural variations.
*(UA)

ANTH-263
Contemporary Aboriginal Issues
3 credits (45:0:0 hours) Transfer*
The cultural anthropology of contemporary aboriginal issues. Cultural theories for the analysis of patterns, processes and trends are examined. Specific topics include politics, economics, education, religion, health, law and the arts.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)

ANTH-392
Introduction to Primate Behaviour
3 credits (45:0:0 hours) Transfer*
Emphasis on field studies of non-human primates. Topics include: social organization, behaviour and ecology, territorial behaviour, communication, reproductive behaviour and other relevant topics.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)

ANTH-396
Archaeological Field Training
6 credits (45:45:0 hours) Transfer*
This course is an introductory course in archaeological field work. Instruction will be given in all practical aspects of archaeological field techniques, including surveying, excavation, documentation, photography and conservation. Prerequisites: ANTH 206 and consent of the department.
*(UA, UC)

ARTE-101
Art History I
3 credits (45:0:0 hours) Transfer*
This course is an introduction to the history of Western art and architecture from the prehistoric to the end of the late Gothic period (circa the early 1300s). Entry into second year fine art courses requires successful completion of this course with a minimum grade of C– or consent of the Chair.
*(UA, UC, UL, AU, AUC, KUC, CUC, CU, ACAD)

ARTE-102
Art History II
3 credits (45:0:0 hours) Transfer*
This course is an introduction to the history of Western art and architecture from the early Renaissance (circa 1300) to the present. Entry into second year fine art courses requires successful completion of this course with a minimum grade of C– or consent of the Chair.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC, ACAD)

ARTE-110
Drawing I
4 credits (30:60:0 hours) Transfer*
This course is an introduction to the basic elements and principles of drawing. Students will work in a variety of media such as charcoal, graphite, ink wash, conte, and will deal with the following content: tonal scales and tonal drawing, perspective principles and application, various mediums and mark making exploration, still life contour drawing and gesture drawing of objects. Studio assignments will be supplemented with lectures and slides. Students will learn to problem-solve as well as to analyze and critique their work. Entry into second year fine art courses requires successful completion of this course with a minimum grade of C– or consent of the Chair.
Note: In combination with ARTE 111, transfers to ART 131 or 132 at the U of A.
*(Other, UC, ACAD, AU, AUC, CUC, KUC, CU)
ARTE-111
Design I
5 credits (30:90:0 hours) Transfer*
This course provides an extensive introduction to the principles, vocabulary and concepts of two-dimensional form. Students will study the following: basic two-dimensional elements and principles, composition, visual dynamics, spatial cues and colour theory. Students work with a variety of methods and materials including acrylic paint. Emphasis is placed on the development of problem solving skills, communication skills and work habits. The course is structured around lectures, slide presentations, studio work, critiques, visiting artist lectures and visits to art galleries. Students may be required to attend lectures or art exhibitions outside of class hours. Entry into second year fine art courses requires successful completion of this course. Prerequisite: ARTE 110 minimum grade of C– or consent of the Chair. Note: In combination with ARTE 110, transfers to ART 131 or 132 at the U of A.
*(Other, UC, UL, AU, AUC, CUC, KUC, ACAD, CU)

ARTE-120
Drawing II
4 credits (30:60:0 hours) Transfer*
This course deals with a variety of media and further develops the principles dealt in Drawing I. Sustained tonal drawing and life drawing are a part of this course. Students are encouraged to broaden their notions of what can be considered drawing. Photocopy/lasercopy technologies and installation are used in this context. Studio work is supplemented with lectures and slides of contemporary art. Students may be required to attend some lectures and art exhibitions outside of the scheduled class hours. Entry into second year fine art courses requires successful completion of this course with a minimum grade of C– or consent of the Chair. Prerequisite: ARTE 110.* (UA, UC, UL, AU, AUC, CUC, KUC, ACAD, CU)

ARTE-121
Design II
4 credits (30:60:0 hours) Transfer*
This course provides an in-depth study of the elements and principles of two-dimensional form and their application within the context of art today. Projects are designed to stimulate analytical and creative thinking skills. Students work with a variety of methods and materials including acrylic paint. The course is structured around lectures, slide presentations, studio work, critiques, visiting artist lectures and visits to art galleries. Students may be required to attend lectures or art exhibits outside scheduled class hours. Entry into second year fine art courses requires successful completion of this course with a minimum grade of C– or consent of the Chair. Prerequisite: ARTE 111. Note: In combination with ARTE 121, transfers to ART 133 at the U of A.
*(Other, UL, AU, AUC, CUC, KUC, ACAD, CU)

ARTE-123
Sculpture I
3 credits (15:45:0 hours) Transfer*
This is an introductory studio-based course on the concepts, materials and techniques of traditional and contemporary sculpture. Students study various forms of three-dimensional artwork including abstraction, the figure, mixed media and installation. Entry into second year fine art courses requires successful completion of this course with a minimum grade of C– or consent of the Chair. Note: In combination with ARTE 123, transfers to ART 133 at the U of A.
*(Other, UL, AU, AUC, CUC, KUC, ACAD, CU)

ARTE-122
Early 20th Century Modernist Art
3 credits (45:0:0 hours) Transfer*
This course examines the art, architecture and design movements of Western Europe and America in the Modernist era. These movements, developed during the period from the beginning of the 20th century to the beginning of World War II, are examined within a broad range of formal, social, geopolitical and religious contexts. Prerequisite: ARTE 110
*(UA, ACAD, UC, UL)

ARTE-120
Sculpture II
4 credits (30:45:0 hours) Transfer*
This course deals with a variety of media and further develops the principles dealt in Sculpture I. Emphasis is placed on refining skills in observation and representation. Colour drawing is introduced. The course is structured around lectures, studio assignments and critiques. Students may be required to attend some lectures and art exhibitions outside of the scheduled class hours. Prerequisite: Minimum grade of C– in ARTE 120 or consent of the Chair.
*(UA, UC, UL, AU, AUC, CUC, KUC, ACAD, CU)

ARTE-203
Contemporary Art Issues
3 credits (45:0:0 hours) Transfer*
This course is designed to familiarize the student with art made from 1945 onwards. It deals with the various styles, media, issues and artists that make up the contemporary art scene. Slides, current art periodicals, databases and books are essential resource materials. Students are actively involved in discussions and in the analysis of art, texts and ideas. They are required to research various topics and artists for both oral presentations and assigned essays. Students may be expected to attend some lectures and exhibitions outside of scheduled class time. Prerequisite: Minimum grade of C– in ARTE 102 or consent of the Chair. Corequisite: ARTE 231 or consent of the Chair.
*(UA, UC, UL, AU, AUC, CUC, ACAD, CU)

ARTE-230
Drawing III
4 credits (30:45:0 hours) Transfer*
Drawing III provides an in-depth study of the subjects, mediums and techniques examined in Drawing II. Emphasis is on refining skills in observation and representation. Colour drawing is introduced. The course is structured around lectures, studio assignments and critiques. Students may be required to attend some lectures and art exhibitions outside of the scheduled class hours. Prerequisite: Minimum grade of C– in ARTE 120 or consent of the Chair.
*(UA, UC, UL, AU, AUC, CUC, KUC, ACAD, CU)

ARTE-231
Painting
8 credits (60:120:0 hours) Transfer*
In this course the students work primarily with acrylic paint. The ideas dealt with in the course are broad in scope. Emphasis is placed on contemporary painting and its relationship to the history of painting. Studio work is supplemented by frequent slide lectures and critiques. Students may be required to attend some lectures and art exhibitions outside of scheduled class hours. Prerequisites: Minimum grade of C– in ARTE 101, ARTE 102, ARTE 110, ARTE 111, ARTE 120, ARTE 121 and ARTE 123, WDM 100, ENGL 101 or ENGL 111 and an elective or consent of the Chair. Corequisite: ARTE 203
*(UA, UC, UL, AU, AUC, CUC, KUC, ACAD, CU)
ARTE-240
Drawing IV
4 credits (30:45:0 hours) Transfer*
Drawing IV provides an in-depth study of the concepts, subjects and techniques examined in Drawing III. Emphasis is on the development of personal ideas and the exploration of innovative mediums and methods. The course is structured around lectures, studio projects and critiques. Students may be required to attend some lectures and art exhibitions outside of scheduled class hours. Prerequisite: Minimum grade of C– in ARTE 230 or consent of the Chair.
*(UA, UC, UL, AU, AUC, KUC, ACAD, CU)

ARTE-241
Intermedia
8 credits (70:110:0 hours) Transfer*
In this course, the students work with various media as well as with new combinations of traditional materials. Within Intermedia, it is possible to explore virtually any type of media or material that serves to complete a concept. Students may explore sculpture, installation, video, photo works, performance art, assemblage, photocopy or laser copy technology, digital video and digital image manipulation. Students may be required to attend some lectures and art exhibitions outside of scheduled class hours. Prerequisites: Minimum grade of C– in ARTE 110, ARTE 120, ARTE 111, ARTE 121 and ARTE 123 or consent of the Chair. Successful completion of ARTE 203 and AVDM 100 or consent of the Chair.
*(UA, UC, UL, AUC, KUC, ACAD, CU)

ASCM-200
Introduction to Logistics and Supply Chain Management
3 credits (45:0:0 hours) Transfer*
This course provides an overview of the importance of logistics and the supply chain process in determining the competitive success of a company. Students will be introduced to the various components of the supply chain and their logistical requirements. Topics to be surveyed in this course include defining the supply chain, its participants and activities, purchasing, inventory management, transportation management, warehousing, integration (within and across organizations), performance measurement in the supply chain, modeling supply chain problems, business strategy and the supply chain, global logistics and material flow models. Technological issues and current trends will be integrated into the above mentioned topics. Corequisite: BUSN 201 or consent of the program.
*(UA)

ASCM-201
Introduction to Physical Distribution
3 credits (45:0:0 hours)
This course provides an overview of the various transportation modes and procedures in Canada. Topics include all current modes of transportation and intermodalism, intermediate transport agencies, warehousing, materials handling and utilization devices. Note: This course is equivalent to Distribution I, a Level I course in the Canadian Institute of Traffic and Transportation (C.I.T.T.) program.

ASCM-202
Physical Distribution and Logistics
3 credits (45:0:0 hours)
This course examines the relationship between physical distribution and logistics. Related issues such as contract administration, loss and damage, dangerous goods, marine insurance, Canada customs, computers and Electronic Data Interchange (EDI), international trade and transportation laws will also be explored. Prerequisite: Minimum grade of C– in ASCM 201 or consent of the program. Note: This course is equivalent to Distribution II a Level I course in the Canadian Institute of Traffic and Transportation (C.I.T.T.) program.

ASCM-203
Fundamentals of Purchasing
3 credits (45:0:0 hours)
This course introduces students to the basic principles of purchasing. Topics include supplier selection, organization and procedures of purchasing, computation, price and quality considerations, specification and inspection, supplier relations and supply chain management, ethics and outsourcing, price determination, investment recovery and public purchasing. Note: This course is equivalent to Principles of Buying offered by the Purchasing Management Association of Canada (PMAC).

ASCM-205
Introduction to e-Business
3 credits (45:0:0 hours) Transfer*
This course provides students with the fundamental knowledge necessary to operate in the world of electronic business. Topics include: the history of e-commerce, the new e-business ecosystem, marketing/selling through the web, tools of e-business, e-business portals, technology integration and business solutions, e-business and the supply chain and emerging trends in e-business. Prerequisites: BUSN 201, CMPT 157 and MARK 301, or consent of the program.
*(UA)

ASCM-211
Business Ethics
1 credit (15:0:0 hours)
This course introduces students to the importance of ethical decision-making in business operations. Students will be made aware of the implications of unethical business conduct and be encouraged to reflect on their ethical values. Topics include: fundamental concepts in ethics, social responsibility and the business organization, ethical dilemmas, ethical issues in business, ethics and the profit motive, good ethics and labour relations and creating an ethical environment.

ASCM-213
Personal Effectiveness
1 credit (15:0:0 hours)
This course introduces students to the interpersonal skills required for effective business conduct as well as the rules of good business etiquette. Topics include: personal image, rules for successful networking, dining etiquette, telephone manners, meeting etiquette, how to conduct a meeting and principles of public speaking.

ASCM-301
Inventory Management
3 credits (45:0:0 hours)
Inventory management models and topics are explored in depth. Topics include the types of and reasons for inventory in the supply chain, the financial impact of inventory, deterministic and probabilistic models for determining order quantities and safety stock as well as additional relevant quantitative models for inventory management, cycle counting and managing inventory accuracy, forecasting of demand, materials requirements planning, and managing inventory in the greater supply chain (including select current topics such as vendor managed inventory). Prerequisites: ASCM 200, CMPT 157 and MGTS 200 or consent of the program. Note: This course is equivalent to Principles of Inventory and Operations Control offered by the Purchasing Management Association of Canada (PMAC).
ASCM-302
Production and Operations Management
3 credits (45:0:0 hours)
This course builds on the basic concepts of supply chain operations. It focuses on specific techniques for production planning and scheduling, although the concepts discussed are also applicable to service operations. It incorporates qualitative and quantitative aspects of production management and manufacturing planning systems. Productions operations are considered in the context of make-to-stock, make-to-order and also other less traditional environments. Topics include aggregate production planning, master scheduling, order promising, materials requirements planning, operations scheduling, JIT systems and capacity planning. Spreadsheet applications and production planning software are used. Prerequisite: ASCM 301 or consent of the program.

ASCM-303
Materials Handling and Warehouse Management
3 credits (45:0:0 hours)
Operations of a warehouse are explored in depth and models for analyzing and improving operations are examined. Topics include types of materials handling and storage equipment, measuring and benchmarking, activity profiling, innovation of operations (receiving, put away, storage and retrieval, picking, unitizing and shipping), including best practices and techniques for modeling and analysis, designing warehouse layout, warehouse management systems and managing a warehouse workforce. Prerequisites: ASCM 200, CMPT 157 and MGTS 200 or consent of the program.

ASCM-305
Transportation Management
3 credits (45:0:0 hours)
This course expands student knowledge of freight transportation into more advanced aspects of transportation operations, planning and control systems. The focus is on transportation decisions made from the point of view of a particular company or supply chain. Topics include the selection of shipment quantities, transportation modes, carriers and routing patterns, terminal and loading operations, freight consolidations, shipping and delivery schedules and some general elements of transportation economics. The course also introduces quantitative methods for transportation planning and students will use transportation planning and scheduling systems. Prerequisites: ASCM 201, ASCM 205 and ASCM 301 or consent of the program.

ASCM-307
Principles of Quality Management
3 credits (45:0:0 hours)
This course will combine both qualitative and quantitative approaches to the management of quality in an organization. Topics covered include total quality management principles (customer focus, leadership, planning and strategy, empowerment of employees, process management and supplier-partner focus), the philosophies of renowned quality experts, quality awards and frameworks (such as ISO 9000), the costs of quality, statistical process control, analytical tools for quality (such as flowcharts and fishbone diagrams), and project management. Prerequisites: CMPT 157, MARK 301, MGTS 200 and ORGA 201 or consent of the program. Note: This course is equivalent to Principles of Quality offered by the Purchasing Management Association of Canada (PMAC).

ASCM-311
Change Management
1 credit (15:0:0 hours)
This course introduces students to the dynamics of organizational change and the principles of change management. Students will learn how to address the need and forces for change, assess organizational readiness, remove organizational change barriers, identify critical success factors and implement an effective change strategy. Prerequisites: BUSN 201, ASCM 200 and ORGA 201 or consent of the program.

ASCM-312
Customer Value Management
1 credit (15:0:0 hours)
This course introduces students to the importance of customer service as a competitive tool in the supply chain. Students will also learn how customer value and satisfaction can be created through effective management of a customer service system. Topics include: nature of services, customers as the focus of service management, service strategy and competitiveness, positioning and marketing services, technology and customer services and design and development of service delivery systems. Prerequisites: ASCM 200, ORGA 201 and MARK 301 or consent of the program.

ASCM-313
Effective Leadership
1 credit (15:0:0 hours)
This course teaches the principles and skills necessary for effective leadership in today’s rapidly changing business environment. Topics include: leadership and organization, leadership styles, value of emotional intelligence, team leadership and the eight principles of leadership — vision, trust, participation, learning, creativity, diversity, integrity and community.

ASCM-314
Competitive Intelligence
1 credit (15:0:0 hours)
This course introduces students to the concept of competitive intelligence and how it can be used to support decision-making and strategy development. Students will learn how to conduct competitive analysis and estimate competitors’ strengths and vulnerabilities. Topics include: techniques of competitive analysis, identification of business rivals’ strategies and product development direction, evaluation of competitors’ strengths and weaknesses, ethical issues in competitive analysis, utilization of competitive data and creation of a cost-effective intelligence system. Prerequisites: ACCT 311 and MARK 301 or consent of the program.

ASCM-315
Independent Project
1 credit (15:0:0 hours)
This course provides students will an opportunity to enhance and further their knowledge of a supply chain-related topic in a learner-centered approach. It also allows students to develop their research and independent study skills. The format of this project can be in the form of an essay, report, business plan or video presentation as deemed appropriate by the instructor. Prerequisite: Completion of first two years of program, or consent of the program.

ASCM-316
Competitive Bidding and Contract Management
1 credit (15:0:0 hours)
Purchasers often use competitive bidding to select suppliers for products and services used by their organizations. The essential skills required to do this — developing effective tender documents and managing the bidding process — will be introduced in this course. Contract law, as it relates to the bidding process, will be discussed. Students will learn how to lay out the tender document and write the terms and conditions, specifications, award criteria and the instructions to bidders. They will also learn how to receive and control bids, open, read and analyze bids, identify and resolve mistakes in bids, make award decisions, formulate the contract and prepare notices of award. Prerequisite: ASCM 203 or consent of the program. Restricted to Bachelor of Applied International Business and Supply Chain Management students or consent of the program.
ASCM-400  
Practicum I  
15 credits (0:0:640 hours)  
This course provides students with an opportunity to gain practical experience and apply their academic knowledge in a work environment. Students must perform a minimum of 640 work hours in a supply chain or logistics-related job approved by the program. Criteria for job approval include: relevance of job description, application of academic knowledge and opportunity for new learning. An individualized learning program designed for each student will detail the learning objectives that must be met to receive credit. Prerequisite: Fourth-year standing in the Bachelor of Applied International Business and Supply Chain Management Program, or consent of the program.

ASCM-401  
Practicum II  
15 credits (0:0:640 hours)  
This is a continuation of Practicum I. A minimum of 640 work hours must be performed within an individualized learning program for students to receive course credits. Prerequisite: Fourth-year standing in the Bachelor of Applied International Business and Supply Chain Management Program, or consent of the program.

ASCM-402  
Global Logistics  
3 credits (45:0:0 hours)  
This course prepares students for a role in logistics and supply chain management. The issues associated with managing a global logistical system are highlighted and addressed in this course. Topics include: fundamental characteristics of a global supply chain system, international differences in business and logistics practices, logistical requirements of world products, transportation costs and time, international transportation and distribution strategies, continuous visibility in freight transportation, international inventory management, global warehousing and materials handling, international payments and documentation, customs clearance, best practices and international benchmarks, management operations, tools for global logistics and supply chain management and current case studies. Prerequisites: INTB 403, ASCM 200 and ASCM 202 or consent of the program.

ASCM-403  
Supply Chain Planning and Coordination  
3 credits (45:0:0 hours)  
This course helps students to expand their knowledge in supply chain planning and coordination. The goal is to introduce students to advanced logistics topics as well as improve their analytical skills by using planning and decision making problems and cases. Topics include performance measurement for supply chain design and improvement, logistics network planning, advanced inventory management, sourcing and transportation decisions, supply chain contracts, supply chain coordination and decision support systems. Quantitative methods and advanced planning systems will be used to support these topics. Prerequisite: Completion of all courses in terms I, II, III, IV and V of the program or consent of the program.

ASCM-404  
e-Business Execution  
3 credits (45:0:0 hours)  
This course examines the strategic and tactical considerations necessary to implement an e-business plan. Students will learn how the various activities of supply chain management are woven into the e-business plan. In the course of this examination, some of the software applications available in the field of supply chain management will be reviewed. Students will learn to assess selected software applications and systems designed for various activities in the supply chain such as enterprise resource planning, e-commerce transactions, transportation management, inventory management, materials and purchase planning, advanced planning and scheduling, and e-collaboration. The focus is on the fit between technology and strategy. Prerequisites: ASCM 205, ASCM 302, ASCM 303 and ACCT 322 or consent of the program.

ASCM-407  
Global Sourcing and Logistics  
3 credits (45:0:0 hours)  
This course helps students to expand and apply their knowledge in international sourcing and logistics. It covers both strategic and operational logistical decisions for individual companies. Topics include planning of global sourcing and distribution, international transportation and other logistics functions, terms and conditions for international sale/purchasing contracts with foreign partners, logistics of international finance, cargo insurance and customs procedures for international shipments. Some of these topics will be explored by means of quantitative methods, and case studies will provide students with opportunity to review and apply their knowledge. Prerequisites: Completion of all courses in terms I, II, III, IV and V of the program or consent of the program.

ASCM-408  
Business Negotiations and Supplier Management  
3 credits (45:0:0 hours)  
This course helps students to develop their skills necessary to manage the interpersonal and contractual relationships that are part of supply management strategic alliances. Topics include the role of supply manager as change agent, facilitator, negotiator and contract manager, the strategic alliance development process, supplier measurement and development, negotiation theory and practice and the competitive bidding process. A major component of this course will be a negotiation simulation. Prerequisites: ASCM 205, LEGL 105 and ORGA 201 or consent of the program.

ASTR-120  
Astronomy of the Solar System  
3 credits (45:0:0 hours)  
Transfer*  
This course studies the development of astronomy and astronomical techniques, including results obtained from orbiting observatories as related to the origin, evolution and nature of our solar system. Because many new developments and discoveries are readily available on the internet, a substantial portion of this course involves use of Internet access. Prerequisites: Pure Math 30 and Physics 30.  
* (UL, UC, UA, CUC, KUC, CU, AUC, AU)
ASTR-122  
Astronomy of Stars and Galaxies  
3 credits (45:0:0 hours) Transfer*  
This course studies the development of astronomy and astronomical techniques, including results obtained from ground-based and orbiting observatories as related to the origin, evolution and nature of stars and galaxies. Because many new developments and discoveries are readily available on the internet, a substantial portion of this course involves use of Internet access. Prerequisites: Pure Math 30 and Physics 30. *(UA, UC, UL, AU, AUC, KUC, CU, AUC, AU)

AVDM-100  
Introductory Photography  
3 credits (30:30:0 hours) Transfer*  
This course provides students with the opportunity to bring together the camera, the darkroom and their visual skills in the creation of photographic images. Using the 35mm camera and black and white film, the students learn basic camera and darkroom skills and gain an understanding and appreciation of the photographic medium. Students also receive a basic introduction to colour theory. *(ACAD, UC, UL, AU, AUC, CU, KUC, CUC)

BICM-203  
Introduction Biochemistry I  
3 credits (45:0:0 hours) Transfer*  
Biochemistry is the study of the chemistry of life. This course will introduce students to the complexities of the cellular environment and its impact on the chemical reactions that occur in the cell. Methods for the purification, structural and functional analysis of proteins (both enzymatic and non-enzymatic) will be examined. The course will introduce intermediary metabolism, focusing on carbohydrates. Emphasis will be on energy released by these processes, their regulation and integration. Prerequisites: Minimum grade of B- in CHEM 203. *(UA, UC, UL, AU, AUC, CU, KUC, CUC)

BICM-205  
Introduction Biochemistry II  
3 credits (45:0:0 hours) Transfer*  
This course continues to explore intermediary metabolism begun in BICM 203 by focusing on the chemistry, structure and function of lipids, amino acids and nucleotides. Emphasis will again be on energy released by these processes, their regulation and integration. The structure, function and assembly of biological membranes are also examined. The processes regulating the flow of genetic material in the cell and methods used by molecular biologists in genetic engineering will also be discussed. Prerequisite: Minimum grade of C- in BICM 203. *(UA, UC, UL, AU, AUC, CU, KUC, CUC)

BICM-220  
General Biochemistry  
3 credits (45:0:0 hours) Transfer*  
Specific bimolecular systems have been selected as topics for presentation and in depth understanding of important general principles of biochemistry. Our goals are to provide students with an understanding of the structures and functions of proteins and biological membranes, and with an appreciation of the complexity and coordination in the design of cells and cellular metabolic systems. Prerequisites: Minimum grade of C- in CHEM 101 and CHEM 161 or CHEM 261. Note: This course is designed for students who do not plan to take further courses in Biochemistry. BICM 220 may not be taken for credit if credit has already been obtained in any of BICM 201, BICM 203 or BICM 205. *(UA, UC, UL, AU, AUC, CU, KUC, CUC)

BIOL-0020  
Biology 20  
5 credits (90:0:0 hours)  
Biology 20 is equivalent to Alberta Learning's Biology 20. The course deals with major concepts of systems, equilibrium, energy and matter. The major topics include cell dynamics, cellular pathways, the biosphere, cellular matter and energy flow, matter and energy exchange in ecosystems, and matter and energy exchange by the human organism. Prerequisite: SCIE 0010 or equivalent. *(UA, UC, UL, AU, AUC, CU, KUC, CUC)

BIOL-0030  
Biology 30  
5 credits (90:0:0 hours)  
Biology 30 is equivalent to Alberta Learning's Biology 30. The course concentrates on many aspects of the human body — its function and maintenance. The major topics include the nervous system, hormones and controls, reproduction and human development, cell division and classical genetics, heredity and molecular genetics, population dynamics and populations and communities. Prerequisite: BIOL 0020 or equivalent or consent of the department. *(UA, UL, AU, AUC, CU, KUC, CUC)

BIOL-101  
Biology of Human Concern  
3 credits (45:0:0 hours) Transfer*  
This course enables students to study and discuss various topics in biology that are of current concern. The selection of topics depends on interests of the students and the instructor. *(UA, UC, UL, AU, AUC, CU, KUC, CUC)

BIOL-102  
Nutrition and the Body  
3 credits (45:0:0 hours) Transfer*  
This course is designed to develop both content knowledge and critical thinking in basic nutrition. Physiological processes and how these are affected by various nutrients will be considered. Possible topics include energy balance (weight loss and gain), the influence of nutrition on chronic disease and physical fitness. *(UA, UL, AU, AUC, CU, KUC, CUC)

BIOL-103  
Humans and Their Environment  
3 credits (45:0:0 hours) Transfer*  
This course provides a general overview of global environmental problems which have accompanied the evolution of the human species and identifies the principal areas in which critical decisions are now required if humanity is to survive. Detailed case studies on a number of specific environmental topics comparing Canada (a developed country) with a developing country will be presented. Note: This course is intended for students that will not be majoring in ecology or environmental science. Credit cannot be obtained for both BIOL 103 and BIOL 260. *(UA, UL, UC)
BIOL-107
Introduction to Cell Biology
3 credits (45:36:0 hours) Transfer*
All life functions are based on cells, and this course will provide an introduction to cell structure and function. Major topics will include characterization of prokaryotic and eukaryotic cell lineages, chemical composition of cells, functional characterization of sub-cellular, structures, autotrophic and heterotrophic metabolism, the compartmentalization of biochemical functions within a cell and communication from cell to cell. The processes influencing the flow of genetic information will be studied. Prerequisites: Biology 30 and Chemistry 30 or equivalents. Note: Students with credit in both GENE 197 and MIRC 193 may not receive credit in BIOL 107. BIOL 107 and BIOL 108 may be taken in either order.
*(UA, UL, AU, KUC, CUC, AUC)

BIOL-108
Organisms in Their Environment
3 credits (45:36:0 hours) Transfer*
From the origin of life on earth through the evolution of prokaryotic and eukaryotic organisms, this course examines the diversity of life on earth. Using a phylogenetic approach to classification, the major taxonomic groups of organisms are introduced. These include prokaryotes, numerous protists, fungi, plants and animals. Features that adapt these organisms to their environment are emphasized using Darwinian evolution as the underlying principle. Prerequisite: Biology 30 or equivalent. Note: Students with credit in both BOTN 199 and ZOOL 120 may not receive credit in BIOL 108. BIOL 108 and BIOL 107 can be taken in either order.
*(UA, UC, UL, AU, KUC, CUC, AUC)

BIOL-201
Eukaryotic Cellular Biology
3 credits (45:0:0 hours) Transfer*
This course will provide for a structural and functional dissection of a eukaryotic cell. Major topics include: structural and functional aspects of the nucleus and its contents, the cytoskeleton, intercellular junctions, protein targeting, cell signalling and cell cycle regulation. Tools used by cell biologists to investigate cellular structure and function will be discussed including: microscopy, tissue culturing, transfection, sub-cellular localization and fractionation. Prerequisite: Minimum grade of C– in BIOL 107. Prerequisite or Corequisite: CHEM 161 or CHEM 261.
*(UA, UL, AU, CUC, KUC, UC)

BIOL-207
Molecular Genetics and Heredity
3 credits (45:36:0 hours) Transfer*
The chromosomal and molecular basis for the transmission and function of genes. The construction of genetic and physical maps of genes and genomes. Strategies for the isolation of specific genes. Examples of regulatory mechanisms for the expression of the genetic material in both prokaryotes and eukaryotes. Prerequisite: Minimum grade of C– in BIOL 107 or equivalent.
*(UA, UL, AU, KUC, UC, AUC)

BIOL-208
Principles of Ecology
3 credits (45:36:0 hours) Transfer*
Ecology is the study of the interactions between organisms and their environment. These include interactions at the individual, population, community and ecosystem levels. Topics presented include: abiotic and biotic factors that form an organism’s environment, models of population growth and factors controlling growth, competition and predator-prey interactions in communities, energy flow and nutrient cycling in ecosystems. Laboratories emphasize collection, analysis and interpretation of experimental data. These experiments will be drawn from a broad range of organisms and ecological systems and will complement lecture material. Prerequisite: Minimum grade of C– in BIOL 108.
*(UA, UL, AU, KUC, UC, AUC)

BIOL-260
Humanity and the Biosphere
3 credits (45:0:0 hours) Transfer*
A consideration of the place of people in the biosphere and of the biological bases of environmental problems including population, pollution and consideration of renewable and aesthetic resources. Prerequisite: One full year (1 FCE) of university level Biology. Note: Credit may be obtained for only one of ZOOL 260 and BIOL 260.
*(UA, UC, UL, AU, KUC, UC)

BIOL-365
Tropical Rainforest Ecology
3 credits (45:36:0 hours) Transfer*
This course provides an introduction to the ecology and diversity of organisms in the world’s most biologically rich ecosystem, the tropical rainforest. The physical and biotic forces that contribute to this incredible diversity will be explored, and the most serious threats to the conservation of the tropical rainforest ecosystem will be investigated. The course will include a field trip to the Tiputini Biodiversity Station and other sites in Ecuador. Prerequisites: Students should have completed two years of a science degree with a specialization in biology. Minimum grade of C– in an introductory ecology course such as BIOL 208 is highly recommended. Students lacking BIOL 208 will require special permission from the Science Department to attend. Preference will be given to students from the Bachelor of Science Transfer Program at Grant MacEwan College.
*(UA, UC)

BUSN-201
Introduction to Canadian Business
3 credits (45:0:0 hours) Transfer*
This is an interdisciplinary course, based on the premise that managerial decision-making requires an understanding of business as well as related fields in the humanities and social sciences. The course covers three major themes: innovation and entrepreneurship, complex interactions/complex organizations and the national/international business environment. Note: Restricted to second year Bachelor of Commerce and Management students, Asia Pacific Management and Bachelor of Applied International Business and Supply Chain Management students.
*(UA, UC, AU, KUC, UC)

CHEM-0020
Chemistry 20
5 credits (90:0:0 hours)
The material covered in this course is equivalent to Alberta Learning’s Chemistry 20. Topics include matter as solutions (acids, bases and gases), quantitative relationships in chemical changes, chemical bonding in matter and the diversity of matter (organic chemistry). Prerequisite: Science 10 or equivalent.
CHEM-0030
Chemistry 30
3 credits (90:0:0 hours)
The material covered in this course is equivalent to Alberta Learning's Chemistry 30. Topics include basic concepts of chemistry, atoms, molecules and ions, stoichiometry, oxidation reduction reactions, electrochemistry, acids and bases, chemical energetics, nuclear chemistry and chemical kinetics. Prerequisite: Chemistry 20 or equivalent.

CHEM-0095
Pre-Engineering Chemistry
3 credits (45:0:0 hours)
This course reviews and extends the basic general chemistry concepts required to be successful in first year engineering chemistry courses. Topics include: compounds, balancing equations, reaction calculations, equilibrium, electrochemistry and thermo chemistry. This course is highly recommended for students planning to enrol in the University Transfer Engineering program, who received less than 75 per cent in Chemistry 30 or have not taken Chemistry 30 in the last three years. Prerequisite: CHEM 0030.

CHEM-101
Introductory University Chemistry I
3 credits (45:36:0 hours) Transfer*
This course incorporates atomic structure, covalent and ionic bonding, thermochemistry, thermodynamics, chemical equilibrium, acids and bases, and solubility. Prerequisite: Chemistry 30 or equivalent. *(UA, UC, UL, AU, CU, Other)

CHEM-102
Introductory University Chemistry II
3 credits (45:36:15 hours) Transfer*
States of matter and intermolecular forces, solutions, molecular geometry, electrochemistry, chemical kinetics, properties of transition-metal complexes and descriptive chemistry of the main-group elements. Prerequisite: Minimum grade of C– in CHEM 101 or equivalent. *(UA, UC, UL, AU, AUC, CUC, Other)

CHEM-161
Organic Chemistry I
3 credits (45:36:0 hours) Transfer*
The study of basic molecular structure and reactivity of organic compounds based on their functional groups. Introduction to nomenclature, three dimensional structure, physical properties and reactivity of compounds of carbon. Functional groups covered will emphasize alkanes, alkenes, alcohols, aldehydes, ketones, carboxylic acids, and alcohols and some aromatics. Examples will include hydrocarbons (petroleum products), halogenated organic compounds (e.g. pesticides) and polymers of industrial importance which may be found in everyday life. Prerequisite: Chemistry 30 or equivalent. Note: Students who already have credit in CHEM 101 and CHEM 102 should register in CHEM 261.
*(UA, UC, UL, AU, CU)

CHEM-163
Organic Chemistry II
3 credits (45:36:0 hours) Transfer*
Continuation of the study of structure and reactivity of functional groups with special emphasis on molecules important to biology (e.g. fats, sugars, medicinal agents, antibiotics, amino acids, proteins, nucleic acids). Functional groups covered will include alcohols, aromatics, carbonyl compounds (aldehydes, ketones, carboxylic acid derivatives) and amines. Molecules found in everyday life (soaps, detergents, fibers, perfumes and biopolymers) will be discussed. Prerequisite: Minimum grade of C– in CHEM 161.
*(UA, UC, UL, AU, CU)

CHEM-211
Quantitative Analysis I
3 credits (45:48:0 hours) Transfer*
Principles, methods and experimental techniques of nomenclature, solution phase equilibria, titrimetry, volumetric laboratory skills and evaluation of experimental data. Includes examples of organic and inorganic analysis. Prerequisites: Minimum grade of C– in CHEM 101 and CHEM 102.
*(UA, UC, UL)

CHEM-261
Organic Chemistry I
3 credits (45:36:0 hours) Transfer*
The correlation of structure and chemical bonding in carbon compounds with the physical properties and chemical reactivity of organic molecules. Discussion will be based on functional groups with emphasis on hydrocarbons and derivatives that contain halogens, oxygen, sulfur and the hydroxy group. Introduction to stereocchemistry, three dimensional structure, reaction mechanisms, especially addition to double bonds, nucleophilic substitution and elimination reactions. Prerequisites: Minimum grade of C– in CHEM 101 and CHEM 102 or CHEM 105 or CHEM 100 or CHEM 104. Note: Students who have obtained credit for CHEM 161 cannot take CHEM 261 for credit.
*(UA, UC, UL, CU, KUC, CUC, AU)

CHEM-263
Organic Chemistry II
3 credits (45:36:0 hours) Transfer*
Continuation of the structural and chemical properties of the basic functional groups of organic compounds including alkenes, aromatic compounds, aldehydes, ketones, carboxylic acids and their derivatives and amines. Illustration of these functional groups in natural products such as carbohydrates, amino acids and proteins, nucleic acids and lipids. Discussion of the application of spectroscopic methods for the structure determination in simple organic molecules. Prerequisite: Minimum grade of C– in CHEM 261. Note: Students who have obtained credit for CHEM 163 cannot take CHEM 263 for credit.
*(UA, UC, UL, AU, CU, KUC, CUC)

CHEM-331
Basic Inorganic Chemistry I
3 credits (45:36:0 hours) Transfer*
This course deals with basic bonding, structural principles and chemical properties of inorganic compounds. Emphasis is placed on chemistry of main group elements. Prerequisites: Minimum grade of C– in CHEM 101, CHEM 102 and CHEM 163 or CHEM 263. Note: No credit is available for this course in the Honours or Specialization Chemistry programs.
*(UA, UC, UL)

CHEM-361
Organic Chemistry I
3 credits (45:48:0 hours)
This course focuses on chemistry of aliphatic and aromatic compounds with emphasis on mechanisms of reactions, synthesis and structure determination. Prerequisites: Minimum grade of C– in CHEM 101, CHEM 102, CHEM 161 or 261, CHEM 163 or CHEM 263.
Chinese Level I

**3 credits (60:0:0 hours)** Transfer*

This is an introductory course for students with little or no formal background in Chinese or whose native language is not Chinese. Students will develop oral/aural skills in Mandarin Chinese in conjunction with basic reading and writing skills using simplified characters. The emphasis will be on the spoken language. Students will learn approximately 100 characters by the end of this course plus CHIN 104. As well, students will be required to take a placement test and may be asked to take a different level of Chinese in conjunction with CHIN 104, transfers to U of A CHINA 101.
*(Other)*

Chinese Level II

**3 credits (60:0:0 hours)** Transfer*

This is a continuation of CHIN 103; it is designed to acquire further oral/aural skills in conjunction with basic reading and writing skills. The emphasis will be on the spoken language and students will continue to increase facility in reading and writing Chinese with simplified characters. Students will learn approximately 100 characters by the end of this course plus CHIN 103. As well, students will further develop their understanding of various aspects of Chinese culture. Prerequisite: Minimum grade of C– in CHIN 103. Note: This course is designed for students registered in the Asia-Pacific Management Program and, accordingly, priority to register in this class will be given to them. Not open to students with credit in Chinese 30, 35, Chinese 100 or similar or equivalent courses, nor is it open to students with native speaker background or who have been solely or partly educated in Mandarin Chinese. Students with background in another dialect such as Cantonese or who have been partly or solely educated in that dialect will be required to take a placement test and may be asked to take a different level of Chinese in conjunction with CHIN 104, transfers to U of A CHINA 101.
*(Other)*

Chinese Level III

**3 credits (60:0:0 hours)** Transfer*

This is a continuation of CHIN 104; it is designed for students to acquire further oral/aural skills in conjunction with basic reading and writing skills. The emphasis will be on the spoken language and students will continue to increase facility in reading and writing Chinese with simplified characters. By the end of this course plus CHIN 106, students will learn approximately 200 new characters. As well, students will further develop their understanding of various aspects of Chinese culture. Prerequisite: Minimum grade of C– in CHIN 104 or CHIN 101 or equivalent. Note: This course is designed for students registered in the Asia-Pacific Management Program and, accordingly, priority to register in this class will be given to them. Not open to students with credit in Chinese 30, 35, Chinese 100 or similar or equivalent courses, nor is it open to students with native speaker background or who have been solely or partly educated in Mandarin Chinese. Students with background in another dialect such as Cantonese or who have been partly or solely educated in that dialect will be required to take a placement test and may be asked to take a different level of Chinese in conjunction with CHIN 105, transfers to U of A CHINA 102.
*(Other)*

Chinese Level IV

**3 credits (60:0:0 hours)** Transfer*

This is a continuation of CHIN 105; it is designed for students to acquire further oral/aural skills in conjunction with basic reading and writing skills. The emphasis will be on the spoken language and students will continue to increase facility in reading and writing Mandarin Chinese with simplified characters. By the end of this course plus CHIN 106, students will learn approximately 200 new characters. As well, students will further develop their understanding of various aspects of Chinese culture. Prerequisite: Minimum grade of C– in CHIN 105. Note: This course is designed for students registered in the Asia-Pacific Management Program and, accordingly, priority to register in this class will be given to them. Not open to students with credit in Chinese 30, 35, Chinese 100 or similar or equivalent courses, nor is it open to students with native speaker background or who have been solely or partly educated in Mandarin Chinese. Students with background in another dialect such as Cantonese or who have been partly or solely educated in that dialect will be required to take a placement test and may be asked to take a different level of Chinese in conjunction with CHIN 106, transfers to U of A CHINA 102.
*(Other)*
CHIN-201
First-Year University Chinese I
3 credits (75:0:0 hours) Transfer*
This course is a continuation of Chinese 101/102. Students continue to acquire further oral/aural comprehension skills at the beginning intermediate level in Mandarin Chinese, as well as to continue to develop reading and writing skills using simplified characters. Students will learn approximately 250 characters. In addition, students will further develop their understanding of various aspects of Chinese culture. Prerequisite: Minimum grade of C– in CHIN 102 or equivalent.
*(UA, CU, UC, KUC)

CHIN-202
First-Year University Chinese II
3 credits (75:0:0 hours) Transfer*
This course is a continuation of Chinese 201. Students continue to acquire further oral/aural comprehension skills at the intermediate level in Mandarin Chinese, as well as to continue to develop reading and writing skills using simplified characters. Students will learn approximately 350 characters. In addition, students will further develop their understanding of various aspects of Chinese culture. Prerequisite: Minimum grade of C– in CHIN 201 or equivalent.
*(UA, CU, UC, KUC)

CHIN-203
Chinese Level V
3 credits (60:0:0 hours) Transfer*
This is a continuation of CHIN 105 plus CHIN 106; it is designed for students to acquire further oral/aural skills in conjunction with basic reading and writing skills. Students are expected to gain fluency at the beginning intermediate level of spoken Mandarin and by the end of this course plus CHIN 204 will have learned approximately 250 additional simplified characters. As well, students will continue to develop their understanding of various aspects of Chinese culture. Prerequisite: Minimum grade of C– in CHIN 106 or CHIN 102 or equivalent. Note: This course is designed for students registered in the Asia-Pacific Management program and, accordingly, priority to register in this class will be given to them. Students with native speaker background or who have been solely or partly educated in Mandarin, or who have background in another dialect such as Cantonese or who have been solely or partly educated in that dialect will be required to take a placement test and may be asked to take a different level of Chinese. In conjunction with CHIN 203, transfers to U of A CHINA 201.
*(Other)

CHIN-204
Chinese Level VI
3 credits (60:0:0 hours) Transfer*
This is a continuation of CHIN 203 and is designed so that students acquire further skills in both spoken and written Mandarin. Students are expected to gain fluency at the beginning intermediate level of the spoken language and by the end of this course plus CHIN 203 will have learned approximately 250 additional simplified characters. As well, students will continue to develop their understanding of various aspects of Chinese culture. Prerequisite: Minimum grade of C– in CHIN 203. Note: This course is designed for students registered in the Asia-Pacific Management program and, accordingly, priority to register in this class will be given to them. Students with native speaker background or who have been solely or partly educated in Mandarin, or who have background in another dialect such as Cantonese or who have been solely or partly educated in that dialect will be required to take a placement test and may be asked to take a different level of Chinese. In conjunction with CHIN 203, transfers to U of A CHINA 201.
*(Other)

CHIN-205
Introductory University Chemistry II
3.8 credits (45:18:0 hours) Transfer*
States of matter and intermolecular forces, solubility and solutions, electrochemistry, thermodynamics, chemical kinetics, bonding and properties of transition-metal complexes. Prerequisite: Minimum grade of C– in CHME 103. Restricted to Engineering students.
*(UA, UC, CU, KUC)

CLAS-102
Greek and Roman Mythology
3 credits (45:0:0 hours) Transfer*
In this survey course students will learn the most significant myths and sagas of Greece and Rome. Selected readings from ancient literature and illustrations from Classical art will emphasize the cultural, historical and religious contexts of the myths within ancient society. The continuing influences of the myths as a source of inspiration for some of the major themes in Western art and culture for two millennia will be discussed. The course will also examine theories and interpretations of the myths.
*(UA, CU, UC, KUC, AUC, UL)

CLAS-110
Early World History I
3 credits (45:0:0 hours) Transfer*
This course covers world history from the beginning of written records down to the end of the sixth century A.D. It will cover the ancient history of the Mediterranean world, with particular emphasis on the Near East, Greece and Rome and compares developments in civilizations in these areas with those in Persia, India and China. Note: Students choosing CLAS 110 for partial fulfillment of their Humanities core requirement must also take HIST 110. Students will be expected to have a knowledge of the material covered in CLAS 110 when they register for HIST 110, and it is therefore strongly recommended that they take CLAS 110 first.
*(UA, UC, UL, KUC, CU, AUC)

CLAS-221
Literature of Greece and Rome
3 credits (45:0:0 hours)
This course is an introductory survey in English translation of major works from Greek and Latin Literature. It will include epic and lyric poetry and drama. May not be taken concurrently with, or subsequent to, U of A CLASS 321/322.
*(UA, UC, UL)
COURSE DESCRIPTIONS

CLAS-261
Women in the Ancient World
3 credits (45:0:0 hours) Transfer*
This course is an introduction to the role of women in the ancient world through the study of literature, law, religion and art. It will survey the changing status of women in the Greco-Roman world, ranging historically from the society of Minoan Crete, which reached its height ca. 1700-1500 BCE, to the Roman empire of Constantine, 274-337 CE. It deals with the portrayals of women in both literary and visual art, as well as the historical evidence we have concerning family life, marriage customs, religious cults and legal issues. This course aims to be an impartial investigation and to serve as an introduction to Classical culture for students. *(UA, UC, KUC, CU, AUC)

CLAS-270
Greek Civilization
3 credits (45:0:0 hours) Transfer*
An introduction to Greek social history illustrated by reference to contemporary literature and archeological discoveries. Topics covered include the Bronze Age, the rise of the city, trade and colonization, Athens and Sparta, warfare, religion, the theatre, art and architecture and philosophy. *(UA)

CLAS-271
Roman Civilization
3 credits (45:0:0 hours) Transfer*
This course is an introduction to Roman social history, illustrated by reference to contemporary literature and archeological discoveries. Topics covered include government, family, religion, law, education, entertainment, agriculture, all presented in their historical context. Some aspects of art and architecture, technology and medicine will be discussed as well. *(UA)

CLTR-101
Intercultural Communications I
1 credit (15:0:0 hours)
This course introduces students to the dynamics of intercultural interaction and communication. The basic concepts of cultural Anthropology are used to illustrate the fundamental insights and knowledge required in effectively bridging and communicating across cultural boundaries. The key topics covered in this course include the culture-general approach to understanding cultural diversity, cultural self-awareness, universal systems, understanding verbal and nonverbal communication patterns, contrasting cultural values and dealing with cultural shock.

CLTR-102
Intercultural Communications II
1 credit (15:0:0 hours)
This course is designed to get a practical and country-specific approach to the basic principles of intercultural communications. Understanding of these principles will allow students to become more effective in cross-cultural settings whether on the job or their personal lives. This course will focus more on student involvement in cross-cultural problems and solutions. The skills students learn in this course will allow them to deal effectively with the increasing diversity in our society and economy entailed by the globalization of our environment. Prerequisite: CLTR 101.

CLTR-103
Philosophy of Thought in China and Japan
1 credit (15:0:0 hours)
This course examines the philosophical foundation of two of the major cultures in East Asia: China and Japan. The influence of linguistic structure, religion, cultural organization, social environment and logical rules on a people's way of thinking will be studied in the context of China and Japan. The rules of social behaviour and the dominant value patterns in these societies will be explained with reference to the defining characteristics of Japanese and Chinese "ways of thinking" or philosophical outlooks.

CLTR-104
Society and Culture in East Asia
1 credit (15:0:0 hours)
This is a short course on the culture and social life in East Asia (Japan, Korea, Taiwan and Hong Kong). Students will be given an overview of various aspects of life in these countries. The topics covered include general geography, impact of colonization, current political and economic issues, key elements of culture, religious beliefs, daily life and customs, and topics of special interest.

CLTR-105
Society and Culture in ASEAN Countries
1 credit (15:0:0 hours)
This is a short course on the culture and social life in the ASEAN (Association of South East Asian Nations) countries. Students will be given an overview of various aspects of life in these countries. The topics covered in this course include general geography, impact of colonization, current political and economic issues, key elements of culture, religious beliefs, daily life and customs and topics of special interest.

CMPT-101
Introduction to Computing
3 credits (45:36:0 hours) Transfer*
This course provides an overview of computing science concepts for students with little or no programming background. Topics include representation of data, machine architecture, operating system concepts, properties of algorithms and computational problems, syntax of a high-level procedural programming language, basic data types and control structures. Students do introductory programming for a portion of the course. Note: Students with no previous computing experience should enroll in CMPT 101 instead of CMPT 114. Students should seek advice from a Program Advisor. Credit will be granted for only one of CMPT 114 or ENCP 100. Students who enroll in CMPT 101 must complete CMPT 102 and CMPT 115 in order to apply to Specialization or Honours programs. *(UA, UC, UL, KUC, AUC, CU, AU, CUC)

CMPT-104
Introductory Computer Literacy
3 credits (45:0:0 hours)
This general introduction to computers course focuses on how the computer operates, and the potential for its application in our society. Curriculum introduces the information system, data, software, hardware, connectivity, the system unit, IPOS, secondary storage and the Internet and the Web. Practical component includes hands on experience using the microcomputer using common productivity tools such as Microsoft Word, Excel, Powerpoint, Internet tools and Web page creation.

CMPT-114
Introduction to Computing Science
3 credits (45:36:0 hours) Transfer*
An introduction to solving Computing Science problems by writing computer programs in a high-level programming language called Java. Students are introduced to objects and values, messages and methods, control structures and simple containers. Discussion of elementary algorithms and software engineering techniques for constructing elegant and robust solutions to problems. Prerequisites: Pure Math 30 and Operating System concepts for students with little or no programming background. Topics include representation of data, machine architecture, operating system concepts, properties of algorithms and computational problems, syntax of a high-level procedural programming language, basic data types and control structures. Students do introductory programming for a portion of the course. Note: Students with no previous computing experience should enroll in CMPT 101 instead of CMPT 114. Students should seek advice from a Program Advisor. Credit will be granted for only one of CMPT 114 or ENCP 100. Students who enroll in CMPT 101 must complete CMPT 102 and CMPT 115 in order to apply to Specialization or Honours programs. *(UA, UC, UL, AU, AUC, CU, AU, CUC)
### CMPT-115
Programming With Data Structures
**3 credits (45:36:0 hours) Transfer**
A study of dynamic data structures (e.g., sets, lists, stacks, queues, dictionaries) and their associated algorithms (e.g., traversal, sorting, searching, element addition and removal) using the Java programming language. An introduction to recursive references and algorithms and to more advanced programming language techniques including inheritance and exceptions.
Prerequisite: Minimum grade of C– in CMPT 102 or CMPT 114 or ENCP 100. Note: Students with no previous computing experience should enrol in CMPT 101 instead of CMPT 114. Students should seek advice from a Program Advisor. Credit will be granted for only one of CMPT 114 or ENCP 100. Students who enrol in CMPT 101 must complete CMPT 102 and CMPT 115 in order to apply to Specialization and Honours programs.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)*

### CMPT-157
Introduction to Computing for Business
**3 credits (45:36:0 hours) Transfer**
This course introduces students to applications of technology within a business context. Concepts such as computer information systems, information systems management and business information systems will be studied. The practical component of the course focuses on the use of the Microsoft Office suite to develop skills using Word, Excel, Access and PowerPoint. Internet tools and technology and Web page development are also covered. Credit will be granted for only one of CMPT 101, CMPT 114, CMPT 157, CMPT 162 or CMPT 251. Restricted to Bachelor of Commerce and Management, Asia Pacific Management and Bachelor of Applied International Business and Supply Chain Management students.
*(UA, UC, UL, AU, AUC, KU, CUC)*

### CMPT-204
Algorithms I
**3 credits (45:15:0 hours) Transfer**
A first course on algorithms design and analysis, with emphasis on fundamentals of searching, sorting and graph algorithms. Examples include divide and conquer, dynamic programming, greedy methods, back tracking, and local search methods, together with analysis techniques to estimate program efficiency. Prerequisites: Minimum grade of C– in CMPT 115, CMPT 272 and MATH 113 or MATH 114 or MATH 117.
*(UA)*

### CMPT-229
Computer Organization and Architecture I
**3 credits (45:36:0 hours) Transfer**
This course provides a general introduction to number representation, the architecture and organization concepts of von Neumann machines, assembly level programming, exception handling, peripheral programming, floating point computations and memory management.
Prerequisite: Minimum grade of C– in CMPT 115.
Restrictions: Credit may be obtained in only one of CMPT 229, CMPT 285 or EE 380.
*(UA)*

### CMPT-272
Formal Systems and Logic in Computing Science
**3 credits (45:36:15 hours) Transfer**
Prerequisite: Minimum grade of C– in CMPT 101 or CMPT 114 or equivalent.
*(UA, UC, AUC, KUC)*

### CMSK-0011
Introduction to Computer Application Skills I
**5 credits (35:40:0 hours)**
This is a beginner level computer applications course. The purpose of this course is to provide students with the skills to use a word processing and spreadsheet program. The emphasis will be on skills that can be used in further studies such as preparing reports and essays and researching via the Internet. We will be working with Microsoft Office (Word and Excel) in a Windows environment. Topics to be covered include: basic computer literacy, keyboarding skills, word processing, spreadsheets, e-mail and Internet. The course includes 15 hours of open lab time to complete course projects.

### CMSK-0015
Introduction to Computers Level II
**5 credits (35:40:0 hours)**
This course is intended to continue to develop the computer skills that a college student will need in order to do his/her course work. Word processing skills will be practiced in order to create simple and complex documents. The students will learn the MLA format to annotate references. Spreadsheets will be used to organize data and draw graphs. Internet activities will focus on locating and retrieving information in various forms. The course will use e-mail, Netscape, Windows and Microsoft Office components: PowerPoint, Word, Excel and Access. The course includes 15 hours of open lab time to complete course projects. Prerequisite: CMSK 0011 or equivalent.

### COMP-100
World Literature
**6 credits (90:0:0 hours) Transfer**
This course focuses on analyzing and comparing major works of world literature from antiquity to the late twentieth century. Reflecting on the depth and diversity of various civilizations, the texts in this course shall be studied in English translations. The course is designed to cultivate the students’ appreciation for serious literary works within a global, comparative context and to encourage their love of reading. As well, it is intended to enrich the students’ awareness of other cultures and literary traditions and enhance the ethos of tolerance, acceptance and respect for others. Prerequisite: English 30.
*(UA, UC, UL, AU, AUC, KUC, CUC)*
CORR-100 Human Relations
3 credits (45:0:0 hours)
The goal of this course is to assist the student to become aware of the process of communication and the way in which it might be improved. Interpersonal communication skills will be emphasized together with awareness of self, the impact of the self on others and the relationship of these skills to the work of the corrections/criminal justice professional.

CORR-102 Correctional Law
3 credits (45:0:0 hours)
Students will study correctional law as it relates to the function of the corrections/criminal justice worker. There will be an examination of the development of our legal system as well as current legislation, including the Criminal Code, the Alberta Corrections Act, the Corrections and Conditional Release Act, Youth Criminal Justice Act and the Charter of Rights and Freedoms. Particular attention will be given to the court system.

CORR-104 Criminal Justice System
3 credits (45:0:0 hours)
This course will provide an overview of the criminal justice system as it operates in Canada, from the commission of a crime to the termination of the sentence given to an offender. Included will be an examination of the police, courts and the correctional programs including probation, fine options, community service orders, conditional sentences, incarceration, temporary absence, parole and statutory release. A brief history of the development of corrections will be presented.

CORR-106 Correctional Security
3 credits (45:0:0 hours)
Specific skills in the supervision, management and control of offenders will be addressed. Emphasis will be on existing practices within the Correctional Services Division/Alberta Solicitor General and the Correctional Service of Canada. The concepts of static and dynamic security will be introduced. Students will receive training in self-defence and restraint techniques.

CORR-108 Cultural Influences
3 credits (45:0:0 hours)
This is an introductory course in criminology that will examine the development of criminological thought, theories of crime causation from varying perspectives, the concepts of crime and delinquent behaviour, the public understanding of and reaction to crime and the methods of measuring crime.

CORR-110 Introductory Criminology
3 credits (45:0:0 hours)
This is an introductory course in criminology that will examine the development of criminological thought, theories of crime causation from varying perspectives, the concepts of crime and delinquent behaviour, the public understanding of and reaction to crime and the methods of measuring crime.

CORR-112 Correctional Interviewing
3 credits (45:0:0 hours)
This course is aimed at increasing the student’s helping skills in order to work effectively in a corrections/criminal justice environment. Specific interviewing skills will be taught, including relationship building, active listening, data collection and assessment. Students will also have an opportunity to assess their own values and ethics within the context of a helping relationship.

CORR-114 Field Placement I
2 credits (0:0:120 hours)
Field placements constitute the practical component of the program and they provide the opportunity for integration of theory and practice. They are taken concurrently with Integration Seminar. The purpose of the placements is to provide students, within the context of specific field settings, the opportunity to develop and demonstrate professional practice based on the knowledge, skills and values taught in the program courses.

CORR-116 Integration Seminar I
1 credit (0:0:30 hours)
The Integration Seminar provides a regular opportunity for students to prepare themselves for field placement, to share their experiences in field placement as well as examine issues relating to course material and field placement.
CORR-210
Correctionsal Methods and Practice
3 credits (45:0:0 hours)
This course provides an examination of the principles, values and effectiveness of correctionsal programming in both community and institutional settings. Case management including investigation, classification, documentation, supervision and intervention programs will be emphasized as well as the roles of the correctionsal worker. Case studies are employed to give students direct and practical experience.

CORR-212
Correctionsal Counselling
4 credits (60:0:0 hours)
This course is a continuation of Correctionsal Interviewing. Using the case study method, students will learn about and apply a variety of counselling methods and techniques including problem solving models, cognitive-behavioural models, time-limited models and group counselling models. As well, an overview of strategies to work effectively with special populations including youth, violent offenders and offenders with mental health issues will be presented. Behavioural management techniques will also be presented. Prerequisite: CORR 112.

CORR-214
Field Placement II
4 credits (0:0:240 hours)
Field placements constitute the practical component of the program, and they provide the opportunity for integration of theory and practice. They are taken concurrently with Integration Seminar. The purpose of the placements is to provide students, within the context of specific field settings, the opportunity to develop and demonstrate professional practice based on the knowledge, skills and values taught in the program courses. Prerequisite: CORR 114.

CYCW-100
Adolescent Development
3 credits (45:0:0 hours)
An introduction to normal adolescence, this course examines childhood and adolescent development patterns as influenced by family and peers. Physiology, identity and psychosocial development, cognition and moral judgment, as well as environmental influences and typical patterns of behaviour among youth will be studied. Students will develop insight into their own style of relating to youth as it has been influenced by their experiences as a young person. Students will also acquire frameworks for helping families support children/adolescents with normal developmental tasks and fostering resilience in their young people. Corequisite: CYCW 103.

CYCW-101
Helping Skills for Youth and Families
3 credits (45:0:0 hours)
This course introduces students to the skills of effective relationship building with youth and families. The role of the child and youth care counsellor in the helping process is also explored. Students practice and demonstrate effective individual counselling skills. Corequisite: CYCW 103

CYCW-102
Integration Seminar
1 credit (0:30:0 hours)
Seminars provide students with an opportunity to discuss field placement experiences and to apply theory and skills from program course work at an introductory level. Professional and ethical conduct in relation to field experience will be a focus. Students will practice the skills of group work and will be introduced to observation and recording skills. Corequisite: CYCW 103.

CYCW-103
Field Placement
2 credits (0:0:120 hours)
Through workplace experience, students are introduced to the roles and responsibilities of a child and youth care worker. In this first course in a series of four field placements, students plan and lead a youth group in a recreationally focused program. Recreation programs are designed to assist youth with life-skill and personal development. This workplace experience will foster the student's ability to develop a helping relationship, to work on a team of child and youth care professionals and to lead a school, agency or community program. Corequisite: CYCW 102.

CYCW-104
Activities Programming for Youth
2 credits (15:30:0 hours)
This experiential course is designed to equip students with the attitudes, conceptual frameworks and skills to develop appropriate recreational activities for young people. Students will be able to program such activities to facilitate leisure, educational and therapeutic goals. Corequisite: CYCW 103.

CYCW-106
The Child and Youth Care Professional
3 credits (45:0:0 hours)
This course is an introductory course to the field of child and youth care work. The students will explore the professional tasks and roles of a child and youth care worker and the challenges of being a member of this profession. An overview of the needs of youth, the types of agencies providing service and the legal system governing children and youth in Canada will be studied. Corequisite: CYCW 103.

CYCW-105
Grant MacEwan College Calendar • www.macewan.ca
CYCW-107
Child and Youth Care Practice
3 credits (45:0:0 hours)
Child and Youth Care Practice will serve as an introductory course to the field of child care. The basic philosophy permeating this course is that there is a set of attitudes, specific knowledge, skills and proficiencies that are uniquely those of the competent child and youth care worker. This course will explore three central themes: the youth and family, the setting and the child and youth care worker. Prerequisite: CYCW 100. Corequisite: CYCW 111.

CYCW-108
Special Topics in Child and Youth Care
2 credits (30:0:0 hours)
This course introduces students to special topics of significance for the prospective child and youth care worker, in particular, cross-cultural awareness and substance abuse issues. Corequisite: CYCW 111.

CYCW-110
Integration Seminar
1 credit (0:30:0 hours)
Seminars provide students with an opportunity to discuss field placement experiences and to apply theory and skills from program course work at an intermediate level. Professional and ethical conduct in relation to field experience will be a focus. Students will practice the skills of group work as well as observation and recording skills. Prerequisite: CYCW 102. Corequisite: CYCW 111.

CYCW-111
Field Placement
2 credits (0:0:120 hours)
Through the continuing leadership of a youth group, this placement will further develop the core skills of a competent child and youth care practitioner. Students advance their skill and knowledge beyond Field Placement-CYCW 103 by focusing on recreation as a therapeutic tool in a group context. Students are expected to show creativity in planning activities to be more independent problem solvers and to show initiative. Prerequisite: CYCW 103. Corequisite: CYCW 110.

CYCW-112
Family Dynamics
2 credits (30:0:0 hours)
Family Dynamics is an introduction to the study of the family as a system. The course will begin with an overview of basic family system theory and then will focus each student’s attention on his or her own family of origin. This self-study approach is seen as an aid to recognition of issues that may affect the student’s ability to work with troubled youth and families. Corequisite: CYCW 111.

CYCW-114
Individual Counselling
3 credits (45:0:0 hours)
This course presents a continuation of the developmental model of individual counselling. Specific skills are taught that allow students to assist youth and adult clients in fully exploring and clarifying problem situations and missed opportunities in their lives. Specific skills are taught that allow students to assist clients (youth and families) to challenge their limited perspectives and access personal strengths, competencies and capabilities. Students will also be introduced to the solution-focused approach to helping. Prerequisite: CYCW 101. Corequisite: CYCW 111.

CYCW-200
Child/Youth Care Methods I
3 credits (45:0:0 hours)
The student will become familiar with a competency-based approach to working with children, youth and their families in a variety of settings. Developmental theory will be reviewed and applied to youth. The principles of effective behaviour management will be learned and applied to the development of short-term behaviour plans. Students will learn preliminary skills in creating intervention strategies and treatment plans for youth and families. Students will leave the course with an overall framework that will enhance their developing attitudes and skills in working effectively with children and their families. Prerequisite: CYCW 107. Corequisite: CYCW 203.

CYCW-201
Child and Youth Care Practice in Mental Health
3 credits (45:0:0 hours)
This course will introduce a range of childhood and adolescent mental health issues including various types, origins and symptoms of disorders. Emphasis will be placed on the causes, symptoms and treatment of physical/organic, social, emotional and behavioural disorders. Students will learn to understand a range of disturbances from a solution-focused perspective and the family perspective, in terms of assessment and management. Students will find ways to access their own resources and resiliencies as they address issues which are traumatic for clients and self. This course will explore the role of the child and youth care worker in settings providing mental health services. Prerequisite: CYCW 100. Corequisite: CYCW 203.

CYCW-202
Integration Seminar
1 credit (0:30:0 hours)
Seminars provide students the opportunity to discuss field placement experiences and apply information and skills from second year course work. Students will practice advanced group work skills. This third integration seminar will also explore the notion of “caring for the caregiver” to prepare students for self-care as a helping professional. Prerequisite: CYCW 110. Corequisite: CYCW 203.

CYCW-203
Field Placement
4 credits (0:0:240 hours)
In this third field placement course, students will work in challenging and complex child and youth care services, with a focus on supporting youth and families to make effective change in their lives. In group care, family-based or specialized community programs, students demonstrate advanced methods such as individual counselling, life-space teaching and crisis intervention, along with the core competencies of relationship-building, behaviour management and team work. Prerequisite: CYCW 110. Corequisite: CYCW 202.

CYCW-204
Group Counselling
3 credits (45:0:0 hours)
This course highlights the role of groups in the treatment process for adults, adolescents and children in child and youth care contexts. It provides an opportunity for students to extend individual counselling skills into group work practice. Prerequisite: CYCW 114. Corequisite: CYCW 208.
CYCW-205 Issues in Family Work  
3 credits (45:0:0 hours)  
This course will introduce students to the role of the family support worker and to issues the child and youth care worker encounters in working with a child/youth's family across various settings in child and youth care practice. Theoretical approaches to working with families will be explored. Students will also be introduced to concepts and skills for collaboratively engaging families in practical, real life solutions. Prevention and early intervention strategies with families will be explored. Prerequisite: CYCW 203.

CYCW-206 Child/Youth Care Methods II  
3 credits (45:0:0 hours)  
This course is a continuation and integration of the Child and Youth Care Methods sequence, beginning in Child and Youth Care Practice, and including Child and Youth Care Methods I. The student will learn the process of altering the story about treatment which is held by the youth, his/her family and the child and youth care counsellor. Solution-focused treatment approaches and relationship-building skills are the main techniques presented, along with integration of developmental theory and counselling skills. Prerequisite: CYCW 200. Corequisite: CYCW 208.

CYCW-207 Integration Seminar  
1 credit (0:30:0 hours)  
Seminars provide students with an opportunity to discuss field placement experiences and to apply information and skills from second year course work. Students will practice advanced group work skills. This fourth seminar course also engages students in essential job search activities. Prerequisite: CYCW 202. Corequisite: CYCW 208.

CYCW-208 Field Placement  
4 credits (0:0:240 hours)  
In this fourth in the series of field placement experiences in year one and year two of the program, students will demonstrate all required entry level competencies of a child and youth care worker. In group care, family-based or specialized community programs for youth and their families, the student demonstrates the advanced competencies of treatment planning, implementation and evaluation, as well as group counselling. Prerequisite: CYCW 203. Corequisite: CYCW 207.

CYCW-209 Family Support and Intervention  
2 credits (30:0:0 hours)  
This course will build on the concepts and skills learned in two previous courses: Family Dynamics and Issues in Family Work. The student will become familiar with and practice assessment and intervention skills required to work with families, using a solution-focused approach. Prerequisites: CYCW 205 and CYCW 112. Corequisite: CYCW 208.

CYCW-211 Development Across the Lifespan  
3 credits (45:0:0 hours)  
This course highlights major developmental milestones and challenges across the lifespan, from infancy through adulthood. Human development will be explored from various theoretical perspectives. Practical application of developmental theories to child and youth care practice with youth and families will be addressed. Prerequisite: CYCW 100. Corequisite: CYCW 203.

CYCW-301 Professional CYC Practice: Theory and Application  
6 credits (90:0:0 hours)  
The purpose of this course is to integrate theory and practice in child and youth care by focusing on issues and techniques in assessment, case planning and intervention. It will provide an opportunity to explore major therapeutic approaches and their associated philosophies, goals, strategies and techniques; and practical models for case consultation, presentation and evaluation. Students will develop competence in these professional practice areas and analyze the relationships between knowledge, skills, values and styles. Throughout the course, students will be challenged to integrate what they already know with what they will be learning. Emphasis will be placed on developing one’s on-going self-awareness, critical thinking abilities and purposeful practice. Prerequisite: CYC or related Human Services diploma. Must obtain program approval.

CYCW-310 Supervised Practicum  
9 credits (0:0:300 hours)  
Students are required to work directly with children/youths in a supervised practicum situation in order to promote professional skill acquisition and integration. Emphasis is placed on observation and recording skills, understanding the structure and functioning of a service agency, and fostering the student’s awareness of his/her functioning in relation to children, youth and agency workers. Attention will also be given to developing beginning level case planning, intervention and case presentation skill with both a one-to-one and group focus. It is the intent that students will experience a high level of supportive supervision and have the opportunity to observe skilled and knowledgeable practitioners at work during the practicum experience. Prerequisite: CYC or related Human Services diploma. Must obtain program approval.

CYCW-338 Applying Developmental Theory in CYC Practice  
6 credits (90:0:0 hours)  
This course invites participants to consider the implications of contemporary developmental theory and research for child and youth care practice. Particular emphasis is placed upon the development of self and relationships within the contexts of the family, school and community. These issues will also be examined in terms of their significance for the client/worker relationship. Participants will be expected to reflect upon their own life’s experiences from a developmental perspective. Prerequisite: CYC or related Human Services diploma. Must obtain program approval.

CYCW-350 Law and Social Services  
3 credits (45:0:0 hours)  
This course is designed to provide students with a basic introduction to law and a beginning knowledge base in areas of law particularly relevant to child/youth care practice. The Child and Youth Care Worker’s range of roles requires increasing knowledge of the law, and awareness of legal and ethical implications of the worker’s actions (liability issues), to safeguard the worker and to protect rights of clients. Prerequisite: CYC or related Human Services diploma. Must obtain program approval.
CYCW-360  
Special Topics: Abuse/Neglect  
3 credits  (45:0:0 hours)  
Front line caregivers are often in a position to observe, hear and respond to evidence of abuse and neglect. Being prepared to respond confidently and effectively requires professional preparation involving knowledge acquisition, skill development and enhanced self-awareness. This course is designed to address, at an entry level, all three of these levels of learning in better preparing students to respond to issues of abuse and neglect, as they arise in their practicum and/or work experiences. Prerequisite: CYC or related Human Services diploma. Must obtain program approval.

CYCW-361  
Substance Abuse  
3 credits  (45:0:0 hours)  
This course will analyze and compare theories, principles, systems, issues, and the interventions in the field of alcohol and substance abuse as they pertain to Child and Youth Care practice with children, youth, families, and communities. Students will consider the influence of their personal beliefs, values, and ethics regarding substance abuse and change on their work with clients. Prerequisite: CYC or related Human Services diploma. Must obtain program approval.

CYCW-410  
Advanced Supervised Field Placement  
9 credits  (0:0:286 hours)  
This supervised field placement focuses on the student’s chosen professional area of interest and provides an opportunity to apply case planning, intervention and evaluation skills at an advanced level. Professional consultation, clinical functioning and the integration of theory and practice are emphasized. Students complete 286 hours in the field placement setting and have a scheduled two hour seminar. Prerequisites: CYCW 310 and CYC or related Human Services diploma. Must obtain program approval.

CYCW-423  
CYC Research  
3 credits  (45:0:0 hours)  
The course introduces students to ways in which research within the field of Child and Youth Care is developed. Within an applied research practitioner context, students will be introduced to the knowledge and skills necessary to locate, understand and utilize research relating to Child and Youth Care. Students will examine basic issues, designs and methodologies within quantitative and qualitative research models and will be guided in the development of a formal research proposal. Prerequisite: CYC or related Human Services diploma. Must obtain program approval.

CYCW-425  
Qualitative and Quantitative Analysis  
3 credits  (45:0:0 hours)  
This course provides students with a grounding in the techniques commonly used in the analysis of both quantitative and qualitative data. Students will engage in the process of qualitative analysis through examining qualitative data, data coding and thematic construction. A range of descriptive and inferential statistical approaches to quantitative analysis are examined using a computer-based system. (All students must have access to a tape recorder and have basic computing and word processing skills prior to enrolling in the course.) Prerequisite: CYC or related Human Services diploma. Must obtain program approval.

CYCW-465  
Theory of Child and Youth Care Practice with Groups  
3 credits  (45:0:0 hours)  
The purpose of this course is to provide students with a personal experience in a group such that they will gain an awareness of their style relating to, and leading, a group. The student’s experience will then be integrated with group theory so students have a conceptual framework for understanding their process in a group. The purpose of training Child and Youth Care professionals in group process is to enable them to eventually facilitate and foster a climate of mutual respect among members while using the group as a vehicle to assist children/ youth to learn developmentally appropriate individual and group skills. This course is a prerequisite for CYCW 475. Prerequisite: CYC or related Human Services diploma. Must obtain program approval.

DECA-310  
Decision Analysis  
3 credits  (45:15:0 hours)  
Transfer*  
Application of theories in quantitative analysis applied to management problems; linear programming, forecasting, inventory models, queuing models, transportation models; Markovian decision processes; simulation. Offered in Outreach format; distance and on-site deliveries. Prerequisite: Minimum grade of C– in BUSN 301 or ECON 383  
*(UC, UL, AU)

DMWP-100  
Essential Anatomy and Physiology  
3 credits  (45:0:0 hours)  
This course provides a basic understanding of the structure and function of the normal human body. Essential anatomy and physiology required to prepare the student for their role in disability management at the workplace is discussed.
DMWP-102
Medical and Pharmaceutical Concepts
3 credits (45:0:0 hours)
This course provides the student with a basic knowledge of medical and pharmaceutical terminology related to work management. Corequisite: DMWP 100.

DMWP-104
Introduction to Disability Management
3 credits (45:0:0 hours)
This course introduces the student to the field of disability management in the workplace by presenting basic concepts in disability management and return-to-work planning. The history and future of disability management is explored and the roles and functions of the multi-disciplinary team are described. Students will gain an understanding of the value of this field and the growing career opportunities.

DMWP-110
Ethics and Professionalism in Disability Management
3 credits (45:0:0 hours)
This course will introduce the standards of practice for consensus based disability management in the workplace. Ethics, values and principles related to disability management in the workplace will be discussed. Opportunities for professional growth and development will be explored. Prerequisite: DMWP 104

DMWP-112
Health, Social and Legislative Foundations
3 credits (45:0:0 hours)
This course will provide an overview of federal and provincial legislation, policy and standards that relate to disability management practice in the workplace. Students will discuss the evolution of work and the relationship to compensation, benefits, return-to-work planning and disability management.

DMWP-114
Conflict and Crisis Management in Return To Work
3 credits (45:0:0 hours)
This course will explore the personal impact of illness or injury on return-to-work and disability management. Students will develop strategies to diffuse hostility and manage conflict and crisis related to an individual’s return to work.

DMWP-116
Return to Work Management
3 credits (45:0:0 hours)
This course will prepare the student to apply the return-to-work process to accommodate employees who are away from work due to an illness or injury. Students will use a consensus-based model to develop, implement and evaluate return-to-work plans for employees. Prerequisites: ENGL 111, INTD 105, DMWP 100, DMWP 102, DMWP 104

DMWP-118
Field Placement I in Disability Management
3 credits (15:0:0 hours)
Students will apply a consensus-based model in return to work planning. Following principles of self-directed learning, they will identify personal learning objectives for the field placement and review relevant literature in order to develop a comprehensive return to work plan for an employee of the field placement organization. Students are expected to demonstrate professional and ethical behaviour throughout the placement. Prerequisites: ENGL 111, INTD 105, DMWP 100, DMWP 102, DMWP 104, DMWP 110, DMWP 112, DMWP 114 and DMWP 116.

DMWP-200
Disability Management Program Design
3 credits (45:0:0 hours)
This course is designed to give the student a basic understanding of the strategic planning process in order to successfully design and implement an effective management program. Prerequisites: DMWP 100, DMWP 102, DMWP 104, DMWP 110, DMWP 112, DMWP 114, DMWP 116, DMWP 118, INTD 105 and ENGL 111.

DMWP-202
Disability Management Program Management
3 credits (45:0:0 hours)
The student will be introduced to the elements of a disability management program. The mission, goals, processes and procedures of a disability management program will be examined. Corequisite: DMWP 200.

DMWP-204
Trends and Issues in Disability Management
3 credits (45:0:0 hours)
The student will examine current trends and issues related to disability management in the workplace. Issues such as the impact of privacy legislation and the implications of the changing demographics of the workforce are discussed.

DMWP-210
Evidence Based Practice in Disability Management
3 credits (45:0:0 hours)
The student is introduced to evidence based practice and its importance in disability management at the workplace. Knowledge and skills of research will be applied and integrated.

DMWP-212
Health and Safety Issues in Disability Management
3 credits (45:0:0 hours)
Students discuss occupational health and safety issues and trends in relationship to workplace disability management programs. Through case study analysis, students identify occupational hazards and lifestyle issues and discuss their impact on the worker and the disability management program. Students also identify health promotion and primary prevention activities to address workplace hazards.

DMWP-214
Treatment and Prevention Activities
3 credits (45:0:0 hours)
The student is introduced to conventional treatments and complementary practice. Roles and responsibilities of health professionals in an integrated health system will be examined.

DMWP-216
Disability Management Program Evaluation
3 credits (45:0:0 hours)
The student will be introduced to methods of measurement and evaluation of a disability management program. Monthly, quarterly and annual measurements and reporting requirements will be discussed. Prerequisites: DMWP 200 and DMWP 202.
DMWP-218
Field Placement II in Disability Management
3 credits (15:0:100 hours)
Students will have opportunities for concentrated practice in disability management. Following principles of self-directed learning, they will identify personal learning objectives for the field placement and conduct a literature review in order to complete an independent project. At the end of this field placement, they will be prepared to provide consensus-based disability management programs in the workplace. Students are expected to demonstrate professional and ethical behaviour throughout the placement. Prerequisites: ENGL 111, ENGL 211, INTD 105, DMWP 100, DMWP 102, DMWP 104, DMWP 110, DMWP 112, DMWP 114, DMWP 116, DMWP 118, DMWP 200, DMWP 202, DMWP 204, DMWP 210, DMWP 212, DMWP 214 and DMWP 216.

DRMA-101
Introduction to Theatre Art
3 credits (45:0:0 hours) Transfer*
This course aims to acquaint the student with aspects of theatre art within three specific areas: the elements of theatre from its beginning to the present, the specific genres of scripted theatre (tragedy, comedy, well-made-play, etc.) and the realm of theatre aesthetics (critiques of plays which the class will attend as a group). The course will be conveyed through lectures, audio-visual illustrations, public theatre attendance, class discussion and individual and group presentations by the students.
* (UA, CU, KUC, UL)

DRMA-102
Play Analysis
3 credits (45:0:0 hours) Transfer*
Although it explores the influence of drama as theatre, Drama 102 concentrates on the critical analysis of the dramatic text. Through the study of scripts representing the major historical periods when drama significantly influenced society, students will become aware of the basic elements of dramatic structure. The influence of drama on contemporary society will be part of this exploration. Students are required to attend and study at least two productions during the current term.
* (UA, UC, UL, AUC, CU, KUC)

DRMA-105
Introduction to Drama I
3 credits (45:0:0 hours) Transfer*
Topics include movement on stage, space and awareness, character development, script reading, memorization techniques and processes, improvisational techniques, as well as practical elements of set creation, stage design and management. Emphasis is on the practical problems of an actor’s experiences in creating a role.
* (UL, AUC, CUC, AU, KUC)

DRMA-106
Introduction to Drama II
3 credits (45:0:0 hours) Transfer*
This course is a continuation to DRMA 105. Students are assigned dramatic scenes and projects which require characterization and development of performance techniques. Improvisation techniques as a method of story building and working with scripted material are explored. Prerequisite: Minimum grade of C– in DRMA 105.
* (UL, AUC, CUC, AU, KUC)

DRMA-149
Introduction to Dramatic Process
3 credits (45:0:0 hours) Transfer*
This course is designed for students with little or no previous experience in drama and will therefore introduce students to the process of acting and dramatic form. By improving their improvisational techniques in the disciplines of speech and movement, students will develop an increased awareness of the art of drama in relationship with the process of the actor. The class focus is on concentration and group dynamics; there is no scripted work. Attendance is essential. (This course replaces DRMA 147 and DRMA 148.)
* (UA, CU, KUC, UL)

DRMA-247
Introduction to Oral Communication
3 credits (0:78:0 hours) Transfer*
This course aims to help students improve their oral communication and oral interpretation. It includes voice production appropriate for various forms of literature and for public speaking. The course begins with how the voice is produced and progresses with various specifics of prose and poetry, scripted and improvisational speaking, and the effective delivery of dramatic literature (reader’s theatre and theatrical monologues). DRMA 247 concentrates on individual student presentations of both original and scripted material. Note: Not normally to be taken by BA Drama majors. Not open to students with credit in DRMA 243, 245, 341, and 342.
* (UA, CU, KUC, UL)

EASC–101
Introduction to Physical Earth Science
3 credits (45:36:0 hours) Transfer*
This course provides an introduction to the origin of the earth and solar system, minerals and rocks, geological time, plate tectonics, and structural geology. Other topics include geomorphic environments and surface processes, groundwater, and mineral and energy resources.
* (UA, KUC, AU, AUC, UL, Other)

EASC–102
Introduction to Environmental Earth Science
3 credits (45:36:0 hours) Transfer*
The global energy budget and major energy pathways, the earth’s patterns of weather systems and their impact on temperature, precipitation, moisture, and winds are covered in this course. Circulation systems of the atmosphere and oceans, the global environmental system — evolution of the atmosphere, the oceans, the hydrosphere, the cryosphere, and the biosphere (including soils), climate change and the evolution of the earth’s climate patterns are also topics dealt with in this course.
* (UA, UC, AUC, KUC, Other)
EASC–103  
**The Earth and Life Through Time**  
*3 credits (45:36:0 hours) Transfer*  
This course provides a study of the geologic history of the earth from the development of the solar system to the present. The first part of the course will consist of a review of rocks and minerals, geochronology, stratigraphy, sedimentary and structural geology, plate tectonics as well as an introduction to fossils and the origin and evolution of life. The second part will be a time-sequence analysis of the earth’s geologic past using the development and movement of continents, orogenies, changes in sea-level, appearance and evolution of life through fossils, mass extinctions and adaptive radiations. The focus will be on the North American continent. Prerequisite: Minimum grade of C– in EASC 101. *(UA, UC, UL KUC, AUC, AU, CU, CUC)*

EASC–230  
**Introduction to Invertebrate Paleontology**  
*3 credits (45:36:0 hours) Transfer*  
This course will address principles and problems associated with paleontology in areas such as evolution, extinction, paleoecology, functional morphology, biogeography and biostratigraphy. There will be a systematic coverage of invertebrate fossils, including microfossils, Porifera, Cnidaria, Brachiopoda, Bryozoa, Mollusca, Echinodermata and Arthropoda. Labs promote recognition of fossils and their attributes. Prerequisite: Minimum grade of C– in EASC 103 or consent of the instructor. *(UA)*

EASC–270  
**The Atmosphere**  
*3 credits (45:0:0 hours) Transfer*  
This course provides an introduction to weather and climate with a descriptive, rather than a mathematical approach. Topics that are included are the composition and structure of the atmosphere, temperature, pressure, circulation, humidity, instability, and storm systems. Weather forecasting methods and global climatic change will also be discussed. Prerequisite: Any 100 level science course or consent of the instructor. *(UA)*

ECDV–101  
**Healthy Environments for Early Learning and Care**  
*3 credits (45:0:0 hours)*  
In this introductory course, students will explore the components of quality early childhood settings. Attention will be paid to regulation, legislation and appropriate practice in environments for young children. Selected types of programs for early learning and care will be examined. The role of the early childhood professional in creating healthy, safe environments for children and their families will be discussed. Students will reflect on the personal attributes of the early childhood professional.

ECDV–102  
**Curriculum I: Creative Expression in Early Learning and Care**  
*3 credits (45:10:0 hours)*  
In this course, students will explore the creative curriculum in programs for early learning and care. They will select, plan and implement creative experiences to support the development of literacy, numeracy/math, art, music and drama. Age and developmentally appropriate curriculum and planning concepts, including planning for child-centered experiences within a play framework, will be introduced. The early childhood professional’s role and the child’s role in curriculum development will be explored. Students will collect and use resources to support the creative curriculum in early childhood settings.

ECDV–110  
**Child Development I**  
*3 credits (45:0:0 hours)*  
In conjunction with ECDV 160, this course provides the students with a basic understanding of the growth and development of young children. The focus is on developing a sensitivity to children and the world in which they live, based on historical and current perspectives. Course content will also include current and emergent theories and their influence on creating a developmental framework for understanding the study of children. The impact of diversity, culture and lifestyle on child rearing and identity formation will be discussed. Students will use techniques for observing children’s behaviours and documenting developmental outcomes.

ECDV–115  
**Communications I: Interpersonal Competencies**  
*2 credits (30:0:0 hours)*  
This is the first of three courses in an integrated communications stream that will support students’ personal and professional development. There will be a focus on identity formation as affected by socialization processes, diversity issues and the role of culture. An approach to developing team processes will be introduced with a view to developing skills in nurturing positive interactions. An emphasis will be placed on developing safe and appropriate verbal and physical environments for successful learning for children and adults. A theoretical base for communication will be introduced.

ECDV–120  
**Field Placement I**  
*3 credits (0:0:200 hours)*  
This is the first of four field placement courses designed to support the student’s progressive development of skills in the two year diploma program in Early Childhood. Field placement provides the student with the opportunity to blend theory from classes with practice in early childhood settings under the supervision of an early childhood practitioner across a broad range of early learning and care settings. The student is mentored by an instructor as well as the on-site supervisor. Students are assessed in the following categories: professional suitability, interactions with children and planning for early learning and care settings. The focus in this first field placement is on focused observation of, and thoughtful interaction in, children’s play and learning, on developing some beginning skills in planning and on demonstrating professional attitudes by being responsible, cooperative and thoughtful. Prerequisites: Acceptance in the ECD program; completion of or concurrent enrolment in ECDV 101, ECDV 102 and ECDV 110. Corequisite: ECDV 125.
ECDV-125  
Integration Seminar I  
1 credit (0:0:15 hours)  
The Integrated Seminar provides an opportunity to reflect on professional practice with peers under the guidance of an instructor. Field placement issues are discussed and class learning is integrated with practical field experiences. Seminar focuses on developmentally appropriate practice across a broad range of early childhood programs. It also provides an opportunity to discuss issues and explore topics in early learning and care. Seminar will engage students at a variety of practice levels. Students will come to an integrated grouping in seminar with different experiences in field placement. Corequisite: ECDV 120.

ECDV-155  
Curriculum II: Learning Through Play  
3 credits (45:10:0 hours)  
In this course, students explore the nature and development of play in the lives of children. Students learn how to research, organize and prepare meaningful play experiences to enhance learning and development in early learning and care settings. Through active exploration with suitable play materials, students gain a personal appreciation of the functions of play and their role as adult facilitators in that process. A primary focus will be working with preschool children. Prerequisites: Acceptance in the ECD program; ECDV 101, ECDV 102 and ECDV 110. Completion of or concurrent enrolment in ENGL 111.

ECDV-160  
Child Development II  
3 credits (45:0:0 hours)  
In conjunction with ECDV 110, the course provides the student with a basic understanding of the growth and development of young children. The focus is on recognizing typical milestones, across all developmental domains and building on theories of child development presented in ECDV 110. Diversity issues will be discussed. Observation techniques will be used to document children’s development and to make recommendations for programming. Students will discuss how cultural values impact child rearing practices. The effects of abuse and resilience in development will be discussed. Prerequisites: Minimum grade of C in ECDV 110; completion of or concurrent enrolment in ENGL 111.

ECDV-165  
Communications II: Child-Centred Guidance  
3 credits (45:0:0 hours)  
This is the second of three courses in an integrated communications stream that will support students’ personal and professional development. There will be a focus on developing skills and strategies for guiding children’s behaviour in developmentally appropriate ways. Knowledge of child development will assist the student to understand the issues, techniques presented and the importance of fostering a strong sense of self and identity. The difference between discipline and guidance will be discussed. Opportunities for practical application of effective communication skills will be provided in settings for children and adult teams. Strategies for supporting children with challenging behaviours will be discussed. Prerequisites: ECDV 110 and ECDV 115; completion of or concurrent enrolment in ECDV 160 and ENGL 111.

ECDV-170  
Field Placement II  
3 credits (0:0:200 hours)  
This is the second of four field placement courses designed to support the student’s progressive development of skills in the two year diploma program in early childhood. Field placement provides the student with the opportunity to blend theory classes with practice in early childhood settings under the supervision of an early childhood practitioner across a broad range of early learning and care settings. The student is mentored by an instructor as well as the on site supervisor. Students are assessed in the following categories: professional suitability, interactions with children and planning for early learning and care. In this field placement, students will begin to demonstrate effective communication skills and guidance strategies with young children, continue to develop skills for observing children and planning for safe and interest-based play experiences to meet individual and group needs. Prerequisites: ECDV 101, ECDV 102, ECDV 110, ECDV 115, ECDV 120, ECDV 125 (minimum grade of C in ECDV 120 and ECDV 125 is required); completion of or concurrent enrolment in ECDV 155, ECDV 160, ECDV 165, ECDV 210 and ENGL 111. Corequisite: ECDV 175.

ECDV-175  
Integration Seminar II  
1 credit (0:0:15 hours)  
The Integrated Seminar provides an opportunity to reflect on professional practice with peers under the guidance of an instructor. Field placement issues are discussed and class learning is integrated with practical field experiences. Seminar focuses on developmentally appropriate practice across a broad range of early childhood programs. It also provides an opportunity to discuss issues and explore topics in early learning and care. Seminar will engage students at a variety of practice levels. Students will come to an integrated grouping in seminar with different experiences in field placement. Prerequisites: Minimum grade of C in ECDV 120 and ECDV 125. Corequisite: ECDV 170.

ECDV-201  
Curriculum III: Planning for Early Learning and Care  
3 credits (45:10:0 hours)  
This course focuses on theories of emergent curriculum and inclusive planning. Students will gain an understanding of and practice planning play-based early learning experiences that integrate literacy, numeracy, social studies, science and fine arts. Students will document children’s learning. Collection and use of resources for planning is emphasized. Prerequisites: Completion of all first year ECD courses and ENGL 111.

ECDV-210  
Family-Centered Practice  
2 credits (30:0:0 hours)  
This course will help you to understand and support the diverse range of families you will be working with. Students will be encouraged to explore their own family experience as a starting point for understanding the diversity of family values, beliefs, lifestyles and needs. The course draws on theory in family dynamics, family systems and communications. Students will explore the early childhood professional’s role in building a relationship of mutual respect with families, in enhancing the parent-child relationship and in serving as an advocate for young children and their families. The concept that the family is central in the lives of young children is the focus of course content and process. Prerequisites: ECDV 101, ECDV 102, ECDV 110, ECDV 115, ECDV 120 and ECDV 125; completion of or concurrent enrolment in ECDV 155, ECDV 160, ECDV 165 and ENGL 111.
ECDV-220
Field Placement III
3 credits (0:0:200 hours)
This is the third of four field placement courses designed to support the student's progressive development of skills in the two year diploma program in early childhood. Field placement provides the student with the opportunity to blend theory from classes with practice in early childhood settings under the supervision of an early childhood practitioner across a broad range of early learning and care settings. The student is mentored by an instructor as well as the on site supervisor. Students are assessed in the following categories: professional suitability, interactions with children and planning for early learning and care. In this field placement, students will focus on developing relationships with families, increase ability to take on responsibility for the daily functioning of the program including more in-depth planning and observation skills, and demonstrate a commitment to professional growth. Prerequisites: Completion of all first year ECD courses and ENGL 111. Minimum grade of C in ECDV 170 and ECDV 175. Completion of or concurrent enrolment in ECDV 201 and ECDV 230. Corequisite: ECDV 225.

ECDV-225
Integration Seminar III
1 credit (0:0:15 hours)
The Integrated Seminar provides an opportunity to reflect on professional practice with peers under the guidance of an instructor. Field placement issues are discussed and class learning is integrated with practical field experiences. Seminar focuses on developmentally-appropriate practice across a broad range of early childhood programs. It also provides an opportunity to discuss issues and explore topics in early learning and care. Seminar will engage students at a variety of practice levels. Students will come to an integrated grouping in seminar with different experiences in field placement. Prerequisites: Completion of all first year ECD courses and ENGL 111; minimum grade of C in ECDV 170 and ECDV 175; completion of or concurrent enrolment in ECDV 201 and ECDV 230. Corequisite: ECDV 220.

ECDV-230
Communications III: Working in Professional Teams
2 credits (30:0:0 hours)
This is the third of three courses designed to support personal and professional communication skills. Students will gain an understanding of the nature of professional teams and the skill required for successful practice in teams. Context based learning will assist the student to apply skills and strategies in working with families, interdisciplinary and workplace teams to ensure best practice in meeting developmental outcomes for children. A values and ethics framework will be discussed as we develop problem solving models. Prerequisites: Completion of all first year ECD courses and ENGL 111. Minimum grade of C in ECDV 165.

ECDV-250
Foundations of Early Childhood
2 credits (30:0:0 hours)
Students look at current issues in the field of early childhood development from the view of a reflective practitioner. The course focuses on selected historical philosophers and educators who have shaped present early childhood theory, practice, materials/equipment, and who raised issues still relevant. Contemporary models of early childhood programs and the role of research are examined. Students review a code of ethics and apply it to their practice with families and children. Professional resources, further education and professional associations are presented to assist students in establishing a professional development plan. Prerequisites: completion of all first year ECD courses and ENGL 111; ECDV 201, ECDV 230 and ECDV 260.

ECDV-255
Child Development III
3 credits (45:0:0 hours)
Child Development III extends the principles of Child Development I and II. It provides the student with opportunities to identify and examine the needs of children with developmental challenges, with attention to inclusive principles. Students will have regular opportunities to observe and relate to a child with delays or deviations in development. The course is an introduction to the field of exceptionality and is designed to heighten awareness rather than train specialists. Prerequisites: Completion of all first year ECD courses and ENGL 111.

ECDV-260
Family and Community Issues
3 credits (45:0:0 hours)
This course looks at the family from a societal perspective with the intention of deepening participants' understanding of the families with whom they will be working and their awareness of issues concerning families. The focus is on the ecology of the family with particular emphasis on family policy, economic issues and the social safety net, power and violence, gender issues, children's rights/parent's rights and advocacy. Students will discuss strategies to support families using a capacity building and strengths-based approach. Prerequisites: Completion of all first year ECD courses and ENGL 111.

ECDV-270
Field Placement IV
3 credits (0:0:200 hours)
This is the fourth of four field placement courses designed to support the student's progressive development of skills in the two year diploma program of early childhood. Field placement provides the student with the opportunity to blend theory from classes with practice in early childhood settings under the supervision of an early childhood practitioner across a broad range of early learning and care settings. The student is mentored by an instructor as well as the on site supervisor. Students are assessed in the following categories: professional suitability, interactions with children and planning for early learning and care. In this final field placement, students will apply early childhood best practice knowledge to support children’s learning and development. The student will engage in final preparation for professional practice. Prerequisites: Completion of all first year ECD courses and ENGL 111. Completion of ECDV 201, ECDV 230, ECDV 255, and ECDV 260. Minimum grade of C in ECDV 220 and ECDV 225. Completion of or concurrent enrolment in ECDV 250, ECDV 280, ECDV 285 and OOSC 200. Corequisite: ECDV 275.
ECDV-275
Integration Seminar IV
1 credit (0:0:15 hours)
The Integrated Seminar provides an opportunity to reflect on the professional practice with peers under the guidance of an instructor. Field placement issues are discussed and class learning is integrated with practical field experiences. Seminar focuses on developmentally appropriate practice across a broad range of early childhood programs. It also provides an opportunity to discuss issues and explore topics in early learning and care. Seminar will engage students at a variety of practice levels. Students will come to an integrated grouping in seminar with different experiences in field placement. Prerequisites: Completion of all first year ECD courses and ENGL 111, ECDV 201, ECDV 230 and ECDV 255; minimum grade of C in ECDV 220 and ECDV 225. Completion of or enrolment in ECDV 250, ECDV 280, ECDV 285 and OOSC 200. Corequisite: ECDV 270.

ECDV-280
Infant and Toddler Care and Development
3 credits (45:0:0 hours)
In this course, students will learn about developmental stages and milestones for infants and toddlers. Implications of current neurodevelopmental research on early learning and care settings will be discussed. The importance of responsive and caring interactions and the adult’s role in planning and implementing play and learning environments and experiences will be addressed. Infant and toddler health and nutrition issues will be a focus. Students will develop strategies for supporting families and respecting diversity. Students will gain an understanding of effective guidance strategies in supporting infant and toddler social and emotional development. Prerequisites: Completion of all first year ECD courses, ENGL 111 and ECDV 201.

ECDV-285
Curriculum IV: Theories of Early Learning
3 credits (45:0:0 hours)
Building on previous curriculum courses, students will engage in critical thinking, dialogue and reflection focused on theories of early learning and models of curriculum. Using cooperative learning teams, students will participate in planning, implementing, evaluating and documenting play and early learning. Use of resources to support early learning will be emphasized. Prerequisites: Completion of all first year ECD courses, ENGL 111 and ECDV 201. Completion of or concurrent enrolment in ECDV 250 or permission of the chair.

ECON-100
Elementary Business Economics
3 credits (45:0:0 hours)
This course will provide an introduction to the principal ideas of economics designed to give students a basic understanding of economic theories and their application to Canadian policy and business practice. Course content combines both micro and macro concepts, including supply and demand, market failure and elasticity, national income accounting, national income determination, fiscal and monetary policy, international trade and the foreign exchange market. Note: Students cannot receive credit for this course if they have taken ECON 203, ACCT 155, or ECON 101 and ECON 102.

ECON-101
Introduction to Microeconomics
3 credits (45:0:0 hours) Transfer*
This course will provide an introductory investigation to supply and demand analysis: the theory of production, costs, and price determination under competitive and non-competitive market conditions. Emphasis is given to the Canadian economy.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)

ECON-102
Introduction to Macroeconomics
3 credits (45:0:0 hours) Transfer*
This course will provide an introductory investigation of national income determination, the monetary and banking system and elementary fiscal and monetary policies. Contemporary problems of unemployment, inflation, economic growth, exchange rates and international trade are analyzed. Wherever possible, emphasis is given to Canadian problems. Prerequisite: Minimum grade of C– in ECON 101 or consent of the Chair.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)

ECON-203
Business Economics
3 credits (45:0:0 hours) Transfer*
This is an intensive course designed to overview the basic concepts of micro and macro economics in a Canadian setting. The topics covered in this course include supply and demand, consumer choice, characteristics of competitive markets, cost curves and production decisions, oligopolies and monopolies, economic efficiency and market structure, national income accounting, national output determination, money and banking, inflation and unemployment, stabilization policy and international trade. Note: Students cannot receive credit for this course if they have taken ECON 100, ACCT 155, or ECON 101 and ECON 102.
*(CUC, GU, UC, UA, UL, AU, AUC, KUC)

ECON-206
Pacific Rim Economics
3 credits (45:0:0 hours) Transfer*
This course surveys the characteristics and development of the Pacific Rim economies, their trade and investment relations and their significance to the Canadian economy. Prerequisites: Minimum grade of C– in ECON 100 or ECON 101 and ECON 102 or consent of the instructor.
*(UA, UC, UL, AUC, CU, KUC, AU)

ECON-213
An Introduction to the Economics of Developing Countries
3 credits (45:0:0 hours)
This course is a survey of the approaches to, and problems of, economic development in the less developed countries with emphasis on issues relating to savings and investment, income, employment and population growth, trade and aid. Prerequisite: Minimum grade of C– in ECON 101 or equivalent.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)

ECON-281
Intermediate Microeconomics Theory I
3 credits (45:0:0 hours) Transfer*
This course examines the theory of consumer behaviour; theory of production and cost; price and output determination under competition, monopoly and other market structures; and applications of microeconomic theory. Prerequisite: Minimum grade of C– in ECON 101 or equivalent. Note: Students cannot receive credit in both ECON 281 and ECON 383.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)

ECON-282
Intermediate Macroeconomics Theory I
3 credits (45:0:0 hours) Transfer*
This course will provide an examination of national income determination, theories of aggregate consumption, investment and employment behaviour; the effects of inflation on prices and income and monetary and fiscal policy. Prerequisites: Minimum grade of C– in ECON 101 and ECON 102.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)
ECRP-141
Emergency Communications I
3 credits (45:30:0 hours) Transfer*
This course includes the theory and techniques as applied to police, fire and medical communications. Students will practice the various techniques through role playing and simulated lab experiences. Prerequisite/Corequisite: ECRP 131.

ECRP-151
Emergency Communications II
3 credits (45:30:0 hours) Transfer*
This course continues the theory and application of techniques used in police, fire and medical communications. Students will practice the various techniques through role playing and simulated lab experiences. Prerequisite: ECRP 141.

ECON-341
Money and Banking
3 credits (45:0:0 hours) Transfer*
An analysis of the role of money and credit in the exchange process, the savings — investment process, commercial banking, financial intermediaries, financial markets, central banking. Prerequisites: Minimum grade of C– in ECON 101 and ECON 102 or equivalent. *(UA, UC, UL, AU, AUC, CU, KUC, CUC)

ECON-353
Taxation Policy and Structure I
3 credits (45:0:0 hours) Transfer*
This course examines the normative aspect of the Canadian income tax system. The Federal tax system is analyzed and appraised in relation to Canada’s general social goals using criteria such as equity, efficiency and economic growth. The key topics in this course include the optimal tax base, net tax payable, non-revenue uses of the tax system, and an overall evaluation of the tax system. Prerequisite: Minimum grade of C– in ECON 281 or consent of department. *(UA, UC, UL, AU, AUC, CU, KUC)

ECON-355
Economics of Project Evaluation
3 credits (45:0:0 hours) Transfer*
This course covers the use of cost-benefit analysis and other economic methods in evaluating private and public investment projects with examples from transportation, river basin management, electrical generation, and oil and gas. Prerequisites: Minimum grade of C– in ECON 101 or equivalent.

ECFX-200
Introduction to the Profession of Teaching
3 credits (45:0:0 hours) Transfer*
This course explores the complex roles of teachers as professionals in contemporary schools. Through classroom experiences, students will become familiar with the scope and expectations of the role of the teacher and the framework within which teachers work. *(UA, UC, UL, KUC, AUC, CU)

EDIT-202
Technology Tools for Teaching and Learning
3 credits (45:36:0 hours) Transfer*
Provides undergraduate Education students with the basic skills for using the most common information technology tools currently applied in schools. The types of tools include Internet tools, digital media processing, multimedia/hypermedia presentations, spreadsheets and databases. The course offers a number of advanced modules dealing with more complex topics in these areas plus additional tools such as those for editing digital video and sound. Prerequisite: Basic computer skills within a Macintosh or MS Windows environment including word processing, e-mail and use of a Web browser. Note: Students may not receive credit for both EDIT 202 and any of EDPY 202, EDPY 302, EDPY 485 or EDIT 485. Students are encouraged to register in this course as early in their program as possible. *(UA)

EDFP-200
Educational Psychology for Teaching
3 credits (45:0:0 hours) Transfer*
This course deals with the teaching-learning process and student behavior. It includes theory, research and illustrations, all dealing with the classroom application of psychological principles. Topics typically covered are student development, student learning and instruction, individual and group differences in student abilities and student motivation. The course presents the basic principles of effective teaching and learning using a balanced theoretical orientation. Students may not receive credit for both EDFP 200 and EDFSP 371. *(UA, UC, UL, AU, KUC, AUC, CUC)
ENCP-100
Computer Programming for Engineers
3.8 credits (45:36:0 hours) Transfer*
This course covers the following topics: fundamentals of computer programming with emphasis on solving engineering problems; C/C++ language implementation; syntax, variables, statements, control structures, loops, functions, data structures, files, pointers and memory use; procedural and object-oriented programming; and objects, inheritance, and polymorphism. Restricted to Engineering students. * (UA, CU, UL, KUC)

ENGG-100
Orientation to the Engineering Profession I
1 credit (15:0:0 hours) Transfer*
This course provides an introduction to the Faculty and the engineering profession. The engineering disciplines, study skills, cooperative education, work opportunities, engineering and society are topics that will be explored. Several written assignments will be required to assist in developing the students' communication skills. Restricted to Engineering students. * (UA, CU)

ENGG-101
Orientation to the Engineering Profession II
1 credit (15:0:0 hours) Transfer*
This course provides an introduction to the engineering profession and its challenges. Career fields, professional responsibilities of the engineer, ethics, the history and the development of the engineering profession will be explored. Several written assignments will be required to assist in developing the student's communication skills. Restricted to Engineering students. * (UA, CU, Other)

ENGG-130
Engineering Mechanics
4 credits (45:30:0 hours) Transfer*
Equilibrium of planar systems is presented in this course. The course will also provide an introduction to the analysis of statically determinate trusses and frames, explore the concept of friction, and introduce the concept of centroids and centres of gravity. Topics also covered include forces and moments in beams and second moments of area. Corequisite: MATH 100. * (UA, CU, UL, Other)

ENGL-0015
Bridge to Academic English
5 credits (90:0:0 hours)
The Bridge to Academic English course is a literature based reading and writing course designed to prepare students for the secondary academic English program. Its focus is to strengthen reading competency, both literal and inferential, and to build composition skills required for responding to literature and for other functional writing. The course will also encourage students to develop oral skills through short presentations. This course is intended for both learners of English as a second language and for other students who require a foundation on which to build skills for success in future academic programs. Prerequisites: English as a Second Language, Intermediate; English 9 or equivalent.

ENGL-0089
Fundamentals of Writing
3 credits (45:0:0 hours)
ENGL 0089 is an intensive developmental course designed to prepare students for college-level writing courses, especially ENGL 111. The course will give students control over their own writing, competence in using different paragraph structures, and the opportunity to write at least one full-length essay. Students will practice grammatically correct sentences, explore effective word choices and begin to develop a personal style. Prerequisite: Students must complete a Skills Appraisal prior to registration. This course is designed for students who have been fully or conditionally accepted into a college program.

ENGL-0101
English 10-1
5 credits (90:0:0 hours)
This course is an introductory academic stream study in the following: the short story, the essay, the novel, modern drama, Shakespearean drama, poetry, language skills including reading, writing, representation, speaking, listening and viewing. Critical and interpretive skills are emphasized through the understanding and appreciation of literature. This course is equivalent to Alberta Learning's English 10-1. Prerequisite: Grade 9 Language Arts or equivalent.

ENGL-0102
English 10-2
5 credits (90:0:0 hours)
English 10-2 is an introductory non-academic stream course. It focuses on the study of literature and emphasizes the development of language skills including reading, speaking, writing, listening, viewing and representing. The course emphasizes development of oral and written communication skills, reading for enjoyment and personal growth, and language skills for the everyday world. Basic grammar and sentence building are reviewed. This course is equivalent to Alberta Learning's English 10-2. Prerequisites: Grade 9 Language Arts or ESL level 5.

ENGL-0201
English 20-1
5 credits (90:0:0 hours)
This course builds upon the skills and concepts developed in English 10-1. Emphasis is placed on analytical skills through the detailed study of literature, including the short story, the essay, the novel, modern drama, Shakespearean drama, and poetry. This course is equivalent to Alberta Learning's English 20-1. Prerequisite: ENGL 0101 or equivalent.

ENGL-0202
English 20-2
5 credits (90:0:0 hours)
English 20-2 is an intermediate non-academic stream of literature emphasizing the development of language skills including reading, speaking, writing, listening, viewing, and representing. This course is equivalent to Alberta Learning's English 20-2. Prerequisite: ENGL 0102 or equivalent.

ENGL-0301
Senior Academic English
5 credits (90:0:0 hours)
The goals of English 30-1 are to provide an advanced study in the academic stream of literature. This study will include the following genres: the short story, the essay, the novel, Shakespearean drama, poetry and either a modern drama or a film study. Language art skills, including reading, writing, speaking, viewing, listening and representing, are covered with the literature in thematic units. Intensive analytical and interpretive skills are emphasized along with the refinement of formal writing skills. This course is equivalent to Alberta Learning's English 30-1. Prerequisite: ENGL 0201 or equivalent.
ENGL-0302
Senior Non-Academic English
5 credits (90:0:0 hours)
The goals of English 30-2 are to provide an advanced study in the non-academic stream of literature. This study will include the following genres: the short story, the essay, drama, film, poetry and the novel. Language arts skills, including reading, writing, speaking, listening, viewing and representing, are emphasized. A variety of literature will be studied in thematic units. As well, a unit will focus on employment skills. Primary focus in this course is placed on comprehensive and clear communication. This course is equivalent to Alberta Learning’s English 30-2. Prerequisite: ENGL 0202 or equivalent.

ENGL-100
Literature in English: Beginnings to Present
6 credits (90:0:0 hours) Transfer*
This course will introduce students to representative works and authors of the major historical periods of literature in English. These works will demonstrate the development, enlargement and experimentalism of literature in English throughout its ongoing history. A minimum of 20 per cent of class time will be devoted to instruction in academic essay writing. English 100 lays the groundwork for the academic study of literature, it is strongly recommended for students intending to major in English or in a Humanities subject. Prerequisites: 1. A minimum final grade of 65 per cent in English 30. 2. Minimum grade of C– in ENGL 111. 3. Satisfactory completion of the Skills Appraisal Exam. Satisfactory completion means that the student does not need to take either ENGL 0089 or READ 0089. a.) A student who writes the Skills Appraisal Exam and places at the ENGL 0089 level must pass ENGL 0089 with a minimum grade of D and must pass ENGL 111 with a minimum grade of C– before enrolling in ENGL 100. b.) Students who write the Skills Appraisal Exam and who do not need ENGL 0089 but who need READ 0089 must complete READ 0089 with a minimum grade of C– before taking ENGL 100.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC, ACAD)

ENGL-101
Critical Reading and Writing
6 credits (90:0:0 hours) Transfer*
The goals of English 101 are to teach critical writing, reading and thinking. Students will study works in a variety of genres (novels, poems, plays, stories, essays, non-fiction prose) from a variety of historical periods and cultural contexts. A minimum of 30 per cent of class time will be devoted to writing instruction. Students will write at least four essays, including a research paper. Students must meet one of the following Prerequisites: 1. Acceptance into one of the following University Transfer programs: Bachelor of Arts, Science, Commerce, Education, and Physical Education. 2. A minimum grade of 65 per cent in English 30. 3. A minimum grade of C– in ENGL 111. 4. A minimum grade of D in ENGL 108 or ENGL 199. 5. A minimum grade of D in ENGL 101 or any other 6-credit university level English course. 6. Satisfactory completion of the Skills Appraisal. “Satisfactory Completion” means that students do not need to take ENGL 0089 or READ 0089.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC, ACAD)

ENGL-107
Advanced Composition: Writing for Professionals
3 credits (45:0:0 hours) Transfer*
ENGL 107 aims to enhance those communication skills that are essential to students’ professional lives. Its emphasis is on clear, concise writing that is ever mindful of both audience and purpose. Assignments enable students to develop and practice effective communication skills specifically for professional situations. Course requirements include five writing assignments and one exam. Among the writing assignments are a proposal, a summary and an article/essay that incorporates research. Note: Course is designed for and limited to students enrolled in Occupational Health and Gerontological Nursing Certificate Programs.
*(AU, AUC, KUC)

ENGL-108
Introduction to Language and Literature
3 credits (45:0:0 hours) Transfer*
This course combines instruction in writing with the study of the essay and the short story. Students may also study other forms of literature such as articles, poems and drama. The double aims of this course are to increase students’ appreciation of literature and to give them practice in academic writing. This course is not to be taken by students in Arts or Education. Prerequisites: Students must meet one of the following: — A minimum grade of 65% in English 30. — A minimum grade of C– in ENGL 111. — Satisfactory completion of the MacEwan Skills Appraisal. Satisfactory completion means the student does not need to take either ENGL 0089 or READ 0089. A student who writes the Skills Appraisal Exam and places at the ENGL 0089 level must pass ENGL 0089 with a minimum grade of D and must pass ENGL 111 with a minimum grade of D before enrolling in ENGL 108. A student who writes the Skills Appraisal Exam and does not need ENGL 0089, but who needs READ 0089, must complete READ 0089 with a minimum grade of C– before taking ENGL 108. — Acceptance into a college university transfer program.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)

ENGL-111
Communications
3 credits (45:0:0 hours) Transfer*
The course aims to help students improve all their communication skills: writing, reading, speaking and listening. The main emphasis, however, is on writing skills. Students will write an expository and a persuasive essay, summarize written text and apply principles of clear and correct writing to their own compositions. Students will learn research and documentation strategies and will strengthen and expand their writing skills so that they can write more effectively for a variety of audiences and purposes. Prerequisites: Students must meet one of the following: — A minimum grade of 65% in English 30 — A minimum grade of 75% in English 33 — Satisfactory completion of the MacEwan Skills Appraisal — Acceptance into a college program. In combination with ENGL 211, transfers to Athabasca University ENGL 255.
*(Other)
ENGL-131  
Children’s Literature: The Eye of Childhood  
**3 credits (45:0:0 hours)**
This course acquaints students with the abundant assortment of material classified as children’s literature. Emphasis is placed on reading these works as being intended to “entertain and instruct” the child. Students gain an understanding of the nature of the various groups of children’s literature and of the special pleasure each can offer.

ENGL-199  
Essentials of Writing for Engineering Students  
**3 credits (45:0:0 hours) Transfer**
This course is designed to develop the student’s ability to write expository, analytical, technical and persuasive prose. Instruction and practice will be integrated with the study of prose models drawn from modern essayists. A review of basic grammar will be included. Prerequisite: English 30 or equivalent. Restricted to Engineering students. *(UA, UC, UL, AU, AUC, CU, KUC, CUC)*

ENGL-203  
History of the English Language  
**3 credits (45:0:0 hours)**
This course traces the history of English, from its ancient Indo-European and Germanic roots to its present status as a vital, ever-changing and important world language. By examining representative texts from Old, Middle, Early Modern, Modern and World Englishes, students will learn how present-day English spelling, pronunciation, grammar, vocabulary and syntax have evolved and see how this dynamic language responds to and has been shaped by historical forces. Prerequisite: ENGL 101 or ENGL 100 or equivalent.

ENGL-204  
Traditions in English Poetry  
**6 credits (90:0:0 hours) Transfer**
Through the close study of selected poetic works from late medieval times to the present, this course traces the history of poetry in English. The social forces which act upon poetry will be considered, as will the internal critical principles and aesthetic attitudes that have shaped English poetry. Prerequisite: Minimum grade of C– in ENGL 100 or ENGL 101 or equivalent. *(UA, UC, UL, AU, AUC, CU, KUC, CUC)*

ENGL-206  
The Short Story  
**3 credits (45:0:0 hours) Transfer**
The course involves close, critical study of a representative selection of short stories. The choice of the stories demonstrates the depth and diversity of the short story genre, covering historical periods, national cultures and stylistic varieties. Prerequisite: Minimum grade of C– in ENGL 100 or ENGL 101 or equivalent. *(UA, UC, UL, AU, AUC, CU, KUC, CUC)*

ENGL-209  
Effective Communication: Speech  
**3 credits (45:0:0 hours)**
This course deals with the preparation and presentation of speeches on a variety of subjects, with special emphasis on the coordination of speech materials, audience temperament and the speaker’s capabilities. Students are taught how to prepare appropriate visual material and are required to prepare and present speeches during the course.

ENGL-211  
Business Communications  
**3 credits (45:0:0 hours)**
The course focuses on effective problem-solving approaches in business writing situations. Letters, memos and reports — often presented in case study formats — aid in developing expertise in concisely and clearly writing with a reader’s needs sense of purpose in mind. Although the principles of clear, concise business communications are covered, the main emphasis is on practical applications of these concepts. Prerequisite: ENGL 111. In combination with ENGL 111, transfers to Athabasca University ENGL 255.

ENGL-213  
Screenwriting  
**3 credits (45:0:0 hours)**
ENGL 213 is a creative writing elective designed to offer both theoretical and practical instruction in the writing of dramatic scripts for television and feature film. To address the theoretical component, students analyze and critique both classic and more recent Canadian films in such areas as theme and style to identify the evolution and changing focus of Canadian film writing. The practical component of ENGL 213 is actual screenwriting. Students are instructed in the craft of writing for film, and apply this craft in the creation of their own screenplays. They exchange feedback on their screenplays in a workshop setting. Prerequisite: ENGL 111 or consent of the instructor.

ENGL-214  
Creative Writing  
**3 credits (45:0:0 hours)**
This course will include discussion of the basic problems involved in creative writing. Emphasis will be on the students’ own work in a variety of writing forms and styles. Prerequisite: ENGL 111 or consent of the instructor.

ENGL-221  
Professional Editing  
**3 credits (45:0:0 hours)**
The course will introduce students to the fundamentals of substantive editing, copy-editing, proofreading and indexing. Students will also develop an understanding of the print production process. Through readings and exercises students will become familiar with the differences between substantive editing, copy-editing, proofreading and indexing, and how each fits into the production process. Students will work on a variety of exercises that present different editing and indexing challenges. Students will also learn about the business of editing: getting and keeping clients, meeting deadlines, scheduling work and preparing work quotations.

ENGL-224  
English Literature of the Later Middle Ages  
**3 credits (45:0:0 hours)**
This course focuses on the literature of fourteenth- and fifteenth-century England, by examining a selection of poetry, prose and drama from one of the richest periods of English literature. From tales of chivalry, Arthurian adventure and romance to religious mysticism, from lyrical love poetry to witty satire and bawdy humour, this period has near-unrivalled diversity and depth, and is crucial for understanding much of how English literature develops in subsequent centuries. Prerequisite: Minimum grade of C– in ENGL 101, ENGL 100 or equivalent.

ENGL-227  
Introduction to Victorian Literature  
**3 credits (45:0:0 hours)**
In the literature of the period marked by energetic and momentous change, the Victorians conveyed a multitude of doubts about religious faith and changing gender roles, while also voicing moral quandaries about class privilege and imperial rule. This course explores selected fiction, poetry, and non-fiction (from about 1832 to the end of the century) in the context of the predominant ideological concerns of this period which show Victorians as self-consciously modern and engaged in vigorous self-scrutiny. Prerequisite: Minimum grade of C– in ENGL 101 or ENGL 100 or equivalent.
**ENGL-239**  
**Studies in Shakespeare**  
3 credits (45:0:0 hours)  
Transfer*  
This course introduces students to the range and depth of Shakespeare’s drama through the attentive reading of nine plays. Comedies, histories, tragedies and romances will introduce students to Shakespeare’s thought and give them an understanding of the dramatic genres in which Shakespeare wrote. Shakespeare’s non-dramatic poetry may also be included. Prerequisite: Minimum grade of C– in ENGL 100 or ENGL 101 or equivalent. Note: Students cannot receive credit in both ENGL 338 and ENGL 239.  
*(UA, UC, AU, AUC, KUC, CUC)*

**ENGL-242**  
**Prose and Poetry of the Augustan Age**  
3 credits (45:0:0 hours)  
This course will cover the authors, works and genres that were predominant in the eighteenth-century period of English literature. Students will discover and explore this period of British literature as a unique and important era of literary production. The contribution of women to eighteenth-century literature and intellectual life will be explored. Prerequisite: Minimum grade of C– in ENGL 101 or ENGL 100 or equivalent.

**ENGL-267**  
**Literary Theory**  
3 credits (45:0:0 hours)  
Transfer*  
This course will introduce a variety of literary theories in English and cultural studies in the context of their intellectual and institutional histories. It will examine the current and historical theoretical strategies that propose solutions to problems arising in the reading and study of literary and social discourse. Students will be introduced to the plural ways in which various kinds of theory can map out issues encountered in different texts and contexts. Prerequisites: Minimum grade of C– in ENGL 101 or ENGL 100 or equivalent.  
*(UA)*

**ENGL-271**  
**Canadian Literature: Major Writers and Movements**  
6 credits (90:0:0 hours)  
Transfer*  
The course presents a critical study of selected works of Canadian literature from its beginnings to the present, representing major authors, historical periods, literary movements, regional literatures and authors of various cultures, including Aboriginal authors. Authors of both genders are represented equally. Close readings reveal authors’ techniques, worldviews and kinds of literary excellence. Themes of cultural gender and class differences are addressed. Canadian literature is studied against the cultural background of the shift from political to economic and cultural colonialism. Prerequisite: Minimum grade of C– in ENGL 100 or ENGL 101 or equivalent.  
*(UA, UC, AU, AUC, KUC, CUC)*

**ENGL-281**  
**Post-Colonial Literature**  
6 credits (90:0:0 hours)  
Transfer*  
The course involves close, critical study of some of the finest and most stimulating works in modern and contemporary literature written in English by men and women writers from Africa, the India/Pakistan subcontinent, the Caribbean, as well as Australia and New Zealand. The analysis of these works will be comparative, cross-cultural and from a post-colonial/third-world literary perspective. Prerequisite: Minimum grade of C– in ENGL 100 or ENGL 101 or equivalent.  
*(UA, UC, AU, AUC, KUC, CUC)*

**ENGL-299**  
**Essay Writing for Education Students**  
5 credits (45:0:0 hours)  
Transfer*  
ENGL 299 aims to increase Education students’ ability to understand and to write non-fiction expository prose. The course focuses on the study of style and rhetoric and their application to students’ writing and on the relationship between content and form in non-fiction writing. This is not a remedial course in grammar or writing but, rather, a class in which Education students can hone their reading, writing and thinking skills. Both in and out of class, students will write a total of at least 6,000 words. Students can expect to write at least one in-class essay. There is no final examination. Prerequisites: 6 credits and a minimum grade of C– in a junior English course such as ENGL 101 or ENGL 100. Not to be taken by students with credit in any senior level non-fiction prose writing course. Restricted to Education students.  
*(UA)*

**ENGL-305**  
**The English Novel**  
6 credits (90:0:0 hours)  
Transfer*  
By studying selected works from the beginning of the English novel to the early twentieth century, students will develop the skills for reading novels of all kinds from all periods. By examining both the artistic technique and the historical development of the English novel, students will acquire a firm foundation for the study of other areas of prose fiction. The course will cover about fourteen major texts. Prerequisite: Minimum grade of C– in ENGL 100 or ENGL 101 or equivalent.  
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)*

**ENGL-338**  
**Shakespeare**  
6 credits (90:0:0 hours)  
Transfer*  
This course introduces students to the range and depth of Shakespeare’s drama through the attentive reading of fifteen plays. Comedies, histories, tragedies and romances will give students an understanding of the dramatic genres in which Shakespeare wrote and introduce them to his thought. Shakespeare’s non-dramatic poetry may also be included. Prerequisite: Minimum grade of C– in ENGL 100 or ENGL 101 or equivalent. Note: Students cannot receive credit in both ENGL 338 and ENGL 239.

**ENGL-342**  
**The Rise of the British Novel**  
3 credits (45:0:0 hours)  
Transfer*  
This course will explore the rise of the novel as a literary form in Britain in the eighteenth century. Students will study a representative selection of novels written in Britain during the period when the novel was establishing itself as a dominant literary form in English. This course will trace the evolution of this “new” genre, from its beginnings in the late seventeenth century up to the Romantic Period, and assess the place of the novel in the social fabric of eighteenth-century Britain. Prerequisite: Minimum grade of C– in ENGL 101 or ENGL 100 or equivalent.  
*(UA, UC)*

**ENGL-348**  
**Milton**  
3 credits (45:0:0 hours)  
Transfer*  
This course examines the achievements of John Milton, in both prose and in verse. The course will primarily focus on the major works of Milton: Paradise Lost, Paradise Regained and Samson Agonistes, but it will also examine a select number of Milton’s minor poems and prose works. Prerequisite: Minimum grade of C– in ENGL 101, ENGL 100 or equivalent.
ENGL-358
American Literature to 1900
6 credits (90:0:0 hours) Transfer*
This course will study and critically assess the works of major American writers before 1900, paying attention to the political, religious, intellectual and literary traditions that shaped these writers. The course will begin with some background in the Puritans, the American Revolution and the post-revolutionary period, it will focus on writers such as Cooper, Poe, Thoreau, Hawthorne, Harriet Beecher Stowe, Melville, Whitman, Dickinson, Twain and James. Prerequisite: Minimum grade of C– in ENGL 100 or ENGL 101 or equivalent.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)

ENGL-360
British Romantic Poetry
3 credits (45:0:0 hours) Transfer*
Conventionally end-marked by the French Revolution in 1789 and the First Reform Bill in 1832, the Romantic period in Britain was a time of intense social and political upheaval. In this course, students will study the diverse poetry of the period in relation to its complex and volatile literary, intellectual and historical contexts. Also, in keeping with recent expansions in Romantic studies itself and in order to explore the meanings of the term “romantic,” students will read not only the traditional “big six” — Blake, Wordsworth, Coleridge, Byron, Shelley, Keats — but also women, “pre-Romantic,” and other formerly marginalized writers such as Cowper, Burns, More, Smith, Barbauld, Hogg, Robinson and Hemans. Prerequisite: Minimum grade of C– in ENGL 100 or ENGL 101 or equivalent.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)

ENGL-362
American Literature From 1945
3 credits (45:0:0 hours) Transfer*
In this course students will study representative texts from major American writers of the period, including stories, novels, poems, and plays. The study of these texts will focus both on innovations and on the persistence of traditional American genres — comedy, the jeremiad, the historical novel — in a rapidly changing social, cultural and ideological environment and with the participation of previously excluded voices. The course will examine authors such as Salinger, Ellison, O’Connor, Mailer, Ginsberg, Bishop, Updike, Rich, Barth, Pynchon, Barthelme, Beattie, Doctorow, Walker, Ford, DeLillo, Mori, Hudson, Erdrich, Mann and Shepard. Prerequisite: Minimum grade of C– in ENGL 100 or ENGL 101 or equivalent.
*(UA, AU, UC)

ENGL-366
Later Twentieth-Century British Novel
3 credits (45:0:0 hours) Transfer*
This course examines works by contemporary writers and their relation to the fracturing literary, political and social contexts which have shaped British fiction since the Second World War. Prerequisite: Minimum grade of C– in ENGL 100 or ENGL 101 or equivalent.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)

ENGL-368
Early Twentieth-Century British Novel
3 credits (45:0:0 hours) Transfer*
This course is a close study of representative works of twentieth century British fiction written between 1900 and 1950. Prerequisite: Minimum grade of C– in ENGL 100 or ENGL 101 or equivalent.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)

ENGL-374
Canadian Literature 1925-1960
3 credits (45:0:0 hours) Transfer*
This course will examine how representative works of Canadian literature in English from 1925 to 1960 demonstrate the rise of socially critical realism, the influence of modernism, and the early uses of mythopoetic and postmodern outlooks and techniques. This course will also cover literary depictions of national, ethnic and regional identities; gender and class differences; and English Canada’s growth from an anglocentric former colony to a multicultural state. Critical readings will recognize “the pastness of the past” in the themes and forms of the literature studied and will also re-interpret the literature from contemporary perspectives. Prerequisite: Minimum grade of C– in ENGL 100 or ENGL 101 or equivalent.
*(UA, AU, AUC, CU, KUC, CUC)

ENGL-376
Modern Canadian Drama
3 credits (45:0:0 hours) Transfer*
In this study of modern Canadian dramatic literature in English, from eight to twelve representative plays will be studied for their places within Canadian theatre history and within the canon of Canadian dramatic masterworks. Plays will be analyzed as works of literature and as staged performances. The course explores the historical and cultural reasons for the prevalence of certain themes and subjects in Canadian drama, defines a variety of forms and sub-genres by examples, and evaluates the works selected as examples of those forms and sub-genres. The course also examines the cultural influences that shaped Canadian drama and the ways in which the plays have, in turn, had an impact upon Canadian culture. Prerequisite: Minimum grade of C– in ENGL 100 or ENGL 101 or equivalent.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)
ENGL-389
Classics of Children’s Literature in English
3 credits (45:0:0 hours) Transfer*
This course is a survey of important texts in children’s literature in English. It examines current and historical attitudes towards children and explores how the literature reflects, reacts or comments upon these attitudes. It also introduces students to the development of children’s literature and to significant works. Finally, the course also develops students’ ability to read children’s literature critically. Prerequisite: Minimum of C- in ENGL 100 or ENGL 101 or equivalent.
*(UA)

ENPH-0095
Pre-Engineering Physics
3 credits (45:0:0 hours)
This course reviews and extends the physical and mathematical concepts needed to be successful in calculus-based, university level engineering courses. Topics include: kinematics, forces, moments, energy conservation and oscillations. The focus is on developing math skills: trigonometry, vector addition, logarithms and solving systems of equations. Students planning to enrol in the University Transfer Engineering program, who received less than 75 percent in Physics 30 or have not taken Physics 30 in the last three years, are strongly urged to take this course. Prerequisites: Physics 30, Pure Math 30 and Math 31.

ENPH-131
Mechanics
4.3 credits (45:18:15 hours) Transfer*
An introduction to the kinematics and dynamics of particles is presented in this course. Gravitation, work and energy, linear momentum, and angular momentum are also topics that are covered. A study of the dynamics of systems of particles is also provided as well as an introduction to the dynamics of rigid bodies. Prerequisites: MATH 100 and ENGG 130. Corequisite: MATH 101. Prerequisite or Corequisite: PHYS 130. Note: Restricted to Engineering students. *(UA, CU, UL, Other)

ESLG-0089
Introductory English as a Second Language
15 credits (115:222.5:0 hours)
Introductory ESL emphasizes the development of proficiency in the listening and speaking tasks required for integration into the Canadian college and community culture. Basic literacy skills will also be covered. Prerequisite: Placement testing/assessment interview.

ESLG-0090
Beginner ESL (General)
15 credits (115:222.5:0 hours)
This course is intended for both local and international ESL learners who require or seek general English language training at the beginner level. Students will develop foundational speaking and listening skills, study basic English grammar, learn sentence writing, improve reading comprehension and develop vocabulary. Prerequisite: Completion of the College ESL Placement examination.

ESLG-0091
Intermediate ESL I (General)
15 credits (115:222.5:0 hours)
This course is intended for both local and international ESL learners who require or seek general English language training at the low-intermediate level and have mastered the basic skills of English or completed a beginner-level ESL course. Students study intermediate-level English grammar, learn paragraph writing, develop speaking and listening skills, improve reading comprehension and develop vocabulary. Prerequisite: Completion of the College ESL Placement examination or a beginner-level ESL course.

ESLG-0092
Intermediate ESL II (General)
15 credits (115:222.5:0 hours)
This course is intended for both local and international ESL learners who require or seek general English language training at the high-intermediate level and have a high-intermediate proficiency in English or have completed a low-intermediate level ESL course. Students study English grammar, learn paragraph and composition writing and develop speaking, listening and reading skills. Prerequisite: Completion of the College ESL Placement examination or a low-intermediate level ESL course.

ESLG-0093
Advanced ESL as a Second Language
15 credits (115:222.5:0 hours)
Advanced ESL emphasizes the development of proficiency in the listening and speaking tasks required for integration into the Canadian college and community culture. Basic literacy skills will also be covered. Prerequisite: Placement testing/assessment interview.

ESLG-0101
Intermediate English as a Second Language I
15 credits (115:222.5:0 hours)
Intermediate I develops a level of oral and written fluency in English that will allow students to be successful if they choose to pursue further academic studies. There is a strong oral/aural focus at this level and new vocabulary and sentence structures are constantly practised to encourage incorporation into the students’ language use. New and interesting content areas are introduced which provide a medium for learning to make requests, to give and understand directions and instructions, to ask for clarification and to talk or write about what they have learned. Prerequisite: Placement testing.

ESLG-0102
Intermediate English as a Second Language II
15 credits (115:222.5:0 hours)
Intermediate II introduces short narratives on common topics of interest. Students learn to scan for details and interpret maps and tables. Students also learn to take notes, organize information and use reference sources such as dictionaries. This course places greater emphasis on clarity of oral expression, the ability to paraphrase and comprehension of oral instructions, messages, etc. Expansion of vocabulary and continuing development of accuracy in oral tasks is essential at this level. Students learn to write paragraphs and news summaries. Prerequisite: ESLG 0101 or equivalent as determined by placement testing.

ESLG-0103
Advanced English as a Second Language I
15 credits (115:222.5:0 hours)
Advanced I includes the development of the following skills: skimming, scanning, predicting and summarizing. Students will take part in discussions based on reading or listening assignments and will also learn to give a short oral presentation. They will learn to write a book report, four types of paragraphs and an essay. Sentence structure, spelling and punctuation will be reviewed and practised as well as pronunciation strategies. Prerequisite: ESLG 0102 or equivalent as determined by placement testing.
Advanced English as a Second Language II
15 credits (115:222.5:0 hours)
Advanced II teaches students reading, writing, listening and speaking at a level which will ensure their comprehension and interpretation of complex texts and vocabulary. Grammatical accuracy is emphasized in both oral and written work. Students will be expected to write both essays and reports in a logical, well-organized manner. News items are analyzed for fact and opinion and students are expected to take part in group discussions. Students will also be expected to write summaries and practise note-taking skills. Speed reading is introduced at this level. Students will be expected to read and report on a novel of their choice. Prerequisite: ESLG 0103 or equivalent as determined by placement testing.

ESLG-0105
English for Academic Purposes
15 credits (115:222.50 hours)
This course is intended for ESL students who plan to pursue a post-secondary education instructed in the English language. The course helps students to function effectively in an academic setting. Students will learn to read, listen, and speak on topics at a post-secondary academic level. Discussion and analysis of literary works will be covered in conjunction with the development of critical thinking skills and clarity of expression — both in written and oral form. Charts, graphs, reference and non-fiction are also studied and interpreted for content, opinion, bias and writing style. EAP prepares students to write the Canadian Academic English Language Assessment (CAEL). Some TOEFL preparation is also included. Prerequisite: ESLG 0104 or equivalent as determined by placement testing.

FNCE-301
Introductory Finance
3 credits (45:00:0 hours) Transfer*
An introduction to corporate financial decision-making and analysis. Topics include financial markets, market efficiency, models for valuing stocks and bonds, risk measures and risk reduction, dividend policy, capital budgeting and the valuation and selection of assets. Financial policy is also examined including choices between debt and equity financing. Prerequisites: MGTS 301 or STAT 151 or equivalent, minimum grade of C– in ACCT 311.
*(UL, UA, UC, AU)

FNCE-404
International Finance
3 credits (45:00:0 hours) Transfer*
This course introduces students to the fundamental concepts of international financial management in global business. Students will learn how the foreign exchange and the global financial markets operate, how currency risks and international financial investments can be managed and how international trade may be financed. The key topics covered in this course include workings of the foreign exchange market, determination of foreign exchange rates, the forward exchange market and forward exchange rates, currency options, covered interest rate swaps and various methods of trade finance. Corequisite: FNCE 301.
*(UA, UC)

FREN-111
Introductory French I
3 credits (75:00:0 hours) Transfer*
This is a course for students with little or no previous background in French. Students learn basic French grammatical structures and a wide variety of vocabulary. Oral comprehension, speaking, reading and writing are all emphasized, and students are introduced to aspects of the French-speaking world. Note: Not open to students with native or near-native proficiency or to those with credit in FREN 250, FREN 251, FREN 150 or equivalent. Prerequisite: FREN 211. Note: Students with native or near-native proficiency may be directed to an advanced course more suitable to their level of ability. A minimum grade of C– is required for university transfer.
*(UA, UL, AUC, UC, AU, CU, CUC, UC, Other)

FREN-211
First-Year University French I
3 credits (75:00:0 hours) Transfer*
This course aims to strengthen the students' speaking, listening, reading and writing skills. It includes readings of short texts, an extensive grammar review and a cultural overview of the French-speaking world. Prerequisite: FREN 112, FREN 102, FREN 100 or French 20S, 20N, 30 or equivalent. Note: Students with native or near-native proficiency may be directed to an advanced course more suitable to their level of ability. A minimum grade of C– is required in FREN 211 to continue with FREN 212.
*(UA, UL, AUC, UC, AU, CU, CUC, UC, Other)

FREN-212
First-Year University French II
3 credits (75:00:0 hours) Transfer*
In this sequel to FREN 211, students continue to develop their speaking, listening, reading and writing skills and to expand their knowledge of grammar and of the French-speaking world. Prerequisite: Minimum grade of C– in FREN 211. Note: Students with native or near-native proficiency may be directed to an advanced course more suitable to their level of ability. A minimum grade of C– is required for university transfer.
*(UA, UL, AUC, UC, AU, CU, CUC, Other)

FREN-297
Second-Year University French I
3 credits (75:00:0 hours) Transfer*
This course aims to improve the students’ oral communication and writing skills. Through practice in discussions and compositions based on themes from readings and films, students will also expand their knowledge of vocabulary and grammar. Prerequisite: FREN 154, FREN 212, FREN 150 or equivalent. Note: Not open to students with credit in FREN 250, FREN 251, FREN 252 or equivalent. Students with native or near-native proficiency may be directed to an advanced course more suitable to their level of ability. A minimum grade of C– is required to continue to FREN 298 and/or for university transfer.
*(UA, UC, UL)
FREN-298
Second-Year University French II
3 credits (75:0:0 hours) Transfer*
In this sequel to FREN 297, students continue to improve their oral communication and writing skills to expand their knowledge of vocabulary and grammar through practice in discussions and compositions. Prerequisite: Minimum grade of C– in FREN 297 or equivalent. Note: Not open to students with credit in FREN 250, FREN 252 or equivalent. Students with native or near-native proficiency or who have been solely or partly educated in French may be directed to an advanced course more suitable to their level of ability. A minimum grade of C– is required for university transfer.
*(UA, UC, UL)

GERM-111
Introductory German I
3 credits (75:0:0 hours) Transfer*
This is an introductory course for students with limited or no previous knowledge of German. It is designed to lead to mastery of spoken and written German. GERM 111 introduces the sounds of the German language, essential grammatical structures and tenses and a practical basic vocabulary to aid the student in the development of oral comprehension, expression, reading and writing skills. General aspects of geography, history and culture in German-speaking countries are also introduced. Note: This course is not open to students with credit in German 30, 35, 101/102, 100 or similar or equivalent courses in Canada or other countries, nor is it open to students with native or near-native proficiency or who have been solely or partly educated in German. A minimum grade of C– is required for university transfer and/or to continue with GERM 112.
*(UA, UL)

GERM-211
First-Year University German I
3 credits (75:0:0 hours) Transfer*
This course is designed to develop ability in speaking, listening, reading and writing German using modern short stories, cultural readers and multi-media aids. Prerequisite: Minimum grade of C– in GERM 100 or GERM 112 or German 102 or successful completion of German 30, 35 or other similar or equivalent introductory German course. Note: Students with native or near-native proficiency or who have been solely or partly educated in German may be directed to an advanced course more suitable to their level of ability. A minimum grade of C– is required for university transfer and/or to continue to GERM 212.
*(UA, UL)

GERM-212
First-Year University German II
3 credits (75:0:0 hours) Transfer*
This course is a continuation of GERM 211 and is designed to further develop ability in speaking, listening, reading and writing German using modern short stories, cultural readers and multi-media aids. Prerequisite: Minimum grade of C– in GERM 211. Note: Students with native or near-native proficiency or who have been solely or partly educated in German may be directed to an advanced course more suitable to their level of ability. A minimum grade of C– is required for university transfer.
*(UA, UL)

GERO-301
Mental Health Concepts in Gerontology
4 credits (45:0:60 hours) Transfer*
This course focuses on the need for nurses to recognize and understand the effect that changes have on the mental health of older adults. Interventions for specific problems are introduced as well as basic mental health principles, issues in ethical decision making and pharmacotherapeutics. This course includes information that will enable nurses to understand their reactions to difficult behaviours. It offers strategies that will make nursing interactions more effective. Consequently, nurses will gain knowledge that is helpful to themselves as well as to their clients. Prerequisite: Must be a nurse, registered with their respective association, or an undergraduate nursing student with permission.
*(UL, CUC)

GERO-302
Common Health Problems in Gerontology
4 credits (45:0:60 hours) Transfer*
A primary interest of gerontological nurses is the recognition and management of health problems in older adults. This course focuses on applying assessment skills and the nursing process to these problems. The determination of client status and the relationships between concepts and practice of gerontological nursing are integrated. Prerequisite: Must be a nurse, registered with their respective association or an undergraduate nursing student with permission.

GERO-303
Mental Health Concepts
4 credits (45:0:60 hours) Transfer*
This course focuses on the need for nurses to recognize and understand the effect that changes have on the mental health of older adults. Interventions for specific problems are introduced as well as basic mental health principles, issues in ethical decision making and pharmacotherapeutics. This course includes information that will enable nurses to understand their reactions to difficult behaviours. It offers strategies that will make nursing interactions more effective. Consequently, nurses will gain knowledge that is helpful to themselves as well as to their clients. Prerequisite: Must be a nurse, registered with their respective association, or an undergraduate nursing student with permission.
*(AU)
GERO-304
Older Adults and Their Environment
3 credits (45:0:0 hours) Transfer*
This course examines the breadth and depth of the older person’s environment. With the individual as the focus, the course takes an increasingly broad look at the context in which older people live, extending from the home and the community to wider social environments. Such a multi-perspective approach fosters a comprehensive understanding of the experiences of older people and a holistic view of their health. Prerequisite: Must be a nurse, registered with their respective association or an undergraduate nursing student with permission.
*(AU)

GERO-305
Counselling Skills for Gerontic Nurses
3 credits (45:0:0 hours) Transfer*
This course provides the opportunity for nurses to explore the role of the counsellor. The student will review current skills and develop counselling skills specifically related to the older adult. Both practical and theoretical experiences are included. Prerequisite: Must be a nurse, registered with their respective association or an undergraduate nursing student with permission.
*(AU)

GERO-306
Field Project in Gerontology
3 credits (15:0:120 hours) Transfer*
The field project in gerontological nursing provides an opportunity to integrate and apply concepts learned throughout the program to a project of the student’s own design. The project is to be planned in cooperation with, and supervised by, a qualified preceptor in the cooperating agency. The time period during which the project is to be completed will be determined by the nature of the project. Prerequisite: Must be a nurse, registered with their respective association or an undergraduate nursing student with permission.
*(UL)

GERO-307
Clinical Practice in Gerontological Nursing
6 credits (0:30:240 hours) Transfer*
This course provides an opportunity for nursing practice in a setting with older adults as clients. Students will integrate knowledge and skills and develop increased confidence and ability in a variety of nursing roles in a practice setting. Self-directed learning is emphasized. Supervision in the clinical areas will be by preceptors. Integration seminars will be led by an instructor. Prerequisite: Must be a nurse, registered with their respective association or an undergraduate nursing student with permission.
*(Other)

GOMT-111
Overview of Facility Management
2 credits (30:0:0 hours)
This course provides a comprehensive overview of the operation of leisure facilities. Through the use of field trips to facilities, students will be introduced to the management of these operations. Some of these facilities will feature golf as the single most important activity and some will be multi-use facilities.

GOMT-112
Facility Maintenance
2 credits (30:0:0 hours)
This course examines a facility’s record drawings and specifications and deals with each building system including architectural, structural, mechanical, electrical and site. Various aspects of facility operations and maintenance will be reviewed including organizational structures, preventative maintenance, inspections, security, life safety, contracted services, operating costs, alterations and renovations.

GOMT-121
Food and Beverage Operations I
2 credits (30:0:0 hours)
This course provides an overview of food and beverage operations in golf facilities and examines the requirements for their successful operation.

GOMT-171
Golf Operations Management Practicum I
2 credits (0:0:800 hours)
Practicum is an integral part of the program that balances on-the-job training and experience with completed coursework. Reporting to a senior manager, this practicum involves working full time as a paid staff member in a golf operation. Prerequisite: Enrolment in the Golf Operations Management Major.

GOMT-211
Working With Boards and Committees
1 credit (15:0:0 hours)
This course will enable participants to work more effectively with boards and committees. Various aspects of the structure, roles and administration processes that characterize board-governed, nonprofit organizations, will be examined.

GOMT-221
Food and Beverage Operations II
2 credits (30:0:0 hours)
This second level food and beverage course provides an overview of the features of food and beverage facilities and examines the requirements of their successful operation. Prerequisite: GOMT 121

HAPR-101
Bioacoustics of Human Hearing
3 credits (0:0:45 hours) Transfer*
This course will provide information regarding the basic anatomy and physiology of the auditory system. Sound and its measurement in terms of acoustics and psychoacoustics will also be addressed.
*(AU)

HAPR-102
Hearing Testing I
2 credits (0:15:30 hours)
This course will introduce the types of hearing measurement techniques performed by Hearing Aid Practitioners, examine the equipment and environmental set-up required for measurement of hearing, and discuss calibration of the equipment. Prerequisite/Corequisite: HAPR 101.

HAPR-103
Hearing Instrument Technology I
4 credits (0:30:45 hours)
Hearing Instrument Technology I focuses on hearing aids and earmolds, from descriptions of the various types of hearing aids and earmolds currently available, to examination of the basic components, function, electroacoustic characteristics and troubleshooting procedures for hearing aids and earmolds, and making ear mold impressions. Prerequisite/Corequisite: HAPR 101.
HAPR-104
The Aging Client
3 credits (0:0:45 hours) Transfer*
This course explores the psychological, social and physical aspects of normal aging. Demographics of an aging population are examined and discussed as they influence and impact society. Personal values and attitudes as well as those evident in government policies, community planning and the health care delivery system are also examined.
*(AU)

HAPR-105
Customer Relations and Communications
3 credits (0:0:45 hours)
This course is designed to introduce students to communication skills that form the foundation of the helping process. Unique features for communication with deaf and hard of hearing persons who use hearing aids will be discussed.

HAPR-108
Business Management
3 credits (0:0:45 hours) Transfer*
An overview of the various administrative functions required to establish and manage a hearing aid practitioner practice. Marketing and service promotion are emphasized. Offered via distance delivery.
*(AU)

HAPR-110
Hearing Disorders
2 credits (0:0:30 hours) Transfer*
This course provides a survey of the hearing disorders associated with the various anatomical areas of the ear as well as the audiological manifestation of these disorders. Medical conditions and diseases that are commonly associated with hearing disorders are also discussed. Prerequisites: Minimum grade of C– in HAPR 101 and HAPR 102. Corequisite: HAPR 111 *(AU)

HAPR-111
Hearing Testing II
4 credits (0:30:45 hours)
This course will focus on the specific hearing measurement techniques performed by Hearing Aid Practitioners, including the case history, pure-tone air and bone conduction audiometry masking for pure-tone audiometry, speech testing and interpretation of the entire test battery. Prerequisites: Minimum grade of C– in HAPR 101 and HAPR 102. Corequisite: HAPR 110

HAPR-112
Professional Responsibilities
3 credits (0:0:45 hours) Transfer*
This course examines the scope of practice associated with working as a Hearing Aid Practitioner. Ethical issues as well as skills and knowledge required to be successful in the profession are also addressed.
*(Other)

HAPR-114
Practicum I
4 credits (15:90:0 hours) Transfer*
The focus of this course is the practical application of knowledge gained from first-year courses in the Hearing Aid Practitioner Program. To meet the requirements of the course, all students attend a daily classroom discussion with the instructor and complete supervised practice activities either on site at the college or under the guidance of an approved tutor in their local community. Prerequisites: Minimum grade of C– in HAPR 105, HAPR 110, HAPR 111 and HAPR 103.
*(AU)

HAPR-201
Interviewing and Counselling
3 credits (0:0:45 hours) Transfer*
This course will provide a discussion of the importance of and procedures involved in the client interview process as well as appropriate methodology for client counselling. Demonstration interviews will be utilized to enhance interaction skills for case history taking and counselling. Specific information regarding reporting of findings will also be discussed, with emphasis on the interaction between the hearing aid practitioner and other health care professionals.
*(Other)

HAPR-202
Health Promotion and Rehabilitation for Individuals With Hearing Loss I
3 credits (0:0:60 hours) Transfer*
This course will start with basic considerations for rehabilitation and special educational settings and incorporate different strategies into practice. Prerequisite: Minimum grade of C– in HAPR 202.
*(AU)

HAPR-203
Hearing Instrument Technology II
4 credits (0:30:45 hours)
This course starts with basic considerations for determining if a client is a candidate for use of hearing aids or assistive listening devices and a brief outline of the process to be completed if a client does wish to try amplification. The real-ear measurements and soundfield testing are introduced, and a review of electroacoustic analysis is completed. Finally, specific assistive listening devices and how hearing aid practitioners can help clients overcome challenges in a number of different and difficult listening environments are examined. Prerequisite: Minimum grade of C– in HAPR 114.

HAPR-204
Hearing Testing III
2 credits (0:30:15 hours)
This course covers immittance testing, special tests that provide additional or supporting information to the basic test battery, modifications to basic test procedures and writing referral letters to physicians. A review of the entire testing process, and a brief overview of some of the diagnostic physiological tests completed by audiologists are also included. Prerequisite: Minimum grade of C– in HAPR 114.

HAPR-210
Health Promotion and Rehabilitation for Individuals With Hearing Loss II
3 credits (0:0:60 hours) Transfer*
In this course hearing aid practitioner students will learn strategies they can use to assist families and hard of hearing individuals cope with loss of hearing. Students will discuss a variety of rehabilitation and special educational settings and incorporate different strategies into practice. Prerequisite: Minimum grade of C– in HAPR 202.
*(AU)

HAPR-211
Hearing Instrument Technology III
4 credits (0:30:45 hours)
This course provides students with the necessary knowledge to help clients make decisions about hearing aid characteristics, to select appropriate acoustic hearing aid characteristics, order hearing aids, complete hearing aid fittings, provide short and long term follow-up to clients and evaluate the success of the hearing aid fitting and client benefit from use of their hearing aids. Prerequisites: Minimum grade of C– in HAPR 203 and HAPR 204.
HAPR-212
Practicum II
4 credits (0:30:180 hours)
In this final practicum, students will complete practice activities in the lab, then work in hearing aid practitioner clinics under the direct supervision of approved hearing aid practitioners or audiologists. Prerequisites: Minimum grade of C– in HAPR 104, HAPR 108, HAPR 112, HAPR 201, HAPR 203, HAPR 204, HAPR 210, and HAPR 211.

HEED-110
Personal Health and Well-Being
3 credits (45:10:0 hours) Transfer*
This course is an individual-based analysis of physical fitness and personal health issues. Emphasis is on planning and managing one’s own lifestyle for health and well-being within the context of the current health care system.

HHPR-100
The Multidimensional Being — Part I
2 credits (30:0:0 hours)
Within a context-based learning environment, students will develop their knowledge about human functioning from a multidimensional perspective (psychological, physiological, bioenergetic, spiritual and socio-cultural). They will work together in a collaborative relationship with their fellow students utilizing client scenarios as a focus for integrating their knowledge and developing skills in preparing relevant, safe, appropriate and client-centred plans for care. Knowledge, skills and research from all prior program courses will be integrated into the plans of care. Students will provide substantive support for the goal priorities, the action plan and the evaluation methods. Prerequisites: HHPR 100, HHPR 110, HHPR 130, HHPR 160, HHPR 190, HHPR 200 and HHPR 170. Corequisite: HHPR 180.

HHPR-150
The Multidimensional Being — Part II
2 credits (30:0:0 hours)
Within a context-based learning environment, students will develop their knowledge about human functioning from a multi-dimensional perspective (psychological, physiological, bioenergetic, spiritual and social-cultural). They will work together in a collaborative relationship with their fellow students utilizing client scenarios as a focus for integrating their knowledge and developing skills in preparing relevant, safe, appropriate and client-centred plans for care. Knowledge, skills and research from all prior program courses will be integrated into the plans of care. Students will provide substantive support for the goal priorities, the action plan and the evaluation methods. Prerequisites: HHPR 100, HHPR 110, HHPR 130, HHPR 160, HHPR 190, HHPR 200 and HHPR 170. Corequisite: HHPR 180.

HHPR-200
Establishing a Collaborative Practice
3 credits (45:0:0 hours)
Knowledge and skills required for starting a small holistic health business, establishing a business plan, developing a marketing plan, understanding ethical and legal implications of practice, networking, technology in the workplace and establishing a healing environment, are addressed in this course. Prerequisites: All term one, two and three courses.

HHPR-240
Clinical Internship
3 credits (0:30:120 hours)
During this course, students will work in practice settings as Holistic Health Practitioner students. The internship will provide opportunities to integrate all aspects of the program, develop role definitions for their future holistic practice, and utilize entrepreneurship skills in practice settings. Integration seminars will provide students with opportunities to discuss practice issues that have arisen during their internship experiences and discuss topics related to their professional practice. Prerequisite: All term one, two, three, four and five courses.

HHPR-190
Health and Healing: Unitary Person Assessment
4 credits (30:60:0 hours)
A holistic approach to client assessment is the focus of this course. The course includes basic assessment skills (inspection and palpation), energy assessment, nutrition assessment, iridology assessment and use of numerology as a client assessment tool. Opportunity for practice of these skills will be provided in a lab setting. Prerequisites: All first year program courses.

HHPR-170
Introduction to Complementary/Alternative Modalities
2 credits (30:0:0 hours)
An overview of a wide variety of complementary/alternative healing modalities, their theoretical and/or philosophical foundations, practice and research will be explored. Practitioners from the community will discuss their specific practice and how it promotes health and well-being of clients.

HHPR-190
Health and Healing: Unitary Person Assessment
4 credits (30:60:0 hours)
A holistic approach to client assessment is the focus of this course. The course includes basic assessment skills (inspection and palpation), energy assessment, nutrition assessment, iridology assessment and use of numerology as a client assessment tool. Opportunity for practice of these skills will be provided in a lab setting. Prerequisites: All first year program courses.

HHPR-200
Establishing a Collaborative Practice
3 credits (45:0:0 hours)
Knowledge and skills required for starting a small holistic health business, establishing a business plan, developing a marketing plan, understanding ethical and legal implications of practice, networking, technology in the workplace and establishing a healing environment, are addressed in this course. Prerequisites: All term one, two and three courses.

HHPR-240
Clinical Internship
3 credits (0:30:120 hours)
During this course, students will work in practice settings as Holistic Health Practitioner students. The internship will provide opportunities to integrate all aspects of the program, develop role definitions for their future holistic practice, and utilize entrepreneurship skills in practice settings. Integration seminars will provide students with opportunities to discuss practice issues that have arisen during their internship experiences and discuss topics related to their professional practice. Prerequisite: All term one, two, three, four and five courses.

HHPR-250
Acupressure
8 credits (90:28:60 hours)
Acupressure is an effective ancient healing art, which uses finger pressure to stimulate specific points on/under the skin using special manipulation techniques. This local stimulation causes a global reaction, which affects the energy flow and activates the body’s self-corrective abilities. Students will learn the fundamental theory of Chinese medicine, principles of diagnosis and treatment, acupressure techniques and the application of these principles to individuals in their care. Special attention will be paid to the accurate determination of the locations of acupoints and meridians and their usage in treating different adult and infant diseases. Corequisite: HHPR 110.
HHPR-251
Flower Essences
8 credits (90:28:60 hours)
In this course, you will develop the skills to help others select and use flower essences. Skill areas include: essence selection, essence preparation, preparation of mixed remedies, combining the use of essences with related modalities (e.g. essential oils, bodywork), client assessment and documentation. To support your development as a flower essence practitioner, you will learn about the values, philosophy and theories related to flower essences, the influence of botany and plant attunement and how to read the language of the soul. Ethical and legal issues related to establishing a practice are included. Corequisite: HHPR 110.

HHPR-252
Herbolgy
8 credits (90:28:60 hours)
This course provides an introduction to herbolgy and its models, definitions and terms as well as health and disease models. The functions and therapeutic uses of individual herbs are addressed from a functional perspective. Students will also learn the characteristics of medicinal plant species including their anatomy, physiology, ecology, phylogeny, nomenclature classification and use. Nutritional therapy is also addressed. An overview and synthesis of various perspectives (Ayurvedic, traditional Chinese medicine, Native medicine and Western holistic medicine) will be presented. Corequisite: HHPR 110.

HHPR-253
Reflexology
8 credits (90:28:60 hours)
This course will cover assessment of the hands and feet from a reflexology perspective. The basic reflex points for the hands and feet according to the reiterative theory of reflexology are learned and practiced. The relationship between acupuncture meridians and reflex points is also included. How to safely practice as a reflexologist is addressed theoretically and practically. In addition, students will learn how reflexology can support the health and well-being of clients by promoting relaxation, circulation, assimilation and elimination. Corequisite: HHPR 110.

HHPR-254
Reiki
8 credits (90:28:60 hours)
This course will introduce students to Reiki, a technique for healing and stress reduction that uses universal life force energy. This course includes initiation to Reiki at the first degree, second degree and advanced level, instructions on how to use this energy, opportunities to use this energy, spiritual-physical practices to enhance the flow of universal energy for Reiki and other energy modalities. Corequisite: HHPR 110.

HHPR-255
Touch for Health
8 credits (90:28:60 hours)
Touch for Health educates practitioners in the techniques of specialized kinesiology, which combines muscle testing and the Chinese meridian system. In this way, the practitioner can identify blockages in a person’s energy field and allow the innate intelligence of the person’s body to dictate the best corrective procedure. These corrections will vary from person to person and may involve pain relief techniques, working with emotional issues, balancing with colour or sound, testing for nutritional requirements or possible food sensitivities, as well as a wide range of other techniques specific to the person’s individual needs. Corequisite: HHPR 110.

HHPR-256
Neuro-Linguistic Programming (NLP)
8 credits (120:0:0 hours)
Neuro-Linguistic Programming is the art and science of communication. NLP is also a collection of observations, attitudes, skills and techniques derived from studying successful people. The observations, attitudes and skills of NLP can provide you with ways to identify and change habitual thinking patterns, unproductive attitudes, beliefs and behaviours. The techniques of NLP can enhance your communication skills and assist you in managing your thoughts, attitudes and actions so that you successfully fill your life with exactly what you want. Keys to success include: demonstration of understanding and integration of the presuppositions, attitudes and techniques of the NLP Model, demonstration of the ability to shift awareness to external or internal as required by the moment’s task, dissociation and association skills, verbal and non-verbal elicitation of responses, accessing and building of resources and demonstration of behavioural flexibility. Corequisite: HHPR 110.

HHPR-257
Holistic Nutrition
8 credits (90:28:60 hours)
This course will introduce students to the use of whole foods for health maintenance and disease prevention. Students will learn how to identify easily recognizable signs and symptoms of nutritional imbalance in themselves and others. Information on therapeutic food choices and when to refer to other health care professionals will be discussed. Corequisites: HHPR 110 or equivalent.

HIST-110
Early World History II
3 credits (45:0:0 hours) Transfer*
This course will examine the leading themes, developments, and events in world history from the end of the sixth century to the fifteenth century.
*(UA, UC, UL, KUC, CU)

HIST-111
The Early Modern World: c. 1400 — 1800
3 credits (45:0:0 hours) Transfer*
This course presents a survey of world history from the fifteenth to the eighteenth century. Note: Students choosing HIST 111 for the partial fulfillment of the Humanities Group A requirement must also take one of CLAS 110, HIST 110, or HIST 112. Not open to students with credit in HIST 120.
*(UA, UC, UL)

HIST-112
The Modern World: c. 1800 — Present
3 credits (45:0:0 hours) Transfer*
This course presents a survey of world history since the beginning of the nineteenth century. Note: Students choosing HIST 112 for the partial fulfillment of the Humanities Group A requirement must also take one of CLAS 110, HIST 110 or HIST 111. Not open to students with credit in HIST 120.
*(UA, UC, UL)

HIST-130
American History: Post-1865
3 credits (45:0:0 hours)
This course is an introduction to United States history. It will examine the major issues and themes from the period of Reconstruction to the present and provoke a greater sense of the past in shaping the present in American society.
HIST-207
Europe in the Central Middle Ages
3 credits (45:0:0 hours) Transfer*
This course aims to introduce the student to the important events, developments and themes of a period crucial to the emergence of Europe: the central Middle Ages (c. 800-1200). The emphasis will be on political developments, but other themes — social, religious, economic, cultural, etc. — will also be examined. Note: Not open to students with credit in HIST 200.
*(UA, UC, UL, KUC, UC, AU, CU, CUC, Other)

HIST-208
Europe in the Later Middle Ages
3 credits (45:0:0 hours) Transfer*
This course aims to introduce the student to the important events, developments and themes in medieval European history from the thirteenth to the fifteenth centuries. The emphasis will be on political developments, but other themes — social, religious, economic, cultural, etc. — will by no means be ignored. Note: Not open to students with credit in HIST 200.
*(UA, UC, UL, KUC, CU, Other)

HIST-250
American History to 1865
3 credits (45:0:0 hours) Transfer*
This course presents a survey of United States history from Colonial times to the Civil War.
*(UA, UC, UL)

HIST-251
American History Since 1865
3 credits (45:0:0 hours) Transfer*
This course presents a survey of United States history from the Civil War to the present.
*(UA, UC, UL)

HIST-260
History of Pre-Confederation Canada: 1500-1867
3 credits (45:0:0 hours) Transfer*
This course is a survey of the leading developments and themes in Canadian pre-confederation history from 1500 — 1867. It will treat the various individuals and cultures which have contributed to building the pre-confederation society and their role in shaping the present.
*(UA, UL, AUC, KUC, UC, AU, CU, CUC)

HIST-261
History of Post-Confederation Canada: 1867 to the Present
3 credits (45:0:0 hours) Transfer*
This course is a survey of the leading developments and themes in Canadian history since Confederation in 1867. It will treat the various individuals and cultures which have contributed to building the post-confederation society and their role in shaping the present.
*(UA, UL, AUC, KUC, UC, AU, CU, CUC)

HIST-281
Asia Since A.D. 1500
3 credits (45:0:0 hours) Transfer*
This Asian survey course will focus on developing an understanding of East, Southeast and South Asia through an examination of the main themes and developments in the region. The emphasis will be on the socio-cultural, economic and political history, and the role of indigenous societies will be stressed.
*(UA, UC, UL, KUC, CU)

HIST-294
History of Sciences and Technology
3 credits (45:0:0 hours) Transfer*
This course surveys important themes, traditions, people and institutions of Western science, technology and medicine. It is designed to familiarize students with an important aspect of European/Western culture and to serve as an introduction to and preparation for more advanced courses in the history of science and medicine. This course emphasizes how individuals and societies have understood and explained the natural world and their place in it, and how they have approached and justified the investigation of that world.
*(UA, UC, UL)

HIST-338
Britain As a World Power
3 credits (45:0:0 hours) Transfer*
This course briefly sketches Britain’s rise to predominance, then it examines more closely her experience while in that position — the domestic issues and changes as well as the problems and shifts of foreign relations. Finally, it looks at the process, the events and developments of Britain’s eclipse as a world power.
*(UA, UL, AUC, KUC, UC, AU, CU, CUC)

HIST-365
The Canadian West to 1885
3 credits (45:0:0 hours) Transfer*
This course will examine the history of the Canadian West to 1885. Topics will include the development of fur trade societies, origins of the Metis, Red River and west coast settlements, British Columbia gold rushes and the incorporation of the western territories and peoples into Canada.
*(UA, UC, UL)

HIST-366
The Canadian West Since 1885
3 credits (45:0:0 hours) Transfer*
This course will examine the history of the Canadian West since 1885 with a focus on the economic, social and political aspects of regional alienation, identity and protest.
*(UA, UC, AU, UL)

HLST-100
Spiritual Foundations of Mental Health
2 credits (0:60:0 hours)
This experiential based course will explore different methods to achieving inner balance and harmony. Students will be provided the opportunity to explore the sense of self as a whole person and how we relate in our world. Various techniques will be utilized to develop inner balance, including traditional Aboriginal teachings.

HLST-150
Human Disease Processes
3 credits (45:0:0 hours)
In this course, students explore the concept of health and study the various aspects of disease. Body systems are reviewed and diseases of each system are covered. Prerequisites: MTST 120, MTST 122, MTST 125 and MTST 126.

HLST-210
Human Sexuality
3 credits (45:0:0 hours) Transfer*
This course provides an overview of human sexuality. Biological, psychological and cultural components of sexual health are integrated throughout the course. Instructor presentation, group discussions and expert guest speakers provide students with the opportunity to explore a wide range of topics in this complex subject.
*(UA, CU, AU)
HLST-290
Nutrition/Pharmacological Concepts
3 credits (45:0:0 hours)
This course presents the basic principles of nutrition and pharmacology that promote healthy lifestyle. Nutrition will emphasize awareness and choice. Pharmacology content will include how drugs work and knowledge of classifications. Over-the-counter and natural products will be examined. Prerequisites: MTST 120, MTST 125, MTST 126, MTST 122 and HLST 150.

HLST-300
Teaching and Learning in Health Care
3 credits (45:0:0 hours) Transfer*
Within a healthcare context this course explores the concepts of the teaching process and learning theories. The process of assessment, planning, implementation and evaluation of instructional design will be introduced. Skills necessary to put theory into the practice of teaching different types of learners, individuals and groups will be developed. The importance of teaching as a healthcare professional role will be emphasized.
*(UA, CU, UL, KUC, AU, CUC, AUC)

HLST-310
Health Promotion for Human Service Providers
3 credits (45:0:0 hours)
This course provides students with a broad survey of health promotion concepts, strategies and tools. Key determinants of health and their impact on health status are explored and strategies for health promotion are introduced. The course fosters an understanding of the relevancy of a health promotion orientation to quality of life.

HRMT-140
Staffing and Performance Management I
3 credits (45:0:0 hours)
This course examines the dynamics of the staffing function and provides the student with a background in recruitment and selection. Students examine legislative and legal issues in relation to staffing functions, and consider and develop the role of staffing within the organizational framework. Students also examine the elements of performance management systems and their role in the organization. Prerequisite: HRMT 180.

HRMT-150
Employee/Labour Relations I
3 credits (45:0:0 hours)
This introductory course provides students with an overview of the practice of employee and labour relations. The course reviews the role and structure of unions and management as well as provides a brief history of the labour movement. The environment in which unions and management operate is also examined. The legislative framework for labour relations practices is provided, including a review of the relevant laws. The union organizing drive to certification, collective bargaining and collective agreements are introduced as are disputes and dispute resolution. Building positive employee and labour relations is emphasized. Prerequisite: HRMT 180.

HRMT-160
Human Resources Training and Development I
3 credits (45:0:0 hours)
This is an introductory course focusing on principles, concepts and processes leading to quality learning experiences. Course topics include the learning organization, organizational culture, adult learning concepts and strategies, needs assessment, development and delivery of alternate learning experiences, evaluation of the learning experiences and the design of a learning centre. Theory and practical applications are developed through various learning experiences, including mini-cases and a presentation situation. Prerequisite: HRMT 180.

HRMT-180
Human Resources Management
3 credits (45:0:0 hours) Transfer*
This course is designed as an overview of the human resource process. It shows how organizations obtain, maintain and retain their human resources. In particular, it shows the interrelationship of the various human resource functions within an organization and their relationship with the rest of the management systems in the organization.
*(UA, KUC)

HRMT-220
Human Behaviour in the Organization
3 credits (45:0:0 hours)
This course is intended to examine specific elements of behaviour in organizations in greater depth than in the prerequisite course. Topics include communication, leadership, motivation, conflict management and team skills. Emphasis is on the ability to work with these concepts in a practical and effective manner. A significant proportion of the course requirements will be met through group work. The perspective taken is that of the human resource professional in the organization. Prerequisite: MGMT 122.

HRMT-230
Compensation and Benefits II
3 credits (45:0:0 hours)
This course builds on the philosophies, principles and concepts presented in Compensation and Benefits I using a planning, design and administration perspective. Compensation topics include: determining comparator markets, linking compensation organizational needs, business strategies and plans, the role of performance management in compensation, costing compensation programs and current trends such as broad banding, competency pay and variable pay. Benefits topics include: pay for time not worked, health and dental care, employer sponsored insurance and retirement benefits, retirement planning, benefit plan design and emerging issues affecting it. Prerequisite: HRMT 130.

HRMT-240
Staffing and Performance Management II
3 credits (45:0:0 hours)
This course builds on Staffing and Performance I and provides greater depth. It examines the training, measurement, evaluation and legal issues of staffing and performance management. Topics include: outsourcing contracts, redeployment, non-traditional employment relationships, development of performance management models, the infrastructure needed for support of these models, as well as evaluation and modification of these models. Prerequisite: HRMT 140.
HRMT-250
Employee/Labour Relations II
3 credits (45:0:0 hours)
Building upon Employee/Labour Relations I, this course covers such topics as the interpretation and administration of collective agreements and corporate policies. Unfair labour practices, human rights complaints and pay issues are examined in detail. Human rights, labour and employment standard legislation form the foundation for this practical oriented, hands-on look at employee and labour relations. Prerequisite: HRMT 150.

HRMT-260
Human Resources Training and Development II
3 credits (45:0:0 hours)
In this course, the student will examine and apply advanced principles, concepts, processes and applications. Specifically, topics will include assessing current and future job/task requirements, needs and tasks assessments, development of custom learning experiences, evaluation of learning experience activities and programs, overall staff development plans, application of value-added training and development concepts, use and evaluation of external consultants and contract supplies, and networking techniques. The relationship, role and recommendations between the staff development function and corporate strategic business plan(s) will be explored. Considerable emphasis is placed on practical application of principles. Prerequisite: HRMT 160.

HRMT-280
Human Resources Field Placement
3 credits (15:0:105 hours)
This is a supervised field project which is individualized to fit the needs of the student. Each student meets with the Program Co-ordinator and their employer or a participating organization. An appropriate project is designed and carried out by the student. This human resources diploma capstone course is jointly evaluated by College staff and members of the participating organization. Prerequisite: Fourth term standing.

HSAD-300
The Human Service Administrator
3 credits (45:0:0 hours) Transfer*
In this overview course you will be introduced to the roles and responsibilities of administrators in human services organizations. Beginning with a discussion of the changing context for human services delivery, course content includes leadership, organizational culture, human resource management, financial management, strategic planning, working with Boards, marketing and public relations, social entrepreneurship, partnership and collaboration. By the end of the course you will have an understanding of the range of skills you need to develop in order to be successful in a management position. You will have a beginning familiarity with recognized management literature, as well as discipline specific resources and journals. *(AU)

HSAD-305
Interpersonal Communication Skills for Human Service Administrators
3 credits (45:0:0 hours) Transfer*
This course will explore the interpersonal dimension of the role of leaders, managers and supervisors in human service agencies. It will help those aspiring to, or in leadership roles, develop skills and understandings for creating effective interpersonal environments in their workplace. Participants will have the opportunity to review and extend their communication skills, to learn strategies for time and stress management, and to explore and practice skills required for team building; setting directions, action-planning, managing meetings, problem-solving and resolving conflict. Please note: this course is intended for persons who have trained in an area of human services.
*(AU)

HSAD-310
Managing Human Resources in Human Service Agencies
3 credits (45:0:0 hours)
This course is designed to introduce you to the theory and practice of personnel management in human service organizations. Utilizing a humanistic approach to human service management, you will acquire the skills to recruit, select, orient, train and retain staff that will allow your organization to achieve its goals. You will examine a number of leadership styles and learn to apply them appropriately. You will also acquire the skills to appraise staff and improve performance. Additional topics include: labour relations, occupational health and safety and the unique considerations related to part-time and contracted employees.

HSAD-315
Managing Financial Resources in Human Service Agencies
3 credits (45:0:0 hours)
In the era of increased accountability, human service administrators are required to be effective financial managers and leaders. Starting with the basics of understanding and presenting financial reports, students will learn the forms of financial reporting, basic accounting principles and the use of technology in financial management. Key concepts in financial controls, auditing and cost-benefit analysis will also be discussed. Prerequisites: HSAD 300, HSAD 305 and HSAD 310.

HSAD-320
Trends and Issues in Human Service Administration I
3 credits (45:0:0 hours)
This course focuses on exploring the management implications of current trends and issues in the organization and delivery of human services. Trends affecting the worker, workplace, delivery of service and the management of human services will be identified and the resulting issues and implications discussed. Human service delivery in Canada along with a selection of countries: New Zealand, United States and Sweden will also be explored. Prerequisites: HSAD 300, HSAD 305, HSAD 310 and HSAD 315.
HSAD-399
Work Project in Human Service Administration I
15 credits (45:0:0 hours)
This course is the first of two work terms that provide the student an opportunity to apply theory to the practice of administration in a human service organization. Within a six month period, the student will complete 15 weeks of directed field study and associated academic assignments. The work term may be carried out in the student’s place of employment or an assigned agency. Students complete a major project that is relevant to the agency’s mandate and to their professional growth. Prerequisites: HSAD 300, HSAD 305, HSAD 310, HSAD 315 and HSAD 320. Note: Must be accepted into the HSAD program or consent of the Chair.

HSAD-430
Managing Physical Resources in Human Service Agencies
3 credits (45:0:0 hours)
This course is designed to familiarize students with important aspects of managing physical resources in human service organizations. You will learn about business plans, the importance of risk management, how to assess existing facilities and how to plan for improvements. The basics of facility and equipment management, including maintenance procedures and purchasing versus leasing will be introduced as important tools for the human service administrator. Prerequisites: HSAD 300, HSAD 305, HSAD 310 and HSAD 315.

HSAD-435
Managing Change: Planning, Monitoring, and Evaluating Human Service Agencies
3 credits (45:0:0 hours)
Human service agencies are faced with tremendous and continual challenges. Learning how to plan for change, monitor progress towards goals and ensure effectiveness and efficiency are critical to remain viable in today’s rapidly changing world. In this course, students are introduced to environmental scanning, needs assessment, strategic and operational planning and outcome monitoring. Proposal writing, marketing and agency promotion are addressed. Prerequisites: HSAD 300, HSAD 305, HSAD 310 and HSAD 315 or consent of the Chair.

HSAD-440
Research Practices in Human Service
3 credits (45:0:0 hours) Transfer*
Designed to introduce students to research practices in the human service fields this course covers qualitative and quantitative research, action research and narrative research. Reflective practice will be emphasized. Students will develop skills in locating, reading critically and analyzing research relevant to their field. Prerequisites: HSAD 300, HSAD 305, HSAD 310, HSAD 320 and HSAD 399 or consent of the Chair.

HSAD-445
Community-Based Practice in Human Service Agencies
3 credits (45:0:0 hours)
This course examines the role of the administrator in service delivery to communities using a community development framework. Focusing on a community strengths approach, the course includes community consultation, inter agency cooperation, networking and building professional community, moral and ethical issues in community work and serving diverse communities including immigrant and native communities. Prerequisites: All 300 level courses, HSAD 430, HSAD 435, HSAD 440 or consent of the Chair.

HSAD-499
Work Project in Human Service Administration II
15 credits (45:0:0 hours)
In this second and concluding work term, students demonstrate effective practice in the administration of a human service organization. Within a six month period, the student will complete 15 weeks of directed field study and associated academic assignments. The outcome of this work term is a capstone project that makes a meaningful contribution to the agency, the field or the profession. Projects require research, application of theory and presentation of the results. Prerequisites: All 300 level courses, HSAD 430, HSAD 435, HSAD 440 and HSAD 445.

INFM-103
Reference Fundamentals
3 credits (45:0:0 hours)
This course is designed to provide an introduction to basic information sources and services. Standard reference sources, both print and electronic, will be studied and students will acquire an understanding and practical knowledge of the common reference sources used in public services. The philosophy and ethics of public service, as well as customer service issues and procedures, will be introduced.

INFM-104
Collection Development
3 credits (45:0:0 hours)
This course examines the principles, policies and procedures for developing collections of information materials. It includes topics relating to the tools necessary for the selection and acquisition of materials, the ordering of materials both manually and in an automated context, the deselecting of materials, interlibrary loan and resource-sharing models and issues of current importance in the information industry, including copyright, personal portfolio and intellectual property.

INFM-152
Information Services and Resources I
3 credits (45:0:0 hours)
This course is designed to provide an introduction to basic information sources and services. Students learn how to conduct an effective reference interview and evaluate reference services. Advanced Internet search techniques will be developed and students will learn to evaluate Internet sources and provide virtual reference services. Students will learn about providing reference services to specific groups of users, including issues and resources relating to public and school libraries. Prerequisite: INFM 103.

INFM-155
Organization of Information I
3 credits (30:30:0 hours)
This course introduces students to the theory and principles of information organization. It examines in detail the Anglo-American Cataloguing Rules for describing information materials in a variety of formats, and the Sears and Library of Congress Subject Headings lists for organizing information for retrieval by subject. Also included are MARC and other information exchange formats and procedures for deriving cataloguing and subject access information from external sources.
INFM-202
Information Services and Resources II
3 credits (45:0:0 hours)
This advanced level reference course introduces students to the principles and practices of database searching, reference materials in specialized collections and bibliographic instruction. Students will examine the structure and philosophy of academic and special libraries, focusing on resources for specific subjects and special clientele. Factors influencing the future of libraries and information technology will also be discussed. Prerequisite: INFM 152.

INFM-205
Organization of Information II
3 credits (30:30:0 hours)
This course covers the theory and principles of indexing and abstracting and the classification of materials using the Dewey Decimal and Library of Congress classification schemes. Further examination and use of information exchange formats such as MARC are also included. Prerequisite: INFM 155.

INFM-208
Introduction to Storytelling and Literature for Children and Young Adults
3 credits (45:0:0 hours)
This introductory course will cover reading and evaluation of literature appropriate for children from pre-school through grade nine, developing criteria for selecting and using literature with children, analyzing and discussing issues in the field of children’s literature and basic storytelling techniques.

INFM-255
Organization of Special Materials
3 credits (45:0:0 hours)
This course examines methods for organizing specialized information materials, including systems for organizing records and archives. Also included in this course are methods for serials management and the use of computer technology to manage special types of materials. Prerequisites: INFM 155 and INFM 205.

INFM-258
Information Systems Design
3 credits (45:0:0 hours)
This course is an introduction to the planning and process of information systems. Topics will include the components of a technology plan such as evaluating and selecting software and hardware, customizing systems, network requirements, and evaluating vendor support. Prerequisites: INFM 202 and INFM 205.

INFM-259
Information Services Management
3 credits (45:0:0 hours)
This course familiarizes students with the governance of libraries and other information organizations, the marketing of such organizations, mission and vision statements and policy development. Also studied are leadership styles, supervision, job descriptions, performance appraisals and financial management. Customer service and entrepreneurship are also discussed. Prerequisites: INFM 202 and INFM 205.

INFM-260
Field Placement
3 credits (10:0:170 hours)
This is a practical course in which students will spend four weeks in an information agency to gain actual first-hand experience. The ten classes in the term will cover such topics as resume writing, cover letters, job search techniques, interview skills and proposal writing. Prerequisites: INFM 255, INFM 258 and INFM 259.

INSE-0097
Integration Seminar
1 credit (15:0:0 hours)
This course is designed to provide students in University Studies an opportunity for general academic development and planning. Students will be updated on current happenings at the University of Alberta, in order to facilitate a smooth transfer between institutions. This is a required course for all first-year science students. (This course carries no credit toward a degree.)

INSE-0098
Integration Seminar
1 credit (15:0:0 hours)
This course is designed to provide students in University Studies an opportunity for general academic development and planning. Students will be updated on current happenings at the University of Alberta, in order to facilitate a smooth transfer between institutions. This is a required course for all first-year science education students. (This course carries no credit toward a degree.)

INSE-0099
Integration Seminar
1 credit (0:0:7 hours)
This course is designed to provide students in University Studies an opportunity for general academic development and planning. Students will be updated on current happenings at the University of Alberta, in order to facilitate a smooth transfer between institutions. This is a required course for all first-year science students. (This course carries no credit toward a degree.)

INSR-101
Insurance Principles and Practices
3 credits (45:0:0 hours)
This course is an introduction to the principles of insurance and the legal environment of insurance, documents of insurance, applications, binders, policies, insurance company organization, insurance procedures, claims adjusting, reinsurance and insurance organizations.

INSR-119
Essentials of Insurance and Risk Management
3 credits (45:0:0 hours)
This introductory course provides the non-insurance student with an overview of the risk management process and the insurance environment. Topics covered include: the concept and function of risk management within an organization, the steps in the risk management process, major loss exposures facing an organization, the nature of insurance and the coverages available for an organization, how to obtain insurance and the players involved in the insurance transaction.

INSR-202
Personal Property Insurance
3 credits (45:0:0 hours)
This introduction to personal property insurance covers the basic fire insurance policy and the extended coverage endorsement, Insurance Act provisions, fire insurance, fire statutory conditions, concepts relating to property insurance, co-insurance, mortgage clauses, dwelling fire insurance coverages, dwelling extended coverage endorsement, introduction to inland, marine and multi-peril forms and underwriting of those forms, miscellaneous coverages, homeowner’s policy, tenant’s package policy, cooperative and condominium insurance. Prerequisite: INSR 101
INSR-203
Automobile Insurance
3 credits (45:0:0 hours)
This course focuses on introduction and development of automobile insurance, applications for automobile insurance, the automobile policy, endorsements, industry programs for insurance availability and highway victims’ indemnity funds, automobile insurance rating, automobile marketing and specifics of policy coverage in each province including Quebec and Ontario plans.

INSR-204
Liability Insurance
3 credits (45:0:0 hours)
This course introduces the student to those legal principles that affect liability insurance. Some of the more common ways people become liable to each other are discussed. Various liability insurance policies, such as the commercial general liability, and others are examined in detail. Other topics include underwriting, claims and reinsurace. Prerequisite: INSR 101.

INSR-205
Risk Management and Insurance
3 credits (45:0:0 hours)
This course is an introduction to the risk management process—scope, objectives, exposure identification and analysis, formulating alternatives for dealing with each exposure, loss control, loss financing, retention and transfer. Case studies are used to identify risk. Different forms of commercial insurance are discussed. Prerequisite: INSR 101

INSR-210
Essential Skills for the Insurance Broker and Agent
3 credits (45:0:0 hours)
This course is an overview of insurance business practices from the broker's perspective. It is a skills-based course concentrating on the needs of personal lines clients and small commercial risks. The student will be introduced to the role of a broker as an insurance intermediary. The progress of a risk from initial contact with the client through the evaluation and application process, to binding and policy documents will be studied. The course will also review the major product lines and common policy transaction that a broker handles. Prerequisite: INSR 101 or equivalent.

INSR-211
Essentials of Loss Adjusting
3 credits (45:0:0 hours)
Focused knowledge of insurance and professional conduct within the claims domain forms the core of this course. Soft skills and knowledge required to handle claims are blended in the curriculum in order to improve fundamental claims handling techniques. The student will learn about managing relationships in order to gather critical information in the claims handling process. A step-by-step process delivers the key to policy analysis for coverage evaluations. The student will also learn the fundamentals of investigations, evaluation, negotiation, and settlement within the claims process. Specific introductory claims knowledge will be covered in automobile, property and liability claims. Prerequisite: INSR 101 or equivalent.

INSR-212
Underwriting Essentials
3 credits (45:0:0 hours)
The course begins with an overview of the underwriter's role as an investor of shareholder capital on behalf of the insurer. The role of the underwriter in accepting or rejecting risk for the insurer within parameters both set by the insurer and imposed by the external environment will be discussed. Consideration will be given to the many types of detailed knowledge, the “hard” and “soft” skills, and the temperament of an underwriter needed to perform effectively and efficiently. These characteristics will be applied in the analysis of individual property, liability and automobile risks. Prerequisite: INSR 101 or equivalent.

INSR-213
Advanced Loss Adjusting
3 credits (45:0:0 hours)
This course builds on the knowledge gained in INSR 211. Real claim scenarios provide the backdrop for this learning model. In a commercial fire loss setting, the claims process is explored. More complex claim situations that involve appraisal, salvage, subrogation, and more formal contact with claimants are covered. Business interruption, crime and stock burglary claims are analyzed. Gathering and preserving evidence and the assessment of its credibility are discussed. A comprehensive analysis is presented on liability claims with respect to policy coverage analyses, duty owed, obligations, and damages. Important issues to consider with respect to preparing for mediation are covered. Prerequisites: INSR 101 and INSR 211 or equivalent.

INTB-101
The Pacific Century
1 credit (15:0:0 hours)
This course studies the economic dynamism exhibited by countries in the Asia-Pacific region and its manifold consequences for countries inside and outside the region. The first implication of this economic dynamism to be examined is the demonstration effect powerful growth in the region has created around the world. This effect is seen in the impact Asia-Pacific growth has had on the patterns of economic thought and policies in many Western industrialized countries. This broader and more substantive interregional partnerships made possible by Asia-Pacific growth will then be studied for its implications for new international market and business opportunities. Lastly, the course will discuss the threat to existing national economic and social policies implied by the new standard of economic and business competitiveness created by a new competitive Asia-Pacific.

INTB-103
Business Systems in East Asia
1 credit (15:0:0 hours)
This course overviews the different forms of business structures in East Asia. Its primary aim is to explore the influence cultural and social factors exert on business practices in East Asian countries such as Japan, Korea, Taiwan and Hong Kong. Topics to be discussed in this context include managerial styles, decision-making processes, employer/employee relations, inter-firm relations, the role of social institutions in business evolution and government approaches to business policies. Differences between East Asian business systems and Western practices will also be contrasted in a comparative analysis of East Asian and dominant Western business approaches.

INTB-104
Global Business Trends
1 credit (15:0:0 hours)
This course examines the recent trends in global economic conditions and their implications for business management. In particular, it will overview the business implications of recent developments such as the formation of the World Trade Organization (WTO), the Maastricht Treaty and the establishment of other trade blocs, emergence of an international financial market, increased international mobility of capital and global technological change. This course will explain how these developments have impacted upon the conduct of business in today’s economy. Phenomena such as rising global competition, greater international production, the pursuit of economies-of-scale by firms and international strategic business alliances will be explained in the context of the above economic events.
INTB-105
Canada and the Asia-Pacific
1 credit (15:0:0 hours)
This course will provide a broad survey of the relations between Canada and the Asian Pacific countries such as China (including Hong Kong), Japan, Korea, Taiwan and ASEAN. It will cover the historical evolution of Canada’s relations with Asian Pacific countries and contemporary policies of the federal government and the government of Alberta towards these countries. It will discuss the recent development in Canada’s economic, cultural, educational and immigration ties with the Asia-Pacific region.

INTB-200
Asia-Pacific Practicum
3 credits (10:0:255 hours)
For a minimum of six weeks, students work in the Asia-Pacific or in Canada, with a company that is active in the Asia-Pacific region. Alternatively, students may undertake to complete a business project, in consultation with the Program. Prerequisite: Completion of Asia Pacific Program. Note: Students will be assessed tuition for the practicum.

INTB-201
Asia-Pacific Independent Study
2 credits (15:0:30 hours)
Students will work in cooperating companies in the Asia-Pacific region or in Canadian companies conducting business in Asia.

INTB-203
Doing Business in East Asia
1 credit (15:0:0 hours)
This course overviews the business culture, practices and etiquette in selected East Asian countries. The East Asian countries covered in this course include China, Japan, South Korea and Taiwan. How businesses in these countries approach the establishment of business contacts, conduct of business meetings and negotiations and development and maintenance of business relationships will be the main focus of this course. Through simulated exercises, students will also learn the influence of local culture on business conduct in areas such as gift giving, proper dress code, social etiquette and communication style.

INTB-204
Trade Logistics
1 credit (15:0:0 hours)
This course introduces students to the basics of logistics management in international trade. Students will learn, through simulation, the import/export processes and the basics of transportation management. Topics to be covered in this course include the export/import processes, elements of logistics, formation of a logistics plan, transportation management, trade documentation and product standards and related issues.

INTB-205
Independent Project
1 credit (15:0:0 hours)
This course provides students with an opportunity to enhance or acquire knowledge on a specialized topic in a learner-centred fashion. Students can select any topic related to the social, cultural or business life in an Asian country. The format of the project can be in the form of an essay, report, business plan or video presentation (as deemed appropriate by the project supervisor).

INTB-206
Managerial Accounting
1 credit (15:0:0 hours)
This course introduces students to the basic concepts of accounting for pricing and business decisions. Students will learn the role of cost accounting in the functioning of various forms of businesses, the different classifications of cost concepts and terms, cost/volume/profit relationships, profit planning and techniques of pricing and marketing analysis. Prerequisite: Minimum grade of C– in ACCT 311.

INTB-207
Business Negotiations in Asia
1 credit (15:0:0 hours)
This course overviews the general techniques of business negotiations and examines how cultural factors may impinge on the association of these techniques. The dynamics of global and cross-cultural negotiations are discussed with reference to the Asian cultures. Students are required to apply concepts studied in this course through case studies and simulated exercises.

INTB-208
Doing Business in the ASEAN Countries
1 credit (15:0:0 hours)
This course overviews the business culture, practices, and etiquette in selected ASEAN countries. The East Asian countries covered in this course include Indonesia, Malaysia, Philippines, Singapore and Thailand. How businesses in these countries approach the establishment of business contacts, conduct of business meetings and negotiations and development and maintenance of business relationships will be the main focus of this course. Through simulated exercises, students will also learn the influence of local culture on business conduct in areas such as gift giving, proper dress code, social etiquette and communication style.

INTB-209
Doing Business in Asia
1 credit (15:0:0 hours)
This course overviews the business culture, practices and etiquette in selected Asian countries (Indonesia, Malaysia, Philippines, Singapore, Thailand, China, Japan, South Korea and Taiwan). How businesses in these countries approach the establishment of business contacts, conduct business meetings and negotiations and the development and maintenance of business relationships will be the main focus of the course. Through simulated exercises, students will also learn the influence of local culture on business conduct in areas such as gift giving, proper dress code, social etiquette and communication style.

INTB-210
Business Etiquette and Ethics
1 credit (10:0:5 hours)
This course provides students with the necessary etiquette skills and ethical awareness to be an effective and responsible business agent in today’s corporate environment. Students will learn how to conduct themselves appropriately in various business settings and how their decisions may impact on their community at large. Topics in this course include the necessity and rules of good business etiquette and the fundamentals of business ethics. Pedagogy in this course includes interactive seminars and classroom discourse.
INTB-211
Preparation for Introductory Accounting
1 credit (15:0:0 hours)
This course is intended to refresh and reinforce background material that is important to the understanding of basic principles covered in Accounting (ACCT 311). The primary focus of this course is on mathematical and fundamental accounting concepts which are essential to understanding the material taught in an introductory accounting course.

INTB-212
Preparation for Basic Principles in Finance
1 credit (15:0:0 hours)
This course is intended to refresh and reinforce background material that is important to the understanding of basic principles covered in Introductory Finance. The primary focus of this course is on mathematical and accounting concepts which covers much of the materials in a basic finance course.

INTB-213
Orientation to Asia
1 credit (15:0:0 hours)
The purpose of this course is to provide pre-departure orientation to Asia-Pacific Management students who are preparing for their practicum in Asia during the spring trimester. Topics covered in this course include: review of the destination countries and host organizations, how to deal with the local culture, awareness of culture shock and other necessary pre-departure preparations.
Prerequisite: Successful completion of the Asia-Pacific Management Program.

INTB-403
International Business and Trade Management
3 credits (45:0:0 hours) Transfer*
This course offers an overview of global business which must be addressed as businesses venture into the world of international business. Students will learn the relevance of cultural, legal and political considerations, implications of globalization, externalization of business operations, management of international risks and elements of international business plans.
Prerequisites: Minimum grade of C– in ECON 101 and ECON 102.
*(UA, UL, UC)

INTD-105
Interpersonal Skills Development
3 credits (45:0:0 hours)
This course will provide the student with the knowledge and skills to communicate effectively with individuals and groups from diverse backgrounds or cultures. Students will identify the impact of communication styles on individuals and groups. Team building strategies will be included.

INTD-125
Shakespeare in Film
3 credits (45:0:0 hours) Transfer*
As Saturday Review critic Stanley Kaufman notes, “The besetting trouble of Shakespeare on film [is] the conflict between a work that lives in its language and a medium that tries to do without language as much as it can . . . the result is still a bastard form — a hybrid of two antagonistic arts.” One of the objectives of this course is to discuss the ramifications of this dichotomy for Shakespearean texts, for film (in various eras) and for our modern understandings of both. This course will therefore give students a variety of opportunities to explore the ways in which filmmakers have employed visual images to interpret Shakespeare’s plays.
Prerequisite: Acceptance into one of Grant MacEwan College’s university transfer programs, or a minimum grade of 65 per cent in English 30 or satisfactory performance on the Skills Appraisal exam or a minimum grade of C– in ENGL 111.
*(UA)

JAPN-101
Introductory Japanese I
3 credits (75:0:0 hours) Transfer*
This is an introductory course for students with little or no formal background in Japanese or whose native language is not Japanese. The four language skills of oral/aural comprehension, speaking, as well as basic reading and writing will be emphasized. In addition, students will be acquainted with various aspects of Japanese culture.
Prerequisite: Minimum grade of C– in JAPN 101 or equivalent.
Note: Not open to students with credit in Japanese 30, 35, Japanese 100, or similar or equivalent courses, nor is it open to students with native speaker background or who have been solely or partly educated in Japanese.
*(UA, UC, UL, KUC)

JAPN-102
Introductory Japanese II
3 credits (75:0:0 hours) Transfer*
This course is a continuation of Introductory Japanese I. Students continue to acquire further oral/aural comprehension skills of elementary Japanese, as well as continue to develop reading and writing skills of approximately 100 Kanji. In addition, students will develop their understanding of various aspects of Japanese culture.
Prerequisite: Minimum grade of C– in JAPN 101 or equivalent.
Note: Not open to students with credit in Japanese 30, 35, Japanese 100, or similar or equivalent courses, nor is it open to students with native speaker background or who have been solely or partly educated in Japanese.
*(UA, UC, UL, KUC)

JAPN-103
Japanese Level I
3 credits (60:0:0 hours) Transfer*
This is an introductory course for students with little or no formal background in Japanese or whose native language is not Japanese. Students will develop oral/aural Japanese in conjunction with basic reading and writing skills. The emphasis will be on the spoken language. As well, students will be acquainted with various aspects of Japanese culture.
Note: This course is designed for students registered in the Asia-Pacific Management program, and, accordingly, priority to register in this class will be given to them. Not open to students with credit in Japanese 30, 35, Japanese 100, or similar or equivalent courses, nor is it open to students with native speaker background or who have been solely or partly educated in Japanese.
In conjunction with JAPN 104, transfers to U of A JAPAN 101.
*(Other)
JAPN-104
Japanese Level II
3 credits (60:0:0 hours) Transfer*
This is a continuation of JAPN 103, it is designed for students to acquire further oral/aural skills in conjunction with basic reading and writing skills. The emphasis will be on the spoken language and students will continue to increase facility in reading and writing Japanese. As well, students will further develop their understanding of various aspects of Japanese culture. Prerequisite: Minimum grade of C– in JAPN 103. Note: This course is designed for students registered in the Asia-Pacific Management program and, accordingly, priority to register in this course will be given to them. Not open to students with credit in Japanese 30, 35, Japanese 100, or similar or equivalent courses, nor is it open to students with native speaker background or who have been solely or partly educated in Japanese. In conjunction with JAPN 103, transfers to U of A JAPAN 101.
*(Other)

JAPN-105
Japanese Level III
3 credits (60:0:0 hours) Transfer*
This is a continuation of JAPN 104; it is designed for students to acquire further oral/aural skills in conjunction with basic reading and writing skills. The emphasis will be on the spoken language and students will continue to increase facility in reading and writing skills. Students will learn approximately 100 Kanji by the end of this course plus JAPN 106. As well, students will further develop their understanding of various aspects of Japanese culture. Prerequisite: Minimum grade of C– in JAPN 104 or JAPN 101 or equivalent. Note: This course is designed for students registered in the Asia-Pacific Management program and, accordingly, priority to register in this course will be given to them. Not open to students with credit in Japanese 30, 35, Japanese 100, or similar or equivalent courses, nor is it open to students with native speaker background or who have been solely or partly educated in Japanese. In conjunction with JAPN 105, transfers to U of A JAPAN 102.
*(Other)

JAPN-106
Japanese Level IV
3 credits (60:0:0 hours) Transfer*
This is a continuation of JAPN 105. It is designed for students to acquire further oral/aural skills of elementary Japanese. The emphasis will be on the spoken language and students will continue to increase facility in reading and writing skills. By the end of this course plus JAPN 105 students will have acquired approximately 100 Kanji. As well, students will further develop their understanding of various aspects of Japanese culture. Prerequisite: Minimum grade of C– in JAPN 105. Note: This course is designed for students registered in the Asia-Pacific Management program and, accordingly, priority to register in this course will be given to them. Not open to students with credit in Japanese 30, 35, Japanese 100, or similar or equivalent courses, nor is it open to students with native speaker background or who have been solely or partly educated in Japanese. In conjunction with JAPN 105, transfers to U of A JAPAN 102.
*(Other)

JAPN-201
Basic Japanese III
3 credits (75:0:0 hours) Transfer*
This course is a continuation of Japanese 101/102. Students will acquire further oral/aural comprehension skills in Japanese. Students are expected to gain fluency at the beginning intermediate level of the spoken language and will have acquired approximately 88 additional Kanji by the end of this course plus JAPN 201. As well, students will further develop their understanding of various aspects of Japanese culture. Prerequisite: Minimum grade of C– in JAPN 106 or JAPN 102 or equivalent. Note: This course is designed for students registered in the Asia-Pacific Management program and, accordingly, priority to register in this course will be given to them. Students with native speaker background or who have been solely or partly educated in Japanese will be asked to take a placement test and may be required to take a different level of Japanese.
*(Other)

JAPN-202
First-Year University Japanese II
3 credits (75:0:0 hours) Transfer*
This course is a continuation of Japanese 201. Students will acquire further oral/aural comprehension skills in Japanese and are expected to gain fluency at the intermediate (early) level of reading and writing. An additional 88 Kanji will be learned. As well, students will continue to develop their understanding of various aspects of Japanese culture. Prerequisite: Minimum grade of C– in JAPN 102 or Japanese 100 or equivalent. Note: Students with native speaker background or who have been solely or partly educated in Japanese will be asked to take a placement test and may be required to take a different level of Japanese. In conjunction with JAPN 201, transfers to U of A JAPAN 201.
*(Other)

JAPN-203
Japanese Level V
3 credits (60:0:0 hours) Transfer*
This is a continuation of Japanese 105 plus 106 and is designed so that students continue to develop skills in both spoken and written Japanese. Students are expected to gain fluency at the beginning intermediate level of the spoken language and will have acquired approximately 88 additional Kanji by the end of this course plus JAPN 204. As well, students will further develop their understanding of various aspects of Japanese culture. Prerequisite: Minimum grade of C– in JAPN 106 or JAPN 102 or equivalent. Note: This course is designed for students registered in the Asia-Pacific Management program and, accordingly, priority to register in this course will be given to them. Students with native speaker background or who have been solely or partly educated in Japanese will be asked to take a placement test and may be required to take a different level of Japanese. In conjunction with JAPN 204, transfers to U of A JAPAN 201.
*(Other)
JAPN-204
Japanese Level VI
3 credits (60:0:0 hours) Transfer*
This is a continuation of Japanese 203 and is designed so that students continue to develop skills in both spoken and written Japanese. Students are expected to gain fluency at the beginning intermediate level of the spoken language and will have acquired approximately 88 additional Kanji by the end of this course plus JAPN 203. As well, students will further develop their understanding of various aspects of Japanese culture. Prerequisite: Minimum grade of C– in JAPN 203. Note: This course is designed for students registered in the Asia-Pacific Management program and, accordingly, priority to register in this course will be given to them. Students with native speaker background or who have been solely or partly educated in Japanese will be asked to take a placement test and may be required to take a different level of Japanese. In conjunction with JAPN 203, transfers to U of A JAPN 201.
* (Other)

JOUR-150
Newspaper Production
3 credits (45:0:0 hours)
The course allows students of journalism to develop the hands-on production skills they need to work in a small daily or weekly newspaper. Students produce a professional quality newspaper at the end of the course. Prerequisite: PROW 117.

JOUR-152
Introduction to Mass Communications in Canada
3 credits (45:0:0 hours)
This course covers the definitions, forms and effects of mass communications in Canada. It will include a historical survey of Canadian mass media and an analysis of the nature of communication, the methods of persuasion and the structure of a mass audience. Through such issues as technological change, convergence and globalization, students will be encouraged to examine critically their roles and responsibilities as communicators in the information age.

JOUR-154
Photojournalism
3 credits (45:0:0 hours)
Photojournalism explores the techniques and develops the skills needed to produce publishable pictures quickly under deadlines. Each assignment is preceded by a lecture and places the student in a real situation in the community.

JOUR-155
How Government Works
3 credits (45:0:0 hours)
This course focuses on how government functions at the federal, provincial, municipal and local school board levels. Students will learn how these different political bodies operate, how their operations can affect news stories and how a reporter can cover a political beat effectively. Assignments and exams will ask students to describe, analyze and evaluate the different ways governments and journalists interact to produce today's news.

JOUR-156
Reporting II
3 credits (45:0:0 hours)
The student learns the fundamentals of reporting and writing for print and electronic news media, considering trends such as the growing importance of electronics, depth, methods, ethics and responsibilities. Prerequisite: Minimum grade of C– in JOUR 106.

JOUR-204
Photo Assignment
3 credits (45:0:0 hours)
Using skills from JOUR 154, students cover live events on an assigned basis. Black and white, colour and digital photography are used in an electronic newsroom setting. Prerequisite: Minimum grade of C– in JOUR 154.

JOUR-206
Reporting III
3 credits (30:30:0 hours)
This course teaches the student how to cover more advanced stories, how to work on ‘news beats’ and how to prepare copy for publication. Prerequisite: JOUR 156.

JOUR-251
Introduction to New Media
3 credits (45:0:0 hours)
This course is about preparing students to write and produce online news. It covers the elements of information design, non-linear storytelling and narrative structure and trends in online journalism. It examines what makes good online news, and encourages students to think about how journalism is being affected by the quick-changing world of technology. Students will end up producing web pages. They will walk away with a portfolio of work that demonstrates their understanding of multimedia and news content production for the web. Prerequisite: JOUR 206. Corequisites: JOUR 256 and JOUR 255.

JOUR-256
Advanced Reporting
3 credits (30:30:0 hours)
Students learn about more difficult reporting assignments and how to handle them. They examine, discuss and become aware of the wider responsibilities of the reporter: handling continuing stories, allocating assignments, and deploying staff. They also study procedures for selecting subjects for editorials, establishing newspaper policies, column writing, and interpretive writing. Prerequisite: JOUR 206.

JOUR-257
Writing News for Television
3 credits (45:0:0 hours)
In this course, students apply their general reporting techniques to the specifics of broadcast television news. Through examples and exercises, students learn to create television news stories. The process includes writing effective leads to stories and assembling video and sound for a news script. Students learn how producers choose where to place those stories in a lineup for a television newscast. During a field trip to a local TV station, students see how all the elements come together for a live 6 o’clock broadcast. Although this course is focused mainly on writing, discussions also touch on professional attitudes of reporters and ethics standards in the industry. Prerequisite: Minimum grade of C– in JOUR 258.
COURSE DESCRIPTIONS • COURSE DESCRIPTIONS • COURSE DESCRIPTIONS • COURSE DESCRIPTIONS • COURSE DESCRIPTIONS • COURSE DESCRIPTIONS

LATN-101
Introductory Latin I
3 credits (75:0:0 hours) Transfer*
This is an introductory course for students with little or no background in Latin. Students will be introduced to the fundamental structure and vocabulary of the language in order for them to read and understand simple Latin texts. Note: Not open to students with credit in Latin 30, 35, Latin 100, or similar or equivalent courses.
*(UA, UC, AUC, KUC, UL)

LATN-102
Introductory Latin II
3 credits (75:0:0 hours) Transfer*
This is a continuation of Introductory Latin. Students will learn more advanced structures and vocabulary in order for them to read and understand more difficult Latin texts. Prerequisite: Minimum grade of C– in LATN 101 or equivalent. Note: Not open to students with credit in Latin 30, 35, Latin 100, or similar or equivalent courses.
*(UA, UC, AUC, KUC, UL)

LEGL-100
Introduction to Law I
3 credits (45:0:0 hours) Transfer*
This course begins the overview of the areas of substantive law that are of special interest to the business student. Topics included are the judicial system and the constitution, contracts, tort law, criminal law, civil law procedures and legal forms of business (proprietorship, partnership, corporation) and real property.
LEGL-104
Introduction to Law II
3 credits (30:30:0 hours) Transfer*
This course continues the overview of substantive law provided in Introduction to Law I. In this course, the student will be introduced to the law governing wills and inheritance, family law, personal property and real property. As well, the student will be introduced to civil litigation procedures. The course will cover the civil litigation process from the opening of a file through to drafting documents and procedure to trial. Students will become familiar with the rules and procedures governing this area of law and will learn how to apply these rules in order to draft pleadings and legal documents typically used in a litigation practice.

LEGL-105
Business Law I
3 credits (45:0:0 hours) Transfer*
This course offers an introduction to various substantive areas of law that are of special interest to the business student. Topics of study include tort, contract, agency, partnership, and corporation. The student will acquire a general knowledge of some of the basic principles of business law and will be able to apply them everyday business situations. In addition, students will acquire a better understanding of the Canadian legal system.
*(UA, AU, AUC, CI, KUC, UL, Other)

LEGL-108
Administrative Law
3 credits (45:0:0 hours) Transfer*
This course is an introduction to the area of the law concerned with administrative boards and review of the actions of those boards by the Courts. The law will be discussed in terms of principles applicable to the boards’ hearings and what principles of review and appeal are possible to the Courts. The relationship between the citizen and government through administrative tribunals such as local planning boards, the Workers’ Compensation Board, Royal Canadian Mounted Police Public Complaints Commission and other commissions and authorities established by government will also be examined.
*(AU)

LEGL-110
Introduction to Legal Research
3 credits (45:0:0 hours)
This is an introduction to the fundamental elements of legal research including a study of primary and secondary research materials. Students are expected to cite case law, statutes and regulations and will prepare a legal research memorandum as their final project.

LEGL-130
Corporate Procedures
3 credits (45:0:0 hours)
The course is a study of the law governing Alberta proprietorships, partnerships and corporations, and federal corporations, as well as the procedures to register and maintain the registrations of such organizations.

LEGL-140
Introduction to the Law Office
3 credits (45:0:0 hours)
This course will examine the organization and operation of the law office. Particular topics covered will include law office systems and billing, avoidance of unauthorized practice of law, ethics, dealing with the client, time and stress management. The Legal Profession Act and Rules of the Law Society of Alberta will also be considered.

LEGL-150
Residential Real Estate Transactions
3 credits (30:30:0 hours)
This course is an overview of the law governing interests and transactions in land. The requirement of registration and procedures in the sale, purchase and mortgage of residential units will be studied. Students prepare a mock file of a real estate transaction, and work on various documents required to complete a real estate transaction.

LEGL-160
Civil Litigation Procedures I
3 credits (30:30:0 hours)
In this introductory course, students will learn the steps of a litigation file in chronological order, from opening the file through to drafting pleadings to trial. Students draft documents and pleadings, track deadlines, anticipate next steps and complete two mock files.

LEGL-170
Technology in the Law Office I
3 credits (30:15:0 hours) Transfer*
This course is an introduction to the latest developments in office technology and their application in the law office. Prerequisite: OADM 103 or OADM 102.

JOUR-258
Writing News for Radio
3 credits (45:0:0 hours)
In this course, students apply their general reporting skills to the specific of radio news. Through examples, exercises and assignments, students learn to write radio news stories in various formats. They learn to write strong radio leads to stories, develop their own on-air voice, conduct effective radio interviews, and edit and package sounds and actuality. Students also learn how to line up stories in a radio newscast. They participate in a field trip to a local radio station to see how reporters produce the news. Although this course focuses mainly on writing, students will also be exposed to legal and ethical issues in radio broadcasting. Prerequisites: JOUR 106 and JOUR 156.

JOUR-259
Industry Internship
3 credits (0:0:180 hours)
The program facilitates a five-week/180-hour placement for on-the-job journalism experience. The instructor assigns the student to the placement based on the student’s preferred medium, level of achievement and demonstrated performance in journalism courses. Students are evaluated by both college and placement staff. Prerequisites: Successful completion of all year two, term two courses.

Grant MacEwan College C A L E N D A R • www.macewan.ca
LEGL-180
Financial Procedures for the Law Office
3 credits (30:15:0 hours)
Students will study law office accounting/trust accounting procedures and concepts. In addition, students will develop necessary business/financial mathematic skills.

LEGL-215
Commercial Transactions
3 credits (30:30:0 hours)
The student will learn the procedures involved in various commercial transactions from the opening of a file to the close, and become familiar with the typical documentation dealing with a variety of commercial transactions: commercial leasing, commercial financing of real and personal property and the sale and purchase of a business. Prerequisites: LEGL 160 and LEGL 215.

LEGL-220
Criminal Law Procedures
3 credits (30:30:0 hours)
As an introduction to criminal law in Canada, this course includes a study of substantive law as well as the procedures unique to criminal law.

LEGL-230
Civil Litigation Procedures II
3 credits (45:0:0 hours)
This course reviews selected topics in the litigation process such as personal injury actions, the new streamlined procedure, costs and civil appeals. It begins with a discussion of automobile litigation and car insurance. The course also explores alternatives to the litigation process. The emphasis will be on document production in conformity with the Rules and Practice Directives.

LEGL-240
Technology in the Law Office II
3 credits (45:0:0 hours)
This course is a continuation of LEGL 170, Technology in the Law Office I, and further examines the application of the latest development of office technology in the law office. Prerequisite: LEGL 170.

LEGL-260
Credit and Collection Procedures
3 credits (45:0:0 hours)
Students learn practical aspects of creditors’ rights, including relevant statute law. The emphasis is on provincial legislation and procedural rules relating to the bringing of a simple debt action, the filing of a debt action, the filing of writ of enforcement, and the various means of enforcing a judgment and realizing on personal property security. Prerequisites: LEGL 160 and LEGL 215.

LEGL-270
Estate Procedures
3 credits (45:15:0 hours)
This is an introduction to the study of the law relating to estate succession on a testacy or intestacy and the essentials of a valid will. As well, this course emphasizes the practice and procedures relating to the administration of a deceased’s estate. Applications under the Dependent Adults Act are also covered. Students will draft a will and prepare a mock estates file.

LEGL-280
Family Law Procedures
3 credits (30:30:0 hours)
Students will learn the substantive and procedural law relating to family law matters, including divorce actions, family law chambers applications and adoptions. Students will complete a mock file, with emphasis on document production in conformity with the Rules and Practice Directives.

LEGL-290
Law Office Simulation
3 credits (30:30:0 hours)
Students will independently prepare mock files in various areas of law, in a simulated office setting. Students will be expected to prioritize and organize multi-task workloads. Prerequisites: Terms I, II and III except for electives/options. Corequisite: Term IV courses or permission of the Chair.

LEGL-295
Legal Fieldwork
3 credits (0:0:180 hours)
Seminars will generally cover topics relating to job search strategies such as career planning, resume writing and interview skills. Students will then gain practical law office experience. Prerequisites: Terms I, II, III and IV courses except elective.

LING-100
Introduction to Human Language
3 credits (45:0:0 hours)
This course is an introduction to how human language works: how it is structured, learned, used, studied, and how it changes through time. Examples from English and other languages around the world will be discussed. Although LING 100 is neither a prerequisite nor a corequisite for LING 101, which is more focused on a linguistic analysis of the structure of language, these two courses provide a nice complement to each other.

LING-101
Introduction to Linguistics I
3 credits (45:0:0 hours) Transfer*
Linguistics is best known as “the scientific study of language.” This course will briefly introduce language as a general phenomenon and the methodology of modern descriptive linguistics. The course of study will be divided among the fundamental topics of phonetics, phonology, morphology, syntax and semantics.
*(UA)

LING-204
Modern English Syntax
3 credits (45:0:0 hours)
This course focuses on linguistic analysis of the syntax of modern English, including discussion of both the regularities and irregularities at the word, phrase, clause, and sentence level of structure. Prerequisite: LING 101.

MARK-301
Fundamentals of Marketing
3 credits (45:0:0 hours) Transfer*
The marketing concept method, market segmentation and measurement, buyer behaviour, marketing planning and budgeting, strategic and tactical decisions concerning elements of the marketing mix. Prerequisites: Minimum grade of C– in ECON 101/ ECON 102 and MATH 113 or consent of the Chair.
*(UA, UC, UL, CU, AU, KUC)
MATH-0089
Introductory Mathematics
3 credits (45:0:0 hours)
A mathematics course at a pre-college level which permits students to explore sources of earlier difficulties, while acquiring mathematical skills and understanding that enable them to pursue their chosen programs. The basic core reviews operations and applications of whole numbers, fractions, decimal numbers, ratio and proportion, percentage and includes a study of the metric system. Additional topics as required by different programs.

MATH-0095
Pre-Engineering Mathematics
3 credits (45:0:0 hours)
This course reviews and extends the mathematical concepts and skills needed to be successful in engineering calculus at the university level. Topics include: polynomial, algebraic, rational, trigonometric, inverse trigonometric, exponential and logarithmic functions. We will evaluate, factor, graph, take limits, take derivatives and use all of the functions to solve single equations or systems of equations. In addition we introduce anti-derivation, simple integration, maple software, mathematical induction, binomial theorem and vectors in 2-D and 3-D, parametric equations and polar coordinates. Calculators are not used in this course. Prerequisites: MATH 030P — Pure Math 30 and MATH 0031.

MATH-0099
Precalculus Mathematics
3 credits (45:0:0 hours)
This course reviews and extends the mathematical concepts needed to be successful in university level calculus. Topics include: graphing, straight lines, inequalities, review of elementary algebra, functions, limits, introduction to derivative, and review of trigonometry. This course is highly recommended for students who plan to take university level calculus, but received less than 75 percent in Math 30 or have not taken Math 30 in the last three years. Prerequisite: Math 30 or equivalent. Please note that this course carries college credit but is not a university transfer course.

MATH-010A
Mathematics 10 Applied
5 credits (90:0:0 hours)
Applied mathematics is primarily data driven, using numerical and geometrical problem-solving techniques. In this course, students study number patterns in tables, measurement, linear functions, trigonometry, relations, and functions. This course is equivalent to Alberta Learning’s Mathematics 10 Applied. Prerequisite: Grade 9 Math or equivalent.

MATH-010P
Pure Mathematics 10
5 credits (90:0:0 hours)
Pure Mathematics 10 is the equivalent to Alberta Learning’s Pure Math 10. The Pure Mathematics 10 course emphasizes mathematical theory and the testing of hypotheses. The approach to mathematics is deductive and symbolic. Real life problems are introduced to demonstrate the applications of theory and procedures. Effective communication of math concepts is emphasized. Students are expected to explain, illustrate, reason and make connections. Multiple solution strategies to problems and problem contexts will be expected as students work through both routine and non-routine problems. Prerequisite: MATH 0099 or equivalent.

MATH-020A
Mathematics 20 Applied
5 credits (90:0:0 hours)
In this course, students collect data in experiments and activities and develop mathematical concepts from analyses of the data. Course topics include: numeric operations, variables and equations, relations and functions, polynomials, rational expressions, data analysis and measurement. This course is equivalent to Alberta Learning’s Mathematics 20 Applied. Prerequisite: Math 010A or equivalent.
MATH-020P
Pure Mathematics 20
5 credits (90:0:0 hours)
Pure Mathematics 20 is equivalent to Alberta Learning’s Pure Math 20. The course focuses on a variety of areas within mathematics, including polynomials and rational functions, equalities, circle geometry, quadratic functions, and mathematical reasoning and the circle. Prerequisite: MATH 010P or equivalent.

MATH-025A
Applied Math 25
5 credits (90:0:0 hours)
This course is an amalgamation of Math 10 and Math 20. The objective of this course is to prepare students for Math 30. Topics covered in this course include basic algebra, percentage, and interest calculations, spread sheet operations, measurement, trigonometry of right triangles and oblique triangles, statistics, linear, exponential, and quadratic relations. This course places emphasis on the use of technology; the graphing calculator is used quite extensively in most units.

MATH-030A
Mathematics 30 Applied
5 credits (90:0:0 hours)
The study of applied mathematics is primarily data driven, using numerical and geometrical problem-solving techniques. Course topics include: matrices, statistics and probability, finance, cyclic, recursive and fractal patterns, vectors and design. This course is equivalent to Alberta Learning’s Mathematics 30 Applied. Prerequisite: MATH 020P or MATH 020P or equivalent.

MATH-030P
Pure Mathematics 30
5 credits (90:0:0 hours)
Pure Math 30 is equivalent to Alberta Learning’s Pure Math 30. It is designed as a preparation course for university and college mathematics. The course includes the following topics: trigonometry, conic sections, exponential and logarithmic functions, combinatorics, probability and statistics. Prerequisite: MATH 020P or equivalent.

MATH-100
Calculus I
4 credits (45:26:0 hours) Transfer*
Review of numbers, inequalities, functions, analytic geometry, limits, continuity, derivatives and applications, Taylor polynomials; log, exp, and inverse trig functions. Integration, fundamental theorem of calculus, substitution, trapezoidal and Simpson’s rules. Prerequisites: Pure Math 30 and Math 31. Restriction: Engineering Program students. Note: This course may not be taken for credit if credit has already been obtained in MATH 113 or MATH 114. *(UA, UC, CU, UL, AUC)

MATH-101
Calculus II
3.5 credits (45:13:0 hours) Transfer*
Area between curves, techniques of integration. Applications of integration to planar areas and lengths. First order ordinary differential equations: separable, linear, direction fields, Euler’s method, applications. Infinite series, power series, Taylor expansions with remainder terms. Polar coordinates. Rectangular, spherical and cylindrical coordinates in R3. Parametric curves in the plane and space: graphing, arc length, curvature; normal, binormal, tangent in R3. Volumes and surface areas of rotation. Prerequisite: Minimum grade of C– in MATH 100. Note: this course may not be taken for credit if credit has already been obtained in MATH 115. Restriction: Engineering Program students. *(UA, UC, AU, AUC, CU, CUC, UL)

MATH-102
Applied Linear Algebra
3.5 credits (45:13:0 hours) Transfer*
Vectors and matrices, solution of linear equations of lines and planes, determinants, matrix algebra, orthogonality and applications (Gram-Schmidt), eigenvalues and eigenvectors and applications, complex numbers. Prerequisite or Corequisite: Minimum grade of C– in MATH 100. Note: This course may not be taken for credit if credit has already been obtained in MATH 120, MATH 125 or MATH 127. Restriction: Engineering Program students. *(UA, CU, KUC, UL, AUC)

MATH-103
Basic Linear Algebra I
3 credits (45:0:0 hours) Transfer*
Systems of linear equations. Vectors in n-space, vector equations of lines and planes. Matrix algebra, inverses and invertibility. Introduction to linear transformations. Subspaces of n-space. Determinants. Introduction to eigenvalues and eigenvectors. The dot product and orthogonality. Applications in a variety of fields, numerical methods. Prerequisite: Math 30/Pure Math 30. Notes: (1) See also the calendar description of MATH 125. (2) This course cannot be taken for credit if credit has already been obtained in any of MATH 102, MATH 125 or MATH 127. (3) Students who are planning to transfer into Engineering should take MATH 125 rather than MATH 120. *(UA, UC, UL, AU, AUC, CU, KUC, CUC)
MATH-125
Linear Algebra I
3 credits (45:00 hours) Transfer*
Systems of linear equations. Vectors in n-space, vector equations of lines and planes. Matrix algebra, inverses and invertibility. Introduction to linear transformations. Subspaces of n-space. Determinants. Introduction to eigenvalues and eigenvectors. The dot product and orthogonality. Applications in a variety of fields, numerical methods. Prerequisite: Pure Math 30. NOTES: (1) This course is an enriched version of the basic linear algebra course MATH 120. It covers the same basic topics as MATH 120. However, some of these basic topics will be covered in more depth than in MATH 120. Also the instructor will discuss some additional applications and/or discuss some of the applications in more depth. MATH 125 is recommended for students who plan to take further courses in algebra. (2) This course cannot be taken for credit if credit has already been obtained in any of MATH 102, MATH 120 or MATH 127.
*(UA, UC, AU, AUC, KUC, UC, UL, CUC)

MATH-160
Higher Arithmetic
3 credits (45:00 hours) Transfer*
This course emphasizes the development of clarity in the understanding of mathematical ideas and processes, communication of these ideas to others, and application of these ideas to problem solving. Both inductive and deductive methods will be explored in the study of elementary number theory, numeration systems, operations on integers and rational numbers, and elementary probability theory. Prerequisite: Pure Math 30 or consent of the department. Note: MATH 160 is restricted to Elementary Education students.
*(UA, UL)

MATH-214
Intermediate Calculus I
3 credits (45:13:0 hours) Transfer*
Plane curves and polar coordinates. Three dimensional analytical geometry. Functions of several variables and partial derivatives. Infinite series and approximation. Prerequisite: Minimum grade of C– in MATH 115. Note: This course may not be taken for credit if credit has already been obtained in MATH 209 or MATH 217.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)

MATH-215
Intermediate Calculus II
3 credits (45:13:0 hours) Transfer*
First order and second order linear differential equations with constant coefficients. Curves, tangent vectors, arc length, integration in two or three dimensions, polar, cylindrical and spherical coordinates, line and surface integrals. Green's, divergence; and Stoke's theorems. Prerequisite: Minimum grade of C– in MATH 214 or equivalent. Note: This course may not be taken for credit if credit has already been obtained in MATH 209 or MATH 317.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)

MATH-222
Introduction to Discrete Mathematics
3 credits (45:0:0 hours) Transfer*
This course provides an introduction to counting, graphs, proof techniques, coding and cryptography. Counting techniques covered include permutations, combinations, inclusion-exclusion principle and pigeon hole principle. The Eulerian tour and graph colouring problems are used to illustrate graph definitions and properties. Induction and recursive definitions are described. Simple, public–key and error-correcting codes are introduced. Prerequisite: Minimum grade of C– in any 100 level mathematics course.
*(UA, AU)

MATH-225
Linear Algebra II
3 credits (45:0:0 hours) Transfer*
Vector spaces and inner product spaces; n-space of continuous functions. Gram-Schmidt process, QR-factorization and least squares. Linear transformations, change of basis, similarity, diagonalization, quadratic forms. Applications, numerical methods. Prerequisite: Minimum grade of C– in MATH 120 or MATH 125, Math 31 or any calculus course. Note: This course cannot be taken for credit if credit has already been obtained in MATH 121 or MATH 227.
*(UA, AU, AUC, UC, UL, CUC, CU, KUC)

MATH-228
Algebra: Introduction to Ring Theory
3 credits (45:0:0 hours) Transfer*
This course covers the following mathematical concepts: integers; mathematical induction; equivalence relations; commutative rings, including the integers mod n, complex numbers and polynomials; the Chinese remainder theorem; fields and integral domains; Euclidean domains, principal ideal domains and unique factorization; quotient rings and homomorphisms; construction of finite fields; applications such as public domain encryption, Latin squares and designs; polynomial error detecting codes; and/or addition and multiplication of large integers. Prerequisite: MATH 120 or MATH 125 or any linear algebra course. Note: this course cannot be taken for credit if credit has already been obtained in MATH 128 or MATH 223.
*(UA, UC)

MATH-241
Geometry
3 credits (45:0:0 hours) Transfer*
Basic Euclidean geometry, congruence, parallelism, area, and similarity. Sound axiomatic development with emphasis on problem solving. Constructions and loci, inequalities, maxima and minima, circles, isometries, and additional topics. Prerequisite: Minimum grade of C– in any 100 level Mathematics course.
*(UA)

MATH-PR10
Mathematics Preparation 10
5 credits (90:0:0 hours) Transfer*
This course is designed to meet the needs of grade 10 students who wish to enroll in either Applied Math 10 or Pure Math 10, but do not possess the requisite skills. Topics include: number systems, fractions, rate, ratio proportions and percents, exponents, solving equations, polynomials, measurement and data. Prerequisite: Grade 9 math or equivalent.

MCSP-108
Operating Systems I
3 credits (30:30:0 hours) Transfer*
This hands-on course covers one or more industry-standard operating systems. Emphasis is placed on planning, installing, configuring, and effectively using the operating system(s). Major topics include: disk and file management, installing and using applications, managing resources, printing, optimizing and troubleshooting. Students have an opportunity to apply their knowledge through hands-on projects and case study assignments.
*(Other)
MCSP-123
Introduction to Web Development
3 credits (45:0:0 hours)
After completion of this course, the student will be able to use a variety of Internet tools and describe how the Internet functions. Course activities include creation of web pages, file transfer execution, online and in-class discussion of Internet issues and set-up/use of standard Internet applications.

MCSP-131
Business Computing
3 credits (45:0:0 hours) Transfer*
This course explores PC-compatible business software applications in the computer lab. Topics covered will include industry standard word processing, spreadsheet and database programs for the Windows environment.
*(Other)

MCSP-154
Microcomputer Application I
3 credits (45:0:0 hours) Transfer*
This course will examine microcomputer software packages for spreadsheets and database management systems. In this applications intensive course, students will build models, use a spreadsheet program to perform numerical analysis as well as design and build a database system complete with reports, forms and supported queries. Prerequisite: MCSP 131.
*(AU, AUC, KUC, CUC)

MCSP-157
Database Applications
3 credits (30:30:0 hours) Transfer*
This course will serve as an in-depth study of the processes and techniques involved in creating and using relational database application. Students will study the structure and design of this powerful application tool to develop databases with operating features that are essential to the computer industry. Problem solving techniques that will enable you to provide support, usability and scalability to the client will be covered. Prerequisite: MCSP 155 or MCSP 131
*(Other)

MCSP-162
Hardware and Network Fundamentals
3 credits (30:30:0 hours)
This course deals with the physical components and internal workings of computers as well as how they are networked. Emphasis is placed on the computer system: hardware, software and the end user. Students will identify components, disassemble systems, install new components, troubleshoot, diagnose problems and perform preventative maintenance. Students will also learn about network media, design, architecture and the context in which individual computers communicate with each other and the Internet. A functioning local area network will be built and tested. Prerequisites: MCSP 108 AND MCSP 131.

MCSP-164
Golf Applications
3 credits (45:0:0 hours)
This course examines microcomputer software packages that can be applied to proshop and/or clubhouse functions such as inventory control, customer billing and reporting of sales. Prerequisite: MCSP 131.

MCSP-252
Training and Support
3 credits (45:0:0 hours)
This course provides opportunities for students to plan, develop materials and deliver one-on-one and small group computer training. Additionally, the design and attributes of effective computer user support will be discussed. Topics include lesson and course planning, adult learning, evaluation and delivery methods, computer user support, needs analysis, roles and responsibilities, measuring performance and customer care. Prerequisites: MCSP 150 and MCSP 157.

MCSP-259
Web Site Design
3 credits (45:0:0 hours)
This course deals with creating web sites using software programs, Dreamweaver, Flash, Fireworks, Director and Quicktime. Students will learn to integrate photographic images, Quicktime movies, text and backgrounds into linking web pages. Web site management will be covered as well. Note: Advanced Macintosh skills required.

MGMT-111
Financial Math
3 credits (45:0:0 hours) Transfer*
Managers in all organizations must be able to understand and apply mathematical concepts. Learners in Financial Math will review basic math and then apply the concepts in a merchandising environment to determine revenues, costs and profits. Borrowing, lending and investing money will also be addressed through the calculation of simple and compound interest, annuities, loans and sinking funds. Basic descriptive statistics will also be introduced. Prerequisite: Math 30 or Math 30 Pure or Math 30 Applied, or successful completion of Skills Appraisal.
*(AU, AUC, KUC, CUC)

MGMT-112
Accounting for Managers I
3 credits (45:0:0 hours) Transfer*
Managers must use accounting information to facilitate decision-making. This course will help students learn basic financial accounting concepts and processes. Topics to be covered include the accounting cycle, basic accounting procedures and systems, preparation of financial statements and a brief introduction to other topics such as bank reconciliation, payroll, petty cash and inventory systems and valuation.
*(Other)

MGMT-113
Accounting for Managers II
3 credits (45:0:0 hours) Transfer*
Managers are often required to estimate revenues, sales volumes, costs and profits when deciding the direction their business should take. This course explores the managerial accounting tools used in making those decisions: cost behaviour, costing methods, cost-volume-profit analysis, budgeting, activity-based costing and managerial control and evaluation systems. Familiarity with the use of spreadsheets will be an asset in this course. Prerequisites: MGMT 111 and MGMT 112, or equivalent
*(UC, UL, AU, AUC, CU, KUC, Other)
MGMT-114
Personal Finance and Money Management
3 credits (45:0:0 hours) Transfer*
Personal Finance and Money Management develops your skills as a financial manager for your own resources and assets. The course focuses on the money and assets that you have now and in the future. The personal management marketplace is evaluated with emphasis on balancing risks, returns and avoiding pitfalls in personal investing. Reference is made to computerized personal financial management software. A number of simulations and research projects are conducted to assist you problem-solving competency in this area. Practical problems are discussed and potential solutions presented in class to help you achieve this objective.
*(UL)*

MGMT-115
Financial Statement Analysis
1 credit (15:0:0 hours)
Financial Statement Analysis gives the student a working knowledge of financial statements. The course covers ratio analysis, analysis of cash flow and the foundations of a financially healthy operation. Prerequisite: MGMT 112 or equivalent. Corequisite: MGMT 113 or equivalent.

MGMT-117
Investment Funds in Canada
3 credits (45:0:0 hours)
This course provides the student with the knowledge and skills required to assist customers to make their investment choices and match their needs with products available in the financial marketplace. Risk and return characteristics, consumer protection regulations and customer service will be addressed in relation to mutual funds, securities and investment products. Upon successful completion of the course and the Institute of Canadian Bankers exams, students will be eligible to obtain a certificate from the Institute of Canadian Bankers and be licensed to sell mutual funds in Canada.

MGMT-121
Principles of Management
3 credits (45:0:0 hours) Transfer*
This course examines the role of a manager in a Canadian organizational setting and within the global business environment. Discussions and activities will focus on the functions and roles of management as they relate to both the internal and external environments. Students will also develop and utilize problem solving and decision making skills both individually and in small groups.
*(UA, UL, AU, AUC, CU, KUC, CUC, Other)*

MGMT-122
Organizational Behaviour
3 credits (45:0:0 hours) Transfer*
This course examines the impact of individuals and groups on behaviour within organizations. Students will work individually and in groups to explore topics including personality and perception, diversity, motivation, small group dynamics, communication, change and leadership within the organizational context.
*(UA, AU, AUC, CU, KUC, CUC, Other)*

MGMT-123
Thought Patterns for a Successful Career
3 credits (45:0:0 hours)
Open-minded, strong self-image, high self-esteem, accountable, self-motivated, creative, increased self-efficacy — these are some of the attributes of the person completing this curriculum. This course provides breakthrough concepts for individuals interested in reaching their full potential personally and professionally. It develops innovative leadership qualities through goal-setting techniques that overcome resistance to change and help sustain energy and creativity. People learn how to change negatives into positives, failures into successes and dreams into realities. Life becomes an adventure! Attendance is compulsory as students participate each day in classroom activities.

MGMT-125
Business Skills for Self-Employed Arts And Communication Professionals
3 credits (45:0:0 hours)
For self-employed artists, understanding the business aspects of their discipline is necessary for survival. If you are going to be self-employed, this course can help you learn real-life business skills quickly and effectively. It uses a hands-on approach to develop skills in planning, marketing and promotion, networking, negotiation and interpersonal communications, accessing funding, avoiding legal and tax problems, and personal money management. It will also provide techniques to help you maintain a positive and professional approach to your career.

MGMT-126
Introduction to Conflict Resolution and Mediation
3 credits (45:0:0 hours)
This course is an introduction to the theory and practice of conflict resolution and mediation. Although this course has no specific prerequisites, it does demand work at a high level of complexity. Role plays and in class exercises will be used to familiarize students with the application of the theoretical concepts.

MGMT-131
Marketing
3 credits (45:0:0 hours) Transfer*
In this course, students examine basic decisions made by business in development, promotion, distribution and sale of goods and services. Students learn to analyze buyer decision processes and to convert this information into reasonable marketing strategies. Through discussion of cases and readings and through various projects, students acquire some knowledge of the methods available for solving marketing problems.
*(UC, UL, AU, AUC, CU, KUC, CUC)*

MGMT-132
Retail Merchandising
3 credits (45:0:0 hours)
This course provides an introduction to key principles and practices in operating a successful retail outlet. Emphasis is placed upon store design, layout, merchandise display, inventory (purchasing, control, and turnover), pricing, financial control and credit.

MGMT-141
International Business
3 credits (45:0:0 hours) Transfer*
This course provides the student with an introduction to the international business field, particularly from the viewpoint of a firm located in Alberta. The student becomes familiar with the international environment in terms of the terminology associated with this field, concepts of conducting business in the international marketplace and the public and private institutions and agencies assisting businesses.
*(AU, KUC, CUC)*

MGMT-142
International Marketing
3 credits (45:0:0 hours) Transfer*
This course provides a comprehensive overview of the way in which consumer and industrial goods and services are marketed at the international level. Marketing intelligence, product planning, export pricing, promotion, distribution channels, and the adaptation of the marketing mix to foreign markets are analyzed. You will be expected to develop an international marketing plan by the end of the course. Prerequisite/Corequisite: MGMT 131.
*(AU, KUC, CUC)*
MGMT-211
Business Finance
3 credits (45:0:0 hours) Transfer*
All businesses are required to make long-term financial decisions. Managers must raise capital, through the use of debt or equity, and invest that capital in projects that will produce an acceptable return. Learners will be introduced to the major tools in this area including Financial Statement Analysis, Bond and Stock Valuation, and Capital Budgeting techniques such as Net Present Value, Internal Rate of Return and Payback.
Prerequisites: MGMT 111, MGMT 112, MGMT 113 and MCSP 131 or equivalent.
*(UC, AUC, KUC, CUC)

MGMT-212
Entrepreneurship
3 credits (45:0:0 hours) Transfer*
This course is designed for the individual who is interested in exploring the areas of entrepreneurship with a view of potentially becoming an independent business person. Critical areas which are considered to be essential to the development of a sound business plan and infra-structure for various business ventures are explored. Prerequisites: Completion of first year Management Studies, plus MGMT 113. When offered as an elective, the prerequisites are waived.
*(AU, AUC, KUC, CUC)

MGMT-213
Topics in Finance
3 credits (45:0:0 hours) Transfer*
Topics in Finance gives the student a further understanding of the financing activities of an organization, raising funds and allocating funds. The course examines these tasks from an internal and external viewpoint, with particular emphasis on the balance sheet accounts of a firm. Each part of the course reviews theory of the concepts. Practical problems are discussed and solved in each area to help the student understand the concepts. The transition from the understanding of theory to problem-solving competency is the main objective of the course. Prerequisites:
MGMT 111, MGMT 112, MGMT 113 and MGMT 211 or equivalent. Corequisite: MGMT 211 or equivalent.
*(UC, AU, AUC, KUC, CUC, UL)

MGMT-221
Organizational Theory
3 credits (45:0:0 hours) Transfer*
This is an advanced course in organizational behaviour. Topics include organizational climate, conflict resolution, change and organizational dynamics. A major research report is undertaken on a team-work basis. Prerequisites: MGMT 121 and MGMT 122 or equivalent.
*(UA, AU, AUC, KUC, CUC, CU, Other)

MGMT-222
Human Resource Development
3 credits (45:0:0 hours) Transfer*
A performance oriented course, Human Resource Development focuses on the development of the student as it pertains to public speaking and employment interviewing processes. Considerable time is spent on developing verbal presentation skills with the goal of building confidence in the employment sector of business. Additional activities such as researching business sources and publications support the above named activities. Resumes are compiled with the student developing a career portfolio to support the interviewing process in the workplace. The course concludes with an on-site mock interview conducted by employers in the community. Attendance in class is compulsory as the student participates each day in specific activities related to public speaking and employment practices. Prerequisites: MGMT 121 and MGMT 122, or equivalent.

MGMT-223
Supervision
3 credits (45:0:0 hours) Transfer*
This capstone course is intended to examine and practice specific elements of behaviour in organizations from the supervisory perspective. Topics include communication, leadership, conflict management and team skills. Emphasis is on the ability to work with these concepts in a practical and effective manner. A significant proportion of the course requirements is met through group work. Prerequisite: Fourth term standing.
*(AU, AUC, CU, KUC, CUC, UA)

MGMT-224
Topics in Organizational Behaviour, Theory and Design
3 credits (45:0:0 hours) Transfer*
This course examines selected topics in organizational behaviour, theory and design, including the inter-relationship between these areas. Although the course has no specific course prerequisites, it does demand work at a level of complexity suited to its senior level designation. Case analysis is a major tool used to examine and apply course concepts in contextual settings.
*(AU)

MGMT-231
Sales
3 credits (45:0:0 hours) Transfer*
Sales is a highly effective method of promoting products and services. This course sets the foundation for developing a consultative approach to selling. Focusing on the customer and not on the sale is the fundamental element in developing long-term business relationships, selling value and establishing differentiation in the market place.
*(AU, AUC, KUC, CUC)

MGMT-232
Marketing Management
3 credits (45:0:0 hours) Transfer*
Marketing Management involves the development of expertise in reviewing implications of strategic marketing decision-making from the perspective of a marketing manager. Qualitative and quantitative analysis are emphasized. Using financial analysis to assess impacts of actual and hypothetical marketing decisions is of particular importance. Marketing management uses a case-based approach to develop understanding and skills in assessing marketing decisions in areas such as product, pricing, promotion, distribution, and after sales service. Prerequisites: MGMT 113 and MGMT 131. Corequisite: MGMT 131 with the permission of the instructor.
*(AU, AUC, KUC, CUC, CUC, UL)

MGMT-233
Marketing Research
3 credits (45:0:0 hours) Transfer*
Students enrolled in this course achieve a solid understanding of research procedures and how they relate to decision making. Students examine the practical application of research through a group project for a client outside the college using written research proposals, questionnaire design, data collection and analysis, and written reports. Prerequisite: MGMT 131 or equivalent.
*(AU, AUC, KUC, CUC)
MGMT-241
Business Policy and Practice
4 credits (60:0:0 hours) Transfer*
This course examines the influence of policy and strategic management theories, and analysis and techniques in the management of contemporary organizations. As a capstone course, it draws substantially on other inter-related program disciplines and practices. The course utilizes Canadian case studies and a business simulation to examine the relationship of policy and strategic management with environmental forces, decision systems, resources, organizational structure, management preferences, organizational culture and strategic balance. Prerequisites: MGMT 111, MGMT 112, MGMT 113, MGMT 121, MGMT 122, MGMT 131 and MGMT 221 or equivalent. Fourth term standing in Management Studies.
*(Other)

MGMT-242
Business Fieldwork
2 credits (15:0:105 hours) Transfer*
This course is the work experience component of the program. It is intended to expose the student to realistic management situations and integrate the program content with industry realities. Prerequisite: Fourth term standing. *(Other)

MGMT-243
Business Policy
3 credits (45:0:0 hours) Transfer*
In this course, students have an opportunity to experience decision making in a simulated, competitive business environment. The exercise is primarily a marketing game, but students will examine both the quantitative and qualitative aspects of their own small business. Student groups work as a team in researching, planning, setting internal policies, decision making and keeping financial records for their business. Prerequisites: MGMT 111, MGMT 112, MGMT 113 and MGMT 131. *(AU, AUC, KUC, CUC)

MGMT-248
International Trade Finance
3 credits (45:0:0 hours)
This course provides a detailed examination of the roles that finance and financing play in international trade. The differences between domestic and international financing activities will be examined, as well as applicable financing sources. The course focuses on the information and analysis required when designing, negotiating and managing the financial aspects of an international trade agreement. Prerequisite: MGMT 141.

MGTS-200
Business Statistics
3 credits (45:15:0 hours) Transfer*
Students will learn descriptive statistics and graphical representation, measures of central tendency and dispersion, elementary probability, discrete and continuous random variables, expectation, binomial, normal and student’s t-distribution, large and small sample inference and estimation, central limit theorem. Prerequisite: Math 30.
*(AU, UC, UL, KUC)

MGTS-301
Probability and Statistics I
3 credits (45:15:0 hours) Transfer*
This course is an introduction to probability, discrete and continuous random variables and probability distributions, expectations and variance, normal and binomial distribution, sampling distributions for means and proportions, Bayesian decision theory. Students are expected to have basic familiarity with micro-computer applications including spreadsheets. Prerequisite: Minimum grade of C- in MATH 113 or MATH 114. A student may receive credit for only one of STAT 141, STAT 151 or MGTS 301.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)

MGTS-312
Probability and Statistics II
3 credits (45:15:0 hours) Transfer*
Statistical inference for the variance, statistical inference for the means, proportions and variances from two populations, analysis of variance, non-parametric statistics, joint probability distributions, marginal and conditional distributions, covariance, correlation and independence, contingency tables, simple linear regression, multiple linear regression, multiple linear regression, non-linear regression, and time series analysis. Students are expected to have basic familiarity with micro-computer applications including spreadsheets. Prerequisite: Minimum grade of C- in MGTS 301 or STAT 151 or STAT 141.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)

MHST-100
Historical Foundations
2 credits (30:0:0 hours) Transfer*
This course will provide a basic understanding of Canadian Native historical events with a focus on the impact of significant events that impact on the mental health of Native Canadians. Students will explore the historical contexts for contemporary conditions in Aboriginal communities. Topics will include Aboriginal terms and definitions, the treaty making process, assimilation policies as well as historical events from colonization to present day influences.

MHST-102
Healthy Living — Promoting Mental Health in Native Communities
3 credits (45:0:0 hours) Transfer*
This course introduces a variety of perspectives on health and mental health, and examines the nature of health promotion as well as disease and injury prevention. Individual and community health concepts are addressed. Students will consider various health determinants and explore strategies for promoting their own health and fostering health in their communities. Contemporary health issues in native communities will be featured throughout the course.
*(AU)

MHST-103
Human Growth and Development
3 credits (45:0:0 hours)
This course provides an introduction to the process and nature of human development. Physical, cognitive, psychosocial, and spiritual development throughout the life span are examined as well as cultural and individual variations. Health and mental health related issues as well as promotion and prevention strategies at various life stages are also addressed.

MHST-104
Introduction to Field Placement I
1 credit (0:0:30 hours)
This course provides an initial opportunity for students to link concepts and theories with practice skills and will prepare students for field placement experiences. Students will be introduced to a variety of community agencies and services and begin identifying and exploring appropriate placements. Issues such as personal suitability, professional responsibility and confidentiality will also be addressed. Corequisites: MHST 100, MHST 101, MHST 102 and MHST 103.
MHST-105
Cultural Integration: Working With Two Systems
2 credits  (30:0:0 hours)
The focus of this course is to explore and examine strategies to promote awareness and understanding of cultural diversity. Seminars and related group activities will provide a forum for discussing professional responsibilities, confidentiality, and strategies for client advocacy.

MHST-106
Supporting Healthy Families
3 credits  (45:0:0 hours)
This course will examine parenting and providing helping services to parents and children. Parenting in Aboriginal communities will be the focus of this course. Traditional values and societal influences on parenting as it is practiced today will be explored. Advocacy and effective methods of empowering families to promote responsible parenting, accountability and healthy family roles will be examined.

MHST-107
Community Support Work Experience
2 credits  (0:0:120 hours)
Students will be placed in various agencies for work experience. The focus is to provide students opportunity to integrate theoretical knowledge into field experience.

MHST-120
Disease and Disorders — An Introduction To Mental Illness
2 credits  (30:0:15 hours)
This course provides an overview of various influences and conditions that impact mental health. Public attitudes, stigma, and the influences of culture will be included. We will be studying various mental disorders including the symptoms, causes, and treatment modalities. Class discussions, lectures, reading, and presentations will help illustrate this material. Elders/cultural teachers will also be available to assist in this process, allowing for a more relevant exploration of the philosophies of Western and Aboriginal mental health. Corequisite: MHST 121

MHST-121
Introduction to Pharmacology
3 credits  (45:0:0 hours) Transfer*
In this course students will explore medications from a holistic point of view and an (Aboriginal) cross-cultural perspective pertaining to a mental health client. In the first part of this course the students will examine the history and evolution of psychiatric medications up to and including current drug therapies for mental illnesses. Traditional medicines from other cultures (Aboriginal) will be discussed as part of the holistic philosophy. The second portion of this course will cover pharmacological treatments for physical illnesses encountered by mentally ill clients which requires close attention by a mental health worker to maintain wellness of the mind, body and spirit of their clients.
*(AU)

MHST-122
Family Dynamics
2 credits  (30:0:0 hours) Transfer*
This course is designed to offer students knowledge and insight into the dynamics of the family, including traditional and extended family systems. Students are encouraged to examine their families of origin, to gain insight into their personal attitudes and current relationships, and to apply this knowledge to relationships they will encounter in their work.
*(AU)

MHST-123
Counselling and Interviewing Skills
3 credits  (45:0:0 hours) Transfer*
This course provides an introduction to the basic counselling and interviewing skills necessary for the effective helper. Students will be introduced to various counselling approaches and interviewing techniques. The process of the “helping” interview and stages of counselling will be explored with further examination of communication skills within the context of the helping process with individuals and groups. Unique features of native communications and barriers to counselling are addressed. Extensive practice is provided to help students develop effective skills in these areas. Prerequisite: Minimum grade of C– in MHST 101.
*(AU)

MHST-124
Grief and Loss
3 credits  (30:15:0 hours) Transfer*
This course is designed to emphasize the historical and cultural perspective of loss as it applies to Aboriginal peoples and the effects on a person’s physical, emotional, psychosocial and spiritual well-being. The ramifications of socio-cultural experiences will be examined to demonstrate the various types of loss and the impact on mental health. Assessment and intervention techniques for both adults and children will be explored. Emphasis will be on helping oneself to facilitate personal and professional growth.
*(AU)

MHST-125
Field Placement I
2 credits  (0:15:120 hours)
In a community-based mental health related agency, the field placement experience will provide students the opportunity to receive practical experience and observe others in their work. Through field placement, students will integrate knowledge from courses, which focuses on professional responsibilities. Seminars will focus on applying communication skills and mental health concepts in practice settings, recognizing personal limitations, asking for help and making referrals. Prerequisites: Minimum grade of C– in MHST 104 and MHST 101.

MHST-126
Aboriginal Cultural Integration I
1 credit  (0:15:0 hours)
This course is part one of three Aboriginal Cultural Integration courses. In this course, students will explore the nature of culture and how it affects one’s values, beliefs and attitudes. Students will begin to explore practices that reflect effective integration of cultural values, practices and accessing services. Students will begin to develop an understanding of the diversity of culture among Aboriginal peoples. Prerequisite: Minimum grade of C– in MHST 100.

MHST-130
Aboriginal Issues and Crisis Intervention Techniques
4 credits  (60:0:0 hours)
This course provides an overview of substance abuse and chemical dependency, gambling, family violence and sexual abuse within the Aboriginal population. Students will develop skills for dealing effectively with a variety of crisis situations through practice activities. Students will also complete a Suicide Prevention Certification Workshop. Restricted to Aboriginal Police Studies students.
MHST-201 Mental Health Assessment 3 credits (45:0:0 hours)  The focus of this course is on theory and practice related to assessing and promoting mental health when interacting with clients who have mental health challenges or disturbances. Students will learn methods of assessing the mental health status of a client. The course will address the roles of the various members of the mental health care team promoting optimal client functioning in a community setting. In addition, students will learn to apply the generic theoretical knowledge and practice experience for mental health assessments to the care of people with an Aboriginal cultural background. Prerequisites: Minimum grade of C– in MHST 102, MHST 120 and MHST 121.

MHST-202 Crisis Intervention Techniques 3 credits (30:0:30 hours)  In this course, students are introduced to strategies and procedures used when reacting to crisis situations. Extensive practice activities are provided to ensure that students develop skills for dealing effectively with a variety of crisis situations. Suicide prevention and critical incident stress debriefing are featured. Students will participate in a Suicide Prevention Certification and a Non-violent Crisis Intervention workshop as part of their course requirements. Prerequisites: Minimum grade of C– in MHST 101 and MHST 123.

MHST-203 Violence and Abuse 3 credits (45:0:0 hours)  This course addresses violence and abuse issues with particular emphasis on historical impact and Aboriginal cultural perspective and the effects on Aboriginal families and communities. Emphasis will be on holistic healing perspectives and dealing with disclosures and appropriate responses to violence and abuse. Students will explore assessment, intervention, prevention, referral and reporting procedures and how to support clients through this process. Developing personal awareness and self-care will be addressed to facilitate personal and professional growth.

MHST-204 Substance Abuse and Addictions 3 credits (45:0:0 hours)  This course introduces students to information on various forms of substance abuse, chemical dependency and addictive behaviours. Historical factors that contribute to addictions in Aboriginal communities will be explored and the importance of culture in working with addictions. Screening and assessment as well as treatment and relapse prevention are discussed from an Aboriginal perspective.

MHST-205 Field Placement II 2 credits (0:15:120 hours)  Field placement experiences will provide students the opportunity to continue to develop practical skills and confidence working in mental health related agencies. Through field placement experience, students will integrate knowledge from courses that focus on challenges that clients experience and issues that impact Aboriginal clients. The area of stress in the helping profession and self-care will continue to be examined. Prerequisite: Minimum grade of C– in MHST 125. Corequisites: MHST 201, MHST 202, MHST 203 and MHST 206.

MHST-206 Aboriginal Cultural Integration II 1 credit (0:15:0 hours)  This is the second course of three Aboriginal Cultural Integration courses. Students will explore various methods used in the helping process of diverse Aboriginal individuals, groups and communities. This course will focus on the use of sharing and healing circles, medicine wheel teachings, protocol practices as well as the role of elders, cultural teachers and traditional ceremonies. Prerequisites: Minimum grade of C– in MHST 100 and MHST 126.

MHST-222 Community Development 2 credits (30:0:0 hours)  The development of Aboriginal communities represents changes in organization, community structure and in the everyday life of people. To make sure developments involve community members as full participants, an overall understanding of development and change is needed to guide this work. This course explores ways of introducing change at the community level in order to enhance health and well being. Model community development projects in Aboriginal communities are featured. Outcome monitoring and evaluation of mental health programs are also discussed. Prerequisite: Minimum grade of C– in MHST 102.

MHST-223 Healing and Mental Health 2 credits (30:0:15 hours) Transfer*  In this course, students will be introduced to holistic principles of healing and explore a variety of approaches for treating mental health problems and restoring health. Conventional interventions to mental health, such as psychotherapeutic approaches will be compared with holistic approaches that promote mental health and wellness of the whole person. Alternative therapies such as breath work, energy work, body work, therapeutic touch, art therapy and spiritual healing are addressed, as well as the importance of cultural and traditional healing practices. Prerequisite: Minimum grade of C– in MHST 201. *(Other)

MHST-224 Field Placement III 2 credits (0:15:120 hours) Transfer*  The focus of this final field placement will involve promoting health at the community level and building healthy environments. This placement continues to build upon previous theoretical knowledge and practical field experiences. Weekly seminars will focus on professional and career development and debriefing about the practicum journey. Professional responsibility for self-care and strategies for managing stress and burn-out will be further examined. Prerequisite: Minimum grade of C– in MHST 205. *(Other)

MHST-225 Aboriginal Cultural Integration III 1 credit (0:15:0 hours)  This is the third of three Aboriginal Integration courses. Students will examine the importance of cultural healing in achieving balance to promote mental health. Alternative healing practices and western theories of therapy and health will be explored. Prerequisites: Minimum grade of C– in MHST 100, MHST 126 and MHST 206.
Counselling and Interviewing II
2 credits (30:0:15 hours)
Students will be introduced to various counselling approaches and interviewing techniques, including family, marriage and group counselling. Students will practice solution focused interviewing and counselling approaches and how counselling approaches can be applied in various contexts and situations. Issues related to culturally appropriate approaches will be explored, with a focus on developing awareness of cross-cultural issues and skills in working with Aboriginal clients. Experiential and skill building exercises will be used to further develop students' personal counselling style. Prerequisites: MHST 101 and MHST 123.

Medical Microbiology
3 credits (45:0:0 hours) Transfer*
General microbiology course dealing with microorganisms, their nature, distribution and role in disease. Particular emphasis is placed on the epidemiology of infection, responsibilities of hospitals and prevention and control of infection. Course designed for students in the Nursing Program (RN, RPN, and BScN) and others interested in medical microbiology. Prerequisite: Biology 50. Note: NURS 109 and MMID 133 may not both be taken for credit.

Becoming a Master Student
3 credits (45:0:0 hours)
This course is ideal for the person wishing to return to school after a long absence or wishing to upgrade their study skills. The focus is on the variety of skills needed for success. Topics include: Motivation, diversity in learning styles, time management, memory, reading, writing, note taking, test writing, critical thinking, public speaking, communication, health issues, managing finances, using college and community resources and planning your future.

Massage Therapy As a Profession
2 credits (30:0:0 hours)
This course is an introduction to massage therapy. The course includes consideration of the history of massage along with current and future trends. Demands on massage therapists are reviewed along with various modalities of related bodywork, professionalism and ethics related to massage therapy. Consideration is also given to massage therapy associations.

Terminology for Massage Therapists
1 credit (15:0:0 hours)
The origin of medical/health terminology is surveyed. The language and terms used in the study of anatomy, physiology, massage theory and techniques are introduced. The emphasis is on word analysis and construction. This course should be taken as one of the first four courses taken in the massage therapy program. This is prerequisite/corequisite to MTST 115, MTST 120, MTST 122, MTST 125 and MTST 126.

Functional Survey for Massage Therapists
1 credit (15:15:0 hours)
Information and techniques to provide a basic overview assessment of the wellness status of clients seeking massage therapy is presented. Hygiene and safety issues are addressed. Prerequisites or corequisites: MTST 105 and MTST 120.

Body Structure I
3 credits (45:15:0 hours)
This course is an in depth study of the anatomical structures of the upper and lower extremities, head and neck, trunk and abdomen. It looks at all the structures of the upper and lower extremities, head and neck, trunk and abdomen. Prerequisite: MTST 105 and MTST 120.

Body Structure II
3 credits (45:0:0 hours)
The anatomy of the body is examined. The nervous, digestive, respiratory, endocrine, urinary and reproductive systems as well as the special senses are studied. Prerequisites/Corequisites: MTST 105 and MTST 120.

Body Functioning I
3 credits (45:0:0 hours)
This course examines the principles, procedures and techniques involved in giving a relaxation massage. Basic massage techniques, draping and the use of posture and body mechanics are presented. Students will develop and utilize palpation skills in identifying bony landmarks and soft tissues structures. Prerequisites: MTST 105 and MTST 120. Corequisite: MTST 137.

Body Functioning II
3 credits (45:0:0 hours)
This course integrates the nervous, endocrine, cardiovascular and immune systems in their regulation of the functioning of the body. Hormonal and autonomic control of the respiratory, digestive, urinary and reproductive systems are emphasized along with an examination of the special senses. Prerequisites or corequisites: MTST 105 and MTST 125.

Techniques I
3 credits (30:30:30 hours)
This course examines the principles, procedures and techniques involved in giving a relaxation massage. Basic massage techniques, draping and the use of posture and body mechanics are presented. Students will develop and utilize palpation skills in identifying bony landmarks and soft tissues structures. Prerequisites: MTST 105 and MTST 120. Corequisite: MTST 137.

Developing Therapeutic Relationships I
1 credit (20:10:0 hours)
This course is an introduction to the process involved in developing therapeutic relationships. Personal growth and awareness are emphasized. Through discussion and experiential learning, the following areas are examined: establishing trust in relationships; recognizing and respecting boundaries; interviewing skills and responding effectively to individual and cultural differences. Applications of communication techniques and personal responses to massage therapy are explored. Corequisite: MTST 131.

The Human Lifespan
2 credits (30:0:0 hours)
In this course the growth and development of a human being is examined from conception to death. Current theories from various disciplines are explored.
MTST-142
Techniques II
3 credits (30:30:30 hours)
This course continues with application and refinement of the basic relaxation massage techniques. Students will work with more tissue depth and alternative client/therapist positioning. Stress is placed on developing greater tissue sensitivity within a therapist self-care approach. Professional note taking is introduced. Students gain further practice in reviewing and using case histories. Prerequisite: MTST 131. Prerequisites or Corequisites: MTST 122, MTST 125 and MTST 126.

MTST-143
Techniques III
3 credits (30:30:30 hours)
This course introduces hydrotherapy, manual lymph drainage techniques and cross-fibre frictioning. Students will further refine palpation skills on muscles, tendons, ligaments, calcifications and scars. Prerequisites: MTST 120, MTST 122, MTST 125, MTST 126 and MTST 142.

MTST-146
Body Movements
3 credits (35:10:0 hours)
This course consists of an in depth analysis of the structure and muscle function of human movement and gait. Prerequisite: MTST 120.

MTST-151
Critical Review of Massage Literature
1 credit (15:0:15 hours)
Students will locate, evaluate and discuss professional literature in massage therapy in order to be able to use research in their practice. Prerequisite: MTST 102.

MTST-155
Assessment for Massage Therapists I
2 credits (25:20:0 hours)
The basic theory for assessment is presented. Assessment of the adult body (musculoskeletal) includes postural and gait assessment, range-of-motion and muscle testing. The process for recording the assessment if an integral part of the course. Application is to the upper body. Prerequisite: MTST 120. Prerequisite or corequisite: MTST 146.

MTST-156
Assessment for Massage Therapists II
2 credits (25:20:0 hours)
The theory and techniques from MTST 155 are expanded with emphasis on the lower body and clients with special needs. Documentation in a multidisciplinary environment is addressed. Prerequisites: MTST 120, MTST 146 and MTST 155.

MTST-161
Clinical Practice I
1 credit (0:0:45 hours)
This course consists of supervised application of relaxation massage techniques to clients in a clinic setting. Prerequisites: MTST 122, MTST 126 and MTST 142. Standard First Aid and Level C CPR. Prerequisites or corequisites: MTST 102 and MTST 155.

MTST-224
Techniques IV
3 credits (30:30:30 hours)
This course addresses therapeutic exercises, muscle testing, various stretching exercises, muscle energy techniques and specific aspects of exercise physiology within the context of massage therapy. The stages of rehabilitation, the application of gait patterns and postural analysis are studied and practiced within the context of massage therapy. Prerequisites: MTST 143 and MTST 156. Prerequisites or Corequisites: MTST 156 and HLST 150.

MTST-225
Techniques V
3 credits (30:30:30 hours)
This course examines the principles, procedures and techniques involved in trigger point techniques, soft tissue and myofascial mobilization, and muscle energy. Students will develop and utilize palpation skills in identifying bony landmarks and soft tissue structures. Prerequisite: MTST 224.

MTST-226
Techniques VI
3 credits (30:30:30 hours)
This course examines the theory, procedures and techniques for peripheral, spinal and pelvic joint mobilizations. Students will refine their palpation skills in order to safely mobilize the specific structure involved. Prerequisites: MTST 225, MTST 261 and MTST 283.

MTST-240
Developing Therapeutic Relationships II
1 credit (20:10:0 hours)
This course takes a deeper look at the client/therapist relationship and focuses on working with potentially emotional situations. Through discussion and experiential learning, the following topics are explored: self-care, body image, transference and counter-transference, and the management of the therapist's personal values in client relationships. The course also addresses working with clients who are chronically ill and introduces approaches for clients who are survivors of abuse or trauma. Prerequisites: MTST 137 and MTST 161.

MTST-261
Clinical Practice II
1 credit (0:0:45 hours)
This course is the supervised application of therapeutic massage techniques to clients in a clinic setting. Case conferences will be conducted at which time students will present assessment data treatment plans for individual clients. Prerequisites: MTST 140, MTST 156, MTST 161, MTST 224 and HLST 150. Current CPR and First Aid.

MTST-262
Clinical Practice III
1 credit (0:0:45 hours)
Intended as the final course in the Massage Therapy Program. In this course the focus is on the application of therapeutic massage techniques to clients with special needs in a supervised clinic setting. Case conferences will be conducted at which time students will present assessment data treatment plans for individual clients. Prerequisites: MTST 261, MTST 274, MTST 283, MTST 286, and HLST 290. Current CPR and First Aid. Prerequisite or corequisite: MTST 226.

MTST-265
Business Management for Massage Therapists
2 credits (30:0:0 hours)
This course will provide an introduction to setting up and maintaining a personal service business. Basic principles of business management are explored. From an entrepreneurial view, marketing and service promotion are emphasized. Application to massage therapy practice in market analysis and selection are addressed.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTST-273</td>
<td>Massage Therapy for Special Populations I</td>
<td>2</td>
<td>This course teaches therapeutic massage techniques for healthy populations of clients throughout the age span. The areas of consideration include pre- and post-natal, perimenopausal, geriatric, as well as neo-natal and young clients. Breast massage will also be addressed. Prerequisites: MTST 131 and MTST 140.</td>
</tr>
<tr>
<td>MTST-274</td>
<td>Massage Therapy for Special Populations II</td>
<td>2</td>
<td>This course examines the application of therapeutic massage of clients with special needs. The areas considered include psychiatric, chronic long term and deteriorating conditions, severe trauma and palliative care. Prerequisite: MTST 273. Corequisite: HLST 150 and MTST 240.</td>
</tr>
<tr>
<td>MTST-281</td>
<td>Treatments and Planning I</td>
<td>2</td>
<td>An examination of the principles for planning ongoing treatment for clients with various needs. Simulation and case studies are used for lab type practice. Prerequisite: MTST 161. Prerequisites or corequisites: MTST 156, MTST 273, HLST 150.</td>
</tr>
<tr>
<td>MTST-283</td>
<td>Treatments and Planning II</td>
<td>2</td>
<td>The focus of this course is on injuries that generally affect more than one area of the body. Students will learn how various massage techniques can assist in recovery. Prerequisites: MTST 261 and MTST 281. Prerequisite or Corequisite: MTST 225.</td>
</tr>
<tr>
<td>MTST-286</td>
<td>Sports Massage</td>
<td>3</td>
<td>This course presents the theory and practice of sports massage including the history and role of the sports massage therapist. The indications and contraindications to different sports are addressed as well as specific techniques, positioning, common sport injuries, including their assessment and treatment, pre and post event and training/conditioning massage. Prerequisites: MTST 122, MTST 126 and MTST 142. Prerequisite or Corequisite: MTST 146.</td>
</tr>
<tr>
<td>MUSC-100</td>
<td>Introduction to Music</td>
<td>3</td>
<td>Music 100 is an introduction to the study of music through an historical survey of Western art-music with an emphasis on listening, and rudimentary theory and analysis. In addition, the course identifies some of the individuals and socio-political forces that shaped the development of this music. Students are not required to be able to read or perform music. Only full-time students admitted to the Music Program may register in MUSC courses (except MUSC 100). *(UA, UC, CU, KUC, UL)</td>
</tr>
<tr>
<td>MUSC-101</td>
<td>Theory I</td>
<td>2</td>
<td>The purpose of Theory I is to give students an understanding of the basic rudiments of music theory, as well as an introduction to jazz theory necessary to complete the first term ensemble program. Prerequisite: Admission to the Music program. Corequisite: MUSC 111. *(Other)</td>
</tr>
<tr>
<td>MUSC-102</td>
<td>Theory II</td>
<td>2</td>
<td>This course is divided into two parts — jazz theory and traditional harmony/part writing. Whereas the focus of Theory I was to give the students a working knowledge of basic theory, this course focuses more on the application of theoretical concepts in both writing and analysis. Prerequisite: Successful completion of first term Music Program courses. Corequisite: MUSC 112. *(Other)</td>
</tr>
<tr>
<td>MUSC-111</td>
<td>Ear Training I</td>
<td>3</td>
<td>Ear Training I closely follows the musical material delivered in Theory I and includes aural identification of intervals, chords, rhythms, melodies, as well as sight singing of melodies and rhythms. Prerequisite: Admission to the Music program. Corequisite: MUSC 101. *(Other)</td>
</tr>
<tr>
<td>MUSC-112</td>
<td>Ear Training II</td>
<td>3</td>
<td>This course continues to develop the ability to “see” with the ears and to “hear” with the eyes. In other words, the student will learn to hear a piece of music and then write it down, as well as look at a piece of music and know how it sounds. Prerequisite: Successful completion of first term Music Program courses. Corequisite: MUSC 102. *(Other)</td>
</tr>
<tr>
<td>MUSC-121</td>
<td>Literature and Style I</td>
<td>2</td>
<td>This course draws materials from the whole range of musical literature and styles with particular attention directed to the history of jazz. Prerequisite: Admission to the Music program. *(Other)</td>
</tr>
<tr>
<td>MUSC-122</td>
<td>Literature and Style II</td>
<td>2</td>
<td>This course covers four separate topics — 1) Pop music history in the twentieth century including Blues/Rhythm and Blues, Pop and Rock, and Jazz. Fusion from the 50’s to the 90’s 2) Latin American music 3) World music 4) Basic writing techniques including transposition, rhythm section score layout (including drum parts and bass lines) and jazz paraphrasing. Prerequisite: Successful completion of first term Music Program courses. *(AU, AUC, KUC, CUC, Other)</td>
</tr>
<tr>
<td>MUSC-131</td>
<td>Principal Instrument I</td>
<td>3</td>
<td>In this course, the student receives individual instruction in technique and its application to repertoire. The course consists of three parts — a lesson, a technical and a repertoire component. Prerequisite: admission to the Music Program. Corequisite: MUSC 141. *(UL, AUC, KUC, Other)</td>
</tr>
<tr>
<td>MUSC-132</td>
<td>Principal Instrument II</td>
<td>3</td>
<td>This course is a continuation of Principal Instrument I — MUSC 131 — at a more advanced level. In this course, the student receives individual instruction in technique and its application to repertoire. The course consists of three parts — a lesson, a technical and a repertoire component. Prerequisite: Successful completion of first term Music Program courses. Corequisite: MUSC 142. *(UL, AUC, KUC, Other)</td>
</tr>
</tbody>
</table>
MUSC–141
Ensemble I
3 credits (30:45:0 hours) Transfer*
This course develops a wide variety of performance skills and tools necessary for the jazz/pop/contemporary professional musician within an ensemble environment. Prerequisite: Admission to the Music Program.
*(Other)

MUSC–142
Ensemble II
3 credits (30:45:0 hours) Transfer*
This course is a continuation of Ensemble I — MUSC 141. It develops a wide variety of performance skills and tools necessary for the jazz/pop/contemporary professional musician in an ensemble environment. Prerequisite: Successful completion of first year Music Program courses.
*(Other)

MUSC–190
Jazz Combo
0 credits (0:22.5:0 hours)
Jazz Combo is a performance group made up from some of the most advanced MacEwan Music Program students. It rehearses twice a week and performs music brought to the group by its members as well as faculty and any other appropriate source. It is a part of the ensemble experience at MacEwan but no credit is awarded and no grades are given. Prerequisite: Admission to the Music Program and by audition.

MUSC–191
Jazz Choir
0 credits (0:30:0 hours)
The curriculum consists of the following: 1. Technique — melodic style and interpretation, phrasing, rhythm, articulation and dynamics. 2. Style — Jazz, Pop and Latin. 3. Ensemble participation — choir blend, colour and ensemble sound. 4. Improvisation — basic concepts for improvisation such as vocal syllables, patterns and motifs, call and response, rhythm and melody. 5. Harmony - voice leading, chord structure and analysis. Note: Audition required.

MUSC–192
Guitar Band
0 credits (0:24.9:0 hours)
This course is designed to give the guitar students the opportunity to experience and learn section playing skills. Note: Audition required.

MUSC–193
Showcase Band
0 credits (0:30:0 hours)
This is a performance group made up of some of the most skilled MacEwan music students. It rehearses twice a week and performs music by members of the group as well as music provided by the faculty and, on occasion, other students. This ensemble performs many concerts throughout the year. Note: Audition required.

MUSC–194
Percussion Ensemble I
0 credits (0:22.5:0 hours)
This course is an ensemble that rehearses music written for various combinations of percussion instruments. The ensemble will perform a number of concerts throughout the year.

MUSC–195
Jazz Band
0 credits (0:67.5:0 hours)
This ensemble is to provide students the opportunity to rehearse and perform music in the jazz idiom, to increase their knowledge and skill in the area of jazz improvisation and to assist student musicians in developing a professional attitude. Students will be evaluated on their ability to perform large ensemble music in a variety of jazz styles. Note: Audition required.

MUSC–196
Dixie Band
0 credits (0:22.5:0 hours)
This is a performance group made up of a variety of MacEwan Music students. It rehearses once a week and performs music from the Dixieland tradition.

MUSC–197
Percussion Ensemble II
0 credits (0:45:0 hours)
This course is an ensemble that rehearses music for various combinations of percussion instruments. The ensemble will perform a number of concerts throughout the year.

MUSC–198
Improvisation I
0 credits (0:15:0 hours)
This course is designed to develop the theoretical skills necessary to perform improvised solos on melodies and chord progressions. Prerequisite: Successful completion of first term Music Program courses. Corequisite: MUSC 142. Restricted to Music Program students.

MUSC–199
Improvisation II
0 credits (0:15:0 hours)
This course is designed to develop the theoretical skills necessary to perform improvised solos on melodies and chord progressions. It is a sequel to Improvisation I. Extended chords, complex progressions and advanced ensemble concepts will also be an important part of the course. Prerequisite: Successful completion of first year Music Program courses. Corequisite: MUSC 243. Restricted to Music Program students.

MUSC–203
Arranging I
3 credits (15:30:0 hours) Transfer*
The purpose of Arranging I is to build upon the knowledge learned in Theory I, II and Literature and Style II. Students are introduced to all the standard commercial instruments. They learn the ranges, the idiomatic qualities, and, in the case of the rhythm section, the proper roles of the commercial instruments. The students explore harmony, as it applies to reworking the chords of a piece. They then learn how to construct a successful arrangement including intros, endings, modulations and other arranging elements. Prerequisite: Successful completion of first year of study in the Music Program.
*(UL, CU, KUC, Other)

MUSC–204
Arranging II
3 credits (15:30:0 hours) Transfer*
Building on the knowledge gained in Arranging I, the focus of this course is writing for winds and, to a smaller degree, strings. Time is spent learning the proper ranges of these instruments, as well as how to write articulations and dynamics. The second half focuses on learning how to voice, blend and balance these instruments. Prerequisite: MUSC 203
*(UL, CU, KUC, Other)

MUSC–205
Composition I
3 credits (45:0:0 hours) Transfer*
This course introduces students to the creative world of composition. Students learn to manipulate melody, harmony and rhythm as they create pieces in a variety of styles and genres. All compositions are performed in class and students give constructive criticism of the work being presented. Students also give short presentations on music they listen to, as well as on the composers discussed in class. Prerequisites: Successful completion of first year of study in the Music Program. Minimum grade of B- in MUSC 102 and MUSC 112 and by permission of the instructor.
*(UL, Other)
**MUSC–206**
Composition II

3 credits (45:0:0 hours)

This course introduces students to some of the major trends in 20th century composition. Students compose and analyze music from three major trends: impressionism, serialism and minimalism. As in Composition I, students give short presentations on music they listen to, as well as on composers discussed in class. Prerequisite: MUSC 205.

* (UL, Other)

---

**MUSC–207**

Songwriting I

3 credits (30:15:0 hours)

This course will explore, in depth, the art and craft of songwriting. The goal of the course is to develop skills and attributes that will help musicians to become better songwriters and to prepare them to participate as songwriters in today’s music industry. Students will be active in developing technical proficiency and experiencing a variety of songwriting techniques. An examination of the songwriting process will include concepts such as attaching meter and rhythm to pitch shapes, motive generation, form, attaching lyrics to melody, and song refinement. Prerequisite: Successful completion of first year of study in the Music Program.

---

**MUSC–208**

Songwriting II

3 credits (30:15:0 hours)

This course is designed to further explore the mechanics of songwriting. Students will examine and experience a variety of songwriting techniques through concepts such as attaching meter and rhythm to pitch shapes, generating original lyric ideas, song forms, putting lyrics to melody, re-writing and co-writing. A component of this course will be to examine market trends, song demos, song plugging and “where the money comes from.” Prerequisite: MUSC 207 or equivalent.

---

**MUSC–213**

Ear Training III

3 credits (45:0:0 hours) Transfer*

Ear Training III addresses three interrelated areas of study: aural skills, sight-reading skills, and music theory. The ability to recognize and identify elemental musical structures such as intervals, scales, chords, bass lines, and melodies, and to determine their relationships through practical theory (traditional and jazz), is a primary focus of this course. Separating the elements of a typical pop or jazz ensemble recording develops transcribing skills. In order to prepare for the task of transcribing, regular activities in this course include melodic, harmonic, and rhythmic dictation. Singing, which is practiced in class using the Tonic sol-fa system in conjunction with the scale-degree system, also develops aural skills. Regular sight-singing activities include singing melodies, two-, three-, and four-part examples of traditional and jazz choral music, and singing simple and complex rhythms using various vocalization methods. Prerequisite: Successful completion of first year of study in the Music Program.

* (Other, UL)

---

**MUSC–214**

Ear Training IV

3 credits (45:0:0 hours) Transfer*

Ear Training IV further explores the three interrelated areas of study addressed in Ear Training III — aural skills, sight-reading skills, and music theory. The primary focus of this course is to develop the ability to recognize and identify elemental musical structures such as intervals, scales, chords, bass lines and melodies, and to determine their relationships through traditional and jazz theory. Regular activities in this course include melodic, harmonic, and rhythmic dictation exercises (for preparation towards transcribing complete small-ensemble arrangements), and singing using the Tonic sol-fa system in conjunction with the scale-degree system. Sight-singing activities include singing melodies, two-, three-, and four-part examples of traditional and jazz choral music, and performing simple and complex rhythms using various vocalization methods. Prerequisite: MUSC 213

* (Other, UL)

---

**MUSC–233**

Principal Instrument III

3 credits (0:10.5:0 hours) Transfer*

This is a continuation of Principal Instrument II — MUSC 232 at a more advanced level. In this course, the students receive individual instruction in technique and its application to repertoire. The course consists of three parts—a lesson, a technical, and a repertoire component. Prerequisite: Successful completion of first year of study in the Music Program. Corequisite: MUSC 243

* (UL, AUC, KUC, Other)

---

**MUSC–243**

Ensemble III

3 credits (30:45:0 hours) Transfer*

This course is a continuation of Ensemble II — MUSC 242. It further develops a wide variety of performance skills and tools necessary for the jazz/pop/contemporary professional musician within an ensemble environment. Prerequisite: Successful completion of first year of study in the Music Program.

* (Other)

---

**MUSC–244**

Ensemble IV

3 credits (30:45:0 hours) Transfer*

This course is a continuation of Ensemble III — MUSC 243. It further develops a wide variety of performance skills and tools necessary for the jazz/pop/contemporary professional musician. Prerequisite: MUSC 243.

* (Other)

---

**MUSC–245**

General Ensemble III

3 credits (0:30:0 hours)

The course is designed to give the student a hands-on approach to preparing and performing a variety of styles of music, i.e., Blues, Early Rock, Rhythm and Blues, Bossa Nova, and Country. Prerequisite: Successful completion of first year of study in the Music Program.
MUSC–246
General Ensemble IV
3 credits (0:30:0 hours)
The course is a continuation of General Ensemble III – MUSC 245 space and is designed to give the student a hands-on approach to preparing and performing a variety of the more complex styles of music. i.e. Jazz standards, Fusion, Latin, Show music and Country and advanced Rock. Prerequisite: MUSC 245.

MUSC–251
Studio Recording Techniques
3 credits (30:30:0 hours) Transfer*
This course concentrates on all aspects of recording studio engineering. Topics will include the behaviour of sound, acoustics, recording studio design, analog and digital audio, and the theory and operation of all typical recording studio equipment. Prerequisite: Successful completion of first year of study in the Music Program.
*(UA, CU, UL)

MUSC–252
Recording Studio Production
3 credits (30:30:0 hours) Transfer*
This course introduces students to the role of the producer in the recording studio. It also continues to develop the skills of the recording engineer, established in MUSC 251 — Studio Recording Techniques. As well, this course introduces students to a variety of types of work done in a typical modern recording studio and explains the role of the recording studio in the music business. Students complete a variety of projects that will allow them to function as producers and develop other production and recording skills.
Prerequisite: MUSC 251.
*(UA, CU, KUC, UL)

MUSC–253
Live Sound Reinforcement I
3 credits (30:15:0 hours)
This course concentrates on all aspects of PA systems, but focuses on sound reinforcement for music applications. The objectives of this course are to develop knowledge and understanding of sound in “live” situations, how it behaves and how it is amplified, to develop the skills and abilities necessary to set up and operate a PA system and to develop an understanding of the duties and responsibilities of all the people involved with a major concert and how to work as part of that crew. Prerequisite: Successful completion of first year of study in the Music Program.

MUSC–254
Live Sound Reinforcement II
3 credits (30:15:0 hours)
This course continues to develop the knowledge and skills established in Live Sound Reinforcement I, and leads into more advanced topics concerning this field of activity. Prerequisite: MUSC 253 or equivalent.

MUSC–261
Music Technology I
3 credits (30:15:0 hours) Transfer*
This course concentrates on the use of various types of music technology, and the application of this technology to student compositions in a project studio environment. The class consists of lectures, smaller labs, group, and individual projects. The students learn the basics of audio, synthesizers, various software programs, and basic troubleshooting techniques. Prerequisite: Successful completion of first year of study in the Music Program.
*(UA, KUC, CU, UL)

MUSC–262
Music Technology II
3 credits (30:15:0 hours) Transfer*
This is a continuation of Music Technology I – Music 261, at a more advanced level. Students are introduced to creative applications and additional software programs. Prerequisite: MUSC 261.
*(UA, KUC, CU, UL)

MUSC–271
Professionalism
3 credits (45:0:0 hours)
This course is an introduction to the business of music. Professionalism provides students with an overview of the music industry, concert tour planning and promotion, funding options available to musicians, and a look at the current trends in recording, publishing, and distribution.
Prerequisite: Successful completion of first year of study in the Music Program.

MUSC–301
Special Project I
1 credit (0:0:15 hours)
This one credit course allows the student to explore independently, in detail, a specific area of interest. A contract between the student and the Chair outlines the objectives, process and criteria for evaluation. Chair approval is required for registration. Prerequisite: Successful completion of first year study in the Music Program.

MUSC–302
Special Project II
2 credits (0:0:30 hours)
This two credit course allows the student to explore independently, in detail, a specific area of interest. A contract between the student and the Chair outlines the objectives, process, and criteria for evaluation. Chair approval is required for registration. Prerequisite: Successful completion of first year of study in the Music Program.

MUSC–303
Special Project III
3 credits (0:0:45 hours)
This three credit course provides the student an opportunity to explore independently, in detail, a specific area of interest. A contract between the student and the instructor outlines the learning outcomes, process, and criteria for evaluation. Chair approval is required for registration.
Prerequisite: Successful completion of first year of study in the Music Program.

NURS–101
Interpersonal Communications
3 credits (30:30:0 hours) Transfer*
This course focuses on application of theory and development of interpersonal communication skills in relation to conditions of helping, with emphasis on self-awareness, group process and nurse/practitioner-client interactions.
*(UA, AUC, CU, KUC)

NURS–102
Healthy Living
3 credits (45:0:0 hours) Transfer*
The determinants of health (including beliefs and values) and the identification of major influences of lifestyle and personal health practices (exercise, nutrition, stress management) across the life span will be examined. Beginning skills in health status appraisal will be developed. Ethics in health promotion counselling, client rights and the advocacy role with respect to health will be the central focus.
*(UA, AUC, CU, KUC)

NURS–104
Health Assessment Within Nursing Practice
5 credits (45:45:45 hours) Transfer*
Health assessment and basic nursing skills will be introduced. Students will assess the health of adult clients and provide basic nursing care.
*(UA, AUC, CU, KUC)
NURS-105 Anatomy  
3 credits (45:0:0 hours) Transfer*  
This course provides an introduction to the structure and basic functions of the human body. Prerequisite: Biology 30. *(AUC, CU, KUC, CUC, UA)

NURS-106 Introduction to Nursing Pharmacotherapeutics  
3 credits (45:0:0 hours) Transfer*  
This course focuses on the study of drugs, their therapeutic use and effects. The nursing role in promoting optimal therapeutic regimens and in the management of side/adverse effects will be included. Prerequisite or Corequisite: NURS 108 or PHSL 162. Note: NURS 108 and PHSL 162 may not both be taken for credit. *(UA, AUC, CU, KUC, CUC)

NURS-107 Clinical Nursing Practice I  
6 credits (30:0:170 hours) Transfer*  
Includes theory and practice components. The primary focus will be client-centered nursing care of hospitalized adults. Selected learning experiences in alternative settings may be included. Prerequisites: Minimum grade of C– in NURS 101, NURS 102, and NURS 104. Corequisite: NURS 106. *(UA, AUC, CU, KUC, CUC)

NURS-108 Elementary Physiology  
6 credits (90:0:0 hours) Transfer*  
This course is designed to provide students with a comprehensive understanding of how the normal human body and its component parts function. Prerequisites: Science 30 or Chemistry 30, and Biology 30. Note: NURS 108 and PHSL 162 may not both be taken for credit. *(UA)

NURS-118 Elementary Physiology — Part I  
3 credits (45:0:0 hours) Transfer*  
This course introduces the basic concepts of physiology. These concepts are used to explain events in the muscular, nervous, respiratory, cardiovascular, and reproductive systems. Special emphasis is placed on the nervous and endocrine systems as extra-cellular controls of body function. Prerequisites: Science 30 or Chemistry 30, and Biology 30. Note: Course runs over two terms in Year 1. This course, together with NURS 228, is equivalent to NURS 108. To be taken by Nursing students only. *(UA, Other)

NURS-190 Nursing in Context A  
7 credits (60:30:0 hours) Transfer*  
Introduction to the professional discipline of nursing, communication theory and context-based learning. The primary health care emphasis is on health promotion and disease prevention across the lifespan. Restoration and rehabilitation will be introduced. Health assessment and basic nursing skills will be introduced. *(UA)

NURS-191 Nursing Practice I  
3 credits (16:0:84 hours) Transfer*  
This course covers beginning nursing practice with a focus on health promotion and interaction with clients across the life span in a variety of non-traditional settings. Prerequisite or Corequisite: Minimum grade of C– in NURS 190. *(UA)

NURS-194 Nursing in Context A1  
5 credits (42:21:0 hours) Transfer*  
A continuation of the study of concepts introduced in NURS 190 with a focus on teaching and learning principles and increased health assessment and basic nursing skills. Prerequisite: Minimum grade of C– in NURS 190. *(UA)

NURS-195 Nursing Practice II  
6 credits (21:0:168 hours) Transfer*  
Nursing practice includes health status assessment of clients and appropriate health promotion and disease prevention interventions. Practice occurs in settings where clients live or in community agencies (non-acute) where services to clients are offered. Prerequisite: Minimum grade of C– in NURS 190. Prerequisite/Corequisite: NURS 191. *(UA)

NURS-196 Articulation Program Nursing in Context I  
5 credits (42:21:0 hours) Transfer*  
This course provides an introduction to the professional discipline of nursing and context-based learning. The primary health care emphasis is on health promotion and injury prevention across the life span, and the restoration and support of clients experiencing chronic and less acute variances in health. Restrictions: Available only to students in the Nursing Articulation Program for LPNs.

NURS-197 Articulation Program Nursing Practice I  
7 credits (21:0:196 hours) Transfer*  
Nursing practice will focus on health promotion, injury prevention and restoration, rehabilitation and support of clients across the life span who are healthy or have chronic and less acute variances in health. Practice will occur in homes or in community-based settings. Prerequisite: Minimum grade of C– in NURS 196. Note: NURS 296 and NURS 297 also require a minimum grade of C– if NURS 296 and/or NURS 297 precede NURS 197. Restriction: Available only to students in the Nursing Articulation Program for LPNs.

NURS-198 Articulation Program Anatomy and Physiology  
6 credits (90:0:0 hours) Transfer*  
This course builds on and extends the knowledge base in anatomy and physiology for licensed practical nurses, and provides for a comprehensive understanding of the structure and function of the human body. Prerequisites: Science 30 or Chemistry 30 and Biology 30. Restriction: Available only to students in the Nursing Articulation Program for LPNs.

NURS-201 Teaching and Learning  
3 credits (45:0:0 hours) Transfer*  
This course provides an introduction to the theories and practice of teaching and learning. Focus will be on the process of teaching and learning with application to situations in the health care field. Prerequisite: Minimum grade of C– in NURS 101. Prerequisite/Corequisite: Minimum grade of C– in PSYC 104. *(UA, AUC, CU, KUC, CUC)

NURS-202 Pathophysiology  
3 credits (45:0:0 hours) Transfer*  
This course provides an introduction to pathological processes. The focus is on the general principles of disease and disorders that affect the body as a whole. Prerequisite: Minimum grade of C– in NURS 105 and NURS 108 or PHSL 162. *(UA, AUC, CU, KUC, CUC)
NURS-210
Nursing Trends, Ethics and Professional Responsibilities
3 credits (45:0:0 hours)
Focuses on the profession of nursing, including historical perspectives, levels of organization and nursing roles, strategies and factors influencing role implementation. Trends in health care systems, ethics, models of nursing and nursing in primary health care settings will be addressed.
Prerequisites: Minimum grade of C– in NURS 107 and PNRS 120.

NURS-213
Nursing Care of Individuals Within Families I: Adult/Older Adult
4 credits (60:0:0 hours)
This theory course focuses on nursing care of adults and older adults and their families, for those experiencing acute and chronic organic health problems. Prerequisites: Minimum grade of C– in MMID 133, NURS 106, NURS 107 and NURS 108. Note: NURS 213 together with NURS 223 is equivalent to NURS 203. Prerequisites/ Corequisites: NURS 201 and NURS 202.

NURS-214
Nursing Care of Individuals Within Families: Child-Bearing/Child Rearing
4 credits (60:0:0 hours)
A theory course related to health issues and nursing care of individuals in child-bearing and child-rearing families. Prerequisite: RPN or permission of the Nursing Program.

NURS-223
Nursing Care of Individuals Within Families II: Adult/Older Adult
5 credits (0:0:190 hours)
This clinical course focuses on the nursing care of adults and older adults and their families in medical-surgical settings. Students will have the opportunity to interact with family members.
Prerequisites: Minimum grade of C– in NURS 213 and NURS 201. Prerequisite/Corequisite: NURS 202. Note: NURS 223 together with NURS 213 is equivalent to NURS 203.

NURS-228
Elementary Physiology-Part II
3 credits (45:0:0 hours) Transfer*
This course builds on the basic concept of physiology introduced in NURS 118. These concepts are used to explain events associated with genitourinary, gastrointestinal and other body systems. A more integrated approach is used, with emphasis on hormonal control of systems. Body changes associated with pregnancy and aging, as well as selected pathologies will be considered.
Prerequisite: Minimum grade of C– in NURS 118. Note: Course runs over one term in Year 2. This course together with NURS 118 is equivalent to NURS 108. To be taken by Nursing students only. *(UA, Other)

NURS-290
Nursing in Context B
5 credits (42:21:0 hours) Transfer*
Within the context of primary health care, the focus shifts to restoration, rehabilitation and support of clients experiencing chronic and less acute variances in health. Discussion related to health promotion and disease prevention continues. Intermediate health assessment and nursing skills will be introduced. Prerequisites: Minimum grade of C– in NURS 105, NURS 118, MMID 133, NURS 191, NURS 194 and NURS 195. *(UA)

NURS-291
Nursing Practice III
7 credits (21:0:196 hours) Transfer*
Nursing practice will focus on restoration, rehabilitation and support (including health promotion and disease prevention) of clients with chronic and less acute variances in health across the life span. Practice will occur primarily in primary level acute care centres and continuing care agencies. Prerequisites: Minimum grade of C– in NURS 105, NURS 118, MMID 133, NURS 191, NURS 194, NURS 195, and NURS 290 except when NURS 291 precedes NURS 290. Note: If NURS 291 is preceded by NURS 295, a minimum grade of C– in NURS 291 is also a prerequisite. Prerequisite: For Registered Psychiatric Nurses; a minimum grade of C– in NURS 214.
*(UA)

NURS-295
Nursing Practice IV
7 credits (21:0:196 hours) Transfer*
Nursing practice will focus on restoration, rehabilitation and support (including health promotion and disease prevention) of clients with chronic and less acute variances in health across the life span. Practice will occur in homes or in community-based settings. Prerequisites: Minimum grade of C– in NURS 105, NURS 118, MMID 133, NURS 191, NURS 194, NURS 195 and NURS 290 except when NURS 295 precedes NURS 290. Note: If NURS 295 is preceded by NURS 291, a minimum grade of C– in NURS 291 is also a prerequisite. Prerequisite: For Registered Psychiatric Nurses; a minimum grade of C– in NURS 214.* (UA)

NURS-296
Articulation Program Nursing in Context II
5 credits (51:12:0 hours)
Continuation of NURS 196 with increasing situational complexity. Prerequisite: Minimum grade of C– in NURS 196. Note: NURS 197 also requires a minimum grade of C– if NURS 197 precedes NURS 296. Restriction: Available only to students in the Nursing Articulation Program for LPNs.

NURS-297
Articulation Program Nursing Practice II
7 credits (21:0:196 hours)
Nursing practice will focus on restoration, rehabilitation and support (including health promotion and disease prevention) of clients with chronic and less acute variances in health across the life span. Practice will occur primarily in acute care centres. Prerequisites: Minimum grade of C– in NURS 196 and NURS 296. Note: NURS 197 also requires a minimum grade of C– if NURS 197 precedes NURS 297. Restriction: Available only to students in the Nursing Articulation Program for LPNs.

NURS-304
Specific Study — Home Care Nursing
1 credit (15:0:0 hours)
In this course, the student will examine the role of the nurse in the home care setting. Students will apply the nursing process to both individuals and families in the home care setting. Case coordination/management principles will be discussed. Restricted to graduate nurses.
### Nursing Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS-305</td>
<td>Specific Study — Mental Health Disorders</td>
<td>1</td>
<td>15:0:0</td>
</tr>
<tr>
<td></td>
<td>This specific study course introduces the student to the role of nursing in the specialty area of psychiatric nursing. Restricted to graduate nurses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS-306</td>
<td>Specific Study — Nursing Care of the Childbearing Family</td>
<td>1</td>
<td>15:0:0</td>
</tr>
<tr>
<td></td>
<td>In this course, the student will explore the nurse’s role in meeting the needs of a family during the maternity cycle. Health care issues of families who are or have the potential to become pregnant, including the period preceding conception, pregnancy, childbirth and the recovery will be addressed. Restricted to graduate nurses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS-307</td>
<td>Specific Study — Oncology Nursing</td>
<td>1</td>
<td>15:0:0</td>
</tr>
<tr>
<td></td>
<td>In this course oncology nursing practice including the phases of prevention, diagnosis, treatment, rehabilitation, palliation, and bereavement will be examined. The focus of the course will be on health promotion, detection of risk factors and deviations from health, and provisions of care and treatment for persons of all ages with cancer. Restricted to graduate nurses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS-308</td>
<td>Specific Study — Pediatric Nursing</td>
<td>1</td>
<td>15:0:0</td>
</tr>
<tr>
<td></td>
<td>This course will examine the role of the pediatric nurse. Emphasis will be placed on growth and development as an essential assessment guide in the care of children. The student will explore a family oriented approach to the care of children. Restricted to graduate nurses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS-311</td>
<td>Specific Study — Gerontological Nursing</td>
<td>1</td>
<td>15:0:0</td>
</tr>
<tr>
<td></td>
<td>In this course, students will examine the aging process and the factors which can interfere with or promote healthy aging. Social, economical and political issues related to older clients will also be discussed. Restricted to graduate nurses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS-312</td>
<td>Specific Study — Trauma Nursing</td>
<td>1</td>
<td>15:0:0</td>
</tr>
<tr>
<td></td>
<td>This specific study course introduces the student to the role of nursing in the specialty area of trauma nursing. Restricted to graduate nurses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS-313</td>
<td>Mental Health Nursing</td>
<td>4</td>
<td>60:0:0</td>
</tr>
<tr>
<td></td>
<td>The focus is on theory related to the promotion of mental health and care of clients with mental health problems and mental health disorders. Students will further develop and integrate their skills for promoting optimal client functioning for clients in hospital and community settings. Prerequisites: Minimum grade of C– in PSYC 105, NURS 201, NURS 202, NURS 203 and NURS 204. In addition, successful completion of NURS 205 is required for students proceeding to year three.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS-315</td>
<td>Clinical for Performance Based Development System</td>
<td>9</td>
<td>90:0:160</td>
</tr>
<tr>
<td></td>
<td>Following the P.B.D.S. assessment and recommendations done at the U Of A, the student under supervision of an instructor from Grant MacEwan College completes approximately 160 hours of clinical practice in a health care setting. Note: Must be a graduate R.N.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS-320</td>
<td>Nursing Care of Individuals Within Families: Management of Complex Situations</td>
<td>9</td>
<td>90:0:90</td>
</tr>
<tr>
<td></td>
<td>Theoretical and clinical course. The clinical component will provide students with an opportunity to further practice nursing in an institutional setting. Prerequisite: Minimum grade of C– in NURS 205.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS-322</td>
<td>Nursing Care of the Childbearing Family</td>
<td>9</td>
<td>90:0:90</td>
</tr>
<tr>
<td></td>
<td>Through directed home-study and clinical practice, the role of the nurse with regard to the expectant family prior to, during and following delivery is presented. The focus is on health supervision and anticipatory guidance needed during the maternity cycle: complications that may occur during the maternity cycle, deviations from the normal that may occur in the newborn and community resources available to families. Must be a graduate R.N.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS-323</td>
<td>Mental Health Nursing</td>
<td>9</td>
<td>90:0:90</td>
</tr>
<tr>
<td></td>
<td>Through directed home-study and clinical practice, the psychosocial and economic implications of mental health problems as they affect the client, family and community are presented. Ways in which the helping relationship can serve as a positive intervention in the experience of mental illness are explored with emphasis on the role of the nurse. Must be a graduate R.N.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS-324</td>
<td>Pediatric Nursing</td>
<td>9</td>
<td>90:0:90</td>
</tr>
<tr>
<td></td>
<td>Through directed home-study and clinical practice, the needs of the child from newborn to adolescent as may be altered by illness and treatment are presented. The stages of growth and development of this period are reviewed as well as the psychosocial and economic implications of illness for the client, family and community. Must be a graduate R.N.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS-329</td>
<td>Nursing Practice VI — Diploma Completion</td>
<td>4</td>
<td>60:0:160</td>
</tr>
<tr>
<td></td>
<td>Nursing practice will focus on restoration, rehabilitation and support (including health promotion and disease prevention) of clients experiencing more acute variances in mental health. Practice will occur primarily in institutional settings. Prerequisite: Minimum grade of C– in NURS 390. Note: This course, together with NURS 330, is equivalent to NURS 309.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS-330</td>
<td>Nursing Practice VII — Diploma Completion</td>
<td>5</td>
<td>90:0:280</td>
</tr>
<tr>
<td></td>
<td>This clinical preceptorship course will focus on integration of learning and transition to the graduate role. Clinical practice experiences focus on providing nursing care to a selected group of clients experiencing physical variances in health, in an acute care context. Prerequisite: Minimum grade of C– in NURS 398. Note: This course, together with NURS 329, is equivalent to NURS 399.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NURS-331 Nursing Refresher Theory Part A 2 credits (0:0:30 hours)
This course introduces the nurse to the basic concepts of nursing practice by reviewing the theory behind nursing care using a theoretical model and the nursing process. Specific areas of health promotion and community health nursing are reviewed. Restriction: Must be a registered nurse.

NURS-332 Nursing Refresher Theory Part B 5 credits (0:0:75 hours)
Nursing practice will focus on restoration, rehabilitation and support (including health promotion and disease prevention) of clients with chronic and acute conditions across the life span. Prerequisite: NURS 331. Restriction: Must be a registered nurse.

NURS-333 Nursing Refresher Theory Part C 5 credits (0:0:75 hours)
This course will focus on health assessment and professional responsibilities. Placing nursing care in the context of understanding the life span, communication and pharmacology will be emphasized. Prerequisites: NURS 331 and NURS 332. Restriction: Must be a registered nurse.

NURS-334 Clinical Nursing Skills 2 credits (15:15:0 hours) Include the theory and practice components of clinical nursing skills. Prerequisites: NURS 331, NURS 332 and NURS 333.

NURS-335 Nursing Refresher Clinical 3 credits (0:0:160 hours) The primary focus will be client-centred nursing care of the hospitalized adult. The nursing refresher student is preceptored in the clinical area by a Registered Nurse from the unit they are assigned to. Selected learning experiences in alternative settings may be included. Prerequisites: NURS 331, NURS 332, NURS 333 and NURS 334. Restriction: Must be a graduate RN.

NURS-336 Nursing Refresher Program, Instructor Lead Clinical 3 credits (0:0:160 hours) The primary focus of this course will be client-centred nursing care of the hospitalized adult. The nursing refresher student in the clinical area will be assigned to an instructor. Prerequisite: NURS 300 and NURS 301 or NURS 331, NURS 332, NURS 333 and NURS 334. Restriction: Must have completed the theory component of the Nursing Refresher Program and be eligible to write the CRNE exams.

NURS-337 Orientation to the Canadian Health Care System for Foreign Qualified Nurses 6 credits (92:0:18 hours) The course assists students to understand the Canadian and Alberta health care environment. In addition, students develop strategies to improve their professional and academic communication skills, and to prepare to write the Canadian Nurse Registration Examination. Students must be enrolled in the Nursing Refresher Program.

NURS-338 Orientation to the Role of the Registered Nurse for Foreign Qualified Nurses 6 credits (90:0:12 hours) This course assists foreign qualified nurses in the transition to the role of the registered nurse as outlined by the Alberta Association of Registered Nurses. The course assists students to understand the role of the nurse as they work through the nursing process. In addition, students develop strategies to improve their professional communication skills and prepare for the job search. Prerequisite: NURS 337. Note: Students must be enrolled in the Nursing Refresher Program.

NURS-339 Nursing Refresher Program, Instructor Lead Clinical 3 credits (0:0:160 hours) The primary focus of this course will be client-centred nursing care of the hospitalized adult. The nursing refresher student in the clinical area will be assigned to an instructor. Prerequisites: NURS 300 and NURS 301 or NURS 331, NURS 332, NURS 333, NURS 334, NURS 337 and NURS 338. Restriction: Must have completed the theory component of the Nursing Refresher Program and eligible to write the CRNE exams.

NURS-340 Health Assessment 3 credits (60:0:00 hours) Transfer* This course is designed to provide health care professionals with knowledge and skills in health assessment. Health history taking, physical assessment techniques and mental health assessment are addressed. The focus is on the health assessment of the well adult within a framework of health promotion. Prerequisite: Must be a nurse, registered with their respective association, or an undergraduate nursing student with permission.

*(UA, CU, UL, KUC, AU, CUC, AUC)

NURS-341 Nursing Research Processes 3 credits (45:0:0 hours) Transfer* This course provides an introduction to the fundamental concepts and methodologies of nursing research. The intent of the course is to enhance the student’s knowledge and appreciation of the research process and the role research plays in nursing practice. Emphasis is placed on the critique of research reports and the application of research findings to nursing practice.

*(UA, AUC, UC, CU, UL, KUC, AU, CUC)

NURS-342 Management and Leadership in Nursing Practice 4 credits (45:0:60 hours) Transfer* This course is designed to provide knowledge and skills about the management of nursing systems in health care organizations. The concepts are presented in a manner which will benefit nurses who work in hospital settings as well as those who work in community health, or in other community settings. Emphasis is placed on the understanding of the critical responsibilities of the nurse manager and the development of leadership skills. A practicum component is designed to increase the student’s knowledge about the activities, roles and responsibilities of nurse managers. Prerequisite: Must be a nurse, registered with their respective association, or an undergraduate nursing student with permission.

*(UA, CU, UL, KUC, AU, CUC, AUC)
NURS-360
Canadian Health Care and Health Law
3 credits (45:0:0 hours)
This course focuses on Canadian health law, its reformulation and its impact on the future of health care in Canada. This is an issues-oriented course designed to stimulate critical thinking skills by exploring, discussing and debating diverse Canadian health care law as it applies to nursing issues. Prerequisite: An introductory political science course. Note: This course is designed for students who are not political science or health policy majors.

NURS-390
Nursing in Context C
5 credits (42:21:0 hours) Transfer®
Within the context of primary health care, focus is on restoration, rehabilitation and support of clients experiencing more acute variances in health. Discussion relating to health promotion and disease prevention continues. Advanced health assessment and nursing skills will be introduced. Prerequisites: Minimum grade of C– in all Year I and Year II courses.
*(UA)

NURS-391
Nursing Practice V
7 credits (21:0:196 hours) Transfer®
Nursing practice will focus on restoration, rehabilitation and support (including health promotion and disease prevention) of clients experiencing more acute variances in health across the life span. Practice will occur in primary, secondary and tertiary level acute care settings. Prerequisites: Minimum grade of C– in all courses in Years 1 and 2.
*(UA)

NURS-394
Nursing in Context C1
5 credits (42:21:0 hours)
Continuation of NURS 390 with increasing situational complexity. Prerequisites: NURS 390, NURS 391 or NURS 395.

NURS-395
Nursing Practice VI
7 credits (21:0:196 hours)
Nursing practice will focus on restoration, rehabilitation and support (including health promotion and disease prevention) of clients across the lifespan experiencing more acute variances in health. Practice will occur in homes or in community-based settings. Prerequisites: Minimum grade of C– in NURS 291, NURS 294 and NURS 295.

NURS-398
Transition to the Graduate Role
3 credits (24:12:0 hours)
Focus is on the management of complex situations and issues of transition to the graduate role. Prerequisites: Minimum grade of C– in NURS 390 and NURS 391.

OAAS-110
Administrative Office Procedures I
3 credits (30:30:0 hours)
In this course, students focus on professional skills needed for success in the business world. Topics include business etiquette, business ethics, stress management, distributing written documents (including e-mail and outgoing mail), and current issues in the workplace. Students develop skills in interpersonal communication, time management, and telephone communications.

OAAS-111
Office Technology I
3 credits (45:15:0 hours)
This course is a general introduction to keyboarding. Using the “touch-typing” method, students are expected to attain a speed of 25 words per minute and demonstrate competency in inputting and formatting correspondence and reports using Microsoft Word.

OAAS-112
Keyboarding, Formatting and Presentations
3 credits (45:15:0 hours)
In this course, students work at an advanced level with Word and at a basic to intermediate level with other elements of MS Office Suite. Prerequisite: Minimum grade of C– in OAAS 121.

OAAS-113
Word Processing for Legal Assistants
3 credits (30:45:0 hours)
Students prepare accurate reports, letters and other documents using WordPerfect. Students achieve an intermediate level of competence which includes the ability to manage electronic files, incorporate tables and columns in documents, and produce brochures.

OAAS-120
Administrative Office Procedures II
3 credits (30:45:0 hours)
In this course, students will focus on the preparation of business documents and the coordination of business activities. Topics will include: information management, travel arrangements, conferences and meetings. Students will research, prepare, and present an information-gathering report on a company in preparation for field placement. Prerequisite: Minimum grade of C– in OAAS 110.

OAAS-121
Office Technology II
3 credits (45:30:0 hours)
In this course, students work with Excel and Access from Microsoft’s Office Suite. Students work with e-mail and Windows Explorer. They compare the similarities between Microsoft Word and Corel WordPerfect. Prerequisite: Minimum grade of C– in OAAS 111.

OAAS-127
Presentations and Web Pages
3 credits (45:0:0 hours)
Students develop effective presentations and maintain Web pages using current specialized software. Prerequisite: Minimum grade of C– in OAAS 111.

OAAS-130
Administrative Office Procedures III
3 credits (30:45:0 hours)
In this course, students are introduced to the functions of selecting, hiring, training, and supervision of office personnel. Students complete a ten-day field placement. Prerequisite: Minimum grade of C– in OAAS 120.

OAAS-131
Office Technology III
3 credits (45:30:0 hours)
In this course, students work at an advanced level with Word and at a basic to intermediate level with other elements of MS Office Suite. Prerequisite: Minimum grade of C– in OAAS 121.
OADM-112
Customer Communications and Service I
3 credits (30:30:0 hours)
This course focuses on proper business writing techniques and revising and proofreading business documents. Students prepare e-mail, memorandums, correspondence, and informal reports. Students also gain skill in preparing and delivering business presentations.

OADM-113
Document Formatting I
3 credits (45:30:0 hours)
In this course, students develop intermediate skills in the production of business documents from rough draft, edited copy and machine dictation. Students will be expected to attain a minimum speed of 40 words per minute on a five-minute timing using a five-error cut-off.

OADM-122
Customer Communications and Service II
3 credits (45:0:0 hours)
Students actively engage in job search techniques including the preparation of resumes, covering letters and a personal portfolio. In addition, they explore the concept of teamwork while preparing a research report with a customer service focus. Students continue to develop their oral and business writing skills. Prerequisite: Minimum grade of C– in OADM 112.

OADM-123
Document Formatting II
3 credits (45:30:0 hours)
In this course, students develop advanced skills in the production of business documents using rough draft, edited copy and verbal instructions. Students also learn how to analyze and design effective and attractive forms. Students will be expected to attain a minimum speed of 50 words per minute on a five-minute timing using a five-error cut-off. Prerequisite: Minimum grade of C– in OADM 113.

OADM-124
Office Math Applications
1 credit (15:15:0 hours)
Students apply basic mathematical concepts in business and personal applications, including petty cash, expense claims, reconciliation, purchasing, discounts and budgeting.

OALS-110
Legal Office Procedures I
3 credits (30:45:0 hours)
This course reviews basic theory and procedures for working in a legal office. Topics covered include: confidentiality, telephone techniques, reception, voice mail, proofreading, records management and introductory law office accounting. Students work with basic legal documents and files. In addition, students will work through a basic probate process.

OALS-111
Word Processing
3 credits (45:15:0 hours)
Students prepare accurate reports, letters, and other documents using WordPerfect. Students achieve an intermediate level of competence which includes the ability to manage desktop and electronic files, incorporate tables and columns in documents, and produce brochures. Students also use standard e-mail functions.

OALS-112
Customer Communications and Service
3 credits (30:30:0 hours)
In order to prepare you for success in the changing business world, this course focuses on customer service, basic business correspondence and reports, and job search preparation. Students will prepare a professional portfolio.

OALS-115
Corporate Procedures in the Law Office
3 credits (45:0:0 hours)
In this course, students will learn the basic theory and procedures of the laws governing corporate procedures.

OALS-120
Legal Office Procedures II
3 credits (30:30:0 hours)
This course covers the basic theory and practical procedures as they relate to litigation and divorce. Prerequisite: Minimum grade of C– in OALS 110.

OALS-121
Integrated Office Applications
3 credits (45:30:0 hours)
Students continue to work with WordPerfect preparing documents and using advanced merge functions. Students are introduced to Quattro Pro, Excel and Presentations software.

OALS-123
Legal Research and Technology
3 credits (45:30:0 hours)
This course is an introduction to the fundamentals of legal research and will include a study of primary and secondary research materials. Students will work primarily with print sources. An overview of online and CD ROM resources will be included. Students will work to an advanced level with MS Word. They will drill and time to attain a minimum keyboarding speed of 50 wpm on a five-minute timing using a five-error cut-off.

OALS-131
Legal Transcription and Technology
3 credits (30:45:0 hours)
Students transcribe legal correspondence and documents from dictation. Students are introduced to Quicklaw, Summation, Esilaw, Realiti, PowerPoint, and Access. Student compile a precedent book of sample documents and correspondence used in a legal office. Students complete a ten-day field placement. Prerequisites: Minimum grade of C– in OADM 113 and OALS 120.

OALS-132
Conveyancing Procedures in the Law Office
3 credits (30:45:0 hours)
In this course, students will learn the basic theory and practical procedures of the law governing conveyancing. They will work through the process to complete both a sale and a purchase of residential property. Students will be introduced to Realiti software and they will work on a research project.

OAMS-110
Medical Office Procedures I
3 credits (45:30:0 hours)
Students explore the changing role of the medical secretary with emphasis on communication, telephone techniques, and medical administrative procedures. Students discuss ethical and professional standards as well as the relevant acts and legislation. Students develop an awareness of the diversity a medical environment offers.

OAMS-111
Office Technology and Skill Development I
3 credits (45:30:0 hours)
Students work with Windows, e-mail and to an intermediate level of competency in Word. Students are expected to attain a minimum speed of 35 words per minute on a five-minute timing using a five-error cut-off.
OAMS-112
Customer Communications and Service
3 credits (30:30:0 hours)
In order to prepare you for success in the changing business world, this course focuses on customer service, basic business correspondence and reports, and job search preparation. Students will prepare a professional portfolio.

OAMS-113
Medical Terminology
3 credits (45:00:0 hours)
Students analyse the language and terms used to refer to body systems and the related pathology and medical procedures. Emphasis is placed on spelling through word building. Students apply knowledge of medical terminology to read and understand medical reports.

OAMS-114
Pharmaceutical Terminology
3 credits (45:00:0 hours)
This course provides the student with the basics of pharmacology terminology related to their administrative duties as medical office assistants and unit clerks.

OAMS-120
Medical Office Procedures II
3 credits (30:30:0 hours)
This course focuses on appointment scheduling, medical billing, using specialized software, and records management. Building on skills developed in Medical Office Procedures I, students practice more advanced medical office procedures. Prerequisite: Minimum grade of C- in OAMS 110.

OAMS-121
Office Technology and Skill Development II
3 credits (45:30:0 hours)
Students work with Excel and Access and integrate software packages from the Microsoft Office Suite in specific applications. Students continue to develop keyboarding skills through drills and timings. Students are expected to attain a minimum speed of 45 words per minute on a five-minute timed writing using a five-error cut-off. Prerequisite: Minimum grade of C- in OAMS 111.

OAMS-123
Medical Terminology II
3 credits (45:00:0 hours)
This course provides students with further knowledge of medical terminology and the pathology and medical procedures related to each body system studied. Emphasis is placed on spelling through word building. Students also apply knowledge of medical terminology to read and understand medical reports. Prerequisite: Minimum grade of C- in OAMS 113.

OAMS-126
Medical Machine Transcription
3 credits (30:30:0 hours)
In this course, students develop the skills and knowledge necessary to accurately transcribe a variety of medical reports from audio tapes. Students incorporate their knowledge of medical and pharmaceutical terminology, medical abbreviations, and punctuation and grammar. Emphasis is placed on development of transcription speed and proofreading skills. Prerequisite: Minimum grade of C- in OAMS 113.

OAMS-127
Unit Clerk
2 credits (15:30:0 hours)
This course prepares students to work as Health Unit Coordinators in a hospital or medical office setting. Students learn to transcribe doctors' orders, coordinate tasks in the nursing unit and support the manager in various administrative tasks. Prerequisite: Minimum grade of C- in OAMS 113.

OAMS-128
Office Math Applications and Basic Bookkeeping
2 credits (15:30:0 hours)
Students apply basic mathematical concepts in business applications including petty cash, expense claims, reconciliation, purchasing, discounts, payroll and budgeting. In addition, students are introduced to types of businesses, sources of revenue and GST determination.

OAMS-130
Medical Office Procedures III
3 credits (30:45:0 hours)
This course allows students to gain practical experience in preparation for work in a variety of medical office environments. In the clinical module, students learn health and safety regulations and infection control precautions necessary to work in a clinical environment. In the office management module, students build on their knowledge of medical office procedures and develop the ability to manage a medical office. Prerequisite: Minimum grade of C- in OAMS 120.

OAMS-134
Medical Office Applications
3 credits (45:0:0 hours)
This course provides students the opportunity to further develop their technology and transcription skills. Students use current software applications at an advanced level to prepare medical reports and documents. Students complete a short field placement in a medical environment. Prerequisites: Minimum grade of C- in OAMS 121 and OAMS 126.

OCCH-300
Introduction to Occupational Health Nursing
3 credits (45:0:0 hours) Transfer*
This course introduces the student to the field of occupational health nursing by presenting basic concepts in occupational health and specifically, occupational health nursing. The history of occupational health is explored and the roles and functions of the multi-disciplinary occupational health team are described. Standards, competencies and roles required in this specialty of nursing are reviewed. As well, government legislation that influences occupational health is considered. Specific program areas such as assessing workers and the work environment, cultural differences, primary and emergency care, disaster planning, rehabilitation, counselling and health promotion are introduced. Prerequisite: Must be a Registered Nurse. *(Other)

OCCH-301
Occupational Environments
3 credits (45:0:0 hours) Transfer*
This course examines the relationship between workers and their working environment. Students are introduced to the philosophy of identifying, evaluating and controlling occupational stressors that affect the health of workers. Health hazards produced by physical, chemical, biological and ergonomic stressors are addressed. As well, basic principles of accident prevention are discussed. *(UA, AUC, CUC, UC, CU, AU, KUC, Other)

OCCH-302
Occupational Health Screening
2 credits (15:0:60 hours)
The focus of this course is occupational health examinations. Students learn to perform and interpret results of screening tests such as audiometry, spirometry, vision screening and venipuncture. In the venipuncture section, there is an optional practical component in which students practice venipuncture under supervision and demonstrate performance competencies. Students are responsible for finding a practicum in consultation with the instructor. Prerequisite: Must be a Registered Nurse.
Field Visits in Occupational Health
2 credits (15:0:60 hours) Transfer*
In this course, the student learns about different occupational health settings and the application of the theoretical concepts in occupational health. The student assesses comprehensive occupational health programs for worker groups using the nursing process. Prerequisites: OCCH 300, OCCH 301 and OCCH 302.
*(Other)

Occupational Health Program Development
3 credits (45:0:0 hours)
This course provides the basis that will enable students to develop and manage occupational health services and programs. Specific information in the areas of assessing, planning, implementing and evaluating programs is reviewed. Planning an occupational health centre is covered along with developing policies and procedures. Business skills required by employers such as preparing business plans, strategic planning, budgeting, marketing and conducting a cost-benefit analysis are reviewed. The course is intended to be practical and directly applicable to the occupational health setting.

Managed Rehabilitation
3 credits (45:0:0 hours)
This course provides the foundation needed to develop and manage comprehensive and effective Managed Rehabilitation Programs. It reviews the basic principles required to plan, develop and evaluate programs that are aimed at controlling the economic and human costs of disabilities in the workplace. Roles and responsibilities of the Managed Rehabilitation team members are reviewed along with processes for job evaluation, worker assessment and vocational rehabilitation. Transitional work programs are presented. The course also includes discussions of injury prevention, education, worker accommodation, absenteeism control and employee assistance programs. After completing the course, students will have the basic knowledge required to manage injuries and illnesses in the workplace that result in workers’ compensation, short-term disability or long-term disability claims.

Trends and Issues in Occupational Health
3 credits (45:0:0 hours) Transfer*
This course provides the student with an opportunity to examine current trends and issues related to occupational health. Professional issues such as quality improvement and independent practice are discussed. In addition, a number of topics relevant to today’s practice such as drug testing in the workplace are examined.

Occupational Toxicology
3 credits (45:0:0 hours) Transfer*
This course presents the principles of toxicology related to the working environment. Substances such as pesticides, solvents, metals, gases and particulates are discussed. Reproductive and carcinogenic substances are addressed. As well, the student is introduced to the principles of epidemiology.
*(UA, UG, CUC, UC, AU, KUC, Other)

Health Surveillance in the Workplace
3 credits (45:0:0 hours) Transfer*
This course presents the legal and ethical responsibilities of the occupational health nurse in developing health surveillance programs for workers exposed to physical, chemical, biological and ergonomic hazards. As well, emphasis is placed on the development of skills in primary care, counselling, rehabilitation and disaster planning.
*(Other)

Field Project in Occupational Health
2 credits (15:0:60 hours) Transfer*
This course provides students with an opportunity for considerable, concentrated nursing practice. Knowledge and skills in occupational health nursing will be applied and integrated. The integration of theory and practice emphasizes self-directed learning and prepares the student to provide a comprehensive occupational health service for clients. Prerequisites: OCCH 303, OCCH 304, OCCH 305, OCCH 307 and OCCH 308.
*(Other)

School Age Care and Development
3 credits (45:0:0 hours)
This course focuses on understanding the role of the caregiver and the goals and philosophy of a school age care program for children ages six to twelve years of age. You will learn about the developmental characteristics of the school age child and will apply this knowledge to program planning in a group care setting. You will discover and explore recreational and educational resources in your community. An overview of present standards and professional qualifications is included. This course is a required course for the Early Childhood Development Diploma but is open to others who meet the prerequisites listed below. Prerequisites: ECD students using OOSC 200 to meet their diploma requirements must have completed all first year ECD courses, ENGL 111 and ECDV 201. All other students must have background knowledge and coursework in each of these three content areas: program planning, child development and human relations, and be working in a school age care setting.

Quality Programming and Practices in Out of School Care
3 credits (45:0:0 hours)
In this course you will build on the link between the developmental needs of school-age children and program planning for this age group. You will have the opportunity to plan programs that are developmentally appropriate, and to create real play experiences with children who are six to twelve years old. The course includes further study and practice of communication strategies that are effective with children and adults. You will apply your developing communications skills to your work with children as you study appropriate child guidance strategies. You will consider the needs and interests of school age children, as well as their developing sense of self. Consideration will be given to conflict resolution and bullying. Prerequisite: OOSC 200.

Introduction to Management
3 credits (45:0:0 hours) Transfer*
This course focuses on the nature and structure of work organizations and how people function in these environments. Topics will include leadership, organizational design and structure, communication, teams, motivation, conflict, change, unions and professional associations and strategy. Note: A student may receive credit for only one of MOHR 321, MGMT 122 or ORGA 201.
*(UA, UC, UL, AU, KUC)
PACR-300
Introduction to Palliative Care
3 credits (0:0:45 hours)
This course examines the components of providing holistic care for the dying person. Emphasis is placed on providing an environment for the person to be comfortable. Pain assessment, pain management and management of other symptoms are included. A strong emphasis is placed on the psychosocial and spiritual needs of the dying person and their family.

PACR-301
Common Physical Symptoms and Complications
4 credits (0:0:60 hours)
This course addresses the various physical symptoms of concern in palliative care. Assessment, cause and treatment of symptoms are examined. In addition the course examines complications which may be encountered in palliative care practice. Implications and emergency treatment will also be discussed. Prerequisite/Corequisite: PACR 300.

PACR-302
Psychosocial and Spiritual Aspects of Care
3 credits (0:0:45 hours)
This course examines various psychosocial factors that affect the palliative care client including emotional responses, cultural considerations and family dynamics and support networks. The spiritual aspects of care are presented including an exploration of spiritual distress and strategies for helping to meet spiritual needs. Techniques for strengthening communication with the seriously ill, their families and the palliative team are explored.

PACR-303
Pain Assessment and Management
4 credits (45:0:30 hours)
This course explores a multidisciplinary approach to assessment and management of pain related to a terminal illness. Types and causes of pain will be discussed. Field placement provides students the opportunity to apply theory in a practical setting. Prerequisite/Corequisite: PACR 300.

PACR-304
Grieving and Bereavement
3 credits (0:0:45 hours) Transfer*
The focus of this course is on grieving and bereavement in relation to palliative care. The typical process of grief, various types of grief and the impact of death, grief and bereavement on individuals and families are considered. Methods of identifying those at risk for complicated bereavement are described, as are strategies for supporting grieving individuals and families and for facilitating bereavement follow-up.
*(AU)

PACR-305
Complementary Therapies
3 credits (45:0:0 hours)
This course examines complementary therapies used in palliative care practice. Various complementary therapies such as relaxation, massage, therapeutic touch and others are discussed in relation to their use as adjunct or replacement for traditional means of pain control or symptom management.

PACR-306
Trends and Issues in Palliative Care
3 credits (45:0:0 hours)
This course explores trends, ethical issues, ethical decision-making and values which prevail in palliative care practice. Palliative care standards, public policy and principles of health care are examined as to their implications in the delivery of palliative care.

PACR-307
Palliative Care for Special Populations
4 credits (45:0:30 hours)
This course examines the needs of special populations requiring palliative care. Specifically the needs of children, adults with chronic illness, people with AIDS and people diagnosed with cancer will be discussed. Disease pathologies will also be reviewed. Field placement provides opportunities to work with the different populations.

PACT-110
Aquatics
1.5 credits (15:30:0 hours) Transfer*
Development of proficiency in swimming and aquatic skills and to the examination of theoretical aspects of aquatics. Prerequisite: One of Red Cross Aquarquist Level 8 or RLSS Lifesaving II or YMCA Level 3. Red Cross Level Blue or the ability to swim front crawl and back crawl efficiently. Credit may not be taken for more than one of PACT 100 and PACT 110. Note: Students cannot obtain credit for both PACT 110 and PHSD 107.
*(UA, UC, UL, KUC)

PACT-111
Basketball
1.5 credits (15:30:0 hours) Transfer*
In this course, students will acquire theoretical knowledge and personal skill in basketball. Note: Students cannot obtain credit for both PACT 111 and PHSD 111.
*(UA, UC, AUC, CU, KUC, UL)

PACT-114
Introduction to Ice Hockey
1.5 credits (15:30:0 hours) Transfer*
This course is designed to provide students with the opportunity to acquire and/or improve upon the fundamental skills requisite to proficiency as an ice hockey player. Note: Students cannot obtain credit for both PACT 114 and PHSD 114.
*(UA, UC, UL)

PACT-118
Soccer
1.5 credits (15:30:0 hours) Transfer*
In this course, students will acquire theoretical knowledge and personal skill in the basic soccer skills including: passing, trapping, tackling, heading, shooting, goalkeeping, small group and team attacking, and defensive strategies. Note: Students cannot obtain credit for both PACT 118 and PHSD 118.
*(UA, UC, UL, AUC, CU, KUC, )

PACT-131
Badminton
1.5 credits (15:30:0 hours) Transfer*
Acquisition of theoretical knowledge and personal skill in badminton strokes and strategies. Students must supply their own racquets and shuttlecocks. Note: Students cannot obtain credit for both PACT 131 and PHSD 131.
*(UA, UC, UL, AUC, CU, KUC)
PACT-133
Squash
1.5 credits (15:30:0 hours) Transfer*
In this course, students will acquire theoretical knowledge and personal skill in basic squash strokes and strategies. Note: Students cannot obtain credit for both PACT 133 and PHSD 133.
*(UA, AUC, CU, KUC, UC, UL)

PACT-137
Volleyball
1.5 credits (15:30:0 hours) Transfer*
This course is designed to help students acquire theoretical knowledge and personal skill in the fundamental skills of volleyball. Students will be taught in individual and small group settings. Note: Students cannot obtain credit for both PACT 137 and PHSD 137.
*(UA, UC, AUC, CU, KUC, UL)

PACT-145
Golf
1.5 credits (15:30:0 hours) Transfer*
In this course, students will acquire theoretical knowledge and personal skill in driving, chipping, pitching, and putting. This course requires the payment of additional fees. Students must provide their own equipment. Note: Students cannot obtain credit for both PACT 145 and PHSD 145.
*(UA, UC, AUC, CU, KUC, UL)

PACT-154
Wrestling
1.5 credits (15:30:0 hours) Transfer*
This course is designed to offer students introductory skill and theoretical development fundamental to safe and enjoyable recreational and/or competitive involvement in the sport of Amateur Wrestling. About 75 per cent of class time and course assessment will focus on skill development and the remaining 25 per cent will reflect theoretical instruction and assessment. Note: Students cannot obtain credit for both PACT 154 and PHSD 154.
*(UA, UC)

PACT-155
Social Dance
1.5 credits (0:45:0 hours) Transfer*
This is a dance activity course that involves the instruction of a number of ballroom dances including, but not restricted to, the foxtrot, waltz, tango, rumba, cha cha, and swing. Emphasis will be placed on the acquisition of the basic movement and style of each dance, as well as step variations and sequences.
*(UA)

PACT-180
Canoeing and Kayaking
1.5 credits (15:30:0 hours) Transfer*
Acquisition of theoretical knowledge and personal skill in strokes, maneuvers, and rescue. Prerequisite: Red Cross Aquaplast Level 8 or LSLS Lifesaving II or YMCA Level 3 or the ability to swim front crawl and back crawl efficiently. Note: Students cannot obtain credit for both PACT 180 and PHSD 180. Equipment is available from the Sport and Wellness Centre. This course requires some weekend commitments.
*(UA, UC, AUC, CU, KUC, UL)

PACT-181
Cross Country Skiing
1.5 credits (15:30:0 hours) Transfer*
This course is designed to introduce students to theoretical knowledge and personal skill in the basic Nordic ski skills including, classic, skate, and hill maneuvers. The course will include touring and citizen racing opportunities. Equipment is available from the college but participants are encouraged to provide their own. Note: Students cannot obtain credit for both PACT 181 and PHSD 181.
*(UA, UC, AUC, CU, KUC, UL)

PACT-198
Yoga for Beginners
1.5 credits (15:30:0 hours) Transfer*
This course is designed to introduce students to fundamental postures while developing a basic appreciation of yoga theory as it pertains to health and wellness. Students will be introduced to several different yoga forms with an emphasis on Hatha and Asthanga (power) yoga. Approximately 70 per cent of class time and course assessment will focus on practical skill development, while the remaining 30 per cent will encompass the physiological and psychological benefits of yoga as they relate to health and wellness.
*(UA)

PACT-199
Introduction to Strength Training
1.5 credits (15:30:0 hours) Transfer*
An introduction to the theory and practical basis of resistance training. The focus of the course will be on the practical application of accepted physiological principles to program development for general conditioning and sport specific enhancement. Emphasis is placed on lifting techniques, program design, nutrition, training myths, weight training apparatus and physiological adaptations to strength training. Other topics include power lifting, special populations and advanced conditioning methodology.
*(UA, UC, UL)

PACT-100
Structural Anatomy
3 credits (45:26:0 hours) Transfer*
Students will be introduced to the study of human anatomy. Students will learn structural and functional components of selected systems of the human body. Restricted to Physical Education students.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)

PACT-101
Introduction to Human Physiology
3 credits (45:4:0 hours) Transfer*
This course provides an introduction to human physiology from the cellular to systemic level with special emphasis on systems that adapt to exercise stress. Restricted to Physical Education students.
*(UA)

PACT-103
Introduction to Integrative Human Physiology
3 credits (45:0:0 hours) Transfer*
This course focuses on the regulation, control and integration of cellular functions in the human body with special emphasis on systems that respond to exercise stress. Prerequisite: Minimum grade of C– in PACT 101. Restricted to Physical Education students.
*(UA)

PACT-200
Physiology of Exercise
3 credits (45:22:0 hours) Transfer*
An introduction to physiological adaptations to stress of exercise and training. Prerequisite: Minimum grade of C– in PACT 102 or equivalent. Restricted to Physical Education students.
*(UA)

PEDS-201
Applied Ethics in Physical Education and Sport
3 credits (30:0:15 hours) Transfer*
A philosophical examination of ethical questions in the professional practice of physical education and sport. Restricted to Physical Education students.
*(UA, UC, UL)

PEDS-203
Skill Acquisition and Performance
3 credits (45:0:0 hours) Transfer*
The course presents a psychological approach to understanding human motor behaviour. The course will examine the processes involved in learning motor skills and controlling movement and the factors that influence acquisition and performance. Restricted to Physical Education students.
*(UA, UC, UL)
**PEDS-205**
**Introduction to Outdoor Environmental Education**
3 credits (15:45:0 hours) Transfer*
A conceptual and experiential introduction to outdoor environmental education and leadership. In addition to weekly lecture and lab components, the course includes weekend commitments.
Restricted to Physical Education students.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)*

**PEDS-206**
**Qualitative Biomechanics**
3 credits (45:12:0 hours) Transfer*
This course provides students with the required background knowledge and method to perform qualitative biomechanical analyses of human movement. Such analyses will include the application of appropriate mechanical principles and the identification of relationships between these principles. Prerequisite: Minimum grade of C– in PACT 101 or PEDS 294. Restricted to Physical Education students.
*(UA, UC, UL)*

**PEDS-240**
**Introduction to Sports Injuries**
3 credits (45:24:0 hours) Transfer*
Analysis of practical and theoretical concepts of sports injury. Includes an overview of sports medicine, care and prevention of injuries and safety in athletics and physical education. Prerequisite: Minimum grade of C– in PEDS 100. Restricted to Physical Education students.
*(UA, UC, UL)*

**PEDS-246**
**Coaching Practicum I**
3 credits (100:0:0 hours)
The purpose of the practicum is to provide the student with a practical coaching experience under the guidance of a head coach. It is intended to introduce the student to the demands of the profession of coaching. Students will be required to coach for a complete season as an assistant coach in a program approved by the student’s coaching mentor. Note: At least 100 hours of outside classroom time is required.

**PEDS-294**
**A Conceptual Approach to Physical Activity**
3 credits (30:0:15 hours)
This course is an exploration of the principles and concepts that underlie movement of individuals and groups in a variety of settings. The focus of the course is on the development of a conceptual understanding of movement therefore, a wide range of activities and their contexts will be examined and experienced. Restricted to Physical Education and Education students.

**PEDS-391**
**Scientific Basis of Human Movement**
3 credits (45:0:0 hours) Transfer*
This is a lecture course with an emphasis on introductory knowledge and practical implications of the structural and functional characteristics and capabilities of the human body with respect to movement. Prerequisite: Biology 30.
*(UC, UA)*

**PERL-104**
**Introduction to Sociocultural Aspects of Leisure and Sport**
3 credits (45:0:0 hours) Transfer*
The study of play, physical education, recreation, sport and leisure as institutionalized ways in which society organizes and teaches attitudes and skills. Provides an introduction to the importance of sociocultural inquiry and the notion of being critical as an empowering process. Restricted to Physical Education students.
*(UA, UC, UL)*

**PERL-105**
**Introduction to the Administration of Sport and Physical Education Programs**
3 credits (45:13:0 hours) Transfer*
This course provides students with the basic skills required to successfully administer a sport and/or recreation program. Note: This course is not open to students with credit in PEDS 105. Restricted to Physical Education students.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)*

**PERL-204**
**Leisure and Sport in Canadian Society: Historical Perspective**
3 credits (45:0:0 hours) Transfer*
An examination of the significant changes which have occurred in leisure and sport, specifically over the last century and with particular reference to Canadian society. Prerequisite: Minimum grade of C– in PERL 104 or consent of the Department. Restricted to Physical Education students.
*(UA, UC, UL)*

**PERL-207**
**Physical Activity and Leisure for Special Populations**
3 credits (45:18:0 hours) Transfer*
Students are introduced to theory and practice in physical education and recreation for people with disabling conditions or special needs. Students study selected disabilities and the implications of these disabilities for participation in sport, physical activity and leisure. Students also learn about local activities and leisure resources, programs and services available to serve persons with disabilities or special needs. Restricted to Physical Education students.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)*

**PGCT-331**
**Setting Up a Golf Operation and CPGA By-Laws**
2 credits (30:0:0 hours)
This course focuses on developing a business plan, the first step in establishing a successful golf operation. Management considerations such as budgeting and accounting, legal concerns, banking, overhead, establishing a power car fleet and contractual arrangements are addressed. This course also reviews the rules, regulations and by-laws of the Canadian Professional Golfers’ Association (CPGA).

**PGCT-341**
**Golf Course Design**
3 credits (45:0:0 hours)
This course examines principles of golf course design, architecture and construction. Various golf courses are featured to illustrate these principles. Special requirements for courses in northern climates are also be covered.

**PGCT-351**
**Golf Equipment Repair**
1 credit (15:0:0 hours)
This course provides practical experience in most common golf club repair techniques. Students conduct actual repairs under the supervision of the instructor.
PGCT-352
Club Fitting
1 credit (15:0:0 hours)
This course explores the theory of golf club fitting and how the components of a golf club relate to one another, the flight of the golf ball and to the physical characteristics of the person swinging it. Also included is practical experience conducting golf club fitting under the supervision of the instructor.

PGCT-353
First Aid
1 credit (15:0:0 hours)
This course provides students with the basic skills and knowledge to deal with injuries and emergency situations and to be able to develop an emergency action plan for their facility. Upon completion of the course, students will be certified in Basic First Aid, CPR and use of an automated external defibrillator (AED).

PGCT-361
Player Development
3 credits (45:0:0 hours)
The aim of this course is to provide each student with the experience of taking and observing golf lessons. The students will develop skills to improve their golf swing technique, short game, pre-shot routine and course management strategy.

PGCT-362
Sports Psychology
2 credits (30:0:0 hours)
This course explores the psychological dimensions of high performance sport. The students gain an understanding of the theoretical and practical problems facing high performance athletes in high stress situations. The types of advice and counselling now given to players on the various professional tours is examined. The course also provides the students with techniques for themselves and their students to use to prepare for casual and competitive golf. It provides the students with some life skills to assist them when setting and achieving their goals. This includes academic achievement, success in business and personal game improvement.

PGCT-364
Practical Experience
2 credits (30:0:0 hours)
The students develop skills in planning and delivering private and group golf lessons. Topics include: assessing students needs, expectations and abilities, goal setting, delivering the lesson, swing analysis, error detection and correction. The “model” golf swing and how people learn more motor skills are also examined. The course is taught by a CPGA Class A member and is delivered to CPGA members only. Prerequisite: CPGA member.

PGCT-365
Coaching
1 credit (15:0:0 hours)
This course teaches the important principles of coaching such as planning, sport safety, skill analysis and growth and development. It helps coaches understand why athletes participate in sports, prepares them to teach skills and design safe, enjoyable and challenging practice plans.

PGCT-366
Instructional Skills Seminar
2 credits (30:0:0 hours)
Using the instructional skills workshop model, students learn methodology to help them plan, develop and deliver effective presentations. The course is based primarily upon experiential learning. Students prepare and deliver presentations and observe and evaluate presentations delivered by the other students in the class.

PGCT-367
Professional Golf Practicum
2 credits (0:0:800 hours)
Practicum is an integral part of the program that balances on-the-job training and experience with completed coursework. Reporting to a senior manager, this practicum involves working full time as a paid staff member in a golf operation. Restricted to Professional Golf Management students.

PGMT-111
Golf As a Profession
1 credit (15:0:0 hours)
This course provides an opportunity for people who wish to pursue golf industry-related careers as a profession to examine their personal suitability as well as career development strategies. Various aspects of the golf industry, including the history of golf and an introduction to the Canadian Professional Golfers’ Association (CPGA), are also examined in this course.

PGMT-121
Rules of Golf
2 credits (30:0:0 hours)
This course involves a comprehensive examination of the rules of golf as presented in the Royal Canadian Golf Association Rule Book. Use of the RCGA Decisions Book, as well as the handicapping and course rating system, will be covered.

PGMT-151
Booking Systems, Programs and Leagues
1 credit (15:0:0 hours)
Part one of this course examines the role and implementation of various booking systems as a means of managing the inventory of tee times within a golf operation. The role of the starter and the course marshal are also covered. Part two of this course examines how to establish and implement special programs, leagues and events.

PGMT-171
Tournament Organization
2 credits (30:0:0 hours)
This course examines the effective design and management of golf tournaments. The skill set acquired in this course is transferable to the design and management of major events in other sports and the hospitality industry.
PGMT-253
Golf Equipment and Golf Car Fleet Management
2 credits (30:0:0 hours)
This course provides an overview of golf equipment, both hard and soft goods, with an emphasis on how to purchase inventory for the golf shop. Enhancing customer satisfaction and achieving profitability are addressed. This course also provides a comprehensive examination of how to manage a golf car fleet. Topics include building an inventory, golf car maintenance and repair, as well as management considerations for achieving cost-effectiveness and customer satisfaction.

PGMT-271
Professional Golf Management Practicum II
2 credits (0:0:800 hours)
Practicum is an integral part of the program that balances on-the-job training and experience with completed coursework. Reporting to a senior manager, this practicum involves working full time as a paid staff member in a golf operation. Prerequisite: PGMT 171 or equivalent.

PHIL-101
Values and Society
3 credits (45:0:0 hours) Transfer*
An introduction to philosophy through study and critical discussion of selected philosophical classics and contemporary works. Topics may include: relativism, the nature of justice, individual rights, the nature of obligation, utilitarianism and social contract theory. Contemporary issues such as the morality of euthanasia and abortion may also be discussed. Note: Not open to students with credit in PHIL 130, PHIL 140 or PHIL 160.
* (UA, CU, UC, KUC, UL)

PHIL-102
Knowledge and Reality
3 credits (45:0:0 hours) Transfer*
An introduction to philosophy through study and critical discussion of selected philosophical classics and contemporary works. Topics may include: appearance and reality, minds and bodies, personal identity, death and immortality, free will, the nature of God, perception, causation, space and time. Note: Not open to students with credit in PHIL 130 or PHIL 140.
* (UA, CU, UC, KUC, UL)

PHIL-120
Symbolic Logic
3 credits (45:0:0 hours) Transfer*
An introduction to modern symbolic logic, including the basic concepts of justification, argument, deduction, validity and soundness, translation of ordinary language into symbolic form, using sentential and predicate designators, carrying out truth functional analyses for validity and invalidity, using rules of inference and equivalence to prove validity of arguments, using methods of conditional and indirect proof in sentential and quantified forms.
* (UA, AU, CU, UC, AUC, KUC, UL)

PHIL-125
Practical Logic
3 credits (45:0:0 hours) Transfer*
This course will cover elementary methods and principles for analyzing reasoning as it occurs in everyday contexts. Topics may include informal fallacies, introduction to scientific method, elementary statistical reasoning, elementary sentential logic, as well as the study of argument in contemporary debates about issues of social concern.
* (UC, AU, UA, UL)

PHIL-160
Contemporary Moral Issues
3 credits (45:0:0 hours) Transfer*
An introduction to the elementary principles and methods of moral reasoning. The course surveys the basic issues in normative ethics and meta-ethics. Emphasis will be given to current moral problems in the following areas: abortion, capital punishment, euthanasia, gender equality, sexual morality, censorship and pornography and environmental ethics. Note: Students cannot obtain credit in both PHIL 160 and PHIL 101.
* (UA, UL, AUC, KUC, AU, CU, UC)

PHIL-200
Metaphysics
3 credits (45:0:0 hours) Transfer*
An introduction to basic theories of the nature and structure of reality. Topics will include appearance and reality, the mind-body problem, metaphysical idealism and realism, freedom and determinism, time and space, naturalism and supernaturalism, universals and particulars. Note: Students will benefit from having taken any 100-level Philosophy course prior to registering for this course.
* (UA, UL, AUC, KUC, AU, CU, UC)

PHIL-205
Philosophy of Mind
3 credits (45:0:0 hours) Transfer*
This course will examine basic questions concerning the mind and our attempts to study it scientifically. Several philosophical problems concerning the nature and status of mind such as the mind-body problem, personal identity, and artificial intelligence will be studied.
* (UA)

PHIL-215
Epistemology
3 credits (45:0:0 hours) Transfer*
A survey of theories concerning the sources, criteria, objects and scope of knowledge. Specific topics will include rationalism and empiricism, skepticism and certainty, theories of truth, other minds, the external world and memory. Note: Students will benefit from having taken any 100-level Philosophy course prior to registering for this course.
* (UC, KUC, UA, AU, UC, UL)

PHIL-230
Greek Philosophy to Plato
3 credits (45:0:0 hours) Transfer*
This course is a survey of the thought of the ancient Greek world from its beginnings with the Pre-Socratics up to and including Plato. Note: Students will benefit from having taken any 100-level Philosophy course prior to registering for this course.
* (UA, KUC, UC, UL)

PHIL-240
Descartes to Kant
3 credits (45:0:0 hours) Transfer*
This course provides an examination of the history of modern philosophy through a close reading of some of the major rationalist, empiricist, and transcendental idealist contributors of the period: Descartes, Leibniz, Locke, Berkeley, Hume and Kant.
* (UA)

PHIL-242
Aristotle and Hellenistic Philosophy
3 credits (45:0:0 hours) Transfer*
This course is a survey of the thought of the ancient Greek world from Aristotle into the Hellenistic period. Note: Students will benefit from having taken any 100-level Philosophy course prior to registering for this course.
* (UA, KUC, UC, UL)
PHIL-250
Ethics
3 credits (45:0:0 hours) Transfer*
A survey of the theories and problems in the areas of normative ethics and meta-ethics. The emphasis will be on teleological and deontological frameworks, cognitivism and non-cognitivism, moral obligation, egoism and altruism, moral responsibility, morality and law, and morality and religion. Note: Students will benefit from having taken any 100-level philosophy course prior to registering for this course.
*(UA, UC, AU, CU, CUC)

PHIL-265
Philosophy of Science
3 credits (45:0:0 hours) Transfer*
This course will introduce central issues in contemporary philosophy of science. Topics may include theory evaluation, paradigm shifts and theory change, laws of nature, causation and explanation, the rationality of science and its social and historical setting.
*(UA, UC, AL, UL)

PHIL-280
Aesthetics
3 credits (45:0:0 hours) Transfer*
This course is an introduction to the theories of art, aesthetic experience, aesthetic judgement, and the role of art in society. Note: Students will benefit from having taken any 100-level Philosophy course prior to registering for this course.
*(UA, UC, KUC, UC, AU, CU, CUC)

PHIL-291
Existentialism
3 credits (45:0:0 hours) Transfer*
This course is an introduction to the background and main themes of existentialist philosophy. Consideration will be given to philosophical and literary ideas stemming from Kierkegaard, Nietzsche, Sartre, Heidegger and others in the areas of religion, theatre, literature, psychology and education. Note: Students will benefit from having taken any 100-level Philosophy course prior to registration in this course.
*(UA, UC, AU, KUC, UC, AU, CU, CUC)

PHIL-325
Risk, Choice and Rationality
3 credits (45:0:0 hours) Transfer*
A study of the formal theory of rationality, including probability and induction and elementary decision theory, with attention to the paradoxes of choice.
*(UA, UC, UL)

PHIL-355
Philosophy of the Environment
3 credits (45:0:0 hours) Transfer*
This course is an introduction to the central issues in the philosophy of the environment. Topics include: foundational ethical theories, animal rights, anthropocentrism and biocentrism, deep ecology and social ecology, ecoloenvironment, conservationism, preservationism, sustainability, “carrying capacity” and population pressures, the commons and property, the constitution of species, and varieties of activism.
*(UA)

PHIL-357
Introduction to the Philosophy of Religion
3 credits (45:0:0 hours) Transfer*
An examination of several philosophical problems connected to religious belief, including religious language, arguments for the existence of God, arguments for atheism, the problem of evil and suffering, faith and reason, miracles, arguments for immortality. Note: Students will benefit from having taken any 100-level Philosophy course prior to registering for this course.
*(UA, UC, UL)

PHIL-386
Philosophy and Health Care
3 credits (45:0:0 hours) Transfer*
This course is an introduction to the central issues in biomedical ethics, including abortion, euthanasia, autonomy and paternalism, research and therapy and reproductive technology. Foundational ethical theories and moral principles are also examined.
*(UC, UA, UL)

PHILSD-103
Physical Fitness
3 credits (45:0:0 hours) Transfer*
An experiential and lecture program to provide participants with a working understanding of physical fitness, the basic concepts, programs for development and measurement. The interrelationship of food, nutrition, weight and activity will be studied, researched and evaluated on a personal basis.

PHILSD-107
Aquatics for Swimmers
3 credits (15:30:0 hours)
PHILSD 107 is an experiential program designed to assist participants with basic swimming skills to further develop their strokes and stroke repertoire. Participants can expect to learn the underlying principles of aquatic activities, strokes (swimming skills) and safe rescue procedures. An extensive review of aquatic team sports and aquatic fitness programs will be included. Prerequisite: Basic mechanics of the front crawl, elementary backstroke and an ability to tread water. Note: Students cannot obtain credit for both PHILSD 107 and PACT 110.

PHILSD-111
Basketball
5 credits (15:30:0 hours)
In this course students will acquire theoretical knowledge and personal skill in individual and team activities in basketball. Note: Students cannot obtain credit for both PHILSD 111 and PACT 111.

PHILSD-114
Introduction to Ice Hockey
3 credits (15:30:0 hours)
This course is designed to provide students with the opportunity to acquire and/or improve upon the fundamental skills requisite to proficiency as an ice hockey player. Note: Students cannot obtain credit for both PHILSD 114 and PACT 114.

PHILSD-118
Soccer
3 credits (15:30:0 hours)
In this course, students will acquire theoretical knowledge and personal skill in the basic soccer skills, including: passing, trapping, tackling, heading, shooting, goalkeeping, small group and team attacking, and defensive strategies. Note: Students cannot obtain credit for both PHILSD 118 and PACT 118.

PHILSD-131
Badminton
3 credits (15:30:0 hours)
Acquisition of theoretical knowledge and personal skill in basic badminton strokes and strategies. Note: Student must supply their own racquets and shuttlecocks. Note: Students cannot obtain credit for both PHILSD 131 and PACT 131.

PHILSD-133
Squash
3 credits (15:30:0 hours)
In this course, students will acquire theoretical knowledge and personal skill in basic squash strokes and strategies. Note: Students cannot obtain credit for both PHILSD 133 and PACT 133.
PHSD-181

Volleyball

3 credits (15:30:0 hours)

This course is designed to help students acquire theoretical knowledge and personal skill in the fundamental skills of volleyball. Students will be taught in individual and small group settings. Note: Students cannot obtain credit for both PHSD 180 and PACT 187.

PHSD-145

Golf

3 credits (15:30:0 hours)

In this course, students will acquire theoretical knowledge and personal skill in driving, chipping, pitching, and putting. This course requires the payment of additional fees. Students must provide their own equipment. Note: Students cannot obtain credit for both PHSD 145 and PACT 145.

PHSD-154

Wrestling

3 credits (15:30:0 hours)

This course is designed to offer students introductory skill and theoretical development fundamental to safe and enjoyable recreational and/or competitive involvement in the sport of amateur wrestling. About 75 per cent of class time and course assessment will focus on skill development and the remaining 25 per cent will reflect theoretical instruction and assessment. Note: Students cannot obtain credit for both PHSD 154 and PACT 154.

PHSD-180

Canoeing and Kayaking

3 credits (15:30:0 hours)

Acquisition of theoretical knowledge and personal skill in strokes, maneuvers, and rescue. Prerequisite: Red Cross Aquaplast Level 8 or RLSS Lifesaving II or YMCA Level 3 or the ability to swim front crawl and back crawl efficiently. Note: Students cannot obtain credit for both PHSD 180 and PACT 180. Equipment is available from the Sport and Wellness Centre.

PHSD-181

Cross Country Skiing

3 credits (15:30:0 hours)

In this course, students will acquire theoretical knowledge and personal skill in the basic Nordic ski skills including classic, skating and hill maneuvers. The course will include touring and citizen racing opportunities. Equipment is available from the college but participants are encouraged to provide their own. Note: Students cannot obtain credit for both PHSD 181 and PACT 181.

PHSD-198

Yoga for Beginners

3 credits (15:30:0 hours)

This course is designed to introduce students to fundamental yoga postures while developing a basic appreciation of yoga theory as it pertains to health and wellness. Students will be introduced to several different yoga forms with an emphasis on Hatha and Ashtanga (power) yoga. Approximately 70 per cent of class time and course assessment will focus on practical skill development, while the remaining 30 per cent will encompass the physiological and psychological benefits of yoga as they relate to health and wellness.

PHSD-301

Scientific Analysis of the Golf Swing

3 credits (36:9:0 hours)

This course is designed to provide the student with both theoretical and practical knowledge related to the golf swing. The course will focus on the anatomical and physiological concepts associated with the golf swing plus the biomechanical principles necessary to move the golf ball towards its target. A review and analysis of the scientific literature associated with this motor skill will be the concluding activity of the course.

PHSL-162

Elementary Physiology

6 credits (90:0:0 hours) Transfer*

This course is designed to provide students with a comprehensive understanding of how the normal human body and its component parts function. Central to the course is the concept of homeostasis and the study for mechanisms of regulation which enable the body to function as an integrated whole. Prerequisite: Biology 30 or consent of the Science Department. Note: This course is not intended for most students in University Studies Science Programs — please refer to the calendar of specific degree granting institution for transferability of credit.

*(UC, AU, AUC, CI, KUC, UL)

PHYS-0020

Physics 20

5 credits (90:0:0 hours)

Physics 20 is equivalent to Alberta Learning’s Physics 20. The course deals with major concepts of kinematics and dynamics, circular motion, universal gravitation, and light. Prerequisite: Science 10, Math 10 or equivalent.

PHYS-0030

Physics 30

5 credits (90:0:0 hours)

The material covered in this course is equivalent to Alberta Learning’s Physics 30. Topics include conservation laws, electric and magnetic forces and fields, the nature of the atom and wave-particle duality in nature. Prerequisite: Physics 20 or equivalent.

PHYS-108

Introduction to University Physics I

3 credits (45:36:22.5 hours) Transfer*

This is a non-calculus course in Physics for students without Physics 30. It includes the study of vectors, forces in equilibrium, linear and rotational momentum, dynamics of particles, and simple harmonic motion. These topics are accompanied by related laboratory work. During the course the student will develop a conceptual understanding of physical principles of classical mechanics, develop reasoning, and problem solving abilities, and relate physical principles to real-world applications. Prerequisite: Pure Math 30. Note: This course is intended to be taken in sequence with PHYS 109. Not available to students with Physics 30. Credit may be obtained for only one of PHYS 108, PHYS 124, PHYS 144.

*(UA, CU, KUC, UL, UC, AUC, Other)

PHYS-109

Introduction to University Physics II

3 credits (45:36:22.5 hours) Transfer*

This is a non-calculus course in Physics for students without Physics 30 to be taken subsequent to Physics 108. Topics covered include the study of simple harmonic motion, waves, sound, fluids, geometric optics, physical optics, heat, and thermodynamics. These topics are accompanied by related laboratory work. During the course the student will develop a conceptual understanding of physical principles and develop reasoning and problem solving abilities in the above areas. Prerequisite: Minimum grade of C– in PHYS 108 Note: Credit may be obtained for one of PHYS 109, PHYS 126, PHYS 130, AND PHYS 146.

*(UA, CU, KUC, UL, UC, AUC, Other)
PHYS-124
Particles and Waves
3 credits (45:36:0 hours) Transfer*
This course is an algebra based course for students in life and medical sciences. It guides the student through two distinct types of motion; motion of matter (particles) and wave motion. Topics that are covered include vectors, forces, bodies in equilibrium, elasticity and fracture, review of kinematics, and base dynamics. Conservation of momentum and energy, circular motion, vibrations, waves in matter, wave optics, and sound are also covered. In addition, black body radiation, photons, de Broglie waves, and models of the atom are also presented. Examples relevant in biology and medicine will emphasized. Prerequisites: Physics 20 or equivalent, Pure Math 30. Physics 30 strongly recommended. Note: Credit may be obtained for only one of PHYS 108, PHYS 124, PHYS 144.
*(UA)

PHYS-126
Fluids, Fields, and Radiation
3 credits (45:36:0 hours)
The course is a continuation of PHYS 124 for students in life and medical sciences. The topics that are covered include fluid statics and dynamics, gases, and kinetic interpretation. Electrostatics, current and circuits, magnetic fields, and electromagnetic induction are also explored. Nuclear radiation, its interaction with matter and applications, is also presented. Prerequisite: Minimum grade of C– in PHYS 124. Note: Credit may be obtained for only one of PHYS 126 and PHYS 146.
*(UA)

PHYS-130
Wave, Motion, Optics and Sound
3.8 credits (45:18:00 hours) Transfer*
This course provides an introduction to geometrical optics, optical instruments, oscillations, waves, sound, interference, diffraction. Prerequisites: Pure Math 30, Math 31 and Physics 30. Corequisite: MATH 100 or equivalent. Restricted to Engineering students. *(UA, UC, CU, UL, AUC)

PHYS-144
Newtonian Mechanics and Relativity
3 credits (45:36:0 hours) Transfer*
This course is a calculus based course for students majoring in the physical sciences. Topics will include Newtonian mechanics, kinematics, dynamics, conservation of momentum and energy, rotational motion and angular momentum. The course will also provide an introduction to special relativistic kinematics and dynamics, including length contraction, time dilation, and the conservation of energy and momentum in special relativity. Prerequisites: Pure Math 30, Math 31 and Physics 30. Corequisite: MATH 113 or equivalent. Note: Credit may be obtained for only one of PHYS 108, PHYS 124, PHYS 144.
*(UA)

PHYS-146
Fluids and Waves
3 credits (45:36:00 hours) Transfer*
This course is a calculus based course for students majoring in the physical sciences. Topics include fluid statics and dynamics, elasticity and simple harmonic motion, sound waves, and wave properties of light. Quantum waves and wave-particle duality will also be explored. Prerequisite: Minimum grade of C– in PHYS 144. Corequisite: MATH 115 or equivalent. Note: Credit may be obtained for only one of PHYS 126 and 146.
*(UA)

PHYS-200
Relativistic Aspects of Modern Physics
3 credits (45:0:0 hours) Transfer*
Topics that are included in this course are the limitations of classical physics, Einstein's special theory, length contraction, time dilation, twin paradox, equivalence of mass and energy, relativistic mass and momentum. The General Theory of Relativity including deflection of light, black holes, models of the universe and curvature of space is also presented. Prerequisite: First year physics course(s) (two terms). Prerequisite or Corequisite: MATH 113 or MATH 114. Note: This course is not available for credit towards Honours or Specialization Physics and Mathematical Physics degree programs.
*(UA, CU, UL, AUC)

PHYS-212
Revolutions in Physics: The Structure of the Universe
3 credits (45:0:0 hours) Transfer*
This is a physics course for students who do not intend to specialize in a physical science. The course emphasizes man’s role in creating physics rather than systematic formulation and problem solving, which is often found in physics courses. The course traces the development of our understanding of the physical universe from ancient to modern times, up to Einstein’s Theory of Relativity. Prerequisite: Minimum grade of C– in PHYS 126 or PHYS 109.
*(UA, UC)

PHYS-281
Electricity and Magnetism
3 credits (45:0:0 hours) Transfer*
The topics covered in this course include electric fields, Gauss’ law, electric potential, capacitance and dielectrics, electric current and resistance. DC circuits, magnetic fields, Ampere’s law, and Faraday’s law are also covered. Additional topics include inductance, magnetic properties of matter, AC circuits, Maxwell’s equations, and electromagnetic waves. Prerequisite: Minimum of C– in PHYS 109 or PHYS 126 or PHYS 146 Corequisite: MATH 214 or MATH 217 or equivalent.
*(UA, UC)

PNRS-110
Psychiatric Nursing I
3 credits (45:0:0 hours)
This is a foundation course in Psychiatric Nursing. Students will be introduced to the realm of psychiatric mental health nursing, examine various alterations in mental health status, understand the significance of family and community and be introduced to the multi disciplinary mental health care team. Prerequisites: Minimum grade of C– in NURS 101, NURS 102, NURS 104, and PSYC 104.

PNRS-120
Psychiatric Nursing II
6 credits (45:0:135 hours)
A theory and clinical practice course which builds on the foundation acquired in Psychiatric Nursing I and further explores the major psychiatric imbalances (schizophrenia, mood disorders, anxiety) in relation to stressors, clinical manifestations, diagnostic grouping (DSM IV), etiology and nursing intervention strategies to help promote mental health. Prerequisites: Minimum grade of C– in PNRS 110, NURS 107 and PSYC 105. Prerequisite or Corequisite: NURS 106.
PNRS-230
Psychiatric Nursing III
6 credits (45:0:135 hours)
This theory and clinical course builds on knowledge from Psychiatric Nursing I and II and applies psychiatric/mental health concepts to special populations (e.g. children, adolescents and people with maladaptive coping responses).
Developmental theoretical models will provide the background for exploration. Prerequisites: Minimum grade of C– in NURS 106, PNRS 120 and SOCI 100. Corequisite: NURS 201.

PNRS-240
Psychiatric Nursing IV
6 credits (45:0:135 hours)
This theory and clinical practice course builds on knowledge acquired in previous psychiatric nursing, psychology and sociology courses and integrates content into a holistic framework essential to effective psychiatric practice in the community. Basic knowledge related to trans cultural nursing, special target populations and the consumer movement in mental health care will be explored. Prerequisites: Minimum grade of C– in PNRS 230 and NURS 201. Prerequisite or Corequisite: Senior Social Science elective.

PNRS-250
Psychiatric Nursing V
5 credits (15:0:300 hours)
This psychiatric clinical course allows students to request experience in specialized areas including substance abuse, forensics, adolescents, adult care, geriatric psychiatry, psychiatric outpatient and community programs. During this eight week experience the student is mentored/preceptored by a nurse experienced in the area and gradually assumes the role and responsibilities of that position. This placement is a further opportunity to enhance skills in interdisciplinary team functioning, group and individual interactions, mental status assessments and documentation. Prerequisites: Minimum grade of C– in NURS 202, NURS 210, NURS 223, PNRS 240, ENGL 108 and senior Social Science elective.

POLS-101
Introduction to Politics and Government
3 credits (45:0:0 hours) Transfer*
This course will provide an introduction to a systematic study of the primary institutions and processes of modern government and the discipline of Political Science. Students will explore the significant concepts, methods, approaches and issues of the discipline considered necessary for the study of politics. Topics include political power, political authority, sovereignty and the state, the nation, constitutionalism, international relations, political ideology, elections and electoral systems, democracy, and totalitarianism.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC, Other)

POLS-103
Modern Political Issues
3 credits (45:0:0 hours) Transfer*
This course will provide an introduction to some of the basic concepts and thoughts in political theory such as democracy, liberty, collective responsibility, obligation and dissent. Note: This course is designed for students not contemplating a Political Science major. Not open to students who are taking or who have taken POLS 101 or POLS 102.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)

POLS-110
Politics of Globalization
3 credits (45:0:0 hours) Transfer*
This course addresses the basic features — new actors and rules — of today’s globalizing world. It discusses the opportunities and threats of globalization in both developing and developed countries. Specific topics and issues to be discussed include the following: the politics of trade, debt, trans national corporations, North-South relations, poverty, migration, as well as the impact of globalization on democracy and political change.
*(UA, UC)

POLS-200
Comparative Political Systems
6 credits (90:0:0 hours) Transfer*
This course will provide an introduction to the field of comparative politics. Topics include the role of the nation-state, patterns of government, differences in national economic development, political parties and political cultures as well as problems associated with social development. A variety of countries will be considered which may include Britain, France, Russia, China, Brazil and others. Note: This is a core course in the field of comparative government and politics and a prerequisite for most 400 level courses in the field.
*(UA, UL, AU, AUC, CU, KUC, CUC, UC)

POLS-210
The History of Political Thought
6 credits (90:0:0 hours) Transfer*
This course engages students in a critical and social philosophy from ancient Greece to the present time. Students will discuss selected readings of major political philosophers in their historical contexts and apply their works to contemporary politics. This is a core course in the field of political philosophy.
*(UA, UC, AU, AUC, CU, KUC, UL)

POLS-220
Canadian National Government and Politics
6 credits (90:0:0 hours) Transfer*
Political Science 220 is the core course in the field of Canadian politics. At the end of the course, the student should have a comprehensive understanding of the institutions, processes, concepts and compelling issues of Canadian politics. Topics to be covered in this course include the following: democracy and representation, constitutional development, federalism, the legislative, executive and judicial branches of government, political culture, political parties, social movements and interest groups, the bureaucracy, the electoral system and Canadian foreign policy.
*(UA, UC, UL, AU)

POLS-221
Canadian National Government and Politics
3 credits (45:0:0 hours) Transfer*
This course is an introductory course in Canadian politics designed for students who do not intend to take more senior courses in the field of Canadian politics. Students will develop a basic knowledge of the political institutions and processes of the government of Canada. They will also demonstrate understanding of the major challenges facing Canada in its political development. note: POLS 221 is not open to students from any faculty who have taken or plan to take POLS 220.
*(UA, UC, AU)

POLS-260
International Relations
6 credits (90:0:0 hours) Transfer*
This course will provide an introduction to the study of international relations. Topics include the nature of foreign policy, the dynamics of interaction among states, the causes of war and conflict, balance of power, diplomacy, international political economy and the role of non-state actors. Emphasis will be given to contemporary issues. Note: This is the core course in the field of international relations and a prerequisite for most 400 level courses in the field.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)
POLS-261
Asia-Pacific Political Systems
3 credits (45:0:0 hours) Transfer*
The purpose of this survey course is to introduce students to the political systems of ten Asia-Pacific countries: China, including Hong Kong and Taiwan, Brunei, Indonesia, Singapore, Malaysia, The Philippines, Japan, South Korea, Thailand, and Vietnam. This dynamic region of the world exhibits a range of political systems, from constitutional monarchies to one-party dominant states. This course will emphasize the linkages between economic and political development and the cultural catalysts and obstacles to both processes. The process of regional and global economic integration of the countries in the region will be discussed. The course will explore other topics such as the following: Constitutional development, Legislature, Political Executive, Judiciary, Political Culture and Socialization, Political Parties and Pressure Groups, Public Opinion and the Mass Media, Public Enterprise and Bureaucracy, Foreign Policy. *(AUC, UL, AU, UC, KUC)

POLS-276
Problems of Political Development
3 credits (45:0:0 hours) Transfer*
This course will introduce students to the processes and problems of political development. A thematic and comparative focus will be used to assist students to demonstrate critical thinking around the issues of Third World development. Topics to be discussed include the following: military intervention and disenagement, corruption, clientelism, revolution, political participation, women and development, the environment and the challenges of globalization. *(UA, AU, UC)

PREL-231
Writing and Editing
3 credits (30:30:0 hours)
This course offers students the basic writing and editing skills that are primary tools to the public relations practitioner. Students will sharpen their writing style and editing skills with regular drills and assignments. As well, students will learn how to prepare for and organize their writing so as to more effectively achieve the purpose of their written works. Students will also learn the fundamentals of writing news releases that will be read and used by the media.

PREL-232
Marketing Research
3 credits (45:0:0 hours)
The course introduces students to the complexities of consumer behavior, and explores how technology and global competition have changed the face of traditional marketing and public relations. Students learn how to identify and understand their publics using contemporary market research tools such as surveys and focus groups. Through real-life research products, students then have an opportunity to apply their research skills in a practical setting. The course also explores the power of technology and databases, along with the ethical considerations of information management.

PREL-233
Media Relations and Mass Media
3 credits (45:0:0 hours)
This course provides practical approaches to media relations for the public relations practitioner. This course explores strategies and techniques for providing media relations expertise in a variety of professional settings. Though the focus is on practical applications, the course also explores some current theories on how the media function in society, with emphasis on news reporting. Prerequisite or corequisite: PREL 231.

PREL-234
Digital Publishing I
3 credits (30:30:0 hours)
This course offers students fundamental exposure to the world of digital publishing and the computer tools used by professionals to produce communications vehicles. PREL 234 is devoted to page layout techniques, digital image creation and manipulation, design and typography principles, and presentation skills and techniques.

PREL-235
Communication and Government Relations
3 credits (45:0:0 hours)
Understanding the role and impact of government and public policy are critical to public relations practitioners. This course also explores the changing nature of government and public policy and how business and organizations develop government relations and communications programs that contribute to success. Students will also learn the appropriate strategies, plans and tools typically used by government relations practitioners.

PREL-237
Managing Issues and Crises
3 credits (45:0:0 hours)
This course focuses on the role and function of communication in helping an organization navigate through an issue or crisis. It also stresses the techniques employed by communications departments that can make a difference to the outcome. The role of media and how to manage media are also featured. Prerequisites: PREL 230 and PREL 233.

PREL-240
Integrated Marketing Communications and Advertising
3 credits (45:0:0 hours)
Advertising is one of the most exciting and most controversial tools of communication. PREL 240 will introduce students to the workings of the advertising industry and how it interacts with the public relations business. Through practical exercises students will learn the emerging trends in the industry and sample some of the disciplines in the advertising field. Participants will also learn how best to work with advertising agencies and what their role and responsibilities are as a client.

PREL-241
Advanced Writing
3 credits (30:30:0 hours)
In this course, students will apply the skills in writing style and structure from Writing and Editing PREL 231 in the development of written pieces in a variety of public relations formats. While PREL 231 was primarily focused on honing skills in organizing ideas for audience consumption and expressing those ideas in a suitable tone and professional style, PREL 241 will explore the different applications of writing skills within the public relations industry while employing high expectations regarding the skills acquired in the prerequisite course. Prerequisite: PREL 231.
PREL-242
Internal Communications and Organizational Dynamics
3 credits (45:0:0 hours)
Students learn theories and concepts of internal communications using various tools and techniques including Intranet and e-mail. Organizational dynamics and structures and how they impact communication will also be emphasized. Students will also learn presentation techniques as well as professional ethics, values and practice. Prerequisite: PREL 230 or PREL 231.

PREL-243
Events Management
2 credits (30:0:0 hours)
Increasingly, public relations events are used as a strategy to deliver or enhance elements of the communications mix. Indeed some special events are now so sophisticated that they no longer support the message, but have, themselves, become the message. In this course, students will adopt a management perspective when applying principles of planning, implementing, delivering and evaluating to meet organizational and communications goals. Creativity will be encouraged.

PREL-244
Digital Publishing II
3 credits (30:50:0 hours)
Students will continue to develop proficiency in digital publishing by applying skills learned in PREL 234 to the actual development of a variety of public relations communication tools. Then they will extend their fundamental skills in digital publishing to the World Wide Web by learning basic web development software and the principles of web site design. Learning the principles of delivering effective presentations and using popular software for presentation visual support will round out the digital publishing experience. Prerequisite: PREL 234.

PREL-245
Communications Research and Planning
3 credits (45:0:0 hours)
Understanding the role of research and how to apply it in a communications context is the focus of the first half of this course. Students will learn the types of research and methodologies and be able to apply this information toward communications planning and execution. Developing a communications plan is the next phase of the course, giving students a well-rounded experience in essential analysis and problem solving. Prerequisite: PREL 230.

PREL-250
Professional Practicum
5 credits (0:0:294 hours)
The practicum will provide students the opportunity to gain workplace experience in a variety of settings within the public relations field under supervision. Prerequisite: All program courses and requirements must be successfully completed before students embark on the practicum component.

PROW-100
Grammar for Writers
3 credits (45:0:0 hours)
The course presents grammar as a set of working tools. Students work with examples from a range of English language writers in order to understand the relationship between the mechanics of sentence structure and the achievement of an author’s intentions. They learn to identify and manipulate sentence elements to understand effects of clarity, drama, confusion, and power, produced by skilled writers. They examine how to use punctuation to make or break meaning, and how to use dictionaries to locate the meaning, usage, spelling, and etymology of words. The course also considers differences between acceptable spoken and written language, and the role of grammar as a conservative or creative force. Prerequisite: Students must meet one of the following: 1. A minimum grade of 65 percent in English 30. 2. Admission to the Bachelor of Applied Communications in Professional Writing. 3. Admission to a certificate or diploma program in the School of Communications. 4. Satisfactory completion of the MacEwan Skills Appraisal.

PROW-102
Distilled Prose: Writing Very Short Non-Fiction
3 credits (45:0:0 hours)
Professional writers can describe a concept, promote an idea, defend a policy. All they need to do is write a position paper, an article, a book, or at least two or three pages of good, clear copy. Sometimes, however, there are not even two or three pages available. Sometimes, there’s only a paragraph — one, two or three hundred words in which to get the job done. This course provides students with the skill needed to write small and communicate large. It engages the students in the practice of creating potent pieces where audience analysis, word choice, sentence structure, tone and voice, creativity and the precise use of all the rhetorical tools in the workshop are all used to produce writing that contains few words and much power. Prerequisite: PROW 100 or program approval.

PROW-104
Professional Writing: Introductory Rhetoric
3 credits (45:0:0 hours)
Introductory Rhetoric will provide the students with the ability to use rhetoric as a practical tool for discovery, arrangement and expression of arguments in a variety of settings. They will learn to construct arguments to address future, past and contemporary writing situations, and arrange those arguments in effective and appropriate patterns. They will be encouraged to describe and imitate rhetorical strategies in past works and to seek out and evaluate similar strategies in contemporary pieces. The course will culminate in a discussion of rhetoric’s ethical, aesthetic and political dimensions and evaluate its overall relevance to modern day writers in particular and the world in general.

PROW-115
Research Skills for Writers
3 credits (45:0:0 hours)
Research is foundational to good writing. Therefore, this course focuses on the need to understand social science research methods as a researcher and writer. Students learn to be intelligent consumers of other people’s research, which is a core asset to them when out in the workplace. In this course, students learn and apply the basics of good research including methods such as interviewing, survey design and statistical analysis. Students also learn how to write an effective research paper.

PROW-117
Mac Skills for Writers
3 credits (45:0:0 hours)
In this course, students combine text, photos and graphics files on the Macintosh platform into documents for print and electronic media. Students examine issues of image resolution, colour space and file compression to ensure successful output of their files to everything from low-resolution printers to printing presses. They then learn to adapt these methods of file transfer to electronic vehicles such as PDFs and websites. Ultimately, students leave the course with the basic tools they need to work with graphic designers, illustrators and photographers in today’s electronic publishing industry.
PROW-118
Computer Research for Writers
3 credits (45:0:0 hours)
Research using computers is becoming one of the standards of how research data is analyzed and understood. Computer software helps to simplify the process of working with statistics and comments that are gathered from surveys, questionnaires and interviews. Using the collected data from a survey in PROW 115—Research Skills for Writers, students learn how to read and input data, select the type of procedures to measure their data and write their results. Students use software to measure statistics and to analyze comments from the collected data. Prerequisite: PROW 115 or permission of the program.

PROW-135
Proofreading and Copyediting
3 credits (45:0:0 hours)
In this course, students will develop the basic tools and resources necessary for them to copyedit and proof their own and others' written work. By the end of the course, students will be able to distinguish between editing and revision, increase the speed and accuracy of their own editing, determine the appropriate industry style guides for a particular project and differentiate between copyediting and proofreading. Students will also examine some of the larger issues in editing: authorial intention versus editorial responsibility, in-house versus freelance employment, professional conduct and ethics and the importance of deadlines within the publication process. Prerequisite: Minimum grade of C– in PROW 100, or approval of the program.

PROW-140
Project Lead
3 credits (45:0:0 hours)
This course focuses on the skills needed by a professional writer working as project lead or production coordinator. Students learn the steps in managing a creative project from perceived communications need, through assembly and coordination of resources, to creative collaboration, to final project approvals. Communications strategies used in a range of products from user manuals to promotional items are analyzed to help students develop skills in evaluating creative and production choices. Students will consider the impact of new production and distribution technologies on the role of the writer. Software used in desktop publishing, image manipulation and the preparation of documents for electronic distribution is introduced. Prerequisites: Minimum grade of C– in WDM 102 or WDM 105 or MCSP 105 or equivalent introductory computer/graphic application course, and PROW 100.

PROW-200
Applied Grammar for Writers
3 credits (45:0:0 hours)
In PROW 200, students will examine and evaluate the stylistic applications of the basic grammatical features they studied in PROW 100. The course will combine lectures, discussions, presentations and workshops that review each of the basic features, expand each feature into its rhetorical counterpart, and finally, examine the adaptation of that feature to various literary, business and technical contexts. Students will be encouraged to experiment with different grammatical formulations and to determine the suitability of these formulations for particular audiences and purposes, and students will seek out examples of these features in diverse works and documents in order to evaluate their artistic, semantic and social effects. The course will culminate in our revisiting, in light of these practical considerations, the fundamental questions introduced in PROW 100: what is grammar, how does it work, and what does it do? Prerequisite: PROW 100.

PROW-202
Professional Prose
6 credits (90:0:0 hours)
The course is an exploration of the expertise that defines professional writing. Writers may be paid to generate a “buy” decision, or solicit a positive news story or ensure the safe operation of machinery by writing effective instructions. In each case the writer’s specific skill is turning words into action. Students examine a range of written material to see how these text effects are produced. Exercises focus on techniques for creating clarity, and also exercises for developing creativity and freshness in texts. Prerequisites: PROW 100 and PROW 102 or permission of the Chair.

PROW-204
Writing for the Ear
3 credits (45:0:0 hours)
This course will focus on the art and craft of writing speeches and oral presentations. Students will explore the critical difference between writing for the ear and writing for the page, and practice proven approaches to preparing a speech or oral presentation, from researching, determining a communication objective and building a case, to structuring, refining and delivering the product. They will learn and demonstrate successful ways to engage and motivate an audience in a speech setting and practice writing in teams. Prerequisites: PROW 100 and PROW 102 or approval of the program.

PROW-205
Legal Issues for Writers
3 credits (45:0:0 hours)
This course will focus on practical, law-related issues arising in the working life of professional writers. Students will gain a solid grasp of the legal system in which writers operate, and how it both protects them and holds them responsible. They will examine writers’ contracts, discuss potential liabilities in a variety of professional situations, and develop strategies to maximize their legal protection and minimize their risk of liability. Prerequisites: PROW 100, PROW 102 and PROW 114 or PROW 116 or permission of the program.

PROW-206
Applied Rhetoric
3 credits (45:0:0 hours)
In this course students will use the basic rhetorical skills they learned in PROW 104 to complete a series of composition exercises based on the classical progymnasmata. These exercises will provide students with additional rhetorical tools, such as the anecdote, the commonplace and the description, and will encourage them to construct arguments both for and against current issues, historical events and public figures. Finally, they will attempt to integrate these techniques into a larger argument or call for legislation. Overall, the course seeks to help students find new ways to use classical rhetoric to generate story ideas, experiment with different narrative voices and explore opposing viewpoints in their written work. Prerequisite: PROW 104.

PROW-224
Introducing Technical Writing
3 credits (45:0:0 hours)
This course introduces students to the kinds of work done by technical writers. Students learn techniques for writing concise, accurate descriptions and instructions, and sharpen their skills in repackaging technical writing products. This course focuses on the importance of conceptual planning as the foundation of effective technical communication. Students are introduced to industry-standard software for the production of online user documentation for a range of products. Prerequisite: PROW 100 or permission of the program.
PROW-226
Technical Writing II — Writing About Computers
3 credits (45:0:0 hours)
This course is the second in the technical writing stream offered through the Professional Writing program. It focuses on the development of documentation for the computer industry, a major employer of technical writers. Students will write an entire manual using a task-oriented approach, collecting appropriate source information, planning and writing a prototype for reviewers, writing and conducting usability tests and writing an online help function. Prerequisite: PROW 224.

PROW-228
Technical Writing III — ISO Engineering Specifications
3 credits (45:0:0 hours)
This course is intended to provide participants with basic skills needed in preparing written documentation in support of engineering processes. Prerequisite: PROW 226.

PROW-235
Applied Editing
3 credits (45:0:0 hours)
Here, students learn to apply the basic editorial skills they gained in PROW 135: Proofreading and Copyediting. The focus of this course is substantive editing (content and structure editing) and developmental editing (prewriting and pre-acquisition stages). Students will learn how to find the writer’s text in the manuscript, how to write effective editorial queries, how to guide a writer through manuscript revision and how to manage a project. They will also learn how to commission a project, acquire a manuscript property, read a manuscript for potential, evaluate audience and research markets. These skills will be introduced and practiced through readings, discussion, exercises, written assignments and guest speakers, and will be honed in simulations based on real-life newspaper, magazine, book and Internet editing. Prerequisite: Successful completion of PROW 135 or permission of the program.

Restrictions: Students who have obtained credit for ENGL 221 cannot take PROW 235 for credit.

PROW-300
Advanced Rhetoric
3 credits (45:0:0 hours)
This course focuses on the theory side of rhetoric over and above the practical side, but still includes applied assignments. Rhetoric is defined as the “the role and function of language within the public, political sphere.” Students study the theories of rhetoric developed in classical times, and the further developments treated in the neo-Aristotelian school. Alternate practical rhetorics are included. Students also survey the philosophies of language which are predominant in contemporary discussions of communication, rhetoric and politics. Prerequisites: PROW 100, PROW 102 and PROW 206.

PROW-302
Writing for the Web
3 credits (45:0:0 hours)
Writing for the Web focuses on the writing process in an Internet environment: audience analysis, concept documents, copyright issues, flowcharting and storyboarding. Students work with Web page elements, overall layout and navigation. Web page writing techniques, styles and editing are used to create various Web pages.

PROW-304
Popular Culture in Professional Communications
6 credits (90:0:0 hours)
In Popular Culture in Professional Communications, students examine pop culture as a form of rhetoric in and of itself, and as a potential rhetorical device in their own writing. They begin by formulating a working definition of what popular culture is, and then investigate, through a survey of major trends in film, television and print, how different forms of media influence pop culture’s overall form and content. Throughout the course, students are encouraged to develop an analytical approach to pop culture so that they can formulate arguments about its social and commercial effects. Ultimately, students leave the course with an appreciation of popular culture as a powerful tool for change—and control. Prerequisite: PROW 104 or permission of the program.

PROW-306
Psychology of Creativity
3 credits (45:0:0 hours)
This course introduces students to the theoretical perspectives and empirical literature on the psychology of creativity. Students learn about the cognitive and emotional processes that underlie creative thought. The course examines how creative ideas are generated, what factors inhibit creativity, the roles of intuition and prior knowledge in creative acts, and the role of novelty in creative work. Prerequisite: PROW 100 or permission of the program.

PROW-308
Screenwriting I
3 credits (45:0:0 hours)
This course introduces students to the technical skills required to write for dramatic and documentary film, television, and video. It presents the craft of writing for the screen, and allows students to apply this craft to begin to analyze scripts and to create foundations for their own. Students exchange feedback in workshops at which their work is presented. Prerequisite: PROW 100 or permission of the program.

PROW-309
Screenwriting II
3 credits (45:0:0 hours)
This course builds on Screenwriting I to let students explore deeper applications of the technical skills required to write for dramatic and documentary film, television and video. It will provide background on Canada’s cinematic tradition, and present information about the market for, and marketing of their scripts. It will give students hands-on experience in the entire process of creating, crafting and marketing a screenplay, from the initial pitch to a producer, through to the writing of a second draft. Students will exchange feedback in workshops at which their work will be presented. Prerequisite: PROW 308 or permission of the program.

PROW-310
Creative Non-Fiction
6 credits (90:0:0 hours)
This is where art meets professional writing. The course examines literary journalism, the personal essay, memoir, and literary journals. It looks at sub-genres including nature writing, literary travel writing, the science essay, and cultural criticism. Students read extensively and broadly, analyze what they read with a particular focus on craft, and write creative non-fiction. Prerequisites: PROW 100 and PROW 104 or permission of the program.
PROW-312
Advertising Copy Writing
3 credits (45:0:0 hours)
This is a craft course in which students discuss the characteristics of a good ad, and write advertising copy for print, radio, television, and other media. They learn to make their ad copy conform with communications and marketing plan strategies, and critique existing campaigns in a number of different media. Prerequisites: PROW 100, PROW 102, PROW 104 and PROW 206.

PROW-313
Strategic Prose
6 credits (90:0:0 hours)
This course provides an introduction to the broad field of strategic communications in which writers play a leading role. Through extensive use of case studies from the private, public and non-profit sectors, students develop an understanding of the processes of research, concept development and execution, and evaluation that organizations use to influence targeted audiences. Prerequisite: PROW 202. Note: Students cannot obtain credit in both PROW 212 and PROW 313.

PROW-314
Narrative: Function and Technique
3 credits (45:0:0 hours)
Stories are an elemental way of informing, influencing and moving audiences. This course examines the role of narrative in a range of communications settings. It deals with narrative theory and practice. Prerequisite: PROW 100 or permission of the program.

PROW-316
Magazine Writing
3 credits (45:0:0 hours)
This course provides writers with the skills to analyze the editorial requirements of magazines, to develop topics, to do research and interviews, and to write winning copy. It deals with general interest, special interest, and trade publications in both print and electronic formats. Prerequisite: PROW 100 or permission of the program.

PROW-318
Technical Writing IV — Government/ Human Resources
3 credits (45:0:0 hours)
In this course students apply the basic guidelines and techniques to write clear policies and procedures that send clear messages to both the general public and government employees. Through analysis of selected sensitive and political issues, students research and write a human resources manual and an online employee handbook. Prerequisite: PROW 224 or PROW 226.

PROW-319
Technical Writing V — Instructional Design
6 credits (90:0:0 hours)
In the first half of this six credit course, you are introduced to the theory, process, techniques and strategies of how to develop, design and write learning materials for educational courses, workshops and corporate training programs. In the second half of this course, you will apply these techniques by writing a course module first in print format and then in a learning management system. A team approach is emphasized with a focus on understanding team member roles. Prerequisite: PROW 224.

PROW-329
Publishing Poetry
3 credits (45:0:0 hours)
This course develops in emerging writers the art of writing poetry and the enterprise of publishing poetry. Students will be expected to read widely, to apply poetic theory in a systematic way to their own work, to write regularly and to submit their work for publication in both print and electronic media — nationally and internationally. The course is conducted on a seminar model in which students’ original work is the major basis for class workshops. Prerequisite: Minimum grade of B- in ENGL 214 or equivalent, or by instructor’s discretion upon reviewing written samples of work prior to class registration.

PROW-330
Publishing Prose
6 credits (90:0:0 hours)
Publishing Prose will develop in students the theory and practice of writing prose for publication. The emphasis will be on literary forms, specifically fiction and literary non-fiction. Students will work throughout the course on developing a collection of short fiction, a novel, or a book-length narrative non-fiction project. Genre work is welcome. Students will read widely examples of the form they are working in, and in theoretical works that apply to their chosen form. The course will help students develop their work on the page and the skills to publish that work in recognized outlets. Prerequisite: Minimum grade of B- in ENGL 214 or equivalent, or by instructor’s discretion upon reviewing written samples of work prior to class registration.

PROW-331
Literary Journalism
3 credits (45:0:0 hours)
This course will teach students the theory and practice of writing literary journalism, sometimes called long-form journalism, the journalism of ideas and narrative journalism. All these descriptors try to capture the essence of the form, which is non-fiction writing featuring core elements, including high standards of craft, narrative techniques, an exploration of complicated themes and issues and a desire to create a lasting literary artifact. The emphasis in class will be on a wide variety of these forms: essays, travel literature, political writing on the arts, profiles. Students will read examples and theoretical works across the full range of these forms. Prerequisite: Minimum grade of B- in PROW 316 or PROW 314, or by instructor’s discretion upon reviewing written samples of work prior to registration.

PROW-335
Magazine Editing
6 credits (90:0:0 hours)
Students in PROW 335 will be applying the skills they learned in their 200-level editing courses to the planning, execution and production of a magazine. Students will begin with an investigation of magazines of various sizes, quality and purpose, ranging from popular to technical, commercial to special interest, low brow to high. They will then form work teams to experience the various magazine editing roles and run through two production cycles of a magazine published by the program. As members of this editorial board, they will set editorial policy, calendars, plots, timelines, and costing, determine style guides, recurring features, and publication standards, and manage outside contractors, print production and distribution. Throughout the course, students will refine their ability to work collaboratively and provide constructive criticism of their own and others’ work. Prerequisite: Successful completion of ENGL 221 or PROW 235 or permission of the program.
PROW-400
Directed Workplace Learning I
15 credits (0:0:535 hours)
This course provides students with an opportunity to apply in the workplace the knowledge and skills they have acquired during their first three years of study. Students will begin their 15-week Directed Workplace Learning I term with an approved learning contract that describes what must be accomplished in order to earn credit. The contract will include regular written progress reports and a major project. Directed Workplace Learning may take place in any of the following settings: a student’s existing place of employment, if his or her job is substantially made up of writing, editing, or a combination of the two; an approved directed workplace learning site identified either by the program or the student; freelance writing if the student is operating with a faculty-approved business plan. Prerequisite: Fourth-year standing in the Bachelor of Applied Communications in Professional Writing.

PROW-402
Directed Workplace Learning II
15 credits (0:0:535 hours)
This course is a continuation of Directed Workplace Learning I. Students may continue with the same activities or employers, or they may change. A change will require a new learning contract outlining once again what must be completed in order to obtain credit. Prerequisite: Fourth-year standing in the Bachelor of Applied Communications in Professional Writing.

PSSC–102
Criminal Investigation
3 credits (45:0:0 hours) Transfer*
This course focuses on the processes used when conducting criminal investigations. The methods of obtaining and assessing information through interviewing, investigative photography, note taking and report writing, incident scene drawing and crime scene search techniques are studied and applied.
*(AU)

PSSC–112
Policing in Canada
3 credits (45:0:0 hours) Transfer*
This course examines the origins and philosophical development of policing in Canada and assesses current policing practices. The course focuses on the role of the police, the structure of Canadian police organizations, police accountability, historical policing models, and the strategies associated with current policing models.
*(AU)

PSSC–121
Law and the Administration of Justice
3 credits (45:0:0 hours) Transfer*
This course examines the principles, practice and philosophy of the Canadian judicial system with emphasis on the criminal trial process. A review of the structure of the Canadian court system, statute law, case law and the civil court trial process are included.
*(AU)

PSSC–122
Criminal Law
3 credits (45:0:0 hours) Transfer*
This course is a comprehensive study of the Criminal Code and selected Alberta provincial statutes. The emphasis is on an in-depth analysis of selected criminal offences. The elements of a crime, pre-trial criminal procedures and the nature and significance of the Canadian Charter of Rights are also discussed. Note: It is recommended that PSSC 121 be taken concurrent with or prior to this course.
*(AU)

PSSC–123
Legal Evidence in Criminal Investigations
3 credits (45:0:0 hours) Transfer*
This course explores the laws of evidence as they relate to criminal procedure and trials with a brief review of the laws of evidence as applied in civil law. In addition to studying the Canada Evidence Act and other selected statutes, special consideration is given to legal defences and the powers of search and seizure. The rules relating to obtaining statements, admissions, confessions and the laws surrounding the presentation of evidence in court are also considered. Prerequisite: Minimum grade of C– in PSSC 121.
*(AU)

PSSC–132
Security Law
3 credits (45:0:0 hours) Transfer*
This course is a study of the Criminal Code, selected Alberta provincial statutes and an examination of statutes and procedures applicable to civil and administrative tribunals. The elements of a crime, pre-trial criminal procedures and the nature and significance of the Canadian Charter of Rights are also discussed. Note: It is recommended that PSSC 121 be taken concurrently with or prior to this course.
*(AU)

PSSC–133
Legal Evidence in Security Investigations
3 credits (45:0:0 hours) Transfer*
This course examines the laws of evidence related to criminal and civil trials and administrative proceedings. Included is a study of the Canada Evidence Act and other selected statutes which impact civil and administrative procedures. Attention is given to the discovery process in civil matters. Special consideration is given to powers of search and seizure, the rules related to statements, admissions and confessions, and the laws surrounding the presentation of evidence in court. Prerequisite: Minimum grade of C– in PSSC 121.
*(AU)

PSSC–141
Interpersonal Skills
3 credits (45:0:0 hours) Transfer*
This course increases the students’ understanding and awareness of the impact of their behaviour on others. The course examines personality types, leadership styles, gender and cultural issues and the influence these factors have on the development of effective human relations.
*(AU)

PSSC–150
Police Career and Lifestyle Management
2 credits (0:120:0 hours) Transfer*
This course introduces students to the concepts of health and wellness and its importance in the police role. It will provide practical strategies for developing and maintaining a healthy lifestyle as well as strategies for meeting the fitness standards required by various law enforcement agencies. In addition, the course will examine and discuss strategies to reduce the impact of occupational and personal factors on health and wellness such as shiftwork, stress, nutrition, work health hazards, and time management. Restriction: Aboriginal Police Studies Program students.
*(AU)

PSSC–151
Security Programs and Risk Management
3 credits (45:0:0 hours) Transfer*
This course studies the security profession in Canada and examines current security practices. The course provides a detailed introduction to the components of a comprehensive security program and focuses on the operational activities involved in risk management. Emphasis is placed on risk identification, quantification, prioritization, and the risk transfer process.
*(AU)
PSSC–152
Loss Prevention Program Management
3 credits (45:0:0 hours) Transfer*
This course provides a detailed study of the elements of the loss prevention component of a comprehensive security management program. The course focuses on the operational activities involved in the development, implementation and maintenance of a loss prevention program. Consideration is given to policy and procedure development, training program development and program evaluation.
*(AU)

PSSC–160
Preparation for Police Assessments
2 credits (30:30:0 hours)
This course focuses on developing practical strategies to improve the student's cognitive and academic skill testing ability as required for entry into the police field. The course will emphasize enhancing the student's cognitive abilities in the following areas: visual discrimination/directional orientation, situational judgment and reasoning, memory and recall, reading comprehension and speed, basic principles in math, grammar and spelling, extracting relevant information, and criminal justice vocabulary. In addition, the course will examine test-taking strategies and stress reduction techniques. Restriction: Aboriginal Police Studies Program students.

PSSC–171
Field Placement
1 credit (0:0:80 hours)
This course provides the student with related practical field experience. The placement offers the unique opportunity to observe and participate in a variety of learning activities related to the field. Corequisite: PSSC 172. Restriction: Aboriginal Police Studies Program students.

PSSC–172
Integration Seminar
1 credit (0:0:15 hours)
This course promotes the integration of theory and practice by linking the knowledge, skills and values gained in the classroom through discussions of issues experienced in the field placement. Corequisite: PSSC 171. Restriction: Aboriginal Police Studies Program students.

PSSC–203
Forensic Science
3 credits (45:0:0 hours) Transfer*
This course provides an in-depth study of the methods of recognizing, collecting, preserving, examining and presenting physical evidence found at a crime scene. The operations and functions of the forensic crime lab are also studied.
*(AU)

PSSC–204
Forensic Investigation
3 credits (45:0:0 hours) Transfer*
This course studies the processes involved in the recognition, development and identification of fingerprints and other forensic evidence. The course also examines the specific techniques involved in the investigation of selected criminal cases. Prerequisites: Minimum grade of C– in PSSC 102 and PSSC 203.
*(AU)

PSSC–212
Abnormal Behaviour and Crime
3 credits (45:0:0 hours) Transfer*
This course examines the major mental disorders and their relationship to criminal behaviour. The focus is on recognizing, understanding and effectively responding to situations involving individuals displaying abnormal behaviour. Prerequisite: Minimum grade of C– in PSSC 104 or PSYC 100.
*(AU)

PSSC–242
Leadership Skills
3 credits (45:0:0 hours) Transfer*
This course examines and applies the communication skills needed to be effective as leaders in business and professional organizations. The focus is on the theory and skills required to be an effective communicator in a variety of contexts involving individuals, groups and teams.
*(AU)

PSSC–252
Security Investigations I
3 credits (45:0:0 hours) Transfer*
This course examines the fundamental investigative techniques used in security investigations. The course gives an overview of the investigative planning process, the nature and types of forensic evidence, and the techniques involved in the collection, identification and assessment of evidence.
*(AU)

PSSC–253
Security Investigations II
3 credits (45:0:0 hours) Transfer*
The course examines and applies evidence search and collection techniques, incident scene drawing, and criminal court presentation procedures. Also studied are the specific techniques involved in the investigation of selected criminal cases. Prerequisite: Minimum grade of C– in PSSC 252.
*(AU)

PSSC–262
Integration Seminar
1 credit (0:30:0 hours) Transfer*
This course promotes the integration of theory and practice by linking the knowledge, skills and values gained in the classroom with issues experienced in the field placement. Note: Must be taken concurrently with PSSC 272.
*(AU)

PSSC–263
Integration Seminar
1 credit (0:30:0 hours) Transfer*
This course promotes the integration of theory and practice by linking the knowledge, skills and values gained in the classroom through discussions of issues experienced in the field placement. Note: Must be taken concurrently with PSSC 273.
*(AU)

PSSC–272
Field Placement
4 credits (0:0:240 hours) Transfer*
This course provides the student with related practical field experience. The placement offers the unique opportunity to observe and participate in a variety of learning activities related to the field. Note: Must be taken concurrently with PSSC 262.
*(AU)

PSSC–273
Field Placement
4 credits (0:0:240 hours) Transfer*
This course provides the student with related practical field experience. The placement offers the unique opportunity to observe and participate in a variety of learning activities related to the field. Note: Must be taken concurrently with PSSC 263.
*(AU)
PSSC–283
Emergency Planning and Response
3 credits (45:0:0 hours) Transfer*
This course focuses on the stages involved in the planning, implementation and management of an organization’s response to emergencies, disasters and crisis situations. The emphasis is on the emergency response and disaster recovery phases.
* (AU)

PSSC–293
Emergency Management
3 credits (45:0:0 hours) Transfer*
This course studies the planning and implementation processes involved in the management of emergencies, disasters and crisis situations. Key components are risk management, emergency response, crisis management and disaster recovery.
* (AU)

PSYC–100
Applied Introductory Psychology
3 credits (45:0:0 hours) Transfer*
This course provides an introduction to the field of psychology and to the application of psychological concepts and methods. Specific topics include an overview of modern day psychology and its history, the application of psychological research methods to test the validity of conclusions, the biological bases of behaviour, learning through conditioning, memory, motivation and emotion, human development across the lifespan and personality theory, research and assessment.
* (AU)

PSYC–104
Introductory Psychology
3 credits (45:0:0 hours) Transfer*
This course is a survey of the principles and development of perception, motivation, learning and thinking, and their relationship to the psychological functioning of the individual. It is a prerequisite to most courses in psychology and is normally followed by PSYC 105.
* (UA, UC, UL, AU, AUC, CU, KUC, CUC, Other)

PSYC–105
Individual and Social Behaviour
3 credits (45:0:0 hours) Transfer*
This course is an introduction to the study of human development, personality, social behaviour, abnormality and individual differences. In conjunction with PSYC 104, it provides a full year introduction to psychology. Prerequisite: Minimum grade of C– in PSYC 104.
* (UA, UC, UL, AU, AUC, CU, KUC, CUC, Other)
PSYC–339
Abnormal Psychology
3 credits (45:0:0 hours) Transfer*
An introduction to topics which outline the study of abnormal behaviour. Psychological and psychiatric perspectives are examined on a wide range of issues from assessment to treatment. Prerequisite: Minimum grade of C– in at least one 200 level Psychology course (PSYC 233 or PSYC 275 recommended). *(UA, UC, UL, AU, AUC, CU, KUC, CUC)

READ-0089
Reading Development II
3 credits (45:0:0 hours)
This course is intended to increase reading rates, retention and understanding through proficiency in word analysis, paragraph comprehension, and skimming and scanning skills. Prerequisite: Students must complete a Skills Appraisal prior to registration. This course is designed for students who have been fully or conditionally accepted into a college program.

RPPR-102
Perspectives on Assessment and Reporting Practice
3 credits (45:0:0 hours) Transfer*
This course provides students with an overview of the process of assessment, planning, and outcome measurement as they relate to planning and determining appropriate supports for individuals with disabilities. The necessity and appropriateness of a variety of formal and informal methods of assessment are examined in the context of the person and his or her environment. *(Other)

RPPR-103
Interpersonal Communication
3 credits (45:0:0 hours) Transfer*
This course provides students with the opportunity to explore and practice a wide range of interpersonal communication skills. Students study the works of several major psychological theorists including Jung, Maslow, and Rogers. Building from a framework of basic communications concepts, emphasis is on developing skills of listening and support. *(Other)

RPPR-104
Seminar: Disability Issues I
2 credits (0:30:15 hours)
The environment of the small group seminar provides the opportunity for practical application of concepts and theories from course work. Students study specific disabilities (characteristics, impacts, and resources) and practice effective teamwork and presentation skills. Through the exploration of community options, students identify future field placements. Students also begin to develop a professional portfolio. Corequisites: RPPR 102, RPPR 103, RPPR 106 and RPPR 107.

RPPR-106
Person-Centred Perspectives
3 credits (45:0:0 hours)
This course examines approaches to practice that are valuing of individuals with disabilities. It prepares students to develop person-centred practices that focus on gifts, relationships, and community in supporting people to have meaningful lives of their choosing.

RPPR-107
Family-Centred Practice
4 credits (45:30:0 hours)
This course focuses on the importance of the family as it responds to and impacts upon members with disabilities. Students learn and apply approaches to identifying and supporting diverse family strengths and needs.

RPPR-109
Community Development
3 credits (45:0:0 hours)
This course prepares students to apply the concepts of asset-based community development to practice. The premise of the course is the belief that strong communities have the capacity to include all citizens. Students learn how to build community capacity and strong community connections that enable the people they support to live lives of meaning, connection, and contribution.

RPPR-114
Seminar: Disability Issues II
1 credit (0:0:18 hours) Transfer*
This seminar provides students the opportunity to further develop their knowledge of specific disabilities and the ability to communicate effectively in small group situations. Discussions integrate major concepts from coursework as well as issues arising from field placements. Students continue to develop a professional portfolio. Prerequisites: RPPR 102, RPPR 103, RPPR 104, RPPR 106 and RPPR 107. Corequisites: RPPR 109, RPPR 115, RPPR 117, RPPR 118 and RPPR 119. *(Other)

RPPR-115
Field Placement I
5 credits (0:180:0 hours) Transfer*
This field placement provides students with the opportunity to apply and enhance their skills and knowledge in relation to person-centred work, community building, interpersonal communication, family support, advocacy and leadership, health promotion and teaching through individual interactions and group activities at a field placement site. Prerequisites: RPPR 102, RPPR 103, RPPR 104, RPPR 106 and RPPR 107. Corequisites: RPPR 109, RPPR 114, RPPR 117, RPPR 118 and RPPR 119. *(Other)

RPPR-117
Facilitating Learning and Development
3 credits (45:0:0 hours)
This course provides students with a foundation and working knowledge of a variety of teaching strategies as they apply to learning and skill development in individuals with disabilities across settings. Prerequisite: RPPR 104.

RPPR-118
Advocacy and Leadership
3 credits (45:0:0 hours)
This course prepares students to facilitate leadership and advocacy among people with disabilities, families, networks, and allies. It also prepares students to assume roles of leadership and advocacy in their field of practice. Prerequisite: RPPR 104.
RPPR 119
Health Promotion and Personal Well-Being
3 credits (30:30:0 hours)
This course examines practices for promoting healthy living and wellness. Students study wellness theory and health promoting measures that contribute to optimal quality of life in terms of social, emotional, and physical health. Students learn to develop wellness plans for themselves and for individuals they support. The lab component includes practice in tube feeding, lifting, carrying and transferring, and medication administration. Prerequisite: RPPR 104.

RPPR 204
Seminar: Disability Issues III
1 credit (0:0:15 hours) Transfer*
This seminar continues to provide opportunities to develop knowledge on specific disabilities and discusses the practical application of evidence-based practice, planning, and networking. Students continue to develop a professional portfolio. Prerequisites: RPPR 114 and RPPR 115. Corequisites: RPPR 205, RPPR 211, RPPR 212 and RPPR 213.
*(Other)

RPPR 205
Field Placement II
3 credits (0:0:180 hours) Transfer*
This field placement provides students with the opportunity to apply and enhance their skills and knowledge in relation to planning, community systems, and evidence-based practice at a field placement site. Prerequisites: RPPR 114 and RPPR 115. Corequisites: RPPR 204, RPPR 211, RPPR 212 and RPPR 213.
*(Other)

RPPR 211
Connections and Networking
2 credits (30:0:0 hours)
This course prepares students to identify and access systems and resources that are required to support individuals with disabilities to achieve lives of meaning, connection, and contribution. Prerequisites: RPPR 114, RPPR 115 and RPPR 117.

RPPR 212
Person-Centred Planning Approaches
2 credits (15:30:0 hours)
This course prepares students to develop clear person-centred plans that support positive outcomes for individuals with disabilities. Students select and apply current planning approaches incorporating the practices of inclusion, empowerment and individualization in the planning process. Prerequisites: RPPR 114 and RPPR 115.

RPPR 213
Evidence-Based Practice
2 credits (30:0:0 hours)
Using an evidence-based methodology, students are guided in the clear and thoughtful use of current best practices when providing supports to individuals with disabilities and their families. Students critically analyze treatment, supports, social policy and practice with a view to incorporating evidence as the basis of their practice. Prerequisites: RPPR 114 and RPPR 115.

RPPR 220
Organizational Leadership and Change
3 credits (45:0:0 hours) Transfer*
This course requires students to identify theories of leadership that are applicable in a wide range of human service organizations. Students study leadership styles and the skills required to guide organizations through a change process. Prerequisites: RPPR 204 and RPPR 205.
*(AUC, CUC)

RPPR 221
Supervision
3 credits (45:0:0 hours)
This course introduces the student to the process of supervision, both from the perspective of being supervised as well as being the supervisor. Students are encouraged to examine the expectations of supervision as well as the theories influencing supervising. Prerequisites: RPPR 204 and RPPR 205.

RPPR 222
Connections: Technology, Adaptation and Accommodation
3 credits (30:30:0 hours)
This course requires students to demonstrate a decision-making process relative to assessing individuals and environments. It also challenges students to develop strategies to create adaptations and accommodations that allow individuals to take advantage of all opportunities in the community. Prerequisites: RPPR 102, RPPR 117 and RPPR 211.

RPPR 224
Seminar: Disability Issues IV
1 credit (0:0:15 hours) Transfer*
This seminar continues to provide opportunities to obtain knowledge on specific disabilities and discuss practical application of coursework in supervision, organizational leadership, technology, adaptation, and accommodation. The seminar assists students to examine and develop their professional role and prepares students for the career search process. Prerequisites: RPPR 204 and RPPR 205. Corequisites: RPPR 220, RPPR 221, RPPR 222 and RPPR 225.
*(Other)

RPPR 225
Field Placement III
3 credits (0:0:180 hours) Transfer*
This field placement provides students with the opportunity to apply and enhance their skills and knowledge in relation to organizational leadership, supervision, technology, adaptation, accommodation and self-evaluation in a field placement site. Prerequisites: RPPR 204 and RPPR 205. Corequisites: RPPR 220, RPPR 221, RPPR 222 and RPPR 224.
*(Other)

SCIE-0010
Science 10
5 credits (90:0:0 hours)
Science 10 is based upon the content of Alberta Learning’s Science 10. The major topics include energy from the sun, energy and matter in living systems, energy and matter in chemical change, and change in energy. Prerequisite: Science 9 or equivalent.

SOCL-100
Introductory Sociology
3 credits (45:0:0 hours) Transfer*
This course consists of an analysis of the nature of society, the interrelationships of its component groups, and the processes by which society persists and changes. Society is analyzed in terms of its structure and culture, interrelationships between various institutions (e.g. family, religion, school, government) and the process whereby an individual is socialized into society.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)
SOCI-101
Canadian Society
3 credits (45:0:0 hours) Transfer*
This course will analyze the major dimension of
Canadian society with special emphasis on its
ethnic composition (the problems and prospects of
a multicultural society) its dependence on the
American society (the present political, economic
and cultural dominance of USA and the nature of
Canadian nationalism) and its regional
inequalities. Some of the important social issues
in Canada (poverty, sexism, aging, educational
problems, etc.) will also be addressed in this
course. Prerequisite: Minimum grade of C– in
SOCI 100 or equivalent.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)

SOCI-102
Social Problems
3 credits (45:0:0 hours) Transfer*
This course analyzes the factors that constitute
“social problems,” as well as the cultural forces
that influence their development. A wide range of
specific social problems will be explored and may
include crime, economic deprivation, social
inequality, prejudice and discrimination, human
rights violations, family violence, family
disruption and more. Prerequisite: Minimum
grade of C– in SOCI 100 or equivalent.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)

SOCI-210
Introduction to Social Statistics
3 credits (45:30:0 hours) Transfer*
This course explores statistical reasoning and
techniques used by sociologists to summarize data
and test hypotheses. Topics include describing data
with tables, graphs, averages and variability,
normal distributions, correlation, prediction,
populations and samples, probability, sampling
distributions, hypothesis testing, t-tests and chi-
square tests. Prerequisite: Minimum grade of C–
in SOCI 100 or equivalent. Note: This course is
intended primarily for students concentrating in
sociology.
*(UA, UC, UL, AU, AUC, CU, KUC)

SOCI-224
Deviance and Conformity
3 credits (45:0:0 hours) Transfer*
This course is an introduction to the study of
deviance, conformity and social control. The
processes involved in defining behaviour patterns
as deviant, and the factors which influence
deviance and conformity will be explored. Theory
and research on a wide range of specific topics will
be analyzed and may include topics such as
sexuality, addiction, religion, youth, mental
disorder and physical appearance. Prerequisite:
Minimum grade of C– in SOCI 100 or equivalent.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)

SOCI-225
Criminology
3 credits (45:0:0 hours) Transfer*
Criminology is the search for and explanation of
general patterns or regularities characterizing the
law-breaking behaviour of individuals. The course
is an introduction to the sociological study of
crime and a critical appraisal of theoretical
explanations and methods of conducting research.
Prerequisite: Minimum grade of C– in SOCI 100 or
equivalent.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)

SOCI-241
Social Psychology
3 credits (45:0:0 hours) Transfer*
An introduction to the study of individual and
group behaviour observed in social processes.
Prerequisite: Minimum grade of C– in SOCI 100 or
equivalent or PSYC 104 or PSYC 105. Note:
SOCI 241 and PSYC 241 may not both be taken for
credit.
*(UA, UL, AUC, CU, KUC, UC, AU)

SOCI-251
Population and Society
3 credits (45:0:0 hours) Transfer*
This course examines population trends and
problems in Canada and the rest of the world:
social and cultural factors underlying fertility,
mortality, migration patterns, urbanization,
population explosion, population theory and
policy concerns.
*(UA, UC, AU, KUC, CUC, CU, AUC)

SOCI-271
Introduction to the Family
3 credits (45:0:0 hours) Transfer*
This course is a survey of sociological perspectives
on, and research into families. While the
emphasis is on current trends and institutional
characteristics in Canada, marriage and families
are examined in the context of cross-cultural and
historical elements. This course utilizes a
comparative approach with emphasis on families
in Canada. Prerequisite: Minimum grade of C– in
SOCI 100 or equivalent.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)

SOCI-301
Sociology of Gender
3 credits (45:0:0 hours) Transfer*
This course will analyze some of the differences,
real and imagined, between males and females in
this society, historically and cross culturally. The
course will examine the various explanations
offered for differences in the behaviour of males
and females, the historical changes which have
occurred, and socialization into male and female
gender roles and its consequences. Special
attention will be given to the Canadian situation.
Prerequisite: Minimum grade of C– in SOCI 100 or
equivalent.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)

SOCI-315
Introduction to Social Methodology
3 credits (45:30:0 hours) Transfer*
This course is an introduction to quantitative and
qualitative social research methods. Methodology
concerns the logic and rules for obtaining answers
to sociological questions. Specifically, students
learn how to formulate research questions and
how to apply appropriate procedures for obtaining
answers. In addition, students learn about data
collection and processing. Finally, students are
taught how to interpret research findings and
write research reports. Prerequisite: Minimum
*(UA, UC, UL, AU, AUC, CU, KUC)

SOCI-321
Youth, Crime and Society
3 credits (45:0:0 hours) Transfer*
This course is a survey of the understanding and
treatment of youth in the Canadian criminal
justice system. It examines the nature, extent, and
regulation of youth crime in Canada as well as
historical and contemporary youth justice.
Prerequisite: Minimum grade of C– in SOCI 225.
*(UA, AUC, CU, AU, UC)

SOCI-343
Collective Formations
3 credits (45:0:0 hours) Transfer*
This course presents the principles and concepts
related to collective behaviour and social
movements. Students analyze specific forms of
collective behaviour that occur in relation to
contested events and social concerns. Prerequisite:
Minimum grade of C– in SOCI 100 or equivalent
or SOCI 241 or PSYC 241.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)
Canadian Ethnic and Minority Relations
3 credits (45:0:0 hours) Transfer*
This course consists of a sociological examination and analysis of the processes leading to the development and understanding of minority status in Canadian society. Emphasis will be on case studies of ethnic and minority group relations with reference to cross-national studies. Prerequisite: Minimum grade of C– in SOCI 100 or equivalent.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)

Sociology of Aging
3 credits (45:0:0 hours) Transfer*
This course examines aging as a socio-cultural phenomenon. Includes aging in relation to the self-concept, family, religion, politics, health, retirement, leisure, housing, attitudes toward death with particular emphasis on Canadian society. Prerequisite: Minimum grade of C– in SOCI 100 or equivalent.
*(UA, UC, UL, AU, AUC, CU, KUC, CUC)

Social Studies 30
5 credits (90:0:0 hours)
Social Studies 30 is equivalent to Alberta Learning’s Social Studies 30. This course will explore the different economic and political systems into which present day nations have organized themselves, and the theories and principles that guide these systems. In order to provide the students with an understanding of the contemporary world, the course will focus on the motives, consequences and alternative choices in the twentieth century global interactions since World War I. Prerequisite: Social 20 or grade 12 reading and writing level or placement by an advisor.

Introduction to Social Work Practice
3 credits (45:0:0 hours)
This course is designed to improve students’ ability to relate to others by increasing self-understanding and developing effective communication skills, from a social work perspective. Participants will practice communication, relationship and interpersonal skills related to these concepts through a variety of experiential learning exercises. Minimum pass grade C–.

Field Placement
4 credits (0:0:240 hours)
The field placements constitute the practical component of the program and are concerned with the integration of theory and practice. They are taken concurrently with the Social Work Practice Methods courses. The overall purpose of the placements is to provide students, within the context of specific field settings, the opportunity to develop and demonstrate practice skills based on the values, knowledge and skills taught in the core courses of the program. Field education is a form of teaching and learning in which students have the opportunity to experience themselves as developing social workers in a supervised practice setting.

Integration Seminar
1 credit (18.8:0:0 hours)
The Integration Seminar is a key link between the classroom (conceptual) and field placement (practical) components of the program and is taken concurrently with field placement. The seminar will promote integration of theoretical, practical, emotional and professional development in a student centered learning environment. Corequisite: SOWK 105.

Social Work Philosophy
3 credits (45:0:0 hours) Transfer*
The course is an overview of the social services field and the philosophy, purpose and objectives of social work. It examines the nature of helping, social work practice principles, the historical roots of social work and societal attitudes affecting social services. The emphasis is on fostering appropriate understanding of, and attitudes to, a variety of lifestyles and to the value system of the individual student, of clients and of the social work profession. Minimum pass grade C–.
*(AU)

Social Work Practice Methods I
3 credits (45:0:0 hours)
This course introduces students to social work practice methods. The philosophy and values of social work practice and relationship principles/skills will be examined and students will be expected to demonstrate the effective use of these skills in their practice. Social Work Practice Theory including ecological systems and structural models of practice, life cycle theory and an adaptive/coping perspective will be examined. Direct social work practice skills will be learned as well as their application to the helping process. Attention will be given to the four stages of an effective interview: the preliminary phase, the beginning phase, the work phase and the ending phase. The course will focus on assisting the student to develop awareness of cross-cultural issues and skills in social work practice. Prerequisites: Minimum grade of C– in SOWK 101 and SOWK 102. Corequisite: SOWK 115.

Family Processes and Intimacy
3 credits (45:0:0 hours) Transfer*
This course is designed to offer participants knowledge and insight into the dynamics of the family from a social work perspective. Students are encouraged to examine their own place in their families of origin, to gain insight into their personal attitudes and relationships now and to make connections with their understanding of other families which they will encounter in the course of their work. Students will examine family systems theory, communication and relationship processes in families, family life cycle theory and cultural aspects of family processes. Students will also be encouraged to put their understanding of family into ideological and historical perspective. Although this is not a Methods course, students will learn to identify their family strengths and to support positive family life. Prerequisites: Minimum grade of C– in SOWK 101 and SOWK 102.
*(AU, AUC, KUC, CUC)

Social Work With Children and Adolescents
3 credits (45:0:0 hours)
This course will examine human growth and developmental life stages, prenatal to age eighteen. Students will examine lifespan development, tasks, needs and issues from a Social Work perspective. Specific emphasis will be placed on children’s development. Cross cultural aspects of lifespan development will also be explored. Prerequisites: Minimum grade of C– in SOWK 101 and SOWK 102,
SOWK-115
Field Placement
4 credits (0:0:240 hours)
The field placements constitute the practical component of the program and are concerned with the integration of theory and practice. They are taken concurrently with Integration Seminar and the Social Work Practice Methods courses. The overall purpose of the placements is to provide students, within the context of specific field settings, the opportunity to develop and demonstrate practice skills based on the values, knowledge and skills taught in the core courses of the program. Field education is a form of teaching and learning in which students have the opportunity to experience themselves as developing social workers in a supervised practice setting.

SOWK-116
Integration Seminar
1 credit (18.8:0:0 hours)
The Integration Seminar is a key link between the classroom (conceptual) and field placement (practical) components of the program and is taken concurrently with field placement. The seminar will promote integration of theoretical, practical, emotional and professional development in a student centered learning environment. Prerequisite: SOWK 106. Corequisite: SOWK 115.

SOWK-201
Group Work
3 credits (45:0:0 hours)
This course is designed to assist students to develop specific group work skills, an appreciation of the impact of groups and a recognition of the appropriate use of groups in the social service field. It will examine the components of the group process and develop skills in facilitating groups. Focus will be on increasing students’ awareness of their own interaction in groups. Prerequisites: Minimum grade of C– in SOWK 110, SOWK 111 and SOWK 112.

SOWK-202
Social Work Practice Methods II
3 credits (45:0:0 hours)
This course builds on Social Work Practice Methods I (SOWK 110). Methods II unites social work theory and practice skills with particular attention to phases of work in the helping process. Students will learn an organized approach to problem solving including: social work assessments, establishing short and long term goals, implementation of change strategies and evaluation of their work. Students will be encouraged to focus on client strengths keeping in mind the social, political and cultural context of their lives. By the end of the course, students will be able to articulate a professional model of practice. Discussion of theoretical concepts and experiential learning in the classroom will help students develop and enhance their social work practice skills. Through the use of written assignments, students will learn to effectively document their work with clients. Prerequisites: Minimum grade of C– in SOWK 110 and SOWK 111. Corequisite: SOWK 205.

SOWK-203
Mental Health Intervention
3 credits (45:0:0 hours)
This course is designed to provide students with an introduction to the concepts and issues related to mental health and mental illness. Students will examine the history of the treatment of the mentally ill, definition of mental illness and mental health and common disorders, causative factors of mental illness and factors that promote mental health, mental health assessments, treatment approaches and issues, treatment resources within the community and elsewhere in the province and social policy and legislation that pertains to mental illness. Students will also complete suicide prevention training (Certification) as part of the course. This course will provide the opportunity for students to explore their own values, ideas and experiences related to mental health/illness and develop sensitivity to cultural issues in defining and treating mental health problems. Specific attention will be focused on the role of social workers in the delivery of mental health services. Offered in Outreach format: distance and on-site deliveries. Prerequisites: Minimum grade of C– in SOWK 110, SOWK 111, SOWK 112 and PSYC 104.

SOWK-204
Social Policy and Structural Practice
3 credits (45:0:0 hours) Transfer*
This course will introduce the students to the range of public policy designed to meet human needs. The course will cover the boundaries and historical development of social policy and the current state of social services in Canada and particularly, Alberta. Students will explore the divergent views of social welfare policy and examine factors such as social justice, deviance and control, the “Welfare State” and federal-provincial responsibility. Students will be encouraged to explore their understanding of ideology and the ideological underpinnings of social policy. Prerequisite: First year of program.
*(UL, AU, AUC, KUC, CUC)

SOWK-205
Field Placement
4 credits (0:0:240 hours)
The field placements constitute the practical component of the program and are concerned with the integration of theory and practice. They are taken concurrently with Integration Seminar and the Social Work Practice Methods courses. The overall purpose of the placements is to provide students, within the context of specific field settings, the opportunity to develop and demonstrate practice skills based on the values, knowledge and skills taught in the core courses of the program. Field education is a form of teaching and learning in which students have the opportunity to experience themselves as developing social workers in a supervised practice setting. Corequisite: SOWK 202.

SOWK-206
Integration Seminar
1 credit (18.8:0:0 hours)
The Integration Seminar is a key link between the classroom (conceptual) and field placement (practical) components of the program and is taken concurrently with field placement. The seminar will promote integration of theoretical, practical, emotional and professional development in a student centered learning environment. Prerequisite: SOWK 116. Corequisite: SOWK 205.
SOWK-210
Community Practice Methods III
3 credits (45:0:0 hours)
This course is designed to provide students with an introduction to theoretical knowledge and skills for working with communities. Students will examine current theories of community development/organization and the skills necessary for effective social work intervention and change at the community level. This course will include a local and global perspective and issues related to environment and international development. Prerequisites: SOWK 201, SOWK 202 and SOWK 204.

SOWK-211
Social Work Practice Methods IV
3 credits (45:0:0 hours)
This course is a survey of current theory and social work practices, skills and attitudes related to issues of family violence, deprivation/neglect and separation/loss. Students will develop an awareness of the interplay of individual, family, group and societal factors in the emergence and treatment of these problem issues. Though the focus is on the generic aspects of dealing with these family issues, key aspects of child welfare and in-home intervention will be introduced. Students will be encouraged to put their understanding of family violence and deprivation issues into ideological and historical perspective. Prerequisites: Minimum grade of C– in SOWK 201, SOWK 202 and SOWK 204.

SOWK-212
Selected Issues in Social Work
3 credits (45:0:0 hours)
This course is designed to explore theory and skills in specific aspects of social work practice such as sexuality, addictions, aging, working with youth, law and social work and cross cultural practice. Students will practice skills, examine interventions and research in these specific areas. Prerequisite: Completion of first year of program.

SOWK-215
Field Placement
4 credits (0:0:240 hours)
The field placements constitute the practical component of the program and are concerned with the integration of theory and practice. They are taken concurrently with Integration Seminar and the Social Work Practice Methods courses. The overall purpose of the placements is to provide students, within the context of specific field settings, the opportunity to develop and demonstrate practice skills based on the values, knowledge and skills taught in the core courses of the program. Field education is a form of teaching and learning in which students have the opportunity to experience themselves as developing social workers in a supervised practice setting. Prerequisite: SOWK 205.

SOWK-216
Integration Seminar
1 credit (18:8:0:0 hours)
The Integration Seminar is a key link between the classroom (conceptual) and field placement (practical) components of the program and is taken concurrently with field placement. The seminar will promote integration of theoretical, practical, emotional and professional development in a student centered learning environment. Prerequisite: SOWK 206. Corequisite: SOWK 215.

SOWK-217
Foundations and Ethics for Social Work
3 credits (45:0:0 hours)
This course introduces the student to a comprehensive view of issues in the contemporary ethical practice of social work. It begins with an examination of the Canadian social context, addressing such questions as the evolution of moral codes and diversities of culture, age, gender and geography, among others. Students are challenged to examine their personal values-ethical systems in relation to dominant social standards and the social work Code of Ethics. Important issues of micro-ethics and practice standards will be addressed in order that students will be able to integrate these into their day to day practice. Note: Successful completion of this course will be required for those individuals who wish to qualify for ACSW Registration status under the grandparenting provision of the Health Professions Act.

SPAN-111
Introductory Spanish I
3 credits (75:0:0 hours) Transfer*
SPAN 111 (and its sequel SPAN 112) is a course designed for beginners and is intended for students with limited or no previous knowledge of Spanish. SPAN 111 introduces the sounds of the Spanish language, essential grammatical structures and tenses and a practical basic vocabulary to aid the student in the development of oral comprehension, expression, reading and writing skills. General aspects of geography, history and culture in Spanish-speaking countries are also introduced. Note: This course is not open to students with credit in Spanish 30, 35, Spanish 100, or similar or equivalent courses, nor is it open to students with native speaker background or who have been solely or partly educated in Spanish. A minimum grade of C– is required in SPAN 111 to continue with SPAN 112.
*(UL, AUC, CUC, UA, AU, KUC, UC, Other)

SPAN-112
Introductory Spanish II
3 credits (75:0:0 hours) Transfer*
This course is a continuation of SPAN 111 and is intended to further the development of the four language skills acquired in SPAN 111. Prerequisite: Minimum grade of C– in SPAN 111. Note: This course is not open to students with credit in Spanish 30, 35 Spanish 100, or similar or equivalent courses, nor is it open to students with native speaker background or who have been solely or partly educated in Spanish. A minimum grade of C– is required for university transfer.
*(UL, AUC, CUC, UA, AU, KUC, UC, Other)

SPAN-211
Intermediate Spanish I
3 credits (75:0:0 hours) Transfer*
SPAN 211 (and its sequel SPAN 212) is a second-year Spanish course designed for students to develop and strengthen oral comprehension, expression, reading and writing skills acquired in beginner-level courses. Prerequisites: Minimum grade of C– in SPAN 112, Spanish 30, 35, Spanish 100, or similar or equivalent beginner-level Spanish courses. Note: This course is not open to students with native speaker background or who have been solely or partly educated in Spanish. A minimum grade of C– is required in SPAN 211 to continue with SPAN 212.
*(UA, UC, UL)
STAT-221
Applied Probability
3 credits (45:24:0 hours) Transfer*
Probability Models: distribution of one and two random variables, moment generating functions, specific distributions, uniform, binomial, geometric, Poisson, exponential, normal, etc. Markov chains and simple queues. Various applications are considered with emphasis on the analysis of computer systems, simulation techniques are used and the algorithmic approach is used throughout the course. Prerequisites: Minimum grade of C– in MATH 115 or equivalent, MATH 120 or MATH 125 or equivalent. Restrictions: Restricted to Honours and Specialization students in Computing Science and Specialization students in Computational Science (Mathematics). Note: Credit may not be obtained for both STAT 221 and STAT 265. *(UC, UA, AU)

STAT-222
Applied Statistics
3 credits (45:24:0 hours) Transfer*
This course will cover Sampling distributions, estimation, hypothesis testing, Linear Regression, Poisson Process, simple queues, models and applications primarily of interest to Computing Science students. Prerequisite: Minimum grade of C– in STAT 221. *(UA, UC)

STAT-252
Introduction to Applied Statistics II
3 credits (45:24:0 hours) Transfer*
Methods in applied statistics including regression techniques, analysis of variance and covariance and methods of data analysis. Applications are taken from Biological, Physical and Social Sciences and Business. Prerequisite: Minimum grade of C– in STAT 141 or STAT 151 or equivalent. *(UA, UC, AU)

STAT-265
Elements of Probability Theory
3 credits (45:0:0 hours) Transfer*
Probability spaces; random variables, random vectors and probability distributions. Expectations, moments and conditional probability. Prerequisite: Minimum grade of C– in MATH 115. Corequisite: MATH 214. Credit may not be taken for both STAT 265 and STAT 221. *(UA, UL, AU, AUC, CU, KUC, CUC)

SPAN-212
Intermediate Spanish II
3 credits (75:0:0 hours) Transfer*
SPAN 212 is a continuation of SPAN 211 and is intended to further develop and strengthen oral comprehension, expression, reading and writing skills acquired in beginner-level courses. Prerequisite: Minimum grade of C– in SPAN 211. Note: This course is not open to students with native Spanish background or who have been solely or partly educated in Spanish. A minimum grade of C– is required for university transfer. *(UA, UC, UL)

SPAN-306
Spanish for Heritage Speakers
3 credits (75:0:0 hours) Transfer*
This course is intended for speakers with an advanced level of oral proficiency, but no previous formal study of Spanish. Focus is on topics such as grammar and sentence structure, spelling and punctuation, interference between English and Spanish and colloquial versus formal usages with the objective of improving skills in oral and written communication. Prerequisite: Consent of Department. *(UA, UC)

STAT-141
Introduction to Statistics
3 credits (45:0:0 hours) Transfer*
Random variables and frequency distributions, averages and variance, binomial and normal distributions, sampling distributions, elementary inference, Chi-Square test for Contingency Tables, Goodness-of-Fit Test, regression and correlation and analysis of variance. Prerequisite: Pure Math 30 or consent of the Science Department. This course may not be taken for credit if credit has been obtained in any statistics course or SOCI 210 or PSYC 211. *(UA, UC, UL, AU, AUC, CU, KUC, CUC)

STAT-151
Introduction to Applied Statistics I
3 credits (45:18:0 hours) Transfer*
This course studies data collection and presentation of descriptive statistics, probability distributions, sampling distributions and the central limit theorem, point estimation and hypothesis testing, correlation and regression analysis, goodness of fit and contingency table. This course may not be taken for credit if credit has been obtained in any statistics course or in SOCI 210. Prerequisite: Pure Math 30 or equivalent. *(UA, UC, UL, AU, CU, KUC)
TAST-102
Effectively Managing Student Behaviour In Educational Settings
3 credits (45:0:0 hours)
Children learn best when their self-esteem is healthy and the educational expectations are clear. This course will focus on students developing an understanding of the classroom as a dynamic learning environment in which the educational assistant is an essential part, a philosophy of discipline that forms a basis for dealing effectively with students experiencing behavioral difficulties, strategies and practical approaches for classroom management in addition to effective methods of pupil supervision, proactive approaches to discipline with an emphasis on problem solving and effective interventions. Non Violent Crisis Intervention certification for dealing with inappropriate confrontational behaviour in a productive life enhancing way and, observation and documentation of student actions in behavioral terms.

TAST-103
Language Learning and Math Across the Curriculum
3 credits (45:0:0 hours)
This course is a blend of theory and practice set within the framework of the Alberta English language arts and mathematics curricula. Particular attention will be paid to ways in which the educational assistant may support the effective implementation of these programs by adapting materials to meet the learning styles and needs of individual students. Course emphasis is on providing and working with a variety of practical strategies that can be transferred to classrooms. Paired reading, spelling strategies, and the use of math manipulatives are examples of some of these educational methods.

TAST-104
Working With Students With Learning Disabilities Theory and Strategies
2 credits (30:0:0 hours)
This course will examine the term learning disabilities and the subsequent teaching strategies needed for educational assistants to successfully work with students who have average to above average intellectual ability and are underachieving at school due to information processing difficulties. Course components will include a study of learning styles, learning strategies the educational assistant can use to assist students and teachers, the learning disability syndrome and its implications, educational remediation and current trends in the field of learning disabilities.

TAST-105
Effective Interpersonal Communication
2 credits (30:0:0 hours)
This course provides students with the opportunity to gain an understanding of the basic concepts underlying interpersonal communication as they apply to working with adults and children. The course focus will be on understanding human behaviour as it applies to living and working with others. Through group and instructor support, students will be encouraged to examine personal strengths and develop the necessary skills to function productively in both work and personal settings. A strong emphasis is placed on experiential learning through small group exercises and other activities. Effective communication strategies will be emphasized throughout the course.

TAST-106
Adolescents in the Classroom Junior/Senior High
2 credits (30:0:0 hours)
Adolescence is a stage in life filled with many new and exciting challenges. As such, adolescents are young adults with many special needs. Our awareness of this unique developmental period has created a need for the training of school personnel in the area of adolescent education. This course will enable the individual to develop a greater knowledge of the unique needs of adolescents and will provide the teacher assistant with a repertoire of strategies and intervention to effectively assist teachers in meeting the academic, social, and behavioral needs of the adolescent.

TAST-107
Working With Students With Exceptionalities — Level I
3 credits (45:0:0 hours)
Inclusion has lead to the full integration of students with exceptionalities into many schools, which in turn has created a greater need for school personnel with special training. This course examines the philosophy and educational concepts associated with inclusion. Students will have the opportunity to develop an in-depth knowledge of strategies and interventions in the field of special education. The course will also focus on the effects of medications on behaviour and learning, as well as, the recognition and appropriate response to many common health issues within inclusive classrooms. Course content includes study in the areas of: metacognition, student evaluation, ADHD, seizure disorders, cerebral palsy and other physical disabilities, developmental delay, playground head injuries, asthma, infectious disease, and FAS.

TAST-108
Technology Applications in Education
3 credits (45:0:0 hours)
Technology Applications in Education is a “hands-on” educational computer course designed to help learners acquire basic skills and knowledge about computers, computer peripherals and computer software. Keyboarding and word processing skills related to educational settings are used extensively. The Internet and electronic mail are also introduced.

TAST-109
Practicum I
1 credit (0:0:60 hours)
The practicum is designed to provide the student with the opportunity to practice in the field through demonstration, appropriate skills and attitudes based on the values, skills and knowledge taught within the program courses. Prerequisites: TAST 101, TAST 103 and TAST 107. Corequisite: TAST 110.

TAST-110
Integration Seminar I
1 credit (15:0:0 hours)
The Integration Seminar provides students the opportunity to link the classroom learning with field related experiences and issues. The small group seminar format promotes the integration of theory and practice in a professional setting through facilitated group discussion and participation.

TAST-114
Specialized Skills and Practice
2 credits (30:0:0 hours)
This course provides students the opportunity to develop the skills necessary to support classroom teachers and students with specific special education needs. The course blends theory with effective practice to prepare assistants who must demonstrate an understanding of ways to adapt learning activities and materials for students with a range of academic, emotional and physical challenges. The particular special education need studied will vary from term to term.
TAST-117
Working With Students With Exceptionalities — Level II
3 credits (45:0:0 hours)
Inclusion of students with special needs into many regular classrooms has created a need for special training of school personnel. This second level course will build on concepts, skills and strategies addressed in level one. Teaching/learning strategies and interventions, etiology, along with the effects of medications on behaviour and learning will be presented. Areas of study include: language delay, schizophrenia, depression, severe behavioural disorders, autism, Tourette’s Syndrome, meningomyelecele, hearing loss, visual loss, traumatic brain injury and documentation. Prerequisite: TAST 107.

TAST-118
Computers in Education and Adaptive Technology
3 credits (45:0:0 hours)
Computers in Education builds on and extends the skills and knowledge gained by students in the prerequisite Technology Applications in Education course. You will learn to integrate the use of computers into the elementary classroom curriculum and evaluate curriculum-based software. The use and application of databases, graphics and the Internet are also examined. You will learn how adaptive hardware and software enables the student with exceptionalities to use computer technology. Prerequisite: TAST 108.

TAST-119
Practicum I
2 credits (0:0:120 hours)
The practicum is designed to provide students with the opportunity to practice in the field through demonstration, appropriate skills and attitudes based on the values, skills and knowledge taught within the program courses. This second practicum allows students the opportunity to experience the full range of responsibilities associated with the complex role of the educational assistant within a supervised educational setting. Prerequisite: Successful completion of all program courses. Corequisite: TAST 120.

TAST-120
Integration Seminar II
1 credit (15:0:0 hours)
The Integration Seminar provides students the opportunity to link the classroom learning with field related experiences and issues. The small group seminar format promotes the integration of theory and practice in a professional setting through facilitated group discussion and participation. Prerequisite: TAST 110. This course is taken concurrently with TAST 119.

TAST-121
Movement Education
2 credits (30:0:0 hours)
Movement Education begins with the fundamental premise that children learn at their own rate and that discovery, as well as practice, brings about the understanding and self-confidence necessary for successful learning. Within this course the focus is on physical education (utilizing the methods and concepts of Movement Education) and on the role of the teacher assistant in assisting the teacher in this area. In addition, students learn how to adapt and modify the physical education curriculum to meet the needs of the child that is physically or cognitively challenged.

Only full-time students admitted to the Theatre Arts programming register in THAR courses.

THAR-101
Acting Skills I
3 credits (0:90:0 hours)
Students are introduced to the basics of acting: concentration, imagination, and verbal and non-verbal communication. Through classes in text analysis, improvisation and the creation of a character, students are encouraged to explore realistic behaviour in a variety of contexts. As a means of extending their work on sustaining an imagined reality, students work with simple texts to start building standards by which the quality of acting can be explored.

THAR-102
Vocal Music I
1 credit (0:37:5:0 hours)
The Vocal Lesson: postural, breath management, tone quality, diction, interpretation and musicianship are stressed in weekly private lessons. The Vocal Lab: the fundamentals of the analysis and preparation of songs from music theatre are explored. Performing songs and integrating songs into a dramatic setting will be the basis of this week workshop.

THAR-103
Introduction to Theatre
3 credits (45:0:0 hours) Transfer*
This course explores the origins and development of theatre art and is an introduction to theatre aesthetics.
*(UA)

THAR-109
Performer’s Lab
3 credits (0:90:0 hours)
Challenging works from music theatre’s repertoire are studied and explored in a workshop format. Prerequisites: Minimum grade of C– in THAR 110, THAR 109, THAR 110, THAR 120 and THAR 130.

THAR-110
Dance Skills I
3 credits (0:112:0 hours)

Dance Technique Classes: primarily ballet, jazz, and tap. Weekly studio classes explore the various styles of dance demanded of the musical theatre performer through exercises in these disciplines and the preparation of both solo and ensemble pieces. Movement Classes: regular weekly classes in movement assist the developing actor in increasing body awareness, thus providing a better basis for character physicalization.

THAR-115
Voice for the Stage
1 credit (0:30:0 hours)
Through various exercises in resonance and breath control, the student begins to learn proper vocal production for the stage. Prerequisites: Minimum grade of C– in THAR 101, THAR 102, THAR 103, THAR 110, THAR 120, and THAR 130.

THAR-120
Music Theory for Music Theatre I
2 credits (30:0:0 hours)
This course introduces the theoretical basics of music as they apply to the repertoire of music theatre. Topics include, but are not limited to, the basic rudiments: notation, the staff, key signatures, scales, major and minor tonality, intervals, metre and rhythm, triad/chord construction, melodic/structural analysis, an introduction into classical four part voice- leading principles, harmonic progressions, and melodic/harmonic analysis. Emphasis is placed on the relationship of these basic theoretical concepts to the music theatre repertoire. Corequisite: THAR 130.

THAR-121
Music Theory for Music Theatre II
2 credits (30:0:0 hours)
This course is a continuation of Music Theory I, focusing on the relationship and application of the basic theoretical concepts of music as they apply to the repertoire of music theatre. Prerequisites: Minimum grade of C– in THAR 101, THAR 102, THAR 103, THAR 110, THAR 120, and THAR 130. Corequisite: THAR 131.
THAR-130
Ear Training for Music Theatre I
3 credits (45:0:0 hours)
This introductory ear training course parallels and supplements the material delivered in the music theory class. Topics include, but are not limited to: the aural identification of intervals, melodies, rhythms, and chords, as well as the sight-singing of melodies and rhythms drawn from the music theatre repertoire. Corequisite: THAR 120.

THAR-131
Ear Training for Music Theatre II
3 credits (45:0:0 hours)
A continuation of Ear Training I, this course focuses on more advanced studies in ear training as they apply to the repertoire of music theatre. Prerequisites: Minimum grade of C– in THAR 101, THAR 102, THAR 103, THAR 110, THAR 120, and THAR 130. Corequisite: THAR 121.

THAR-151
Acting Skills II
3 credits (0:90:0 hours)
In this course, exercises continue on concentration and imagination, plus the concept of effective theatricality. Creating a Character: These sessions continue, culminating with the performance of a play from the realistic period, most likely a piece by Chekhov or one of his contemporaries, so that the students may begin to explore the exercises and terminology developed by Stanislavski to describe the actor’s progress. The Vocal Masque: The focus shifts somewhat at the end of the term from process to product as each student develops and performs for the students and staff of the Theatre Arts Program a short, one-person spectacle, integrating the lessons learned in the first two terms. Prerequisites: Minimum grade of C– in THAR 101, THAR 102, THAR 103, THAR 110, THAR 120, and THAR 130.

THAR-152
Vocal Music II
1 credit (0:12:7.5 hours)
The Vocal Lesson: Posture, breath management, tone quality, diction, interpretation, and musicianship are stressed in weekly private lessons. The Vocal Lab: The exploration of the fundamentals of the analysis and preparation of songs from music theatre is reviewed. Prerequisites: Minimum grade of C– in THAR 101, THAR 102, THAR 103, THAR 110, THAR 120, and THAR 130.

THAR-153
Play Analysis
3 credits (45:0:0 hours) Transfer*
In this course, students develop an understanding of drama through the critical analysis of plays. Through the study of a variety of scripts, students become aware of the basic elements of dramatic structure. Prerequisites: Minimum grade of C– in THAR 101, THAR 102, THAR 103, THAR 110, THAR 120, and THAR 130.

THAR-160
Dance Skills II
3 credits (0:112:0 hours)
Dance Technique Classes: Primarily ballet, jazz, and tap. A continuation of the regular weekly studio classes that explore the various styles of dance demanded of the music theatre performer. Students begin the process of integrating technique into choreography. Movement Classes: The regular weekly classes in movement also continue, with a focus upon the development of personal movement patterns that become part of the actor’s technique. Prerequisites: Minimum grade of C– in THAR 101, THAR 102, THAR 103, THAR 110, THAR 120, and THAR 130.

THAR-154
Dance Technique Classes
3 credits (0:112:0 hours)
Primarily ballet, jazz, and tap. A continuation of the regular weekly studio classes that explore the various styles of dance demanded of the music theatre performer. Students begin the process of integrating technique into choreography. Movement Classes: The regular weekly classes in movement also continue, with a focus upon the development of personal movement patterns that become part of the actor’s technique. Prerequisites: Minimum grade of C– in THAR 101, THAR 102, THAR 103, THAR 110, THAR 120, and THAR 130.

THAR-201
Acting Skills III
3 credits (0:90:0 hours)
Creating a Character: This component of the course consists of a short monologue workshop, as well, at regular intervals throughout the term, scene-study workshops are held. Comedy Workshop: Mask work is introduced as a means of studying the economy and precision required for an actor, and once the students have learned to use the mask effectively, the focus shifts to Commedia dell’arte study. Classic Text: The course includes an introduction to classic text. The structure of verse, its sentences, the various rhetorical devices, indeed all of the devices used by Shakespeare and his contemporaries to create their plays will be explored. Prerequisites: Minimum grade of C– in THAR 101, THAR 102, THAR 103, THAR 110, THAR 120, and THAR 130.

THAR-202
Vocal Music III
1 credit (0:30:0 hours)
The Vocal Lesson: the study of the fundamentals of singing continues. The Vocal Repertoire Class: the analysis and preparation of songs for music theatre continues, with an emphasis on the preparation of material for auditions. Prerequisites: Minimum grade of C– in THAR 109, THAR 115, THAR 151, THAR 152, and THAR 160, plus minimum grade of D in THAR 121, THAR 131, and THAR 153, plus minimum grade of D in ENGL 101 (or ENGL 111 and elective).

THAR-206
Performance I
2 credits (0:0:112 hours)
Students participate in both class and public performances. Prerequisites: Minimum grade of C– in THAR 109, THAR 115, THAR 151, THAR 152, THAR 160, plus minimum grade of D in THAR 121, THAR 131, THAR 153, plus minimum grade of D in ENGL 101 (or ENGL 111 and elective).

THAR-215
Voice and Diction I
1 credit (0:30:0 hours)
This course is a study of the mechanics of the speaking voice: breath control, phonation, resonance and articulation, drill and practice in the pronunciation of the spoken word. Prerequisites: Minimum grade of C– in THAR 109, THAR 115, THAR 151, THAR 152, THAR 160, plus minimum grade of D in THAR 121, THAR 131, and THAR 153, plus minimum grade of D in ENGL 101 (or ENGL 111 and elective).

THAR-216
Voice and Diction II
1 credit (0:30:0 hours)
This is a continuation of THAR 215 with emphasis on clarity and colour in the voice, plus exercises in prepared and cold readings. Prerequisites: Minimum grade of C– in THAR 201, THAR 202, THAR 206, THAR 215, and THAR 250.
THAR-250
Dance Skills III
4 credits (0:135:0 hours)
Dance Technique Classes: Primarily jazz and tap. A continuation of the regular weekly studio classes that explore the various styles of dance demanded of the music theatre performer. Students focus further on the integration of technique into choreography while developing performance skills. Movement Classes: The regular weekly classes in movement also continue, with emphasis on the development of greater anatomical awareness, and movement potential. Prerequisites: Minimum grade of C– in THAR 201, THAR 202, THAR 206, THAR 215, and THAR 250.

THAR-251
Acting Skills IV
3 credits (0:90:0 hours)
Creating a Character: scene study workshops continue at regular intervals throughout the term. Classic Text: classes continue in the exploration of the dramatic value of heightened text. Students also investigate the ways in which character is revealed through this type of text. Mock Audition: preparation for the mock audition which is the student’s final project. This is a combination of workshops and private coachings. Prerequisites: Minimum grade of C– in THAR 201, THAR 202, THAR 206, THAR 215, and THAR 250.

THAR-252
Vocal Music IV
1 credit (0:30:9 hours)
The Vocal Lessons: the study of the fundamentals of singing continues. The Vocal Repertoire Classes: the analysis and preparation of songs for music theatre continues with an emphasis on the preparation of material for audition and performance. The culmination of this term’s activity is the preparation for the mock audition. Prerequisites: minimum grade of C– in THAR 201, THAR 202, THAR 206, THAR 215, and THAR 250.

THAR-256
Performance II
2 credits (0:0:112.5 hours)
Students participate in both class and public performances. Prerequisites: Minimum grade of C– in THAR 201, THAR 202, THAR 206, THAR 215 and THAR 250.

THAR-260
Dance Skills IV
4 credits (0:135:0 hours)
Dance Technique Classes: primarily jazz and tap. A continuation of the regular weekly studio classes that explore the various styles of dance demanded of the music theatre performer. Emphasis is on the preparation of material for performance and audition. Movement Classes: the regular weekly classes in movement also continue, with work on movement in context. Prerequisites: Minimum grade of C– in THAR 201, THAR 202, THAR 206, THAR 215, and THAR 250.

THAS-101
Normal Development of Speech, Language and Literacy
3 credits (45:0:0 hours)
This course will provide students with an overview of normal speech and language development. The normal developmental milestones and sequence of typical language development from birth through to the school-aged years will be presented. Emergent literacy skills and literacy development will be reviewed. General techniques for facilitating early speech and language development and literacy will also be discussed.

THAS-102
Communication Disorders
4 credits (60:0:0 hours)
This course introduces speech, language, fluency and voice disorders. Developmental, genetic and acquired disorders of communication in both children and adults will be reviewed. Basic speech and hearing anatomy and physiology, including the respiratory system, vocal apparatus, oral cavity, ear and neurological system will also be discussed.

THAS-103
Pathology
2 credits (30:0:0 hours)
This course introduces students to the terminology, etiology, signs and symptoms, medical intervention and effects of common human disorders experienced by clients undergoing occupational and physical therapy treatment. The typical course of each disorder, and the goals and interventions provided by the rehabilitation team, will be outlined.

THAS-114
Introduction to the Health and Education Fields
3 credits (45:0:0 hours)
Societal values underlie health and education systems. This course examines the evolution and organization of Alberta’s systems with emphasis on the influence of politics, research, individual responsibility and the determinants of health. The roles of rehabilitation therapists and assistants will be defined.

THAS-115
Lifespan Development
4 credits (45:30:0 hours)
This course focuses on human growth and development throughout the life span with emphasis on rehabilitation perspectives and treatment. Selected pediatric disorders will be discussed. Prerequisite: Minimum grade of C in THAS 102 or THAS 103.

THAS-116
Functional Anatomy and Orthopedics
4 credits (45:45:0 hours)
An introduction to functional anatomy as it relates to human movement and common orthopedic conditions. Prerequisites: Minimum grade of C– in NURS 105 and NURS 108. Minimum grade of C in THAS 103.

THAS-117
Principles and Techniques of Client Contact
5 credits (30:45:0 hours)
This course is an introduction to client contact. It includes procedures to assure provider and patient safety and dignity, and techniques and devices designed to improve patient mobility. Effective management of challenging behaviours and situations will be addressed. Students will use the health record for gathering and recording information. Prerequisites: Minimum grade of C– in NURS 105 and NURS 108. Minimum grade of C in THAS 103.
THAS-201
Therapeutic Interventions I: Articulation and Phonology
4 credits (45:30:0 hours)
This course focuses on learning styles and therapy techniques to implement articulation and phonological therapy. A sampling of activities and strategies reflective of various treatment approaches will be discussed. Data collection, reporting progress and organization of the therapy interaction will be introduced. Cueing, reinforcement, feedback and choosing materials will be covered. This course will also review therapy approaches for children and adults with neuromotor speech disorders. Prerequisites: Minimum grade of C in THAS 101 and THAS 102.

THAS-202
Therapeutic Interventions II: Introduction to Clinical Role and Skills
3 credits (45:0:0 hours)
This course highlights the role and responsibilities of a Speech-Language Pathologist Assistant. The SLP/SLP Assistant relationship will be explored. This course also introduces students to various clinical skills including the use of the International Phonetic Alphabet. Students will learn how speech sounds are produced and classified. Students will also refine their abilities to distinguish individual speech sounds and transcribe normal and disordered spontaneous speech. Clinical skills to enhance voice and fluency disorders will be reviewed. Students will also learn to complete hearing screenings. Amplification systems for hearing impaired individuals will be discussed. Prerequisites: Minimum grade of C in THAS 101 and THAS 102.

THAS-203
Field Placement I
5 credits (0:0:295 hours)
This course is a seven week field placement under the supervision of a Speech-Language Pathologist. The field placement allows the student to practice the knowledge and skills taught in this academic term. Students are required to practice in a self-reflective manner and by utilizing a web-based communication tool, participate in an on-line seminar. Prerequisites: Minimum grade of C in THAS 201 and THAS 202.

THAS-205
Job Search
1 credit (15:0:0 hours)
Job search skills are presented to promote success in securing employment in the rehabilitation sector.

THAS-208
Therapeutic Interventions in Physical Therapy
8 credits (90:60:0 hours)
This course enables students to apply focused therapeutic exercise, gait re-education, chest physiotherapy and thermal and electrotherapy modalities in response to identified treatment goals and interventions in physical therapy environments. Included are safety factors that must be followed by the Physical Therapist Assistant. Prerequisite: Minimum grade of C in THAS 117.

THAS-209
Therapeutic Interventions in Occupational Therapy
8 credits (90:60:0 hours)
This course enables students to apply occupational therapy interventions in the sensory motor, cognitive-perceptual, socio-emotional, self-care productivity, and play and leisure performance components. Environmental contexts will be considered. Reporting and documentation specific to the field of occupational therapy will be covered. Prerequisite: Minimum grade of C in THAS 117.

THAS-210
Field Placement I
3 credits (0:0:205 hours)
This course is a field placement under the supervision of a Physical Therapist and/or Occupational Therapist. The student will develop and apply working knowledge of therapeutic processes as taught in the academic program. Students are required to practice in a self-reflective manner and by utilizing a web-based communication tool, participate in an on-line seminar. Prerequisites: Minimum grade of C in THAS 208 and THAS 209.

THAS-211
Field Placement II
4 credits (0:0:205 hours)
This course is a field placement under the supervision of a Physical Therapist and/or Occupational Therapist. The student will develop and apply working knowledge of therapeutic processes as taught in the academic program. Students are required to practice in a self-reflective manner and by utilizing a web-based communication tool, participate in an on-line seminar. Prerequisites: Minimum grade of C in THAS 208 and THAS 209.

THAS-212
Field Placement III
4 credits (0:0:205 hours)
This course is a field placement under the supervision of a Physical Therapist and/or Occupational Therapist. The student will develop and apply working knowledge of therapeutic processes as taught in the academic program. Students are required to practice in a self-reflective manner and by utilizing a web-based communication tool, participate in an on-line seminar. Prerequisites: Minimum grade of C in THAS 208 and THAS 209.

THAS-213
Therapeutic Interventions III: Language
4 credits (45:30:0 hours)
This course explores language intervention approaches in preschool, school-aged and adult populations. Students will acquire therapy techniques to implement treatment for language delays at the preschool and elementary school levels. The use of books, play and activities will be practiced along with development of the ability to choose appropriate materials. The importance of language modeling (grammar and vocabulary) by the SLP Assistant will be emphasized. Documenting progress and recording language samples will be covered. The course encompasses strategies for working one-on-one with clients and in groups. Therapy approaches to address adult developmental and acquired language delays will also be reviewed. Prerequisites: Minimum grade of C in THAS 101, THAS 102, THAS 201 and THAS 202.

THAS-214
Therapeutic Interventions IV: Special Populations
4 credits (45:30:0 hours)
This course focuses on providing communication intervention to a variety of special populations including hearing impaired, limited English proficiency, ADHD, ARND, autistic spectrum and pervasive developmental disorders and various syndromes that impact communication skills. Augmentative and alternate communication devices will be reviewed. Students will learn basic manual signing skills including Signing Exact English and American Sign Language. Students will also be introduced to therapy approaches for adults with voice, fluency and other communication disorders. Prerequisites: Minimum grade of C in THAS 101, THAS 102, THAS 201 and THAS 202.
THAS-215
Field Placement II
5 credits (0:0:295 hours)
This course is a seven week field placement under the supervision of a Speech-Language Pathologist. The field placement allows the student to practice the knowledge and skills taught in this academic term. Students are required to practice in a self-reflective manner and by utilizing a web-based communication tool, participate in an on-line seminar. Prerequisites: Minimum grade of C in THAS 213 and THAS 214.

TPPR-101
Applied Theatre History
3 credits (45:0:0 hours)
This course consists of a general view of history as reflected on stage from early times to the late 18th century including such aspects as social movements, theatrical practices, and the evolution of types of decor and costuming as deemed relevant. The influence of these historical trends on today's theatre is also examined. Reading of several plays of various periods will be required. Lectures also outline techniques and sources for researching all aspects (from planning through construction to the final finishing details) of theatre production. Students continue to survey different information systems (e.g. libraries and other organizations, catalogues, special collections and services, Internet resources, and microforms). Prerequisite: TPPR 111 or permission of instructor.

TPPR-102
Drafting and Model Making
2 credits (15:30:0 hours)
This course is a basic introduction to drafting practices as used by theatre professionals. Standard drafting techniques and concepts are introduced. These include: line types, line weights, construction techniques, drawing layouts, orthographic projections, isometric drawings, floor plans, elevations and sections. A hands-on introduction to basic CAD (Computer Assisted Drafting) will be provided addressing the creation of basic plans, elevations and lighting plots. Additionally, scale model making is introduced to assist the student in understanding the relationship between 2-dimensional drawings and the 3-dimensional world. Scale modeling is also used as an aid in solving 3-dimensional problems, which the technical student will encounter when attempting to draw scenic units and properties. The knowledge and skills gained through the successful completion of this core course are fundamental for other courses including Stagecraft I and II, Lighting I and II, Audio I, and Management and Technical Direction. Prerequisites: TPPR 111 or permission of instructor.

TPPR-103
Introduction to Technical Theatre
1 credit (15:0:0 hours)
This course is designed to introduce the student to several aspects of the technical theatre. It is a survey course covering a range of topics including, but not limited to: types of theatre, the production process, stage management, theatre staff organization, and professional discipline. The major project will introduce the student to stage management and the preparation of a prompt script, a document required to control any theatrical performance. Prerequisite: TPPR 111 or permission of instructor.

TPPR-104
Stagecraft I
2 credits (15:30:0 hours)
Students learn the safe operation of hand and stationary power tools, building techniques and material selection in the production of scenic elements. Prerequisite: TPPR 111 or permission of instructor.

TPPR-105
Lighting I
2 credits (15:30:0 hours)
This course introduces students to the requirements, knowledge and practices necessary to be a lighting technician. The course also provides opportunity to practice the skills required of that position. Prerequisite: TPPR 111 or permission of instructor.

TPPR-106
Set Painting I
2 credits (15:30:0 hours)
This course is an introduction to the standard procedures, materials, equipment, and safety considerations involved in the surface treatments of scenery. Students explore colour theory, paint and pigment, tools and application of surface treatments. Health and safety considerations and procedures in dealing with various paint products will be introduced. Prerequisite: TPPR 111 or permission of instructor.

TPPR-107
Introduction to Costumes
2 credits (15:30:0 hours)
Class sessions balance topical lecture/demonstrations with in-class projects. Students are introduced to the skills necessary to build theatrical costumes. Topics include: basic sewing skills, basic cutting, working with the costume designer, safety in the wardrobe, running a show, sources of information, basic fabric identification, fabric distressing and a survey of basic costuming applications. Prerequisite: TPPR 111 or permission of instructor.

TPPR-108
Rigging
1 credit (7:22:0 hours)
This course is an introduction to methods, materials and safe practices in rigging for the theatre and will take place in several different theatre venues. Prerequisite: TPPR 111 or permission of instructor.

TPPR-109
Practicum
3 credits (0:60:60 hours)
Each term students are required to participate in the practicum course: hands-on, real life theatre production. This involves work on at least one major production and one or more smaller ones. Students work with professional directors and designers hired for most of these productions. For each production, students apply or bid for positions on the production staff, and carry out the duties of the positions they are awarded. This usually involves a minimum of 120 hours of work, per term. Students are evaluated by instructors, supervisors, visiting directors, and designers, and by their fellow students. Prerequisite: TPPR 111 or permission of instructor.

TPPR-110
Audio I
2 credits (15:30:0 hours)
This independent study course is designed to instruct first year students in the field of basic audio production. The topics covered in this course include the physiology of hearing, common audio components, preparation of sound effects and the basics of live sound reinforcement. Prerequisite: TPPR 111 or permission of instructor.

TPPR-111
Footings
5 credits (30:90:0 hours)
This course provides the student with the absolute minimum knowledge and skill necessary to function safely and effectively in the shop and backstage during the mounting of a production. Show, tell, and do will be our guideline and students should expect to observe, then practice all content offered in this course. There will be material from all subject areas: audio, carpentry, painting, management, lights, props, etc. The student must successfully complete this course before participating in practicum, or any shop (safety related) activities.
TPPR-129
Practicum
3 credits (0:60:60 hours)
Each term students are required to participate in the Practicum Course: “hands-on,” “real life” theatre production. This involves work on at least one major production and one or more smaller ones. Most of the shows are performed by students in the performing arts programs at MacEwan (Theatre Arts and Music). MacEwan’s resident company, the Brian Webb Dance Company, and the Leave It To Jane Theatre Company, also use the MacEwan performance spaces and may provide practicum opportunities. Additionally, technical services may be required by outside companies who rent college facilities. Note that you will be working with professional directors and designers hired for most of these productions. For each production, students apply or “bid” for positions on the production staff, and carry out the duties of the positions they are awarded. This usually involves a minimum of 120 hours of work, per term. Students are evaluated by instructors, supervisors, visiting directors and designers and by their fellow students. This is a core program course and is required for a diploma. Prerequisite: TPPR 109.

TPPR-201
Modern Theatre Practices
2 credits (30:0:0 hours)
Modern Theatre Practices is a study of 19th and 20th century theatre and the impact of technology on theatre production. Plays of different contemporary theatrical movements will be studied. The variety of technical developments affecting production are considered. Course content also includes introductory sections on Music Theatre; artistic and technical formats for Dance, Musicals, and Opera; media crossover demands of staging, lighting, and settings for film and TV; and Equipment Magic (major stage illusions relying on mechanical means as opposed to manipulation by the performers). Prerequisite: TPPR 101 or permission of instructor.

TPPR-202
Model Making
2 credits (15:30:0 hours)
Students study the use of three-dimensional models used by the design and artistic staff during pre-production and production for the purposes of problem solving and communicating design concepts. Students also create models from two-dimensional plans using a variety of materials and techniques. Prerequisite: TPPR 102 or permission of instructor.

TPPR-203
Management
2 credits (30:0:0 hours)
This course presents the principles of production management and introduces the various techniques used by production and stage managers. Much of this course deals with working as a production team: organizing and scheduling work, working to communicate effectively, and focusing on and monitoring the tasks to be done. These skills are introduced and discussed and then put into practice through practicum. Prerequisite: TPPR 103 or permission of instructor.

TPPR-204
Stagecraft II
2 credits (15:30:0 hours)
Students learn more about the construction of scenery in support of a theatrical piece. There is a major emphasis on safety, as well as on building techniques and specialized jigs. Prerequisite: TPPR 104 or permission of instructor.

TPPR-206
Set Painting II
1 credit (7.5:15:0 hours)
Students will build on skills introduced in Set Painting I. The course explores in depth the techniques of faux finishing and surface treatments commonly used in the theatre. Graining, dying and physical surface texturing will be explored in a series of workshops. Prerequisite: TPPR 106 or permission of instructor.

TPPR-207
Wardrobe Management
1 credit (7.5:15:0 hours)
This course is an introduction into the skills and techniques needed to run a wardrobe department. Students study design analysis, show budgeting, and scheduling, stocking a wardrobe, pattern manipulation, and management skills. Prerequisite: TPPR 107 or permission of instructor.

TPPR-208
Individual Studies I
1 credit (0:0:60 hours)
This is a self-directed course that involves a minimum of six hours of meeting time with a faculty advisor and the completion of a project or research report. The student may choose one of the following: 1. An existing course from a related program, subject to approval by the faculty advisor. 2. A course designed by the student for his or her needs in conjunction with the faculty advisor with the signing of a learning contract specifying purpose, methods of research, evaluation and a time schedule.

TPPR-209
Audio II
2 credits (22.5:15:0 hours)
In this course students build on skills learned in the Audio I course TPPR 110. Emphasis is placed on acquiring skills that are needed on a day-to-day basis by the theatre audio technician. Some new topics of a more advanced nature are also introduced. Topics for this course include multi-tracking and over-dubbing in tape recording, creative uses of digital effects processing, advanced mixer operation, trouble shooting, and system configuration and patching. Prerequisite: TPPR 110 or permission of instructor.

TPPR-210
Prop Making I
2 credits (15:30:0 hours)
This course examines the following materials and techniques in support of creating properties and set decorations for the theatre: casting and moulding in plaster and plaster bandage; plaster and paint fabric drapery for sculpture, metal finishes; styrofoam carving; examination and breakdown of various props. Prerequisite: TPPR 111 or permission of instructor.

TPPR-212
Lighting II
2 credits (15:30:0 hours)
This is an advanced course in theatrical lighting and control, building on skills and knowledge gained from TPPR 105. This course focuses on lighting design, computer control, intelligent lighting and the tools and methods used to manage a lighting department. Prerequisite: TPPR 105 or permission of instructor.

TPPR-218
Individual Studies II
2 credits (0:0:120 hours)
This is a self-directed course that involves a minimum of six hours of meeting time with a faculty advisor and the completion of a project or research report. The student may choose one of the following: 1. An existing course from a related program, subject to approval by the faculty advisor. 2. A course designed by the student for his or her needs in conjunction with the faculty advisor with the signing of a learning contract specifying purpose, methods of research, evaluation and a time schedule.
TPPR-221
Technical Director
2 credits (30:0:0 hours)
This course is designed to familiarize the student with the role and function of the Technical Director within the performing arts, examine the Analysis-Ideation-Implementation process in order to increase the student’s ability to solve problems creatively and how solving technical problems can effect both the technical and artistic process. It will also provide methods and techniques to enhance creative thinking plus enhance a student’s ability to communicate with production staff through improved drafting, presentation and interpersonal skills. Prerequisites: TPPR 204 and TPPR 215 plus all core courses with a minimum grade of C or permission of instructor.

TPPR-222
Prop Making II
1 credit (7.5:15:0 hours)
This course expands on the materials and techniques introduced in TPPR 212. This course is hands-on and consists of projects aimed at widening the students’ abilities to use materials and techniques to fashion various properties and decorative items. The student works on individual projects under the supervision of the instructor. Design concepts are discussed to help the student analyze problems. Some props for college shows may be structured in class. Prerequisite: TPPR 212 or permission of instructor.

TPPR-228
Individual Studies III
3 credits (0:0:180 hours)
This is a self-directed course that involves a minimum of six hours of meeting time with a faculty advisor and the completion of a project or research report. The student may choose one of the following: 1. An existing course from a related program, subject to approval by the faculty advisor. 2. A course designed by the student for his or her needs in conjunction with the faculty advisor with the signing of a learning contract specifying purpose, methods of research, evaluation and a time schedule.

TPPR-239
Practicum
3 credits (0:30:120 hours)
Each term students are required to participate in the practicum course: hands-on, real life theatre production. This involves work on at least one major production and one or more smaller ones. Students work with professional directors and designers hired for most of these productions. For each production, students apply or bid for positions on the production staff and carry out the duties of the positions they are awarded. This involves a minimum of 150 hours per term. Students are evaluated by instructors, supervisors, visiting directors and designers, and by their fellow students. Second year students are expected to take a minimum of one position of responsibility within the production team as a crew head or manager. Prerequisite: TPPR 129.

TPPR-249
Practicum
3 credits (0:30:120 hours)
Each term, students are required to participate in the practicum course: hands-on, real life theatre production. This involves work on at least one major production and one or more smaller ones. Students work with professional directors and designers hired for most of these productions. For each production, students apply or bid for positions on the production staff and carry out the duties of the positions they are awarded. This usually involves a minimum of 150 hours of work, per term. Students are evaluated by instructors, supervisors, visiting directors and designers, and by their fellow students. Second year students are expected to take a minimum of one position of responsibility within the production team as a crew head or manager. Prerequisite: TPPR 129.

TRVL-110
Airline Ticketing and Scheduling Concepts
3 credits (30:30:0 hours)
This course is an introduction to the basic principles of airline documents and itineraries. Students will analyze airline schedules and fares in order to apply them to the automated system. This course is a prerequisite for all ticketing and travel computer courses.

TRVL-111
Destinations I
3 credits (30:30:0 hours)
This course is an introduction to the tourist attractions, unique features, culture, climate, topography, and geography of countries in the Western hemisphere and Europe. Current events occurring in these areas will be incorporated into course material. Emphasis is on those destinations most frequented by Canadian travellers.

TRVL-120
Domestic Air Travel
3 credits (30:30:0 hours)
In this course, students will apply basic ticketing skills to an automated working environment. The focus will be on North American travel itineraries and fares, and their application to standard airline documents. Students will use a Global Distribution System, the Internet, and third party software systems. Prerequisites: TRVL 110 and TRVL 122.

TRVL-121
Destinations II
3 credits (30:30:0 hours)
This course is an overview of the tourist attractions, unique features, culture, climate, topography, and geography of countries in the Middle East, Africa, Asia, and the Pacific. Current events occurring in these areas will be incorporated into course material. Emphasis is on those destinations most frequented by Canadian travellers. Prerequisite: TRVL 111.

TRVL-122
Introduction to Computerized Reservations
3 credits (30:15:0 hours)
This course offers hands-on experience with one of the leading GDS (Global Distribution Systems) used in the travel industry. The automated reservations system is introduced and used in making corporate and leisure travel arrangements. Students will access information used in the daily operations of a travel agency. Prerequisite: TRVL 110.

TRVL-230
International Air Travel
3 credits (30:30:0 hours)
This course will focus on the skills necessary to prepare international air tickets and itineraries in an automated environment. Students will use the Global Distribution system, the Internet, and third party software programs to research prices, routings, and immigration regulations for international travel. Prerequisites: TRVL 110, TRVL 111, TRVL 120, TRVL 121 and TRVL 122.
TRVL 231
Travel Industry Related Services
3 credits (30:30:0 hours)
This course familiarizes students with the structure of the travel trade sector of the tourism industry. Students learn the regulations, trade associations, terminology, and the role of travel agencies. They study travel documentation, health requirements, insurance and supplementary travel products. Reservation procedures and the interpretation and application of manuals, such as travel planners, hotel guides, TIM (Travel Information Manual), brochures, and reference information is covered. Prerequisites: TRVL 111 and TRVL 121.

TRVL 232
Selling Travel Products and Services
3 credits (30:15:0 hours)
This introductory sales course is designed to acquaint students with the principles of modern selling techniques as they apply to the travel industry. It will enable students to recognize and apply the theories of effective personal selling techniques in an ethical and professional manner.

TRVL 233
Travel Agency Accounting
3 credits (30:15:0 hours)
This course introduces students to one of the major accounting programs used by Canadian travel agencies. Emphasis is placed on the practical skills required in an automated travel industry environment. Students will process payments and prepare documents such as receipts, invoices, tickets, cheques, and itineraries. Prerequisites: TRVL 110, TRVL 120 and TRVL 122.

TRVL 234
Suppliers
3 credits (30:15:0 hours)
This course provides the students the opportunity to meet the travel professionals with whom they will be working in their travel careers. An examination of current travel packages and services is presented by supplier representatives as they discuss the unique features of their individual products. Prerequisites: TRVL 231, TRVL 232 and TRVL 233.

TRVL 235
Travel Industry Study Tour
3 credits (15:30:100 hours)
This course provides students with the opportunity to take an out-of-country/out-of-province field study tour. In advance of the tour, students will attend lectures and will complete pre-tour research. During the field study, students will visit airports, hotels and resorts, cruise ships (where practical) and major tourist attractions. Students will attend events and tours and will meet with tourism and hospitality personnel. Prerequisites: Successful completion of all core courses in Terms 1 and 2 of the Travel Program. Restricted to Travel Students.

TRVL 236
Cruises, Tours and Packages
3 credits (45:15:0 hours)
This course will develop the students’ knowledge of travel products and services. Principles of service are emphasized. Students will analyze travel packages, tours, cruises and outline costs for them. They will become familiar with standard industry references such as the Cruise Lines International Association Cruise Manual and other current reference material. Prerequisites: TRVL 111, TRVL 121 and TRVL 231.

TRVL 237
Selling and Marketing Travel
3 credits (30:15:0 hours)
This is an advanced sales course designed to reinforce the principles of modern selling techniques and the application of these to everyday sales situations in the travel industry. Students are also introduced to basic planning and marketing situations that they may encounter in a work environment. Prerequisites: TRVL 231, TRVL 232, TRVL 233.

TRVL 238
Advanced Computer Reservations
3 credits (30:30:0 hours)
This is an advanced application course in the use of the Global Distribution System, third party software and practical application of the Internet. Students practice complex tasks needed to become proficient in car and hotel bookings, tour and cruise bookings, and corporate PNRs. This final industry computer course ensures that current computer and software enhancements will be covered. Prerequisite: Fourth term standing in the Travel Program.

TRVL 239
Interface Design
3 credits (15:45:0 hours)
This course is an introduction to the design and development of information systems. Standards and hierarchies are studied in the context of corporate identity and information design. The expressive aspects of type and text as visual language are explored. Prerequisite: VCDE 223.

TRVL 240
Practicum
5 credits (30:0:160 hours)
Through this work placement, students will gain experience in the various responsibilities of a travel professional. Supervised by an industry specialist, students will practice the technical procedures, customer service, and sales skills in demand by employers. Prerequisite: Fourth Term in the Travel Program.

TRVL 241
Introduction to Visual Presentation
3 credits (15:45:0 hours)
Students are introduced to visual presentation history, techniques and materials. Design concept, image, graphics, lighting and industry standards are emphasized. Lectures, demonstrations and studio exercises provide the general concepts of product presentation. Prerequisites: VCDE 220, VCDE 221, VCDE 222 and VCDE 223.

TRVL 242
Typography II
3 credits (15:45:0 hours)
This course is an introduction to the design and development of visual presentation. Standards and hierarchies are studied in the context of corporate identity and information design. The expressive aspects of type and text as visual language are explored. Prerequisite: VCDE 223.

TRVL 243
Interface Design and Delivery
3 credits (30:30:0 hours)
In this course, students are introduced to a variety of alternative video delivery mediums including CD-ROM, DVD-video and the Internet. Topics covered include interface usability principles, resampling and compressing video for digital delivery, and technology specific issues surrounding DVD-video. Prerequisites: Successful completion of Term III.
VCDE-333
Corporate Identity and Promotional Design
3 credits (15:45:0 hours)
This course is focused on the process and development of corporate identity and promotional design. Creation of unique and distinctive symbol/logo or identity marks will be examined. Students will work through complex issues in application of identity as well as search for appropriate means of promoting essential identity and image. Students will learn to determine most appropriate and efficient means of promoting corporate image and identity by experimenting with a variety of delivery formats from print brochure to on-line presence. Prerequisites: VCDI 223, VCPR 210, VCOM 220, VCOM 221, VCOM 223 and VCOM 224.

VCDE-341
Interface Design II
3 credits (30:30:0 hours)
Students will build on concepts covered in Interface Design to accommodate more complex user environments. Content covered will continue to address usability, usability assessment and information architecture and how these relate to creative decisions. Prerequisite: VCDE 331.

VCDE-343
Exhibit Design
3 credits (15:45:0 hours)
This course explores the issues and processes involved in the conceptualization, planning, and design of exhibits in a variety of settings. Topics include the development of exhibit interpretations, themes, and goals; design elements; accessibility; and exhibit evaluation methods. This course will encourage students to develop creative problem solving skills through assignments involving real and theoretical exhibit situations. Prerequisites: VCDI 231, VCDI 232 and VCDI 231. Corequisite: VCDI 331.

VCDE-344
Concept and Fabrication Workshop
3 credits (15:45:0 hours)
This course builds on the basic concepts explored in Introduction to Visual Presentation. Application of the elements and principles of design in the three dimensional setting continues with emphasis on spatial problem solving. Various techniques in the development, fabrication and use of props and fixtures are studied and employed in a variety of projects. Prerequisites: VCPR 211, VCOM 222 and VCDE 231.

VCDE-351
On Site Marketing and Point of Purchase
3 credits (30:15:0 hours)
The primary focus of this course is exploring the elements that combine to develop a successful promotional or retail environment. Students are introduced to traffic patterns, furnishings, fixtures, product placement and promotional signage. Assignments would focus on concept presentations that accommodate spatial and budget limitations. Prerequisites: VCOM 221, VCOM 222, VCOM 223 and VCOM 224.

VCDE-352
Publication Design
3 credits (15:45:0 hours)
Various types of publication design will be explored through typography, image and grid systems. Editorial interpretation and ordering of information will be an essential focus while students explore formal, expressive and experimental typography. Common issues surrounding production methods and processes will also be introduced. Prerequisites: VCPR 210, VCDI 223 and VCDI 233.

VCDE-380
Typography and Motion
3 credits (30:30:0 hours)
Students will examine the use of kinetic typography and its relevance in digital media. The challenges of readability and communication when using animated type are explored in a variety of contexts. The emphasis throughout the course will be on the effective use of typography, with the use of image as a secondary focus. Prerequisites: VCOM 221, VCDI 223 and VCDI 233.

VCDE-382
Advertising Design
3 credits (15:45:0 hours)
Students will be introduced to the marketing principles and tactical issues surrounding the creative development of advertising design. Demographic target, visual interpretation and communication clarity will be central issues throughout the course. Messaging, format and production methods will be explored through the development of a variety of promotional and advertising design. Prerequisites: VCOM 224, VCPR 210 or VCPR 211 and VCOM 223.

VCDE-100
Drawing Foundations
5 credits (30:90:0 hours)
Students will learn basic principles that apply to the analysis, interpretation and representation of observed subjects. Successive exercises that involve increasingly complex observational problems are intended to develop a sensitivity to visual form and an understanding of structure, surface, volume and space. Additional focus will be on formal principles of pictorial composition, and investigation into the expressive potential of drawing.

VCDF-110
2 Dimensional Design Foundations
5 credits (30:90:0 hours)
Students are introduced to the visual and relational elements of two-dimensional design, and the exploration of visual dynamics through image, type and symbol. Further exercises are intended to encourage the use of the basic language of design, to devise solutions to simple communication problems. Prerequisite: VCDF 100.

VCDF-120
3 Dimensional Design Foundations
5 credits (30:90:0 hours)
In this course, students develop basic skills, and acquire knowledge of fundamental principles that relate to three-dimensional design. Studio activities involve drafting design problem solving using paper, card and other lightweight materials. Workshop activities include instruction in the safe handling of tools and materials. Students undertake fabrication exercises to demonstrate their awareness of structural principles gained in the studio course. Prerequisites: VCDF 100 and VCDF 110.

VCDF-130
Design History I
4 credits (60:0:0 hours)
This is a survey course which draws material from the history of design including all aspects of our built environment, architecture, furniture, products, interior, clothing and communication design. This course encompasses prehistory to the Renaissance.

VCDF-140
Design History II
2 credits (30:0:0 hours)
This survey course is a continuation of Design History I. The course material encompasses all aspects of our built environment, architecture, furniture, products, interior, clothing and communication design from the high renaissance through the industrial era, modernism and into postmodernism.
VCDI-221 3D Visualization
3 credits (15:45:0 hours)
This course introduces the general concepts of computer-aided design and drafting. Two-dimensional digital drafting techniques will be used to create floor plans, furnishing and fixture plans, and elevations. Basic digital modeling and animation techniques will be introduced. Lectures, demonstrations, and lab exercises present the general concepts of creating, viewing, and editing computer renderings. Prerequisites: VCOM 222, VCOM 224.

VCDI-222 Digital Modeling
3 credits (15:45:0 hours)
In this course, traditional 3D design concepts are used as starting points for the challenging transition to designing in virtual space. Students continue to develop an understanding of light, texture and shape. These components are explored through digital modeling exercises. Examples, demonstrations and increasingly complex project challenges provide the groundwork for the hands-on creation of convincing digital models. Prerequisites: VCOM 230, VCOM 221, VCOM 222, VCOM 223 and VCOM 224.

VCDI-223 Digital Applications II
3 credits (15:45:0 hours)
Skills developed in this course include page assembly, preparation of digital files for pre-press, and a continued exposure to production issues. Visual problems become more challenging and an even greater importance is placed on the creative process as the students become more aware of effective visual communication. Instructional components continue to use in-class demonstrations while projects focus on more critical evaluation of design and production issues. Prerequisite: VCOM 224.

VCDI-240 Digital Imaging
3 credits (15:45:0 hours)
With an emphasis on problem solving, concept development, and the appropriate use of software, students explore the formal and conceptual possibilities unique to the digital construction and manipulation of images. Prerequisite: Successful completion of first term.

VCDI-331 3D Visualization II
3 credits (30:30:0 hours)
This course expands on the computer drafting techniques explored in 3D Visualization. Students will study more complex modeling techniques and basic animation as well as the incorporation of lighting and texture into sophisticated three-dimensional scenes using floor plans as a starting point. Prerequisite: VCDI 221.

VCDI-333 Animation and Modeling
3 credits (30:30:0 hours)
Building on student experience acquired in Digital Modeling, basic animation principles are employed through the creation of short animated sequences. Students are given an introduction to the principles of object motion, composition, camera angles and scene lighting. Prerequisites: VCDR 231 and VCDI 222.

VCDI-343 Advanced Animation
3 credits (30:30:0 hours)
Expanding on the skills developed in Animation and Modeling, complex motion and movement become essential areas of study. The modeling of natural form, and the incorporation of sound are introduced into the production of longer animation exercises. Prerequisite: VCDI 333.

VCDI-344 Digital Presentation Workshop
3 credits (15:45:0 hours)
This course gives students advanced study of software applications for the presentation of concepts. The workshop environment challenges students to determine techniques appropriate to the development of a variety of concept presentations. Page assembly, vector and raster-based image software, motion graphics, kinetic typography and interactive presentation techniques will be explored. Prerequisites: VCOM 223 and VCOM 224.

VCDR-230 Figure Drawing
3 credits (15:45:0 hours)
This course will expand on the student’s understanding of the human form. Live models will be used as the primary source of study while working through intensive observational exercises. Explored topics will include weight, balance, proportion and basic anatomy. Students will be encouraged to explore a variety of media while working through class exercises. Prerequisite: VCOM 220.

VCDR-231 Modeling Preparation
3 credits (15:45:0 hours)
This course will introduce students to the basic principles and techniques of modeling. Students will begin with observational drawing exercises and progress to developing three-dimensional figure models. Although detailed study of the human form will be the primary focus, students will also be challenged creatively through conceptual modeling exercises. Prerequisites: VCOM 220, VCOM 221, VCOM 222, VCOM 223, and VCOM 224.

VCDR-232 Drafting and Model Building Techniques
2 credits (15:30:0 hours)
This course introduces basic drafting conventions as a means of expressing design concepts. Principles of drafting and basic model building will be explored as students learn to read and prepare working drawings as well as fabricate models using a variety of methods and materials. Prerequisite: VCOM 222.

VCDR-342 Story Boarding
3 credits (15:45:0 hours)
The main concern throughout this course is the development of sequential drawings that present the intent or final outcome of a motion graphic or animation. Rendering techniques and appropriate presentation methods are explored and exercised. Exercises will focus on developing the skill to create drawings without a reliance on subject reference. Prerequisites: VCOM 220 and VCOM 221.

VCDR-343 Illustration Techniques
3 credits (15:45:0 hours)
The primary focus of this course is to introduce students to a wide range of media and techniques in illustration. Students will be encouraged to experiment and explore alternatives using traditional rendering methods as a starting point. Concept development will become a central issue as students develop a confident and expressive illustration vocabulary. Prerequisite: VCDR 230.

VCDR-344 Interpretive Drawing
3 credits (15:45:0 hours)
Students will further explore drawing principles to enhance the interpretation and communication of ideas. Drawings will be created using exaggeration, distortion of perspective, composition and stylization. The methods and processes involved in the creation of a final working drawing will be introduced as students exercise interpretive skills. Prerequisite: VCDR 230.
VCOR-353 Interpretive Illustration  
3 credits (15:45:0 hours)  
The primary focus of this course is the communication of essential themes from editorial writings using clear, expressive ideas and illustrated images. Students will rely on concept to guide the selection of subject matter, technique, drawing, colour composition and finish when making final illustrative decisions. Prerequisites: VCDR 343 and VCDR 344.

VCOR-380 Concept Rendering  
3 credits (15:45:0 hours)  
The major focus of this course is the study and application of concept presentation. A wide range of techniques and media will be explored as students develop the ability to quickly express and represent design solutions. Subject matter includes the areas of exhibit, display, product, fashion and architecture. Prerequisites: VCOM 220 and VCOM 222.

VCOR-381 Study of Form and Figure  
3 credits (15:45:0 hours)  
This focused studio course provides an opportunity for intensive figure study. Students combine visual interpretation and use of a variety of media in observational drawing exercises. Experimentation with the expressive use of media is encouraged as a means of expanding interpretive skills. Prerequisite: VCOM 220.

VCOR-382 Digital Illustration  
3 credits (30:30:0 hours)  
Students develop the skills to analyze and interpret communication messages using vector and raster-based applications. Assignments will focus on the development of concept and the ability to generate interpretive solutions to visual communication problems. Prerequisites: VCOM 220, VCOM 221 and VCOM 222.

VCOM-160 Image Structure and Meaning  
3 credits (30:30:0 hours)  
This course covers both theoretical and technical aspects relating to the observation, interpretation, composition and capture of images. Students explore principles of design in pictorial composition and visual interpretation using a 35mm SLR camera and available light. Lecture material will provide examples and an introduction to course concepts while the studio component provides students with an introduction to manual camera operation and a hands-on environment where projects are introduced, critiqued and evaluated.

VCOM-220 Drawing  
4 credits (30:60:0 hours)  
A variety of media and observed subject matter are used to explore issues which relate to exploiting the expressive potential of drawing. Observation of the figure is used to study skeletal anatomy, articual range of the figure and dynamics of the pose. The main intent of these studies is to learn how to draw the figure from memory. Compositional strategies are discussed, and practiced in the form of figure compositions. All work is visualized, supported by extensive sketchbook research. Prerequisite: Successful completion of the Design Foundations Certificate or equivalent.

VCOM-221 2D Design  
3 credits (15:45:0 hours)  
This course continues to define and further investigate the elements of 2D design. Building on the basics acquired in the Design Foundations Certificate, students are introduced to an expanded language of visual communication. The conceptual process is explored through composition, stylization and symbol development. Prerequisite: Successful completion of the Design Foundations Certificate or equivalent.

VCOM-222 3D Design  
3 credits (15:45:0 hours)  
Spatial design is the primary concern in this course. Structure, materials and space will be examined in a variety of 3 dimensional formats. Students will create conceptual models to study the principles involved with exhibit, signage and point of purchase design. Incorporation of typography and image will allow the student to examine the issues surrounding communication in context with three-dimensional form. Prerequisite: Successful completion of the Design Foundations Certificate or equivalent.

VCOM-223 Typography  
3 credits (15:45:0 hours)  
The study of typography is integral to graphic design. Drawing on the history of the alphabet, type design and printing, students will study the principles of typographic measurement, ordering and layout. The student will have the opportunity to analyze design problems and develop appropriate typographic solutions through a wide variety of projects in visual communication. Prerequisite: Successful completion of the Design Foundations Certificate or equivalent.

VCPH-210 Form and Photography  
3 credits (15:45:0 hours)  
Students are challenged in the craft and theory of photographic practices. Emphasis is placed on developing sensitivity to compositional and technical requirements and their impact on the communicative value of photographs. These concepts are introduced and practiced through a combination of lecture, studio and critique discussion.

VCPH-215 Principles of Acquisition  
3 credits (30:30:0 hours)  
This course introduces students to the basic theories and concepts specific to the acquisition of motion image. Through a combination of lectures, discussions and practical application, students are encouraged to explore and interpret the world around them using basic, consumer level technology. The emphasis of this course is on the communicative potential of a motion medium.
VCPH-216
Photography and the Human Subject
3 credits (15:45:0 hours)
This course introduces students to the technical and conceptual considerations involved in photographing people. Topics addressed include lighting, film choice, output or print considerations, and the photographer’s interaction with the subject. Concepts are explored through lecture material, assigned projects and critique discussion. Prerequisite: Successful completion of first term.

VCPH-220
Advanced Photography Studio
3 credits (15:45:0 hours)
In this course, students continue to develop their technical skills while exploring the communicative potential of the photographic medium. Students are introduced to the medium and large format cameras, advanced studio lighting systems, and colour process techniques. Hands-on studio work is supplemented by lectures, demonstrations, and critiques. Prerequisite: Successful completion of first term.

VCPH-225
Acquisition
3 credits (15:45:0 hours)
This course refines technical and conceptual skills developed in previous studies. Students acquire audio and visual material with an emphasis on professional techniques, standards and tools. Content is delivered through lectures, demonstrations and hands-on assignments. Prerequisite: Successful completion of first term.

VCPH-230
Principles of Editing
2 credits (15:30:0 hours)
This course introduces students to the basic theories and conceptual aspects specific to motion image editing. Through class lectures, discussions and hands-on experience, students discover how basic sound and visual editing techniques affect perception and meaning. Emphasis is placed on the communicative possibilities achieved through the editing process.

VCPH-245
Motion Image Editing
3 credits (30:15:0 hours)
In this course, students refine technical and conceptual skills acquired in previous studies. With an emphasis on professional techniques, standards and tools, students edit audio and visual material. Content is delivered through lectures, demonstrations and hands-on assignments. Prerequisite: Successful completion of first term.

VCPH-325
Photo Illustration
3 credits (15:45:0 hours)
In this course, students are introduced to the elements of photographic illustration for promotional design purposes. Visual interpretation, clarity of communication and audience awareness are central to the course. Students learn to develop, plan and produce images based on specific concept requirements. Prerequisite: Successful completion of second term.

VCPH-330
Visual Narrative
3 credits (15:45:0 hours)
This course introduces students to the principles of storytelling, narrative structures, sequence, rhythm, audience and point-of-view through the photographic medium. Students explore themes and concepts using advanced photographic techniques. Prerequisite: Successful completion of second term.

VCPH-335
Interpretive Photo Illustration
3 credits (15:45:0 hours)
The primary focus of this course is the communication of essential themes from editorial writings using clear, expressive ideas and photographic images. Students rely on their developed concept to guide the selection of subject matter, use of visual tools and production technique when creating final photo illustration images. Prerequisite: Successful completion of third term.

VCPH-336
Advanced Acquisition
3 credits (15:45:0 hours)
Students further explore the concept and craft of motion image acquisition through lecture, discussion and practical application. Building on previous studies, students refine technical and conceptual skills with an emphasis on professional technical standards and tools. Prerequisite: Successful completion of second term.

VCPH-340
Documentary Photography
3 credits (15:45:0 hours)
Students are challenged to observe and capture the immediacy of a situation while limiting their intervention or technical manipulation. Through photographic essays, students explore how choices in shooting and editing affect the objective presentation and interpretation of subject matter. Prerequisites: Successful completion of third term.

VCPH-341
Interpretive Motion Image
6 credits (30:90:0 hours)
The student is responsible for generating a body of work that reflects the valued creative and technical skills that are critical throughout their study experience. The focus of the course assignments is established by the student and a program advisor. In each case, the student utilizes the time and facilities to create motion image interpretations that characterize appropriate theoretical, conceptual and practical design and production standards. Prerequisite: Successful completion of third term.

VCPH-355
Advanced Editing
3 credits (30:30:0 hours)
Building on previous studies, students further explore and refine the conceptual and technical skills of editing. Advanced compositing, audio mixing and processing, and editing styles are explored with continued emphasis on professional standards of execution. Prerequisite: Successful completion of second term.

VCPR-210
2D Methods and Materials
2 credits (15:30:0 hours)
This course introduces students to tangible techniques that are used in the early creative process, as well as techniques and materials involved in presentation and production of concept presentations and print material. Lectures, discussions and demonstrations provide a context for the designer’s role in the creation of printed material. Correct use and suitability of methods and materials are explored while providing an understanding of acceptable levels of execution in the design industry. Prerequisite: Successful completion of Design Foundations Certificate or equivalent.

VCPR-211
3D Methods and Materials
3 credits (30:15:0 hours)
Students are introduced to basic techniques and materials used in three-dimensional prop construction. The relationship between concept, planning, materials and techniques is emphasized. Through lectures, demonstrations and studio projects, students develop the knowledge to employ appropriate design solutions. Prerequisites: VCOM 220, VCOM 222 VCOM 223 and VCOM 224.
VCPR-212
Photographic Methods and Materials
2 credits (15:30:0 hours)
Through lecture, demonstration and studio work, this course emphasizes key technical components of photography. Darkroom black and white photo processes and studio lighting are introduced while students refine and apply camera operation and technical problem solving skills.

VCPR-213
Motion Image Production
3 credits (30:30:0 hours)
Students adopt a variety of roles as junior members of a production crew while learning the importance of teamwork and individual responsibility in professional level video production. Experience is gained working on large scale projects with direction provided by faculty and senior students. Themes covered include set etiquette, production planning and implementation. Prerequisite: Successful completion of first term.

VCPR-322
Advanced Motion Image Production
3 credits (30:30:0 hours)
Working within a team environment, students develop, refine and apply skills acquired through previous studies. Students are provided with a more detailed examination of the creative and technical responsibilities of the key members of a production team. A variety of production situations are presented to students as they guide the motion image production process. Prerequisite: Successful completion of second term.

VCPR-323
Event and Promotional Planning
3 credits (30:15:0 hours)
Students explore the essential issues involved with planning and facilitating displays and exhibits for large and small-scale events. Materials sourcing, budget management, building codes and space restrictions, as well as installation factors will be introduced. Drafting, rendering, prop fabrication, and model-making techniques will be employed and cooperative projects will be pursued for the practical application of these skills. Prerequisites: VCPR 211 and VCDE 231.

VCPR-324
Professional Lecture Series
2 credits (30:0:0 hours)
Students in this course will be presented with a series of lectures provided by professionals in the design industry or business related fields relevant to the practice of design. Lectures will cover such areas as industry expectations, quoting, billing, copyright law, taxation and self-promotion.

VCPR-325
Internship
1 credit (0:0:105 hours)
This course consists of an assigned three-week professional internship. Students work under the direct supervision of industry professionals and observe the relevant employment expectations of their placement. Students are required to document their experience in the form of a daily journal to provide closure to the field placement responsibility. Prerequisite: Thirty-nine Program credits.

VSFD-137
Fund Development Policy, Planning and Evaluation
1 credit (15:0:0 hours)
Effective planning, policy development and evaluation approaches, related to fund development will be introduced with emphasis on the people, structures and resources required to successfully achieve multiple goals. Prerequisite: VSMT 104. Corequisite: VSMT 105.

VSFD-138
Professional, Legal, and Ethical Issues in Fund Development
1 credit (15:0:0 hours)
This course introduces the legal, ethical and professional contexts in which fund development professionals work. Accountability to internal and external publics is examined. Prerequisite: VSMT 104. Corequisite: VSMT 105. Restriction: VSM program students or consent of the department.

VSFD-139
Donor Stewardship in Fund Development
2 credits (30:0:0 hours)
Donor motivation and needs are introduced with emphasis on effective donor development and stewardship. Relationships with individuals, foundations, corporations and government are explored. Prerequisite: VSMT 104. Corequisite: VSMT 105. Restriction: VSM program students or consent of the department.

VSFD-140
Applied Marketing and Communications in Fund Development
1 credit (15:0:0 hours)
This course applies marketing principles to charitable fundraising strategies. It includes the exchange relationship between donors and the organization, development of a marketing plan, creating effective marketing communications and public relation strategies and implementing the marketing process. Prerequisite: VSMT 104. Corequisite: VSMT 105.

VSFD-141
Strategic Management of Fundraising Campaigns
2 credits (30:0:0 hours)
In this course, students will learn to plan, develop, manage and evaluate effective fund development campaigns. Emphasis will be placed on analysis of successful campaigns and application of implementation strategies. Prerequisite: VSMT 104. Corequisite: VSMT 105.

VSFD-142
Fund Development Approaches I: Grant And Proposal Development
1 credit (15:0:0 hours)
This course provides an overview of research techniques appropriate to identifying prospective granting organizations. Proposal development related to fund development applications will be introduced. Prerequisite: VSMT 104.

VSFD-143
Fund Development Approaches II: Annual Giving Strategies
1 credit (15:0:0 hours)
Annual giving strategies related to charitable fundraising will be introduced with emphasis on direct mail, telemarketing, gaming and entrepreneurial ventures. Prerequisite: VSMT 104 or permission of program.

VSFD-144
Developing Fundraising Volunteers
1 credit (15:0:0 hours)
Develop volunteers as partners and resources in fundraising activities. Volunteer motivation, recruitment, support and retention will be examined. Emphasis will be placed on varied volunteer fundraising roles, including leadership and teams. Prerequisite: VSMT 104 or permission of program.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VSMT-101</td>
<td>Voluntary Sector Leadership and Management</td>
<td>3 credits (45:0:0 hours)</td>
<td>This course will explore the need for diverse and effective leaders within the voluntary/non-profit sector. The role of management and leadership will be introduced with emphasis on competencies required to lead and manage organizational and sectoral initiatives. Prerequisite: VSMT 105.</td>
</tr>
<tr>
<td>VSMT-103</td>
<td>Overview of Volunteer Management</td>
<td>1 credit (15:0:0 hours)</td>
<td>The benefits, challenges and scope of volunteer involvement are explored, with emphasis on effective volunteer management practices. Trends and issues in Canadian volunteerism will be introduced, as well as the role of a manager of volunteers.</td>
</tr>
<tr>
<td>VSMT-104</td>
<td>Overview of Fundraising Management</td>
<td>1 credit (15:0:0 hours)</td>
<td>The role of fundraisers and fund development as an occupation will be introduced with emphasis on the importance of philanthropy in Canada. The responsibilities, workplace and professional development needs of fund development professionals will be discussed, as well as trends and issues which impact their work.</td>
</tr>
<tr>
<td>VSMT-105</td>
<td>Introduction to the Voluntary/Non-Profit Sector in Canada</td>
<td>1 credit (15:0:0 hours)</td>
<td>The purpose, profile and scope of the voluntary/non-profit sector will be introduced, with emphasis on the unique strengths, challenges and roles the sector plays in Canadian society. The sector's unique strengths, challenges and roles will be discussed and the composition, governance, legal structure and resourcing of nonprofit organization will be introduced.</td>
</tr>
<tr>
<td>VSMT-106</td>
<td>Working With Not-For-Profit Boards and Committees</td>
<td>1 credit (15:0:0 hours)</td>
<td>Work effectively within a board governed, incorporated, nonprofit organization. Consider the roles of board, staff, service volunteers and committees. Board functions and responsibilities, methods of organizing board work, policy development, and board-member recruitment will be discussed.</td>
</tr>
<tr>
<td>VSMT-107</td>
<td>Conducting Effective Meetings</td>
<td>1 credit (15:0:0 hours)</td>
<td>Meetings are a major tool in accomplishing goals within a nonprofit organization. Consider methods for planning, preparing for, participating in and chairing productive meetings, to utilize time more effectively. Annual General Meetings (AGM) and special events will be discussed.</td>
</tr>
<tr>
<td>VSMT-108</td>
<td>Community Building Through Collaboration</td>
<td>1 credit (15:0:0 hours)</td>
<td>Nonprofit organizations often achieve their missions in partnership with public and private sector partners, as well as other nonprofit organizations. Examine the principles, process and issues which encourage successful collaboration within the community.</td>
</tr>
<tr>
<td>VSMT-109</td>
<td>Facilitating Learning in Non-Profit Organizations</td>
<td>2 credits (45:0:0 hours)</td>
<td>Leaders in nonprofit organizations use training, facilitation, coaching and mentoring in the orientation and development of volunteers and staff. Explore the skills required to plan, conduct and evaluate these activities in nonprofit agencies and community settings.</td>
</tr>
<tr>
<td>VSMT-110</td>
<td>Volunteer Program Development and Management</td>
<td>3 credits (45:0:0 hours)</td>
<td>Volunteer program development, which reflects the organization’s mission and volunteer needs, will be introduced. Policy development and program evaluation will be discussed in the context of changing volunteer, organizational and community environments. Information management systems, related to volunteer programs will be explored. Prerequisites: VSMT 103, VSMT 105 and VSVM 136 or consent of program. Restriction: VSMP students or consent of program.</td>
</tr>
</tbody>
</table>
### VSVM-131 Supervision and Development of Volunteers
**3 credits (45:0:0 hours)**
This course explores issues related to effective supervision in volunteer programs including communication, leadership, and volunteer/staff relationships. Development activities including mentoring, coaching, orientation, and training will be introduced. Prerequisites: VSMT 103 or VSVM 136 or consent of program. Restriction: VSMP students only or consent of program.

### VSVM-133 Marketing and Communications for Volunteer Managers
**3 credits (45:0:0 hours)**
This course applies marketing and communication principles to three critical aspects of volunteer management: recruitment and retention of volunteers, increasing public awareness of volunteerism and promoting specific volunteer programs. Prerequisites: VSMT 103 or VSVM 136 or consent of program. Restriction: VSMP students only or consent of program.

### VSVM-134 Managing Human Resources in Volunteer Programs
**3 credits (45:0:0 hours)**
Human resources management issues and practices, appropriate to volunteer involvement, will be introduced. Role design and risk management issues, including screening will be examined. Effective interviewing skills will be applied to a variety of volunteer management issues. Prerequisites: VSMT 103 or VSVM 136 or consent of program. Restriction: VSMP students only or consent of program.

### VSVM-135 Field Placement: Volunteer Management
**3 credits (15:0:120 hours)**
Field placement provides students with an opportunity to apply course concepts, practice and develop skills, and undertake volunteer management activities in a community setting with an experienced mentor. Students also participate in an integration seminar to further reflect on their learning. Prerequisite: VSMT 103 or VSVM 136 or consent of program. Restriction: VSMP students only or consent of program.

### VSVM-136 Principles of Volunteer Management
**3 credits (45:0:0 hours)**
Volunteer management principles, philosophy, and history will be introduced, with emphasis on personal and organizational values which impact volunteerism. Motivation and the relationship to volunteer recruitment, recognition and retention will be introduced. Needs assessment and issues influencing volunteer role design will be examined. Prerequisite: VSMT 103 or consent of program. Restriction: VSMP students only or consent of program.

### ZOOL-224 Vertebrate Diversity
**3 credits (45:36:0 hours) Transfer**
A comparative survey of the vertebrates, focusing on their morphology, classification and phylogeny. Prerequisite: Minimum grade of C– in BIOL 107. Combined with ZOOL 225 (Comparative Anatomy of the Vertebrates) this course will provide students with the information necessary to undertake upper level courses in vertebrate biology and related fields. *UA, UC, UL, AU, AUC, CU, KUC, CUC*

### ZOOL-225 Comparative Anatomy of the Vertebrates
**3 credits (45:36:0 hours) Transfer**
This course includes a comparative survey of vertebrates emphasizing evolutionary trends and functional adaptations for survival in various habitats. Special emphasis will be on mammals and fish. Prerequisite: Minimum grade of C– in BIOL 108 or equivalent. *UA, UC, UL, AU, AUC, CU, KUC, CUC*
Your Future is Our Focus!

Apply Online

www.macewan.ca

Simply visit our website at:

www.macewan.ca

and follow the step-by-step

APPLICATION FOR ADMISSION PROCESS as outlined.

It’s that simple!

FOR MORE INFORMATION ABOUT APPLICATION PROCESS,
CONTACT:
Grant MacEwan College
Office of the Registrar
(780) 497-5140
live the suite life.  
the new MacEwan Residence.  Ready for you Sept 2005

safe. central. complete.

safe — secure building with 24 hour security
central — close to school and everything else from groceries and restaurants to shopping and entertainment.
complete — Fully furnished, private, modern comfort, laundry facilities, common lounges... friends.

Applications for September 2005 are now available. Reserve your space today.

For room layouts or to get more information, visit www.macewan.ca, or call 497-4673 (toll-free 1-888-497-4622).