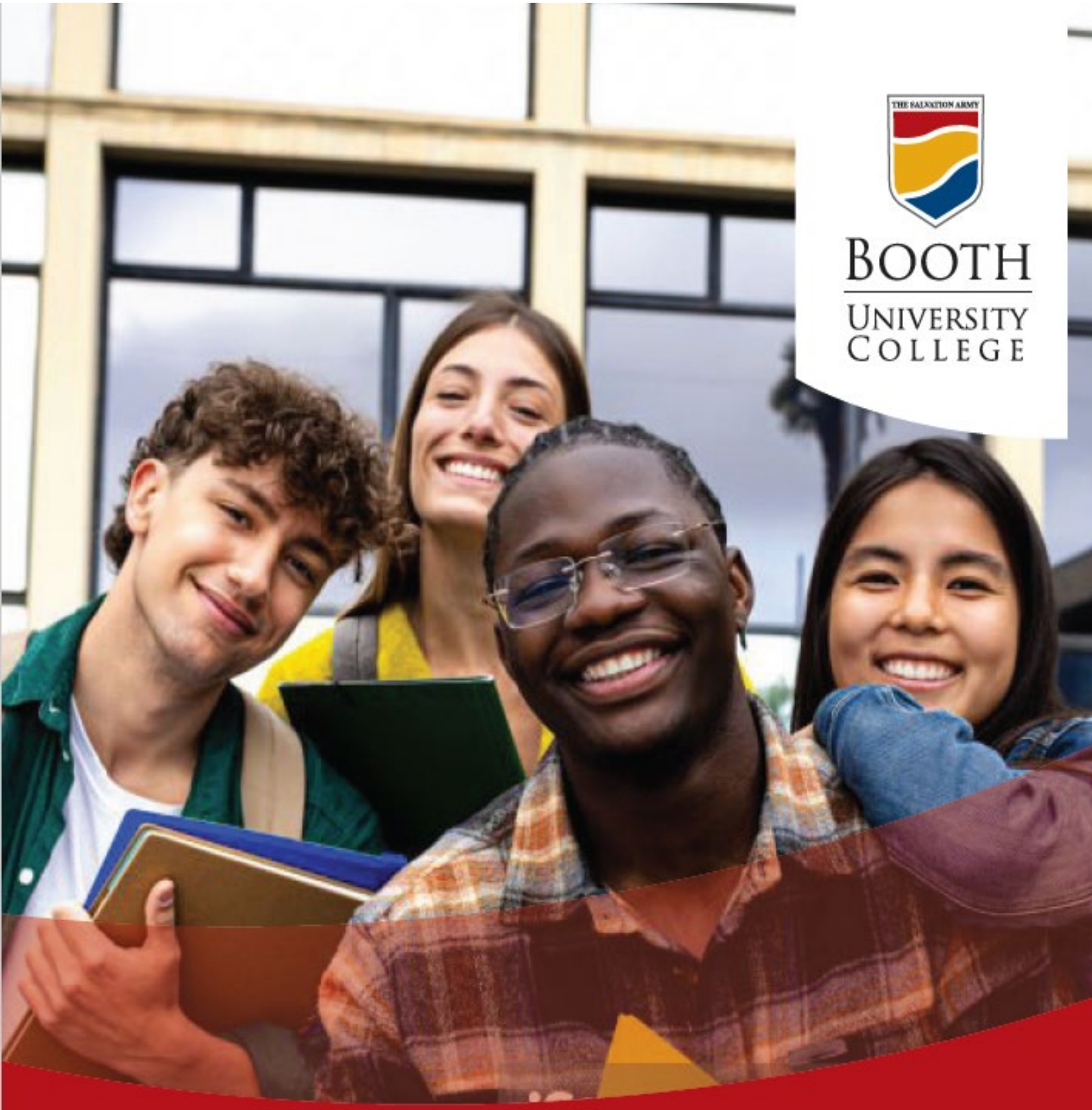

BOOTH UNIVERSITY COLLEGE

Undergraduate 26|27

ACADEMIC CALENDAR

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PREFACE

The Booth University College Academic Calendar 2026-2027 provides general information on the University College and its academic programs.

This Calendar is effective for the academic year commencing May 1, 2026 and ending April 30, 2027.

This publication is correct and current at the time of printing. In the event of errors in the Calendar or the subsequent revision to the University College's educational programs and fees, the actual courses, curricula, policies, procedures, regulations, requirements and financial information in effect will prevail over the provisions printed in this Calendar. Every attempt has been made to ensure that the information contained in this publication is valid. Booth University College reserves the right to make additions, changes, or corrections at any time and without notice.

www.BoothUC.ca

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Academic Schedule 2026-2027

Application Deadlines

School of Business & School of Humanities and Social Sciences

Fall 2026: September Intake

- International applicants — April 30, 2026
- Canada and US applicants — July 31, 2026

Winter 2027: January Intake

- International applicants — September 15, 2026
- Canada and US applicants — November 15, 2026

Spring 2027: May Intake

- International applicants — January 15, 2027
- Canada and US applicants — March 15, 2027

School of Social Work

Fall 2026: September Intake

- International applicants — April 30, 2026
- Canada and US applicants — April 30, 2026

School for Continuing Studies

- Rolling deadlines depending on program start date

Deadlines to Apply for Scholarships and Awards

Needs-based Bursary Awards

- Fall — July 31, 2026
- Winter — November 30, 2026
- Spring — March 31, 2027

Scholarships and Awards

- Entrance Scholarship — September 1, 2026
- Salvationist Tuition Scholarship — September 1, 2026
- Salvationist Canada & Bermuda Territory Award — September 1, 2026
- Business Scholarship (RRC Polytech 2+2) — April 30, 2026

- Business Innovation Scholarship April 30, 2026
- Community Impact Award April 30, 2026
- Community Impact Award – Frontier School Division April 30, 2026
- Community Impact Award – Indigenous Students April 30, 2026
- Life-long Learning Award April 30, 2026
- Life-long Learning Award- Winnipeg Adult Education Centre April 30, 2026
- Major and Mrs. Festus Uko Abara Scholarship April 30, 2026
- President's Entrance Scholarship April 30, 2026
- Ritchie Jennings Memorial Scholarship April 30, 2026

Click on the link to learn more about our scholarships - Scholarships and Awards - Booth University College

Course Registration

2026/27 Course Registration opens

- Priority Registration for graduating students May 4, 2026 at noon
- General Registration May 11, 2026 at noon

Term Dates

Programs at Booth UC are designed to have a scheduled break during the spring/summer months (May - August). Students may choose to take available courses during the Spring Term but are not required to complete spring/summer courses to graduate from their program in the allotted time for program completion.

Standard Terms Start and End Dates

- Fall 2026 September 2 – December 7, 2026
  - December 8, 2026 is a Wednesday make up day
- Winter 2027 January 6 – April 6, 2027
  - April 7, 2027 is a Friday make up day
- Spring 2027 – 4 month term May 10 – Aug 6, 2027
- Spring 2027 – 8 week term May 10 – July 2, 2027
- Spring 2027 – 6 week term May 10 – June 18, 2027
  June 28 – August 6, 2027

Reading Week

- Fall October 12 – 16, 2026
- Winter February 15-19, 2027
- Spring – 4 month term June 28-July 2, 2027
- Spring – 8 week term *no reading week*
- Spring – 6 week term *no reading week*

Exams Period

- Fall — December 9 – 18, 2026
- Winter — April 8 – 22, 2027
- Spring – 4 month term — August 9-20, 2027
- Spring – 8 week term — July 5 – 9, 2027
- Spring – 6 week term (May 4 – June 19) — June 21-25, 2027
- Spring – 6 week term (June 28 – August 6) — August 9-13, 2027

End of Late Registration and Revision Period

- Fall — September 16, 11:59pm
- Winter — January 20 11:59pm
- Spring – 4 month term — May 21, 11:59pm
- Spring – 8 week term — May 17, 11:59pm
- Spring – 6 week term (May 4 – June 19) — May 14, 11:59pm
- Spring – 6 week term (June 22 – August 14) — July 2, 11:59pm

Voluntary Withdrawal Deadlines

- Fall — November 13, 2026
- Winter — March 12, 2027
- Spring – 4 month term — July 9, 2027
- Spring – 8 week term — June 11, 2027
- Spring – 6 week term (May 10 – June 18) — May 24, 2027
- Spring – 6 week term (June 28 – August 6) — July 19, 2027

Time Extension Deadlines

- Fall — November 20, 2026
- Winter — March 19, 2027
- Spring – 4 month term — July 16, 2027
- Spring – 8 week term — June 7, 2027
- Spring – 6 week term (May 10 – June 18) — May 31, 2027
- Spring – 6 week term (June 28 – August 6) — July 26, 2027

Non-standard Terms

Fall Intersession, Winter Intersession, and Spring Intersession: See syllabus for start and end dates and other important dates

Fees are due a week before the term starts. Student Aid payments will come in after the term starts.

Graduation Dates

October 2025 Graduation

- Deadline for application without penalty — August 14, 2026

- Graduation Date October 9, 2026

February 2026 Graduation

- Deadline for application without penalty January 11, 2027
- Graduation Date February 12, 2027

April 2026 Graduation

- Deadline for application without penalty January 11, 2027
- Graduation Date and Convocation May 1, 2027

Student Services Activities Dates

Orientation

Fall Term:

- BOOTH100 Student Orientation August 1 - September 30, 2026
- BOOTH101 Library Orientation August 1 – September 30, 2026

Winter Term:

- BOOTH100 Student Orientation December 1, 2026 - January 30, 2027
- BOOTH101 Library Orientation December 1, 2026 – January 30, 2027

Spring Term:

- BOOTH100 Student Orientation April 1 – May 31, 2027
- BOOTH101 Library Orientation April 1 – May 31, 2027

School of Social Work Specific Dates:

Application Deadline for Practica

- Practica Starting Spring and Fall 2026 January 15, 2026

Practica and Field Education

The School of Social Work Practica have different start and end dates than other courses. All other course related dates remain the same as the standard term. See syllabus for clarification.

- Fall 2025 Practica September 01 – December 04, 2026
- Winter 2026 Practica January 4 – April 9, 2027
- Spring 2026 Practica April 26 – July 30, 2027

Booth UC will be closed for the following holidays:

• Labour Day	September 7, 2026
• Truth & Reconciliation	September 30, 2026
• Thanksgiving Day	October 12, 2026
• Remembrance Day	November 11, 2026
• Christmas Day	December 25, 2026
• Boxing Day	December 26, 2026
• New Years Day	January 1, 2027
• Louis Riel Day	February 15, 2027
• Good Friday	March 26, 2027
• Victoria Day	May 24, 2027
• Canada Day	July 1, 2027
• Civic Holiday	August 2, 2027

General Information

Our Mission

William and Catherine Booth University College, a Christian university college rooted in The Salvation Army's Wesleyan theological tradition, brings together Christian faith, rigorous scholarship, and a passion for service. The University College educates students to understand the complexities of our world, to develop the knowledge and skills necessary to be active contributors to society, and to know how Christian faith compels them to bring hope, social justice, and mercy into our world.

An Urban Campus

Booth University College has two locations in Winnipeg, a city of over 780,000 people: the Waldron Building (290 Vaughan Street) is our main campus, and the Union Station Campus (123 Main Street) is our secondary site. Since our inception, Booth University College has been located in and committed to serving downtown Winnipeg, and we think this is a good thing for us, our students, and the city. Here are some reasons why:

The City as Campus

The city makes a great campus, from the cafés and shops around the corner, to the art galleries and cinemas down the street. Within a few blocks of the University College are beautiful river walks at the Forks, the Centennial Concert Hall, the Manitoba Legislature, the Winnipeg Art Gallery, the Canada Life Centre, Portage Place shopping centre and trendy Osborne Village. Within a short distance are the CF Polo Park shopping centre and many of the city's parks. Our students attend symphony concerts, plays, exhibits, hockey and football games and much more. All this is within easy reach of the University College. Literally, the city is our campus!

The City as Learning Place

Winnipeg is a diverse, multi-cultural city with large Indigenous, European, Asian, African and Latin American communities. Cities are a dynamic context in which to live, work and serve. In an increasingly urban and multicultural world, living and learning in the city is in itself an important part of a Booth University College education.

The City and Service

Just as there is a diversity of cultures and opportunities in the city, so too is there a diversity of needs. The rich and the poor, the content and the lonely all live and breathe in the heart of the city. There are great opportunities here for students to impact the lives of those around them and the University College is engaged in bringing learning and service together. Students volunteer in churches, parachurch, public and private agencies, and are involved in field education placements in which there are many opportunities to serve others.

Our History and Wesleyan-Salvationist Heritage

Booth University College was founded by The Salvation Army, which continues to be an integral partner. This means that the ethos of the University College is shaped by the Army's commitment to the historic Christian faith and its deep involvement in ministry in the world; that the University College is rooted in the Wesleyan theological tradition that couples holiness of life with an ecumenical embrace of others; and that the University College is linked to The Salvation Army internationally and seeks to serve in that global context.

The establishment of a Salvation Army university for training people in the science of humanity was proposed by its founder William Booth at the beginning of the 20th century. However, throughout the Army's first century there was no such centre of higher learning devoted to the sciences and humanities. In response to the initial vision of Booth, Commissioner John D. Waldron and others of the Canada and Bermuda Territory of The Salvation Army announced on February 16, 1981 that it would establish a college in Winnipeg, Manitoba. Major Earl Robinson was appointed to coordinate a Task Force charged with the establishment of the College and the development of an educational program open to Christians of all denominations and directed particularly to the education of lay persons.

Early in 1982, The Salvation Army purchased a building in downtown Winnipeg as the site for its new College. This building was intended to be a temporary facility. The dedication of the building took place in conjunction with The Salvation Army's Centenary Congress conducted in Winnipeg in June 1982. That same month Major Earl Robinson was appointed the first President of the College. It was decided that the institution would be called Catherine Booth Bible College, named after the co-founder of The Salvation Army.

Catherine Booth Bible College received its first students in September 1982. Because the temporary facilities quickly proved inadequate for the needs of a growing student enrolment, an adjacent building was purchased early in 1984 for residential accommodation. In 1986 additional office space was secured in order to serve the developing needs of the College. In 1987 the College acquired 447 Webb Place in downtown Winnipeg, directly across from the University of Winnipeg. In 2005 the library was moved to 290 Vaughan Street, a short two-minute walk from 447 Webb Place, and serves the needs of both Booth University College and School for Continuing Studies and CLA.

The College was accredited by the Accrediting Association of Bible Colleges (now the Association for Biblical Higher Education) as a full member in 1991 and in the following year became an Approved Teaching Centre of the University of Manitoba. In 1997 the College name was officially changed to William and Catherine Booth College.

In June 2010, Booth was granted a change in status by provincial legislation. The name of Booth College was changed to The Salvation Army William and Catherine Booth University College, and is now known simply as Booth University College. The change was occasioned by a redesign of the curriculum and the establishment of a number of new disciplinary majors. The establishment of the University College as a provider of university degrees brings William Booth's vision of a "university of humanity "to reality.

Programs at Booth have continued to expand throughout its history, both in the on campus degree offerings and through online and distance education programs that are now managed through the School for Continuing Studies. From its early days, officers of The Salvation Army took courses at the College. In 1989 a degree completion program for officers of the Canada and Bermuda Territory was developed. In September 2000, cadets at the Colleges for Officer Training in this territory became Booth College students and were enrolled in a unique Bachelor of Arts program delivered jointly by the Training Colleges and Booth College. In January 2001, the College offered its first online distance education course with students from seven countries registered in the course.

You can learn more about the history and milestones of Booth University College on our website: Our Story - Booth University College.

Incorporation

On August 18, 1983, Bill 52, "An Act to Incorporate The Salvation Army Catherine Booth Bible College" received royal assent after passage by the Thirty-Second Legislature of the Province of Manitoba. The Act provides legal authority for Booth's existence and governance. The Act includes the Constitution and Bylaws of the institution and gives Booth the power to grant certificates, degrees and diplomas. The Act was amended to change the name of the institution to The Salvation Army William and Catherine Booth College, effective May 15, 1997. A further amendment to broaden the degree-granting powers was passed by the Manitoba Legislature and given royal assent on August 9, 2002 and on June 17, 2010, the Act was amended to change the name of the institution to The Salvation Army William and Catherine Booth University College.

The John Fairbank Memorial Library

At the heart of any academic program is the teaching and learning process. The John Fairbank Memorial Library serves as an essential resource to support the University College's teaching, research and community service programs for students, faculty and staff. The Library encourages the student to be committed to truth, to regard the pursuit of knowledge as a lifelong process, to respect sound scholarship and the wisdom that comes from experience, and to be critically active in the learning process. It strives to do this by fostering an environment that promotes creativity, scholarship and development of information skills that are critical to independent intellectual inquiry and lifelong learning by providing access to books, journals, videos, online materials, microfilms and numerous other resources.

Assistance using the library resources can be accessed in person or online. All students, including those enrolled through the School for Continuing Studies, are provided with document/book delivery services. As well, our library is jointly shared with The Salvation Army College for Officer Training and

is part of a co-operative network of other college and university libraries in the Winnipeg area. Through the interlibrary loan system, our students and faculty are able to access library resources almost anywhere in the world. For more information and to search our collection, go to: http://BoothUC.ca/library/.

Student Life

Being a member of the Booth University College community is an opportunity to grow in all aspects of life. The Student Handbook is a comprehensive guide to the support available to you as a Booth UC student, as well as a summary of Booth UC community living guidelines and policies. The Handbook seeks to give students guidance on the values that are at the centre of community life at Booth University College. Among those values are: mutual respect, accountability, moderation, love for one another, tolerance for others who are different from ourselves, personal and academic integrity, and responsibility to duties as members of this community. It also contains information on spiritual formation, counselling services, principles for personal conduct, and co-curricular activities. A copy of the Student Handbook is available on the Booth website at Student Handbook - Booth University College (boothuc.ca).

Partnerships

Increasingly, education is a cooperative effort that utilizes the resources of several institutions. Booth University College has developed a series of partnerships that enrich the educational experience of students and enhance the opportunities available to them. We continue to explore new partnerships that will provide our students with even more resources in the future.

A. Canadian Partnerships

Red River College Polytech

Booth University College and Red River College Polytech have established a Bachelor of Business Administration (BBA) degree completion program for students at Red River College Polytech.

- To be admitted into Booth's BBA program, Red River College Polytech students are required to complete Red River College's two year diploma in Business Administration with a grade point average of C or better (2.0).
- Upon acceptance to Booth University College - Bachelor of Business Administration Program, these students will be awarded a block of transfer credits totalling 60 credit hours.

Tyndale University College and Seminary

Booth University College and Tyndale University have partnered in the offering of a Master of Theological Studies (MTS) Degree in Salvation Army Studies. This Tyndale-based graduate degree is accredited with the Association of Theological Schools (ATS) in the United States and Canada. The widely-recognized accreditation status facilitates eligible graduates in pursuing advanced degrees as well as transferring courses to other seminaries in North America. An overview of the degree requirements is provided in this Academic Calendar. For further information on the admission and program requirements, prospective students may contact Tyndale University College and Seminary.

University of Winnipeg Faculty of Education Articulation Agreement

Applying to Transfer into the Faculty of Education

Students may transfer a maximum of 42 credit hours of recognized Booth University College courses towards the Integrated Education degree program at the University of Winnipeg. Typically, these will be courses in areas such as English, Psychology, Sociology and/or History.

- There are no specific courses that must be completed prior to transferring into the program.
- Once students have transferred into the Faculty of Education, no additional courses can be completed elsewhere due to residency requirements for the BA or BSc and Education degrees at the U of W.
- Students transferring fewer than 18 credit hours will be admitted to Year 1 of the Integrated Program. Students transferring 18-42 credit hours will be admitted to Year 2 of the Integrated Program. Due to the sequential nature of the required education courses and student teaching the Integrated Program will normally take a minimum of four additional calendar years to complete. For this reason there is no admission to Year 3 of the Integrated Program.
- Students may have completed more than 42 credit hours of courses; however, the maximum number of transferable credit hours that are eligible is 42. Applicants who have completed a degree (regardless of the number of credit hours that transfer into the Education degree) must apply to the after degree program.
- There are typically 50 transfer spaces available each year. Booth University College students will compete for these spaces. Typically, applicants need a GPA in excess of 2.5 to be competitive. Booth University College students must complete the University of Winnipeg application form, supply any other required documents, and adhere to the May 1 deadline.
- Potential applicants are encouraged to attend information sessions about this program, which are held regularly throughout the year and may consult the University of Winnipeg Faculty of Education website for more detailed information on the Transfer Program.

Applying to the Faculty of Education After Degree Program

- Booth University College degrees are recognized by the Faculty of Education, and graduates of Booth University College are eligible to apply to the University of Winnipeg After Degree Program.
- There are typically 70 After Degree spaces each year. Booth University College students will compete for these spaces. Applicants should be aware that they will typically require a GPA well in excess of 2.5 to be competitive in the annual selection process. Applicants must have completed coursework in two teachable subject areas and have experience working with children of the age group they wish to teach.
- Booth University College students must adhere to all regular application procedures and deadlines.
- Potential applicants are encouraged to attend information sessions about this program, which are held regularly throughout the year and may consult the University of Winnipeg Faculty of Education website for more detailed information on the After Degree Program.

B. International Partnerships

Acadeum Course Share

Booth University College has joined the Acadeum Course Sharing Network. The Acadeum course sharing network facilitates online course sharing among institutions that have similar

curricular goals and academic quality standards. Our goal in joining this network is to help students stay on track to completion. Students may use course sharing to repeat a course, catch up due to health withdrawals or leaves of absence, complete necessary prerequisites when they are not offered on campus during the term they are needed, and for many other needs. Courses taken through the Acadeum course sharing network have several benefits when compared to standard transfer courses:

- Courses are transcribed as our own, which means students maintain aid eligibility
- Course grades and credits are easily transferred
- Courses are billed as our own; no application or billing setup required

Using our internal course review process, we have engaged the appropriate internal teams in efforts to approve and map courses that our students need in the Acadeum network. In instances where a course is available at our campus in the term in which it is needed, students must take that course locally. We will not approve courses that directly compete with courses that Booth UC is offering in a given term.

Interested students should meet with their advisors who will provide more information about this exciting opportunity.

Asbury Theological Seminary

Booth University College and Asbury Theological Seminary have partnered to offer Booth UC bachelor's degree graduates advanced standing of up to 12 credit hours (of a 48 credit hour program) into the MA in Leadership, MA in Ministry, and MA in Pastoral Counseling and Spiritual Care programs (other degrees may be eligible on a case-by-case basis). Booth UC students are also eligible for a special scholarship provision of up to 35% of the tuition costs. All of Asbury Theological Seminary's degrees are accredited by the Association of Theological Schools in the United States and Canada. The widely-recognized accreditation status facilitates eligible graduates in pursuing advanced degrees as well as transferring courses to other seminaries in North America. For more information on the admission and program requirements and to apply, prospective students may contact Asbury Theological Seminary.

Association of Certified Financial Crime Specialist

Booth University College and the Association of Certified Financial Crime Specialists (ACFCS) have partnered together as part of the financial crimes major within the Bachelor of Business Administration program. This will bring ACFCS expertise and research into course content. It will also provide Booth UC's students in the financial crimes major with a unique gateway to becoming CFCS-certified, and further their careers in the financial crime prevention arena.

Council of Christian Colleges and Universities

Booth University College is an affiliate member of the Council of Christian Colleges and Universities, an arrangement that supports the enhancement of learning at member colleges and universities.

European Innovation Academy

Booth University College has partnered with the European Innovation Academy (EIA) to offer their leading-edge tech focused entrepreneurial international educational programs to Booth's business students. Booth University College is now one of a few select Canadian

institutions eligible to offer this exclusive opportunity through its business program.

Jerusalem University College

In September 2000, Booth University College became an associate school of Jerusalem University College. As an associate school, Booth University College is able to make available to its students the programs of JUC. Students are able to take short courses or entire term programs in Jerusalem for credit toward the completion of their Booth University College degree program. For information on the programs of Jerusalem University College, prospective students may contact the Academic Dean at Booth University College or visit the Jerusalem University College website.

Korea University

In April 2014, Booth University College signed an Agreement for Cooperation with Korea University in Seoul, Korea. The general agreement is to get to know each other and see the possibility of collaboration in the areas of student exchanges, professor visits and joint research. The agreement is meant to build trust between the institutions and permit ongoing contact for subsequent program specific agreements to be made.

Myongii University

In March 2014, Booth University College signed an Agreement for Cooperation with Myongji University in Seoul, Korea. The general agreement is to get to know each other and see the possibility of collaboration in the areas of student exchanges, professor visits and joint research. The agreement is meant to build trust between the institutions and permit ongoing contact for subsequent program specific agreements to be made.

Soongsil University

In March 2014, Booth University College signed an Agreement for Cooperation with Soongsil University in Seoul, Korea. The general agreement is to get to know each other and see the possibility of collaboration in the areas of student exchanges, professor visits and joint research. The agreement is meant to build trust between the institutions and permit ongoing contact for subsequent program specific agreements to be made.

C. Salvation Army Partnerships

The Salvation Army College for Officer Training - Canada and Bermuda Territory

In September 2000 Booth University College and the Colleges for Officer Training (CFOT) in the Canada and Bermuda Territory formed a partnership to strengthen officer preparation and continuing education in the Canada and Bermuda Territory. This partnership continues to flourish as we look for additional ways to serve The Salvation Army Officers through education.

The Salvation Army Ethics Centre

The mission of The Salvation Army Ethics Centre is to study, proclaim and practice ethics with the highest possible degree of expertise and contemporary relevance. Located in Winnipeg within our Union Station Campus, the Ethics Centre is a resource to Salvationists and others across Canada and around the world. The Centre offers workshops, seminars and

individualized consultation in the area of ethics. It has an active program of research and publication and maintains a library of resource materials on a wide range of ethical issues. These resources are available to all students of Booth University College.

Staff

University College Cabinet

Rev (Dr) Rob A Fringer
BA, MA (Theol), PhD (Manchester)
President

Barb Stanley (Major), MA
Dean of Students

Jeff Peitsch, BSC, LLB, MBA
Vice President Administration

Linda Schwartz, B.Mus, M.Mus, PhD
Vice President Academic and Dean

Rhonda Friesen, BA, Med, PhD
Dean of the School of Continuing Studies

President's Office

Rev (Dr) Rob A Fringer
BA, MA (Theol), PhD (Manchester)

Christy Davidson
Executive Assistant to the President

Academic Services

Linda Schwartz, B.Mus, M.Mus, PhD (University of Manitoba)
Vice President Academic and Dean

Cherie Marynowski
Administrative Coordinator for Academic Services

Itune John-Eze B.Sc, MBA
Administrative Assistant – School of Business and School of Social Work

Business Office

Jeff Peitsch, BSC, LLB, MBA
Vice President Administration

Hazel Marquez
Administrative Coordinator

Library

Meagan Morash, BEd, MLIS
Director of Library Services

Registrar's Office

Shannon Loewen, MA
Registrar

Student Services

Barb Stanley (Major), MA
Dean of Students

Anna Tarasenko PhD (Nanjing University)
Academic Learning and Accessibility Coordinator (interim)
International Student Advisor and Tutor

Faculty

The faculty members at Booth University College have a commitment to the integration of excellence in scholarship with Christian faith and service. They have obtained the academic credentials necessary to support the academic programs of the University College, possess the spiritual maturity to be models for their students, and have a commitment to the mission of the University College.

Core Faculty

Core faculty members hold full-time appointments to the faculty of Booth University College.

Luladei Abdi-Hassen
Field Education Coordinator
MSW (University of Manitoba), RSW

Isaiah Allen
Assistant Professor of Religion
BA (Booth University College), MDiv (Asbury Theological Seminary, PhD (Middlesex

University/London School of Theology)

Abena A. Boateng
Associate Professor
BA (University of Ghana), MPhil (University of Ghana) PhD (University of Ghana/University of Manitoba)

Donald E. Burke
Professor of Religion
BA (Wilfrid Laurier University), MA, PhD (St. Michael's/Toronto School of Theology)

Evan Curtis
Associate Professor of Psychology
BA (University of Manitoba), MA (Carleton University), PhD (University of Manitoba)

Andrew M. Eason
Associate Professor of Religion
Director, School of Humanities and Social Sciences
BA (Booth College), BA (University of Waterloo), MTS (Tyndale Seminary), MA (University of Windsor), PhD (University of Calgary)

Mandy Elliott
Associate Professor English and Film Studies
BA, MA (University of Saskatchewan), PhD (University of Manitoba)

Aaron Klassen
Assistant Professor of Sociology
BA (University of Winnipeg) MA (University of Manitoba), PhD (Carleton University)

Jennifer Meixner
Assistant Professor of Social Work
BA (University of Winnipeg), BSW (Booth University College) MA (University of Winnipeg)

Meagan Morash
Director of Library Services, Assistant Professor
BEd (University of Regina), MLIS (McGill University)

Jason Peters
Associate Professor of English
BA (Canadian Mennonite University), MA (University of Manitoba), PhD (University of Toronto)

Cynthia A. Sottie
Associate Professor of Social Work
Director, School of Social Work
BA (University of Ghana), MSW (West Virginia University), PhD (Queen's University, Belfast)

Wendi Thiessen
Associate Professor of Business Administration
Director, School of Business
BComm (University of Manitoba), MBA (Queen's University)

Professors Emeriti

This designation is granted only to retired faculty members who have demonstrated consistent scholarship, excellence in teaching, and who have made a significant contribution to the mission of Booth University College

Bonnie Bryant
Professor Emerita of Social Work
BA, BSW(McMaster University), MSW (University of Manitoba)

Roy R. Jeal
Professor Emeritus of Religion
DipCS, MCS (Regent College), PhD (University of Sheffield)

Adjunct Faculty

Aimee Patterson
BA (Booth College), MA, PhD (McGill University)

Major Bruce Power
BA (Université Sainte-Anne), MA (University of Winnipeg), PhD (University of Toronto)

Associate Faculty

The associate faculty consists of those whose primary appointment is at the College for Officer Training or another institution associated with Booth University College and who teach Booth University College courses regularly. These individuals are granted academic rank commensurate with their academic qualifications and experience in accordance with the criteria established by the University College.

Alison More
Spiritual Life Development Coordinator – CFOT
BA, Hons (University of Toronto), DMin (Tyndale University)

Captain Almeta Ward
Mission & Ministry Formation Coordinator

Major Corinne Cameron
Training Principla CFOTLD
BA (York), MA (University of Winnipeg), DMin (Pittsburgh Theological Seminary)

Dr. Michael W. Boyce
Director, Program Implementation, CFOT
BA, Hons (WLU), MA, (WLU), PhD (University of Manitoba)

Major Steven Mark Cameron
CFOTLD Assistant Training Principal
BA, MDiv, DMin

Admissions

Admission Requirements for 2026-2027

The educational programs of Booth University College are open to all qualified applicants.

Entrance Requirements

Applicants graduating from a Manitoba high school must have five credits at the grade 12 level (40 A, S, C, G, or U) and meet the following requirements:

	School of Business School of Humanities and Social Science	School of Social Work (Direct Entry to BSW)
Minimum Average English 40S and two other 40S credits from different subject areas	65%	80%

Advanced Placement (AP) and International Baccalaureate (IB)

Booth University College recognizes the Advanced Placement (AP) or International Baccalaureate (IB) programs for transfer credit. While some departments may stipulate a higher minimum score, the standard minimum result for AP is 3 and for IB is 4. Grades will be assigned using the following scales:

AP (3=B, 4=B+, 5=A) IB (4=B, 5=B+, 6=A, 7=A+)

The first step for a student to request these voluntary transfer credits is to have an official copy of their results forwarded to the Registrar's Office. (College Board code = 3194. IB registration number = 035666).

Transfer Students

Students who have completed course work at an approved post-secondary institution may enter Booth University College as transfer students. An entering CGPA of 2.0 or higher is required. An entering CGPA of 2.5 or higher is required for transfer students to the Social Work or Social Work After-Degree Programs.

Social Work Program

Booth University College offers a four-year Bachelor of Social Work degree and a concentrated two-year after-degree Bachelor of Social Work Program for individuals who possess a suitable undergraduate degree as preparation for social work. See Admission requirements.

International Applicants*

International applicants are expected to have an educational standing that is equivalent to the entrance requirements for Booth University College.

An international transfer applicant's institution must appear on the International Association of Universities approved list: https://WHED.net/home.php . An entering CGPA of 2.0 or higher is required. An entering CGPA of 2.5 or higher is required for international transfer applicants to the Social Work or Social Work After-Degree Programs.

To apply for a Canadian study permit you will need a letter of acceptance and a letter of Attestation from a designated learning institution. You need to include the Designated Learning Institution number (DLI #), which is the number that begins with the letter "O" on your application form. DLI # for Booth University College is O19147992362.

English Proficiency

English Proficiency is required. Because English is the language of instruction and communication at Booth University College, applicants must demonstrate a command of English sufficient to meet the demands of classroom instruction, written assignments and participation in tutorials and discussions. All applicants who are not Canadian Citizens or Permanent Residents of Canada must demonstrate competency by

1) English Proficiency Test Options

- Test of English as a Foreign Language (TOEFL)
    - A minimum TOEFL score of 86 on the TOEFL iBT test is required, with no less than 20 in each band. An invigilated written exam may be required. Other tests may be required at the discretion of the University College.
- International English Language Testing System (IELTS) test
    - A minimum of 6.5 overall, on the paper-based international English Language Testing System (IELTS) Academic Module, is required. A minimum of 6.5 on each band is also required.
- Canadian Academic English Language (CAEL) Test
    - A minimum score of 70 overall and 60 on each subject in Canadian Academic English Language (CAEL) assessment is required.
- Pearson Test of English – Academic (PTE Academic)
    - A minimum score of 60 overall, with no less than 60 in each band is required for admission to Booth University College.

2) through an approved waiver.

Official TOEFL or equivalent test results must be forwarded to Booth University College. (Please see https://www.ets.org/toefl for more details; Booth University College's code is 7951). A minimum TOEFL score of 86 on the TOEFL iBT test is required. An invigilated written exam may be required. Other tests may be required at the discretion of the University College.

Under certain circumstances students may request a waiver of the English language proficiency requirement. They will need to provide supporting documentation to show that one of the following conditions are met:

1. Ten consecutive years of residency in Canada that may include years of study in Canada. The

period of residency will be the time lapsed between the "Landed On" date on the "Record of Landing" document and the start of the program.

2. Successful completion of a three year secondary school program in Canada, or three years of post-secondary education in Canada, or any combination of three successful calendar years of secondary and post-secondary education in Canada.

- Successful completion of secondary studies equates to meeting the entrance requirements of the University of Manitoba. Secondary education must include Grade 12 where appropriate and completion of five course credits per year.
- Successful completion of post-secondary education equates to a minimum completion of 72 credit hours or equivalent.

3. Graduation from a Manitoba high school, with five credits at the Grade 12 level, which include two credits of English at the 40S level with an average grade of 75%.

4. Graduation from a Canadian Curriculum secondary school (other than Manitoba curriculum) with a year 12 English Literature grade of 75% or higher.

5. Achieved a grade of four or greater on the International Baccalaureate Higher Level English course, or a grade of four or greater on the Advanced Placement English examination (Language Composition; Literature and Composition).

Additionally, applicants can receive the waiver if they verify conditions equivalent to 1, 2 or 3 listed above in a country where English is the primary language. Booth University College uses the exempt countries list of the University of Manitoba. Applicants from these countries will receive a waiver: https://umanitoba.ca/student/admissions/international/english/exempt-countries.html

Booth UC students have access to a variety of supports to assist and equip them to be successful in their academic programs. The Student Services Department organizes events throughout the school year and can connect students with a number of different resources and supports both on-campus and off-campus. Additional information about Student Services is available in the Student Handbook.

Student Handbook & Policies:

All students are required to comply with the provisions of the Student Handbook, which is available on the University College website. By signing the Application for Admission the applicant acknowledges that they have read the Student Handbook and will comply with its principles and policies.

Regular Admission Students

Students who meet all requirements for admission to the University College and who desire to pursue a diploma or degree program will be classified as Regular Admission Students. Regular Admission Students who carry 9 or more credit hours in a given term will be considered Full Time. Students with fewer than 9 credit hours in Fall or Winter terms are considered Part Time.

A student whose last registration was as a full-time student at Booth University College and who has chosen not to register for a course or courses for a period of 12 months or more shall be required to apply for readmission to the University College. The student may also be required to apply for readmission to a specific program.

Special Admission Students*

Students who do not meet all requirements for admission but are allowed to enter the University College are considered Special Admission Students. There are several categories of Special Admission Students:

Dean's Recommendation

In a small number of cases, not to exceed 5% of an incoming class, a student who does not meet entrance requirements may be granted admission on the recommendation of the Academic Dean of the University College. Upon successful completion of 30 credits with a CGPA of 2.0 or higher, such students will be accorded full unconditional admission to the University College.

Home-Schooled Graduates

Home-schooled graduates will be considered for Booth University College admission on an individual basis. A record prepared by the primary educator showing a complete list of subject areas studied and grades received is requested. Official transcripts from out-of-home educational institutions are required, if applicable. Testimonials from individuals who have worked with the home-schooled graduate in tutorials, apprenticeships, community service, and social activities are encouraged. Detailed descriptions of unique home-school courses, in-depth independent projects, competitions, publications and community service activities would help Booth University College make an informed admissions decision. An academic interview (in person, if possible) prior to the admission decision may also be required. Students should contact the Admissions Office to arrange for this interview.

Mature Students

Applicants who do not meet the regular admission criteria can be considered for admission to full-time or part-time studies as mature students, provided that the following conditions are met:

- Applicants will be at least 21 years of age at the start of the academic year.
- Applicants will provide proof of date of birth. This can be verified by a copy of driver's license, Manitoba Health Registration Card, Manitoba Metis Federation card or a Treaty card.
- Applicants can demonstrate potential for academic success at the University College level by providing letters of reference, transcripts for all high school work completed, and official transcripts for any post-secondary studies completed.

Occasional students

Students who are not admitted to Booth University College are classified as "occasional students". These students do not register for courses for certificate, diploma or degree credit. Occasional students may take courses on a credit or audit basis to a maximum of six credit or audit hours per term. Occasional students do not have to complete an application for admission to Booth University College to enroll in courses. Students who begin studies as occasional students may apply for official admission to the University College. If admitted, a maximum of 12 credit hours earned during occasional student status may be applied toward any certificate, diploma or degree program.

Priority is given in class enrolment to admitted students. Occasional students will not be assigned a faculty academic advisor. For information on admission to the University College, occasional students must contact the Admissions Department.

Visiting students

Those students who are taking courses at the University College by submitting a Letter of Permission from their home institution are classified as "visiting students". Visiting students who are studying at Booth University College on a part-time basis are not required to complete an Application for Admission. Visiting students who wish to study full-time at Booth University College must apply to enter the University College as transfer students (see Academic Policies – Transfer for Credit.)

Admission Criteria to Social Work Program

Applicants must meet all Booth University College and Social Work program admission requirements. Students may be admitted to the Social Work program through one of the following ways:

Application Deadlines for Social Work Program

- Fall Intake — April 30
- Winter Intake — September 30

Direct Entry for High School Students

High grades alone do not guarantee direct entry to the program. Applicants must also complete a social work program admission process which includes submitting a resume, a personal statement, and two letters of reference. Applicants must also have relevant work or volunteer experience and will be required to take part in an in-person interview.

**New graduates are defined as those individuals graduating in the current or previous academic year. Graduates who have been out of high school longer than one year are not eligible for direct entry.*

High School Students Who Do Not Meet the Criteria for Direct Entry from High School

If you have completed high school and meet Booth University College's admission requirements but do not meet the criteria for direct entry, you may indicate on your admission application to Booth UC that the preBSW pathway is your program of interest. During your first year of studies at Booth University College you would complete core course requirements and SWK110 Introduction to Social Work. In the winter term you would make formal application to the Bachelor of Social Work program. Applicants must have completed relevant work or volunteer experience.

Current Booth University College Students

Students currently studying at Booth UC, who have completed 21 credit hours, including SWK110 Introduction to Social Work, by the end of the winter term may apply for admission to the social work program. Applicants must possess relevant work or volunteer experience. A minimum CGPA of 2.5 is required for admission to the program. Applicants complete the application process for admission to the Social Work Program. A student who meets the

minimum admission requirements is not automatically assured of an offer of admission.

Transfer Students

Applicants who possess 21 credit hours of transfer courses by the end of the winter term may apply for admission to the social work program. Applicants must have relevant work or volunteer experience. A minimum CGPA of 2.5 is required for admission to the program. Applicants apply to Booth UC and the Social Work Program at the same time. A student who meets the minimum admission requirements is not automatically assured of an offer of admission.

Students Who Have an Undergraduate Degree (After Degree Program)

Applicants require a degree in the social sciences or humanities, or another degree recognized as suitable preparation for social work. Applicants must complete all course work for the degree by the end of the winter term. A minimum CGPA of 2.5 on the last 60 credit hours completed for the degree is required for admission to the program. Applicants must possess relevant work or volunteer experience.

Candidates Applying Under Affirmative Action / Educational Equity Process:

The purpose of this opportunity is to provide professional social work education to populations under-represented in the social work profession who have the potential for success but may not meet all of the requirements for regular admission to the program. Applicants applying under this category need to declare that they are seeking admission under the Affirmative Action/Educational Equity process. For mor information, please contact: Dr. Cynthia Sottie, School Director, School of Social Work (Cynthia.Sottie@boothuc.ca).

Admission Process into School of Social Work

An initial screening for admission is based on grades (high school average and course minimum or CGPA). Applicants who meet the minimum CGPA will be screened based on their personal statement, relevant work/ volunteer experience, two letters of reference and equity statement. An interview may be required as part of the admission process.

Application may be made online at https://boothuc.ca/apply-now/ under admission to the School of Social Work. A student who meets the minimum admission requirements is not automatically assured of an offer of admission. Applications are reviewed three times a year before each term intake. Social Work Application Deadlines

Application Procedure

Admissions staff are available to answer your questions and guide you through the admission process. For a detailed step-by-step review of the application process, visit: BoothUC.ca/Admissions.

An application is considered complete when the following are submitted:

- Application for Admission
- Official transcripts sent directly to Booth University College from the issuing institution
- Other documents as applicable (i.e., TOEFL, proof of citizenship, VISA, etc.)

- If applicable, Social Work documents (resume, personal statement and references)

All documents submitted for application purposes become the property of Booth University College and will not be returned.

All documents are to be submitted through your online application.

Official transcripts must be arranged by the applicant to be sent directly to the Admissions Office from the appropriate institution maintaining their records. This includes their high school and all college/university records. Transcripts issued to students or to other institutions are not acceptable. Faxed copies are also not considered official. Unofficial transcripts may be submitted only for preliminary consideration and must be followed up by official transcripts.

Students who have not yet completed high school should submit transcripts indicating credits and grades to date. Subsequently, submit as soon as possible a transcript with final grades indicating graduation.

Acceptance notification is sent to applicants as soon as documentation has been received and evaluated. Full-Time and Part-Time students cannot register until an admission decision has been made. Admission is always conditional upon the receipt of official versions of required documents.

Accepted applicants are required to accept our offer of admission by paying a tuition deposit (see Fees Schedule for updated figures). The deposit is non-refundable and will be credited toward the student's account.

Please contact the Admissions Office for further information:

Email: Admissions@BoothUC.ca
Phone: 204.924.4887
Toll-free: 877.942.6684 ext. 887
Facsimile: 204.942.3856

Financial Information

Tuition fees apply to Spring 2026, Fall 2026, and Winter 2027 terms.

Tuition

	Per Credit Hour	Per Course	Per Term (5 courses)
Domestic	$213.33	$640	$3200
International	$408.33	$1225	$6125

Fees (per 3 credit hour class)

Course Fees (Facilities fees, IT fee, practicum fee, library fee, student services fee)	$200
General Fees (registration fee, copyright access fee, student access card fee)	$75

Fees (per Usage)

Application Fee for International students	$150 (non-refundable)
Health Insurance for International students (365 days)	$785
Health & Dental Insurance for all students (365 days)	$290
My Virtual Doctor for all students (365 days)	$45
Academic Appeals	$75
Duplication of Official Documents	$10-25
Graduation	$75
Lab	$75
Lab - Cybersecurity	$100
Time extension request	$50
Letter of Permission	$25
NSF cheque	$50
MCSW Student Membership	$20
Official Transcript	$12
Audit	$430

Deposits

Admission Deposit - Domestic Students	$200 (non-refundable)
Admission Deposit - International Students International Student Deposit	$2500 ($500 is non-refundable) $9000 (refundable)

All fees are to be paid in Canadian Currency unless otherwise indicated.

Students will not be permitted to participate in graduation exercises and/or receive their parchment until all fees have been paid in full, including graduation fee.

Refund Policy

Students who drop classes during the revision period will be refunded 100% of their tuition and fees. Students are not eligible for refunds if they withdraw after the revision period.

Financial Aid

For information on Booth University College scholarships and financial aid, please refer to Scholarships and Awards - Booth University College (boothuc.ca).
Application Deadlines

Canada Student Loans

Booth University College has been designated as an eligible institution under the Canada Student Loan Act (Institutional Code – DPAP). Financial assistance may be available to those who qualify. Application forms are available from the Ministry of Education, Student Aid Branch, in the relevant province. Canada Student Loans are open to all legal residents of Canada for application to Booth University College. Students are encouraged to apply early.

Manitoba and Out-of-province Student Aid recipients are also subject to the fee payment deadlines. Any disbursements received will be automatically paid towards the tuition owing for the term. Any remaining funds will be forwarded to the student.

Academic Policies

NOTE: These academic policies were in effect at the time of publication. Booth University College reserves the right to change them without notice.

Academic Advising
Academic Appeals
Academic Evaluation
Academic Freedom
Academic Integrity
Academic Learning Centre (ALC)
Academic Load
Academic Probation
Advance Placement (AP) or International Baccalaureate (IB)
Assignment Deadlines
Approved Academic Accommodations for Students with Disabilities
Auditing
Course Grading
Letter Grades and Equivalent Grade Points
Dean's Honour List
Debarment for Academic Reasons
Debarment for Other Reasons
Degree Program Admission and Continuance as a Student
Directed Study
Dismissal
Earning a Second Degree
Educational Travel
Final Examinations
Graduation Requirements
Letters of Permission
Program Continuance
Program Declaration and Changes
Readmission
Registration Revision
Repeating Courses
Resubmission of Previous Course Work
Time Extensions and Incomplete Grades
Time Limit for Completion of Degree Programs
Transcripts
Transfer of Credit
Use of Personal Computers, Electronic Devices and Cell Phones in Booth Classrooms
Voluntary Withdrawal (VW)
Waitlisted Courses
Withdrawal (W)
Notification of disclosure of personal information to Statistics Canada

Academic Advising

The mission of academic advising is to help students fulfil their educational goals, graduate in a timely fashion and, more broadly, to attain established college outcomes. Faculty advisors seek to

create vital links between the University College community and the students, articulate the institution's academic purposes, and help students understand and negotiate the institution's rules, regulations, curricula and requirements. The Booth University College academic advising program is based on relationships of shared understanding and shared responsibility. It focuses on student development and student success. Students are in charge of reaching these goals, but Faculty Advisors will help in whatever way possible.

Advisors encourage students to consider larger questions about educational goals and help students plan their courses of study. Shared responsibility is important at the institutional level since forging connections between academic matters, student matters, and support services encourages students to become involved in university college life and be enthusiastic members of the student community. To fulfil this mission, advisors are committed to the following goals:

1. To provide timely and accurate academic advising and information in a supportive environment, where students and advisors share the responsibility for academic progress;
2. To support and enhance student learning and achievement;
3. To develop links to ensure seamless navigation of the Booth educational program from admission to graduation.

Academic advising is the process by which students and advisors work together to set goals for their academic life. This is a collaborative process, but, ultimately, students are responsible for their educational program and experience at Booth University College. As students pursue a degree at Booth University College they will develop key skills that will assist in the development of lifetime learning. Advisors do not “prescribe” answers or programs for students, but encourage them to engage in academic studies that they enjoy and in which they can do well.

- During the first week of the academic year (or term) advisors will be available for meetings with each of their advisees. Advisors review students’ degree audit (stored electronically) and help establish goals for the first term with students. Students will be assigned to Faculty Advisors familiar with their indicated program of study.
- Students may make an appointment at any time during the term if they require or desire advice. Students should meet with their advisors when making course and program changes, at the end of each term or when making choices for courses for subsequent terms. Students should clearly explain questions or requests.

Students Should…

- be familiar with the Booth University College student information system;
- schedule regular appointments and/or contacts during each term;
- be on time for scheduled appointments;
- come to appointments prepared with questions and/or topics for discussion;
- accept responsibility for decisions and actions;
- be open to developing and clarifying personal values and goals;
- be knowledgeable about university college programs, policies, procedures, and opportunities as appropriate;
- keep a record of academic progress and goals;
- be courteous and plan ahead (schedule appointments early and cancel or reschedule if necessary);

- be active learners by participating fully in the advising experience;
- gather all relevant decision-making information;
- organize official records and make them accessible to advisors;
- be familiar with the academic calendar and be aware of deadline dates;
- seek help when needed and use appropriate campus resources.

When students are meeting advisors for course selection, they should bring a list of possible courses to the session. Planning ahead will make time with advisors more productive.

Academic Appeals

The purpose of the Academic Appeals process is to ensure justice and equity when students wish to escalate their dispute of an academic decision such as an assignment or final grade, program discontinuance, academic misconduct, or academic discipline. Students have the right to appeal academic or administrative decisions. The level of appeal depends on the level of decision. Assignment grades, course grades, program discontinuance, and dismissal, for example, differ in level. For any appeal to be valid, it must include the details of the decision being appealed and clear grounds for challenging the decision.

If a student believes that an error in process, procedure, or application of policy has occurred, the student may initiate a final appeal to the Senate through the office of the President with the details of their concern (see Appeals to the Senate through the Office of the President below). Students who miss the deadlines below may include in their appeal an explanation that extenuating circumstances (e.g., bereavement, illness, disaster) prevented their compliance, and such explanations will be given fair consideration.

Appeal Categories

Appeal of assignment grades

If a student thinks that an assignment grade is unwarranted, they must first discuss the matter with the professor. If not satisfied, the student may then appeal by contacting the office of the Academic Dean in writing. They must explain their concern and its grounds within ten (10) business days of receiving the assignment grade. The Academic Dean or designate will review the available data, mediate a solution, and render a decision. The student and instructor will be notified of the Academic Dean's or designate's decision in writing within five (5) business days.

Appeal of final course grades

Once the professor has submitted final course grades to the Registrar's office, they can only be changed by the Academic Dean. The student may appeal a final course grade by contacting the office of the Academic Dean in writing. They must explain their concern and its grounds within twenty (20) business days of the distribution of final course grades. The Academic Dean or designate will investigate, examining the appeal and relevant data from the course, and render a decision. A copy of the decision will be sent to the Registrar, the School Director of the student, the School Director of the course, the course instructor, and the student within five (5) business days.

Appeal of decisions regarding program discontinuance

If a student thinks that a decision regarding program discontinuance is unwarranted, they must first

discuss the matter with the School Director. If not satisfied, the student may then appeal by contacting the office of the Academic Dean. They must explain their concern and its grounds within twenty (20) business days of receiving written notification of program discontinuance. The Academic Dean or designate will review the facts and render a decision based on the available data. A copy of the decision will be sent to the student, the School Director, and the Registrar within five (5) business days.

Appeal of decisions regarding academic misconduct

If a student thinks that a judgement regarding academic misconduct (e.g., plagiarism, cheating, breach of academic integrity) is in error or that the disciplinary consequence is unwarranted, the student may appeal. Such disciplinary decisions are made and communicated either by the professor and school director or, if more serious, by the Academic Dean. The communication to the student will indicate at which level the decision was made. If the decision was made by their professor and the school director, the student shall contact the office of the Academic Dean in writing within ten (10) business days of receiving notice of the original decision to explain exactly why they disagree with it. The Academic Dean will consider the grounds of the appeal, may consult with the student and/or faculty for clarification, and will render a decision. A record of the decision will be kept in the student's confidential file. If the student wishes to appeal a decision made by the Academic Dean, then the student may appeal to the Senate through the office of the President (see procedure below under Appeals to the Senate through the Office of the President). They must explain the grounds of their appeal within ten (10) business days of receiving written notification of the decision regarding academic misconduct.

Appeal of decisions regarding suspension or dismissal

Students will be notified in writing if they are being suspended for one or more terms or dismissed from the University College for lack of achievement and/or participation in the academic program or for misconduct. Students dismissed from the University College on academic grounds may apply for readmission following the lapse of one term. A student who has grounds to dispute such a decision may appeal to the Senate through the office of the President (see Appeals to the Senate through the Office of the President below). The student must explain in writing the grounds on which they dispute the decision within twenty (20) business days.

Appeals to the Senate through the Office of the President

For any appeal to be valid, it must include the details of the decision being appealed and clear grounds for challenging the decision. Appeals submitted without explicit grounds will not be heard. Disagreement with a decision is not grounds for appeal. The student must identify a fault in the application of policy, process, procedure, or discipline. An administrative fee of $75 must be paid when the appeal is submitted and will be returned if the appeal is successful.

Upon receipt of the appeal and proof of payment, the President or designate will review the written submission to determine whether these criteria have been met. If they have not been met, the President or designate will advise the student in writing within five (5) business days of receiving the submission that the appeal will not be heard.

For appeals that meet the above criteria and have been properly escalated to the Senate through the office of the President (i.e., not skipping earlier steps outlined above), the President or designate

will assemble a Senate Committee on Academic Appeals. Conflicts of interest are conscientiously avoided. In accordance with the Faculty Manual, the committee investigates the matter, examines relevant data in good faith, may ask to interview the student and/or other relevant parties, holds a hearing, and arrives at a decision as per the policy in the Faculty Senate Manual. The committee then informs the President, Vice President Academic, the student's program head, the faculty member (if relevant), Registrar, and student of its decision within twenty (20) business days of the appeal being accepted by the President.

The student is permitted (but not required) to appear before the Senate Committee on Academic Appeals and is permitted to invite a person of their choosing to accompany them as "counsel" during formal hearings or interviews. If the student wishes to have "counsel" present, they must inform the office of the President at least two (2) business days beforehand. Note: "Counsel" does not necessarily imply legal counsel.

Academic Evaluation

Instructors have primary responsibility for the evaluation of students' academic performance in courses and for the maintenance of a healthy learning environment in the classroom. Cordial and intellectually positive relationships between students and instructors are to be sought and supported. When a dispute arises regarding academic performance, the aim of the University College is always to encourage resolution in a way that promotes positive attitudes toward learning, and respect for the expertise and authority of the instructor. In what follows, these principles are to be recognized and preserved.

Instructors have responsibility for evaluating students' achievement in a course. An instructor may refuse to accept late assignments or impose a grade penalty for lateness. In exceptional circumstances, an instructor may allow students the opportunity to rewrite tests and assignments. Failure to abide by the attendance and preparation expectations articulated in course syllabi may lead to a loss of part or all of the marks for a course. Instructors have responsibility for maintaining quality learning environments in the classroom. If student behaviour interferes, the instructor will counsel the student in order to seek a behavioural change.

Students who believe they have been treated unjustly in connection with the above should first seek to have the dispute resolved by appealing directly to the instructor. If the dispute is not resolved after direct appeal to the instructor, students have the right to appeal to the Academic Dean.

Academic Freedom

Booth University College's vision of "Education for a Better World" entails affirming and upholding the principles of academic freedom in higher education. The diverse community of scholars and other stakeholders that Booth comprises requires that constituents of the institution practice such freedom with integrity. Therefore, no entity is exempt from our commitment to academic freedom. For this reason, Booth University College has chosen to adopt the Universities Canada statement on academic freedom (2011), quoted in full below.

What is academic freedom?

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

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

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

Why is academic freedom important to Canada?

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

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

The responsibilities of academic freedom

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

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

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

Roles and responsibilities

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

To ensure and protect academic freedom, universities must be autonomous, with their governing bodies committed to integrity and free to act in the institution's best interests.

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

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

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

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

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

Academic Integrity and Academic Misconduct

Integrity means honoring the same values in public and in private so that one's character, rather than circumstances, determines one's behavior. *Academic* integrity means honoring the values of formation, honesty, learning, professionalism, and scholarship in all of one's work and studies. Such integrity safeguards the essential purposes of education. At Booth University College, faculty and students uphold the highest level of academic integrity. They must exhibit such integrity in all learning activities—writing assignments, class exercises, tests, presentations, in-person and online discussion forums, and so forth. Breaches of academic integrity—also known as academic dishonesty, academic fraud, or academic misconduct—are taken seriously.

To support students in successfully adhering to high standards of academic integrity, Booth University College has established several provisions. These include policy documents, orientation tutorials, classroom discussions, and periodic workshops. The Academic Learning Center (ALC) also provides personal tutoring and additional advice as needed. When a student has engaged in academic misconduct, Booth implements a progressive disciplinary process.

Academic fraud causes several negative outcomes: It prevents the student from learning and hinders progress in a course. It casts a shadow over the student's character and diminishes community transparency. It denies authors credit for their words and ideas and stifles the beneficial sharing of ideas. It is especially grievous when the originator of the idea is already marginalized in some way. Further, it expends the valuable time of students, faculty, and staff. Understanding the basic types of academic dishonesty helps students know what behaviors to avoid.

Plagiarism—To plagiarize is to use someone's words or ideas without proper acknowledgement. While it is not necessary to state the source of well-known or easily verifiable facts, students must properly cite the sources of concepts and expressions used in their written work, whether quoted or paraphrased. Students must indicate their sources for information and ideas with accuracy, clarity, and precision. This includes any written, oral, or visual materials and internet sources. Lack of proper acknowledgement constitutes plagiarism. Quotations must be introduced clearly and punctuated properly. It is not always easy to detect whether plagiarism occurred due to dishonesty or due to hasty, lazy, or sloppy writing. The results look the same. Developing skills in research, organization, citation, and writing empowers students to avoid plagiarism.

Resubmission of Previous Course Work—Work that a student has submitted previously (whether earning credit or not, whether in the same or in a different term) cannot be submitted to fulfill requirements either for another course or for the same course in another term without the instructor's express permission. To attempt to pass off previous work as though it were new is a form of academic dishonesty sometimes called "self-plagiarism." While it is reasonable and appropriate to incorporate previous learning with new learning, when done with honesty and transparency, work must not be resubmitted in whole or in part without the instructor's permission.

Inappropriate Use of Artificial Intelligence—Presenting text generated by an artificial intelligence (AI) system as one's own constitutes academic fraud. Generative AI may have valid uses in academia, but using it to complete the critical-thinking tasks that the student is supposed to do contravenes learning. Using AI in the creation, development, and/or production of an assignment is prohibited unless explicitly permitted by the instructor.

Consequences and Penalties—Some natural consequences of plagiarism are noted above (e.g., learning loss, time waste), but engaging in plagiarism also triggers a progressive discipline process aimed at curbing further academic misconduct and restoring the student to good standing. Academic fraud is subject to serious academic penalty that may include, but is not limited to, grade loss or reduction, course failure, and dismissal from the University College. Work submitted for credit that exhibits plagiarism, whether deliberate or sloppy, may receive a failing grade and resubmission might not be permitted. More egregious acts of plagiarism are treated more severely, and subsequent misconduct will escalate the penalties—e.g., from failing an assignment, to failing a course, to suspension, and even dismissal. The academic office will keep all actions regarding breaches of academic integrity in the student's confidential record. Failure of a course due to academic fraud may appear on the student's official transcript.

An instructor who has evidence that a student has breached academic integrity must not assign a grade to the student's work until the matter has been resolved. Instructors are required to report all allegations of academic misconduct and to submit related documentation to their School Director. The School Director will ascertain the severity of the offense, including whether it is a first, second, or third offense, and a meeting will then be held with the student accordingly. The goal of the

meeting is to ensure that the student is fully aware of the academic integrity policy and its various provisions, to discuss the specifics of the assignment that raised concern, to give the student an opportunity to explain, and to assure the student that Booth faculty are committed to their learning and achievement.

If it is a first infraction, the student meets with the instructor. If it is a second infraction or if the infraction is more severe, the School Director must be present. If it is a third or especially egregious infraction, the Academic Dean must be involved. Especially egregious or difficult cases may be escalated immediately. So, an instructor may request the School Director to be present, even in the case of a first infraction, and the School Director may request the Academic Dean to be present, even in the case of a first or second infraction. The student has the right to bring an advocate to any of the above meetings. After the meeting, the faculty will determine whether plagiarism or academic fraud has occurred and will prescribe appropriate disciplinary measures. These measures must be approved by the School Director, for a first or second instance, or the Academic Dean, for a third or greater instance. The student will be confidentially notified of the decision in writing, and a record of the decision will be kept in the student's confidential file. The student has the right to appeal the decision. See Academic Appeals section for details.

Academic Learning Centre (ALC)

The ALC Coordinator and Tutors are available to help students improve their academic skills through assignment planning/outlining, feedback on assignment drafts, academic goal setting, time-management, reading strategies, study skills, and more! ALC appointments are free and available over Zoom, through email, over the phone, or in-person meetings. The ALC also offers study groups, skills & strategies workshops, and course-specific tutoring as needed upon request by students and/or faculty. Students can book appointments or sign-up for groups & workshops using the link posted in Populi (under the ALC Group or on the Links page), or on the Booth UC Website under Students / Student Support / Academic Learning Centre.

Academic Load

Students must be enrolled for a minimum of 9 credit hours per term* in order to be classified as full-time. The maximum full-time academic load is 15 credit hours (up to 16.5 for credit hours for Social work practicum students) per term. Students desiring to enroll for more than 15 credit hours (or 16.5 credit hours for practicum students) in a term must have a CGPA of 3.5 or higher and approval of the School Director and Academic Dean.

*Each term is four months. Students in accelerated programs such as ASPIRE are enrolled in twelve credits per term, taking two courses every two months.

Academic Probation

The academic progress and continuance of students is reviewed at the end of each academic session/term. Students whose CGPA falls below 2.00 will be placed on Academic Probation and informed so by the Registrar. Those who do not raise their CGPA to a passing level after having been placed on Academic Probation will be subject to suspension for a minimum of one term.

Reapplication to the University College must be made in writing to the Academic Dean. Students with a CGPA of 1.49 or lower may be dismissed at the end of any term from the University College.

While on academic probation, students are required to meet regularly with their academic advisor and seek remedial help available at the University College. Students on academic probation may be required to register for a limited number of credit hours; students with a CGPA of 1.49 or lower will be permitted to register for a maximum of 12 credit hours per term until their CGPA has risen to 2.00.

Students on academic probation may be required to reduce their minimum coarse load at the discretion of the Academic Office.

Students on academic probation are not allowed to serve in student leadership positions or participate in extracurricular clubs and activities. Students on Academic Probation are encouraged to seek assistance from the Academic Learning Centre.

Advanced Placement (AP) or International Baccalaureate (IB)

Booth University College recognizes the Advanced Placement (AP) or International Baccalaureate (IB) programs for transfer credit. While some departments may stipulate a higher minimum score, the standard minimum result for AP is 3 and for IB is 4. Grades will be assigned using the following scales:

AP (3=B, 4=B+, 5=A) IB (4=B, 5=B+, 6=A, 7=A+)

The first step for a student to request these voluntary transfer credits is to have an official copy of their results forwarded to the Registrar's Office. (Collegeboard code = 3194. IB registration number = 035666).

Assignment Deadlines

Assignment deadlines help students to achieve course outcomes at a pace intended to optimize health and success. Students must take responsibility for their learning while partnering with instructors and others to enhance time management and communication. All academic course requirements must be completed within the time specified by the instructor in the course syllabus, unless extensions are granted, or alternate arrangements have been made. If students encounter difficulty, they should begin problem-solving in partnership with the instructor whose job it is to work together with the student to achieve the course requirements.

Instructors may impose a grade penalty for late submissions or refuse to accept late assignments. At the beginning of courses, instructors will indicate policies regarding extensions, make-up tests, and late assignments in writing (*see incomplete grade section)*. It must be understood that failure to submit assignments on a timely basis risks failing a course. No assignments will be received after the last day of the exam period for regular session courses or after the published term end date for School for Continuing Studies courses unless a formal incomplete Grade/Time Extension Request has been submitted by the student and granted by the instructor. Supplemental work to improve a student’s grade may be possible at the discretion of the instructor, prior to the submission of the

final grade to the Registrar's Office. Supplemental work after the submission of the final grade is not allowed.

Approved Academic Accommodations for Students with Disabilities

Booth University College is committed to helping students succeed academically. Through this commitment, Booth University College affirms its responsibility under the *Human Rights Code of Manitoba* to provide reasonable accommodations for students with documented disabilities in accordance with the standards indicated in the *Accessibility for Manitobans Act*.

Approved academic accommodations refer to alteration(s) to the delivery of academic services and requirements to enable equitable participation of students with disabilities in the learning environment. An accommodation must not result in undue hardship to the University, and must not compromise a Bona Fide Academic Requirement (BFAR) of a course or academic program.

In order to receive academic accommodation, students with disabilities must identify themselves to the Dean of Students and must satisfy requirements for registration in the Accessibility Services program.

Academic accommodation requires a partnership between the persons requiring the accommodation and the faculty and staff of the University College. All concerned are responsible for respecting the dignity and confidentiality of the persons requesting accommodation.

Details concerning the definition of terms, procedures for the provision of academic accommodations, as well as the rights and shared responsibilities of students, instructors and support staff are described in the Accessibility and Academic Accommodations Procedures document.

Booth University College keeps all records regarding any student's disability confidential in accordance with the *Freedom of Information and Protection of Privacy Act* and the *Personal Health Information Act*.

Auditing

An instructor may permit a limited number of students to audit a course. An auditing student may attend and participate in the lecture and discussion portions of a course but will not receive academic credit for it. Students who audit courses are expected to attend classes regularly but are not permitted to submit assignments or sit for examinations. If students pay the required fees and attend a minimum of 70% of classes, the letters AUD will appear on transcripts and permanent records as an indication that a course has been audited. Students who do not meet the attendance requirements for a course will not receive the AUD designation on transcripts and permanent records. No record of the course will be made on transcripts and permanent records.

Students may not change their status in a course from credit to audit or from audit to credit after the Registration Revision Period. Booth University College students who take 15 credit hours per term may audit one additional course per term. The audit fee for persons in other classifications is noted under Financial Information.

Course Grading

Instructors prepare syllabi for their courses indicating the amount and nature of work proposed. Syllabi include a notification of the weight each assignment will have for the determination of final grades and the general requirements for courses. Changes in amount, nature or grading of work or general requirements subsequent to the first week of classes (in regular session courses) or subsequent to the intensive class time (in School for Continuing Studies hybrid courses) must have the consensus agreement of the class.

Any test(s) which have an aggregate value of more than 20% of the total value of the course may not be scheduled to take place during the 14 calendar days ending with the last day of classes in the term during the regular session. No project or assignment may be announced during the 14 calendar days ending with the last day of classes in the term, unless contained in the course syllabus.

Students can expect that within a reasonable time after the submission of assignments a grade will be assigned and that they will be notified of the grade. Final grades include evaluation of final examinations, tests and assignments, and may include such items as class participation, presentations and discussion. Instructors will return or show all evaluated work to students including comments and grades assigned, but may return or retain a final examination at their discretion.

Revision of a final grade, once it has been submitted to the Registrar's Office, is possible only with the permission of the Academic Dean.

A Booth University College grade has the following components:

1. Letter Grades and Equivalent Grade Points
2. Credit Hours
3. Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA)

Letter Grades and Equivalent Grade Points

1. Grade Points

Grade points are a translation of letter grades into numeric values to facilitate the calculation of students' average performance. The University College uses a standard percentage scale to correspond to the letter grade and grade points. If an instructor intends to use a different percentage scale, that scale will be included in the course syllabus.

A+	**4.0 ***	94% to 100%	**Exceptional performance** with evidence of outstanding original thinking, superior organization, exceptional capacity to analyze and synthesize; a superior grasp of the subject matter with sound critical evaluations; evidence of an extensive knowledge base. A final grade of A+ may be awarded only with the approval of the Academic Dean.
A	**4.0**	84% to 93.99%	**Excellent performance** with evidence of excellent original thinking, excellent organization, excellent ability to analyze and synthesize; an excellent grasp of the subject matter with sound critical evaluations; evidence of an extensive knowledge base.
A-	**3.7**	80% to	

		83.99%	
B+	**3.5**	77% to 79.99%	**Very good performance** with evidence of original thinking, very good organization, demonstrated ability to analyze and synthesize; a very good grasp of the subject matter; evidence of good critical judgment, a very good understanding of the relevant issues under examination; very good familiarity with the relevant literature.
B	**3.0**	74% to 76.99%	**Good performance** with evidence of a good grasp of the subject matter; evidence of critical capacity, good analytical ability, a good understanding of the relevant issues under examination; evidence of good familiarity with the relevant literature.
B-	**2.7**	70% to 73.99%	
C+	**2.5**	67% to 69.99%	**Satisfactory performance** with evidence of a satisfactory grasp of the subject matter; evidence of critical capacity, demonstrated analytical ability, an understanding of the relevant issues under examination; evidence of familiarity with the relevant literature.
C	**2.0**	60% to 66.99%	**Adequate performance** with evidence of an adequate grasp of the subject matter; some evidence of critical capacity, an ability to develop solutions to simple problems found in the material; evidence of familiarity with some of the relevant literature.
D	**1.0**	50% to 59.99%	**Marginal performance** with evidence of marginal familiarity with the subject matter and some evidence that critical and analytical skills have been used.
F	**0**	0 to 49.99%	**Inadequate performance** with little evidence of even a superficial understanding of the subject matter; serious weaknesses in critical and analytical skills; limited or irrelevant use of the literature; failure to satisfy course requirements.
* The grade of A+ may factor into student awards. The grades P and NP are given for certain courses. Students in these courses receive credit if assigned work is completed satisfactorily. Students who do not complete work satisfactorily will not receive credit. Grade points are not calculated for the grades P and NP.			

2. Credit Hours

The relative academic weight of a course is measured in credit hours. Normally, a six-credit hour course meets three hours per week for two terms while a three-credit hour course meets for three hours per week for the duration of one term. A two-credit hour course meets for two hours per week. Credit hours are a useful way of measuring academic load. For example, a full-time student carries a minimum of 9 credit hours per term*. For every instructional hour, students are expected to study two additional hours.

* Students in accelerated programs such as ASPIRE are enrolled in 12 credit hours per term, taking 2 courses every 2 months.

Credit hours are also used to measure progress towards graduation. When students pass courses—i.e., when a grade of D or higher is achieved—credit will be given for the number of credit hours assigned to a particular course. These are referred to as Credits Earned. When students do not pass, no hours are credited and no credit is obtained toward graduation. The number of credit hours required to obtain Booth University College certificates, diplomas and degrees are published in the academic calendar under individual programs.

Level Classification

Following enrolment in Fall and Winter terms, the Registrar will determine each full-time and part-time student's classification.

All Degree Programs (except BSW After Degree)

Level 1: 0-30 credit hours completed
Level 2: 31-60 credit hours completed
Level 3: 61-90 credit hours completed
Level 4: 91 or more credit hours completed

BSW After Degree

Level 3: 0-39 credit hours completed
Level 4: 40 -75 credit hours completed

3. Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA)

GPA is calculated by adding the Weighted Grade Points per course taken in a term, and dividing by the number of Credit Hours Earned in a term.

a. The **Weighted Grade Point** is the product of Grade Points earned multiplied by Credit Hours Earned. For example, in the Table below, the weighted grade point for Course A is 9.0; the weighted grade point for course B is 10.5.
b. The Grade Point Average (GPA) is obtained by dividing the total Weighted Grade Points by the total number of Credits Earned in a term. In the Table below, the GPA for the Fall term is 36/12 = 3.0.
c. The **Cumulative Grade Point Average (CGPA)** is obtained by dividing the total Weighted Grade Point Average by Credits Earned for all courses taken. In the example below, the student has completed 24 credit hours and has total weighted grade points of 73.5. The CGPA is 73.5/24 = 3.06.

Fall	Letter Grade Assigned	Grade Point	Credit hours	Weighted Grade Points
Course A	B	3.0	3	9.0
Course B	B+	3.5	3	10.5

Course C	C+	2.5	3	7.5	
Course D	B	3.0	3	9.0	
			12	36.0	**GPA = 3.0**

Winter	**Letter Grade Assigned**	**Grade Point**	**Credit hours**	**Weighted Grade Points**	
Course E	B	3.0	3	9.0	
Course F	B	3.0	3	9.0	
Course G	B	3.0	3	9.0	
Course H	B+	3.5	3	10.5	
			12	37.5	**GPA = 3.25**
CGPA			24	73.5	**CGPA = 3.06**

Dean's Honour List

At the end of the Winter term the Academic Dean will publish the "Dean's List," honouring full-time students who have earned a GPA of 3.7 or higher. Eligibility for the list is defined as those who take a minimum of 24 credits by any learning mode in a 12-month period, May - April.

Debarment for Academic Reasons

In consultation with the instructor or faculty supervisor, the Academic Dean may debar students from classes, laboratories, practica, and/or examinations for persistent non-attendance, failure to produce assignments to the satisfaction of the instructor, or disruptive behaviour. An instructor who wishes to initiate debarment procedures will consult with the Academic Dean and make a formal request for debarment to the Academic Dean. The student will be given an opportunity to meet with the Academic Dean to discuss the request. The decision of the Academic Dean will be final. Students so debarred will fail the course.

Debarment for Other Reasons

Students who do not obtain financial arrangements through the Registrar's Office for all outstanding financial obligations to the University College or who fail to honour arrangements made previously, may be removed or debarred from courses, prohibited from writing final examinations, dismissed from the University College, and assigned a failing grade for all course(s) in which they are registered.

Degree Program Admission and Continuance as a Student

Students who have completed 60 hours of credit without qualifying for admission to a degree

program will be subject to dismissal from the University College.

Directed Study

A Directed Study is a course in the University College Calendar which is offered in a tutorial format, without formal lectures or class engagement. A Directed Study may only be taken by permission of the instructor and the approval of appropriate School Director, Registrar and the Academic Dean. Since Directed Study is not a preferred pedagogical method of the University College, the following conditions normally apply: a student may not hold more than six credits of Directed Study in an undergraduate degree; the course must be one that is not offered in the current course schedule and is required for graduation; a minimum of 30 credits of course work must have already been completed in order to be eligible for a Directed Study; a minimum CGPA of 2.5 is required in order to be eligible for a Directed Study; elective courses may not be taken by Directed Study.
A request for a Directed Study will only be approved if the student has been unable to take the course in its normal rotation due to unavoidable circumstances (scheduling conflicts or personal convenience do not constitute adequate grounds for a Directed Study). Students are advised to discuss the possibility of taking a Directed Study with their advisor well in advance of the term in which it is anticipated to occur and should not assume that a request can be accommodated. A request form is available from the Registrar.

Dismissal

The Academic Dean may recommend that a student be dismissed from the University College during a term for lack of achievement and/or participation in the academic program. Before making this recommendation, normally the Dean will consult with faculty and meet with the student, warning them of a possible dismissal.

If the Academic Dean recommends to the President that a student be dismissed from the University College on academic grounds, the student will be notified in writing, with copies sent to the President and Registrar. The student may appeal to the President, who will decide on a case-by-case basis the means by which appeals are heard. The decision of the President will be final.

Upon academic dismissal, residential students must leave the residence promptly. Students dismissed from the University College on academic grounds may apply for readmission following the lapse of one term.

Earning a Second Degree

A second baccalaureate degree (meaning a completely different credential, for example, initial BA degree, BBA or BSW second degree) may be earned if all requirements are met and a minimum of 60 additional credits are earned. The same limitations on transfer credit will apply to the second degree, that is, no more than 45 credits in a three year degree or 60 credits in a four year degree may be included in the second degree.

Students wishing to earn a second Bachelor of Arts major or earn a 4 year Bachelor of Arts when a 3 year Bachelor of Arts has already been awarded, must turn in the original credential, the second Bachelor of Arts credential will stand on the transcript.

Educational Travel

All expenses associated with Educational Travel are the responsibility of the student. Normally, a maximum of 6 credit hours of educational travel are permitted within any degree program.

Final Examinations

Students who are registered in courses for which a final examination is scheduled must write the examination at the time and in the place announced by the University College. Electronics (hardware and software, including AI) are only allowed in the examination room if they are approved for taking the test. Students may be required to turn phones, tablets, and other devices off and put them aside or in a designated area for safe keeping during the exam. Failure to follow invigilator instructions regarding the use of electronic devices (hardware and software) may result in test failure or other serious consequences.

Students are not permitted to leave an examination within the first 30 minutes of the examination. Any students arriving more than 30 minutes after the commencement, but before the end, of a final examination scheduled by the University College, might not be permitted to write that examination. Failure to write a final examination as scheduled may result in a "0" for the examination, failure of the course, or other serious consequences.

A student who is scheduled to write more than two final examinations on one day may file a request with the Registrar's Office to have one of those examinations rescheduled. The request must be submitted in writing to the Registrar within fourteen (14) days of the exam schedule being posted. The Registrar shall decide whether the request is granted.

A student may file a petition for a deferred examination with the Academic Dean for reasons of illness or other disability, or for compassionate reasons, setting out the reasons for the deferral. The petition must be accompanied by a medical certificate or other appropriate documentation certifying the reason for the deferral, the inability of the student to write the examination at the scheduled time and, where possible, indicating the period of disability. On the basis of the evidence, the Academic Dean shall decide whether the petition is granted. The decision of the Academic Dean is final.

Graduation Requirements

The approval of the Board of Trustees, granted through the President on recommendation of faculty, is given to present certificates and to confer degrees on students who have fulfilled Booth University College graduation requirements. In summary form these requirements are:

Academic Achievement

Graduation from any University College program requires a student to achieve a passing grade ("D" or higher) in all courses required in the student's program and an accumulated grade point average (CGPA) of 2.0 or higher in the course requirements of the program. Graduation from a Bachelor of Arts program requires a CGPA of 2.0 or higher and a grade of C (2.0) or higher in all courses in a student's major. Graduation from the Bachelor of Social

Work program requires a CGPA of 2.5 or higher and a grade of C+ (2.5) or higher in all Social Work courses. Graduation from the Bachelor of Business Administration program requires a CGPA of 2.0 or higher and a grade of C (2.0) or higher in all Business courses. Degree Students with a CGPA of 3.5 to 3.74 are graduated "With Distinction." Degree Students with a CGPA of 3.75 or higher are graduated "With Great Distinction."

Participation in the Graduation Ceremony

The privilege of participating in the graduation ceremony is granted only to those who have fulfilled all graduation requirements (above). Exceptions are made only on the approval of the Dean and the President and are contingent upon clear evidence that the student will meet the requirement before the Fall term begins. Examples of such clear evidence may include an officially approved extension to complete coursework or field practicum or documentation of likely passing a course from an external institution that has not submitted final grades. An exception means that the student participates in the ceremony but does not receive the diploma until all requirements are met. Exceptions will not normally be granted due to inadequate course planning, course failure, or outstanding financial or material obligations.

Settled Accounts

The University College graduates students whose financial obligations to the University College have been fully met and who have returned all library materials and other University College materials and property for which they have had responsibility.

Exit Survey

Students who have received Canada/Provincial student loans are required to complete an Exit Survey form regarding their student loans before graduation.

Letters of Permission

Booth University College students desiring to take courses at other educational institutions and transfer them into their Booth University College program must complete the Request for Letter of Permission form. The form must have signed approval from the Faculty Advisor and the Registrar. Courses taken by Letter of Permission will be entered on student records by course name and grade, and are calculated into CGPA's at Booth University College. A maximum of 5 course (15 credits) in a degree program may be taken by permission at an alternative Institution (assuming that the student record stays within the degree residence requirement)

Letters of Permission for courses currently being taught in the regular term rotation will not normally be granted. Conflicts in scheduling are not grounds for approval of a Letter of Permission for such courses.

Students are responsible to ensure that official transcripts for courses taken by Letter of Permission are issued to the Booth University College Registrar by the educational institutions so that student records contain the required official documents. Applicants for graduation must ensure that the final grade for a Letter of Permission course is received by the Booth University College Registrar six

weeks prior to the anticipated graduation date.

All grades recorded on a Booth University College student's permanent record will match the Booth University College grading system. Booth University College students whose program requires that they take courses by Letter of Permission or through Booth University College's School for Continuing Studies and who carry 9 or more credit hours during a given term will be classified as full-time Booth University College students for the term, with all the rights and responsibilities pertaining thereto.

Program Continuance

Students whose performance falls below the standards set for the program in which they are enrolled will receive a letter from the School Director indicating that their program status is under review. Students whose performance is such that they will not be able to graduate from the program will not be allowed to continue in the program. The student will be notified of the School Director's decision in writing. A copy of the decision will be sent to the Registrar and Academic Dean. The student has the right to appeal a program discontinuance decision (see Academic Appeals).

Program Declaration and Changes

Students who choose to pursue a different program of study since declaring their interest at the time of admission, must inform the Office of the Registrar. Students who wish to add a program minor must also inform the Office of the Registrar.

Readmission

When a full-time or part-time student at Booth University College has not registered for a course, or courses, for more than one full academic year (i.e., more than three consecutive terms), that student shall be required to apply for readmission to the University College. The student may also be required to apply for readmission to a specific program. In exceptional circumstances, the student may request that the VP Academic extend this period. Further the application process for readmission may be abbreviated. To be readmitted the student must fulfill University College and programmatic requirements in force at the time of readmission.

Registration Revision

For each academic session a Registration Revision Period will be established. During the Registration Revision Period, students may change course load without academic penalty and without records being entered on official transcripts or student records.

Students are permitted to enter a course after the Registration Revision Period only in exceptional circumstances and only with the permission of the instructor and the Academic Dean. Students must consult with their Academic Advisor and/or the School Director before changing course registration.

Repeating Courses

Prior to graduation, students must repeat and pass any required course for which an F or NP was

received. Any non-required course in which an F or NP was received may be repeated. Any course in which a grade of C or D was received may be repeated in order to improve the CGPA. A course may only be repeated once. A student will be permitted to repeat a maximum of 30 credit hours. Individual programs may have additional restrictions.

If a course is repeated, permanent student records will indicate both the first and the repeated attempt. Grades for both attempts will be part of the permanent record. However, the hours will be credited and grade points calculated only for the attempt with the higher grade.

Resubmission of Previous Course Work

Work submitted in one course for credit may not be resubmitted in whole or in part in another course or repeated course for credit unless approved by the instructor. (see also Academic Integrity Policy for further clarification)

Time Extensions and Incomplete Grades

Students who are unable to complete the term work prescribed for a course or field education practicum/internship may apply for a time extension for completion of the work. Each term's deadline to apply for a time extension is found in the academic calendar and/or in the course syllabus.
A time extension may be granted only when the major portion of the course work (i.e., at least 50%) has been completed satisfactorily, but some requirement or requirements have not been completed. The request must have the approval of the instructor before it will be processed further.

Term	**Month of Course End Date**	**Maximum Time Extension Allowed**
Fall / Fall Intersession / Hybrid Intensive	December	1 April
Winter / Winter Intercession / Hybrid Intensive	April	1 August
Spring / Spring Intercession / Hybrid Intensive	July	1 November

Along with the application, students must pay a Time Extension Fee of $50 per course.

Once the extension is approved, the student's grade will remain "IP" (In Progress). Due date exceptions will be added to the missing coursework and the course grade at term end will not be finalized. If the missing course work is not submitted by the agreed upon extension date, the grade will be awarded as is. When circumstances warrant, the Academic Dean may extend the date by which an incomplete grade must be cleared. Students must submit a written request for such extensions, with the concurrence of the instructor, prior to the expiration of the maximum deadline

date.

Time Limit for Completion of Degree Programs

Students must complete degree programs within ten years from beginning courses at Booth University College. The degree requirements in effect at the time of initial enrolment will apply. Students who choose not to enroll for a period of twelve months or longer must reapply for admission to Booth University College and may need to reapply to a degree program. Students must meet all requirements in force at the time of readmission. The ten-year time limit from the time of first enrolment remains in force. In exceptional circumstances, a leave of absence may be granted with the approval of the Academic Dean. No leave of absence will be granted for more than twelve months. Students who have an approved leave of absence are not required to reapply for admission to the university college or to the program.

Transcripts

Students have access to an unofficial transcript in their student account. This transcript indicates the courses in which the student was enrolled for the term, the GPA for the term and the CGPA. Transcripts are not accessible to a student whose accounts with or responsibilities to the University College are not in order. This includes the payment of all fees, return of all library materials and community life commitments. Final grades are released by the Registrar. At their discretion, instructors may inform students of the final grades they have assigned. However, grades are not considered official until they have been released by the Registrar.

Students wishing to transfer to another educational institution or who desire an official transcript indicating all courses taken and all grades obtained at Booth University College must submit a transcript request form to the Registrar, giving a minimum notice of one week. Near the beginning or the end of a term, the period required to process transcript requests may be extended. After graduation the first official copy of a transcript is provided to students without charge. There is a charge for each additional official copy (see Financial Information).

Transfer of Credit

Students who have completed academic work at other post-secondary educational institutions may apply to receive transfer credit at Booth University College. A preliminary assessment of potential transfer credit should normally be made in the admission process and/or prior to enrolment. Transfer credit is awarded and applied to specific programs of study and may not be applicable to another program at Booth University College. If students change programs or concentrations, a new request for transfer credit must be made.

Generally, credits ten years or less in age are considered acceptable for transfer. Degree Programs may have more stringent requirements relating to the transfer of credit, particularly for courses in the disciplinary major.

In order for transfer credit to be granted, students must have received a course grade of C or higher for each course for which transfer credit is considered. A grade of 60% will equal a grade of “C” for those colleges and universities that do not provide letter grades. If the institution at which previous

study was done is an accredited college or university, full Booth University College credit may be granted, provided that the courses are comparable to those satisfying Booth University College requirements.

Students desiring transfer credit must:

- arrange for the previous institution to issue an official copy of their transcript to Booth University College Admissions;
- at the request of the University College provide a description of the work done at the previous institution (e.g., course description and course syllabus)
- specify the Booth University College degree program for which they wish the transfer credits applied.
- The Registrar's office will notify students regarding their transfer credit assessment. When students secure degree program admission at Booth University College, transfer credits will be applied to their permanent records and transcripts where possible.

Transferring students who have fulfilled the writing requirements of their previous institution may have the ENG100 University Writing requirement waived. Only credits ten years or less in age are acceptable for a waiver. If waived, credits are not awarded; students need to take an elective to fulfil the number of credit hours required for the completion of their degree program.

Transfer credits are not calculated into a student's CGPA. Students should be aware that a limited number of credits will be transferable.

All academic offerings require 50% of the course work to be completed through Booth UC. In addition, students are required to complete a minimum of 30 credit hours at Booth University College, with a minimum of 12 credit hours completed at the Winnipeg campus. There is a maximum of three 400 level credit hours that can be transferred. Specific degrees may have additional residency credit requirements.

Transfer students should note that transfer credit granted by Booth University College may not be accepted by other colleges or universities, even if those colleges or universities grant transfer credit for studies completed at Booth University College.

Credit will not be transferred into the Certificate of Christian Studies or the general Certificates of Liberal Arts. Students in these programs may, however, be eligible for advanced standing in some disciplines, or exemption from otherwise required courses, on the basis of studies completed elsewhere. Students exempted from any required course must take another course in the appropriate discipline in its stead.

Use of Personal Computers, Electronic Devices and Cell Phones in Booth Classrooms

We consider the Booth classroom environment to be a special place of focused engagement between professors and fellow students. As such, electronic devices are allowed during class time only for the purposes of course instruction.

Voluntary Withdrawal (VW)

For each academic session a Registration Revision Period will be established. Courses dropped

during this period are not regarded as withdrawals and are not recorded on official transcripts or in student records. When the Registration Revision Period has ended, students are permitted a Voluntary Withdrawal (VW) which is recorded on official transcripts and student records. When VW is entered, no hours are credited, nor are grade points calculated. To receive a voluntary withdrawal, students must complete the Request to Voluntarily Withdraw (VW) Form. No refunds will be granted for voluntary withdrawals. Students will not be permitted to voluntarily withdraw from a course that they failed due to a breach of academic integrity or if they are under investigation for plagiarism in that course.

For each academic session, there is a published date by which a student may withdraw voluntarily from a course. After this date, the instructor must assign a final grade to the student or a student may apply for a grade of Withdrawal (W) (see below).

Waitlisted Courses

In terms where there is a course waitlist, priority course registration will be given to students who have paid their tuition by the stipulated fee deadline for that term. If tuition is not received by the deadline, the student's name will be dropped from the course and put on the waitlist, thereby opening a spot for a paid, waitlisted student to move into the course.

Please note that the institution cannot guarantee a seat in courses for students on waitlists.

Withdrawal (W)

Permission to withdraw from a course after the Voluntary Withdrawal date will be granted only by special consideration from the Academic Dean. Only unusual circumstances (e.g., serious illness or death of a family member) will warrant such permission. Students are not permitted to withdraw from courses to avoid failure. When a (W) is recorded for a course, no hours are credited, nor are grade points calculated and no refunds will be granted.

Notification of disclosure of personal information to Statistics Canada

Statistics Canada is the national statistical agency. As such, Statistics Canada carries out hundreds of surveys each year on a wide range of matters, including education.

It is essential to be able to follow students across time and institutions to understand, for example, the factors affecting enrolment demand at postsecondary institutions. The increased emphasis on accountability for public investment means that it is also important to understand 'outcomes'. In order to conduct such studies, Statistics Canada asks all colleges and universities to provide data on students and graduates. Institutions collect and provide to Statistics Canada student identification information (student's name, student ID number, Social Insurance Number), student contact information (address and telephone number), student demographic characteristics, and enrolment information.

The federal *Statistics Act* provides the legal authority for Statistics Canada to obtain access to personal information held by educational institutions. The information may be used for statistical purposes only, and the confidentiality provisions of the *Statistics Act* prevent the information from being released in any way that would identify a student.

Students may contact Statistics Canada via email if they have any questions: statcan.PSIS-SIEP.statcan@canada.ca.

Academic Programs

Degree Recognition

Booth University College grants its certificates and degrees under the authority of Bill 52, a Provincial Act of the Legislature of Manitoba.

Degree Structure

The Booth University College degree has three components: 1. the core curriculum, 2. the disciplinary major, 3. and electives that a student may choose simply for interest or to deepen their understanding within their disciplinary major. The Core Curriculum requirements are described below. Requirements for disciplinary major and electives are described within each school.

Course Delivery Methods

Blended

These courses are taught with a combination of in-person and virtual learning. This classification is also often described using the term "hybrid", and for Booth UC courses, those terms can be used interchangeably. These courses have scheduled weekly classes where students can either attend in a physical classroom or through Zoom. Please note that the options will differ across courses at the discretion of each instructor. This means that there is not necessarily an automatic option to attend every class virtually. Details will be provided on course syllabi, and you can contact the instructor with any questions.

On Campus

These courses are taught in a physical classroom on the Booth UC campus with scheduled weekly classes. Some instructors ***might*** allow some flexibility in attendance (e.g., virtual attendance in the case of illness, occasional scheduled virtual sessions), but this is not guaranteed and is at the discretion of each instructor. Details will be provided on course syllabi, and you can contact the instructor with any questions.

Online

These courses, sometimes called "distance" courses, do not have mandatory scheduled class sessions. Course materials are distributed asynchronously, and course work is completed on your own time.

Virtual

Virtual learning at Booth University College takes one of two forms:

1. All students gather in a classroom; the instructor delivers course content virtually. Occasionally, the classroom setting is supported by a teaching assistant.
2. Instructor and student meet virtually.

Core Curriculum

*The core curriculum is comprised of courses that are required of **all** degree students*. This core will deliver a breadth of knowledge in the natural sciences, the social sciences, religion and literature. The core will also teach students to think critically and acquire solid skills in reading comprehension and writing. The purpose of the core is to create an intellectual foundation upon which in-depth disciplinary/program study can be based. The core requirements are as follows:

Core Curriculum Content	**Required Credit Hours**	**Subject Areas**	**Required Courses**
Humanities	18	English Religion	• ENG195 Introductory Topics in Literature (6 credit hours) • REL101 Introduction to Christianity I (3 credit hours) • REL102 Introduction to Christianity II (3 credit hours) • REL270, World Religions (3 credit hours) • REL at 200 level or higher in the Christian tradition (3 credit hours)
Math & Sciences	6	• Astronomy • Biology • Chemistry • Geology • Management Information Systems • Mathematics • Sciences	• Any 6 credit hours from Math or Science discipline • BHS300 Statistics for Behavioural Sciences (3), BHS301 Application of Statistical and Quantitative Research (3) or PSY370 Brain and Behaviour (3) may also be used toward the Math and Science requirement.
Social Sciences	6	Anthropology History Political Science Psychology Sociology	Any 6 credit hours
Skills	6	• Writing • Urban Service Learning*	• ENG100, University Writing (3 credit hours) • USL151, Urban Service Learning (3 credit hours)

Bachelor of Arts & Bachelor of Business Administration	3	Fine Arts Film	Any 3 credit hours
	3	Philosophy	3 credit hours
Total Required Core Curriculum Credits	33 for the Bachelor of Social Work program 42 for the Bachelor of Arts and Bachelor of Business Administration		

*Students in the Bachelor of Social Work Program and the Red River 2+2 program are not required to take USL151.

Institutional Learning Outcomes

Booth University College seeks to graduate students with a wide range of skills. The development of institution-wide learning outcomes by faculty members was conducted in 2007. These principles guide the design and delivery of all certificate, diploma and degree offerings. Our declared learning outcomes are:

Christian Worldview

Graduates of Booth University College will be exposed to a Christian worldview that is informed, critically-grounded, and in accord with the Scriptures and orthodox faith.

Christian Character

Graduates of Booth University College will be encouraged to demonstrate a way of life that emanates from a Christian worldview, demonstrating hope, justice and mercy in all spheres of life.

Passion for Learning

Graduates of Booth University College will be able to demonstrate a passion for learning by their curiosity and restless search for answers.

Critical Inquiry

Graduates of Booth University College will be able to acquire knowledge, understanding and truth through the close examination of a matter, the systematic exploration of issues and arguments,

collecting and analyzing of evidence and by making informed judgments.

Creative Problem-Solving

Graduates of Booth University College will be able to draw on their educational experiences and apply the principles of critical inquiry to develop interdisciplinary solutions to problems.

Integrating Knowledge

Graduates of Booth University College will be able to acquire and use in-depth multidisciplinary knowledge through the integration of the scholarly disciplines as well as through their personal, social, and academic experiences.

Aesthetic Sensibility

Graduates of Booth University College will be able to demonstrate an awareness of and appreciation for a range of creative arts, interpret their meanings and express creativity and artistry in their academic work.

Ethical Decision-Making

Graduates of Booth University College will be able to demonstrate a commitment to ethical behaviour that recognizes their ethical obligations to others and their responsibility to contribute to the common good of society.

Social Justice

Graduates of Booth University College will be able to advocate for and practice social justice.

Communication Skills

Graduates of Booth University College will be able to speak and present information clearly and convincingly in multiple modes.

Global Diversity

Graduates of Booth University College will be able to demonstrate an awareness of and engagement with diversity including, but not limited to, the differences in race, class, gender, culture, religion, politics, lifestyle, physical and mental abilities.

Service

Graduates of Booth University College will be able to use the skills and knowledge acquired in their studies in service of the local and global communities.

Leadership

Graduates of Booth University College will be able to describe the nature, potential and responsibility of leadership and be able to engage others in building capacity for positive change.

Students are reminded to review the institutional Graduation Requirements Policy in addition to the program requirements outlined in this section.

School of Humanities and Social Science
School of Business
School of Social Work

School of Continuing Studies

School of Humanities and Social Science

School Director: Andrew M. Eason, PhD

Certificates

Degrees
- Associate of Arts (2 year/60 credit hours)
- Behavioural Sciences – Bachelor of Arts (3 year/90 credit hours) or (4 year/120 credit hours)
- Community and Urban Transformation – Bachelor of Arts (3 year/90 credit hours) or (4 year/120 credit hours)
- English – Bachelor of Arts (3 year/90 credit hours) or (4 year/120 credit hours)
- Interdisciplinary Studies – Bachelor of Arts (3 year/90 credit hours) or (4 year/120 credit hours)
- Psychology
  - Community Mental Health – Bachelor of Arts (3 year/90 credit hours)
  - Psychology – Bachelor of Arts (4 year/120 credit hours)
  - Applied Psychology – Bachelor of Arts (4 year/120 credit hours)
  - Honours Psychology – Bachelor of Arts (4 year/120 credit hours)
- Religion – Bachelor of Arts (3 year/90 credit hours) or (4 year/120 credit hours)

Minors

Certificates

Certificate of Christian Studies

Program Description*:*

This one year certificate program offers students an opportunity to acquire an introductory knowledge of the Bible, theology, and the basic principles of Christian growth and service. This program seeks to provide a context within which students may accelerate the development of a well-informed Christian character.

Program Requirements:

A total of 30 credit hours comprised of REL100 Introduction to Christianity (6), ENG100 University Writing (3), 12 credit hours of REL courses and 9 credit hours of social science (History, Psychology and Sociology).

Degrees

Associate of Arts (2 year/60 credit hours)

Program Description:

This associate degree (60 credit hours) offers students an opportunity to acquire a breadth of knowledge in the Liberal Arts.

Program Admission and Continuance Criteria:

Entrance in this program is open to all students on a direct entry basis.

Students in Associate of Arts must have a CGPA of 2.0 or higher at the end of 60 credit hours in order to complete the program.

Program Requirements:

A total of 60 credits comprised of the following:

- ENG100 University Writing (3 credit hours)
- ENG95 Introductory Topics in Literature (6 credit hours)
- REL101 Introduction to Christianity I (3 credit hours)
- REL102 Introduction to Christianity II (3 credit hours)
- REL270 World Religions (3 credit hours)
- REL at 200 level or higher in the Christian tradition (3 credit hours)
- 6 credit hours in Social Sciences
- 6 credit hours in Math & Science
- 3 credit hours in Fine Arts or Philosophy
- An additional 24 credit hours in Electives in Humanities and Social Sciences at the senior level (200 or higher).

Program Requirements: A total of 60 credits comprised of the following:

Core – ENG100	**3 credits**
	ENG100 University Writing
Core – Humanities	**15 credits**
	ENG195 Introductory Topics in Literature (6 credits) REL101 Introduction to Christianity I REL102 Introduction to Christianity II REL270 World Religion
Core – Humanities – REL2XX or higher in Christian tradition	**3 credits**
	REL2XX or higher.*
Core – Math & Science	**6 credits**
	AST, BHS300, BHS301, BIO, MAT, MIS175, PSY370, or SCI*
Core – Social Sciences	**6 credits**
	ECO110, ECO120, HIS104, HIS105, HIS206, HIS209, PSY120, PSY121, SOC101, or SOC102
Fine Arts or Philosophy	**3 credits**
	FLM110, FNA100, PHI100
Humanities or Social Science 2XX or higher	**24 credits**
	BHS, ENG, FLM, GRK, HEB, HIS, HUM, PHI, PSY, REL, SOC*

* See Course Description for options.

Behavioural Sciences - Bachelor of Arts (3 year/90 credit hours) or (4 year/120 credit hours)

Program Information:

The study of the Behavioural Sciences at Booth University College is an interdisciplinary degree involving psychology and sociology. While these two disciplines traditionally reside in

separate departments within universities, increasingly, some are bringing these disciplines together to integrate the study of human behaviour, individual and corporate. The discipline of psychology focuses on the processes of human development and behaviour at the individual level. The discipline of sociology focuses on the study of human activity in social settings of many kinds. This degree structure is not an attempt to blur the lines between the two classic disciplines, but is an attempt to hold these two perspectives in tension and seek a deeper understanding of human behaviour as a whole.

Learning Objectives:

In addition to the Institutional Learning Outcomes, the Behavioural Science program seeks to develop in its students the following intellectual abilities and disciplinary skills:

1. A sound theoretical foundation in the fields of psychology and sociology;
2. The ability to use basic research methodologies with a critical sensibility, including quantitative and qualitative methodologies;
3. To demonstrate a comprehensive understanding of prevailing social forces and institutions and the fundamentals of human psychological development and behaviour;
4. To gain a particular area of expertise appropriate to the undergraduate level of study;
5. To be prepared for the pursuit of graduate studies in either psychology or sociology if so desired.

Course Planning:

The degree requirements will be structured so that a student can follow his or her interests within the major. Some will prefer to concentrate on theoretical aspects of psychology; others will be more interested in human development. Some will acquire an interest in the physiology of psychological phenomena or the psychological foundations of deviance. Within the discipline of sociology some will choose to study social problems and urban issues, others will prefer to inquire about the sociology of crime, religion, education and other areas of inquiry to which sociology extends its reach.

Program Admission and Continuance Criteria:

Entrance to this program is currently open to all students on a direct entry basis. Students whose accumulated grade point average falls below 2.0 at the end of 60 credit hours of study will not be allowed to continue in the program. Students must attain a minimum grade of “C” in courses in the disciplinary major in order to continue in the program beyond 60 credit hours.

3 year/90 credit Requirements*:*

- Minimum of 90 credit hours
- 42 credit hours in the core curriculum
- 36 credit hours in the discipline, includes those taken in the core
- Required courses for the 3-year program (18 credits):
    - PSY120 Introduction to Psychology I (3)
    - PSY121 Introduction to Psychology II (3)
    - SOC101 Introduction to Sociology I (3)
    - SOC102 Introduction to Sociology II (3)
    - BHS200 Research Methods (3)
    - BHS300 Statistics for the Behavioural Sciences I (3)
- At least 6 credit hours in psychology at the 200 level or higher

- At least 6 credit hours in sociology at the 200 level or higher
- At least 3 credit hours in psychology at the 300 level or higher
- At least 3 credit hours in sociology at the 300 level or higher
- 12 General Electives

Core Humanities	**15 credits**
	ENG195 Introductory Topics in Literature (6 credits) REL101 Introduction to Christianity I REL102 Introduction to Christianity II REL270 World Religion
Core – Humanities – REL2XX or higher in Christian tradition	**3 credits**
	REL2XX or higher.*
Core – Math & Sciences	**6 credits**
	AST150, BHS300, BHS301, BIO115, BIO120, MAT100, MAT110, MAT397, MIS175, PSY370, SCI150*
Core – Social Sciences	**6 credits**
	ECO110, ECO120, HIS104, HIS105, HIS206, HIS209, PSY120, PSY121, SOC101, or SOC102
Core – Fine Arts & Film	**3 credits**
	FLM110, FLM120, FLM220, FLM222, FLM224, FLM240, FLM380, FLM382, FLM383, FLM395, FNA100
Core - Skills	**6 credits**
	ENG100 University Writing USL151 Urban Service Learning
Core - Philosophy	**3 credits**
	PHI*
General Electives	**12 credits**
	AST, BHS, BIO, BUS, ENG, FLM, GRK, HEB, HIS, HUM, MAT, MIS, PHI, PSY, REL, SCI, SOC, selected SWK*
BA3 BHS Required	**18 credits**
	BHS200 Research Methods BHS300 Statistics for the Behavioural Sciences I PSY120 Introduction to Psychology I PSY121 Introduction to Psychology II SOC101 Introduction to Sociology I SOC102 Introduction to Sociology II
PSY2XX or Higher	**6 credits**
	PSY2XX or higher*
PSY3XX or Higher	**3 credits**
	PSY3XX or higher*
SOC2XX or Higher	**6 credits**
	SOC2XX or higher*
SOC3XX or Higher	**3 credits**
	SOC3XX or higher*

* See Course Descriptions for options.

4 year/120 credit Requirements:

- Minimum of 120 credit hours
- 42 credit hours in the core curriculum
- 48 credit hours in the discipline, includes those taken in the core
- Required courses for the 4-year program (27 credits):
  - PSY120 Introduction to Psychology I (3)
  - PSY121 Introduction to Psychology II (3)
  - SOC101 Introduction to Sociology I (3)
  - SOC102 Introduction to Sociology II (3)
  - BHS200 Research Methods (3)
  - BHS300 Statistics for the Behavioural Sciences I (3)
  - BHS301 Statistics for the Behavioural Sciences II (3)
  - SOC380 – Social Theory (3)
  - BHS499 – Integration Capstone (3)
- At least 9 credit hours in psychology at the 200 level or higher
- At least 9 credit hours in sociology at the 200 level or higher, not including SOC380
- At least 6 credit hours in psychology at the 300 level or higher
- At least 6 credit hours in sociology at the 300 level or higher, not including SOC380
- 24 General Electives

Core - Humanities	**15 credits**
	ENG195 Introductory Topics in Literature (6 credits) REL101 Introduction to Christianity I REL102 Introduction to Christianity II REL270 World Religion
Core – Humanities – REL2XX or higher in Christian tradition	**3 credits**
	REL2XX or higher.*
Core – Math & Sciences	**6 credits**
	AST150, BHS300, BHS301, BIO115, BIO120, MAT100, MAT110, MAT397, MIS175, PSY370, SCI150*
Core – Social Sciences	**6 credits**
	ECO110, ECO120, HIS104, HIS105, HIS206, HIS209, PSY120, PSY121, SOC101, or SOC102
Core – Fine Arts & Film	**3 credits**
	FLM110, FLM120, FLM220, FLM222, FLM224, FLM240, FLM380, FLM382, FLM383, FLM395, FNA100
Core - Skills	**6 credits**
	ENG100 University Writing USL151 Urban Service Learning
Core - Philosophy	**3 credits**
	PHI100, PHI280, PHI281, or PHI370
General Electives	**24 credits**
	AST, BHS, BIO, BUS, ENG, FLM, GRK, HEB, HIS, HUM, MAT, MIS, PHI, PSY, REL, SCI, SOC, selected SWK*
BHS Required	**24 credits**
	BHS200 Research Methods BHS300 Statistics for the Behavioural Sciences I

	BHS301 Application of statistics and Quantitative Research PSY120 Introduction to Psychology I PSY121 Introduction to Psychology II SOC101 Introduction to Sociology I SOC102 Introduction to Sociology II SOC380 Social Theory
PSY2XX or higher	**9 credits**
	PSY2XX or higher*
PSY3XX or higher	**6 credits**
	PSY3XX or higher*
SOC2XX or higher	**9 credits**
	SOC2XX or higher*
SOC3XX or higher	**6 credits**
	SOC3XX or higher*

* See Course Descriptions for options.

Community and Urban Transformation - Bachelor of Arts (4 year/120 credit hours)

The Community and Urban Transformation (CUT) program at Booth University College provides students opportunity to analyze the city, urbanization, and the transformational experiences of urban life through a variety of disciplinary lenses in order to promote just, sustainable, and flourishing urban communities. The program examines the city as a dynamic environment, taking a globally engaged and regionally responsive, social scientific approach. Its scope spans both traditional issues of urban studies, such as planning and development, and the contemporary concerns of community development that focus on understanding and transforming the urban experiences of the disadvantaged. Through academic rigor, experiential learning and research, public events, and collaborative partnerships in Winnipeg and beyond, CUT educates students for lives of servant leadership in an increasingly urban world.

The CUT major leads to a four-year Bachelor of Arts (BA), while its minor study complements other programs at Booth UC. Courses cover a range of relevant issues and topics informed by and geared towards self-transformation in the urban context. As a practicable theory, self-transformation moves from a top-down to a strategically collaborative model grounded in the resilience of community membership. In addition to Booth's core curriculum, based upon a broad foundation in the arts and humanities, CUT course content touches on issues specific to Winnipeg, Canada, having to do with youth, poverty and homelessness, the Indigenous experience, and immigration, and extends to global issues having to do with international development, human rights, and health and diversity. Students will become equipped with the techniques and strategies to address urban social issues by learning in community, building intercultural knowledge, and gaining conflict transformation skills, and by pursuing leadership development, spiritual formation, and vocational discernment.

Learning Objectives:

The Community and Urban Transformation program seeks to equip its students with the theoretical and practical skills needed to critically assess urban social issues and synthesize interdisciplinary evidence within the institutional framework of the Salvation Army and Booth University College and its existing faculty strengths, the theological values of the Wesleyan-Methodist tradition, and the regional specificity of Winnipeg, its denizens and surrounding area. CUT majors gain mastery of social scientific (sociological and interdisciplinary) knowledge and practices in the following ways, including:

- How the social sciences contribute to a critical understanding of social relations – This entails being able to: describe how sociology, for example, is distinct from other social sciences; and to apply sociological principles and concepts to understand one's own and others' personal experiences in social context.
- The nature, relevance, and interrelatedness of key social scientific concepts, gaining mastery of the following: agency, identity, and self-transformation, symbolic interaction, cultural studies, social change, and socialization; social structure, problems, institutions, inequality and justice, and globalization; democracy, socialism and global capitalism; race, gender, sexuality, health, aging and health care; family, population, and the life course; crime, deviance, law, and social control.
- The place of theory in the social sciences and the place of the social sciences in theory, including religious systems such as Christianity – This entails, in the first instance, the ability to: define theory and understand its role in building interdisciplinary knowledge; compare and contrast foundational theoretical perspectives; and apply such theories to understand urban social reality. In the second instance, this entails consideration of research as it is used in system specific knowledge production; its supportive or critical role; and comparatively across various religious and non-religious knowledge systems.
- The role of evidence and methods in community and urban research – Students learn to: identify and distinguish key methodological approaches; understand the role of methods in building scholarly knowledge; interpret and communicate research material; understand the skills and knowledge base required for independently carrying out a research project.
- The application of research knowledge in and through community-based collaboration – Students gain applied experience as they: perform a range of social scientific research in and through the program's practicum requirement and participatory research; locate and access original published research; conduct ethical research independently through faculty and community-based, collaborative partnerships; interpret and communicate research within and outside the university college, including with those who may be unfamiliar with sociology.
- Preparedness for graduate studies in anthropology, sociology or other social sciences, law, education, social services, the criminal justice field, theology or other professional fields.
- A range of marketable skills, including technical reading and writing; self-management through the conduct of applied research and analysis; and effective oral communication.

Community and Urban Transformation (CUT) majors at Booth UC develop a sophisticated grasp of communities and their complex role in cities, and of cities and their role in global affairs through systematic course work. Practical experience forms the focal point of the program as encompassed by the various preparatory seminars; applied practicum, workshop-conference, and educational travel options; and, the capstone integration. The CUT minor complements many other programs of study at Booth UC, and allows students to gain familiarity with urban studies, including practically, minding prerequisites.

4 year/120 credit Requirements:

- Minimum of 120 credits
- Minimum of 42 credits in Core Curriculum
- 33 credits required courses; 27 disciplinary elective credits (see list); 18 general elective credits

Required Courses (33 credits)

- BHS310 Qualitative Methods (3)
- BHS200 Research Methods (3)
- CUT100 The Social Life of Cities (3)
- CUT200 Pre-Field Seminar (3)
- CUT 301 Urban Practicum I (3)
- CUT 302 Urban Practicum II (3), or CUT311 (1.5) and CUT312 Workshop / Conference Participation (1.5), or ETR395 Educational Travel: Selected Themes (3);
  - SOC101 Introduction to Sociology I (3)
  - SOC102 Introduction to Sociology II (3)
- SOC210 Social Problems (3)
- SOC380 Social Theory (3)
- CUT499 Advanced Community and Urban Studies Seminar / Capstone Integration (3) or HUM499 Capstone Integration (3)

Elective Courses (30 credits)

- BUS230 Marketing (3)
- BUS250 Organizational Behaviour (3)
- BUS335 Marketing in a Not-For-Profit Environment
- BUS352 Leadership (3)
- BUS494 Creativity, Innovation and Negotiation (3)
- CUT3XX Disciplinary electives
- CUT395 Selected Themes in Community and Urban Transformation (3)
- CUT390 Independent Study in Community and Urban Transformation (3)
- CUT490 Advanced Independent Study in Community and Urban Transformation (3)
- ENG360 Mass Media and Society (3)
- ENG320 Trauma Literature (3)
- ETR395 Educational Travel: Selected Themes (3)
- REL332 Perspectives on a Theology of Social Justice (3)
- PSY354 Community Psychology (3)
- PSY395 Selected Topics in Psychology (3)
- REL250 Christianity and the Marginalized (3)
- REL333 Wesleyan-Salvationist Theology of Mission (3)
- SOC220 Introductory Criminology (3)
- SOC355 Human Diversity (3)
- SOC370 Social Change (3)
- SOC372 Sociology of Religion (3)
- SOC390 Directed Readings in Sociology (3)
- SOC395 Selected Topics in Sociology (3)
- SWK220 Introduction to Social Welfare (3)

Core - Humanities	**15 credits**
	ENG195 Introductory Topics in Literature (6 credits) REL101 Introduction to Christianity I REL102 Introduction to Christianity II REL270 World Religion
Core – Humanities – REL2XX or higher in Christian tradition	**3 credits**
	REL2XX or higher.*

Core – Math & Sciences	**6 credits**
	AST150, BHS300, BHS301, BIO115, BIO120, MAT100, MAT110, MAT397, MIS175, PSY370, SCI150*
Core – Social Sciences	**6 credits**
	ECO110, ECO120, HIS104, HIS105, HIS206, HIS209, PSY120, PSY121, SOC101, or SOC102
Core – Fine Arts & Film	**3 credits**
	FLM110, FLM120, FLM220, FLM222, FLM224, FLM240, FLM380, FLM382, FLM383, FLM395, FNA100
Core - Skills	**6 credits**
	ENG100 University Writing USL151 Urban Service Learning
Core - Philosophy	**3 credits**
	PHI100, PHI280, PHI281, or PHI370
General Electives	**18 credits**
	AST, BHS, BIO, BUS, ENG, FLM, GRK, HEB, HIS, HUM, MAT, MIS, PHI, PSY, REL, SCI, SOC, USL150*
CUT required	**27 credits**
	BHS200 Research Methods BHS301 Application of statistics and Quantitative Research CUT100 The Social Life of Cities CUT200 Pre-Field Seminar CUT301 Urban Practicum I SOC101 Introduction to Sociology I SOC102 Introduction to Sociology II SOC210 Social Problems SOC380 Social Theory
CUT Choice	**3 credits**
	CUT302, CUT311, CUT312, or ETR395
CUT Capstone	**3 credits**
	CUT499 or HUM499
CUT Electives	**27 credits**
	BUS, CUT, ENG, ETR, PSY, REL, SOC, SWK220*

* See Course Descriptions for options.

English - Bachelor of Arts (3 year/90 credit hours) or (4 year/120 credit hours)

The Booth University College English and Film degree programs and specializations offer students an opportunity to explore British, American, Canadian, and other literature from the past and present as well as develop critical thinking, writing and presentation skills that will be foundational to a wide variety of careers.

Courses are organized in various ways: according to historical periods, nationalities, genres, themes, and theoretical issues.

Learning Objectives:

In addition to the Institutional Learning Outcomes, English and Film Studies courses, degree programs and specializations seek to develop in students the following skills:

1. To interpret a variety of literary and cultural works, including fiction, non-fiction, film, drama, poetry and visual media, and including the historical, political and cultural frameworks determining their composition and reception;
2. To express intelligent, critical arguments in multiple modes such as scholarly writing, oral presentations and classroom discussions;
3. To conduct independent, scholarly research of quality, evaluating both primary and secondary sources;
4. To acquire and use in-depth multidisciplinary knowledge through the integration of the various scholarly disciplines of the Booth Core Curriculum as well as personal, social, and academic experiences;
5. To recognize the importance of such skills for critical thinking, for personal growth, and for careers after graduation;
6. To be prepared for the expectations of graduate studies in English Literature if so desired.

Degree Program Admission and Continuance Criteria:

Entrance to this degree program is currently open to all students on a direct entry basis. Students whose accumulated grade point average falls below 2.0 at the end of 60 credit hours of study will not be allowed to continue in the degree program. Students must attain a minimum grade of "C" in courses in the discipline in order to continue in the degree program beyond 60 credit hours.

3 year/90 credit Requirements:

- Minimum of 90 credit hours
- 42 credit hours in the core curriculum
- Minimum 30 credit hours in the discipline, which include those taken in the core curriculum (excluding ENG100) including 3 credit hours of ENG280: Literary Theory, and at least 3 credit hours of ENG395: Selected Themes in English Literature. At least 9 credits must be at 300 level or higher.

Core Humanities	**15 credits**
	ENG195 Introductory Topics in Literature (6 credits) REL101 Introduction to Christianity I REL102 Introduction to Christianity II REL270 World Religion
Core – Humanities – REL2XX or higher in Christian tradition	**3 credits**
	REL2XX or higher.*
Core – Math & Sciences	**6 credits**
	AST150, BHS300, BHS301, BIO115, BIO120, MAT100, MAT110, MAT397, MIS175, PSY370, SCI150*
Core – Social Sciences	**6 credits**
	ECO110, ECO120, HIS104, HIS105, HIS206, HIS209, PSY120, PSY121, SOC101, or SOC102
Core – Fine Arts & Film	**3 credits**
	FLM110, FLM120, FLM220, FLM222, FLM224, FLM240, FLM380, FLM382, FLM383, FLM395, FNA100
Core - Skills	**6 credits**
	ENG100 University Writing

	USL151 Urban Service Learning
Core - Philosophy	**3 credits**
	PHI100, PHI280, PHI281, or PHI370
General Electives	**24 credits**
	AST, BHS, BIO, BUS, ENG, FLM, GRK, HEB, HIS, HUM, MAT, MIS, PHI, PSY, REL, SCI, SOC, USL150*
ENG3XX or higher	**9 credits**
	ENG3XX or higher*
ENG280	**3 credits**
	ENG280 Literary and Cultural Theory
ENG395	**3 credits**
	ENG395 Selected Themes in English Literature (these topics change each term)
English	**9 Credits**
	ENG *

* See Course Descriptions for options.

4 year/120 credit Requirements:

- Minimum of 120 credit hours
- 42 credit hours in the core curriculum
- 48 credit hours in the discipline, which include those taken in the core curriculum, (excluding ENG100) including ENG280: Literary Theory, at least one Special Topics course; ENG395: Selected Themes in English Literature, the 499 Integration Capstone and a minimum of 12 credits in literature prior to the Twentieth Century. At least 9 credits must be at 300 level or higher.

Core - Humanities	**15 credits**
	ENG195 Introductory Topics in Literature (6 credits) REL101 Introduction to Christianity I REL102 Introduction to Christianity II REL270 World Religion
Core – Humanities – REL2XX or higher in Christian tradition	**3 credits**
	REL2XX or higher.*
Core – Math & Sciences	**6 credits**
	AST150, BHS300, BHS301, BIO115, BIO120, MAT100, MAT110, MAT397, MIS175, PSY370, SCI150*
Core – Social Sciences	**6 credits**
	ECO110, ECO120, HIS104, HIS105, HIS206, HIS209, PSY120, PSY121, SOC101, or SOC102
Core – Fine Arts & Film	**3 credits**
	FLM110, FLM120, FLM220, FLM222, FLM224, FLM240, FLM380, FLM382, FLM383, FLM395, FNA100
Core - Skills	**6 credits**
	ENG100 University Writing USL151 Urban Service Learning

Core - Philosophy	**3 credits**
	PHI100, PHI280, PHI281, or PHI370
General Electives	**33 credits**
	AST, BHS, BIO, BUS, ENG, FLM, GRK, HEB, HIS, HUM, MAT, MIS, PHI, PSY, REL, SCI, SOC, USL150*
ENG major required	**6 credits**
	ENG280 Literary and Cultural Theory ENG395 Selected Themes in English Literature (new themes each term)
ENG prior to 20th Century	**12 credits**
	ENG*
ENG3XX or higher	**6 credits**
	ENG3XX or higher*
English	**18 credits**
	ENG*
ENG499	**3 credits**
	ENG499 Capstone

* See Course Descriptions for options.

Interdisciplinary Studies - Bachelor of Arts, 3 Year (90 credit hours) or 4 Year (120 credit hours)

Booth University College's Interdisciplinary Studies degree programs allow independent-minded students the flexibility to create and shape a program of study that meets their needs. A degree program in Interdisciplinary Studies could prepare for professional programs in law, ministry, journalism, or education.

Learning Objectives:

In addition to the Institutional Learning Outcomes, the Interdisciplinary Studies program seeks to develop in its students the following skills:

1. A foundation in the arts and sciences as delivered in the core curriculum;
2. The ability to articulate an informed view of the world with an appreciation for its complexity and diversity, and to do so with an appreciation for the Christian world view and a multidisciplinary perspective;
3. The ability to write clearly, and think critically across a range of disciplines;
4. The ability to select courses beyond the core curriculum which comprise a particular area of interest, giving the student a disciplinary emphasis appropriate to a three-year or four-year degree;
5. Preparation for success in the job market or in a post-baccalaureate program by the acquisition of a university college degree.

Degree Program Admission and Continuance Criteria:

Entrance to this degree program is currently open to all students on a direct entry basis. Students whose accumulated grade point average falls below 2.0 at the end of 60 credit hours of study will not be allowed to continue in the degree program.

3 year/90 credit Requirements:

- Minimum of 90 credit hours

- 42 credit hours in the core curriculum
- 9 credit hours comprised of ENG280, at least one disciplinary 395 Special Topics course, and a 499 Integration capstone course
- 36 credit hours in two disciplines in the School of Humanities and Social Sciences (i.e. English, Film Studies, Sociology. Psychology, Religion, Philosophy, History) and The School of Business - 18 credit hours in each discipline, including 6 credit hours at the 300 level or above

4 year/120 credit Requirements:

- Minimum of 120 credit hours
- 42 credit hours in the core curriculum
- 12 credit hours comprised of ENG280, two disciplinary 395 Special Topics courses, one in each of the student's two chosen disciplines, and a 499 Integration Capstone Course
- 48 credit hours in two disciplines in the School of Humanities and Social Sciences (i.e. English, Film Studies, Sociology. Psychology, Religion, Philosophy, History) and The School of Business - 24 credit hours in each discipline, including 18 credit hours at the 200 level or above (including 6 credit hours at the 300 level or above)

Psychology - Bachelor of Arts (3-year/90 credit hours) or (4 year/120 credit hours)

Program Information:

The psychology program provides knowledge and skills for: (1) living and contributing to society as a critical thinker and a good citizen, as is central to a liberal arts education in contrast to strictly professional training; (2) successful entry into a broad range of human services positions with for-profit and not-for-profit organizations; and (3) successful application to graduate programs in psychology and related fields. The psychology program is a four year major designed as a rigorous psychology program. It covers Canadian Psychological Association and American Psychological Association guidelines for undergraduate curricula in psychology. There is a Core Psychology Program where students can take a wide range of psychology courses. Once they have completed 45 credit hours, students can apply to the Applied Psychology Program. The Applied Psychology Program draws on general psychological theories, principles, methods, and research evidence to contribute to students' understanding of social and practical problems. Once they have completed 60 credit hours, students can apply to the Honours Psychology Program. The Honours Psychology Program allows students to develop, propose, and conduct a research project under the supervision of a core faculty member and is intended for students interested in pursuing graduate studies.

Core Psychology Program Admission and Continuance Criteria:

Entrance to this program is open to all students on a direct entry basis.

Students in the General Psychology program whose cumulative grade point average falls below 2.0 at the end of 60 credit hours of study will not be allowed to continue in the program. Additionally, students must attain a minimum grade of "C" in each course in the disciplinary major in order to continue in the program beyond 60 credit hours.

Applied Psychology and Honours Psychology Program Admission, Continuance Criteria, and Dismissal from the Program:

Entrance to these programs is by application. Students applying for the Applied Psychology or Honours Psychology Program may do so whenever they have met the following requirements:

- Applicants must be admitted to Booth University College. Applicants who are not currently Booth University College students can apply online for admission to the University College;
- Applicants must be Psychology majors at Booth University College;
- Applicants to the Applied Psychology Program must have completed 45 credit hours at the university level. Applicants to the Honours Psychology Program must have completed 60 credit hours at the university level. Credits must be either from Booth University College or recognized as valid transfer credits by Booth University College;
- Among the 45 credit hours required for the Applied Psychology Program, 9 must be from Psychology or Behavioural Sciences courses (other social science courses do not count);
- Among the 60 credit hours required for the Honours Psychology Program, 15 must be from Psychology or Behavioural Sciences courses (other social science courses do not count) and 3 must be from BHS 200 (Research Methods);
- Applicants to the Applied Psychology Program must have obtained a minimum grade point average of 2.5 (i.e. C+) in Psychology and Behavioural Sciences courses. Applicants to the Honours Psychology Program must have obtained a minimum grade point average of 3.5 (i.e. B+) in Psychology and Behavioural Sciences courses. All applicants must have obtained a minimum grade of C in each Psychology and Behavioural Science course;
- Applicants to the Applied Psychology Program must have maintained a minimum cumulative grade point average of 2.0 (i.e. C) in all of their courses.
- Applicants to the Honours Psychology Program must have maintained a minimum cumulative grade point average of 2.5 (i.e. C+) in all of their courses.

Application forms are available online or by contacting a Psychology faculty member directly. Application forms must be submitted to the Psychology Faculty who will evaluate if students satisfactorily meet the above criteria. Within 45 days of the submission of their application, applicants will be notified in writing regarding the status of their application. Successful applicants will be admitted to the Applied Psychology Program at the beginning of the next academic term.

To remain in good standing in the Applied Psychology or Honours Psychology Program, students are required to meet the General Psychology Program Admission and Continuance criteria. Additionally, all of the following continuance criteria must be met:

Applied Psychology Program:

- Maintain a minimum overall Psychology and or Behavioural Sciences GPA of 2.5 (i.e. C+) with a minimum grade of C in each Psychology and Behavioural Science course. A student who fails to meet this requirement, but has a Psychology and/or Behavioural Sciences GPA between 2.0 and 2.49 may continue in the program on program probation for one twelve-month period. At the end of that twelve-month period, the student must achieve a Psychology and/or Behavioural Sciences GPA of 2.5 with a minimum grade of C in each Psychology and Behavioural Science course or be subject to dismissal from the Applied

Psychology program;
- Maintain a cumulative GPA of 2.0 (i.e. C) for all Booth University College courses.

Honours Psychology Program:

- Maintain a minimum overall Psychology and or Behavioural Sciences GPA of 3.5 (i.e. B+) with a minimum grade of C in each Psychology and Behavioural Science course. A student who fails to meet this requirement, but has a Psychology and/or Behavioural Sciences GPA between 2.5 and 3.49 may continue in the program on program probation for one twelve-month period. At the end of that twelve-month period, the student must achieve a Psychology and/or Behavioural Sciences GPA of 3.5 with a minimum grade of C in each Psychology and Behavioural Science course or be subject to dismissal from the Honours Psychology program;
- Maintain a cumulative GPA of 2.5 (i.e. C+) for all Booth University College courses;
- Students must successfully complete an undergraduate thesis by the time they graduate, which includes successfully passing PSY 490 (Honours Thesis Seminar).

If students do not meet the requirements for continuance in either program and dismissal from the program is confirmed by the University College in writing, a copy of the correspondence is sent to the Academic Dean and Registrar. Students who are dismissed from the program may not apply to re-enter the program. Students who are dismissed from the program may still continue in the core Psychology Program if they meet program continuance criteria therein.

Learning Objectives:

In addition to the Institutional Learning Outcomes, the Psychology program seeks to develop the following intellectual abilities and skills in its students:

1. Develop an Appropriate Knowledge Base in the Discipline of Psychology that covers the following areas: (1) sociocultural & diversity issues, (2) human development, (3) learning & information processing, and (4) biological contributions to behaviour. Students will be able to do the following:

    - describe key concepts, principles, and overarching themes in psychology
    - demonstrate a working knowledge of psychology's content domains
    - describe applications of psychology (e.g. describe examples of practical application of psychological principles)

2. Develop Skills in the Application of Scientific Inquiry and Critical Thinking. Students will be able to do the following:

    - use scientific reasoning to interpret psychological phenomena
    - demonstrate psychological information literacy
    - demonstrate innovative and integrative thinking and problem solving
    - demonstrate interpretation, design, and conduct of basic psychological research
    - demonstrate incorporation of sociocultural factors in scientific inquiry

3. Develop Ethical & Social Responsibility in a Diverse world. Students will be able to do the following:

    - demonstrate the ability to apply ethical standards to evaluate psychological science and practice

- demonstrate the ability to build and enhance interpersonal relationships
- describe key value that build community at a local, national, and global levels

4. Develop Effective Communication Skills. Students will be able to do the following:

- demonstrate effective writing for different purposes
- exhibit effective presentation skills
- exhibit the ability to interact effectively with others

5. Develop professionally. Students will be able to do the following:

- describe how to apply psychological content and skills to career goals
- demonstrate self-efficacy and self-regulation
- demonstrate project-management skills
- describe a meaningful professional direction for life after graduation

Additionally, the Psychology Program at Booth UC seeks to realize the following distinctive learning outcomes:

6. As appropriate to a Christian University College, develop sensitivity to sociocultural, international, and diversity issues. Students will be able to do the following:

- describe how psychology can be used to understand different perspectives and worldviews, including those of Christianity and other faiths
- demonstrate knowledge about how psychology can differ across cultures
- exhibit tolerance to different worldviews while also being able to engage in critical dialogue in relation to both a Christian faith and the discipline of psychology

7. As appropriate to a Christian University College, develop an ability to apply psychological theory in the community. Students will be able to do the following:

- describe how psychology can be used to enhance social justice and aid marginalized populations in order to further social justice
- exhibit the ability to conduct basic research for the betterment of the community
- describe how psychological theory can be applied to rectify social problems and inequities
- describe the strengths and limitations involved in community-based research

Course Planning:

The degree requirements will be structured so that a student can follow his or her interests within the major. Courses are designed to build upon each other and so students should pay attention to prerequisites when selecting electives. Students who are admitted to the applied psychology or honours psychology streams are more restricted in their electives.

Program Requirements (3-Year Community Mental Health):

- Minimum of 90 credit hours
- 42 credit hours in the core curriculum
- 48 hours in psychology, sociology, or approved courses
- Required courses for all Community Mental Health students (42 credit hours)
    - PSY120 Introduction to Psychology I (3)

    - PSY121 Introduction to Psychology II (3)
    - SOC101 Introduction to Sociology I (3)
    - SOC102 Introduction to Sociology II (3)
    - BHS 200 Research Methods (3)
    - PSY210 Counseling Theory & Applications (3)
    - PSY221 Development Across the Lifespan (3)
    - PSY258 Social Psychology (3)
    - PSY260 Abnormal Psychology (3)
    - SOC210 Social Problems (3)
    - BHS300 Statistics for the Behavioural Sciences I (3)
    - BHS301 Statistics for the Behavioural Sciences II (3)
    - PSY354 Community Psychology (3)
    - SOC370 Social Change (3)
- Psychology / Sociology Elective Courses (6 credit hours):
    - PSY256 Introduction to Human Cognition (3)
    - PSY310 Psychology of Religion (3)
    - PSY320 Personality (3)
    - PSY352 Forensic & Legal Psychology (3)
    - PSY370 Brain & Behaviour (3)
    - PSY380 Psychology & the Workplace (3)
    - SOC240 Sociology of Families (3)
    - SOC355 Human Diversity (3)
    - SOC360 Gender, Race, and Class (3)
    - SOC372 Sociology of Religion (3)
    - SOC380 Social Theory (3)

Core Humanities	**15 credits**
	ENG195 Introductory Topics in Literature (6 credits) REL101 Introduction to Christianity I REL102 Introduction to Christianity II REL270 World Religion
Core – Humanities – REL2XX or higher in Christian tradition	**3 credits**
	REL2XX or higher.*
Core – Math & Sciences	**6 credits**
	AST150, BHS300, BHS301, BIO115, BIO120, MAT100, MAT110, MAT397, MIS175, PSY370, SCI150*
Core – Social Sciences	**6 credits**
	ECO110, ECO120, HIS104, HIS105, HIS206, HIS209, PSY120, PSY121, SOC101, or SOC102
Core – Fine Arts & Film	**3 credits**
	FLM110, FLM120, FLM220, FLM222, FLM224, FLM240, FLM380, FLM382, FLM383, FLM395, FNA100
Core - Skills	**6 credits**
	ENG100 University Writing USL151 Urban Service Learning
Core - Philosophy	**3 credits**
	PHI100, PHI280, PHI281, or PHI370
BA3 Community Mental Health Required	**42 credits**
	BHS200 Research Methods

	BHS300 Statistics for the Behavioural Sciences I BHS301 Application of Statistics and Quantitative Research PSY120 Introduction to Psychology I PSY121 Introduction to Psychology II PSY210 Counselling Theory & Applications PSY221 Development Across the Lifespan PSY258 Social Psychology PSY260 Abnormal Psychology PSY354 Community Psychology SOC101 Introduction to Sociology I SOC102 Introduction to Sociology II SOC210 Social Problems SOC370 Social Change
BA3 Community Mental Health Electives	**6 credits**
	PSY2XX, SOC2XX or higher*

* See Course Descriptions for options.

Program Requirements (4-Year/120 credits, Core Psychology):

- Minimum of 120 credit hours
- 42 credit hours in the core curriculum
- 60 credit hours in psychology or approved courses.
- Required courses for all 4-year psychology students (36 credits):
    - PSY120 Introduction to Psychology I (3)
    - PSY121 Introduction to Psychology II (3)
    - SOC101 Introduction to Sociology I (3)
    - SOC102 Introduction to Sociology II (3)
    - BHS200 Research Methods (3)
    - PSY221 Development Across the lifespan (3)
    - PSY256 Introduction to Human Cognition (3)
    - PSY258 Social Psychology (3)
    - BHS300 Statistics for the Behavioural Sciences I (3)
    - BHS301 Statistics for the Behavioural Sciences II (3)
    - PSY370 Brain & Behaviour (3)
    - PSY499 History & Theory in Psychology (3)
- Psychology Elective Courses (24 credits):
    - BHS350 Behavioural Sciences Internship I (3)
    - BHS450 Behavioural Science Internship II (3)
    - PSY210 Counselling Theory & Applications (3)
    - PSY225 Research Apprenticeship I (3)
    - PSY260 Abnormal Psychology (3)
    - PSY310 Psychology of Religion (3)
    - PSY320 Personality (3)
    - PSY321 Culture & Human Development (3)
    - PSY325 Research Apprenticeship II (3)
    - PSY335 Health Psychology (3)
    - PSY352 Forensic & Legal Psychology (3)
    - PSY354 Community Psychology (3)
    - PSY355 Consumer Psychology (3)

- PSY356 Applied Cognitive Psychology (3)
- PSY360 Memory (3)
- PSY380 Psychology & the Workplace (3)
- PSY390 Directed Readings in Psychology (3)
- PSY395 Select Themes in Psychology (3)
- PSY480 Leading Change in an Organization (3)

Core - Humanities	**15 credits**
	ENG195 Introductory Topics in Literature (6 credits) REL101 Introduction to Christianity I REL102 Introduction to Christianity II REL270 World Religion
Core – Humanities – REL2XX or higher in Christian tradition	**3 credits**
	REL2XX or higher.*
Core – Math & Sciences	**6 credits**
	AST150, BHS300, BHS301, BIO115, BIO120, MAT100, MAT110, MAT397, MIS175, PSY370, SCI150*
Core – Social Sciences	**6 credits**
	ECO110, ECO120, HIS104, HIS105, HIS206, HIS209, PSY120, PSY121, SOC101, or SOC102
Core – Fine Arts & Film	**3 credits**
	FLM110, FLM120, FLM220, FLM222, FLM224, FLM240, FLM380, FLM382, FLM383, FLM395, FNA100
Core - Skills	**6 credits**
	ENG100 University Writing USL151 Urban Service Learning
Core - Philosophy	**3 credits**
	PHI100, PHI280, PHI281, or PHI370
General Electives	**18 credits**
	AST, BHS, BIO, BUS, ENG, FLM, GRK, HEB, HIS, HUM, MAT, MIS, PHI, PSY, REL, SCI, SOC, USL150*
PSY required	**36 credits**
	BHS200 Research Methods BHS300 Statistics for the Behavioural Sciences I BHS301 Application of Statistics and Quantitative Research PSY120 Introduction to Psychology I PSY121 Introduction to Psychology II PSY221 Development Across the Lifespan PSY256 Introduction to Human Cognition PSY258 Social Psychology PSY370 Brain and Behaviour PSY499 History & Theory in Psychology SOC101 Introduction to Sociology I SOC102 Introduction to Sociology II
PSY core elective	**24 credits**
	BHS, PSY, SOC*

* See course descriptions for options.

Program Requirements (4-year/120 credits Applied Psychology):

- Minimum of 120 credit hours
- 42 credit hours in the core curriculum
- 60 credit hours in psychology or approved courses.
- Required courses for all 4-year psychology students (36 credit hours):
    - PSY120 Introduction to Psychology I (3)
    - PSY121 Introduction to Psychology II (3)
    - SOC101 Introduction to Sociology I (3)
    - SOC102 Introduction to Sociology II (3)
    - BHS200 Research Methods (3)
    - PSY221 Development Across the Lifespan (3)
    - PSY256 Introduction to Human Cognition (3)
    - PSY258 Social Psychology (3)
    - BHS300 Statistics for the Behavioural Sciences I (3)
    - BHS301 Statistics for the Behavioural Sciences II (3)
    - PSY370 Brain & Behaviour (3)
    - PSY499 History & Theory in Psychology (3)
- Required Courses for Applied Psychology Emphasis (15 credit hours):
    - BHS350 Behavioural Sciences Internship I (3)
    - BHS450 Behavioural Sciences Internship II (3)
    - At least 9 credit hours from:
        - PSY210 Counselling Theory & Applications (3)
        - PSY335 Health Psychology (3)
        - PSY352 Forensic & Legal Psychology (3)
        - PSY354 Community Psychology (3)
        - PSY355 Consumer Psychology (3)
        - PSY356 Applied Cognitive Psychology (3)
- Psychology Elective Courses (9 credits):
    - PSY225 Research Apprenticeship I (3)
    - PSY260 Abnormal Psychology (3)
    - PSY310 Psychology of Religion (3)
    - PSY320 Personality (3)
    - PSY321 Culture & Human Development (3)
    - PSY325 Research Apprenticeship II (3)
    - PSY390 Directed Readings in Psychology (3)
    - PSY395 Select Themes in Psychology (3)

Core - Humanities	**15 credits**
	ENG195 Introductory Topics in Literature (6 credits) REL101 Introduction to Christianity I REL102 Introduction to Christianity II REL270 World Religion
Core – Humanities – REL2XX or higher in Christian tradition	**3 credits**
	REL2XX or higher.*
Core – Math & Sciences	**6 credits**

	AST150, BHS300, BHS301, BIO115, BIO120, MAT100, MAT110, MAT397, MIS175, PSY370, SCI150*
Core – Social Sciences	**6 credits**
	ECO110, ECO120, HIS104, HIS105, HIS206, HIS209, PSY120, PSY121, SOC101, or SOC102
Core – Fine Arts & Film	**3 credits**
	FLM110, FLM120, FLM220, FLM222, FLM224, FLM240, FLM380, FLM382, FLM383, FLM395, FNA100
Core - Skills	**6 credits**
	ENG100 University Writing USL151 Urban Service Learning
Core - Philosophy	**3 credits**
	PHI100, PHI280, PHI281, or PHI370
General Electives	**24 credits**
	AST, BHS, BIO, BUS, ENG, FLM, GRK, HEB, HIS, HUM, MAT, MIS, PHI, PSY, REL, SCI, SOC, USL150*
PSY Required	**36 credits**
	BHS200 Research Methods BHS300 Statistics for Behavioural Sciences I BHS301 Application of statistics and Quantitative Research PSY120 Introduction to Psychology I PSY121 Introduction to Psychology II PSY221 Development Across the Lifespan PSY258 Social Psychology PSY370 Brain and Behaviour PSY499 History & Theory in Psychology SOC101 Introduction to Sociology I SOC102 Introduction to Sociology I
PSY applied elective	**9 credits**
	PSY260, PSY310, PSY320, PSY321, PSY335, PSY352, PSY355, PSY390, PSY395, PSY490, SOC210, SOC370
PSY applied required	**6 credits**
	BHS350 Behavioural Science Internship I BHS450 Behavioural Science Internship II PSY210 Counselling Theory & Application PSY354 Community Psychology PSY380 Psychology & the Workplace
PSY applied required (choice)	**3 credits**
	PSY210, PSY335, PSY352, PSY354, PSY355, PSY356

* See course descriptions for options.

Program Requirements (4-years/120 credits Honours Psychology):

- Minimum of 120 credit hours
- 42 credit hours in the core curriculum
- 60 credit units in psychology or approved courses.
- Required courses for all 4-year psychology students (36 credits):
    - PSY120 Introduction to Psychology I (3)
    - PSY121 Introduction to Psychology II (3)

    - SOC101 Introduction to Sociology I (3)
    - SOC102 Introduction to Sociology II (3)
    - BHS200 Research Methods (3)
    - PSY221 Development Across the lifespan (3)
    - PSY256 Introduction to Human Cognition (3)
    - PSY258 Social Psychology (3)
    - BHS300 Statistics for the Behavioural Sciences I (3)
    - BHS301 Statistics for the Behavioural Sciences II (3)
    - PSY370 Brain & Behaviour (3)
    - PSY499 History & Theory of Psychology (3)
- Required Courses for Honours Psychology Emphasis (6 credits):
    - PSY490 Honours Thesis Seminar I (3)
    - PSY491 Honours Thesis Seminar II (3)
- Psychology Elective Courses (18 credits):
    - BHS350 Behavioural Sciences Internship (3)
    - PSY210 Counselling Theory & Applications (3)
    - PSY225 Research Apprenticeship I (3)
    - PSY260 Abnormal Psychology (3)
    - PSY310 Psychology of Religion (3)
    - PSY320 Personality (3)
    - PSY321 Culture & Human Development (3)
    - PSY325 Research Apprenticeship II (3)
    - PSY335 Health Psychology (3)
    - PSY352 Forensic & Legal Psychology (3)
    - PSY354 Community Psychology (3)
    - PSY355 Consumer Psychology (3)
    - PSY356 Applied Cognitive Psychology (3)
    - PSY360 Memory (3)
    - PSY380 Psychology & the Workplace (3)
    - PSY390 Directed Readings in Psychology (3)
    - PSY395 Select Themes in Psychology (3)

Core - Humanities	**15 credits**
	ENG195 Introductory Topics in Literature (6 credits) REL101 Introduction to Christianity I REL102 Introduction to Christianity II REL270 World Religion
Core – Humanities – REL2XX or higher in Christian tradition	**3 credits**
	REL2XX or higher.*
Core – Math & Sciences	**6 credits**
	AST150, BHS300, BHS301, BIO115, BIO120, MAT100, MAT110, MAT397, MIS175, PSY370, SCI150*
Core – Social Sciences	**6 credits**
	ECO110, ECO120, HIS104, HIS105, HIS206, HIS209, PSY120, PSY121, SOC101, or SOC102
Core – Fine Arts & Film	**3 credits**
	FLM110, FLM120, FLM220, FLM222, FLM224, FLM240, FLM380, FLM382, FLM383, FLM395, FNA100
Core - Skills	**6 credits**
	ENG100 University Writing

	USL151 Urban Service Learning
Core - Philosophy	**3 credits**
	PHI100, PHI280, PHI281, or PHI370
General Electives	**18 credits**
	AST, BHS, BIO, BUS, ENG, FLM, GRK, HEB, HIS, HUM, MAT, MIS, PHI, PSY, REL, SCI, SOC, USL150*
PSY required	**36 credits**
	BHS200 Research Methods BHS300 Statistics for the Behavioural Sciences I BHS301 Application of Statistics and Quantitative Research BHS450 Behavioural Sciences internship II PSY120 Introduction to Psychology I PSY121 Introduction to Psychology II PSY221 Development Across the Lifespan PSY256 Introduction to Human Cognition PSY258 Social Psychology PSY370 Brain and Behaviour PSY499 History & Theory in Psychology SOC101 Introduction to Sociology I SOC102 Introduction to Sociology II
PSY honours required	**6 credits**
	PSY390 Directed Readings in Psychology
PSY honours elective	**18 credits**
	BHS350, PSY2XX or higher*

* See course descriptions for options.

Religion - Bachelor of Arts (3 year/90 credit hours) or (4 year/120 credit hours)

Program Information:

The Religion Program at Booth University College gives students the opportunity to explore Christianity in various ways. In addition to offerings on scripture, theology, and history, the program provides courses on topics of significance to Christianity and the church. While Booth's Religion program remains grounded in the Christian tradition, it recognizes the need to engage with a multi-faith world. As such, students in our program are encouraged to devote some time to the study of other religions found within our society. Those who learn alongside us will not only gain insight into the human condition but will also discover the myriad of ways that religion has sought to solve the pressing problems of the world.

Learning Objectives:

In addition to the Institutional Learning Outcomes, the Religion degree seeks to foster the following outcomes in its students:

1. Skills in the critical analysis and interpretation of Christianity (beliefs, practices, scripture, history, etc.);
2. Knowledge of the beliefs and practices of other world religions, such as Hinduism, Buddhism, Sikhism, Judaism, and Islam;
3. Awareness of important methodologies and theories used in the study of religion;
4. Ability to craft clear and well-reasoned arguments in spoken and written formats;

5. Understanding to effectively engage in research on a variety of topics;
6. Recognition of the transformative nature of religion and religious values for personal life and for the world as a whole.

Program Admission and Continuance Criteria:

Entrance to this program is currently open to all students on a direct entry basis. Students whose accumulated grade point average falls below 2.0 at the end of 60 credit hours of study will not be allowed to continue in the program. Students must attain a minimum grade of "C" in courses in the disciplinary major in order to continue in the program beyond 60 credit hours.

Program Requirements:

3 year/90 credit Requirements:

- Minimum of 90 credit hours
- 42 credit hours in the core curriculum
- Minimum of 30 credit hours in the discipline, not including the 12 credit hours taken in the core curriculum
    - In order to fulfil the required 30 credit hours in Religion, Three Year Religion Majors must complete the following courses:
        - REL200 (3)
        - REL201 (3)
        - REL209 (3)
        - REL220 or REL230 or REL250 (3)
        - REL30X (3)
        - REL31X (3)
        - REL32X or REL 33X (3)
        - REL37X (3)
        - REL3XX or REL490 or REL495 (6)

Core Humanities	**15 credits**
	ENG195 Introductory Topics in Literature (6 credits) REL101 Introduction to Christianity I REL102 Introduction to Christianity II REL270 World Religion
Core – Humanities – REL2XX or higher in Christian tradition	**3 credits**
	REL2XX or higher.*
Core – Math & Sciences	**6 credits**
	AST150, BHS300, BHS301, BIO115, BIO120, MAT100, MAT110, MAT397, MIS175, PSY370, SCI150*
Core – Social Sciences	**6 credits**
	ECO110, ECO120, HIS104, HIS105, HIS206, HIS209, PSY120, PSY121, SOC101, or SOC102
Core – Fine Arts & Film	**3 credits**
	FLM110, FLM120, FLM220, FLM222, FLM224, FLM240, FLM380, FLM382, FLM383, FLM395, FNA100

Core - Skills	6 credits
	ENG100 University Writing USL151 Urban Service Learning
Core - Philosophy	**3 credits**
	PHI100, PHI280, PHI281, or PHI370
General Electives	**6 credits**
	AST, BHS, BIO, BUS, ENG, FLM, GRK, HEB, HIS, HUM, MAT, MIS, PHI, PSY, REL, SCI, SOC, USL150*
BA Religion Required	**18 credits**
	REL100 A&B Introduction to Christianity Part A & B REL200 Biblical Foundations (Old Testament) REL201 Biblical Foundations (New Testament) REL209 Church History REL270 World Religions
REL220, REL230, REL250	**3 credits**
	REL220, REL230, or REL250
REL302, REL303, REL305	**3 credits**
	REL302, REL303, or REL305
REL310, REL311	**3 credits**
	REL310, or REL311
REL323, REL324, REL325	**3 credits**
	REL323, REL324, or REL325
REL371, REL374, REL378	**3 credits**
	REL371, REL374, or REL378
REL3XX or higher	**6 credits**
	REL3XX or higher*
REL490, REL495	**3 credits**
	REL490, or REL495

* See course descriptions for options.

4 year/120 credit Requirements:

- Minimum of 120 credit hours
- 42 credit hours in the core curriculum
- 48 credit hours in the discipline, which includes those taken in the core;
- 30 credit hours must be at the 200 level or higher
- 12 credit hours must be at the 400 level, including either REL499 Religion in Cultural Contexts or HUM499 Integration Capstone

Core - Humanities	15 credits
	ENG195 Introductory Topics in Literature (6 credits) REL101 Introduction to Christianity I REL102 Introduction to Christianity II REL270 World Religion
Core – Humanities – REL2XX or higher in Christian tradition	**3 credits**
	REL2XX or higher.*
Core – Math & Sciences	**6 credits**
	AST150, BHS300, BHS301, BIO115, BIO120, MAT100, MAT110, MAT397, MIS175, PSY370, SCI150*

Core – Social Sciences	6 credits
	ECO110, ECO120, HIS104, HIS105, HIS206, HIS209, PSY120, PSY121, SOC101, or SOC102
Core – Fine Arts & Film	**3 credits**
	FLM110, FLM120, FLM220, FLM222, FLM224, FLM240, FLM380, FLM382, FLM383, FLM395, FNA100
Core - Skills	**6 credits**
	ENG100 University Writing USL151 Urban Service Learning
Core - Philosophy	**3 credits**
	PHI100, PHI280, PHI281, or PHI370
General Electives	**30 credits**
	AST, BHS, BIO, BUS, ENG, FLM, GRK, HEB, HIS, HUM, MAT, MIS, PHI, PSY, REL, SCI, SOC, USL150*
Religion	**18 credits**
	REL*
REL2XX or higher	**18 credits**
	REL2XX or higher*
REL4XX	**9 credits**
	REL490, REL495
REL499	**3 credits**
	REL499 Religion in Cultural Context or HUM499 Integration Capstone

* See course descriptions for options.

Minors

Community and Urban Transformation Minor

Requirements:

18 credits from the following: CUT100 The Social Life of Cities (3), SOC100 Intro Sociology (6), SOC210 Social Problems (3), SOC380 Social Theory (3), BHS200 Research Methods (3), CUT200 Pre-Field Seminar (3), CUT 301 Urban Practicum I (3); CUT395 Selected Themes in CUT (3); CUT390 Independent Study in CUT (3); ETR395 Educational Travel: Selected Themes (3)

CUT minor	18 credits
	BHS200, CUT100 (pre-requisite), CUT*, ETR395, SOC101 and SOC102 (pre-requisite), SOC210, SOC380

* See course description for options.

English Minor

Requirements:

ENG107 Representative Literary Works; 12 credit hours in other English courses, must include ENG280 Literary and Cultural Theory

ENG minor required	9 credits

	ENG195 Introductory Topics in Literature (6 credits) ENG280 Literary and Cultural Theory
English	**9 credits**
	ENG*

* See course description for options.

Film Minor

Requirements:

FLM110 Intro to Film Studies I; FLM120 Intro to Film Studies II; 12 credit hours in other Film Studies courses, must include FLM380 Film Theory.

FLM minor required	**9 credits**
	FLM110 Introduction to Film Studies FLM120 Introduction to Film History FLM380 Film Theory
Film	**9 credits**
	FLM*

* See course description for options.

Psychology Minor

Requirements:

18 credits in Psychology courses. At least 6 credits must be at the 300 level or higher.

Psychology	**12 credits**
	PSY120 (pre-requisite), PSY121 (pre-requisite), PSY*
PSYC3XX or higher	**6 credits**
	PSY3XX or higher*

* See course description for options.

Religion Minor

Requirements:

Eighteen credits in Religion courses including the core Religion requirements. At least 6 credits must be at the 300 level or higher.

REL3XX or higher	**6 credits**
	REL3XX or higher*

* See course description for options.

Sociology Minor

Requirements:

SOC100 Introduction to Sociology, as well as 12 credit hours in other Sociology courses. At least 6 credits must be at the 300 level or higher.

Sociology	**12 credits**
	SOC101 and SOC102 (pre-requisite), SOC*

SOC3XX or higher	6 credits
	SOC3XX or higher*

* See course description for options.

School of Business

School Director: Wendi Thiessen, BCom, MBA

DEGREES

Associate of Business Administration (2 year/60 credit hours)

Bachelor of Business Administration (3 year/90 credit hours) or (4 year/120 credit hours)

Booth University College and Red River College Polytech Degree Completion Program

MINORS

Degrees

Associate of Business Administration (2 year/60 credit hours)

The two-year Associate of Business Administration degree is designed to provide students with foundational competence in the key areas of business in combination with a liberal arts background. This program is designed for those who are looking for a program shorter than a four-year degree but are seeking the knowledge and skills to help them gain entry into an organization in the for-profit or not-for-profit area, or for those looking for some foundational elements to aid them in starting their own business. Graduation from this program requires a CGPA of 2.0 or higher and a grade of C (2.0) or higher in all required business courses. Upon graduating, students may continue on to complete their Bachelor of Business Administration degree.

Degree Structure

Required business courses (33 credit hours)

- BUS110 Introduction to Financial Accounting (3)
- ECO110 Introduction to Microeconomics (3)
- ECO120 Introduction to Macroeconomics (3)
- BUS190 Business Essentials (3)
- BUS221 Finance Essentials (3)
- BUS230 Marketing (3)
- BUS240 Human Resource Management (3)
- BUS250 Organizational Behaviour (3)
- BUS260 Production Operations (3)
- BUS270 Business Information Systems (3)
- BUS3XX Elective (3)

Booth UC core curriculum (27 credit hours)

- ENG100 University Writing (3)
- PSY120 Introduction to Psychology I (3) and PSY121 Introduction to Psychology II (3) or SOC100 Introduction to Sociology (6)
- REL101 Introduction to Christianity Part A (3)

- REL102 Introduction to Christianity Part B (3)
- REL270 World Religions (3)
- USL151 Urban Service Learning (3)
- Science elective (3)
- Arts or Science elective of your choice (3)

DpBA Core Required	**15 credits**
	ENG100 University Writing REL101 Introduction to Christianity I REL102 Introduction to Christianity II REL270 World Religion US151 Urban Service Learning
SOC101 and SOC1012 or PSY120 and PSY121	**6 credits**
	PSY120 Introduction to Psychology I & PSY121 Introduction to Psychology II or SOC101 Introduction to Sociology I & SOC102 Introduction to Sociology II
DpBA business required	**30 credits**
	BUS110 Introduction to Financial Accounting BUS190 Business Essentials BUS221 Finance Essentials BUS230 Marketing BUS240 Human Resource Management BUS250 Organizational Behaviour BUS260 Production Operations BUS270 Business Information Systems ECO110 Introduction to Microeconomics ECO120 Introduction to Macroeconomics
BUS3XX or Higher	**3 credits**
	BUS3XX or higher.*
Science	**3 credits**
	AST150, BHS300, BHS301, BIO115, BIO120, MAT100, MAT110, MAT397, MIS175, PSY370, SCI150*
Arts & Science elective	**3 credits**
	AST, BHS, BIO, CUT, ENG, FLM, GRK, HEB, HUM, MAT, MIS, PHI, PSY, REL, SOC*

* See course description for options.

Bachelor of Business Administration (3 year/90 credit hours) or (4 year/120 credit hours)

General degree or selection of a major in: Accounting and Finance, Human Resource Management, Marketing, Organizational Behaviour and Project Operations. A minor in business is also an option for Booth UC students.

Program Information:

The Bachelor of Business Administration degree programs and specializations are designed as a rigorous general business program. In addition to the broad education of the liberal arts core, the Bachelor of Business Administration degree teaches the knowledge and skills for

successful entry into business in either for-profit or not-for-profit organizations. While focusing on establishing competence in five basic areas of business, the degree also provides scope to deepen expertise in one or more of these areas.

Booth University College's courses qualify as prerequisite courses as part of the admissions process into the CPA Professional Education Program. For more information, Booth University College's CPA Prerequisite Program (CPA PREP) Education course map can be found at https://cpamb.ca/docs/default-source/recruitment/20200901transfercreditguide_mb.pdf

Learning Objectives:

In addition to the Institutional Learning Outcomes, the Business Administration program seeks to develop the following intellectual abilities and skills in its students:

1. A basic theoretical foundation in 5 basic areas:
    - Accounting and Finance
    - Human Resource Management
    - Marketing
    - Organizational Behaviour
    - Project Operations
2. The development of a keen awareness of the ethics of good business, as appropriate to a Christian university college;
3. The practical application of business theory to complex business problems;
4. The integration of business knowledge across disciplines;
5. The application of critical thinking skills to business problems;
6. The development of risk taking skills;
7. Interaction with "real" business cases, business simulations, on-site visits and business projects;
8. The tools and opportunities to lead a team and encourage teamwork;
9. To be prepared for the pursuit of graduate studies in business or the pursuit of a professional designation (CPA or CHRP).

Program Admission and Continuance Criteria:

Entrance to this program is currently open to all students on a direct entry basis. Students whose accumulated grade point average falls below 2.0 at the end of 60 credit hours of study will not be allowed to continue in the program. Students must attain a minimum grade of "C" in courses in the disciplinary major in order to continue in the program beyond 60 credit hours.

3 year/90 credit Requirements:

- Minimum of 90 credit hours
- 42 credit hours in the core curriculum, must include PSY120 (3) and PSY121 (3) or SOC100 (6)
- Minimum 45 credit hours in the discipline
- Business Administration Courses required of all 3-year business degree students –42 credit hours
    - BUS110 Introduction to Financial Accounting (3)
    - BUS190 Business Essentials (3)
    - ECO110 Introduction to Microeconomics (3)
    - ECO120 Introduction to Macroeconomics (3)

    - BUS221 Finance Essentials (3)
    - BUS230 Marketing (3)
    - BUS240 Human Resource Management (3)
    - BUS250 Organizational Behaviour (3)
    - BUS260 Production Operations (3)
    - BUS270 Business Information Systems (3)
    - BUS319 Fraud Examination (3)
    - BUS330 Public Relations(3)
    - BUS392 Business Ethics and Social Responsibility(3)
    - BUS394 Business Law - Canada (3)
- Business Elective Courses
    - Select 3 credit hours at the 300 or 400 level

Core - Humanities	**15 credits**
	ENG195 Introductory Topics in Literature (6 credits) REL101 Introduction to Christianity I REL102 Introduction to Christianity II REL270 World Religion
Core – Humanities – REL2XX or higher in Christian tradition	**3 credits**
	REL2XX or higher.*
Core – Math & Sciences	**6 credits**
	AST150, BHS300, BHS301, BIO115, BIO120, MAT100, MAT110, MAT397, MIS175, PSY370, SCI150*
Core – Social Sciences for business	**6 credits**
	ECO110, ECO120, HIS104, HIS105, HIS206, HIS209, PSY120, PSY121, SOC101, or SOC102
Core – Fine Arts & Film	**3 credits**
	FLM110, FLM120, FLM220, FLM222, FLM224, FLM240, FLM380, FLM382, FLM383, FLM395, FNA100
Core - Skills	**6 credits**
	ENG100 University Writing USL151 Urban Service Learning
Core - Philosophy	**3 credits**
	PHI100, PHI280, PHI281, or PHI370
BBA – required BBA 3 year	**42 credits**
	BUS110 Introduction to Financial Accounting BUS190 Business Essentials BUS221 Financial Essentials BUS230 Marketing BUS240 Human Resource Management BUS250 Organizational Behaviour BUS260 Production Operations BUS270 Business Information Systems BUS319 Fraud Examination BUS330 Public Relations BUS392 Business Ethics and Social Responsibility BUS394 Business Law – Canada ECO110 Introduction to Microeconomics

	ECO120 Introduction to Macroeconomics
BUS3XX or higher	**3 credits**
	BUS3XX or higher*
General Electives for BBA	**3 credits**
	AST, BHS, BIO, CUT, ENG, ETR, FLM, GRK, HEB, HIS, PHI, PSY, REL, SOC, SWK110, SWK220, SWK230, SWK232, SWK310

* See course descriptions for options.

4 year/120 credit Requirements:

General Degree Requirements:

- Minimum of 120 credit hours
- 42 credit hours in the core curriculum, must include PSY120 (3) and PSY121 (3) or SOC100 (6)
- Minimum of 60 credits at the senior level (200 or higher)

Specific Program Requirements:

- BBA General Degree: 60 credit hours in the discipline, including 45 credits of required courses and 15 credit hours of electives in the discipline
- "BBA Degree with a major: 60 credit hours in the discipline, including 42 credits of required courses excluding BUS397 and 18 credit hours in the major selected as specified." "* BBA students selecting a major will need to select BUS/MAT397 as a science course under their Booth core requirements.

Required Courses (45 credits)

- BUS110 Introduction to Financial Accounting (3)
- BUS190 Business Essentials (3)
- ECO110 Introduction to Microeconomics (3)
- ECO120 Introduction to Macroeconomics (3)
- BUS221 Finance Essentials (3)
- BUS230 Marketing (3)
- BUS240 Human Resource Management (3)
- BUS250 Organizational Behaviour (3)
- BUS260 Production Operations (3)
- BUS270 Business Information Systems (3)
- BUS319 Fraud Examination (3)
- BUS330 Public Relations (3)
- BUS392 Business Ethics and Social Responsibility (3)
- BUS394 Business Law - Canada (3)
- BUS/MAT397 Business Statistics (3)*

General Degree – BUS Elective Courses

Select 15 credit hours, including a minimum of 6 credit hours at the 400 level from the following:

- BUS175 Cybersecurity (3)

- BUS176 Cyber Intelligence (3)
- BUS212 Managerial Accounting (3)
- BUS310 Intermediate Accounting I (3)
- BUS311 Intermediate Accounting II (3)
- BUS338 Consumer Behaviour (3)
- BUS335 Marketing in a Not For Profit Environment (3)
- BUS352 Leadership (3)
- BUS381 Financial Crimes and Compliance Management 1 (3)
- BUS382 Financial Crimes and Compliance Management 2 (3)
- BUS391 Entrepreneurship: New Venture Start Up (3)
- BUS393 Project Management (3)
- BUS395 Selected Topics in Business (3)
- BUS410 Auditing Strategy (3)
- BUS419 Fraud Risk, Analysis and Investigation (3)
- BUS453 Leading Change in an Organization (3)
- BUS470 Big Data Analysis (3)
- BUS480 Business Application Project (3)
- BUS490 International Entrepreneurship Internship (6)
- BUS491 Business Strategy (3)
- BUS492 International Business (3)
- BUS494 Creativity, Innovation and Negotiation (3)
- BUS495 Independent Study in Business (3)
- BUS499 Advanced Selected Topics In Business (3)

Core - Humanities	**15 credits**
	ENG195 Introductory Topics in Literature (6 credits) REL101 Introduction to Christianity I REL102 Introduction to Christianity II REL270 World Religion
Core – Humanities – REL2XX or higher in Christian tradition	**3 credits**
	REL2XX or higher.*
Core – Math & Sciences	**6 credits**
	AST150, BHS300, BHS301, BIO115, BIO120, MAT100, MAT110, MAT397, MIS175, PSY370, SCI150*
SOC101 and SOC102 or PSY120 and PSY121	**6 credits**
	PSY120 and PSY121, or SOC101 and SOC102
Core – Fine Arts & Film	**3 credits**
	FLM110, FLM120, FLM220, FLM222, FLM224, FLM240, FLM380, FLM382, FLM383, FLM395, FNA100
Core - Skills	**6 credits**
	ENG100 University Writing USL151 Urban Service Learning
Core - Philosophy	**3 credits**
	PHI100, PHI280, PHI281, or PHI370
General Electives BBA	**18 credits**
	AST, BHS, BIO, CUT, ENG, ETR, FLM, GRK, HEB, HIS, PHI, PSY, REL, SOC, SWK110, SWK220, SWK230, SWK232, SWK310
BBA – required BUS	**45 credits**

	BUS110 Introduction to Financial Accounting BUS190 Business Essentials BUS221 Financial Essentials BUS230 Marketing BUS240 Human Resource Management BUS250 Organizational Behaviour BUS260 Production Operations BUS270 Business Information Systems BUS319 Fraud Examination BUS330 Public Relations BUS392 Business Ethics and Social Responsibility BUS394 Business Law – Canada BUS397 Business Statistics ECO110 Introduction to Microeconomics ECO120 Introduction to Macroeconomics
BUS 4XX	**6 credits**
	BUS4XX*
BBA – BUS Electives	**9 credits**
	BUS*

* See course descriptions for options.

Accounting Major (not currently accepting new students)

Required:

- BUS212 Managerial Accounting (3)
- BUS310 Intermediate Accounting I (3)
- BUS311 Intermediate Accounting II (3)
- BUS410 Auditing Strategy (3)
- Selection of 6 credit hours of BUS elective courses; one must be at the 400 level.

Core - Humanities	**15 credits**
	ENG195 Introductory Topics in Literature (6 credits) REL101 Introduction to Christianity I REL102 Introduction to Christianity II REL270 World Religion
Core – Humanities – REL2XX or higher in Christian tradition	**3 credits**
	REL2XX or higher.*
Core – Math & Sciences	**6 credits**
	AST150, BHS300, BHS301, BIO115, BIO120, MAT100, MAT110, MAT397, MIS175, PSY370, SCI150*
SOC101 and SOC102 or PSY120 and PSY121	**6 credits**
	PSY120 and PSY121, or SOC101 and SOC102
Core – Fine Arts & Film	**3 credits**
	FLM110, FLM120, FLM220, FLM222, FLM224, FLM240, FLM380, FLM382, FLM383, FLM395, FNA100
Core - Skills	**3 credits**

	ENG100 University Writing USL151 Urban Service Learning
Core - Philosophy	**3 credits**
	PHI100, PHI280, PHI281, or PHI370
General Electives BBA	**18 credits**
	AST, BHS, BIO, CUT, ENG, ETR, FLM, GRK, HEB, HIS, PHI, PSY, REL, SOC, SWK110, SWK220, SWK230, SWK232, SWK310
BBA – required BUS	**45 credits**
	BUS110 Introduction to Financial Accounting BUS190 Business Essentials BUS221 Financial Essentials BUS230 Marketing BUS240 Human Resource Management BUS250 Organizational Behaviour BUS260 Production Operations BUS270 Business Information Systems BUS319 Fraud Examination BUS330 Public Relations BUS392 Business Ethics and Social Responsibility BUS394 Business Law – Canada BUS397 Business Statistics ECO110 Introduction to Microeconomics ECO120 Introduction to Macroeconomics
BUS Accounting Major Required	**12 credits**
	BUS212 Managerial Accounting BUS310 Intermediate Accounting I BUS311 Intermediate Accounting II BUS410 Auditing Strategy
BUS4XX	**3 credits**
	BUS4XX*
BBA – BUS Electives	**3 credits**
	BUS*

* See course descriptions for options.

Marketing and Communications Major (not currently accepting new students)

Required:

- BUS338 Consumer Behaviour (3)
- BUS494 Creativity, Innovation and Negotiation (3)
- ENG360 Mass Media and Society (3)
- Selection of 9 credit hours of BUS elective courses; one must be at the 400 level, with the option to include one of the following as a BUS selection: ENG280 Literary and Cultural Theory, PSY256 Introduction to Human Cognition, PSY258 Social Psychology, or PSY370 Brain and Behaviour.

Core - Humanities	**15 credits**
	ENG195 Introductory Topics in Literature (6 credits) REL101 Introduction to Christianity I

	REL102 Introduction to Christianity II REL270 World Religion
Core – Humanities – REL2XX or higher in Christian tradition	**3 credits**
	REL2XX or higher.*
Core – Math & Sciences	**6 credits**
	AST150, BHS300, BHS301, BIO115, BIO120, MAT100, MAT110, MAT397, MIS175, PSY370, SCI150*
SOC101 and SOC102 or PSY120 and PSY121	**6 credits**
	PSY120 and PSY121, or SOC101 and SOC102
Core – Fine Arts & Film	**3 credits**
	FLM110, FLM120, FLM220, FLM222, FLM224, FLM240, FLM380, FLM382, FLM383, FLM395, FNA100
Core - Skills	**6 credits**
	ENG100 University Writing USL151 Urban Service Learning
Core - Philosophy	**3 credits**
	PHI100, PHI280, PHI281, or PHI370
General Electives BBA	**18 credits**
	AST, BHS, BIO, CUT, ENG, ETR, FLM, GRK, HEB, HIS, PHI, PSY, REL, SOC, SWK110, SWK220, SWK230, SWK232, SWK310
BBA – required BUS	**45 credits**
	BUS110 Introduction to Financial Accounting BUS190 Business Essentials BUS221 Financial Essentials BUS230 Marketing BUS240 Human Resource Management BUS250 Organizational Behaviour BUS260 Production Operations BUS270 Business Information Systems BUS319 Fraud Examination BUS330 Public Relations BUS392 Business Ethics and Social Responsibility BUS394 Business Law – Canada BUS397 Business Statistics ECO110 Introduction to Microeconomics ECO120 Introduction to Macroeconomics
BUS Marketing & Communication Required	**9 credits**
	BUS338 Consumer Behaviour BUS494 Creativity, Innovation and Negotiation ENG360 Mass Media and Society
BUS Marketing & Communication Elective	**6 credits**
	BUS, ENG, PSY*
BUS4XX	**3 credits**
	BUS4XX*

* See course descriptions for options.

Booth University College and Red River College Polytech Degree Completion Program

Booth University College and Red River College Polytech have established a Bachelor of Business Administration degree completion program.

- To be admitted into this program, students are required to complete Red River College Polytech's two-year diploma in Business Administration with a grade point average of C or better (2.0).
- Upon acceptance to the Booth University College Bachelor of Business Administration program, students will be awarded a block of transfer credits totaling 60 credit hours
- In order to complete the Bachelor of Business Administration degree at Booth University College, students must complete the following 60 credit hours:

Business Administration Area (33 credit hours)	**Booth Core Component (27 credit hours)**
• BUS221 Finance Essentials (3) • BUS260 Production Operations (3) • BUS319 Fraud Examination (3) • BUS330 Public Relations (3) • BUS392 Business Ethics (3) • 3 – 3rd year Business Electives (9) • 3 – 4th year Business Electives (9)	• REL101 Introduction to Christianity I (3) • REL102 Introduction to Christianity II (3) • REL270 World Religions (3) • REL2XX or higher in the Christian tradition (3) • Science elective (3) • Selections from other core areas: (ENG, FLM, PHI, PSY, SOC) (12)

Bulk Transfer BBA	**60 credits**
	60 transferred credits from RRC Polytechnique
Core – BBA2+2 required core	**9 credits**
	REL101 Introduction to Christianity I REL102 Introduction to Christianity II REL270 World Religion
Core – Humanities – REL2XX or higher in Christian tradition	**3 credits**
	REL2XX or higher.*
Science	**3 credits**
	AST150, BHS300, BHS301, BIO115, BIO120, MAT100, MAT110, MAT397, MIS175, PSY370, SCI150*
BBA2+2 selections from core	**12 credits**
	ENG, FLM, PHI, PSY, SCI150, SOC*
BBA2+2 required business	**18 credits**
	BUS221 Finance Essentials BUS260 Production Operations BUS319 Fraud Examination BUS330 Public Relations BUS392 Business Ethics and Social Responsibility
BUS3XX or higher	**9 credits**

	BUS3XX or higher*
BUS4XX or higher	**9 credits**
	BUS4XX or higher*

* See course descriptions for options.

Graduation from this program requires students to achieve a passing grade or higher in all courses required, a 2.0 or higher in all business designated courses and an overall cumulative grade point average of 2.0 or higher.

Minors

Business Minor Requirements: 18 credits in BUS designated courses, including 6 credits at the 300 level or higher.

Community and Urban Transformation (CUT) Minor

CUT minor	**18 credits**
	BHS200, CUT100 (pre-requisite), CUT*, ETR395, SOC100 A&B (pre-requisite), SOC210, SOC380

* See course descriptions for options.

English Minor

ENG minor required	**9 credits**
	ENG195 Introductory Topics in Literature (6 credits) ENG280 Literary and Cultural Theory
English	**18 credits**
	ENG*
ENG prior to 20th Century	**6 credits**
	ENG220A&B, ENG240A&B, ENG250A&B, ENG340A&B, ENG343A&B, ENG350A&B

* See course descriptions for options.

Film Minor

FLM minor required	**9 credits**
	FLM110 Introduction to Film Studies FLM120 Introduction to Film History FLM380 Film Theory
Film	**9 credits**
	FLM*

* See course descriptions for options.

Psychology Minor

Psychology	**12 credits**
	PSY120 (pre-requisite), PSY121 (pre-requisite), PSY*
PSYC3XX or higher	**6 credits**
	PSY3XX or higher*

* See course descriptions for options.

Religion Minor

REL3XX or higher	**6 credits**

	REL3XX or higher*

* See course descriptions for options.

School of Social Work

School Director**:** Cynthia Sottie, PhD

DEGREES
Social Work - Bachelor of Social Work (4 year/120 credit hours)
Social Work – After Degree Bachelor of Social Work (2 year/75 credits)

Continuance Policy Booth University College Social Work Program

To remain in good standing in each semester of the Social Work Program, students must meet all of the following standards:

1. a) A minimum grade of C+ in all Social Work courses.
   b) A passing grade in field placements.
   c) A minimum GPA of 2.5 each semester and a minimum CGPA of 2.5.

2. Students who fail to meet the requirements of standard 1(a) above may repeat a course only once and may not repeat more than two Social Work courses in the entire program. Repetition of more than two courses will result in dismissal from the program.

3. Students who fail to meet the requirements of clause 1(c) above, but have a CGPA from 2.35 to 2.49, may continue in the program **on Social Work Program Probation** for one twelve month period. By the end of the twelve month period a CGPA of a minimum 2.5 must be achieved. Students not achieving this requirement are subject to dismissal from the program.

4. Students not meeting the Requirements for Continuance in the Social Work Program will be informed of dismissal in writing by the Director of the School of Social Work Copies of the correspondence will be filed with the Academic Dean and the Registrar.

5. Students dismissed from the Social Work Program for failing to achieve a grade of C+ in more than two social work courses will not be readmitted to the program. Students dismissed for other reasons may reapply to the program after twelve months.

Revised October 25, 2018

Degrees

Social Work - Bachelor of Social Work (4 year/120 credit hours)

Program Information:

The Bachelor of Social Work program prepares students for careers in the helping professions. The program focuses on equipping students with the skills needed to work with individuals, families, small groups, and communities. As one of the major helping professions in the human services, social workers seek to improve quality of life and community well-being and to promote social justice. The program's focus is on generalist social work practice. Students develop skills in clinical and macro practice, including critical analysis of social welfare policy, with emphasis on policy development and evaluation. With the support of our Indigenous partners, our students learn to act as allies on social issues affecting Indigenous peoples in Canada and acquire knowledge and skills in Indigenous-informed interventions and healing. This program is available in two formats. A four-year degree is available to students entering the program from high school, and transfer students who do not possess a degree. A two-year After-degree program is available to those who hold a university degree.

Booth UC's Social Work program has been an approved program with the Manitoba Institute of Social Workers since 1997 and the newly established Manitoba College of Social Workers since April 1, 2015. Graduates from our program are able to register as social workers in the province of Manitoba and obtain employment in all sectors open to the professional social work community. Many Booth UC graduates registered as Social Workers in Manitoba have also been able to gain registration in other provinces. (Note: In order to register in other provinces, students must first be registered in the province of Manitoba. Registration is a provincial jurisdiction - graduates seeking registration in another jurisdiction must comply with local requirements).

Learning Objectives:

In addition to the Institutional Learning Outcomes, the social work program prepares graduates who meet **the 13 CASWE learning objectives including** the following learning outcomes:

1. Identification as a Professional Social Worker and Use of Self
    - Demonstrate awareness of self, ability to use self professionally in achieving social work goals, and capacity to gauge the impact of self on practice.
    - Demonstrate professional demeanour including behaviour, appearance, communication, use of supervision and commitment to life-long learning.
2. Adherence to the Social Work Code of Ethics and Adoption of Social Work Values in Professional Practice
    - Practice within the values and ethics of the social work profession by applying the CASW Code of Ethics and MCSW Standards of Practice and with an understanding of and respect for diversity
    - Demonstrate awareness of one's own values and their impact on professional relationships, keeping professional roles and boundaries
    - Use of appropriate strategies to resolve ethical dilemmas while managing ambiguity in resolving ethical conflicts
3. Professional Practice Skills with Individuals, Families, Groups, Communities and Organizations, Applying knowledge of Human Behaviour and the Social Environment
    - Demonstrate the professional use of self and the ability to assume, as appropriate, a variety of helping roles such as broker, advocate, counselor, case manager, mediator, facilitator, mobilizer, activist, and educator
    - Function effectively within the structure of organizations and service delivery systems, and understand organizational dynamics and change processes
    - Understand and apply knowledge and skills of generalist social work from engagement to termination
    - Possess sufficient knowledge and competence in professional practice to provide service to a range of clients in different social work settings
    - Use supervision and consultation appropriately to advance knowledge, skills and commitment to lifelong learning
    - Build interventions on the strengths and assets of individuals, families, groups, organizations, and communities utilizing a range of theoretical orientations within secular and faith based organizations
    - Readiness to work across disciplines and professions in collaborative ways
4. Identification of structural sources of oppression and inequity, and promotion of human rights and social justice at all client system levels
    - Recognize the value of diversity and difference in our society
    - Understand the responsibility of social work in promoting and engaging social systems to advance human rights and social justice goals

- Understand the structural forms and mechanisms of oppression and discrimination that limit human rights, with particular attention to their impact on populations-at-risk and engage in strategies of change that advance social and economic justice
- Engagement of individuals, families, groups, communities, organizations and society as a whole in addressing structural injustice

5. Employment of Critical Thinking in Professional Practice
    - Demonstrate knowledge about multiple sources of knowledge and theoretical orientations and application to practice
    - Use effective oral and written communication skills demonstrating the capacity to conceptualize and analyze material
    - Critically analyze and reflect on knowledge, practice skills and outcomes at the client and program level
    - Apply critical thinking to outcome evaluation and analyze the effectiveness of practice with clients on an individual, family, group, organizational and community level
6. Engage in Research
    - Demonstrate understanding of the research process, evaluate research studies and apply findings to practice
    - Demonstrate ability to participate in and use the research process to assist in best practice service provision and policy development
7. Engage in Policy analysis and development to advance social and economic well-being and deliver effective social work services
    - Analyze the impact of social policies and legislation on client systems, workers, and agencies and contribute to program evaluation and program development
    - Identify and advocate for changes to policies that negatively impact client groups
    - Social work students acquire knowledge of organizational and societal systems and acquire skills to identify social inequalities, injustices, and barriers and work towards changing oppressive social conditions
    - Social work students develop ability to critically assess the social, historical, economic, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels, and respond to changes in these contexts that shape practice.

Admission Criteria to Social Work Program

Application Deadlines and Notification Dates

March 31	In order to qualify for scholarships, application for Admission must be completed by March 31st. Admission related documents can be uploaded to the student portal up until April 30th.
April 30 – Fall Intake	Complete **social work** application due **for all other applicants (current, transfer and After Degree students)**. All course work must be completed by the end of the term before the desired Intake term for consideration for

September 30 – Winter Intake January 30 – Spring Intake	admission.
May 31	Applicants notified of outcome of application
June 30	Receipt of final transcript

Continuance Criteria:

All students admitted to the Social Work Program must satisfy the continuance criteria to remain in the program. Performance is reviewed at the end of each term. To remain in good standing in the Social Work Program, students are required to meet all of the following standards:

1. A minimum of C+ in each Social Work course in which the student was registered at the end of the last day of voluntary withdrawal from a course as stated in the University College Calendar. A minimum grade of C+ in field placement.
2. A minimum GPA of 2.5 each term following acceptance into the program and a minimum CGPA of 2.5.
3. Maintain professional behaviour consistent with the current Code of Ethics of the Canadian Association of Social Workers.
4. Present as a positive, encouraging, and contributing team member, who possesses good interpersonal skills and is able to acknowledge and show willingness to work on areas of deficiency.

All students in the BSW programs will need to sign to indicate their receipt and awareness of the continuance policy. The full policy is available online. https://BoothUC.ca/academics/academic-policies/

BSW Program Requirements:

- 120 credits in the degree including 33 hours in the Booth University College core Curriculum, 12 credit hours of general electives (page 33), 6 credit hours of Sociology, and 69 credit hours in the discipline (57 credits required, 12 credits electives).
- Required (57 credit hours):
  - SWK110 Introduction to Social Work Practice (3)
  - SWK220 Introduction to Social Welfare
  - SWK232 Social Work Foundations I (3)
  - SWK333 Social Work Foundations II (6)
  - SWK310 Research Methods (3)
  - SWK312 Human Behaviour in the Social Environment I (3)
  - SWK313 Human Behaviour in the Social Environment II (3)

- SWK322 Indigenous People and Social Work Practice (3)
- SWK334 Social Work Foundations III (3)
- SWK360 Crisis Intervention or SWK370 Trauma Informed Practice (3)
- SWK325 Social Work Field Practice I (6)
- SWK326 Social Work Field Practice Integrative Seminar I (3)
- SWK410 Ethical Practice of Social Work (3)
- SWK421 Contemporary Issues in Social Policy (3)
- SWK425 Social Work Field Practice II (6)
- SWK426 Social Work Field Practice Integrative Seminar II (3)

- Electives (12 credit hours):
  - SWK300 Statistics for Social Work Practice (3)
  - SWK364 Addictions and Social Work Practice (3)
  - SWK365 Aging and Social Work Practice
  - SWK366 Disabilities and Social Work Practice (3)
  - SWK367 International Social Work Practice (3)
  - SWK369 Anti-Oppressive Practice (3)
  - SWK371 Christianity and Social Work Practice (3)
  - SWK372 Environmental Justice (3)
  - SWK373 Mindfulness (3)
  - SWK374 Social Work with Newcomers (3)
  - SWK375 Counter-Exploitation And Social Work Practice (3)
  - SWK376 Social Work Practice in Health Care (3)
  - SWK395 Selected Topics in Social Work Practice (3)
  - SWK460 Child Welfare Practice (3)
  - SWK461 Dual Disorders: An Integrative Perspective (3)
  - SWK462 Community Mental Health Practice (3)
  - SWK463 Social Work Practice with Children and Adolescents (3)
  - SWK465 Spirituality in Social Work Practice (3)
  - SWK466 Independent Study in Social Work (3)

Core – ENG100	**3 credits**
	ENG100 University Writing
Core - Humanities	**15 credits**
	ENG195 Introductory Topics in Literature (6 credits) REL101 Introduction to Christianity I REL102 Introduction to Christianity II REL270 World Religion
Core – Humanities – REL2XX or higher in Christian tradition	**3 credits**
	REL2XX or higher.*
Core – Math & Sciences	**6 credits**
	AST150, BHS300, BHS301, BIO115, BIO120, MAT100, MAT110, MAT397, MIS175, PSY370, SCI150*
Core – Social Sciences	**6 credits**
	SOC101 Introduction to Sociology I SOC102 Introduction to Sociology II
Social Science Required BSW	**6 credits**
	SOC360, SOC380
General Electives BSW	**12 credits**

	AST, BHS, BIO, BUS, CUT, ENG, ETR, FLM, GRK, HEB, HIS, PHI, PSY, REL, SOC, USL151*
SWK required	**42 credits**
	SWK110 Introduction to Social Work Practice SW220 Introduction to Social Welfare SWK232 Social Work Foundations I SWK310 Research Methods SWK312 Human Behaviour in the Social Environment I SWK313 Human Behaviour in the Social Environment II SWK322 Indigenous People and Social Work Practice SWK326 Block, or SWK326A&B, Social Work Field Practice I Integrative Seminar SWK326-426 A&B Social Work Filed Practice Concentrated Integrative Seminar Part A&B SWK333A Social Work Foundations II Part A&B SWK334 Social Work Foundations III SWK410 Ethical Practice of Social Work SWK421 Contemporary Issues in Social Policy SWK426 Block, or SWK426A&B Social Work Field Practice II Integrative Seminar
SWK required choice	**3 credits**
	SWK360 Crisis Intervention SWK370 Trauma Informed Practice
SWK field	**12 credits**
	SKW325 Block, SWK325A&B Social Work Field Practice I SWK325-425 A&B Social Work Field Practice Concentrated Part A&B SWK425 Block, SWK425 A&B Social Work Field Practice II
SWK electives	**12 credits**
	SWK*

* See course descriptions for options.

Social Work – After Degree Bachelor of Social Work (2 year/75 credits)

Program Description:

Booth University College offers a concentrated two year after-degree Bachelor of Social Work Students apply for admission to the Social Work program at the same time as they apply for admission to Booth University College. Students enrolled in the program on a full-time basis can complete the program in two academic years, including one Spring term between the first and second years of the program.

Learning Outcomes:

The learning outcomes for the Social Work After Degree Program may be found under the Bachelor of Social Work (4 year) program.

Continuance Criteria:

Continuance Criteria for the Social Work After Degree Program may be found under the Bachelor of Social Work (4 year) program.

BSW After Degree Program Requirements:

- 63 credit hours in the discipline, 57 credit hours required courses, 6 credit hours social work elective courses, 12 credit hours core religion requirements which includes REL100 Introduction to Christianity, REL270 World Religions and 3 credit hours above the 200 level in the Christian tradition.
- Required (60):
    - SWK110 Introduction to Social Work Practice (3)
    - SWK220 Introduction to Social Welfare (3)
    - SWK232 Social Work Foundations I (3)
    - SWK333 Social Work Foundations II (6)
    - SWK310 Research Methods (3)
    - SWK312 Human Behaviour in the Social Environment I (3)
    - SWK313 Human Behaviour in the Social Environment II (3)
    - SWK322 Indigenous People and Social Work Practice (3)
    - SWK325 Social Work Field Practice I (6)
    - SWK326 Social Work Field Practice Integrative Seminar I (3)
    - SWK334 Social Work Foundations III (3)
    - SWK360 Crisis Intervention or SWK370 Trauma Informed Practice (3)
    - SWK410 Ethical Practice of Social Work (3)
    - SWK421 Contemporary Issues in Social Policy (3)
    - SWK425 Social Work Field Practice II (6)
    - SWK426 Social Work Field Practice Integrative Seminar II (3)
- Social Work Electives *(6 c*redit hours):
    - SWK300 Statistics for Social Work Practice
    - SWK364 Addictions and Social Work Practice (3)
    - SWK365 Aging and Social Work Practice (3)
    - SWK366 Disabilities and Social Work Practice (3)
    - SWK367 International Social Work Practice (3)
    - SWK369 Anti-Oppressive Practice (3)
    - SWK371 Christianity and Social Work Practice (3)
    - SWK372 Environmental Justice (3)
    - SWK373 Mindfulness (3)
    - SWK374 Social Work with Newcomers (3)
    - SWK375 Counter-Exploitation And Social Work Practice (3)
    - SWK376 Social Work Practice in Health Care (3)
    - SWK395 Selected Topics (3)
    - SWK460 Child Welfare Practice (3)
    - SWK461 Dual Disorders: An Integrative Perspective (3)
    - SWK462 Community Mental Health Practice (3)
    - SWK463 Social Work Practice with Children and Adolescents (3)
    - SWK465 Spirituality in Social Work Practice (3)
    - SWK466 Independent Study in Social Work (3)

Core – Humanities – REL100 and REL270	**9 credits**
	REL101 Introduction to Christianity I REL102 Introduction to Christianity II REL270 World Religion
Core – Humanities – REL2XX or higher in Christian tradition	**3 credits**
	REL2XX or higher.*

SWK required	42 credits
	SWK110 Introduction to Social Work Practice SW220 Introduction to Social Welfare SWK232 Social Work Foundations I SWK310 Research Methods SWK312 Human Behaviour in the Social Environment I SWK313 Human Behaviour in the Social Environment II SWK322 Indigenous People and Social Work Practice SWK326 Block, or SWK326A&B, Social Work Field Practice I Integrative Seminar SWK326-426 A&B Social Work Filed Practice Concentrated Integrative Seminar Part A&B SWK333A&B Social Work Foundations II Part A&B SWK334 Social Work Foundations III SWK410 Ethical Practice of Social Work SWK421 Contemporary Issues in Social Policy SWK426 Block, or SWK426A&B Social Work Field Practice II Integrative Seminar
SWK required choice	**3 credits**
	SWK360 Crisis Intervention SWK370 Trauma Informed Practice
SWK field	**12 credits**
	SKW325 Block, SWK325A&B Social Work Field Practice I SWK325-425 A&B Social Work Field Practice Concentrated Part A&B SWK425 Block, SWK425 A&B Social Work Field Practice II
SWK electives	**6 credits**
	SWK*

* See course descriptions for options.

School for Continuing Studies

The School for Continuing Studies is Booth University College's online education provider. The School offers a variety of online courses, hybrids (one-week intensive period, preceded and followed by online components), certificate programs, a Bachelor of Arts in Biblical and Theological Studies, and a Master of Theological Studies in Salvation Army Studies (in partnership with Tyndale Seminary). While certain programs are designed for Salvation Army personnel, many others are available to the public at large.

Certificates and degrees offered through the School for Continuing Studies are listed below. The School for Continuing Studies offers both for-credit and not-for-credit certificate programs. Whether a particular certificate program is for credit or not for credit will be clearly noted in all program advertising, in the academic calendar description, on the student's transcript, and on the parchments.

Certificates
- Certificate in Advanced Leadership (not for credit)
- Certificate in Chaplaincy and Spiritual Care (for credit)
- Certificate in Community Capacity Building (not for credit)
- Certificate in Leadership Essentials (not for credit)
- Certificate in Not-for-Profit Management (for credit)
- Certification in Not-for-Profit Management – The Salvation Army (for credit)
- Certificate in Personal Support Worker (for credit)

Degrees
- New: Associate of Christian Ministry
- Bachelor of Arts in Biblical Studies and Theological Studies

Certificates

Certificate in Advanced Leadership (not for credit)

Program Description:

The Certificate in Advanced Leadership program of studies will help leaders develop and apply the personal mastery, relational capacities, and necessary mindsets needed to be competitive and achieve excellence in an era of growing complexity. Through a combination of hands-on experience and applied learning activities, participants will cultivate new ways of thinking, acting, and being, and develop and apply whole-systems and collaborative leadership approaches.

Program Requirements:

The primary target audiences for this not-for-credit certificate are personnel, senior-level leaders, and emerging leaders in The Salvation Army. The program is offered online in a cohort structure.

Learning Objectives:

Broad overall learning objectives include the following:

- Understand and analyze the 21st century context within which leaders act through appropriate frameworks and mental models

- Strengthen and apply a set of complexity mindsets to make sense of today's challenges
- Acquire and sharpen practical skills and capacities to act effectively in the face of today's challenges
- Cultivate a sense of personal mastery to enable the next phase of one's leadership
- Apply the frameworks, mindsets, and skills taught in the program to organizational, network, and system settings

Required Courses

- MGT011 Personal Foundations of Successful Leadership
- MGT012 Building Collaborative Teams for High Impact
- MGT013 Creating Organizational Coherence in the Midst of Change
- MGT014 Catalyzing Action in Complex Systems
- MGT015 Leadership in Action

Certificate in Chaplaincy and Spiritual Care (for credit)

Program Description:

The Certificate in Chaplaincy and Spiritual Care program equips students with the concepts and skills required for effective ministry in chaplaincy and spiritual care in a variety of settings. Students will be provided with an orientation to the ministry of chaplaincy and spiritual care and will develop an awareness of the various contexts in which chaplains and spiritual caregivers minister. They will also develop pastoral skills that are essential for effective ministry.

Program Requirements:

The certificate program is comprised of six required courses (18 credit hours), one elective course (3 credit hours), a one-term practicum course (3 credit hours), and a one-term graduating project course (3 credit hours). All courses are delivered online. The certificate is offered in a cohort structure; students will begin and complete the required and elective courses together. Please reference the current year roll-out material or consult with the certificate program coordinator for other program information.

The certificate program is intended for individuals who are either currently engaged in the ministry of chaplaincy and spiritual care, or who anticipate that they will be as part of their vocational ministry. The primary group in each cohort will be composed of commissioned Salvation Army officers and employees selected by territorial personnel leadership. Non-Salvation Army chaplaincy students demonstrating preparation commensurate with officer training will be considered for admission to the certificate program as space is available.

Learning Objectives:

At the conclusion of this program, students will be able to:

- Understand and analyze the 21st century context within which leaders act through appropriate frameworks and mental models
- Integrate contemporary questions, experience, and actions with the beliefs, traditions, and practice of the historic community.
- Demonstrate familiarity with the symptoms of selected mental/emotional problems.
- Have a framework for making decisions regarding the use of prayer, scripture, and

religious resources in counselling.
- Articulate a personal theology for ministry reflective of their practical ministry experience.
- Demonstrate competence in the writing, use of verbatim reports, and group dialogue to support the action-reflection-action model of learning for pastoral interventions.
- Constructively integrate theological understanding with psychosocial reflection in ministry activity.
- Have an ethical perspective for the ministry context.
- Have developed competency in the role of the chaplain in the interdisciplinary team.
- Demonstrate competence in required administrative functions, including spiritual assessment and care planning, documentation of care, and program planning.
- Develop a deepening consciousness of themselves in their role as chaplain especially as it relates to faith development, transition, and change.
- Evaluate their attitudes and behaviours related to their expression of ministry to others, whatever their faith tradition, while maintaining the integrity of their own Christian faith.
- Have a broadened understanding of the diversity and complexity of the social service context for ministry.

Required Courses

- MIN141 Biblical and Theological Foundations of Ministry (3)
- MIN242 Foundations of Chaplaincy (3)
- MIN245 Spiritual Care in Times of Crisis (3)
- MIN246 Practice of Chaplaincy (3)
- MIN248 Pastoral Counselling (3)
- MIN249 Chaplaincy and Spiritual Care Practicum (3)
- MIN250 Chaplaincy and Spiritual Care Graduating Project (3)
- MIN257 Individual in a Pluralistic Context (3)

Elective Courses (Choose One)

- MIN247 Corrections Chaplaincy (3)
- MIN254 Long-Term Care Chaplaincy (3)
- MIN255 Social Services Chaplaincy (3)
- MIN256 Spiritual Care in Family Services (3)

The certificate program requirement of a practicum experience may be fulfilled in one of two ways. Please consult with the certificate program coordinator for more information.

1. One learning unit of Clinical Pastoral Education (CPE) through the Canadian Association for Spiritual Care (CASC). In advance of registering with CASC, students must first complete the Booth University College Letter of Permission process when choosing this option. Following completion of the CPE unit, the student must also submit documentation certification to Booth UC. Both steps are necessary to ensure that the six credit hours will be entered into the student's records.

2. MIN249 Chaplaincy and Spiritual Care Practicum (3) —This online, one-term course has been developed as an alternative for students who are either not required or unable to secure CPE through CASC.

Certificate in Community Capacity Building (not for credit)

Program Description:

The Certificate in Community Capacity Building is designed for community leaders who have the motivation and commitment to make a change in their community and who are open to learning new methods to make that change.

Program Requirements:

We are looking for community leaders of all sorts. Together, we'll learn to engage community by sharing our own lived experience, hearing from guests, and adopting new tools to understand how to build projects and movements. You will share a virtual classroom with 30 other learners for six hours a week for five months. There you'll choose, plan, implement, and evaluate a real project that will have a positive impact in your community.

Learning Objectives:

Throughout this program, you will:

- Become a more effective community leader by learning the theory and practice of community-engaged work
- Gain the tools you need to make a positive difference, determine your community's needs, and build connections with community members
- Gain experience that you can easily put into practice and demonstrate as community work in a résumé, portfolio, or school application
- Plan and implement a project that will serve your community

Required Courses

- CCB010 Personal Leadership and Identity
- CCB020 Project Management and Strategy
- CCB030 Project Implementation
- CCB050 Project Evaluation
- CCB070 Community and Communication

Certificate in Leadership Essentials (not for credit)

Program Description:

The Certificate in Leadership Essentials equips aspiring and emerging leaders with critical skills they require to lead in this era of compounding complexity. These skills include social, emotional, relational, socio-political, and analytical literacies. The program meets the urgent needs of communities and organizations everywhere to redefine and reimagine what

leadership is and how it functions. It takes a holistic view of leadership that is about learning, listening, and connecting to the collective intelligence of groups and organizations. The program promotes leadership that is emergent, collaborative, and acutely responsive in an era of unprecedented change and uncertainty.

Program Requirements:

This program is for aspiring and emerging leaders. It is offered online in a cohort structure.

Learning Objectives:

Broad overall learning objectives include the following:

- Transform your understanding of leadership and your role as a leader in today's dynamic workplaces.
- Deploy strategies to create highly productive, aligned, and focused teams through collaborative, trusting relationships and skillful communication.
- Apply a systems-thinking lens to support effective leadership in dynamic, complex, and uncertain environments.
- Shift the culture of your workplace to healthy, ethical, and inclusive ways of being.
- Apply a socially just, decolonizing, and critical thinking approach to leadership.

Required Courses

- MGT001 Essentials for Leading the Self
- MGT002 Essentials for Leading Teams and Relationships
- MGT003 Essentials for Leading People Practices for Organizational Success
- MGT004 Essentials for Leading in Organizations

Certificate in Not-for-Profit Management (for credit)

Program Description:

The Certificate in Not-for-Profit Management is a program designed for leaders and key management staff working in the not-for-profit environment. The program, which is delivered entirely online, covers significant themes of not-for-profit business management and administration: human resources, program design and management, financial management, strategic planning and leadership, approaches to not-for-profit management in the Canadian context, and monitoring and evaluation.

Program Requirements:

Students must complete 15 credit hours as outlined below. All courses are offered online.

Learning Objectives:

At the conclusion of the certificate program, participants will be able to:

- Comply with established and generally accepted financial, employment, and operational practices and laws.
- Work with others– staff, volunteers, board members– in collaborative and joint efforts to identify needs, solve problems, and design and manage services, programs, and projects.
- Demonstrate effective management and leadership practices and behaviours.
- Use effective and appropriate oral, written, and listening skills with colleagues, employees, volunteers, community members, etc.
- Design programs/projects/services to meet identified needs, measure and evaluate impact, and report on outcomes.
- Analyze financial statements to determine alignment and success in meeting identified strategic and business goals.
- Prepare budgets to ensure sound use and oversight of financial resources.
- Write and present professional program proposals and grant applications.
- Lead teams and be an effective team member.
- Demonstrate adaptability, flexibility, openness, and confidence to manage change.
- Manage personal interactions and interpersonal communication and resolve conflict with staff, volunteers, and others appropriately and professionally.
- Align business plan to strategy and strategic plan to the mission, vision, and values of their organizations.
- Demonstrate creativity and innovation in executing strategy, addressing community priorities, and staying relevant to the mission, values, and context of their organizations.
- Understand and assess risk potential (defined broadly) at the program and organizational level so that their organizations can respond early enough to avoid crisis.
- Understand, abide by, and support the governance and legal structure of their organizations.

Required Courses (12 Credit Hours)

- MGT201 Human Resource Management in Not-for-Profit Organizations (3)
- MGT202 Program Design, Proposal Writing, and Project Management in Not-for-Profit Organizations (3)
- MGT203 Financial Management in Not-for-Profit Organizations (3)
- MGT204 Strategy and Leadership in Not-for-Profit Organizations (3)

Elective Courses (Choose One)

- MGT206 New Approaches to Non-Profit Management for the Canadian Context (3)
- MGT207 Planning, Monitoring, and Evaluation in Not-for-Profit Organizations (3)

Certificate in Not-for-Profit Management - The Salvation Army (for credit)

Program Description:

The Certificate in Not-for-Profit Management – The Salvation Army is designed for Salvation Army officers and key management staff. The certificate program covers four significant themes of Salvation Army business management and administration: human resources, program design and management, financial management, and strategic planning and leadership. The certificate will be offered in a cohort structure.

Program Requirements:

The certificate program consists of four online courses addressing the four primary areas of not-for-profit management and a capstone course integrating all of the content material. The capstone course begins with a virtual intensive week at the beginning of the program and continues online for the duration of the program. It will supplement online learning with specific Salvation Army policies and procedures and engage certificate participants in a project relevant to their ministry context. There are a total of 15 credit hours in this certificate.

Learning Objectives:

At the conclusion of the certificate program, participants will be able to:

- Comply with established and generally accepted financial, employment, and operational practices and laws.
- Work with others– officers, staff, volunteers, congregants, board members– in collaborative and joint efforts to identify needs, solve problems, and design and manage services, programs, and projects.
- Demonstrate effective management and leadership practices and behaviours.
- Use effective and appropriate oral, written, and listening skills with colleagues, employees, volunteers, community members, etc.
- Design programs/projects/services to meet identified needs, measure and evaluate impact, and report on outcomes.
- Analyze financial statements to determine alignment and success in meeting identified strategic and business goals.
- Prepare budgets to ensure sound use and oversight of financial resources.
- Write and present professional program proposals and grant applications.
- Lead teams and be an effective team member.
- Demonstrate adaptability, flexibility, openness, and confidence to manage change.
- Manage personal interactions and interpersonal communication and resolve conflict with staff, volunteers, and others appropriately and professionally.
- Align business plan to strategy and strategic plan to the mission, vision, and values of the local ministry units and the broader Salvation Army.
- Demonstrate creativity and innovation in executing strategy, addressing community priorities, and staying relevant to the mission, values, and context of Salvation Army ministry units.
- Understand and assess risk potential (defined broadly) at the program, unit, and organizational level so that the ministry unit can respond early enough to avoid crisis.
- Understand, abide by, and support the governance and legal structure of The Salvation Army (boards, governing council, etc.).

Required Courses (15 Credit Hours)

- MGT205 Not-for-Profit Management Certificate Capstone (3)
- MGT201 Human Resource Management in Not-for-Profit Organizations (3)
- MGT202 Program Design, Proposal Writing, and Project Management in Not-for-Profit Organizations (3)
- MGT203 Financial Management in Not-for-Profit Organizations (3)
- MGT204 Strategy and Leadership in Not-for-Profit Organizations (3)

Certificate in Personal Support Worker (for credit)

Program Description:

The Personal Support Worker (PSW) program of Booth University will prepare the graduate to provide supportive care for individuals in a variety of settings. A PSW will work with individuals who have a range of health challenges to assist with activities of daily living. The PSW will help enable them to live more independent lives and provide them with the opportunities to live fulfilling lives. Work settings may include personal care homes, retirement homes, private homes, and long-term care homes. The program is designed to provide an integrated experience where students have opportunities to learn in both academic and workplace contexts. Upon completion of the program, the graduate is expected to provide supportive care in an ethical, wholistic, person-centered and safe manner. It is also expected that the graduate will use effective written and oral communication skills to work with the clients, their families and an interprofessional team. The distinctive feature of the program is the Spiritual Care component which will be embedded in all courses including practices and procedures, and their context in a multicultural, multifaith society.

Program Requirements:

The certificate program is comprised of twelve required courses (27 credit hours), a one-term mandatory practicum course (3 credit hours), and an i
ntegrated Remote Care Management (IRCM) workshop. All courses are delivered online, except for the field hours in the mandatory practicum course. The certificate follows a cohort structure and can be completed between 1 to 2 years. Students begin and complete the required courses together.

Learning Objectives:

At the conclusion of this program, graduates are able to:

- Work within the personal support worker role in various care settings in accordance with all applicable legislation, standards, employer job descriptions, policies, procedures and guidelines.
- Practice professionally and be accountable for one's own actions by applying problem-solving, self-awareness, time management and critical thinking to the provision of care as a personal support worker, whether working independently or as a member of a team.
- Practice as an engaged member of the interprofessional team to maintain collaborative working relationships for the provision of supportive, safe, responsive and competent client-centred care within care settings.
- Provide person-centred care, based on ethical principles, sensitive to diverse

personal and family values, beliefs, cultural practices and other needs, which follows the plan of care.

- Establish and maintain therapeutic relationships with clients and their families using effective communication skills to build a genuine, trusting, and respectful partnership, in accordance with professional boundaries, employer policies, confidentiality, and privacy legislation.
- Identify relevant client information within the roles and responsibilities of the personal support worker using observation, critical thinking, and effective communication skills to report and document findings.
- Create, promote and maintain a safe and comfortable environment for clients, their families, self and others by implementing current infection prevention and control measures, emergency and first aid procedures, and best practices in pandemic planning that are in keeping with the plan of care, all applicable legislation, and employer policies and procedures.
- Assist clients across the lifespan with activities of daily living by applying fundamental knowledge of growth and development, psychological concepts, common alterations in functioning, health promotion, disease prevention, rehabilitation and restorative care, and holistic health care.
- Assist the client with medication following the client's plan of care, and if a delegated act, under the supervision of a regulated health professional or done by exception under the most accountable person and in accordance with all applicable legislation and employer policies.
- Assist with household management services and instrumental activities of daily living in accordance with the plan of care and considering the preferences, comfort, safety and autonomy of clients, families and significant others.
- Assist and support clients who are caregivers, considering individual and family choices, professional boundaries and the direction of the plan of care.
- Identify, respond to and report potential, alleged, suspected or witnessed situations of abuse, and/or neglect, as required by all applicable legislation, including regulations under the Manitoba Health Services Insurance Act of 2024, and as required within the employers' job description for the personal support workers.
- Assist with the provision of holistic health care and advocacy for culturally safe and spiritually sensitive palliative and end-of-life care to clients and to their families and significant others from diagnosis through to death and bereavement, and in accordance with clients’ choices and the plan of care.
- Provide client-centered and client-directed care to individuals experiencing various mental health illness and challenges, cognitive and intellectual impairments, and/or responsive behaviours by using supportive approaches and evidence-based practices to promote positive and safe behaviours in clients

Required Courses (30 Credit Hours)

- PSW001 Principles of Person-Centered Care (3)
- PSW002 Writing for the Workplace (1)
- PSW003 Workplace Health and Safety for the PSW (2)
- PSW004 Ethics of Person-Centered Care (3)
- PSW005 Communication Skills for Healthcare (2)
- PSW006 Person-Centered Activities of Daily Living (3)
- PSW007 Rehabilitative and Restorative Care (3)
- PSW008 Household Management (2)

- PSW009 Mental Health and Dementia Care (3)
- PSW010 Palliative and End of Life Care (2)
- PSW011 PSWs as part of an Interprofessional Team (1.5)
- PSW012 PSW Practicum Preparation (1.5)
- PSW013 PSW Student Practicum (3)

Degrees

Associate of Christian Ministry

Program Description:

This associate degree program prepares you for Salvation Army Officership and is offered in co-operation with The Salvation Army's College for Officer Training (CFOT). Gain foundational knowledge about the Bible, Salvation Army Theology, and the Ministry and management skills necessary for successful Officership. Students must first be accepted into the CFOT program before they can qualify for enrolment in the Associate of Christian Ministry degree. Upon completion of this degree, students qualify for enrollment in the BA in Biblical and Theological Studies.

Program Requirements:

Open only to Salvation Army Cadets and Officers in the Canada and Bermuda Territory. Prior to attending CFOT, candidates enroll in MIN140 Introduction to Officership (3).

Learning Objectives:

- To prepare individuals for Salvation Army officership by providing them with foundational knowledge in biblical and theological studies.
- An understanding of the contemporary world, and the practical ministry skills necessary for their work in ministry.

Required Courses

- 3 credit hours of ENG100 University Writing
- 18 Credit hours of Religion (REL126, REL200, REL201, REL303, REL310, REL330)
- 12 Credit hours of Field Seminar (MIN181, MIN182, MIN183, MIN281, MIN282, MIN283)
- 27 credit hours of MIN and MGT (Must include MIN140, MIN150, MIN243, MIN 244, MIN269)

Bachelor of Arts – Biblical and Theological Studies major (3 year/100 credit hours)

College for Officer Training (CFOT) Integrated Program, Canada and Bermuda Territory

Program Description:

The CFOT integrated program is offered in cooperation with the College for Officer Training.

During the portion of the program that is taken at CFOT, students prepare for commissioning and ordination as Salvation Army officers. After the completion of the CFOT component of the program, students finish their degree requirements directly with Booth University College. The program prepares students for Salvation Army officership by providing them with foundational knowledge in biblical and theological studies, an understanding of the contemporary world, and the ministry skills necessary for their work as Salvation Army officers.

Program Admission and Continuance Criteria:

Open only to Salvation Army Cadets and Officers in the Canada and Bermuda Territory. Prior to attending CFOT, candidates enroll in MIN140 Introduction to Officership (3).

Program Requirements:

Students complete a total of 100 credit hours in this program. Minimum Required Program CGPA 2.0. Minimum required GPA in all courses that constitute the major, 2.0 (effective June 2004).

Learning Objectives:

In addition to the Institutional Learning Outcomes, on successful completion of this program, it is expected that students will:

- Have a sound knowledge of the Biblical and theological basis for their Christian faith, including the Wesleyan theological tradition;
- Have a better understanding of the context in which they minister;
- Have broadened and strengthened their ministry skills;
- Have the skills necessary for ongoing study and research in order to continue to be informed Christian leaders in a changing world;
- Be developing a Christian worldview which will enable them to live as Christian witnesses and to serve as Christian leaders in society.

Required Courses

- 30 credit hours of Religion (must include REL126, REL127, REL200, REL201, REL302, REL303, REL310, REL311 and REL330)
- 6 credit hours of HIS206 and HIS209
- 10 credit hours of Field Seminar
- 33 credit hours of MIN and MGT (must include MIN110, MIN140, MIN150, MIN151, MIN243, MIN244, MIN268, MIN269, MIN343, MIN344 at least 3 hours of MGT)
- 21 credits hours from arts and science electives

Master of Theological Studies in Salvation Army Studies

Offered in Collaboration with Tyndale University College and Seminary

Program Requirements: 18 Courses Required

(Course numbers are Tyndale course codes)

Bible, Theology, and History Courses (7)*

- BIBL 0501 Biblical Interpretation
- HIST 0561 History of Christianity I
- HIST 0562 History of Christianity II
- NEWT 0522 New Testament Theology and History
- OLDT 0511 Old Testament Theology and History
- THEO 0531 Systematic Theology I
- THEO 0532 Systematic Theology II

Formation Courses (3)*

- LEAD 0510 Leadership Development
- MISS 0782 Gospel, Church and Culture
- SPIR 0700 Spiritual Formation

Salvation Army Studies Core Courses (6 of the following)

- SALV 0501 Agents of Change in the Salvation Army
- SALV 0502 Salvation Army Missiology
- SALV 0503 The Salvation Army and Ethical Issues
- SALV 0504 The Salvation Army and the Bible
- SALV 0505 The Wesleyan Heritage of the Salvation Army
- SALV 0570 Directed Reading and Research
- SALV 0670 Topics in Salvation Army History
- SALV 0671 Topics in Salvation Army Theology
- SALV 0799 Salvation Army Studies Thesis

Free Elective Courses (2)

* Courses in these categories are already part of Tyndale's regular curricular offerings

Course Descriptions

Behavioural Science
Business Administration
Community and Urban Transformation
Community Capacity Building
Economics
Educational Travel
English Literature
Fine Arts
Film Studies
History
Humanities
Languages
Management Studies
Ministry
Personal Support Worker - New
Philosophy
Psychology
Religion
Science
Skills
Social Work
Sociology

Course Numbering System

All courses are designated by an Alpha designation and three digit number.

- The alpha designation indicates the discipline area of the course;
- The first numeric digit indicates level;
- The second numeric digit indicates a thematic group;
- The third digit indicates sequence within the group.

Levels (First Numeric Digit)

1. Introductory courses (no prerequisites)
2. Introductory courses (may have prerequisites)
3. Relatively specialized courses (may have level 1 or 2 courses as prerequisites)
4. Highly specialized courses (have prerequisites and include independent studies and senior practica)

Behavioural Science

BHS200 Research Methods (3) (B)

The course introduces students to the methods used in the scientific study of human behaviour and provides students with the necessary knowledge and skills in order to critically evaluate social sciences literature. Students will gain the ability to formulate research hypotheses, design research proposals and prepare appropriate written reports.
Prerequisite: Minimum of grade C in SOC100 or PSY120 and PSY121.
Delivery Method: In-Class, Virtual options may be available.

BHS300 Statistics for the Behavioural Sciences I (3) (B)

This course introduces students to descriptive and inferential statistics, emphasizing the organization and interpretation of data. Topics may include visual data displays, measures of central tendency and dispersion, normal distributions, null hypothesis significance testing, correlation, regression, and chi-square analysis. Students will learn the conceptual foundations of each topic and learn to conduct each type of analysis in statistical software.
Prerequisite: minimum of grade C in SOC100 or PSY120 and PSY121 or permission of instructor.
Cross-listed as BUS397, MAT397, SWK300.
Delivery Method: In-Class, Virtual options may be available.

BHS301 Statistics for the Behavioural Sciences II (3) (B)

This course expands on concepts learned in BHS300. Topics may include *t* tests, analysis of variance, hierarchical linear models, factor analysis, and Bayesian analysis. Students will learn the conceptual foundations of each topic and learn to conduct each type of analysis in statistical software.
Prerequisites: BHS300 or permission of instructor. Should be taken before final year.
Delivery Method: In-Class, Virtual options may be available.

BHS310 Qualitative Methods (3) (B)

This course introduces students to qualitative research design, the production of research material, and its collection and analysis. Topics may include: sampling, data collection methods, archival research, computer assisted qualitative data analysis (e.g.,NVivo, Atlas, Ti), research values and ethics, epistemological issues in research, reflexivity, and writing up qualitative research.
Prerequisite: BHS200 Research Methods.
Delivery Method: In-Class, Virtual options may be available.

BHS350 Behavioural Science Internship (3) (Occ.)

Internship provides a closely supervised work experience in a field related to sociology or psychology for those students desiring an opportunity for “hands-on” experience in an area of their choice.
Prerequisite: Permission of the Internship Coordinator and must have completed a minimum of 60 credit hours (i.e. at least 3rd year level student.).
Delivery Method: In-Class, Virtual options may be available.

BHS450 Behavioural Science Internship (3) (Occ.)

Internship provides a semi-independent work experience in a field related to sociology or psychology for those students desiring an opportunity for “hands-on” experience in an area of their choice.
Prerequisite: Permission of the Internship Coordinator and must have completed a minimum of 60 hours (i.e. at least 3rd year level student.).
Delivery Method: In-Class, Virtual options may be available.

BHS456 Seminar in Cognitive Science (3) (Occ.)

This course will take an interdisciplinary approach to examining the mind. The course will approach topics such as thought, consciousness, language, the mind-body, and cognitive architectures from the perspectives of psychology, philosophy, computer science, linguistics, and other fields of study.
Prerequisite: PSY256
Delivery Method: In-Class, Virtual options may be available.

BHS499 Integration Capstone (3) (Occ.)

The Capstone course is taught in seminar format and attempts to bring integration and reflection to bear on the degree experience. Students will be encouraged to assess their learning experience and prepare themselves for the next stage of life. The course will include readings, discussion and a reflective writing exercise.
Taken in the last year of study.
Delivery Method: In-Class, Virtual options may be available.

Business Administration

BUS110 Introduction to Financial Accounting (3) (A)

This introductory course familiarizes students with the basics of the accounting process including the preparation and analysis of basic financial statements. CPA approved preparatory course.
Prerequisite: BUS190.
Delivery Method: In-Class, Virtual options may be available.

BUS175 Cybersecurity (3) (A)

This course introduces students to the fundamentals of cybersecurity. Students learn about key terms within the field, types of attackers and their motivations, defense against cyber attacks, risk management, and skills and tools used in the field today. Using popular industry tools to investigate a real-world cyber attack, students gain insight into what a day in the life of a cyber analyst looks like.
Cross-listed as MIS175. Lab fee applies.
Delivery Method: Online, asychronous

BUS190 Business Essentials (3) (A)

This introductory course familiarizes students with the basic functional areas of business. Topic areas covered include: accounting, information systems, finance, marketing, production operations, human resource management, organizational behaviour and others.
Delivery Method: In-Class, Virtual options may be available.

BUS212 Managerial Accounting (3) (Occ.)

This course examines the fundamental development and use of accounting information within a business organization. Emphasis will be placed on accounting information related to effective management planning, directing, motivating and controlling activities and behaviours. CPA approved preparatory course.
Prerequisites: a grade of a C or better in both BUS110 and BUS190.
Delivery Method: In-Class, Virtual options may be available.

BUS221 Finance Essentials (3) (B)

This course examines the fundamentals of business finance including: the costs of capital, capital investments, dividend policies, asset management and others. CPA approved preparatory course.
Prerequisites: a grade of C or better in both BUS110 and BUS190.
Delivery Method: In-Class, Virtual options may be available.

BUS230 Marketing (3) (B)

This course examines the fundamental marketing functions and their related concepts and theories. Topic areas covered include: promotion, product design, consumer behaviour, market research pricing, distribution channels and others.
Prerequisite: a grade of C or better in BUS190.
Delivery Method: In-Class, Virtual options may be available.

BUS240 Human Resource Management (3) (A)

This course examines the fundamental challenges of managing human resources in the workplace. Topic areas covered include: recruitment, selection, orientation, training, compensation, performance management and others.
Prerequisite: a grade of C or better in BUS190.
Delivery Method: In-Class, Virtual options may be available.

BUS250 Organizational Behaviour (3) (A)

This course examines both the fundamental theoretical and practical aspects of human behaviour and management in the workplace. Topic areas covered include: the individual perspective, the group perspective, motivation, leadership, job design, organizational structure, organizational change and others.
Prerequisite: a grade of a C or better in BUS190.
Delivery Method: In-Class, Virtual options may be available.

BUS260 Production Operations (3) (B)

This course examines the fundamental issues related to the design and production of products and services. Topics covered include: capacity decisions, location decisions, operating processes and controls, supply chains and others.
Prerequisite: a grade of C or better in BUS110 and BUS190.

BUS270 Business Information Systems (3) (A)

This course examines the fundamental role and components of information technology in an organization environment. Topics covered include: information systems concepts and management, hardware, software, information privacy and security, e-business, e-commerce, knowledge management and others. CPA approved preparatory course.
Prerequisite: a grade of C or better in BUS190.
Delivery Method: In-Class, Virtual options may be available.

BUS310 Intermediate Accounting I (3) (Occ.)

This course is an examination of accounting and reporting issues related primarily to asset valuation and revenue recognition. This course is designed to develop depth in the areas of (1) the environment of financial reporting and conceptual framework of financial reporting in Canada and (2) highlights of the differences between International Financial Reporting Standards (IFRS) used by publicly accountable firms and those used by private enterprises (ASPE). Key topics of focus include: cash, investments, receivables, inventory and capital assets.
CPA approved preparatory course. Prerequisite: a grade of C or better in BUS110.
Delivery Method: In-Class, Virtual options may be available.

BUS311 Intermediate Accounting II (3) (Occ.)

This course is an examination of accounting and reporting issues related primarily to the liability and equity sections of the balance sheet. This course is designed to develop further depth in the areas of (1) the environment of financial reporting and conceptual framework of financial reporting in Canada and (2) highlights of the differences between International Financial Reporting Standards (IFRS) used by publicly accountable firms and those used for private enterprises (ASPE). Key topics of focus include: liabilities including dilutive securities, income taxes, pensions and other future employee benefits, leases, earnings per share (EPS), accounting changes and error analysis, cash flows, and full financial reporting disclosure.
Prerequisite: a grade of C or better in BUS110.
Delivery Method: In-Class, Virtual options may be available.

BUS319 Fraud Examination (3) (B)

This course examines the nature of fraud including its effects on individuals and businesses including: fraud detection, fraud investigation, prevention techniques, internal control systems and codes of ethics.
Prerequisites: a grade of C or better in BUS110 and completion of 12 credit hours of BUS courses.
Delivery Method: In-Class, Virtual options may be available.

BUS330 Public Relations (3) (B)

This course examines the key concepts, functions and issues of the public relations field. It also covers the interrelationships between the public relations marketing, integrated marketing communication (IMC) and various management functions.
Prerequisites: completion of BUS230 plus at least 2 courses as the BUS2XX level.
Delivery Method: In-Class, Virtual options may be available.

BUS335 Marketing in a Not-For-Profit Environment (3) (Occ.)

This course examines the theories and practices involved in not for profit marketing. Topics include: an examination of the similarities and differences of not-for- profit marketing with for profit marketing, also not-for-profits key publics, marketing and organizational challenges and others.
Prerequisite: a grade of C or better in BUS230.
Delivery Method: In-Class, Virtual options may be available.

BUS338 Consumer Behaviour (3) (Occ.)

This course examines the dynamics underlying consumer behaviour. Topics include: how the self, social identity, environment and innovation impact the consumer decision making process.
Prerequisite: a grade of C or better in BUS230.
Delivery Method: In-Class, Virtual options may be available.

BUS352 Leadership (3) (B)

This course examines the leadership theories and trends including the evolution of leadership styles. Topics include: the evolution of leadership styles and the practice and impact of leadership in organizations and communities and others.
Prerequisites: a grade of C or better in BUS240 and BUS250.
Delivery Method: In-Class, Virtual options may be available.

BUS381 Financial Crimes and Compliance Management I (3) (Occ.)

This course examines, and analyzes financial crimes, including regulatory and financial frameworks, and various international crimes. Topics include: financial crime convergence, money laundering (including terrorist financing), global anti-corruption, tax compliance programs, and asset recovery.
Prerequisite: a grade of C or better in BUS319.
Delivery Method: In-Class, Virtual options may be available.

BUS382 Financial Crimes and Compliance Management II (3) (Occ.)

This course examines, and analyzes financial crimes, including regulatory and financial frameworks and various international crimes. Topics include: investigation, money and commodity flows, basic cybersecurity and international agreements.
Prerequisite: a grade of C or better in BUS381.
Delivery Method: In-Class, Virtual options may be available.

BUS391 Entrepreneurship: New Venture Start Up (3) (Occ.)

This course is designed to provide the student with the opportunity to investigate and research a new business venture of interest. This course includes the integration and application of previous business courses resulting in the preparation of a comprehensive professional business plan. The student will also develop a greater understanding of the requirements of a successful entrepreneurial venture. Topics include: opportunity identification, market research/assessment, organizing, promoting, managing and financing the business. Buying an existing business or considering a franchise will also be considered.
Prerequisites: a grade of C or better in BUS110, BUS221, BUS230 and BUS240.
Delivery Method: In-Class, Virtual options may be available.

BUS392 Business Ethics and Social Responsibility (3) (B)

This course is designed to increase student awareness of the ethical and social responsibility dimensions of business. It will examine an organization's stakeholders, ethical frameworks and decision making processes, promotion of an ethical culture, corporate governance and others.
Prerequisite: completion of at least 3 courses at the BUS2XX level including BUS240 or BUS250.
Delivery Method: In-Class, Virtual options may be available.

BUS393 Project Management (3) (Occ.)

This course examines both the technical and behavioural implications of project management in particular creating, operating and evaluating projects. Topics covered include: project design, budgeting, scheduling, resource allocation, project control and monitoring and others.
Prerequisites: a grade of C or better in BUS260 plus at least two courses at the BUS2XX level.
Delivery Method: In-Class, Virtual options may be available.

BUS394 Business Law – Canada (3) (B)

An examination of the general framework of law and jurisprudence as it relates to business transactions and activities. Topics covered include: the law of tort, the law of contract, agency, business formation and others. CPA approved preparatory course.
Prerequisite: completion of at least 3 courses as the BUS2XX level.
Delivery Method: In-Class, Virtual options may be available.

BUS395 Selected Topics in Business (3) (Occ.)

Topics in this course vary from year to year, reflecting current business issues as determined by the course instructor.
Prerequisite: student must be in their third or fourth year of the BBA.
Delivery Method: In-Class, Virtual options may be available.

BUS397 Business Statistics (3) (B)

This course examines the fundamental business application of statistics including the interpretation of statistical results. Topics covered include: probability concepts; descriptive statistics; estimation and testing of hypotheses and others. CPA approved preparatory course. Prerequisites: BUS190 and at least two other BUS courses at the 2XX level.
Cross-listed as BHS300, MAT397, SWK300.
Delivery Method: In-Class, Virtual options may be available.

BUS410 Auditing Strategy (3) (Occ.)

This course is designed to examine the elements of audit strategy and their interrelationships. Topics covered include: the legal environment of auditing, risk assessment, internal control processes and theory, nature and sources of evidence, financial assertions, statistical testing and evidence gathering procedures all within a framework of professional judgment. CPA approved preparatory course.
Prerequisites: a grade of C or better in BUS310 and BUS311.
Delivery Method: In-Class, Virtual options may be available.

BUS419 Fraud Risk, Analysis and Investigation (3) (Occ.)

This course examines the creation of risk assessment models, other fraud related analysis, investigation, interviewing, and case management techniques. Case study analysis comprises a significant part of this course.
Prerequisite: a grade of C or better in BUS319.
Delivery Method: In-Class, Virtual options may be available.

BUS453 Leading Change in an Organization (3) (Occ.)

This course examines the leadership of the change process, including organizational readiness, potential consequences and outcomes. Topics include: models for change analysis, role of the change agent, strategies for strategic change, creating change readiness and evaluation of change.
Prerequisite: a grade of C or better in BUS352 or PSY380. This course is cross-listed and may be taken for credit as PSY480.
Delivery Method: In-Class, Virtual options may be available.

BUS470 Big Data Analysis (3) (Occ.)

This course examines the art and science of data analysis, specifically its impact on decision making. Tools used include both statistical and econometrics. Topics include: evaluation of econometrics, probabilities, regression, dependent models and hypothesis testing.
Prerequisite: a grade of C or better in BUS397.
Delivery Method: In-Class, Virtual options may be available.

BUS480 Business Application Project (3) (Occ.)

This course requires students to integrate and apply their business knowledge while working with others in the community. Students will be asked to identify (in consultation with the organization), analyze and provide a report outlining their recommendations or findings on a business problem or project.
Course restricted to fourth-year business students.
Delivery Method: In-Class, Virtual options may be available.

BUS490 International Entrepreneurship Internship (6) (Occ.)

This course entails an international summer innovation entrepreneurial experience offered through our partner European Innovation Academy.
Prerequisite: approved application by the School of Business.
Delivery Method: In-Class, Virtual options may be available.

BUS491 Business Strategy (3) (Occ.)

This course focuses on the strategic decisions requiring integration and synthesis of knowledge. Topics include: the analysis and evaluation, determination and implementation of the organizational strategies.
Course restricted to fourth-year business students.
Delivery Method: In-Class, Virtual options may be available.

BUS492 International Business (3) (Occ.)

This course examines business establishment or expansion into international markets. Topics include: the examination of culture, economics, politics and geography on international markets. Organizations such as the World Bank, World Trade Organization, International Development Associations and the International Monetary Fund are also explored.
Course restricted to fourth-year business students.
Delivery Method: In-Class, Virtual options may be available.

BUS494 Creativity, Innovation and Negotiation (3) (Occ.)

This course familiarizes students with the theories and processes around creativity, innovation and effective negotiation, including exploring what promotes and inhibits each of these three areas. The latter part of the course will include the integration of all three areas.
Prerequisite: students must be in their third or fourth year of the business program.
Delivery Method: In-Class, Virtual options may be available.

BUS495 Independent Study in Business (3) (Occ.)

This course allows the student to undertake an independent study on a topic of special interest in the area of Business.
Prerequisite: permission of the instructor.
Delivery Method: In-Class, Virtual options may be available.

BUS499 Advanced Selected Topics In Business (3) (Occ.)

Topics in this course vary from year to year, reflecting current business issues as determined by the course instructor.
Course restricted to fourth-year business students.
Delivery Method: In-Class, Virtual options may be available.

Community and Urban Transformation

CUT100 The Social Life of Cities (3) (A)

This course introduces students to the study of cities and their associated history, spatial form, economy, government, and social life, while crafting a transformative perspective upon various urban issues. Students engage with a broad range of research upon cities in a variety of domestic and international contexts through critical and collaborative pedagogies, including with class readings, interactive lecture format, and multimedia presentations. Key concepts which have been used to objectivate the distinctiveness of urban life are introduced and discussed, while attention is paid to a variety of experiences and structures making up contemporary cities, locally and globally.
Delivery Method: In-Class, Virtual options may be available.

CUT200 Pre-Field Seminar (3) (A)

This course primes students for the engaged theory and practice of urban studies and community research. While themes and topics covered may fluctuate with current problems of inequality, emergent local and regional issues, social movements, or global crises, this course is meant to prepare students for urban research. The seminar format encourages students to engage with specific topics of interest and to prepare research proposals that may be implemented in a range of independent study, practicum or internship, ethnographic field work, or policy analysis. Special emphasis placed on the ethics of research and key concepts such as reflexivity, power, inequality, and collaborative and Indigenous research.
Prerequisite: CUT100.
Delivery Method: In-Class, Virtual options may be available.

CUT301 Urban Practicum I (3) (A)

In this course, students engage and gain practical experience in the urban environment working with individuals, groups, and communities. After plan is approved, students must work approximately 108 hours in the practicum throughout the term.
Prerequisite: CUT100 and CUT200
Delivery Method: In-Class, Virtual options may be available.

CUT302 Urban Practicum II (3) (A)

In this course, students will continue from the Urban Practicum I and engage and gain additional practical experience in the urban environment working with individuals, groups, and communities. After plan is approved, students must work approximately 108 hours in the practicum arrangement throughout the term.
Prerequisite: CUT100 and CUT200 and CUT301
Delivery Method: In-Class, Virtual options may be available.

CUT311 Workshop/Conference Participation I (1.5) (Occ.)

In this course, students will engage and gain practical experience in community and urban transformation by working with urban and community workers, activists, experts or professionals. Proposed workshop or conference to be discussed with and approved by CUT professor.
Prerequisite: CUT100 and CUT200
Delivery Method: In-Class, Virtual options may be available.

CUT312 Workshop/Conference Participation II (1.5) (Occ.)

In this course, students will build on or extend their experience in community and urban transformation by working with and learning from urban and community workers, activists, experts or professionals. Proposed workshop or conference to be discussed with and approved by CUT professor.
Prerequisite: CUT100 and CUT200 and CUT311.
Delivery Method: In-Class, Virtual options may be available.

CUT390 Independent Study in Community and Urban Transformation (3) (Occ.)

This course is an opportunity to conduct intensive study of a specific topic of particular interest to a student. Students work closely with a faculty member to produce a summary of current theory and research on a specific topic. Alternatively, students can conduct research on a project with an instructor.
Prerequisite: CUT100 and SOC100.
Delivery Method: In-Class, Virtual options may be available.

CUT395 Selected Themes in Community and Urban Transformation (3) (Occ.)

The content of this course will vary year to year, reflecting the interests and research of the individual instructor.
Prerequisite: CUT100 and SOC100.
Delivery Method: In-Class, Virtual options may be available.

CUT490 Advanced Independent Study in Community and Urban Transformation (3) (Occ.)

This course is an opportunity to do advanced intensive study of a specific topic of particular interest to a student. Students work closely with a faculty member to produce a summary of current theory and research on a specific topic. Alternatively, students can conduct research on a project with an instructor.
Prerequisite: CUT100 and SOC100.
Delivery Method: In-Class, Virtual options may be available.

CUT499 Advanced Independent Study in Community and Urban Transformational Seminar/Capstone Integration (3) (A)

In this course, CUT majors will integrate the content of their coursework with practical or applied experience in relation to pertinent current issues. Such synthesis will take place in a seminar format which will allow students to practice the analysis, critical assessment, and presentation of their studies.
Prerequisite: BHS310 and CUT100 and CUT200 and CUT301 and one of CUT302, CUT311 and CUT312, ETR395.
Delivery Method: In-Class, Virtual options may be available.

Community Capacity Building

CCB010 Personal Leadership and Identity (*not for credit)*

What does your personal history bring to your leadership? In this module, you'll learn about your connection to the land and the histories that have brought us together. You'll build relationships within and across communities, as you explore identities, learn about human rights, and look at how power and privilege impact relationships. Guided by understanding the systems that impact the development of the individual (systems such as the family, education, health care, legal rights, and cultural attitudes and values), you will explore ways to navigate the environments that we work in as activists, learners, and community members; you will learn ways to find balance in your work; and you will learn to become a more effective community leader.
Delivery Method: Online

CCB020 Project Management and Strategy (*not for credit)*

How do you start planning a community project? In this module, you'll develop a strategy for your work. You'll examine foundational questions of community organizing, such as who are my people? what is their problem? what are their assets? You'll learn about different types of power and your role as both team member and leader in creating the conditions for people to flourish. To guide your next steps, you'll create your own Theory of Change, a method for planning and evaluating social projects that helps show how change happens.
Delivery Method: Online

CCB030 Project Implementation (*not for credit)*

How can you put theory into practice in your project? Through this module, you'll implement your community project using the strategy and Theory of Change you have already developed. You'll create a project timeline, explore planning frameworks, and collaborate with other learners to elicit and offer feedback. To refine your plan, you'll also consider tools like journey mapping that help you anticipate how others will interact with your project. You'll also benefit from the support of one another as you create meaningful impact through your projects.
Delivery Method: Online

CCB050 Project Evaluation (*not for credit)*

Evaluation is a powerful tool in community-based work. In this module, you'll learn how to make replicable projects and processes, so your work can continue beyond your efforts as an individual. As you explore different methods of researching, gathering and presenting data, you'll prepare an evaluation framework for your project that will help you share your work back with your community.
Delivery Method: Online

CCB070 Community and Communication (*not for credit)*

Community projects need the support of a community. This module prepares you to invite others to join your work. You'll hear case studies from storytellers and learn how storytelling can communicate shared values. You will also learn tools for fundraising, such as narrative proposals and budgets for grant applications. As you explore communication tools for proposal writing, fundraising and community engagement, you'll discover how you can share the story of your work in different contexts to inspire and motivate others.
Delivery Method: Online

Economics

ECO110 Introduction to Microeconomics (3) (B)

This introductory course familiarizes students with basic principles of microeconomics. Topic areas covered include: supply and demand, pricing, market structures, government intervention, international trade and others.
CPA approved preparatory course.
Delivery Method: In-Class, Virtual options may be available.

ECO120 Introduction to Macroeconomics (3) (B)

This introductory course familiarizes students with basic principles of macroeconomics. Topic areas covered include: the inflation rate, unemployment rate, interest rates, GDP and GDP growth, business cycles and the exchange rate. Also the interrelationship of these topics will be examined.
CPA approved preparatory course.
Delivery Method: In-Class, Virtual options may be available.

Educational Travel

ETR395 Educational Travel: Selected Themes (3) (Occ.)

Under supervision of a Booth instructor, class members will participate in a travel experience combined with academic instruction. *By permission of the instructor.*

English Literature

ENG195 Introductory Topics in Literature (6) (A)

This course offers an introduction to the study of literature and is designed to cover a range of literary periods and genres. Each section focuses on a single literary theme but takes up a variety of texts in literature, visual media, and theory. The course aims to enhance the student's ability to grasp the historical, cultural, and formal contexts that contribute to the production of meaning and to expand the student's reading comprehension and versatility as a writer. Students can take any two sections of the course to fulfill the core English Literature requirement.
Delivery Method: In-Class, Virtual options may be available.

ENG220 Medieval Literature (6) (0)

This course examines key literary composition of the Middle Ages, including selected tales from Chaucer's Canterbury Tales, Sir Gawain and the Green Knight and William Langland's Piers Plowman.
Prerequisite: ENG195 or by permission of instructor.
Delivery Method: In-Class, Virtual options may be available.

ENG222 Pulp and Film Noir (3) (Occ.)

Using both literary and cinematic texts, this course traces the complexities of the noir genre, from German expressionism and proto-noir thrillers to post-war hardboiled detective novels and contemporary neo-noir.
Prerequisite: 3 credit hours of ENG 195; or ENG 107 or FLM110 or FLM 120.
Delivery Method: In-Class, Virtual options may be available.

ENG240 Literature of the Romantic Period (6) (Occ.)

This course offers a survey of the poetry, prose and drama of the Romantic period (c.1780-1850).We will not only explore six major writers — Blake, Wordsworth, Coleridge, Shelley, Byron and Keats — but also lesser known writers, such as Charlotte Smith, Charles Lamb, Mary Robinson, John Wilson, Dorothy Wordsworth, Felicia Hemans, Mary Shelley and Letitia Landon.
Prerequisite: ENG195 or by permission of instructor.
Delivery Method: In-Class, Virtual options may be available.

ENG250 Victorian Literature (6) (Occ.)

This course examines selected prose, poetry and drama of the Victorian period. Authors to be studied may include Barrett-Browning, Browning, Tennyson, Dickens, Eliot and Collins.
Prerequisite: ENG195 or by permission of instructor.
Delivery Method: In-Class, Virtual options may be available.

ENG260 Twentieth Century British Literature (6) (Occ.)

A study of major literary movements and the selected prose, poetry and drama from the turn of the century to late twentieth century. Authors like Yeats, Conrad, Owen, Sassoon, Eliot, and Bowen will be studied with context of the social, political, technical and cultural changes of the twentieth century.
Prerequisite: ENG195 or by permission of instructor.
Delivery Method: In-Class, Virtual options may be available.

ENG269 Twentieth Century American Literature (3) (Occ.)

A survey of important and influential movements and the selected works by modern American authors, including but not limited to Pound, Frost, Hemingway, Fitzgerald.
Prerequisite: ENG195 or by permission of instructor.
Delivery Method: In-Class, Virtual options may be available.

ENG270 Canadian Poetry and Drama in English (3) (Occ.)

A survey of select Canadian drama and the central major periods in English Canadian poetry: Confederation, Modernism and Contemporary.
Prerequisite: ENG195 or by permission of instructor.
Delivery Method: In-Class, Virtual options may be available.

ENG272 Canadian Fiction in English (3) (Occ.)

Canadian life and imagination explored in works by such writers as Atwood, Laurence, Watson, Cohen, Wiebe, Munro, Ross, Buckler, Richler, Carrier and others.
Prerequisite: ENG195 or by permission of instructor.
Delivery Method: In-Class, Virtual options may be available.

ENG280 Literary and Cultural Theory (3) (B)

A comparative survey of the prominent critical approaches to culture and literary studies, exploring such contested territories as historicisms, structuralism, formalism, psycho-analytical interpretation, deconstruction, feminism and gender studies, and post-colonialism. This course is required for all English majors.

ENG285 Religion, Literature, and Popular Culture (3) (Occ.)

This course examines this engagement of popular literature, film, and television and religion – specifically the Western Christian tradition. In recent years, a number of novels, films, and television shows have engaged overtly with religion and religious themes. Literature and film have often employed religious themes and imagery; however, attempts to define an overtly “Christian culture” – books, music, and films – have not ended the interest of the so-called secular culture in matters of faith and religion.
Delivery Method: In-Class, Virtual options may be available.

ENG290 The Fictional Apologetics of the Inklings (3) (Occ.)

The diverse works of the Oxford-based writing community, the Inklings reveal an intersection of faith, imagination, fantasy and other cultural concerns as response to Modernism. From J.R.R. Tolkien’s Middle-Earth tales and C.S. Lewis’s Narnia stories, to Dorothy L. Sayers’s detective novels, Charles William’s thrillers and Owen Barfield’s philosophically-minded works. This course will examine the works and workings of the Inklings –either as a group or individual.

Delivery Method: In-Class, Virtual options may be available.

ENG320 Trauma Literature (3) (Occ.)

This course examines literary and visual representations of violence, destruction, and pain in light of theories of trauma. It will consider multiple subjects such as war, the Holocaust, residential schools, Apartheid, genocide, and sexual violence and the representation of the psychological effects of those events in literature and film .

Prerequisite: ENG195 and at least one ENG course at the 200 level or higher, or by permission of instructor.

Delivery Method: In-Class, Virtual options may be available.

ENG330 Contemporary Literature (6) (Occ.)

This course begins with a study of the carefully structured and organized fictional forms of the modernist period, with a special emphasis on notions like ambiguity, epiphany and aesthetic distance. To illustrate the modernist desire for a control of the text, the course shows how the modernist "ideal" of a controlled text was redirected by the postmodernists towards parody, duplicity and uncertainty.

Prerequisite: ENG195 and at least one other ENG course at the 2XX level or higher, or by permission of instructor.

Delivery Method: In-Class, Virtual options may be available.

ENG340 Sixteenth Century Literature (6) (Occ.)

This course examines, in the historical context of Elizabethan England, the prose, poetry and drama of major writers, like Spenser, Sidney, Marlow and Shakespeare, and minor writers, such as Greville and Lodge.

Prerequisite: ENG195 and at least one other ENG course at the 2XX level or higher or by permission of instructor.

Delivery Method: In-Class, Virtual options may be available.

ENG343 Seventeenth Century Literature (6) (Occ.)

A survey of the prose, poetry and drama of this tumultuous period in English history. We will study the works of major authors, (Shakespeare, Donne and Milton), and minor authors (Cary and Wroth).

Prerequisite: ENG195 and at least one other ENG course at the 2XX level or higher or by permission of instructor.

Delivery Method: In-Class, Virtual options may be available.

ENG350 Restoration/18th Century Literature (6) (Occ.)

A study of prose, poetry and drama of 1660-1800. Selections of works may include genres such as Restoration plays, mock heroic poems, autobiography, satirical essays, and travel writing.

Prerequisite: ENG195 and at least one other ENG course at the 2XX level or higher or by permission of instructor.

Delivery Method: In-Class, Virtual options may be available.

ENG360 Mass Media and Society (3) (Occ.)

This course examines the relationship between media, culture and society. Topics include: the function and structure of mass media, the impact of media content on individuals and groups, who determines the media message and how is that message designed and delivered, what influences

media practices and what role does media play in the social construction of society's reality.
Prerequisite: ENG195
Delivery Method: In-Class, Virtual options may be available.

ENG382 Adaptation (3) (Occ.)

A study of the interrelationships between literature and cinema through close analysis of specific movies, novels and plays.
Prerequisite: ENG195 or FLM110 or FLM120
Delivery Method: In-Class, Virtual options may be available.

ENG395 Select Themes in English Literature (e.g. Poetry, Prose, Drama, Genre, Theory) (3) (A) The content of this course will vary year to year, reflecting the interests and research of the individual instructor.

Prerequisite: ENG195 and at least one other course at the 2XX level or by permission of instructor.
Delivery Method: In-Class, Virtual options may be available.

ENG450 Internship in English (3) (Occ.)

This course allows interested 4 year English BA degree program students to apply their skills to a specific experiential learning environment outside of Booth University College, under the supervision of a faculty member and with the approval of the School of Humanities and Social Science. As internships require coordinating, it can take time to set them up; students are encouraged to begin this process well in advance of the desired start date. Prerequisite: Only available to 4 year English BA students who have completed at least 75 credit hours.
Delivery Method: In-Class, Virtual options may be available.

ENG495 Independent Study in English Literature (3) (Occ.)

This course allows the student to undertake independent study on a topic of special interest. It is intended to assist those who are preparing themselves for graduate study in the discipline.
Prerequisite: Permission of the instructor.
Delivery Method: In-Class, Virtual options may be available.

ENG499 Integration Capstone (3) (A)

The seminar-style capstone course, taken in the last year of study, attempts to bring integration and reflection to bear on the degree experience. Students will be encouraged to assess their learning experience, consider developments in literary scholarship and prepare themselves for either careers or further studies. This course will consist of readings, discussion and a reflective writing assignment.
Delivery Method: In-Class, Virtual options may be available.

Fine Arts

FNA100 Introduction to the Arts (3) (A)

This course seeks to create awareness and appreciation for the experience of the fine arts in its many forms. The course will include lectures and attendance at theatre and drama events, musical events, art galleries, special exhibits and other offerings from the Winnipeg arts scene.
Delivery Method: In-Class, Virtual options may be available.

Film Studies

FLM110 Introduction to Film Studies (3) (A)

This introductory course familiarises students with the art of cinema as well as the critical language needed to discuss it. Students will learn to appreciate movies as works of art as well as sources of entertainment and reflections of culture. FLM110 is a prerequisite for all senior level film studies courses.
This course fulfils the Fine Arts requirement of the core.
Delivery Method: In-Class, Virtual options may be available.

FLM120 Introduction to Film History (3) (A)

This introductory course examines the history of narrative cinema. Students will study movies made between 1895 and now and will consider the relationships among and between style, genre, theme, and structure, as well as their cultural, social and political contexts.
This course fulfils the fine arts requirement of the core.
Delivery Method: In-Class, Virtual options may be available.

FLM220 Genre (3) (Occ.)

A study of one or more major cinematic genres (i.e. gangster films, westerns), considering how genres evolve and change and how different directors use the conventions of genre.
Prerequisite: FLM110 or by permission of the instructor.
Delivery Method: In-Class, Virtual options may be available.

FLM222 Pulp and Film Noir (3) (Occ.)

Using both literary and cinematic texts, this course traces the complexities of the noir genre, from German expressionism and proto-noir thrillers to post-war hardboiled detective novels and contemporary neo-noir.
Prerequisite: 3 credit hours of ENG 195; or ENG 107 or FLM110 or FLM 120.
Delivery Method: In-Class, Virtual options may be available.

FLM224 Documentaries (3) (Occ.)

A study of documentary filmmaking and the documentary film as art, socio-cultural document and propaganda.
Prerequisite: FLM110 or by permission of the instructor.
Delivery Method: In-Class, Virtual options may be available.

FLM240 National Cinema (3) (Occ.)

A study of the themes and styles in the films of a particular nation or nations i.e. US, UK, Canada, Europe, Africa.
Prerequisite: FLM110 or by permission of the instructor.
Delivery Method: In-Class, Virtual options may be available.

FLM380 Film Theory (3) (B)

A survey of Film Theory from its early period to the present. This course is required for all Film minors.
Prerequisite: FLM110 or by permission of the instructor.

Delivery Method: In-Class, Virtual options may be available.

FLM382 Adaptation (3) (Occ.)

A study of the interrelationships between literature and cinema through close analysis of specific movies, novels and plays.
Prerequisite: ENG195 or FLM110 or FLM120
Delivery Method: In-Class, Virtual options may be available.

FLM383 Director as Artist (3) (Occ.)

A close study of the body of work of one or two significant filmmakers.
Prerequisite: FLM110 or by permission of the instructor.
Delivery Method: In-Class, Virtual options may be available.

FLM395 Selected Themes in Film Studies (3) (Occ.)

The content of this course will vary year to year, reflecting the interests and research of the individual instructor.
Prerequisite: FLM110 l or by permission of the instructor.
Delivery Method: In-Class, Virtual options may be available.

History

HIS104 Introduction to the History of Western Civilization to 1500 (3) (Occ.)

An introductory survey of the cultural history of the Western World from the earliest civilizations to 1500.
Delivery Method: In-Class, Virtual options may be available.

HIS105 Introduction to the History of Western Civilization from 1500 (3) (Occ.)

An introductory survey of the cultural history of the Western World from 1500 to the present.
Delivery Method: In-Class, Virtual options may be available.

HIS206 History of the Salvation Army (3) (B)

A survey of the origins and development of The Salvation Army with special attention paid to its founders, William and Catherine Booth, and those associated with them in the early history of the movement.
Delivery Method: In-Class, Virtual options may be available.

HIS209 Church History (3) (A)

This course will explore the history of the church from the apostolic age to the present in order to understand its mission in the complexities of human history.
This course is cross-listed and may be taken for credit as REL209.
Delivery Method: In-Class, Virtual options may be available.

HIS395 Selected Topics in History (3) (Occ.)

Topics in this course vary from year to year, reflecting the interests and research of individual instructors. Prerequisites may be required
Delivery Method: In-Class, Virtual options may be available.

Humanities

HUM499 Integration Capstone (3) (A)

The seminar-style capstone course, taken in the last year of study, attempts to bring integration and reflection to bear on the degree experience. Students will be encouraged to assess their learning experience, consider developments in literary scholarship and prepare themselves for either careers or further studies. This course will consist of readings, discussion and a reflective writing assignment.
Delivery Method: In-Class, Virtual options may be available.

Languages

GRK310 New Testament Greek (6) (Occ.)

This course introduces students to New Testament Greek. Students will learn orthography, vocabulary, grammar and syntax in order to read and interpret passages in the Greek New Testament.
This course is cross-listed and may be taken for credit as REL350.
Delivery Method: In-Class, Virtual options may be available.

GRK313 New Testament Greek Translation I (3) (Occ.)

Study of Greek syntax through translation of selected portions from the Greek New Testament.
Prerequisite: GRK310.
Delivery Method: In-Class, Virtual options may be available.

GRK314 New Testament Greek Translation II (3) (Occ.)

Study of Greek syntax through translation of selected portions from the Greek New Testament.
Prerequisite: GRK313.
Delivery Method: In-Class, Virtual options may be available.

HEB215 Elementary Biblical Hebrew (6) (Occ.)

An introductory course with emphasis on basic grammar and syntax. Students will learn to read simple biblical narratives in Hebrew
Delivery Method: In-Class, Virtual options may be available.

HEB311 Readings in Biblical Hebrew I (3) (Occ.)

Reading and translation of selected prose portions of the Hebrew Bible. Vocabulary building and review of basic Hebrew grammar.
Prerequisite: HEB215.
Delivery Method: In-Class, Virtual options may be available.

HEB312 Readings in Biblical Hebrew II (3) (Occ.)

Reading and translation of selected poetic portions of the Hebrew Bible. Vocabulary building and review of basic Hebrew grammar.
Prerequisite: HEB311.
Delivery Method: In-Class, Virtual options may be available.

Management Studies

MGT001 Essentials for Leading the Self (not for credit)

This module exposes some of the leadership myths and mindsets that no longer serve the needs of our organizations, communities, or the world. One of those myths is that you cannot be a leader without a title, position, or particular role in your organization or community. However, the kind of leadership required now is not defined by your position, but by the choices you make every day to positively impact the people and environment around you. You'll discover that you do have the power to influence the system you work within, but you must first be acutely aware of cultural, social, political, and organizational structures and systems that influence your values, identity, and worldview. That is why leadership must begin with the ability to lead yourself first. Emotional intelligence, critical thinking, and deep insight are the bedrock of effective self-leadership.
Delivery Method: Online

MGT002 Essentials for Leading Teams and Relationships (not for credit)

This module explores how you can positively influence the formation of the complex, interconnected system of relationships we call a "team." You'll look at why some of the current paradigms of team structure do not adequately address the inevitable issues of unconscious power, identity, and inclusion, and you'll learn how to apply the principles of adaptive leadership to any relationship. You'll learn a framework for team functioning that will enable you to work skillfully with conflict, leverage diverse views and voices, and create team relationships that truly get results.
Delivery Method: Online

MGT003 Essentials for Leading People Practices for Organizational Success (not for credit)

This module will expose you to the most current HR practices you'll need to attract, retain, manage, and inspire your team and develop skills that can create a healthy, respectful, and thriving workplace culture. You'll learn about the key factors in equity and access that lead to diversity in your team's experiences and deepen relationships and trust. You'll also develop practices for enabling emotional, mental, social, and spiritual health in your workplace and discover what makes organizations truly sustainable, inclusive, and engaging.
Delivery Method: Online

MGT004 Essentials for Leading in Organizations (not for credit)

Our work and leadership take place in the complex ecosystems of relationships we call organizations. This module will equip you with the tools, skills, and mindset to constructively influence and promote change, understand the psychology of change, and apply powerful tools for initiating system-wide change within your organizational systems. You'll explore your own beliefs about power, the different kinds of power available to you, and how to wield your levers of influence in more healthy, conscious, and effective ways. You'll also learn about diverse leadership and organizational models and challenge yourself to decolonize your leadership practice. You'll learn how to create shared meaning around organizational mission, vision, and goals to create clarity, alignment, and momentum.
Delivery Method: Online

MGT011 Personal Foundations of Successful Leadership (not for credit) (A)

Your level of self-awareness, mood management, and self-motivation all play a role in your ability to build strong relationships, engage diverse stakeholders, and optimize the performance of your

organization. Developing this core of authentic leadership provides the fulcrum from which you can explore, assess, make decisions, and take action. In this module, you'll engage in a rich journey of self-exploration to improve your personal relationships and professional performance.
Prerequisite: Admission to Certificate in Advanced Leadership
Delivery Method: Online

MGT012 Building Collaborative Teams for High Impact (not for credit) (A)

In this module, you will use a range of highly interactive and experiential approaches to developing effective interpersonal relationships. You'll have opportunities to bring your real-world challenges as you build your confidence and skills in having courageous conversations, navigating power, and transforming conflict into a tool for developing both yourself and others.
Prerequisite: Admission to Certificate in Advanced Leadership
Delivery Method: Online

MGT013 Creating Organizational Coherence in the Midst of Change (not for credit) (A)

This module tackles some of the most common challenges you face as a leader: how to motivate others, engage others, make decisions (with or without others), address conflict, tap the value of diversity, and lead and manage change. Through demonstrations and supervised practice, you will build practical skills in participating in and running outstanding meetings that help people come alive and leave inspired and clear. You'll also explore the ways in which organizational structures and policies shape organizational life and can be used to build more resilient organizations.
Prerequisite: Admission to Certificate in Advanced Leadership
Delivery Method: Online

MGT014 Catalyzing Action in Complex Systems (not for credit) (A)

This module will introduce you to complex societal issues and equip you with the lenses and skills needed to lead in these contexts. Through hands-on activities involving systems mapping, polarity analysis, strategy formulation, and more, you'll improve your skills for thinking and acting across a system and learn to apply a systems lens to your own professional context.
Prerequisite: Admission to Certificate in Advanced Leadership
Delivery Method: Online

MGT015 Leadership in Action (not for credit) (A)

Alongside the four modules described above, the advanced leadership program includes a series of activities that frame the challenges of leadership in a complex world, weave together the learnings from other modules, provide support for application of the concepts taught in this program to the participants' contexts, help build a sense of community and peer relationships among participants, and leave participants on a clear path of learning throughout and beyond the program. The integration activities bookend the four modules and run in parallel to ensure connectivity throughout the program for certificate participants.
Prerequisite: Admission to Certificate in Advanced Leadership
Delivery Method: Online

MGT100

This course will introduce cadets to the standard principles, practices, policies and application of Business, Finance, and Human Resources management, including elements unique to Salvation Army culture. The course will also provide an overview of business, finance, and HR software and data management systems used by The Salvation Army in the Canada and Bermuda Territory.

Delivery Method: Online

MGT170 Salvation Army Business and Finance (3) (B)

This course is designed to prepare cadets for financial management in a Salvation Army ministry unit. It will introduce cadets to the technical and ethical aspects of business and finance, including software and data management systems used by The Salvation Army Canada and Bermuda Territory. Cadets will also learn the principles and practices of organizational fiscal and property management in the application of the same within the context of The Salvation Army. (CFOT only)
Delivery Method: Online

MGT201 Human Resource Management in Not-for-Profit Organizations (3) (A)

This course examines the fundamental challenges of managing human resources in the not-for-profit workplace. Topic areas to be covered include: strategic human resource planning, compensation, recruitment and selection, performance management, operating in a unionized environment, and others.
Prerequisite: Admission to Certificate in Not-for-Profit Management or Certificate in Not-for-Profit Management - The Salvation Army
Delivery Method: Online

MGT202 Program Design, Proposal Writing, and Project Management in Not-for-Profit Organizations (3) (A)

The first half of this course examines the effective delivery of projects and programs in a not-for-profit setting. Topics to be covered include: program design and planning, securing resources, proposal writing (including grant applications), and program evaluation. The second half of this course focuses on both the technical and leadership sides of project management. Topics include: scope and activity planning, scheduling, budgeting, risk management and communication, and project monitoring and evaluation.
Prerequisite: Admission to Certificate in Not-for-Profit Management or Certificate in Not-for-Profit Management - The Salvation Army
Delivery Method: Online

MGT203 Financial Management in Not-for-Profit Organizations (3) (A)

This course examines the fundamentals of financial management including an overview of basic accounting and finance models and concepts. Topic areas to be covered include: recording and reporting financial transactions, basic financial analysis, cash flow and capital budgeting, financial planning, evaluation, and control. Note that this course is designed for not-for-profit managers without formal background in financial management.
Prerequisite: Admission to Certificate in Not-for-Profit Management or Certificate in Not-for-Profit Management - The Salvation Army
Delivery Method: Online

MGT204 Strategy and Leadership in Not-for-Profit Organizations (3) (A)

This course focuses on the integration of strategy and leadership in a not-for-profit setting. Topic areas to be covered include: strategic planning and monitoring, strategic analysis, change management, effective leadership, organizational innovation, ethics, politics, effective communication, negotiation, conflict resolution, and global leadership.
Prerequisite: Admission to Certificate in Not-for-Profit Management or Certificate in Not-for-Profit Management - The Salvation Army

Delivery Method: Online

MGT205 Not-for-Profit Management Certificate Capstone (3) (A)

The capstone course begins with an on-campus intensive week at the beginning of the Certificate in Not-for-Profit Management - The Salvation Army and continues online for the duration of the program. It is designed to apply specific Salvation Army policies and procedures to the general principles provided in the other courses in the certificate program, and it concludes with a final project relevant to a Salvation Army ministry unit or region.
Prerequisite: Admission to Certificate in Not-for-Profit Management - The Salvation Army
Delivery Method: Online

MGT206 New Approaches to Non-Profit Management for the Canadian Context (3) (A)

This course examines the legal foundations, the unique governance and human systems, and the resource requirements of the special entity called a not-for-profit organization within Canada. Areas to be covered include: best practices, trends in communications, fund development, and risk management. It is designed to integrate theoretical discussions and one's experience in the field.
Prerequisite: Admission to Certificate in Not-for-Profit Management
Delivery Method: Online

MGT207 Planning, Monitoring, and Evaluation in Not-for-Profit Organizations (3) (A)

This course examines the theories, methods, and practices for effective and responsive program planning that involve multi-stakeholder collaboration and ongoing evaluation. Topics include: process-oriented approaches such as iterative and continuous evaluation processes, monitoring and measuring quantitative and summative data, strategies for involving community and private sector involvement, and establishing systems of accountability and transparency.
Prerequisite: Admission to Certificate in Not-for-Profit Management
Delivery Method: Online

MGT275 Introduction to Salvation Army Human Resources (3) (B)

This course will introduce cadets to the principles, practices and policies of Human Resources management that are in some ways unique to the Salvation Army culture while other elements are generic to standard practices and policies for Human Resources management. Cadets will become familiar with databases and management systems used in the Human Resources processes in the Salvation Army. (CFOT only)
Delivery Method: Online

Ministry

MIN100 Understanding Ministry Through Mission

This foundational course for the CFOT program offers a broad overview of The Salvation Army and its complex ministries, encouraging new cadets to think of their vocation through a missional lens.
Delivery Method: Online

MIN103 Spiritual Formation (3) (A)

Integral to leadership in the Christian church is the leader's own spiritual formation. This course assists leaders to explore and practice spiritual disciplines which nurture one's own personal spiritual life, and which honour the ecumenical and historical tradition of the Church. The course

also explores how to integrate biblical values, rhythms, and spiritual practices within the Church, in order to assist in the formation of Christian spiritual communities. (CFOT only)
Delivery Method: Online

MIN110 Salvation Army Ministry in the Local Context (3) (A)

This course will address the significant responsibilities of Salvation Army officers as it relates to leading Sunday worship services, providing administrative support as well as understanding the pastoral role in corps (church) programming and giving general leadership and training development to local leaders in the area of Christian education for the whole congregation and membership.
Delivery Method: Online

MIN130 The Salvation Army Mission through the Local Context (3) (A)

This course will explore the ways The Salvation Army understands its mission in the community and that how that mission is uniquely anchored in the gospel message. The blending of evangelism and social ministry will be featured, along with ways that The Salvation Army's structure facilitates that mission.
Delivery Method: Online

MIN140 Introduction to Officership (3) (A)

This course is designed to introduce candidates to the vocation of Salvation Army officership. It will develop some of the biblical foundations of officership, create an understanding of its place in the context of The Salvation Army, and outline some of the tasks undertaken by officers. The student will gain an essential framework for understanding Salvation Army history and the doctrines of The Salvation Army, along with the essentials of an officer's covenant. The course will include a practical component.
Delivery Method: Online

MIN150 Spiritual Formation I (3) (A)

Integral to leadership in the Christian Church is the leader's own spiritual formation. This course assists leaders to explore and practice spiritual disciplines which nurture one's own personal spiritual life, and which honour the ecumenical and historical tradition of the Church. The course also considers the meaning and value of a rule of life, and how spiritual disciplines contribute to a rule of life as a whole.
Delivery Method: Online

MIN151 Spiritual Formation II (3) (A)

This course explores how to integrate biblical values, rhythms, and spiritual practices within the Church, in order to assist in the discipleship and formation of Christian spiritual communities. While recognizing that integral to leadership in the Christian Church is the leader's own spiritual formation, this course continues to explore and practice spiritual disciplines which nurture one's own personal spiritual life, and which honour the ecumenical and historical tradition of the Church.
Delivery Method: Online

MIN141 Biblical and Theological Foundations of Ministry (3) (B)

Sound pastoral practice requires an ability to integrate contemporary questions, experience, and actions with the beliefs, traditions, and practice of the historic community. Although contemporary chaplaincy has been enriched by knowledge and theory from the human and behavioural sciences,

it has also been accused of a corresponding neglect of its own foundational disciplines – theology and biblical studies. This course seeks to expose students to this methodological debate and consider the manner in which pastoral practice can be responsibly informed by biblical, theological, and historical perspectives.
Delivery Method: Online

MIN181 Mission & Ministry Formation - Seminar I (2) (A)

The overall objective of Mission & Ministry Formation Seminars is to assist cadets in the ongoing development of ministry skills associated with officership in The Salvation Army through practicum placements in church and social services. Cadets will learn to observe and evaluate the strengths and needs of community, and through theological reflection begin to form an understanding of integrated mission as well as their role as leaders in the Salvation Army. (CFOT only)
Delivery Method: Online

MIN182 Mission & Ministry Formation - Seminar II (2) (A)

The overall objective of Mission & Ministry Formation Seminars is to assist cadets in the ongoing development of ministry skills associated with officership in The Salvation Army through practicum placements in church and social services. Cadets will learn to observe and evaluate the strengths and needs of community, and through theological reflection begin to form an understanding of integrated mission as well as their role as leaders in the Salvation Army. (CFOT only)
Delivery Method: Online

MIN183 Mission & Ministry Formation - Seminar III (2) (A)

The overall objective of Mission & Ministry Formation Seminars is to assist cadets in the ongoing development of ministry skills associated with officership in The Salvation Army through practicum placements in church and social services. Cadets will learn to observe and evaluate the strengths and needs of community, and through theological reflection begin to form an understanding of integrated mission as well as their role as leaders in the Salvation Army. (CFOT only)
Delivery Method: Online

MIN200/201/300/301/400/401 Christian Service Practicum (1) (Occ.)

Each 48 hour practicum requires students to be engaged in an approved position of ministry. In addition, students attend a faculty-led seminar related to their type of service. Supervision will be provided by persons from both the field and faculty. Prerequisite (or taken concurrently): *MIN207. (Normally 30 credit hours completed with a grade of C or higher).*
Delivery Method: Online

MIN205 Interpersonal Conflict Resolution (3) (Occ.)

This course is designed to develop an understanding of the roots and nature of human conflict and models for appropriate ways to address conflict between individuals and small groups. Themes include goal and face-saving, the role of power, conflict styles, tactics, and communication skills, such as negotiation, and effective listening and speaking skills. Participation in class discussion, role-plays and exercises is expected.
Delivery Method: Online

MIN206 Transforming Church Conflict (3) (Occ.)

This course will introduce students to systems theory and the role of conflict in churches. It will explore and analyze the origins of group dynamics and examine interaction patterns within church

settings. System components such as habits, rituals, decision-making, rules, and roles will be examined as they serve healthy relationships or create dysfunctional systems. Student outcomes include increased capacities for constructive group processes and decision-making, defining leadership roles, creating inclusive structures, and their ability to engage in clear and open dialogue. *Prerequisite: MIN205*
Delivery Method: Online

MIN240 Pastoral Theology (3) (Occ.)

Exploration of the whole concept of the pastoral ministry with emphasis upon the call to ministry, the "shepherding" role of the pastor, pastoral ethics, and the pastor's personal life.
Delivery Method: Online

MIN242 Foundations of Chaplaincy (3) (B)

This course introduces students to the ministry of spiritual care in an institutional setting. Issues considered include the contexts of spiritual care delivery; basic practices and procedures in spiritual care; theological foundations for spiritual care; and the multi-cultural, multi-faith context of spiritual care. *Prerequisite: Admission to Certificate in Chaplaincy and Spiritual Care*
Delivery Method: Online

MIN243 Homiletics I (3) (A)

This course will assist the student in developing those skills involved in interpreting Biblical texts for the purpose of preaching, of creating sermons from those texts, and learning to preach those sermons.
Delivery Method: Online

MIN244 Introduction to Pastoral Care (3) (A)

This course will help to develop foundational skills that are necessary to the pastoral ministry of a Salvation Army officer, within both the corps and community context. While emphasis will be given to the theoretical elements of pastoral care, students will be given an opportunity to learn those skills in a ministry placement. *(CFOT only)*
Delivery Method: Online

MIN245 Spiritual Care in Times of Crisis (3) (B)

This course provides a combination of a theological paradigm and a mental health framework for acquiring the knowledge and skills necessary to respond appropriately to people in crisis. The course material will focus on a holistic pastoral care model as it relates to various kinds of trauma that people experience in crisis situations. The concept of critical incident stress management (CISM) will be presented and participants will have opportunities to explore the role that crisis intervention plays. Pastoral care in other crisis situations including suicide, grief, post-traumatic stress disorder, spiritual crisis, family violence, and abuse will be discussed. *Prerequisite: Admission to Certificate in Chaplaincy and Spiritual Care*
Delivery Method: Online

MIN246 Practice of Chaplaincy (3) (B)

This course will provide a detailed study of the practice of chaplaincy and spiritual care. Among the topics considered will be the philosophy of chaplaincy, record-keeping, ethical issues, self-care and self-awareness, basic counselling skills, theological reflection, and issues related to specialized ministry in chaplaincy. Students will also participate in discussion of the Myers Briggs Temperament

Inventory and a Spiritual Gifts Inventory as these apply to their professional roles as chaplains.
Prerequisite: Admission to Certificate in Chaplaincy and Spiritual Care
Delivery Method: Online

MIN247 Corrections Chaplaincy (3) (B)

This course will orient the student to the world of corrections and justice in Canada. It will explore the philosophical and theological foundations of chaplaincy in the prison, law courts, and community correctional services settings. Students will gain insight into some practical tools used in ministering to offenders and others in these complex environments. Additionally, students will study restorative justice principles and their relevance to correctional chaplaincy ministry. Ways to address harm; facilitate community (re)integration and support; and promote the reconciliation of victims, offenders, and communities will be examined.
Delivery Method: Online

MIN251 Cultivating a Disciple-Making Culture(3) (A)

This course explores the theological foundations, theories and practical ministry strategies of discipleship, both discipling individuals and Christian spiritual communities. Participants will examine several models—considering both the content and the methods—equipping them to share the gospel and nurture spiritual growth effectively.
Delivery Method: Online

MIN254 Long-Term Care Chaplaincy (3) (B)

This course looks at the specifics of chaplaincy in the long-term care (LTC) setting. Topics covered include distinctives of spirituality/religion in the elderly, spiritual assessment and spiritual care planning for the elderly, gerontologica physical changes in the resident, dementia and Alzheimer's disease, the impact of grief and loss, end-of-life palliative care, ethical issues, and political climate in healthcare and interventions/programs specific to LTC residents.
Delivery Method: Online

MIN255 Social Services Chaplaincy (3) (B)

This course offers the opportunity to consider and reflect upon the quality and delivery of spiritual care in a diversity of settings that characterize the social service context. The course includes topics such as the role and identity of the caregiver, addictions, homelessness, grief and loss, mental illness, and cultural issues. The use of themes of Scripture and pastoral practice are central to each topic and the final units are directed towards integration and development of a theology of spiritual care/pastoral care.
Delivery Method: Online

MIN256 Spiritual Care in Family Services (3) (A)

This course will consider the specifics of spiritual care in the community family services setting. Students will review concepts of poverty, the four key relationships that are integral to client transformation, and the development of programs and best practices for spiritual care.
Delivery Method: Online

MIN248 Pastoral Counselling (3) (B)

This course will focus on skill development related to pastoral counselling. The course will be taught in a lab format. Among the topics considered will be empathic attunement, assessment, active listening, responding, theological assessment, and counselling theories. Approximately 50% of the

course will be spent in skill practice. Students must be willing to participate in practice counselling sessions. *Prerequisite: Admission to Certificate in Chaplaincy and Spiritual Care*
Delivery Method: Online

MIN249 Chaplaincy and Spiritual Care Practicum (3) (B)

This course is an online course with community experience. Students will engage in a one-term field placement practicum relevant to their present or anticipated arena of field ministry. The 200 hours of the practicum placement are composed of supervised direct client/patient contact and related experiences. *Prerequisite: Admission to Certificate in Chaplaincy and Spiritual Care*
Delivery Method: Online

MIN250 Chaplaincy and Spiritual Care Graduating Project (3) (A)

This course will be the concluding piece of academic work for the Certificate in Chaplaincy and Spiritual Care. The student will complete either a practical project with research and written work to demonstrate their learning or they will complete a substantive research paper. The purpose of the graduating project is to integrate the student's vocational ministry practice with their accumulated understanding of the Bible, theology, and professional chaplaincy in their specific field of ministry. *Prerequisite: Admission to Certificate in Chaplaincy and Spiritual Care*
Delivery Method: Online

MIN257 Individual in a Pluralistic Context (3) (B)

This course will examine transition and change as it relates to the self of the chaplain and the culture in which they live and minister. Among the topics to be considered will be the psychosocial and faith transitions one encounters as a person and the changes in the cultural/religious context of ministry encountered in twenty-first century faith traditions. One of the goals of the course will be to learn how to embrace change so that it will enrich and not threaten the chaplain's values and ministry. *Prerequisite: Admission to Certificate in Chaplaincy and Spiritual Care*
Delivery Method: Online

MIN268 Organizational Leadership (3) (A)

This course will assist students in understanding the unique organizational and program features of The Salvation Army. It will present both the resources and accountability that are inherent in the Army's mission, whether at the Divisional, Territorial or International level. Theories and models of leadership will be explored. *(CFOT Only)*
Delivery Method: Online

MIN269 The Salvation Army in Canada: A Ministry and Service Retrospective (3) (A)

The overall objective of this course is to help TSA Lieutenants examine the theological roots of the Salvation Army in Canada through the various strains of: the Protestant, Reformation, subsequent Pietist movements in Europe/UK; the Great Awakening (18th century) in the UK/America, (Wesley/Asbury); The late 19th century origins of the Salvation Army in Great Britian and North America, especially Canada, alongside early holiness; and compare the characteristics of the Social Gospel movement of the late 19th and early 20th centuries. It will also inform students' understanding of the contemporary mission and ministry of the Salvation Army in Canada today.
Delivery Method: Online

MIN281 Mission & Ministry Formation - Seminar IV (2) (A)

The overall objective of Mission & Ministry Formation Seminars is to assist cadets in the ongoing development of ministry skills associated with officership in The Salvation Army through practicum placements in church and social services. Cadets will learn to observe and evaluate the strengths and needs of community, and through theological reflection begin to form an understanding of integrated mission as well as their role as leaders in the Salvation Army. (CFOT only)
Delivery Method: Online

MIN282 Mission & Ministry Formation - Seminar V (2) (A)

The overall objective of Mission & Ministry Formation Seminars is to assist cadets in the ongoing development of ministry skills associated with officership in The Salvation Army through practicum placements in church and social services. Cadets will learn to observe and evaluate the strengths and needs of community, and through theological reflection begin to form an understanding of integrated mission as well as their role as leaders in the Salvation Army. *(CFOT only)*
Delivery Method: Online

MIN283 Mission & Ministry Formation - Seminar VI (2) (A)

The overall objective of Mission & Ministry Formation Seminars is to assist cadets in the ongoing development of ministry skills associated with officership in The Salvation Army through practicum placements in church and social services. Cadets will learn to observe and evaluate the strengths and needs of community, and through theological reflection begin to form an understanding of integrated mission as well as their role as leaders in the Salvation Army. *(CFOT only)*
Delivery Method: Online

MIN303 Crisis Intervention (3) (Occ.)

A study of counselling skills used in the process of helping persons in crisis situations. Focus is placed on causes of individual and community problems, and methods of intervention. Students will examine a number of crisis situations in which this specialized type of short-term intervention is applicable. *Prerequisite: SWK230. (Cross-listed as SWK360)*
Delivery Method: Online

MIN343 Advanced Biblical Preaching (3) (A)

This course will reflect on the students' preaching experience and The Salvation Army's preaching tradition. Students will explore homiletical presentation while maintaining hermeneutical disciplines, exploring ways to enhance their presentation. Students will review some themes relating to Salvation Army tradition. *Prerequisite: MIN243.*
Delivery Method: Online

MIN344 Professional Ethics for Ministry (3) (A)

This course is designed for the officer, minister or lay leader who faces ethical issues in their Christian ministry. The focus is on professional ethics and decision-making skills using the case-study format.
Delivery Method: Online

MIN395 Selected Topics in Christian Ministries (3) (Occ.)

Special courses as announced by faculty. Prerequisites may be required. May be repeated for credit provided the topics of study are different.

Delivery Method: Online

Personal Support Worker – New

PSW001 Principles of Person-Centered Care (3) (A)

This introductory course will provide foundational knowledge about the roles and responsibilities of a Personal Care Worker (PSW) when providing person-centred and person-directed care to clients while promoting their independence. You will learn about the importance of working as part of an interdisciplinary team to respect the client's autonomy, dignity, right to privacy, right to make decisions about their care, and their belief systems while always maintaining confidentiality.

PSW002 Writing for the Workplace (1) (A)

Develop essential skills for clear, concise academic writing. Through a combination of theoretical instruction, practical exercises and constructive feedback, you will develop proficiency in various aspects of academic writing including using proper grammar, clear vocabulary and basic medical terminology to accurately communicating the with members of your health care team, following all privacy legislation with respect to the client's plan of care.

PSW003 Workplace Health and Safety for the PSW (2) (A)

As a health care professional, you are obliged to follow health and safety legislation, regulations, and workplace policies and procedures pertaining to caring for clients. The course covers personal protective equipment, infection control, emergency response, ergonomic practices, and more. You will learn how to mitigate hazards, follow emergency response protocols to safeguard self, patients, families, and caregivers to comply with regulatory standards while upholding the highest standards of care.

PSW004 Ethics of Person-Centered Care (3) (A)

This course explores the intricate balance between ethics and person-centered care. Analyze the ethical considerations in providing individualized care, emphasizing dignity, faith, spirituality, autonomy, and respect for diverse perspectives. You will examine real-world scenarios, ethical frameworks, and communication strategies to navigate complex decisions ethically. You will develop a deeper understanding of ethical principles, enrich your practice, and enhance the quality of care for every individual.

PSW005 Communication Skills for Healthcare(3) (A)

Enhance your effectiveness as a Personal Support Worker in this course tailored specifically for the healthcare setting. Learn essential techniques to facilitate clear, empathetic, and effective communication with clients, families, caregivers, and other health care professionals. Through various exercises, you will refine your verbal, written, presentation, active listening, empathy, and conflict resolution skills and abilities to build trust, and enhance client outcomes.

PSW006 Person-Centered Activities of Daily Living (3) (A)

In this course, you will learn how to provide for and support a person-centered Activities of Daily Living (ADL). You will learn strategies that prioritize individual preferences, capabilities, and dignity in daily care routines. Through case studies and discussions, you will learn to tailor ADL assistance to unique client needs, fostering independence and empowerment while deepening empathy, and

enhancing the quality of life for those under your care.

PSW007 Rehabilitative and Restorative Care (3) (A)

In this course, you will explore evidence-based practices for promoting physical, emotional, and cognitive well-being. Topics include therapeutic exercises, adaptive technologies, and client-centered care planning. You will learn to assess functional limitations and collaborate with interdisciplinary teams to assess functional limitations and create and follow personalized intervention plans. You will be equipped to facilitate recovery, enhance quality of life, and empower individuals on their journey toward optimal health and independence.

PSW008 Household Management (2) (A)

In this course, you will learn essential skills to maintain safe, hygienic, and organized environments conducive to client care, independence, and well-being. From efficient cleaning protocols to meal planning and inventory management, you will gain practical insights and strategies to optimize household operations within healthcare settings and the client's home to support optimal care. Through activities and constructive feedback, you will develop culturally relevant household management plans independently and in collaboration with the client, family and caregiver.

PSW009 Mental Health and Dementia Care (3) (A)

In this course, you will explore the complexities of mental health and dementia care, from understanding various forms to developing person-centered approaches that prioritize dignity and well-being. Through readings and a variety of case studies, you will learn to recognize symptoms, discuss possible interventions, and navigate ethical and legal considerations while enhancing the quality of life for your clients.

PSW010 Palliative and End of Life Care (2) (A)

This course on palliative and end-of-life care is tailored to the Personal Support Woker role in providing compassionate faith-based and spiritual support to clients and their families during life's final stages. You will gain understanding into symptom management, communication strategies, and ethical considerations as you develop the expertise and sensitivity required to provide dignified, holistic care, ensuring comfort and peace for individuals facing end-of-life transitions.

PSW011 PSWs as part of an Interprofessional Team (1) (A)

Gain essential skills in this course to thrive in a diverse, and ever-changing environment, fostering effective communication, mutual respect, and shared decision-making. You will learn to develop a collaborative mindset and utilize the collective expertise of the health care team to optimize positive care outcomes for the client.

PSW012 PSW Career Readiness Essentials (1) (A)

In this course, you will acquire essential skills for successful practicum placements. You will learn to craft a compelling resume, tailoring your skills to your future role as a personal support worker. Additionally, you will engage in mock interviews, honing your communication, problem-solving, and interpersonal abilities. Topics include interview etiquette, appropriate responses to questions, and effective follow-up strategies.

PSW013 PSW Practicum Preparations (1) (A)

This course is designed to prepare students for practicum placements by focusing on hands-on caregiving skills. These skills provide hands-on caregiving experience in performing tasks under safe

and controlled conditions. They will learn about medical terminology, anatomical positions and infection control, essential caregiving techniques like elimination care and safe use of transfer equipment. There will be an emphasis on client safety, hygiene, and well-being while following healthcare regulations. This course ensures that students gain both the professional readiness and practical skills necessary for success in healthcare environments.

PSW014 PSW Student Practicum (3) (A)

This practicum course is designed to bridge theory with real-world applications. Students will engage in hands-on learning under the guidance of experienced preceptors who have years of experience in your program of studies. Through tailored experiences in diverse healthcare settings, students will enhance practical skills and gain invaluable insights into client care. They will develop competence, confidence, expand your network, and prepare for a successful career as a Personal Support Worker.

Philosophy

PHI100 Introduction to Philosophy (3) (A)

An introduction to logical thinking, the general history of philosophical thought, and the parameters of human knowledge.
Delivery Method: In-Class, Virtual options may be available.

PHI280 Comparative Worldviews (3) (B)

This course will examine selected modern and post-modern ways of thinking exemplified by such figures as Marx, Darwin, Freud, Skinner, Sartre, Camus and Rand. Implications of these thinkers for a Christian worldview will be explored.
Prerequisite: PHI100.
Delivery Method: In-Class, Virtual options may be available.

PHI281 Religious Ethics (3) (B)

Examination of the ethical thinking within various religious traditions. Attention will be given to such questions as the nature of good and virtue, the place of laws or commandments, and the relationship between religion and morality.
Prerequisite: PHI100.
Delivery Method: In-Class, Virtual options may be available.

PHI370 Philosophy of Religion (3) (B)

This course will examine the basic issues of philosophical discourse about God and religion such as the existence and nature of God, the problem of language in the discussion of transcendence, the nature of religious experience and belief and other related topics.
Prerequisite: PHI100.
Delivery Method: In-Class, Virtual options may be available.

Project Based Learning

PBL196 Topics in Project-Based Learning I: Foundations (3) (Occ.)

This foundational Topics course, in the Project-Based Learning stream is an elective course, designed

to enhance learning in the context of project development. PBL196 has three primary learning outcomes: 1. To apply theory learned in other courses to a dedicated project application through transdisciplinary inquiry; 2. Notwithstanding talent (unmeasurable/unquantifiable), to develop specific skill-sets in creative thinking, independent research, teamwork and organizational dynamics, networking, and problem-solving; 3. To recognize, experience and evaluate/assess connections between learning theory and real world application by contributing to projects that make a difference and are aligned with the mission of Booth University College: Education for a Better World. This course fulfills elective requirements in BA Humanities and Social Sciences degrees and the BBA degree.
Delivery Method: In-Class, Virtual options may be available.

PBL296 Topics in Project-Based Learning II (3) (Occ.)

This Topics course, in the Project-Based Learning stream is an elective course, designed to enhance learning in the context of project development. PBL 296 has three primary learning outcomes: 1. to build on theories and principles of application learned in PBL 196 through transdisciplinary inquiry, decision-making and action steps; 2. to develop specific skill-sets in creative thinking, independent research, teamwork and organizational
dynamics, networking, and problem-solving; 3. to evaluate and articulate connections between learning and real world application by contributing to projects that make a difference and are aligned with the mission of Booth University College: Education for a Better World. Students in PBL 296 take on increased responsibilities toward the fulfilment of project goals. This course fulfills elective requirements in BA Humanities and Social Sciences degrees and in the BBA degree.
Prerequisites: PBL195 (Topics in Project-Based Learning I: Foundations)
Delivery Method: In-Class, Virtual options may be available.

PBL396 Topics in Project-Based Learning III (3) (Occ.)

This Topics course, in the Project-Based Learning stream is an elective course, designed to enhance application of theory in the context of project development. PBL 396 has three primary learning outcomes: 1. to build on theories and principles of application learned in PBL196 and 296and develop critical inquiry that bridges disciplinary divides, through transdisciplinary inquiry, decision making and action steps; 2. to master specific skillsets in creative thinking, independent research, teamwork and organizational dynamics, networking, and problem-solving; 3. to engage teamwork processes in ideation, creativity, consultation and informed decision-making, aligned with fulfilling the mission of Booth University College: Education for a Better World. Students in PBL 396 will take increased responsibility for meeting project accountabilities and targets. This course fulfills elective requirements in BA Humanities and Social Sciences degrees and in the BBA degree.
Prerequisites: PBL195 (Topics in Project-Based Learning I: Foundations) or PBL296 (Topics in Project-Based Learning II) and Permission of instructor
Delivery Method: In-Class, Virtual options may be available.

PBL496 Topics in Project-Based Learning IV: Project Leadership (3) (Occ.)

This Topics course, in the Project-Based Learning stream is an elective course, designed to enhance leadership and management learning in the context of project development. PBL 496 has five primary learning outcomes: 1. to lead other team members through problem-solving exercises; 2. to master specific skill-sets in creative thinking, independent research, teamwork and organizational dynamics, networking, and problem-solving; 3. to mentor others in the art of applying creative processes and theoretical principals to problem-solving; 4. to capture project teamwork processes as students engage in transdisciplinary inquiry, ideation and creative process, consultation, informed decision-making, and action steps leading to outcomes and goals (Project Management) ; 5. to demonstrate effective leadership and management skills that make connections between project-based learning and real world experience, aligned with the mission of Booth University College: Education for a Better World. Students in PBL 496 take on increased responsibilities toward the fulfilment of project goals as project leaders. This course fulfills elective requirements in BA Humanities and Social Sciences degrees and in the BBA degree.
Prerequisites: Permission of instructor. This is a leadership position and requires an application process.
Delivery Method: In-Class, Virtual options may be available.

Psychology

PSY120 Introduction to Psychology I (3) (A)

Basic concepts and principles of individual behaviour are examined. Students will be introduced to the science of psychology and ethics primarily in the context of fundamental / low-level psychological processes.
Prerequisites: Students who have taken PSY105 (6) cannot receive credit for PSY120.
Delivery Method: In-Class, Virtual options may be available.

PSY121 Introduction to Psychology II (3) (A)

Basic concepts and principles of individual behaviour are examined. Students will be introduced to the science of psychology and ethics in the context of human development and sociocultural diversity.
Prerequisites: PSY120 (Introduction to Psychology I). Students who have taken PSY 105 (6) cannot receive credit for PSY121.
Delivery Method: In-Class, Virtual options may be available.

PSY210 Counselling Theory & Applications (3) (A)

Students will gain skills in communicating effectively and establishing and maintaining a therapeutic relationship from engagement to termination of the helping process.
Prerequisites: PSY120 & 121(Introduction to Psychology I & II) or PSY 105 (Introduction to Psychology).
Delivery Method: In-Class, Virtual options may be available.

PSY221 Development Across the Lifespan (3) (A)

An exploration of the conditions, forces and events that form and continue to form us during our lifetime. Covering from “womb to tomb”, we look at various key aspects of human development such as: milestones occurring in childhood, the school experience, adolescence and emerging adulthood, as well as late adulthood and dying.
Prerequisites: PSY120 & 121 (Introduction to Psychology I & II) or PSY 105 (Introduction to

Psychology).
Delivery Method: In-Class, Virtual options may be available.

PSY225 Research Apprenticeship I (3) (Occ.)

This course will provide students with early first-hand experience in conducting a research project in psychology. Students will assist a faculty member with an ongoing project that is part of the faculty member's research program.
Prerequisite: Permission of the instructor.
Delivery Method: In-Class, Virtual options may be available.

PSY256 Introduction to Human Cognition (3) (A)

This course explores human information-processing. Topics include memory, language, intelligence and creativity, concept formation, judgement and decision making, and problem solving. The application of cognitive principles in real life will be discussed.
Prerequisites: PSY120 & 121 (Introduction to Psychology I & II) or PSY 105 (Introduction to Psychology).
Delivery Method: In-Class, Virtual options may be available.

PSY258 Social Psychology (3) (A)

This course provides a basic introduction to the ways in which we affect and are affected by the behaviour of others. Topics include attitudes and attitude change, social beliefs and judgments, conformity, and persuasion.
Prerequisites: PSY120 & 121 (Introduction to Psychology I & II) or PSY 105 (Introduction to Psychology).
Delivery Method: In-Class, Virtual options may be available.

PSY260 Abnormal Psychology (3) (Occ.)

The study of theory and research about abnormal human behaviour. The major forms of psychological disturbances are discussed. An introduction to the prevention and treatment of psychological disturbances is given.
Prerequisites: PSY120 & 121 (Introduction to Psychology I & II) or PSY 105 (Introduction to Psychology).
Delivery Method: In-Class, Virtual options may be available.

PSY310 Psychology of Religion (3) (B)

A study of important topics in the psychology of religion, including but not limited to: classical and contemporary theory, the psychology of spiritual experiences, neuroscience and spirituality, conversion, Atheism, and the role of faith in recovery from loss, tragedy and illness.
Prerequisites: PSY120 & 121 (Introduction to Psychology I & II) or PSY 105 (Introduction to Psychology).
Delivery Method: In-Class, Virtual options may be available.

PSY320 Personality (3) (Occ.)

The theory, principles and research on the development of personality will be examined.
Prerequisites: PSY120 & 121 (Introduction to Psychology I & II) or PSY 105 (Introduction to Psychology).
Delivery Method: In-Class, Virtual options may be available.

PSY321 Culture & Human Development (3) (B)

Examine the influence of culture on human development from psychological and sociocultural perspectives. It will address how basic human phenomena such as emotion, values, morality, perception, cognition, and consciousness are socialized.
Prerequisites: PSY120 & 121 (Introduction to Psychology I & II) or PSY 105 (Introduction to Psychology) & one of the following: PSY221 (Development Across the Lifespan), PSY256 (Introduction to Human Cognition), or PSY258 (Social Psychology).
Delivery Method: In-Class, Virtual options may be available.

PSY325 Research Apprenticeship II (3) (Occ.)

This course will provide students with advanced first-hand experience in conducting a research project in psychology. Students will collaborate with a faculty member on an ongoing project that is part of the faculty member's research program. The student will be expected to take on responsibilities with relative independence.
Prerequisite: PSY225 (Research Apprenticeship I) and approval of instructor
Delivery Method: In-Class, Virtual options may be available.

PSY335 Health Psychology (3) (Occ.)

This course will examine the role of biological, psychological and social factors in relation to health maintenance and illness prevention. Topics may include biopsychosocial aspects of stress, nutrition, weight control, exercise, substance abuse and health promotion.
Prerequisites: PSY120 & 121 (Introduction to Psychology I & II) or PSY 105 (Introduction to Psychology).
Delivery Method: In-Class, Virtual options may be available.

PSY352 Forensic & Legal Psychology (3) (B)

This course will explore some of the ways in which psychological principles can be used to understand and change behaviour in criminal and civil legal settings. Topics could include eyewitness testimony, the role of the psychologist as expert advisors, and the psychological impact of domestic violence, divorce and civil litigation.
Prerequisites: PSY120 & 121 (Introduction to Psychology I & II)
Delivery Method: In-Class, Virtual options may be available.

PSY354 Community Psychology (3) (A)

Emphasis will be placed on applying psychological theory to be an agent of social change who (1) understands psychology theory and research on community-based problems, and (2) is capable of designing prevention, crisis intervention, and developing community change.
Prerequisites: PSY120 & 121(Introduction to Psychology I & II) or PSY 105 (Introduction to Psychology) & one of the following: PSY221 (Development Across the Lifespan), PSY256 (Introduction to Human Cognition), or PSY258 (Social Psychology).
Delivery Method: In-Class, Virtual options may be available.

PSY355 Consumer Psychology (3) (Occ.)

This course focuses on the psychological study of consumer behaviour. It examines the role of perception, beliefs, learning, emotions, intentions, and behaviour in the context of how people decide to purchase goods and products.
Prerequisites PSY120 & 121 (Introduction to Psychology I & II) or PSY 105 (Introduction to Psychology).

Delivery Method: In-Class, Virtual options may be available.

PSY356 Applied Cognitive Psychology (3) (Occ.)

This course examines the practical applications of research in cognitive psychology. Topics may include aging, brain damage, human-computer interaction, artificial Intelligence, machine learning and cognitive technologies.
Prerequisites: PSY120 & 121 (Introduction to Psychology I & II) or PSY 105 (Introduction to Psychology).
Delivery Method: In-Class, Virtual options may be available.

PSY360 Memory (3) (Occ.)

The course will examine the fundamental structure and function of the human memory system(s). Topics may include conscious and unconscious memory, short and long-term memory, reconstructive/ false memory, aging and amnesia.
Prerequisites: PSY120 & 121 (Introduction to Psychology I & II) or PSY 105 (Introduction to Psychology).
Delivery Method: In-Class, Virtual options may be available.

PSY370 Brain and Behaviour (3) (A)

This course will inquire into the neurobiological basis of behaviour. The nervous system, learning and cognition, motivation and other psychological phenomena will be studied from the perspective of neuroscience.
Prerequisites: PSY120 & 121 (Introduction to Psychology I & II) or PSY 105 (Introduction to Psychology).
Delivery Method: In-Class, Virtual options may be available.

PSY380 Psychology & the Workplace (3) (B)

Introduces how research in applied social psychology and organizational psychology can inform complex issues in the workplace. Topics can include (1) organizational design, change and culture; and (2) group dynamics, leadership, power and organizational politics, and norms and roles.
Prerequisites: PSY120 & 121 (Introduction to Psychology I & II) or PSY 105 (Introduction to Psychology) & One of the following: PSY221 (Development Across the Lifespan), PSY256 (Introduction to Human Cognition), or PSY258 (Social Psychology).
Delivery Method: In-Class, Virtual options may be available.

PSY390 Directed Readings in Psychology (3) (Occ.)

This course is an opportunity to do intensive study of a specific topic of particular interest to a student. Students work closely with a faculty member to produce a summary of current theory and research on a specific topic.
Prerequisite: Permission of the instructor.
Delivery Method: In-Class, Virtual options may be available.

PSY395 Select Themes in Psychology (3) (Occ.)

The content of this course will vary year to year, reflecting the interests and research of the individual instructor.
Prerequisites: PSY120 & 121 (Introduction to Psychology I & II) or PSY 105 (Introduction to Psychology).
Delivery Method: In-Class, Virtual options may be available.

PSY490 Honours Thesis Seminar I (3) (Occ.)

Students complete the first phases of a project and meet regularly with other honours students and the course instructor to track, review, and share progress. Students will be required to complete a thesis proposal and an ethics application.
Delivery Method: In-Class, Virtual options may be available.

PSY491 Honours Thesis Seminar II (3) (Occ.)

Students complete the final phases of the project they proposed in PSY490 and meet regularly with other honours students and the course instructor to track, review, and share progress. Students will be required to conduct an experiment or experiments, analyze the results, and complete an honours thesis.
Prerequisite: PSY490 (Honours Thesis Seminar I)
Delivery Method: In-Class, Virtual options may be available.

PSY499 History & Theory in Psychology (3) (A)

This capstone course examines the way that basic questions about human biology, cognition, development, and culture have been conceived and studied in psychology. Students reflect on their own understanding of how ethics and scientific efforts in psychology will inform their future endeavors.
Prerequisites: 12 credit hours in psychology including PSY120 & 121 (Introduction to Psychology I & II) or PSY 105 (Introduction to Psychology) and at least 3 credit hours at or above the 3rd year level.
Delivery Method: In-Class, Virtual options may be available.

Religion

REL101 Introduction to Christianity I (3) (A)

This course introduces students to Christianity – the world's largest religion. It provides an overview of the Bible and the major theological doctrines of the Christian faith.

REL102 Introduction to Christianity II (3) (A)

This course introduces students to Christianity—the world's largest religion. It begins by examining the history of Christianity and then goes on to explore the various things that shape and inform contemporary Christian faith and practice in the church and in the world.
Delivery Method: In-Class, Virtual options may be available.
Prerequisite: REL101 Introduction to Christianity Part I

REL126 Salvation Army Theology I (3) (B)

This course will introduce students to the tools and tasks of theology as practiced within The Salvation Army; (enrolment is restricted to CFOT only)
Delivery Method: Online

REL127 Salvation Army Theology II (3) (B)

This course will introduce students to distinctive theological concepts as practiced and understood within The Salvation Army: Imago Dei, Salvation, Grace, Sanctification, Sacraments. (Enrolment is restricted to CFOT only)
Delivery Method: Online

REL200 Biblical Foundations (Old Testament) (3) (A)

An introduction to the historical and critical study of the writings of the "Old Testament", the Hebrew Scriptures.
Prerequisites: REL101 and REL102
Delivery Method: In-Class, Virtual options may be available.

REL201 Biblical Foundations (New Testament) (3) (A)

An introduction to the historical and critical study of the New Testament.
Prerequisites: REL101 and REL102
Delivery Method: In-Class, Virtual options may be available.

REL209 Church History (3) (B)

This course will explore the history of the church from the apostolic age to the present in order to understand its mission in the complexities of human history.
This course is cross-listed and may be taken for credit as HIS209.
Delivery Method: In-Class, Virtual options may be available.

REL220 Theological Foundations (3) (Occ)

A study of the major basic Christian beliefs, drawing together their foundation in the Bible, their development in the history of the Church and their contemporary relevance.
Prerequisites: REL101 and REL102, or permission of the instructor.
Delivery Method: In-Class, Virtual options may be available.

REL230 New Religious Movements (3) (Occ.)

Religious movements which had their beginning in the nineteenth through the twenty-first centuries will be examined.
Delivery Method: In-Class, Virtual options may be available.

REL250 Christianity and the Marginalized (3) (Occ.)

This course examines the biblical and theological foundations of Christianity's orientation toward those who are marginalized in society. The course also considers examples of advocacy and intervention to promote human flourishing (shalom) as a theologically grounded priority within Christianity. Examples of the Christian movements examined in the course may include, among others, the 19th century anti-slavery movement, The Salvation Army, the social gospel movement of the 20th century, the civil rights movement, Catholic social teaching and liberation theology.
Prerequisite: REL101 and REL102, or permission of the instructor.
Delivery Method: In-Class, Virtual options may be available.

REL270 World Religions (3) (A)

An historical survey of the major living religions in terms of their development, ideas and practices as reflected in their literature.
Delivery Method: In-Class, Virtual options may be available.

REL302 The Pentateuch (3) (A)

A survey of the history of the scholarly study of the Pentateuch followed by a detailed study of selected passages from Genesis through Deuteronomy.
Prerequisite: REL200

Delivery Method: In-Class, Virtual options may be available.

REL303 Hebrew Bible Prophets (3) (A)

A study of the nature and roles of prophets in ancient Israel with the study of selected texts from the eighth century prophets.
Prerequisite: REL200
Delivery Method: In-Class, Virtual options may be available.

REL305 Exile and Restoration (3) (A)

A study of the Hebrew Bible texts, history and theology related to the Babylonian Exile and Restoration of Judah during the late seventh to fifth centuries BCE.
Delivery Method: In-Class, Virtual options may be available.

REL310 Jesus of Nazareth (3) (A)

A study of the life, teachings and ministry of Jesus of Nazareth as presented in the New Testament Gospels. Consideration is given to the identity and nature of the sources, to the historical, socio-cultural and literary environment, to the activity and teaching of Jesus, and to the meaning of his life and message.
Prerequisite: REL201.
Delivery Method: In-Class, Virtual options may be available.

REL311 Paul the Apostle (3) (A)

The ministry of Paul the Apostle in the light of modern historical study, his importance in the formation of Christianity, and the study of selected Pauline letters.
Prerequisite: REL201.
Delivery Method: In-Class, Virtual options may be available.

REL318 Luke/Acts (3) (A)

A study of the Gospel According to Luke and the Acts of the Apostles that aims to understand the historical, literary and theological meaning and significance of these documents.
Delivery Method: In-Class, Virtual options may be available.

REL323 Christian Thought from the Second Century to Augustine (3) (B)

An examination of some of the major figures who shaped the thought life of the Christian movement from the second century to Augustine.
Prerequisite: REL101 & REL102 or REL126 and HIS209.
Delivery Method: In-Class, Virtual options may be available.

REL324 Christian Thought from Augustine to the Reformation (3) (B)

An examination of some of the major figures who shaped the thought life of the Christian movement from Augustine to the Reformation.
Prerequisite: REL101 & REL102 or REL126 and HIS209.
Delivery Method: In-Class, Virtual options may be available.

REL325 Christian Thought from the Reformation to the Present (3) (B)

An examination of some of the major figures who have shaped modern Christianity from the time of Luther to the present.

Prerequisite: REL101 & REL102 or REL126 and HIS209.
Delivery Method: In-Class, Virtual options may be available.

REL330 Wesleyan Distinctives in Theology (3) (B)

This course examines John Wesley's distinctive theological and ministry emphases and his catholicity through his story and historical context to his preaching and teaching. Students will learn how these distinctives apply in various contexts today.
Prerequisite: REL101 & REL102 or REL126 and REL127.
Delivery Method: In-Class, Virtual options may be available.

REL331 Moral Theology of the Wesleys (3) (Occ.)

This course examines the moral, political, economic and social thought of John and Charles Wesley and its impact upon the emergence of The Salvation Army. Students will learn about interrelated Wesleyan notions of 'personal holiness' and social holiness that are foundational to Salvationist praxis.
Prerequisite: REL101 & REL102 and REL330 or Completion of the CFOT program
Delivery Method: In-Class, Virtual options may be available.

REL332 Perspectives on a Theology of Social Justice (3) (Occ.)

This course examines the roles of Christians engaged in social justice and their response to social needs and dilemmas from a Wesleyan-Salvationist perspective. Prerequisite: REL100 and REL330 or Completion of the CFOT program.

REL333 Wesleyan-Salvationist Theology of Mission (3) (Occ.)

This course examines the theological foundations, development and application of the mission of The Salvation Army in light of its roots in the Wesleyan-Methodist tradition.
Prerequisite: REL101 & REL102 and REL330 or Completion of the CFOT program.
Delivery Method: In-Class, Virtual options may be available.

REL334 Sung Theology in the Wesleyan-Salvationist Tradition (3) (Occ.)

This course examines the history of sung theology in the works of Charles Wesley, the Wesleyan-Methodist tradition and its Salvationist expression. Attention will be given to how biblical and theological themes and language are employed in music.
Prerequisite: REL101 & REL102 and REL330 or Completion of the CFOT program.
Delivery Method: In-Class, Virtual options may be available.

REL340 Biblical Interpretation (3) (Occ.)

This course considers approaches to and application of the analysis and interpretation of biblical and related texts. Consideration will be given to the critical interpretative methods employed by scholars.
Prerequisites: REL200 or REL201 or permission of the instructor.
Delivery Method: In-Class, Virtual options may be available.

REL350 New Testament Greek (6) (Occ.)

This course introduces students to New Testament Greek. Students will learn orthography, vocabulary, grammar and syntax in order to read and interpret passages in the Greek New Testament.

This course is cross-listed and may be taken for credit as GRK310.
Delivery Method: In-Class, Virtual options may be available.

REL370 Judaism in Antiquity (3) (Occ.)

The study of the Jewish people and their civilization from its origins in the ancient Near East to the completion of the Babylonian Talmud in the fifth century C.E.
Prerequisite: REL270.
Delivery Method: In-Class, Virtual options may be available.

REL371 Medieval and Modern Judaism (3) (Occ.)

Major trends in Jewish religious thought from Maimonides to the contemporary world. Includes Halakah; varieties of religious reform; Zionism; philosophy of Rosenszweig, Buber and Kaplan, and theological responses to the Holocaust.
Prerequisite: REL270.
Delivery Method: In-Class, Virtual options may be available.

REL374 Islam (3) (Occ.)

An introduction to important cultural and historical aspects of Islam, focusing on basic concepts and developments such as prophethood, Quran and Hadith, Sufism, theology and sectarianism.
Prerequisite: REL270.
Delivery Method: In-Class, Virtual options may be available.

REL378 Hinduism and Buddhism (3) (Occ.)

An introduction to the significant ideas, images, practices and institutions of the Hindu and Buddhist faiths, approaching these traditions through reading of classical texts, supplemented by lectures, discussion, secondary readings and films which will inform cultural context, practice and personal experience.
Prerequisite: REL270.
Delivery Method: In-Class, Virtual options may be available.

REL395 Selected Topics in Religion (3) (A.)

The content of this course will vary year to year, reflecting the interests and research of the individual instructor.
Prerequisite: REL101 & REL102, and one 200 level course or two courses at the 200 level.
Delivery Method: In-Class, Virtual options may be available.

REL490 Research in Religion (3) (Occ.)

This course is an independent study on a topic of special interest under the supervision of a faculty member. It is intended to assist those who are preparing themselves for graduate study in the discipline.
Prerequisite: Permission of the instructor.
Delivery Method: In-Class, Virtual options may be available.

REL495 Independent Study in Religion (3) (Occ.)

This course is an independent study on a topic of special interest under the supervision of a faculty member. It is intended to assist those who are preparing themselves for graduate study in the discipline.

Prerequisite: Permission of the instructor.
Delivery Method: In-Class, Virtual options may be available.

REL499 Religion in Cultural Contexts (3) (A)

This is a reflective course taken during the final year of study in the REL Program. In seminar format students reflect on the study of religion from its various perspectives, sacred texts, history and practices, and contexts. The course aims to set the study of religion in the contexts of life, belief and values as students move on in their lives.
Prerequisite: Permission of the instructor.
Delivery Method: In-Class, Virtual options may be available.

Science

AST150 Astronomy (3) (Occ.)

Topics include the following: stellar astronomy and stellar evolution, the solar system and its evolution, galaxies, theories of the universe, composition of matter, the nature of light, the principles of optics, and the operation of telescopes and auxiliary instruments.
Delivery Method: In-Class, Virtual options may be available.

BIO115 Biology: Foundations of Life (3) (Occ.)

A course in unifying principles of biology including cell biology, bioenergetics, cell division, genetics and evolution.
Delivery Method: In-Class, Virtual options may be available.

BIO120 Environmental Biology (3) (Occ.)

This course is an introduction to the major concepts of environmental biology, human population, the biosphere, air and water, energy and waste management.
Delivery Method: In-Class, Virtual options may be available.

MAT100 Applied Finite Math (3) (Occ.)

This course involves modeling and solving real-world problems with systems of linear equations, linear inequalities, matrices, network diagraphs, Markov chains, linear programming, and mathematics of finance.
Delivery Method: In-Class, Virtual options may be available.

MAT110 Calculus (3) (Occ.)

This course is designed to introduce students to the foundational principles of university-level mathematics with a focus on single-variable calculus. Students will develop a deep understanding of core topics such as functions, limits, derivatives, and integrals, and learn how these concepts connect to real-world phenomena and problem solving across the sciences, engineering, and other disciplines. Emphasizing both analytical reasoning and practical computation, the course guides students in exploring mathematical ideas from multiple perspectives; including graphical, numerical, and algebraic representations, to build essential skills for advanced study in mathematics and related fields.
Delivery Method: In-Class, Virtual options may be available.

MAT397 Business Statistics (3) (B)

This course examines the fundamental business application of statistics including the interpretation of statistical results. Topics covered include: probability concepts; descriptive statistics; estimation and testing of hypotheses and others.

Prerequisite: BUS190 and at least two other BUS courses at the 2XX level. Cross-listed as BHS300, BUS397, SWK300 .

Delivery Method: In-Class, Virtual options may be available.

MIS175 Cybersecurity (3) (A)

This course introduces students to the fundamentals of cybersecurity. Students learn about key terms within the field, types of attackers and their motivations, defense against cyber attacks, risk management, and skills and tools used in the field today. Using popular industry tools to investigate a real-world cyber attack, students gain insight into what a day in the life of a cyber analyst looks like.

Cross-listed as BUS175. Lab fee applies.

Delivery Method: Online

SCI150 Science for Non-Scientists (3) (A)

This course will introduce students to the key scientific ideas and figures that have helped to shape the world in which we live today. Particular attention will be given to conceptual understanding of foundational skills needed to make use of the scientific method and approaches adopted by the scientific community. Understanding how science interacts with other societal influencers (economics, religion, politics, media, etc.) will prepare students for a lifetime of engaging real world problems. A range of broad topics from the natural sciences will be discussed, including topics from ecology, biology, geophysics, and meteorology among others.

Delivery Method: Online

Skills

ENG100 University Writing (3) (A)

University Writing is a foundational course that prepares students for successful writing, reading and critical thinking at the university level.

Delivery Method: In-Class, Virtual options may be available.

USL151 Urban Service Learning (3) (A)

An interdisciplinary introduction to the three major university college commitments of hope, justice and mercy in the context of an urban service learning experience. Students will learn through a cycle of action and reflection as they explore elements of a Christian worldview, work with others in the community, digest the course readings, and reflect on their experience.

Delivery Method: In-Class, Virtual options may be available.

Social Work

SWK110 Introduction to Social Work Practice (3) (req) (A)

This course introduces students to the profession of social work, its history, values, theory bases and practices. Students will explore the impact of colonization, racism and other forms of oppression, and will identify models of practice that address issues of equity, social justice and environmental sustainability across a variety of levels and areas of practice.
Delivery Method: In-Class, Virtual options may be available.

SWK220 Introduction to Social Welfare (3) (req) (A)

This course will explore historical models of social welfare by determining where social policy has come from and where it is going and introduce students to the ideologies that have influenced and continue to influence policy making. It will introduce a variety of world views, beliefs and values which inform what we know and how we know it in order to provide students will the skills to critically analyze the social welfare system in Canada and the social policy choices made by governments.
Delivery Method: In-Class, Virtual options may be available.

SWK232 Social Work Foundations I (3) (req) (A)

This course provides an introduction to building a helping relationship in a way that facilitates change, addresses injustice, and balances power. Students will develop skills and explore theories and processes related to engagement, assessment, goal setting and collaboration using role plays and documentation. Students will reflect on their own social location and develop the ability to engage in anti-racist and anti-colonial practice.
Delivery Method: In-Class, Virtual options may be available.

SWK300 Statistics for Social Work Practice (3) (elec) (Occ.)

This course introduces students to descriptive and inferential statistics with emphasis on interpretation of data and application of selected statistical approaches in social work research.
Prerequisite SWK310 Research Methods (Cross-listed as BHS300, BUS397, MAT397)
Delivery Method: In-Class, Virtual options may be available.

SWK310 Research Methods (3) (req) (A)

The course introduces students to the basics of qualitative and quantitative research methods and emphasizes the importance of research to social work practice. This course will provide basic knowledge and understanding of research design, data collection, analysis, and presentation. Throughout this course, critical, and Indigenous methodologies would be discussed. The course is intended to facilitate the journey from understanding and critiquing social research to conducting and making use of research in social work practice.
Prerequisite Registered in level 3 or above or permission of instructor. Priority given to BSW students.
Delivery Method: In-Class, Virtual options may be available.

SWK312 Human Behaviour in the Social Environment I (3) (req) (A)

This course is the first in the sequence of two courses that focus on human behaviour and development across the lifespan from micro and macro perspectives. It emphasizes the biological, psychological, social, and spiritual aspects of individual development from first half of life - infancy to adolescence, via multiple theoretical frameworks. Individual growth and development is studied in the

context of culture, race, ethnicity, social class, gender, and families. In addition, HBSE I pays attention to social relations that promote welfare for some while limiting opportunities for others. It explores the influences of class, gender, race, ethnicity, religion, age, sexual orientation, and other aspects of diversity on development and behaviour.
Cannot be held along with SWK311.
Delivery Method: In-Class, Virtual options may be available.

SWK313 Human Behaviour in the Social Environment II (3) (req) (A)

The second course in the Human Behaviour sequence focuses on human development and behaviour across the lifespan from micro and macro perspectives. It emphasizes the biological, psychological, social, and spiritual aspects of individual development from the second half of life - young adulthood to old age, via multiple theoretical frameworks. Individual growth and development is studied in the context of culture, race, ethnicity, social class, gender, and families. In addition, HBSE II pays attention to social relations that promote welfare for some while limiting opportunities for others. It explores the influences of class, gender, race, ethnicity, religion, age, sexual orientation, and other aspects of diversity on development and behaviour.
Cannot be held along with SWK311.
Delivery Method: In-Class, Virtual options may be available.

SWK322 Indigenous People and Social Work Practice (3) (req) (A)

This course introduces students to historical and contemporary issues affecting the lives of Indigenous peoples in Canada and basic elements of Indigenous social work practice. Students will experientially learn about Indigenous worldviews and paradigms that create a dichotomy for western approaches to foster healing and social justice. Students will apply critical analysis and self-reflection related to the topics discussed in the course; this will inevitably challenge student's thoughts and evolve their ways of helping.
Enrolment is limited. Priority is given to graduating students requiring course for graduation. Lab fee applies.
Delivery Method: In-Class, Virtual options may be available.

SWK325 Social Work Field Practice I (6) (req) (A)

Students develop basic interviewing, assessment and intervention skills working with individuals, groups and communities. Placement involves approximately 400 hours in the field.
Prerequisite: Minimum CGPA of 2.5, 60 credits if BSW (30 if after degree), SWK110, SWK232,
Pre or Co Requisite: SWK333. Co-requisite SWK326, and consent by Field Education Coordinator.
Enrolment is limited. This course is Pass/Fail
Delivery Method: On-Site Learning

SWK326 Social Work Field Practice I Integrative Seminar (3) (req) (A)

The course is designed to help students integrate knowledge gained from other social work courses with the ongoing practice experiences occurring in the field. Students identify, apply, critique, and evaluate theories and conceptual frameworks in their practicum setting.
Co-requisite SWK325
Delivery Method: In-Class, Virtual options may be available.

SWK327 PLAR Field Practice 1 (6) (occ) (A)

Eligible students may apply to complete the first social work practicum by Prior Learning Assessment. Students present evidence of their prior learning and acquisition of the required knowledge, values and skills required in SWK325.
Students will be eligible to enroll in SWK 425/426 on completion of SWK 327 PLAR Field Practice 1.
Delivery Method: On-Site Learning

SWK333 Social Work Foundations II (6) (req) (A)

This course builds upon the foundational skills established in SWK232. Students will have opportunities for further skill development within generalist social work practice with individuals, families and groups, and will begin to explore theoretical foundations for working across these levels of practice.
Prerequisites: Foundations I or permission of instructor.
Delivery Method: In-Class, Virtual options may be available.

SWK334 Social Work Foundations III (3) (req) (A)

This course explores the theory and skills required for generalist social work practice with communities and organizations. Students gain competency in dealing with issues at the macro level through diverse opportunities to discuss, analyze and find solutions to real-time community issues. The importance of advocacy and empowerment, power-sharing, networking and collaboration in macro practice is emphasized throughout the course.
Delivery Method: In-Class, Virtual options may be available.

SWK360 Crisis Intervention (3) (req) (B)

Students will be exposed to theories and skills relevant to crisis intervention. They will develop abilities to understand and intervene in various crisis situations in ways that incorporate diversity and culture, and that mitigate the differential effects of crises on marginalized individuals, families, and communities.
Prerequisite: SWK 232 Social Work Foundations 1 or permission of the instructor.
Delivery Method: In-Class, Virtual options may be available.

SWK364 Addictions and Social Work Practice (3) (elec) (Occ.)

This course develops knowledge, assessment and intervention skills and beginning competence necessary for working with individuals experiencing problems with the use of psychoactive substances and other mood-altering behaviours. This course provides students with an opportunity to explore perspectives and practices currently implemented in the addictions field. Application of knowledge about core practice skills including identification and screening, assessment, intervention models and approaches, and case management in a system of care will be delivered through a variety of learning activities.
Prerequisite: SWK232, and registered in level 3 or above or permission of instructor
Delivery Method: In-Class, Virtual options may be available.

SWK365 Aging and Social Work Practice (3) (elec) (Occ.)

This course is designed to help students understand theories related to ageing and the pathological and normative aspects of ageing. Students will examine the social aspects of ageing as it relates to changing family roles and responsibilities and other support networks, and the influence of culture on the care of older adults. Emphasis is placed on understanding late-life problems, including unique

systemic barriers that older adults face related to long-term care, health care, housing etc. and diversity issues. Students will begin to develop skills in biopsychosocial and spiritual assessments, and intervention approaches to working with older adults.
Prerequisite: SWK232, and registered in level 3 or above or permission of instructor.
Delivery Method: In-Class, Virtual options may be available.

SWK366 Disabilities and Social Work Practice (3) (elec) (Occ.)

This course explores the historical overview of our understanding of disabilities and the issues and challenges faced by persons with disabilities. Student will learn various concepts associated with disability and explore disability as a social construct. Using a social justice orientation, the course will take into consideration logistic and systemic barriers that prohibit full participation of persons with disabilities across social, economic, logistic, and political environments. Students will begin to build a practice framework from engagement to assessment and intervention that is anti-oppressive.
Prerequisite: Registered in level 3 or above or permission of instructor.
Delivery Method: In-Class, Virtual options may be available.

SWK367 International Social Work Practice (3) (elec) (A)

This course examines current issues in social work within the international context. It discusses global processes that inform social work practice in various settings. Cross-cultural social work theories and discourses on social issues and practical applications/interventions will be discussed. Issues will be examined using the integrated perspectives approach which focuses on human rights, global, social development, and ecological perspectives.
Prerequisite: Registered in level 3 or above or permission of instructor.
Delivery Method: In-Class, Virtual options may be available.

SWK369 Anti-Oppressive Practice (3) (elec) (Occ.)

This course intends to help students critically examine social work practice from and anti-oppressive and decolonizing lens. Students will practice reflexivity and think critically about systemic forms of discrimination and the assumptions that underpin theories used in social work. Students will learn about various forms of oppression and how power operates in social work. Central to the course will be an emphasis on Indigenous self-determination and sovereignty. Teaching methods will be anti-oppressive and de-colonizing in nature and will offer experiential learning opportunities.
Prerequisite: Registered in level 3 or above or permission of instructor.
Delivery Method: In-Class, Virtual options may be available.

SWK370 Trauma Informed Practice (3) (req) (B)

This course will explore the history and current theories for understanding trauma and will identify the effects of various forms of trauma on individuals, families, and communities, including the experience of collective, historical and intergenerational trauma for Indigenous peoples. Students will gain skills in trauma informed work with clients in a broad range of social work settings. Prerequisite: SWK 232 Social Work Foundations 1 or permission of the instructor.
Delivery Method: In-Class, Virtual options may be available.

SWK371 Christianity and Social Work Practice (3) (elec) (Occ.)

This course delves into the contentious history of the relationship between Christianity and the profession of social work. It will explore biblical foundations in our motivation for helping others, as well as historical movements in the church's response to need, particularly at the time of the emergence of the profession. We will discuss various theological perspectives and their impact on

understanding and responding to need and their intersection with social work practice. We will employ a critical lens to the intersection of social work and Christianity that explores both the richness of the contribution of Christianity in responding to issues of poverty and justice as well as the harms that have been perpetrated by a church that has aligned with the powerful and inflicted great harm on Indigenous peoples. We will discuss the role of faith, spirituality, and religion in a post-secular world, and in the lives of ourselves as professionals and our clients.
Prerequisite: Registered in level 3 or above or permission of instructor.
Delivery Method: In-Class, Virtual options may be available.

SWK372 Environmental Justice (3) (elec) (Occ.)

This course will explore environmental justice as a critical part of contemporary social work. Students will learn about local and global environmental concerns and the disproportionate impact on oppressed groups. Emphasis on the current climate crisis will be considered throughout the course. Social work practice issues will be identified, and students will learn to apply environmental justice frameworks to their practice. Indigenous voices will be honoured as holding the knowledges and skills for environmental justice. Students will consider both personal and professional commitments to environmental justice. Course delivery will founded in critical hope and action.
Prerequisite: Registered in level 3 or above or permission of instructor.
Delivery Method: In-Class, Virtual options may be available.

SWK373 Mindfulness (3) (elec) (Occ.)

This course will provide students with the opportunity to understand the impact of mindfulness practice as a tool for both social workers and clients in responding to stress and other life challenges. They will be exposed to the theory, principles, and practice of mindfulness. Students will develop their own meditation practice and explore mind-body connections to promote a more balanced and peaceful life.
Delivery Method: In-Class, Virtual options may be available.

SWK374 Social Work with Newcomers (3) (elec) (Occ.)

This course is intended to provide students with the knowledge and skills required of a culturally competent social worker in responding to the current realities of newcomer families in the Canadian context. The course focuses on the influence of especially, macro-level societal and cultural values on the transition and adjustments of newcomers. Theories on the process of immigration, and barriers newcomers face during pre-migration, migration, and post-migration will be examined. Historical shifts in Canadian migration policies will also be explored.
Prerequisite: Registered in level 3 or above or permission of instructor.
Delivery Method: In-Class, Virtual options may be available.

SWK375 Counter-Exploitation and Social Work Practice (3) (elec) (Occ.)

This course challenges students to critically analyze the causes and contextual factors around sexual exploitation historically and today, and social work approaches for counter-exploitation and justice. Students will learn about populations who are targeted for sexual exploitation such as children, young people involved in child welfare, Indigenous women, girls, and non-binary community. Particular attention is given to the MMIWG National Inquiry, “Reclaiming Power and Place”. Students will learn about prevention, early intervention, and disruption of sexual exploitation at micro to macro levels of practice. This course will explore opportunities to employ anti-oppression, harm reduction, and adopt a trauma informed approach to social work practice. Students will examine intersecting oppression, power dynamics and Rights.
Prerequisite: Registered in level 3 or above or permission of instructor.

Delivery Method: In-Class, Virtual options may be available.

SWK376 Social Work Practice in Health Care (3) (elec) (A)

This course introduces students to social work practice in health care settings. Students will learn about the social determinants of health focusing on how poverty, trauma, adverse childhood experiences, racism and discrimination etc. impact health, and practical ways to care and advocate for patients whose health is compromised by such situations. Theories and practice models related to health and cross-cultural issues in integrated healthcare will be explored. The nature of the helping process in health care settings will be discussed and students will be introduced to practice in a multidisciplinary health care environment that provides holistic patient-centered and team-based collaborative care. Students will be encouraged to critically reflect on their role in collaborating with and facilitating health and wellness for Indigenous and other equity-seeking groups from the micro to the macro level
Prerequisite: SWK110 Introduction to Social Work and SWK232 Social Work Foundations I
Delivery Method: In-Class, Virtual options may be available.

SWK395 Selected Topics in Social Work Practice (3) (elec) (Occ.)

This course will allow students to gain a theoretical and practical understanding of a particular issue of relevance in social work practice.
Prerequisite: Registered in level 3 or above or permission of instructor.
Delivery Method: In-Class, Virtual options may be available.

SWK410 Ethical Practice of Social Work (3) (req) (A)

This course focuses on the foundations for ethical reasoning in practice and is intended to help students acquire and practice the skills of ethical decision-making. Students will interact with controversial case material utilizing social work values, code of ethics, models of ethical decision-making, and philosophical ethics. Both clinical and macro aspects of social work are covered with the goal of building competencies for meeting the contemporary challenges of practice.
Prerequisite: registered in the final year of the program.
Delivery Method: In-Class, Virtual options may be available.

SWK421 Contemporary Issues in Social Policy

Students examine contemporary social problems in the light of Feminist, Anti-Oppressive Practice and Structural critiques of welfare, governance and policy. Students compare the policy issues with welfare systems in other modern societies.
Prerequisite: SWK220 (Course was formerly classified as SWK321)
Delivery Method: In-Class, Virtual options may be available.

SWK425 Social Work Field Practice II (6) (req) (A)

Provides students with professionally supervised experiences in community agencies and provides enhanced opportunities to integrate knowledge and skills sufficient for responsible entry into practice upon graduation. Placement involves approximately 400 hours in the field. Prerequisite: SWK325 and SWK326, registered in final year of program and permission of Field Education Coordinator.
Co-Requisite SWK426. Enrolment is limited. This course is Pass/Fail.
Delivery Method: On-Site Learning

SWK426 Social Work Field Practice II Integrative Seminar (3) (req) (A)

This seminar emphasizes the integration of knowledge, skills and values from social work practice, research and social policy courses with the ongoing practice experiences occurring in the field. Students identify, apply, critique, and evaluate theories and conceptual frameworks in their practicum setting. Prerequisite: SWK325 and SWK326, registered in final year of program and permission of Field Education Coordinator.
Co-Requisite SWK425 Enrolment is limited.
Delivery Method: In-Class, Virtual options may be available.

SWK460 Child Welfare Practice (3) (elec) (Occ.)

This course will introduce students to the child welfare system in Canada, its policies and programs and will teach skills for working with children, families and alternative caregivers.
Prerequisite: SWK232, and registered in level 3 or above, or permission of instructor.
Delivery Method: In-Class, Virtual options may be available.

SWK461 Dual Disorders: An Integrative Perspective (3) (elec) (B)

This course exposes students to current assessment and intervention approaches with clients who concurrently have mental health and addictions issues. The implications of approaches that limit these individuals as "treatment resistive" will be discussed. The course highlights integrated intervention approaches for recovery and the general principles involved in designing a continuous, comprehensive and integrated care system for dual disorders.
Prerequisite: SWK232, and registered in level 3 or above, or permission of instructor
Delivery Method: In-Class, Virtual options may be available.

SWK462 Community Mental Health Practice (3) (elec) (Occ.)

This course provides an overview of community mental health. It examines theories, values, and ethics related to mental illness and discusses assessment tools, intervention strategies, and treatment planning. The course takes a critical look at ethical issues, laws and policies related to mental health and how they impact intervention and the wellbeing of those affected. Best practices in community mental health and factors that influence resiliency and recovery would be examined.
Prerequisite: SWK232, and registered in level 3 or above, or permission of instructor.
Delivery Method: In-Class, Virtual options may be available.

SWK463 Social Work Practice with Children and Adolescents (3) (elec) (Occ.)

The focus of this course is on assessment, and intervention in working directly with children and adolescents from a therapeutic perspective.
Prerequisite: SWK232, and registered in or completed SWK333, or permission of the instructor.
Delivery Method: In-Class, Virtual options may be available.

SWK465 Spirituality in Social Work Practice (3) (elec) (Occ.)

Students will engage in dialogue around the impact of religion and spirituality in making meaning of human experience, and facilitating healing and growth. Prerequisite: Registered in level 3 or above or permission of instructor.
Delivery Method: In-Class, Virtual options may be available.

SWK466 Independent Study in Social Work (3) (elec) (Occ.)

This course allows the student to undertake independent study on a topic of special interest. It is intended to assist those preparing for a specific field of practice or those preparing themselves for

further study in the discipline. Prerequisite: Permission of the instructor, registered in level 3 or above.
Delivery Method: In-Class, Virtual options may be available.

Sociology

SOC101 Introduction to Sociology I (3) (A)

SOC101 makes up the first half of a systematic introduction to the social scientific discipline of Sociology. Aspects will be emphasized having to do with foundational concepts and their application such as the sociological imagination, classical and contemporary social theories, research, methodology, and ethics, culture and socialization, social inequality, gender, sexualities, and race and racialization.
Delivery Method: In-Class, Virtual options may be available.

SOC102 Introduction to Sociology II (3) (A)

SOC102 makes up the second half of a systematic introduction to the social scientific discipline of Sociology. Conceptual and applied aspects will be emphasized having to do with subdisciplines such as families, education, religion, crime, law and regulation, health, ageing and disability, work and the political economy, media, social change and movements, globalization, and the environment.
Prerequisite: SOC101
Delivery Method: In-Class, Virtual options may be available.

SOC210 Social Problems (3) (A)

An examination of contemporary social problems, other than crime and delinquency. Issues that might be addressed include AIDS, human trafficking, racism, poverty, war, overpopulation, and drug abuse.
Prerequisite: SOC101 and SOC102
Delivery Method: In-Class, Virtual options may be available.

SOC220 Introductory Criminology (3) (B)

This course introduces students to the basic concepts and theories of criminology including its relationships to other sciences. Topics include: crime and deviance, with reference to physical, psychological, and social predictors.
Prerequisite: SOC101 and SOC102 or PSY120 and 121
Delivery Method: In-Class, Virtual options may be available.

SOC240 Sociology of Families (3) (B)

A study of the functions and structures of the family and its place in society. Topics include courtship, engagement, marriage and subsequent adjustments. Non-traditional family structures will also be studied.
Prerequisite: SOC101 and SOC102
Delivery Method: In-Class, Virtual options may be available.

SOC355 Human Diversity (3) (A)

A study of the human diversity with respect to racial, ethnic, cultural, religious lifestyle,

developmental and age dynamics. Emphasis will be on the development of empathetic understanding of these diversities within society.
Delivery Method: In-Class, Virtual options may be available.

SOC360 Gender, Race and Class (3) (B)

The role and function of race and ethnicity, gender & class inequality in society will be examined.
Prerequisite: Minimum grade of C in SOC101 and SOC102.
Delivery Method: In-Class, Virtual options may be available.

SOC370 Social Change (3) (Occ.)

Examination of social change from a sociological perspective, including topics such as social movements, resource mobilization, life politics and specific movements in history.
Prerequisite: Minimum of grade of C in SOC101 and SOC102.
Delivery Method: In-Class, Virtual options may be available.

SOC372 Sociology of Religion (3) (B)

Religious behaviour in its social, psychological and institutional forms will be studied. The course will focus on the nature and function of religion as social phenomenon.
Prerequisite: Minimum of grade C in SOC101 and SOC102.
Delivery Method: In-Class, Virtual options may be available.

SOC380 Social Theory (3) (B)

This course will examine the classical theories of sociology and explore their role in sociological investigation, research and thought.
Prerequisite: Minimum grade of C in SOC101 and SOC102.
Delivery Method: In-Class, Virtual options may be available.

SOC390 Independent Study in Sociology(3) (Occ.)

This course is an opportunity to do intensive study of a specific topic of particular interest to a student. Students work closely with a faculty member to produce a summary of current theory and research on a determined topic. Alternatively, students can conduct research on a project with an instructor.
Prerequisite: SOC101 and SOC102.
Delivery Method: In-Class, Virtual options may be available.

SOC395 Selected Themes in Sociology (3) (Occ.)

The content of this course will vary year to year, reflecting the interests and research of the individual instructor. Prerequisite: Minimum grade of C in SOC101 and SOC102.
Delivery Method: In-Class, Virtual options may be available.

Terms of Reference

- (3) 3 credit hours
- (6) 6 credit hours
- (9) 9 credit hours
- (A) Annual offerings
- ALC Academic Learning Centre
- AST Astronomy
- (B) Biennial offerings
- BHS Behavioural Sciences
- BIO Biology
- BUS Business
- CGPA Cumulative Grade Point Average
- CUT Community and Urban Transformation
- ELEC Elective
- ENG English
- ECO Economics
- FLM Film Studies
- FNA Fine Arts
- GPA Grade Point Average
- GRK Greek
- HEB Hebrew
- HIS History
- HUM Humanities
- MAT Mathematics
- MGT Management
- MIN Ministry
- MIS Management Information System
- NFP Not for Profit
- (Occ) Occasional offerings
- PHI Philosophy
- PLAR Prior Learning Assessment Recognition
- PSY Psychology
- REL Religion
- REQ Required
- SCI Science
- SCS School for Continuing Studies
- SOC Sociology
- SWK Social Work
- USL Urban Service Learning
- VW Voluntary Withdrawal
- W Withdrawal