Athabasca University

Learning outcomes for course-based portfolios

While using this document, please be aware of the following:

1. Confirm the course revision. If the outcomes contained below are for a previous revision, updated outcomes will be required before including the selected course in a PLAR portfolio.
2. Confirm the course status. If the identified course is temporarily or permanently closed, it cannot be pursued through PLAR.
3. To access the search function in this pdf please select the bookmark 'flag' located in the navigation pane (left hand column or top banner). You can move directly to each subject by clicking on its bookmark.

ACCT: Accounting	
Accounting (ACCT) 250 Accounting for Managers Revision 8	Identify the major distinctions between management accounting and financial accounting. Explain how cost drivers affect cost behaviour. Calculate break-even sales volume and compute cost-volume-profit relationships. Explain how costs are accumulated and classified. Construct income statements using the variable and absorption costing approaches. Discriminate between relevant and irrelevant information and analyse data to support marketing decisions. Analyse typical business transactions to determine their effects on the principal elements of financial statements. Analyse a company's financial statements to assess its liquidity, profitability, stability, and growth. Explain the major features and advantages of a master budget and prepare the financial budget. Prepare flexible budgets and compute flexible-budget variances. Compute a project's net present value (NPV) and compute a project's internal rate of return (IRR). Use the payback model and the accounting rate-of-return model. Analyse and compute the impact of income taxes and inflation on capital projects.

	Explain the importance of organizational structure and the proper designation of responsibility centres in the design of a management control system.
	Explain the importance of evaluating performance and identify the characteristics of a good performance measurement system.
	Identify the four categories of cost of quality and explain how these costs can be identified and reported in a quality cost report.
Accounting (ACCT) 253 Introductory Financial Accounting Revision 14	Analyse and prepare a set of basic financial statements. Describe the accounting cycle of a corporation in the service sector. Explain how financial transactions are processed through the accounting information system each accounting period. Be familiar with accounting for merchandise operations, as well as inventory and cost of sales. Be familiar with balance sheet components – internal control and cash, accounts receivable, property, plant, and equipment assets, and short- and long-term liabilities. Be familiar with financial accounting issues specific to the corporate form of organization. Be familiar with the statement of cash flows. Be familiar with generally accepted accounting principles and ethics. Apply basic tools for analyzing financial statements.
Accounting (ACCT) 345 Not-for-Profit Accounting Revision 1	Describe the financial reporting obligations of NFPOs. Describe the roles and responsibilities of members, the board of directors, employees, auditors, and volunteers. Apply the deferral and restricted fund methods of recognizing revenue in NFPOs. Prepare NFPO financial statements using fund accounting. Apply relevant cost and revenue concepts in a not-for-profit setting. Prepare an operating budget. Prepare a balanced scorecard, strategy map, and matrix map in a not-for-profit setting. Assess an NFPO's liquidity, solvency, efficiency, and profitability using ratio analysis.

	Describe the unique reporting requirements of registered charities.
Accounting (ACCT) 351 Intermediate Financial Accounting I Revision 13	Be familiar with the environment of and conceptual framework for financial reporting. Be familiar with accounting information processing systems. Apply present value concepts in accounting. Prepare the basic financial statements – the statement of income, the cash flow statement, the retained earnings statement, the statement of changes in shareholders' equity, and the statement of financial position - including presentation and disclosure issues. Be familiar with accounting issues (both procedural and conceptual) related to the asset side of the statement of financial position. Please note: In Intermediate Financial Accounting I (ACCT 351) we go into significant technical detail well beyond what was done in Introductory Financial Accounting (ACCT 253). Therefore, a student should take care to describe very precisely the depth and breadth of their knowledge/experience in each of these areas: Review of Introductory Financial Accounting Why Accounting? Reporting Financial Performance Financial Reports (Statement of Financial Position and Statement of Cash Flows) Revenue Cash and Receivables Inventory Intercorporate Investments Property, Plant, and Equipment Depreciation, Impairment, and Derecognition of PPE Intangible Assets and Goodwill
Accounting (ACCT) 352 Intermediate Financial Accounting II	Be familiar with accounting issues associated with the equity side of the Balance Sheet (liabilities and shareholders' equity). This includes both procedural and conceptual issues, as well as consideration of matters related to presentation and disclosure.

Revision 12	Be familiar with accounting for income taxes, employee future benefits, leases, and financial statement analysis.
Accounting (ACCT) 355 Cost Analysis Revision 11	Understand the role of management accounting in planning, control and decision making in an organization. Understand the terminology and concepts in identifying and classifying costs. Demonstrate the use of cost-volume-profit analysis in decision making and planning. Use methods focusing on cost accumulation and product costing for inventory valuation and income determination. Understand and use activity-based costing and the cost hierarchy approach in allocating costs to products and services. Understand and apply process costing using various costing methods and distinguish and account for spoilage in process costing procedures. Describe and use various methods for estimating a cost function. Understand and compare/contrast variable costing and absorption costing and prepare income statements using both methods. Measure and identify relevant costs for different types of managerial decisions. Understand various methods for pricing products and services and recommend a pricing strategy based on various considerations. Identify and evaluate the management of inventory through various managerial scenarios. Describe and use the steps and requirements for preparing a master operating budget with all supporting budgets and perform variance analysis. Apply responsibility accounting to cost and profit centres and explain the basis and formula used for evaluating performance in investment centres. Discuss capital budgeting inputs and apply different capital decision techniques.
Accounting (ACCT) 356 Strategic and Competitive Analysis	Use methods and techniques for analyzing business competition, and will understand the implications associated with and the appropriateness of each particular analytical technique, (such as the FAROUT system of analysis, Porter's five forces analysis for a particular industry, customer segmentation analysis, cost models of customer value analysis, the steps underlying resource base view (RBV) of

Revision 5	strategic analysis, STEEP analysis, scenario analysis, patent analysis, s-curve analysis, and issue analysis.)
	Undertake a SWOT analysis for a given firm and explain the implications of the analysis for the organization's strategy.
	Describe the importance of the product life cycle concept for strategic planning.
	Evaluate the implications of strategy for management accounting and explain the use of tools that support strategic management.
	Identify, analyze and provide specific recommendations with respect to strategic issues facing an organization.
	Describe and apply the elements of an effective case analysis.
	Apply important strategic concepts such as core competence, distinctive competence, and sustainable competitive advantage, the experience curve, the growth vector matrix, strategic budgeting, strategic planning the use of strategic cost management concepts to analyze organization costs.
	Identify the five basic financial ratio types and use them to analyze a particular organization.
	Identify the data required to evaluate customer profitability and undertake a customer profitability analysis.
Accounting (ACCT) 451 Advanced Financial Accounting Revision 14	Record investments in equity securities using the cost or equity method.
	Prepare and interpret consolidated financial statements.
	Translate and consolidate financial statements of foreign operations.
	Account for not-for-profit organizations using the deferral and restricted fund methods.
Accounting (ACCT) 454 Decision Analysis Revision 7	Explain how management accounting information is used for strategic and operational decision making.
	Identify, analyze, and evaluate a company's organizational design relative to the stated strategy.
	Explain why both financial and nonfinancial measures are required to evaluate and manage a company's strategy.
	Explain the meaning of control from a management and accounting perspective and discuss key technical and behavioural considerations in the design of a Management Accounting Control System (MACS).

	Apply tools and perform analyses to support managerial decisions.
	Describe how performance evaluation systems influence decisions and explain how they can be designed to encourage managers to make decisions in the long-term best interests of their companies.
	Describe the nature and scope of financial control and its important role both inside and outside organizations.
	Develop an awareness of the moral responsibilities of management accountants and ethical issues within the field.
Accounting (ACCT) 460 Principles of Auditing Revision 10	Define auditing, state the reasons for audits, and describe the different types of audits and auditors.
	Identify the generally accepted auditing standards (GAAS) set by Chartered Professional Accountants Canada (CPA Canada).
	Identify the different categories of audit reports and describe the circumstances under which each type of audit report should be rendered.
	Describe the ethical behavior required of auditors and apply the components of the professional rules of conduct.
	Identify the four major phases of an audit and describe the relationship they have with the examination standards (generally accepted auditing standards).
	Explain the meaning of internal controls and describe the effect they have on the audit approach.
	Describe several audit sampling techniques.
	Identify the source documents, accounting records, and describe the basic characteristics of a good system of internal controls for the sales and receivables cycle, purchase, and cash disbursement transactions, for the capital acquisition and repayment cycle, for the payroll cycle, for the inventory cycle.
	Describe the compliance and substantive tests an auditor would perform in each of these cycles.
	Describe the techniques used by the auditor to identify and assess the impact of subsequent events and contingent liabilities.
	Recognize the warning signs of fraud and fraudulent practices in all the transaction cycles and describe the customary procedures for handling and reporting fraud.

	Describe the procedures an auditor performs on completion of the audit working papers, and the final steps taken to complete the audit at the public accounting firm.
	Describe the professional standards for a review engagement.
	Describe the requirements of other special engagements for financial and nonfinancial information.

ADMN: Administration

Administration (ADMN) 100 Introductory Quantitative Skills for Business Revision 4	Perform arithmetic calculations that are important in business operations. Use algebraic operations and simplification to solve business problems that can be represented by linear equations. Apply ratios, proportions, and percentages to a broad variety of business situations. Construct cost-volume-profit charts and compute break-even values. Apply both arithmetic computation and algebraic manipulation to solve a variety of borrowing and investing problems involving simple interest. Apply arithmetic computation and algebraic manipulation to solve problems that involve borrowing and investing funds involving compound interest. Solve compound interest problems that entail finding the present value or future value of a series of dollar values called an annuity. Be familiar with the key principles and concepts that serve as the basis for accounting practices.
Administration (ADMN) 201 Introduction to Business Studies Revision 3	Define what a business is and explain its economic and societal roles. Explore international trade and the global business environment. Identify the ways that ethics and social responsibility shape the behaviour of businesses. Describe the contributions small businesses and entrepreneurs make to the Canadian economy. Discuss the four primary business functions: accounting, finance, management, and marketing. Explain the four basic areas of management: strategic planning, organizing, leading, and controlling.

	Discuss the roles that employees have in business and explain how to motivate employees.

Discuss the supply chain and production of goods.

Define marketing and outline its role for creating exchanges between businesses and their customers.

Explain the need for and use of financial information created by the accounting function.

Describe the importance of financial tools such as money, banking, and investments. |
| Administration (ADMN) 232

Introduction to Management

Revision 11 | Describe introductory management theory according to its three basic functions: how it makes things happen; meeting the competition; and organizing people, projects, and processes.

Describe the major approaches that influenced the development of management theory.

Understand the influences of global business including ways businesses adapt to doing business internationally.

Understand theories of administration applicable to public and private sectors and describe how these theories reconcile with current practice.

Describe the different kinds of managers and what they do.

Understand and analyze an organization's specific and general environment.

Discuss corporate social responsibility and the influences of ethical decision making.

Understand the elements of managerial planning, leading, controlling and decision making:

     Describe how plans are used at all management levels.

     Discuss the various methods that managers can use to maintain control.

     Explain the steps to rational decision making in individuals and groups.

Understand how to meet the competition through an understanding of business strategy, organizational change, and organizational structure:

     Explain the components of sustainable competitive advantage. |

	Explain the different kinds of corporate, industry and firm level business strategies.
	Discuss different methods to manage innovation and organizational change.
	Discuss organizational structure including the types of departmentalization, job design and methods to redesign processes.
	Understand the effective management of people through teams, leadership, and performance management:
	Understand the implications of managing a diverse workforce and be able to explain some ways to manage diversity.
	Discuss the different kinds of teams and how to enhance their effectiveness.
	Describe the steps in human resource planning, and methods of recruitment.
	Discuss performance management including performance appraisal and compensation.
	Explain how managers can use the theory behind basic motivational and leadership theories.
Administration (ADMN) 233 Writing in Organizations Revision 14	Write professional quality messages that achieves your organization's needs.
	Apply a systematic process to plan, organize, and revise business messages.
	Understand the needs of your audience to target your communications effectively.
	Inform and persuade people through powerful business reports and proposals.
	Apply design principles to present documents that promotes readability and brand values.
	Demonstrate sensitivity and empathy to language and tone.
	Practice the mechanics of good writing, including proper grammar, punctuation, paragraphing, and syntax.
	Communicate ethically, correctly, and effectively.
Administration (ADMN) 368	The CLA does not currently have learning outcomes for this course.

Introduction to Data Analytics Technology	
Administration (ADMN) 404

Capstone I: Strategic Management | This course cannot be sought through PLAR. |
| Administration (ADMN) 405

Capstone II: Application and Integration of Contemporary Business Topics | This course cannot be sought through PLAR. |
| Administration (ADMN) 415

Strategy and Technology Innovation

Revision 5 | Discuss the importance, role, and impact of technological innovation in society.

Explain the importance for business leaders of an in-depth understanding of the dynamics of innovation, a well-crafted technological innovation strategy, and a well-developed process for implementing this strategy.

Analyze the industry dynamics of technological innovation; describe the role that sources and types of innovation, dominant designs, and timing of entry play.

Describe the process of formulating and implementing a technological innovation strategy; identify the key considerations that should be addressed in each step.

Explain how decisions about selecting projects, approaching collaboration, and protecting innovations contribute to the formulation of a technological innovation strategy.

Explain how organizational structures, product development processes, team management, and deployment options contribute to the implementation of an innovation strategy.

Assess the strategic decisions made in a variety of scenarios; discuss issues to be addressed, identify available options, and evaluate the relative benefits of possible approaches.

Identify the analyses that should be conducted at different stages in the process of strategy formulation and implementation; describe and evaluate the relative merits of available analytical models and methods; |

	and determine which approaches are appropriate to apply in a variety of scenarios.
Administration (ADMN) 417

International Business Management

Revision 5 | Demonstrate a basic understanding of the ideas, theories, and methods of international business.

Recognize factors that promote and inhibit international business activity.

Demonstrate an understanding of the cultural, political, and legal context in which international businesses operate.

Develop an understanding of the ethical issues surrounding international business.

Recognize and analyze international business problems and offer solutions. |
| Administration (ADMN) 499

Directed Study in Administrative Studies | Directed Study courses cannot be sought through PLAR. |

ADST: Architectural Design Studio

Please note:	PLAR is not available for RAIC Syllabus students.
Architectural Design Studio (ADST) 200

Foundations of Design I

Revision 1 | Comprehend: Establish a basic understanding of design thinking, exploration, and communication.

Analyze: Explore and examine various topics including:

primary elements

form

space

organization of primary elements, form, and space

circulation through space

program

proportion and scale

ordering principles

Apply: Understand and apply basic design principles in the process of design development through critical thinking. |

	Apply: Begin to build a community of practice by working with other students.
Architectural Design Studio (ADST) 205 Foundations of Design II Revision 1	Comprehend: Establish a basic understanding of the process design thinking, exploration, and communication. Analyze: Explore and examine topics, including: primary elements form space organization of primary elements, form, and space circulation through space program proportion and scale ordering principles Apply: Understand and apply basic design principles in the process of design development through critical thinking. Apply: Begin to build a community of practice by working with other students.
Architectural Design Studio (ADST) 300 (6 credits) Foundations of Architectural Design: Elements Revision 1	Comprehend: Understand the basic principles of shelter, site, and the human dimension of a program. Apply: Apply fundamental architectural principles in the design of simple buildings and interior spaces and respond to natural and built site characteristics in the development of a project. Apply: Apply appropriate representational media, including freehand drawing and basic computer technology, to convey essential elements at each stage of the design development process. Apply: Begin to build a community of practice by working with other students.
Architectural Design Studio (ADST) 350 (6 credits) Foundations of Architectural Design: Simple Habitat	Understanding of the fundamentals of visual perception and the principles and systems of order that inform two-and three-dimensional design and architectural composition. Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential information at each stage of the pre-design and design process.

Revision 1	Ability to make technically precise drawings. Ability to apply fundamental architectural principles in the design of buildings, interior spaces and sites, and to respond to natural and built site characteristics in the development of a program and the design of a project.
Architectural Design Studio (ADST) 400 (6 credits) Foundations of Architectural Design: Collective Habitat Revision 1	Understand the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design and architectural composition, and urban design. Ability. Use appropriate representational media, including freehand drawing and computer technologies, to convey essential information at each stage of the pre-design and design process. Ability. Make technically precise drawings and develop an outline specification for a proposed building. Ability. Apply fundamental architectural principles in the design of buildings, interior spaces, and sites, and to respond to natural and built site characteristics in the development of a program and the design of a project. Ability. Prepare a comprehensive program for an architectural project that accounts for client and user needs, appropriate precedents, space and equipment requirements, relevant laws and standards, and site selection and design assessment criteria.
Architectural Design Studio (ADST) 450 (6 credits) Architectural Design: Cultural, Recreational, and Institutional	This course cannot be sought through PLAR.
Architectural Design Studio (ADST) 490 (6 credits) Foundations of Architectural Design: Workplace	This course cannot be sought through PLAR.

ANTH: Anthropology

Anthropology (ANTH) 272	The CLA does not currently have learning outcomes for this course.

Introduction to Archaeology	
Anthropology (ANTH) 275

Faces of Culture: An Introduction to Cultural Anthropology

Revision 13 | Understand important anthropological concepts including (but not limited to) holism, culture, cultural relativism, ethnocentrism, gender, race, kinship and descent, globalization.

Comprehend the human diversity in our world and realize the complexity of social phenomena.

Demonstrate an awareness of the pioneers in anthropology and their contributions to the discipline.

Discuss how cultural anthropologists conduct fieldwork: techniques, analysis, ethical concerns as well as the final result – the ethnography.

Use critical thinking skills to analyze and evaluate anthropological literature and current issues in anthropology. |
| Anthropology (ANTH) 277

The Archaeology of Us: First Humans to First Civilizations

Revision 6 | Explain the processes, both natural and cultural, involved in the rise of modern humans (Us) and our dispersal throughout the world, as recorded in the archaeological and paleoanthropological records.

Describe how we first adapted to and lived in diverse environments around the world, as attested through human-altered material culture and landscapes.

Debate the different ways we came to live primarily in cities and civilizations, through comparison of archaeological cultures around the world.

Value the lessons found in the past and their use in understanding the present and shaping the future by engaging critically with archaeological research.

Recognize that archaeology is a systematic way to learn about past cultures and our pluralistic world, enabled by the cooperative stewardship of archaeological sites, artifacts, and Indigenous knowledge. |
| Anthropology (ANTH) 278

Human Evolution and Diversity

Revision 3 | Examine the basic principles of evolutionary theory, its mechanisms, philosophical implications, and its impacts on our understanding of biology and the origin of humans.

Identify and describe members of the order Primates, and the characteristics of each group within the order.

Examine the various theories about the origins of modern humans in light of the fossil, archaeological and genetic data available to researchers. |

	Examine the biological and cultural diversity in modern humans as adaptations to local environments, and how this variation informs concepts of race. Conduct practical exercises using a laboratory manual that engages students with the types of data used by biological anthropologists
Anthropology (ANTH) 310 Primate Behaviour Revision 1	Understand social and physical diversity that exists within the order Primates. Understand how the interplay of natural selection, environmental factors and behavioural adaptations affects non-human primates. Understand the determinants of social behaviour, and the influence of ecology on behaviour. Understand the relationship between environmental factors, social behaviour, and the evolution of primate cognitive skills. Understand problems related to the conservation of wild primate populations, and the solutions of those problems. Understand how non-human primates help us to understand the evolution of our own species, Homo sapiens.
Anthropology (ANTH) 320 Ancient Cities & Civilizations Revision 2	Understand the processes involved in the rise of the first cities and ancient civilizations. Comprehend the different trajectories these civilizations took as their complexity increased. Outline and explain the factors involved in the decline and eventual collapse of early civilizations. Share the lessons found in the past and suggest ways that they may apply to present and future human civilizations. Think and write critically regarding archaeological evidence and interpretation.
Anthropology (ANTH) 335 Ecological Anthropology Revision 2 This course has been temporarily closed. As a result, it is not	Develop a familiarity with relationships of human societies and environments through understanding of human ecology, culture, and adaptation. Develop a sense of the relationships of economic activities and ecological relationships in a range of human societies.

available for PLAR at this time.	
Anthropology (ANTH) 336 The Story of Us: The Evolution of Human Behaviour	The CLA does not currently have learning outcomes for this course.
Anthropology (ANTH) 354 Language and Culture Revision 9	Describe the various levels of linguistic analysis and apply these levels to such topics as language classification, language history, language change, and sociolinguistics. Critically discuss the relationship between language and worldview, and how languages vary in the ways they categorize cultural experience. Understand and describe the complexities in the relationship between speech and the social context in which it is generated. Discern the role of language in forming social identity and expressing group membership. Discuss and evaluate the various theories for language acquisition.
Anthropology (ANTH) 362 First Peoples of Canada Revision 5	Recognize the complex cultural and linguistic diversity of First People of Canada. Dispel stereotypes and overgeneralizations about First Peoples of Canada. Use ethnographic materials to support anthropological arguments about First Peoples of Canada. Provide cultural and historical insight into current political conflicts regarding First Peoples' rights in Canada. Understand the context and content of the Truth and Reconciliation Commission (TRC) report.
Anthropology (ANTH) 375 The Anthropology of Gender Revision 4	Distinguish between sex and gender. Outline the changes in women's roles from gathering societies to horticultural and agricultural societies. Describe how personal, political, and historical context can have an influence on the choice of research topics and evaluate the impact that gender (male and female) has on fieldwork relations.

	Examine critically North American ideas about the "natural roles" of men and women.
	How is the sexual division of labour reflected in the use of material objects, in property right, and in everyday activities and how do changes in subsistence practices change women's status?
	Describe the process of medicalization, evaluate its effects on women's bodies, and discuss the critique levied against the medical model of the body by the Women's Health Movement.
	Discuss the feminization of poverty throughout the world and describe and evaluate the changes in development strategies for women in the Third World.
	Discuss the impact of colonialism and globalization on women's work.
	Debate the tension between cultural relativism and human rights, using gender issues as an example.
	Discuss women's participation in the state and the impact of nationalism on women.
	What does Martha Ward refer to as a "two-bodied" world and is there evidence of such a world in North American society?
	Discuss and evaluate the status and roles of the hirjas of India and relate these to religious roles, sexuality, and kinship.
Anthropology (ANTH) 377 Archaeologies of Turtle Island Revision 3	Examine the diverse archaeologies of Turtle Island and explore deep and recent histories from the Arctic to Mesoamerica. Question the colonial frameworks within which archaeology has developed as a discipline and how attempts to decolonize the discipline are progressing. Combine archaeological science and Indigenous Knowledges to reach supported interpretations regarding the deep histories of Turtle Island. Evaluate the ways in which contemporary archaeologists collaborate and communicate with Indigenous and non-Indigenous rights holders, stakeholders, and interest groups. Value past and present cultures and compare the complexity of relations represented in the archaeologies of Turtle Island.
Anthropology (ANTH) 378 Human Sexualities	The CLA does not currently have learning outcomes for this course.

This course has been temporarily closed. As a result, it is not available for PLAR at this time.	
Anthropology (ANTH) 384 The Family in World Perspective	The CLA does not currently have learning outcomes for this course.
Anthropology (ANTH) 390 Community-Based Research Methods Revision 3	The objectives of this course are to: Demystify the research process. Build your confidence when choosing and executing appropriate methods for carrying out community-based research. Prepare you to successfully adhere to ethical guidelines. Expose you to varying perspectives on appropriate social science research methods. Enable you to acquire the skills to complete a community-based research project.
Anthropology (ANTH) 394 City Living: The Anthropology of Urban Life Revision 3	Define the term city and discuss the developments subsumed by the process of urbanization. Distinguish among the first, second, and third urban revolutions. Identify the features of modern urban life that originated in the earliest cities. Describe the ecological, economic, and social differences between preindustrial and industrial cities. Discuss the characteristics of cities of the 21st century which distinguish them from earlier urban settlements. Contrast the approaches of sociology, anthropology, psychology, geography and political economy in studying cities and urban life. Define transnational migration, discuss the social and economic factors which underlie these movements, and evaluate its impacts on countries of origin and of settlement. Describe and evaluate the different views of prominent urban planners of the past century.

	Discuss and evaluate the impact of natural disasters, terrorism and warfare on contemporary cities.
	Describe urban diversity as it relates to race, ethnicity, gender, and social class.
	Identify and discuss urban social issues relating to economic, social, political, and ideological concerns.
	Evaluate the usefulness of participant observation, in-depth interviews, and inquisitive observation as methodologies employed by urban anthropologists.
	Describe and evaluate the utility of the new urban sociology, urban ecology, and world systems theory for studying cities.
	Distinguish between urbanization and urbanism, and link this to anthropology and the other social sciences.
Anthropology (ANTH) 401 Ethnography, the Writing of Culture Revision 3 This course is under revision. As a result, it is not available for PLAR at this time.	Understand what is involved in the process of ethnography from fieldwork to the written account. Contextualize written accounts of culture and communities. Critically assess ethnographic writing to understand the choices made by the author in the process of representation. Evaluate the significance of ethnographic writing in the contemporary world.
Anthropology (ANTH) 402 Ethnographic Research Methods Revision 3	Understand the processes of ethnographic research and research design in ethnography. Understand the implications of methodological choices and their relationship to research questions and settings. Benefit from practical experience with ethics applications, ethnographic field methods, and the process of creating a research proposal.
Anthropology (ANTH) 406 Special Topics in Anthropology	The CLA does not currently have learning outcomes for this course.
Anthropology (ANTH) 407	The CLA does not currently have learning outcomes for this course.

Examining Cultures - Advanced Readings in Regional Ethnology	
Anthropology (ANTH) 434

The History of Anthropological Thought | The CLA does not currently have learning outcomes for this course. |
| Anthropology (ANTH) 436

Topics in Primate Cognition

This course has been temporarily closed. As a result, it is not available for PLAR at this time. | The CLA does not currently have learning outcomes for this course. |
| Anthropology (ANTH) 476

Archaeological Theory | The CLA does not currently have learning outcomes for this course. |
| Anthropology (ANTH) 491

Ethnobiology: Traditional Biological Knowledge in Contemporary Global Context

Revision 6 | Be familiar with the nature of ethnobiological knowledge and its similarities to and differences from scientific knowledge.

Understand the importance of plants for food, medicine, and technology in different cultures.

Understand the significance of gendered plant knowledge.

Understand the diversity of approaches to plant resources among human groups.

Understand the types of cultural knowledge about animals.

Understand the differences in attitude about non-human species of northern hunting groups, pastoral groups, and Euro-Canadian culture.

Understand the relationships to the environment of different human groups, and how their cosmology shapes their perceptions and adaptations.

Critically discuss contemporary issues of conservation of traditional resources, the effects of globalization, and the issues surrounding |

	intellectual property of traditional and local peoples in the global market place.
Anthropology (ANTH) 499 Medical Anthropology	The CLA does not currently have learning outcomes for this course.

APST: Applied Studies

Please note:	PLAR is not available for RAIC Syllabus students.
Applied Studies (APST) 215 Introduction to Graphic Representation Revision 2	Use graphic systems, including the plan, section, axonometric, and perspective, and drawing techniques to represent outline, tone, texture, shade, and shadow. (Know) Explore and examine topics, including the self, object, landscape, interior, and urban space, through graphic representation. (Analyze) Combine graphic systems and drawing techniques to develop renderings that graphically express your understanding of the subject matter. (Apply)
Applied Studies (APST) 220 3D Modeling, Digital Representation and Presentation Revision 3	Course objectives: Introduce 3D modeling techniques in conjunction with digital image editing, illustration, and presentation. (Knowledge) Develop your abilities to explore design ideas by establishing connections between physical and digital-based platforms. (Analyze) Develop your abilities to produce 3D models and computer-generated imagery for the purpose of developing and presenting design ideas. (Apply) Course learning outcomes: Demonstrate mastery using computer technologies. Through analysis and model building, interpret the architectural concepts of an architectural structure. Integrate and apply technical competencies using photography and computer-assisted technologies. Using visual and written media, demonstrate an understanding of critiquing spatial form and functions in design and presentation.
Applied Studies (APST) 230	Describe the functions and characteristics of common building systems and assemblies, including building envelope, structure, environmental management systems, and building services systems.

Materials, Properties, and Applications Revision 4	Discuss the characteristics of building components and materials including function, physical properties, grades, life cycle economics, embodied energy, availability, and the impact that materials' production, use, and disposal has on the environment.
Applied Studies (APST) 240 Introduction to Structures Revision 3	Ability to produce an architectural design that broadly integrates contextual factors, structural systems, regulatory requirements, and environmental stewardship. Ability to integrate appropriate structural systems into a building and to use appropriate representational media, including freehand drawing and computer technology, to convey essential structural elements at each stage of the design development process. Understanding of the principles of structural behaviour in withstanding gravitational, seismic, and lateral forces, including the evolution, range, selection, and application of appropriate structural systems. Understanding of the basic building science principles and the appropriate application and performance of various construction materials, products, components, and assemblies common to the Canadian construction industry, including their environmental impact and reuse. Ability to analyze structural elements in terms of equilibrium, the resolution of forces, and shear and bending moments. Ability to make technically precise drawings in order to develop a structural system for a proposed design. Understanding of the broader ecologies that inform the design of buildings and their systems and of the interactions among these ecologies and design decisions. Understanding of the basic principles that inform the design of passive and active environmental modification and building service systems, the issues involved in the coordination of these systems in a building, energy use and appropriate tools for performance assessment, and the codes and regulations that govern their application in buildings. Ability to raise clear and precise questions; record, assess, and comparatively evaluate information; synthesize research findings and test potential alternative outcomes against relevant criteria and standards; and reach well-supported conclusions related to structural systems. Ability to write, speak, and use visual media effectively to appropriately communicate on structural matters related to the architectural discipline within the profession and with the general public.

Applied Studies (APST) 255 Computer Aided Design Revision 1	Ability to use representational media, specifically computer technology, to convey essential information at each stage of the pre-design and design process. This will include techniques for two- and three-dimensional representation. Ability to articulate a design process grounded in theory and practice, an understanding of design principles and methods, and the critical analysis of architectural precedents. Ability to assess, as an integral part of design, the appropriate combinations of materials, components, and assemblies in the development of detailed architectural elements through drawing and modeling. Ability to make technically precise drawings in order to document a design project. Understanding of how computerization is affecting architectural practice. Ability to raise clear and precise questions; record, assess, and comparatively evaluate information; synthesize research findings and test potential alternative outcomes against relevant criteria and standards; and reach well-supported conclusions related to computerization. Ability to write, speak, and use visual media effectively to appropriately communicate on structural matters related to the architectural discipline within the profession and with the general public.
Applied Studies (APST) 340 Advanced Structures	This course cannot be sought through PLAR.
Applied Studies (APST) 350 Applied Architectural Sciences Revision 3	This course presents both qualitative and quantitative techniques to relate the principles of equilibrium to building design to the climatic factors and principles that influence building performance, including solar radiation, wind, precipitation, temperature, thermal dynamics, and vapour migration. After completing this course, you should be able to: Discuss the relationships between building performance and environmental and climatic factors. Discuss the concepts of heat transfer, thermal gradients, thermal bridges, air leakage, convection, and stack effect.

	Predict the responses of common building assemblies and materials to climatic cycles through a systematic analysis of environmental factors including radiation, precipitation, heating, and cooling.
	Discuss the impact that buildings have on the microclimate of their environment, including such factors as snow drifting, shading, and reflection.
	Relate the performance of windows and mechanical systems in passive and active building systems.
Applied Studies (APST) 470 Building Envelope and Assemblies Revision 3	Design a complete high-performance building envelope system, at a conceptual level, for a given set of conditions. Design a building envelope assembly through the application of qualitative and quantitative analysis of proposed performance. Evaluate methods and materials of construction in a range of applications. Illustrate the appropriate application of construction materials and methods for a range of building design scenarios. Evaluate existing buildings' conditions and identify methods for their improvement.
Applied Studies (APST) 480 Mechanical Equipment of Buildings	This course cannot be sought through PLAR.

ARCH: Architecture

Please note:	PLAR is not available for RAIC Syllabus students.
Architecture (ARCH) 200 History of Ideas in Architecture I Revision 3	By analyzing visual evidence and the accompanying literature, with specific reference to a series of monuments as case studies, you will discern: Essential details: nomenclature, locations, builders, significant dates, and chronologies. Visual evidence: original as-built, change over time, and current state. Reasons for original construction: the beliefs, values, and intentions that motivated the builders, and how those are revealed in as-built plans, form, or decorative details.

	Manner of use: the rituals, activities, and events the buildings were intended to accommodate.
	Method of construction: the contribution of evolving technologies, types of building materials, and how geography, environment, and climate influenced their form and function.
	Geopolitical, chronological, or ideological contexts for these structures and how they are the same as or different from other buildings that responded to similar stimuli in different times or places.
Architecture (ARCH) 300 History of Ideas in Architecture II Revision 3	By analyzing visual evidence and the accompanying literature, with specific reference to a series of monuments as case studies, students will discern: Essential details: nomenclature, locations, builders, significant dates, and chronologies. Visual evidence: original as-built, change over time, and current state. Reasons for original construction: the beliefs, values, and intentions that motivated the builders, and how those are revealed in as-built plans, form, or decorative details. Manner of use: the rituals, activities, and events the buildings were intended to accommodate. Method of construction: the contribution of evolving technologies, types of building materials, and how geography, environment, and climate influenced their form and function. Geopolitical, chronological, or ideological contexts for these structures and how they are the same as or different from other buildings that responded to similar stimuli in different times or places.
Architecture (ARCH) 320 History of Canadian Architecture Revision 1	Identify the main characteristics of architecture in Canada. Describe key historical events and architectural works built between 1400 and 1900. Discuss the technological developments associated with architecture in Canada. Interpret architecture as a form of cultural production linked to changes in social behaviours and economic patterns. Describe Canada's Heritage Policies and explain their purpose. Summarize key points in Canadian architectural scholarship.

Architecture (ARCH) 330 Architectural Design Theory Fundamentals Revision 2	Demonstrate objective awareness of the natural and built environments (past and present) through critical observation. Explain the basic nature of the design process. Use specific vocabulary related to the design process. Use analysis and derive ideas from abstract thinking. Demonstrate a critical approach to architectural thinking. Criticize your own work.
Architecture (ARCH) 340 History and Theory of Modernism Revision 1	Identify and describe the main concepts of the Modern movement and its chief proponents. Explain the design criteria applicable to 20th century architecture in their relation to major events. Analyze how new planning processes were related to new materials, site, and structural processes. Discuss the relationship between architecture and the written word. Explore the relationship between architectural theory and practice. Describe architectural styles in terms of economic status, social hierarchies, and claims about group identity. Explain Modernism's spread outside of Europe.
Architecture (ARCH) 350 Landscape Revision 1	Upon completion of Arch 350, you will understand the History and theory of landscape and garden design. Role of natural systems in shaping the regional landscape, the role of landscape ecology in understanding these systems, and the role of impact assessment and landscape management in assuring sustainable landscape conservation and development. Technical aspects of site planning and design and how these might be applied to the principles of sustainable design through observation, documentation, and critical appraisals of project design, readings, and the review of projects and case studies.
Architecture (ARCH) 400 Urbanism Revision 2	Define urban morphology and its component elements through the evolution of the city with an emphasis on the emergence and creation of archetypal urban space. Describe the characteristics of the typology of urban space based on a familiarity with historic examples.

	Distinguish among traditionalist, modernist, and postmodernist approaches to (or theories of) urbanism, with a particular emphasis on the late-19th to late-20th century changes to the North American city. Analyze existing urban conditions and urban issues through the application of conceptual and graphic tools typically used by the contemporary urbanist/architect.
Architecture (ARCH) 420 Contemporary Architectural Theory and Research	This course cannot be sought through PLAR.

ARHI: Art History

Art History (ARHI) 201 A Survey of Western Art I: Looking at Art from Ancient Times to the Middle Ages	The CLA does not currently have learning outcomes for this course.
Art History (ARHI) 202 A Survey of Western Art II: Looking at Arts from the Renaissance to Present Day	The CLA does not currently have learning outcomes for this course.
Art History (ARHI) 301 Canadian Visual Culture	The CLA does not currently have learning outcomes for this course.

ASTR: Astronomy

Astronomy (ASTR) 205 Universe – The Ultimate Frontier Revision 4	Show how the scientific method forms the basis for both the tools and the theories of astronomy. Describe the cosmos and trace the history of our attempts to understand it, including the tools developed to help us do so. Describe light and how it carries information to us. Discuss what we have learned about the structure of stars and how they form, age, and die.

	Describe how stars group together into galaxies, how galaxies are themselves distributed, and how we think this entire cosmic structure began and may end. Describe the characteristics and origins of planets and other bodies in our solar system, and discuss the possibility of life elsewhere.
Astronomy (ASTR) 310 Planetary Science	The CLA does not currently have learning outcomes for this course.
Astronomy (ASTR) 495/496 Astronomy and Astrophysics Projects	Project courses cannot be sought through PLAR.
BIOL: Biology	
Biology (BIOL) 204 Principles of Biology I Revision 9	Explain that biology is the science of living organisms based on the scientific method, which is a unique method of exploration that uses open-ended inquiry. Describe cells as the basic units of life, explain cell theory, and point out the fundamental differences between pro- and eukaryotes, as well as the roles of membranes and organelles. Explain that all organisms are dependent on a steady supply of energy and that respiration and photosynthesis are some of the major metabolic pathways. Describe how enzymes play a crucial role as catalysts in all processes of the cell. Describe the key concepts of classical genetics including cell division, gene recombination and Mendelian principles as well as chromosomal theory. Describe in detail DNA structure and replication, as well as gene expression by transcription and translation as fundamental processes of molecular biology. Explain why gene expression requires a tight regulation at several levels and point out some examples for modern DNA technologies.
Biology (BIOL) 205 Principles of Biology II B (Home Lab Version)	The CLA does not currently have learning outcomes for this course.
Biology (BIOL) 207	The CLA does not currently have learning outcomes for this course.

Principles of Biology II	
Biology (BIOL) 230 Human Physiology (6 credits) Revision 11	Develop a vocabulary of terminology to communicate information effectively for topics related to human physiology. Recognize and explain the principle of homeostasis and how feedback systems control the physiological processes in the human body. Understand and explain the physiological connections within and between the systems of the human body. Recognize the systems' functions and recognize and explain the principle of homeostasis applied to all eleven systems of the human body. Use anatomical knowledge to predict physiological responses and use knowledge of physiology to predict the variations of anatomical structures. Synthesize ideas and understand how changes to anatomy and physiology could result in situations of homeostatic imbalance. Demonstrate laboratory procedures used to evaluate physiological functions of each organ system and interpret graphs of anatomical and physiological data.
Biology (BIOL) 235 Human Anatomy and Physiology (6 credits) Revision 12	Develop a vocabulary of terminology to communicate the information effectively for topics related to human anatomy and physiology. Know, recognize, and explain the principle of homeostasis and how the feedback systems control the physiological processes in the human body. Know, understand, and explain the connections within and between anatomical and physiological systems of the human body. Know the anatomical structures, explain physiological functions, and recognize and explain the principle of homeostasis applied to all 11 systems of the human body. Use knowledge of anatomy to predict physiological responses and use knowledge of physiology to predict the variations of anatomical structures. Synthesize ideas and understand how changes to anatomy and physiology could result in situations of homeostatic imbalances.
Biology (BIOL) 310 Biology of Human Sexuality	Demonstrate knowledge of various biology-related topics in the area of human sexuality and demonstrate awareness in how they apply to a healthy sexual lifestyle.

Revision 5	Understand and describe the various aspects of human sexuality from an anatomical and physiological perspective.
	Understand normal developmental perspectives of the reproductive system from the prenatal stage to adulthood.
	Explain the process of reproduction from conception to birth.
	Understand the biology of sexual attraction and behaviours in the context of human development, interaction, and reproductive health, and be aware of the different ways in which individuals express their sexuality.
	Understand and describe the various aspects of sexual orientation.
	Describe the developmental tasks related to sexuality throughout the lifespan.
	Understand and describe the prevalence and characteristics of various types of sexual dysfunction.
	Understand safe sex practices and behaviours and how they apply to a healthy lifestyle and identify the methods of preventing pregnancy and sexually transmitted diseases.
	Understand safe sex practices and behaviours and how they apply to a healthy lifestyle involving non-conventional sexuality.
	Explain the impact of disability and illness on sexuality and sexual function.
Biology (BIOL) 320 Comparative Anatomy of the Vertebrates Revision 2	Correctly apply and define scientific terminology used in the context of vertebrate anatomy.
	Identify the anatomical features that distinguish vertebrate from invertebrate systems.
	Recognize vertebrate structural principles by studying all body systems of vertebrates in an evolutionary context.
	Compare and contrast the anatomical systems of different vertebrates and identify common traits across species and/or groups.
	Develop practical dissection skills on vertebrate cadavers that allow for identification of morphological features and effective collection and preparation of animal tissue specimens.
Biology (BIOL) 325 Introductory Microbiology	Understand how key historical experiments and theories have shaped our knowledge of microorganisms.

Revision 7	Demonstrate familiarity and competency with a wide variety of microbiological laboratory techniques, including transfer, culture, isolation and identification, growth rates and antibiotic sensitivity.
	Describe the components and cellular structure of bacteria, viruses, and fungi.
	Explain the bacterial genetic processes of replication, transcription, and translation.
	Understand the principles of microbial pathogenic mechanisms and strategies to identify and manage infectious disease transmission.
	Define immunity and understand the mechanisms of the immune response.
	Outline the applications of microorganisms in the food industry, biotechnology, industrial processes, and the development of medical treatments.
Biology (BIOL) 341 Human Genetics Revision 10	Understand the approach of studying human genetics and the basis of heredity.
	Distinguish between inherited diseases and other types of human illness.
	Identify the main components of a eukaryotic cell and their functions.
	Describe the processes of mitosis, apoptosis, signal transduction, and cell adhesion.
	Understand the laws of heredity and the fundamentals of Mendelian genetics.
	Describe the key events in meiosis, fertilization, and sex-linked inheritance.
	Describe the roles of genotype and environment in the expression of normal and abnormal phenotypes.
	Understand transmission genetics, molecular genetics, and population genetics.
	Understand the concepts of absolute and relative risk.
	Be able to describe the process of DNA replication, regulation of gene expression, transcription, and translation.
	Understand the mechanisms of DNA mutation and repair.
	Discuss chromosome structure and chromosomal abnormalities.

	Understand the fundamental principles of immunology and differentiate between inherited and acquired immune disorders.
	Understand the role of genetics in the development of cancer.
	List and describe a number of relevant genetic technologies and their applications.
Biology (BIOL) 345 Ecology Revision 6	Explain how the physical environment (water, climate, soils, light and nutrients) shapes ecological processes.
	Describe the fundamental role of plant and animal adaptations for ecology.
	Define and apply the population concept when describing population growth and life history.
	Describe the concepts of competition, predation, parasitism, and mutualism in the context of community ecology.
	Define, with examples, major aspects of both community structure and community dynamics.
	Explain the concept of landscapes in ecology.
	Describe major aspects of ecosystem ecology, including energetics, decomposition, and biogeochemical cycles.
	Describe the earth's major aquatic and terrestrial biomes.
	Explain the major concepts of climate change ecology.
Biology (BIOL) 401 Cell Biology Revision 6	Identify cellular structures and their functions for prokaryotic and eukaryotic cells.
	Discuss the metabolic processes of cells and their importance in energy generation and synthesis of cellular building blocks.
	Describe the structure of DNA and explain the processes of DNA replication, transcription, and translation.
	Outline the processes of cell division and cell death and their role in genetic diversity and disease.
	Articulate the components of the cytoskeleton and outline their role in cell motility and muscle contraction.
	Conduct literature searches and read journal publications in cell biology to write an essay and participate in discussions on topics relevant to cell biology.

	Apply knowledge of cell biology processes to evaluate topics related to health and disease.
Biology (BIOL) 480 Immunology Revision 3	Explain the components and functions of innate and adaptive immunity. Identify the role of signal transduction in the immune response. Compare and contrast the components of the humoral and cell-mediated immune responses. Explain the function and components of the complement system. Describe antigen presentation and the role of the major histocompatibility complex. Explain the principles of hypersensitivity reactions, inflammation, and autoimmunity. Review the immune response to infectious diseases and the role of vaccines in immunity to disease. Discuss the role of the immune system in AIDS, cancer, and transplantation.
Biology (BIOL) 495/496 Biology Projects	Project courses cannot be sought through PLAR.
BTMA: Business Technology Management Administration	
Business Technology Management Administration (BTMA) 320 Overview of e-Commerce Revision 1	Expose students to the vocabulary needed to discuss current developments in e-Commerce. Provide students with a broad understanding of the business and technological infrastructure that are making e-Commerce possible. Introduce students to different business models underlying e-Commerce applications, from both an operational and strategic perspective. Provide students with the key strategic tools, frameworks and processes enabling the development of the digital strategy along with an emphasis on examining the analysis and design of the system. Examine changes in business processes and organizations that are driven by e-Commerce technologies and applications (impact on SCM, MKGT, payment systems, logistics, etc.).

	Explore the legal, security, ethical, and international issues that define the e-Commerce environment.
	Examine the effects of social media and networking effects on the future of e-Commerce.
Business Technology Management Administration (BTMA) 444 Business Intelligence and Analytics Revision 1	Describe how analytics, business intelligence, and data science have evolved and are currently utilized to support organizational decision making and further strategic goals. Define descriptive analytics and describe the fundamental methods used to prepare data, analyze data using statistical modeling, and present results using effective reporting and visualization techniques. Describe how data warehouses are designed and used to support business processes, decision making, and performance management. Describe the general processes and methods of data mining and explain how data mining can be used for business analytics and predictive analytics to support strategic decision making. Describe the components, methods, and applications of text, Web, and social analytics and explain their role and power in supporting business intelligence and descriptive analytics. Define prescriptive analytics and explain how analytical models can be applied to support optimization, simulation, and decision making. Discuss how Big Data is impacting the field of analytics and identify key platforms for processing Big Data. Identify emerging trends within the field of analytics, recognize ethical and legal issues surrounding the widespread adoption of data-driven technologies, and discuss strategic and managerial considerations in the application of analytics.
Business Technology Management Administration (BTMA) 445 Business Process Management	The CLA does not currently have learning outcomes for this course.

CHEM: Chemistry

Chemistry (CHEM) 217 Chemical Principles I Revision 10	Name chemical compounds and interpret chemical formulae. Solve problems in chemical stoichiometry.

	Describe the properties of gases and perform calculations using gas laws.
	Use thermochemical data to solve chemical problems involving heat, work, and enthalpy.
	Detail the quantum mechanical model of the atom and the historical atomic models that preceded it.
	Recognize the periodic properties of the elements and explain them using the quantum mechanical model of the atom.
	Discuss chemical bonds using the Lewis theory, valence bond theory, and molecular orbital theory, and predict molecular shapes using the valence shell electron pair repulsion theory.
	Describe intermolecular forces and apply them to explain the properties of liquids, solids, and gases.
	Summarize the properties of solutions in terms of intermolecular forces and perform calculations involving the colligative properties of solutions.
	Perform qualitative and quantitative chemical experiments and record and interpret results.
Chemistry (CHEM) 218 Chemical Principles II Revision 9	Measure chemical reaction rates, formulate rate laws, and determine reaction mechanisms from kinetic data.
	Discuss chemical equilibria, predict how reaction conditions can shift an equilibrium, and calculate equilibrium concentrations of reactants and products.
	Describe acid-base and other aqueous equilibria in terms of molecular properties and perform calculations on those equilibria.
	Define and apply the concepts of entropy, enthalpy, and Gibbs free energy to chemical thermodynamics problems.
	Identify electrochemical reactions and solve electrochemistry problems involving cell potential, reactant concentrations, and applied current.
	Describe and balance nuclear reactions, calculate rates of radioactive decay, and describe aspects of nuclear fission and nuclear fusion.
	Express the structures, basic properties, and chemical reactivity of organic compounds.
	Perform qualitative and quantitative chemical experiments and record and interpret results.

Chemistry (CHEM) 301 Introduction to Biochemistry Revision 6	Describe the organization of a eukaryotic and prokaryotic cell. Explain the synthesis of proteins, lipids, nucleic acids, and carbohydrates and their role in metabolic pathways. Describe the function of vitamins and cofactors and provide examples of each group. Use graphical techniques to analyze and describe simple, unimolecular enzyme activities. Explain the chemical differences between DNA and RNA. Describe nucleic acid structures, replication, transcription, and translation. Explain the major differences and similarities between the synthesis of DNA and that of RNA. Describe how eukaryotic protein synthesis is controlled. Apply the genetic code to translate mRNA sequences into (protein) amino acid sequences.
Chemistry (CHEM) 311 Analytical Chemistry I Revision 2 This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Demonstrate practical and theoretical knowledge of quantitative chemical analysis. Apply statistical methods to interpret analytical data. Describe and apply aspects of quality assurance in analytical chemistry. Calibrate analytical laboratory equipment. Perform equilibrium and electrochemical calculations that pertain to chemical analyses. Analyze chemical samples using methods such as titrations and gravimetric analysis and complete related calculations.
Chemistry (CHEM) 313 Analytical Chemistry II Revision 2 This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Demonstrate practical and theoretical knowledge of potentiometric methods, electroanalytical methods, spectrophotometry, atomic spectroscopy, mass spectrometry, and analytical separations. Analyze chemical samples using potentiometric methods, electroanalytical methods, spectrophotometry, atomic spectroscopy, mass spectrometry, and analytical separations. Perform calculations and solve problems that pertain to potentiometric methods and electroanalytical methods, spectrophotometry, atomic spectroscopy, mass spectrometry, and analytical separations.

	Demonstrate practical and theoretical knowledge of sampling and sample preparation.
Chemistry (CHEM) 330 Environmental Chemistry Revision 5	Demonstrate knowledge of chemical principles of various fundamental environmental phenomena and processes in land, water, and air. Apply basic concepts of chemical thermodynamics, kinetics, and photochemistry to analyze chemical processes involved in different environmental problems. Describe the practical chemistry in and anthropogenic impact of industrial processes, water purification, waste treatment, energy production, and pollution mitigation strategies. Critically discuss local and global environmental issues based on scientific principles and data. Find and analyze physio-chemical and toxicological information and judge its reliability and significance. Accurately portray, explain and interpret data calculation and present environmental scientific ideas and practices in writing.
Chemistry (CHEM) 350 Organic Chemistry I Revision 8	Use structure, including conformation and stereochemistry to recognize and designate (e.g. R/S or E/Z) stereochemistry and explain the reactivity and stability of an organic molecule. Explain the roles of nucleophiles, electrophiles, electronegativity, and resonance in organic reactions. Use physical data (nuclear magnetic resonance spectroscopy, mass spectrometry and infrared spectroscopy) to elucidate organic structure. Name and draw skeletal structures of saturated and unsaturated hydrocarbons, organohalides, and conjugated and aromatic compounds. Design syntheses of organic molecules involving the compounds you drew for Learning Outcome 4. Draw key reaction mechanisms involving those same compounds and/ or predict the outcome of reactions based on your understanding of the mechanisms you have drawn. Apply the basic techniques for the preparation, purification, and identification of organic compounds in the organic chemistry laboratory.
Chemistry (CHEM) 360 Organic Chemistry II	Apply the principles of carbonyl chemistry (including the role of carbanions and enolate ions) in a variety of syntheses.

Revision 8	Use critical thinking, logical deduction, and data interpretation to elucidate organic structures or propose synthetic strategies.
	Name and draw skeletal structures of alcohols, phenols, ethers, epoxides, thiols, sulfides, aldehydes, ketones, carboxylic acids, nitriles, carboxylic acid derivatives, amines, heterocycles, and carbohydrates.
	Design syntheses of organic molecules involving the compounds from Learning Outcome 3.
	Draw key reaction mechanisms involving the same compounds from Learning Outcome 3 and use your knowledge of reaction mechanisms to predict the outcome of reactions.
	Define the basic chemical and structural features of biomolecules, in particular carbohydrates, and one lipid, protein, or a nucleic acid (from your choice of optional unit).
	Perform advanced laboratory techniques, including the identification of functional groups, spectroscopy, handling hydrophobic reactions and carrying out multi-step syntheses.
	Critically evaluate the laboratory data you have collected and communicate your laboratory findings in a clear and concise manner.
Chemistry (CHEM) 495/496

Chemistry Projects | Project courses cannot be sought through PLAR. |

CLAS: Classics

| Classics (CLAS) 309

Ancient Greece

(Cross-listed with HIST 309 & HUMN 309)

Revision 3 | Summarize major political developments among the ancient Greeks.

Summarize the major philosophical developments of the ancient Greeks.

Summarize the achievements of the ancient Greeks in architecture and theatre.

Locate and select scholarly writings relevant to the study of ancient Greece.

Report on a scholarly article.

Write a research paper on an approved topic using secondary sources and relevant primary sources in translation. |
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| Classics (CLAS) 312

Ancient Rome | The CLA does not currently have learning outcomes for this course. |

(Cross-listed with HIST 312 & HUMN 312)	

CLST: Cultural Studies

| Cultural Studies (CLST) 201

Cultural Studies and Everyday Life

Revision 1 | Understand the idea of "culture" by showing the ways in which it permeates our everyday lives.

Question the distinction between things defined as cultural and things assumed to be natural.

Explore the ways in which everyday culture can be a site of contestation.

Recognize the ways in which culture influences who we are (individual and collective identities) |
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| Cultural Studies (CLST) 325

Understanding Cultural Studies

This course has been temporarily closed. As a result, it is not available for PLAR at this time. | The CLA does not currently have learning outcomes for this course. |

CMIS: Computers and Management Information Systems

| Computers and Management Information Systems (CMIS) 214

Custom Applications with C#

Revision 4

This course has been temporarily closed. As a result, it is not available for PLAR at this time. | You will develop a good knowledge of C# use as a tool to build Windows-based business applications.

You will be knowledgeable on C#-related tools, technology and applications programmed with these tools.

You will develop a good foundation of C# Windows programming that will enable you to continue to improve your C# skills and explore other topics, beyond the scope of this course.

You will become familiar with C# at a level that will allow you to take other courses on higher level Web-based business applications.

You will have the knowledge and skills to search and use relevant C#-related online resources, including from the Microsoft Web site. |
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| Computers and Management | You will be familiar with concepts and terminology common to the following desktop business applications: word processing, |

Information Systems (CMIS) 245 Microcomputer Applications in Business (Windows) Revision 10	spreadsheets, presentation managers, and database management systems. You will be knowledgeable about and proficient in using Microsoft Word, Excel, Access, and PowerPoint software. You will have practical knowledge of common business situations in which desktop applications are used and have a foundation for further independent learning.
Computers and Management Information Systems (CMIS) 311 Supporting End-User Computing Revision 6	When successfully having completed this course, you should be able to: Describe technological and organizational context within which the contemporary user support specialist operates, including how organizations develop and implement support standards. Classify and define user support roles and the skills that are required for entering the field; define user support workers' career path and professional associations and understand their field's ethical principles. Define the client service relationship and understand strategies for creating successful relationships and for handling difficult clients, including telephone communication techniques and personal communication style. Understand common end user issues and problems and how to apply problem solving processes, including developing a personal approach to problem-solving and assessing users' needs. Outline the troubleshooting process, strategies, and diagnostic and repair tools used to troubleshoot problems. Outline the challenges of planning, implementing, controlling, and evaluating User Support operations within an organization, and look specifically at Help Desk operation and management, trends, product evaluation and needs analysis. Understand the nature of user support, including roles, tasks and the helpdesk function, software installation, user training and writing for end users, and resources that make up the user support specialist's toolkit. Determine, plan, and prepare appropriate training activities. Understand types of end-user documentation and how to plan for it, including tools for effective technical writing and its process of evaluation.
Computers and Management	Be knowledgeable on the wide variety of features that can be built into web-based business applications using Visual Web Developer (VWD).

Information Systems (CMIS) 314 Web Applications with VBNet Revision 2 This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Have knowledge and skills on web-based business applications that will allow you to easily adapt to other web development environments. Develop an overall view of web-based business applications that will allow you to explore VWD and other web development environments on your own, beyond the scope of this course. Develop a good knowledge of Visual Basic (VB) use as a tool to build web applications. Become familiar with the VB-related web building tools and technology along with the Structured Query Language (SQL) database language. Become familiar with concepts and terminology about Microsoft .NET architecture.
Computers and Management Information Systems (CMIS) 351 Management Information Systems Revision 12	Understand and articulate fundamental concepts of information technology management. Assess and apply IT to solve common business problems. Suggest and defend effective solutions to business problems and design a database application to solve a business problem. Discuss the ethical aspects of information technology use in the organization and its governance issues.
Computers and Management Information Systems (CMIS) 431 Information Technology Leadership Revision 3 This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Explain the CIO position in terms of roles, responsibilities, and challenges. Design an IT budgeting process. Explain the dimensions of IT value and identify best practices in achieving IT value. Develop IT metrics and an IT metric process to establish IT value. Develop a technology roadmap process and explain its main elements. Explain the advantages and disadvantages of infrastructure standardization and the paths to infrastructure standardization. Explain IT governance and its application to the IT organization. Explain the IT implications of Sarbanes-Oxley and Bill 198 and their implications for IT control. Describe COBIT and its main elements. Explain the importance of a business continuity plan and identify its main elements.

	Apply the Information Security Governance Framework to assess a firm's security management.

Explain the use of stakeholder analysis and the IT hierarchy of needs to manage stakeholder perceptions of IT.

Explain technology-enabled innovation and the CIO's role in it.

Discuss different methods of delivering IT and methods of managing these.

Discuss the main issues in managing the IT organization. |
| Computers and Management Information Systems (CMIS) 455

Accounting Information Systems

Revision 9 | Distinguish an accounting information system (AIS) from other business information systems.

Describe the main information technology infrastructure supporting the accounting profession on the Internet.

Describe the significant impact of information technology (IT) on the role of accountant and the accounting profession and discipline.

Describe the value and role of AIS in implementing business strategies.

Examine three basic functions performed by an AIS.

Use the AIS development and documentation techniques.

Design relational database tables using REA diagrams.

Examine the eventual threats to an organization's accounting information and suggest mechanisms to prevent and combat those threats.

Discuss the major issues related to computer fraud and systems security and examine the major techniques available to detect this issue.

Examine the major computer software designed specifically for auditing AIS.

Describe the major business activities and related information-processing operations performed in the accounting cycles (revenues cycle, expenditure cycle, production cycle, payroll cycle, etc.). |
| **CMNS: Communication Studies** | |
| Communication Studies (CMNS) 201

Introduction to Mass Media | Course objectives:

To gain an overview of the key topics, debates, and issues in communication studies and map the contours of Communication Studies. |

Revision 6	To examine the role that communication and mass media play in society, with a particular focus on the Canadian context. To critically analyze media practices and media uses in our daily lives. To improve the ability to convey ideas through structured written assignments.
Communication Studies (CMNS) 202 Media and Power in Canadian Society (Cross-listed with POLI 291) Revision 1	Describe the basic patterns of mass media development in Canada, including principles, institutions, and policies. Discuss social, cultural, political, and economic implications of current and future media systems for Canadian society and cultural identities. Identify current and developing media structures, institutions, and technologies. Describe implications of new technologies and regulations in a global context.
Communication Studies (CMNS) 301 Communication Theory and Analysis Revision 8	Communication Theory and Analysis is intended to: Introduce you to a broad range of approaches to mass communication theory so that you can understand the ideas at play in the professional literature and in the practice of communication. Increase your ability to analyze concepts and issues in mass communication theory, and to develop and defend your own positions on a variety of issues. Help you to determine, through the exploration of debates and case studies, how the positions that you have developed might apply to circumstances arising in your professional practice.
Communication Studies (CMNS) 302 Communication in History Revision 7	Communication in History is intended to accomplish the following objectives: Understanding: introduce major developments in the history of communication technology so that students can understand how innovation and institutionalization occur in different settings. Comparative analysis: develop students' ability to compare and contrast different technologies across different cultural contexts. Application: apply understanding and critical abilities to professional practice through the study of debates and practices in the field.
Communication Studies (CMNS) 308	Articulate and identify basic concepts and processes related to statistical analysis including its importance in providing accurate and reliable scientific knowledge.

| Understanding Statistical Evidence

Revision 2 | Distinguish between research designs and identify poor research design.

Identify and be able to discuss various research concepts and constructs including levels of measurement, types of validity, reliability, types of scores, reporting protocols, means, medians, modes, standard deviation, distributions, variables, correlations and correlation coefficients, probability, prediction, and statistical inference.

Understand the language and logic of research protocols, specifically confidence intervals and significance tests. |
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| Communication Studies (CMNS) 311

Mass Media and the Law

Revision 4 | The goal of this course is to assist you in identifying when a legal issue may arise and therefore avoid a legal dispute entirely. Alternatively, you may on occasion want a legal issue to turn into a dispute so that you can go to court to make a point or establish a principle. In either case, early identification of issues will enable you and/or your employer to seek legal advice without delay and be able to decide on the best course of action. The course is part survey and part application. We will introduce you to legal principles and then ask you to apply these principles to a set of facts—either by studying a case or by thinking about a hypothetical situation.

This course assumes no prior knowledge of the law. However, students who are media or communications professionals may well have sought legal advice in the past during the preparation or production of a story. Media law affects the way information can be obtained and presented in many different ways. The purpose of this course is not to provide you with the answers you need to decide what the law is with regard to any issue you might deal with in your work. Rather, it is to provide you with enough understanding of the law to enable you to:

Know when to ask for legal advice,

Understand the types of issues a lawyer will need to resolve,

Understand what might be the possible outcome, and why.

This course is designed to introduce communications and media professionals to the legal context within which you operate in Canada (excluding Quebec, which has a different legal system). Law permeates all aspects of our lives. Understanding basic legal principles and how those principles have been applied to various factual situations will help you to identify the legal issues that may arise in your career. |
| Communication Studies (CMNS) 321

Computing in Everyday Life | The CLA does not currently have learning outcomes for this course. |

Communication Studies (CMNS) 358 Popular Culture and the Media	The CLA does not currently have learning outcomes for this course.
Communication Studies (CMNS) 380 Corporate Communication Revision 2	Describe the adaptive and mechanical organizational models in the context of twentieth century trends in organizations and communications. Explain ethical issues for communications managers. Define and describe the changing relationship between notions of leadership and communication. Evaluate and demonstrate effective consultation. Discuss and demonstrate the role of communications in strategic organizations. Diagnose stages of change and appropriate communication responses. Discuss and critique concepts of the learning organization.
Communication Studies (CMNS) 385 Rebel with a Cause: Social Movements in History and Popular Culture (Cross-listed with SOCI 378)	The CLA does not currently have learning outcomes for this course.
Communication Studies (CMNS) 401 Cultural Policy in Canada Revision 3	Demonstrate understanding of the historical development and contemporary impact of federal arts policy in Canada. Outline key aspects of Canadian cultural production in the twentieth century in historical, social and political contexts. Outline details of key Canadian cultural industries. Present his or her perceptions of "culture" as social expression and critique policy mandates and outcomes in this area. Discuss the role of government cultural policy in sustaining social cohesion in a diverse, multicultural society. Explain specific aspects of arts and heritage policies as they relate to selected social phenomena in Canadian life.

| Communication Studies (CMNS) 402

Global Communication

Revision 3

This course has been temporarily closed. As a result, it is not available for PLAR at this time. | Describe the connection between media systems and economic and political structures in various types of societies, and the role of the mass media in the functioning of economic and political systems.

Explain the significance of regulatory frameworks on international communications.

Inform themselves about mainstream and alternative media networks.

Identify some of the main developmental directions of current information and communications systems.

Improve critical tools with which to analyze the complex interests involved in media systems. |
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| Communication Studies (CMNS) 419

Digital Storytelling

Revision 1 | Identify the differences between storytelling frameworks, including the conjunction of image, text, and comics, visual storytelling and photography, oral storytelling, and alternate reality games, and time-based versus space-based storytelling.

Understand the basic components of a story and how images can be used to tell stories on their own and in conjunction with words.

Transform audiences by motivating them and galvanizing them into action.

Understand the role that memory plays in storytelling.

Understand narration, narrative structure, and visual framing.

Know the importance of location within digital culture.

Understand the difference between influence and appropriation in creative practice.

Understand the dialectic between technology and storytelling.

Learn about gaming and interactivity and explore real-world applications for digital storytelling.

Be able to craft excellent stories in a digital medium (including slideshows, comics, storyboards, and digital video). |
| Communication Studies (CMNS) 420

Topics in Communication: Children and Media

Revision 4 | Children and Media is intended to:

Help students apply the concepts of narrative theory to the study of how children receive and use narrative across a variety of media.

Define and explain various types of literacy that children have developed as they experience narratives in various formats, including oral, written, aural, visual, and multimedia. |

	Explain how children's competencies with narrative and various media are connected to the changing social constructions of childhood and the changing educational outcomes intended for children. Help students understand how children make sense of the world through the social and intellectual tools at their disposal. Explain salient characteristics of oral, aural, print, visual, material, and digital culture as they affect children's engagement with stories and storytelling. Assist students in analyzing and assessing the likely effectiveness of media products and educational resources for children through an examination of how they use narrative.
Communication Studies (CMNS) 421 Being Online	The CLA does not currently have learning outcomes for this course.
Communication Studies (CMNS) 423 The Television Age Revision 3	The purpose of this course is to introduce you to the technology, aesthetics, politics, economics, philosophy, ideology, and morality of television. You will be asked to look critically behind the scenes of the television world and discern the various patterns of industry structure and thematic content. By looking at the medium itself, its major players, its content, and the audience responses to that content, you will be able to reach your own conclusions about just who, if anyone, controls the television industry. You should develop a critical understanding of television producers, promoters, critics, and creative personnel, as well as a sense of the importance of ongoing debates in this field in which so few issues have been resolved.
Communication Studies (CMNS) 425 Film and Genre	The CLA does not currently have learning outcomes for this course.
Communication Studies (CMNS) 444 Media Relations (Cross-listed with GOVN 444) Revision 3	Discuss the history of public relations, particularly its role in colonial state formation. Recognize and apply the RACE (research, analyze, communicate, evaluate) formula to public relations functions. Discuss the key factors, ethical considerations, and typical tasks involved in effective media relations. Create a press release and an effective media relations plan.

	Name components of an Indigenous framework for public relations and be able to apply public relations principles to social action in a range of marginalized communities and social movements. Name a selection of digital strategies used by public relations practitioners. Analyze examples of corporate social responsibility. Name several public relations strategies and tools used both within and for communicating with government. Analyze the role of public relations as a method of political manipulation in an international context. Analyze the role of journalism as a method of holding public relations practitioners accountable. Be familiar with several working definitions of crisis communication.
Communication Studies (CMNS) 445 Directed Readings in Communication Studies (Reading Course)	Reading courses cannot be sought through PLAR.
Communication Studies (CMNS) 450 Individual/Group Projects	Project courses cannot be sought through PLAR.
Communication Studies (CMNS) 455 Media Ethics Revision 3	Students completing the course will better understand the use and abuse of sources, research materials, quotes, the positioning and concealment of information, plagiarism, ethics (as it relates to the coverage of criminal and terrorist acts), and the role of the news media in exposing or validating public prejudices. After completing this course, students should be able to: Analyze and discuss contemporary journalism in a variety of media. Understand and evaluate scholarly and critical works about ethics in media production practices. Formulate their own critical analyses of the role of ethics in news coverage.

	Understand and discuss media codes of ethics and their application in Canada, the United States, Europe, and the Middle East.
	Explain the balance of rights and responsibilities involved in media practices by media organizations and journalists.
	Understand and discuss the social, political, and ethical implications of media.
	Discuss the various roles of media in public life.
	Explain the ethics involved in selection of sources and research material by news media.
COMM: Communications	
Communications (COMM) 100 Introduction to Research and Study Skills Revision 4	Identify what they need to do to succeed in their postsecondary studies and as online learners.
	Assess their abilities and preferences as learners and use strategies for time management, reading, note-taking, memory, critical thinking, test-taking, and communication to enhance their learning and improve their academic performance.
	Discuss diversity issues, demonstrate intercultural competence, and engage with different ways of knowing and learning.
	Use an understanding of academic culture and practices to join scholarly conversations.
	Develop research questions and thesis statements, and write a thesis-based, research-based essay.
	Discuss what it means to be a critical thinker and bring a spirit of critical inquiry to thinking, reading, writing, and researching.
	Demonstrate information literacy skills, including:
	using libraries and the Internet to locate information sources.
	working critically with information sources using a range of strategies and evaluative criteria.
	maintaining standards of intellectual honesty, including citing and documenting sources appropriately.
	Engage in writing as a process of drafting and revising and use journaling to reflect on learning and research.
Communications (COMM) 243	Relate key concepts to communication problems you observe or experience at work.

Interpersonal Communication Revision 11	Understand the social and cultural contexts in which interpersonal communication takes place. Resolve and avoid interpersonal problems to better achieve organizational and individual goals.
Communications (COMM) 277 Group Communication Revision 2 This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Understand and describe effective group and team communication skills. Analyze your ability to perform as an effective group participant, an enlightened group leader, and a sound critical thinker. Assess a group's communication options and its ability to fulfill its objectives. Apply concepts and principles of interpersonal communications to solve potential communication problems. Plan successful group communication strategies and team projects.
Communications (COMM) 329 Mediated Interpersonal Communication Revision 9	Observe and experience social media from the point of view of an online lurker and an active participant. Describe social media uses and practices from a personal point of view. Explain how these features and practices enable or restrict the ways people interact using social media. Describe practical ways to improve online communication that may help you and other social media users better communicate. Consider the multiple ways in which consumers engage with businesses using social media and, conversely, consider the many challenges a business professional faces. Assess the effectiveness of the online communication skills you and other users practice using social media. Likewise, assess how effectively online customers and business professionals relate to one another. Discuss the extent to which current news events are indicative of the important role that social media play in our society. Think about the social and ethical challenges that social media pose to online users and to business communicators. Explain how you and others can build social capital around a common cause using social media.
COMP: Computer Science	

Computer Science (COMP) 200 Introduction to Computing and Information Systems Revision 7	Identify the features of the essential units in computer organization, including peripheral or auxiliary devices.
	Explain the roles and functional structure of the operating systems, virtual machines, and network computing.
	Design the computational operations process of the algorithms in pseudocode.
	Measure and analyze the efficiency of the algorithms.
	Install a programming toolkit and debug software packages.
	Explain the typical social issues and emerging technologies in computing.
	Write the algorithms in Python.
	Analyze a data-modeling problem and create a simple relational database.
	Carry out a simple comparison analysis of the basic computer applications in computational modeling, artificial intelligence, or e-commerce.
Computer Science (COMP) 206 Introduction to Computer Programming (C++) Revision 3	Outline the essential features and elements of the C++ programming language.
	Explain programming fundamentals, including statement and control flow and recursion.
	Articulate the principles of object-oriented problem solving and programming.
	Apply the concepts of class, method, constructor, instance, data abstraction, function abstraction, inheritance, overriding, overloading and polymorphism.
	Program with basic data structures using array, vector, and other structures.
	Program using objects and data abstraction, class, and methods in function abstraction.
	Analyze, write, debug and test basic C++ codes using the approaches introduced in the course.
	Analyze problems and implement simple C++ applications using an object-oriented approach.
Computer Science (COMP) 210	Upon completion of this course, you should be able to:

| Introduction to Information Systems and Computer Applications

Revision 9 | More effectively use computers as tools for business, entertainment, or study.

Have a more complete and detailed understanding of the role computers play in your daily life.

Better use the Internet as a research and information-sharing resource.

More specifically, after successfully completing this course, you should be able to:

Describe the evolution, history and development of electronic computers, microprocessors, and microcomputers.

Identify and describe the roles of computers in manufacturing processes, business-information systems, and information systems.

Describe the transition from an industrial society toward a more information-based society.

Describe the types of careers available in information technology.

Describe and explain information processing.

Describe and explain basic computer components and functions, operating systems, database management systems and traditional applications, networks, and the Internet.

Identify and describe legal, social, educational, and communication issues related to increased Internet use in the home, workplace, and society.

Describe e-commerce, mass customization, and the effect of online business communications in today's business world.

Perform basic operations with and use key functions and features of Microsoft Office.

Create a web page. |
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| Computer Science (COMP) 214

Interactive Technologies

Revision 1 | Describe and discuss the history and development of computer interfaces, including next generation.

List and discuss ergonomic issues of human-computer interaction (HCI).

List and describe input and output technologies and the role of input at the programming level.

Discuss the relationships of input devices and data types—from typing to sensing. |

	List and discuss emerging and prospective output devices (physical output, AI, etc.)
	Use, describe and evaluate application interfaces including desktop interfaces, 3D and VR interfaces.
	Create basic user interfaces, including websites and image maps, and describe the principles of sound interface design.
	Use simple programming tools to design interactive applications or interfaces.
Computer Science (COMP) 218 Introduction to Computer Programming with Python Revision 1	Discuss computers and programming languages. Analyze problems and design algorithms to solve the problems. Program in Python to solve problems using various data types, files and program constructs. Handle errors and exceptions properly and effectively in programs. Design and use functions, including recursive functions. Design and use classes in problem solving and system development with Python. Design and use modules to solve more complex problems. Describe which Python modules are available for specific applications. Design and implement GUI-based applications with Python.
Computer Science (COMP) 230 Storyboard Design and Development Revision 2	Upon completion of COMP 230, you should have a deep understanding of storyboarding and storytelling concepts, methods, practices, and strategies, as well as the ability to create storyboards using powerful storytelling ideas. More specifically, you should be able to: Disseminate the events of the story. Define the threshold of awareness in the story. Create the structural level of the story for clarity and dramatic presentation. Guide the audience's attention to narrative questions and metaphors that drive the story forward. Direct the viewer's eyes and ears with composition and perspective. Signify meaning and associations through semiotics. Construct meaning with respect to continuity and causality.

	Evoke emotional response and measure it using thematic analysis.
	Evolve and sustain the story using storytelling ideas enacted through software.
Computer Science (COMP) 232 Graphics Design Revision 2	Apply basic concepts of graphics design, e.g., proportions, perspectives, volume, lights, and shadow.
	Demonstrate advanced concepts of volume and lights to create illusion of depth.
	Draw human figures and apply concepts of gravity and movement in visual art.
	Arrange elements in an image to manipulate a scene.
	Model 2D/3D characters/sprites and create model sheets.
	Design a character-centric environment.
	Use different drawing media and software tools.
Computer Science (COMP) 266 Introduction to Web Programming Revision 3	13 learning outcomes with expansion provided: Apply a structured approach to identifying needs, interests, and functionality of a website:
	You should be able to apply techniques such as personas, scenarios, site maps, and mock-ups to create design documents that other developers could use to create a website. These techniques should be well enough applied that a designer can refer back to and understand how the actual design is informed by and based on the outputs of this process.
	Design dynamic websites that meet specified needs and interests:
	As well as following a structured design process, the site design and content should very clearly relate to the needs that were identified in the design documentation. While the previous outcome is largely about process and technique, this outcome is largely about explicitly addressing the needs of users.
	Write well-structured, easily maintained, standards-compliant, accessible HTML code:
	There are very clear standards set out by the W3 Consortium that dictate how good HTML should be written, both from a technical perspective and in order that it should be accessible by users with disabilities and with many different browsers and browser types.

In addition to following the rules that W3C provides, the code should be laid out, commented and structured in a way that makes it easy for other developers to understand precisely how the document is structured, what it contains, which part does what.

We would expect you to know and make use of a wide range of HTML tags and attributes including at a minimum (but not be limited to) header styles, lists, tables, images, hyperlinks, anchors, <div>s, <span>s, document structure (<head>, <body>, etc.), forms and form controls, text emphases, pre-formatted text, HTML entities, and comments.

Write well-structured, easily maintained, standards-compliant CSS code to present HTML pages in different ways:

As for HTML, standards for CSS code are set out by the W3 Consortium and we would expect all students to follow those standards to the letter, as well as writing elegant and maintainably structured code. We would expect to see a wide range of CSS selectors used correctly and a good range of declarations used to handle, at the very least, positioning, font-styles, colours, borders, visibility, and graphics. We would expect code to work in all browsers as well as possible.

Use JavaScript to add dynamic content to pages:

This addresses a minimal requirement that students should be able to take a piece of JavaScript code from another site and use it effectively in their own, as well as (of course) effectively embedding their own code in a page.

Critique JavaScript code written by others, identifying examples of both good and bad practice:

You should be able to identify problems with how a piece of code is written. This may relate to, mainly, maintainability (for instance, does it use consistent variable names, is it properly indented, is it well commented?) and structural/logical design (is it efficient, does it use arrays and loops effectively, does it separate data, processing and views effectively?).

Select appropriate HTML, CSS and JavaScript code from public repositories of open-source and free scripts that enhances the experience of site visitors:

This is about finding useful, well-written, reliable code and adding it to a site, taking into account legal and technical

constraints as well as taking explicit account of the needs of the site users and the site purpose.

Modify existing HTML, CSS, and JavaScript code to extend and alter its functionality, and to correct errors and cases of poor practice:

Having found useful code, you should be able to modify it to work well with the site, bearing in mind the learning outcomes that relate to critiquing and writing good HTML, CSS, and JavaScript.

Write well-structured, easily maintained JavaScript code following accepted good practice:

As in the case of HTML and CSS, this relates to creating code that is elegant, well-structured, and conforming with specified standards. The code should be very maintainable and structured for ease of maintenance, with careful structuring, consistent use of declared variables using standard naming conventions (e.g., camelCase), good error handling and modularity.

The code should be elegant, using the minimum necessary code to work efficiently while still remaining maintainable—not too complex, not too dense.

You are expected to use a wide range of programming constructs and techniques, including but not necessarily limited to variables, arrays, operators, selections, loops, functions, objects, regular expressions, recursion, string manipulation, numeric calculations, date manipulation and formatting, use of events, good manipulation of the DOM (including manipulation of HTML, manipulation of styles, use of named elements and classes, etc.), error and exception handling, etc. In the event of JavaScript not being available, the code should either continue to work or fail gracefully, remaining accessible as much as possible throughout.

Write JavaScript code that works in all major browsers (including E, Mozilla-based browsers such as Firefox, Opera, Konqueror, Safari, Chrome):

Different browsers have different DOMs and different JavaScript interpreters. The code should work in all popular modern browsers (at the time of writing, anything after IE6).

Effectively debug JavaScript code, making use of good practice and debugging tools:

The evidence for this is going to be both bug-free code and reflections on the process of creating it.

	Use JavaScript libraries (e.g., JQuery) to create dynamic pages: You should have created pages that make effective use of JQuery libraries to enhance the user experience, in line with the themes, purposes, personas, and scenarios you have identified. While the emphasis is on appropriate use, a range of several JQuery library facilities should have been used such as animation, data hiding/showing, ordering of lists and tables, and asynchronous data access. Use JavaScript to access and use web services for dynamic content (AJAX, JSON, etc.): You should be able to both send and receive data from an external service via that service's API and manipulate the results returned to add value to the page, in accordance with themes, purposes, scenarios, and personas developed for the course. A good student will link the content from multiple sources to create a mashup. The code will fail gracefully in the event of a service being unavailable and will not simply embed content directly from another site without further manipulation, if only for formatting.
Computer Science (COMP) 268 Introduction to Computer Programming (Java) Revision 12	Articulate the principles of object-oriented problem solving and programming. Outline the essential features and elements of the Java programming language. Explain programming fundamentals, including statement and control flow and recursion. Apply the concepts of class, method, constructor, instance, data abstraction, function abstraction, inheritance, overriding, overloading, and polymorphism. Program with basic data structures using array, list, and linked structures. Explain the object-oriented design process and the concept of software engineering. Program using objects and data abstraction, class, and methods in function abstraction. Analyze, write, debug, and test basic Java codes using the approaches introduced in the course. Analyze problems and implement simple Java applications using an object-oriented software engineering approach.

Computer Science (COMP) 272 Data Structures and Algorithms Revision 8	Explain the systematic methods of efficiently organizing and accessing data in data structures and algorithms. Identify the properties and structural patterns in data structures. Apply abstract data types to the design of data structures. Analyze algorithms using a mathematical notation and experimental studies. Perform comparative analysis of the typical data structures and algorithms. Design and analyze recursive algorithms in data structures. Write code in pseudocode and high-level programming languages for the implementation of various data structures and algorithms.
Computer Science (COMP) 282 Social Aspects of Games, Leisure, and Entertainment Revision 1	Analyze games in terms of their social effects. Analyze the effects of game-like features in non-game systems. Classify and distinguish a variety of genres of social game. Analyze the effects of game design on social behaviour. Design game features to affect social interaction. Assess the causes and effects of antisocial behaviour in games. Independently research issues in social games as well as their effects. Apply theories and models of social behaviour to the design of computer games. Design a social game.
Computer Science (COMP) 283 Effective Use of Myths and Facts in Computer Games Revision 3	Establish the characters, events and facts of a mythology or historical period in the background and setting for a video game. Conduct a literature review on mythological and historical periods using library and Internet resources. Critically survey and summarize a chosen mythological or historical context for use in a computer game concept. Illustrate and shape the setting, geography, characters, world elements and chain of events of a video game concept using online tools and visuals. Present and explain a game design concept in a slide presentation, website, or video.

Computer Science (COMP) 306 C++ for Programmers Revision 3	Outline the essential features and elements of the C++ programming language.
	Explain programming fundamentals, including statement and control flow and recursion.
	Articulate the principles of object-oriented problem solving and programming.
	Apply the concepts of class, method, constructor, instance, data abstraction, function abstraction, inheritance, overriding, overloading, and polymorphism.
	Program with basic data structures using array, vector, and other structures.
	Program using objects and data abstraction, class, and methods in function abstraction.
	Program using advanced topics, including exceptions, templates and the Standard Template Library.
	Analyze, write, debug and test basic C++ codes using the approaches introduced in the course.
	Analyze problems and implement simple C++ applications using an object-oriented approach.
Computer Science (COMP) 308 Java for Programmers Revision 5	Exemplify creation, manipulation, and control of Java objects.
	Exemplify the concepts of data abstraction, inheritance, and polymorphism.
	Exemplify Java runtime mechanism in Java applications.
	Implement interfaces and abstract classes.
	Implement error handling with exceptions.
	Exemplify inner classes.
	Implement Java concurrent programming with threading models.
	Exemplify the concept of annotation and its role in testing Java code.
	Implement Java Bean and Swing GUI.
	Exemplify Java I/O and network programming.
Computer Science (COMP) 314	Describe the overall structure and components of operating systems.

Operating Systems Revision 7	Explain the key concepts and mechanisms of process management, memory management, and storage management, as well as security and protection of operating systems. Apply the appropriate principles and methods to practical tasks such as analysis, diagnosis, and development of functions and components that are associated with modern operating systems.
Computer Science (COMP) 318 Introduction to Game Design and Development Revision 4 This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Explain all game development stages. Explain story creation. Select a suitable programming language. Carry out needed mathematical and physical analysis. Develop further skills in graphics, multimedia, artificial intelligence, and more.
Computer Science (COMP) 325 Unix Operating System – Principles and Administration Revision 3	Install a Linux operating system on a partition on a computer or dedicated hardware. Explain Unix operating system concepts. Detail the process of booting and shutting down. Use different utilities and commands in the UNIX operating system. Write Unix shell scripts and use complex regular expressions. Carry out administrator duties such as backing up the file systems, managing accounts, controlling processes, specifying security, and managing networks.
Computer Science (COMP) 347 Computer Networks Revision 8	Explain the fundamental concepts of computer networks and communicate with computer networking professionals using the proper technical terms. Use the concepts of layered models and network principles and technologies to explain how computer networks and their components work and to explain various performance issues such as delays and quality assurance. Explain and analyze various network standards and protocols. Use computer network principles and technologies to solve network related problems.

	Design new network protocols for network services to meet specific requirements.
	Apply the principles and technologies obtained from the course to the analysis, design, implementation, and management of computer networks.
Computer Science (COMP) 348

Network Programming in Java

Revision 6 | Discuss network programming with Java in general, including some of the history and features that Java brings to network programming.

Type, compile, and execute example Java programs from the textbook that demonstrate key concepts of network programming.

Modify example programs to further demonstrate key concepts of network programming.

Create original programs in Java that demonstrate key concepts of network programming.

Create Java network programs that fulfill specific deliverables and provide significant network capability, as required, to fulfill assignment objectives and deliverables.

Articulate design decisions and create a diary describing learning experiences. (This is an essential component of the course project.) |
| Computer Science (COMP) 361

Systems Analysis and Design

Revision 8 | Gather data to analyze and specify the requirements of a system.

Design system components and environments.

Build general and detailed models that assist programmers in implementing a system.

Design a database for storing data, a user interface for data input and output, and controls to protect the system and its data. |
| Computer Science (COMP) 369

Practical Game Programming

Revision 2

This course has been temporarily closed. As a result, it is not available for PLAR at this time. | Set up a C/C++ based environment for game development.

Explain game design basics and design games with learned principles by following the suggested procedure and phases.

Develop computer games using C/C++ and the Allegro library.

Write interactive computer games with sound and music.

Create sprites and use them in computer games.

Install and remove timers in games, program perfect game loops, and properly handle events in computer games.

Explain what scrolling is and create and manipulate scrolling backgrounds using tiles and map files. |

	Use data files, multi-threads, and some AI technologies in game development.

Develop a plan to market computer games. |
| Computer Science (COMP) 372

Design and Analysis of Algorithms

Revision 1 | Describe the major modern algorithms and selected techniques that are essential to today's computers.

Identify the key characteristics of a given problem and analyze the suitability of a specific algorithm design technique for the problem.

Apply the algorithms and design techniques to solve problems, and mathematically evaluate the quality of the solutions, typically using the following algorithms:

- dynamic programming
- greedy
- multithreaded
- number-theoretic
- approximation

Analyze NP-complete problems and develop algorithms to solve the problems.

Implement a solution for a given problem and algorithm in high-level programming languages. |
| Computer Science (COMP) 378

Introduction to Database Management

Revision 9 | Analyze an organization's needs regarding data, data organization, and data storage.

Apply principles of relational database design to build data models.

Develop and implement database solutions.

Elaborate data storage and indexing options for optimal query processing.

Perform basic database administration tasks.

Analyze an organization's needs regarding data analytics, and design solutions using the concepts of data warehousing and NoSQL. |
| Computer Science (COMP) 390

Computer Graphics

Revision 4 | Explain the core concepts of computer graphics, including viewing, projection, perspective, modelling, and transformation in two and three dimensions.

Apply the concepts of colour models, lighting and shading models, textures, ray tracing, hidden surface elimination, anti-aliasing, and rendering. |

	Interpret the mathematical foundation of the concepts of computer graphics.
	Describe the fundamentals of animation, parametric curves and surfaces, and spotlighting.
	Identify a typical graphics pipeline and apply graphics programming techniques to design and create computer graphics.
	Create effective OpenGL programs to solve graphics programming issues, including 3D transformation, objects modelling, colour modelling, lighting, textures, and ray tracing.
Computer Science (COMP) 400 Computer and Network Security Revision 1	Identify computer and information assets and the threats to their security.
	Explain how some cryptographic protocols, tools, and algorithms work, and where and how they can be used.
	Explain how authentication and access control can be done in various computer and information systems and evaluate the strengths and weaknesses of those schemes and protocols.
	Use various security systems and tools to secure computer and information assets and to detect intrusions.
	Design new security protocols and tools for solving some network security problems.
	Collect evidence and take the steps to recover from an attack.
	Explain what security technology and techniques have been implemented in some popular computer and information systems.
	Discuss a variety of management issues related to computer and network security.
	Design and implement security policies and management-related measures for the security of computers and networks.
Computer Science (COMP) 410 Software Engineering Revision 4	Manage object-oriented and classical software construction projects including planning, scheduling, and risk assessment/management.
	Author software requirement documents with the appropriate content.
	Author formal specifications for software systems.
	Demonstrate proficiency in rapid software development techniques.
	Identify specific components of a software design that can be targeted for reuse.

	Demonstrate proficiency in software development cost estimation.
	Author software-testing plans.
	Explain the direction of software engineering and technologies of the future.
Computer Science (COMP) 418 Distributed Database Systems and Database Tuning Revision 5	Explain the key concepts and techniques for database tuning and administration. Analyze and tune database systems for performance enhancement. Analyze and design distributed database systems. Implement principles and techniques for database secure access and crash recovery.
Computer Science (COMP) 435 Multimedia Technologies Revision 1	Identify the essential features of graphics/image data types, file formats, and colour models in images and video. Explain the technical details of multimedia data representations. Perform a comparative analysis of the major methods and algorithms for multimedia data compression. Explain the technical details of popular multimedia compression standards. Write code and develop a multimedia application using JAI and JMF. Explain the principles and technical details of several wired and wireless networking protocols. Configure and manage multimedia content delivery platforms. Identify the essential issues of quality of service in multimedia networking. Explain technical aspects of popular multimedia web applications, including VoD and VoIP.
Computer Science (COMP) 444 Embedded/Robotic Programming Revision 1	Discuss robots in general, including the history and features of robots. Describe robotic features including affectors, actuators, and control processes. Discuss robotic control mechanisms including feedback, architectures, deliberative, reactive, hybrid, behaviour-based, and coordination. Discuss emergent behaviour and distinguish this from normal robotic behaviour.

	Discuss robot learning in the context of current robots. Design and create robots to perform tasks from simple movement to complex interactions with the world. Explore robotic concepts with hands-on experiments using the Arduino. Articulate design decisions and create a diary describing learning experiences that form a portfolio of competence.
Computer Science (COMP) 452 Artificial Intelligence for Game Developers Revision 3	Identify tasks that can be tackled using AI techniques. Select the appropriate AI technique for the problem under investigation. Design and implement efficient and robust AI algorithms for game tasks. Develop AI game engines. Evaluate performance and test the implemented algorithms.
Computer Science (COMP) 456 Artificial Intelligence Revision 5	Discuss AI models and areas of application. Elaborate upon different models for knowledge representation. Explain the fundamentals of expert systems and apply them to problem solving. Use graph theory and finite state machines to represent problems. Develop AI solutions for problem solving using heuristic strategies. Program AI systems using Prolog or Lisp.
Computer Science (COMP) 466 Advanced Technologies for Web-Based Systems Revision 6	Install, set up, and run web servers on a home network. Deploy web apps on a web server and web hosting services on the internet. Analyze and design web-based systems to meet certain business needs. Implement web apps using HTML5, CSS3, and JavaScript. Implement Ajax-enabled web-based systems using HTML5, CSS3, JavaScript, JSON, and XML. Implement web-based systems using HTML5, CSS3, JavaScript, XML, MySQL, and PHP. Implement web-based systems using one of the following programming combinations: • HTML5, CSS3, JavaScript, XML, SQL, LINQ, and ASP.NET in C#.

	HTML5, CSS3, JavaScript, XML, SQL, LINQ, and ASP.NET in Visual Basic. • HTML5, CSS3, JavaScript, XML, Java DB, and JSF.
Computer Science (COMP) 470 Web Server Management Revision 1	Students successfully completing this course will be able to: Critically evaluate the operational features of core web protocols and standards. Make effective use of a range of server management tools and techniques. Install and configure a Web-based server and associated software, both for static and dynamic delivery of Web content, to meet business requirements. Establish a safe and secure web environment in accordance with security policies and legal requirements. Effectively monitor and control the operations of a web server. Research and evaluate new web technologies as and when they arise in the context of existing and historical technologies.
Computer Science (COMP) 482 Human Computer Interaction Revision 6	Explain the capabilities of both humans and computers from the viewpoint of human information processing. Describe typical human–computer interaction (HCI) models and styles, as well as various historic HCI paradigms. Apply an interactive design process and universal design principles to designing HCI systems. Describe and use HCI design principles, standards, and guidelines. Analyze and identify user models, user support, socio-organizational issues, and stakeholder requirements of HCI systems. Discuss tasks and dialogs of relevant HCI systems based on task analysis and dialog design. Analyze and discuss HCI issues in groupware, ubiquitous computing, virtual reality, multimedia, and Word Wide Web-related environments.
Computer Science (COMP) 486 Mobile and Internet Game Development Revision 3	Develop high-quality interactive games for mobile devices. Apply fundamental game design and principles to create realistic animations. Use Android's rich feature set in mobile game development.

	Use OpenGL ES 2.0, a rich graphics library, with Android for mobile game development. Describe all necessary concepts and knowledge of HTML, JavaScript, PHP for browser-based games and their backbone service development. Use Ajax and JSON for data exchanging between a game and its backbone services. Implement a secure data-transferring method with RSA keys. Recognize existing JavaScript game libraries. Develop a browser-based game.
Computer Science (COMP) 489 Distributed Computing Revision 4	Analyze the essential features and reference model in distributed systems. Identify the capacity requirements for distributed systems. Design distributed application models in object-oriented approaches. Write multi-threaded programs in Java. Apply concurrency control and mutual exclusion mechanisms to programs. Write code using Java networking packages in distributed applications. Write code to access to relational database systems using JDBC API. Examine the security issues in distributed application and write code using Java Security API. Implement an integrated distributed application in a Java environment.
Computer Science (COMP) 494 Research Methods Revision 2	Course objectives: Describe and associate terminologies used in Research Methods. Relate aspects of knowledge presented in an article and formulate opinions about its quality. Analyze data using sampling and measurement techniques to infer reliability and validity. Apply data collection techniques using various statistical methods. Apply datamining, simulation, optimization, and graphical modeling techniques. Assess and recommend research ethics practices.

	Formulate and assess survey research, correlational research, experimental research, action research, and qualitative research.
	Generalize research analysis techniques (e.g., content analysis, computational complexity, discourse analysis, conversational analysis, and longitudinal data analysis) in information sciences.
	Compose and assess research management issues and techniques.
	Course learning outcomes:
	Formulate research hypotheses.
	Review, compare and contrast research outcomes.
	Discriminate between different degrees of quality traits of a research article.
	Examine statistical methods to conduct data analysis and inference.
	Select computational techniques from information sciences for data analysis and inference.
	Associate different types of research to computational problems in various domains.
	Recommend research management techniques.
Computer Science (COMP) 495/496 Computer and Information Systems Projects I & II	Project courses cannot be sought through PLAR.
Computer Science (COMP) 498/499 Independent Study I & II	Independent Study courses cannot be sought through PLAR.
CRJS: Criminal Justice	
Criminal Justice (CRJS) 350 Community Policing This course has been temporarily closed. As a result, it is not	The CLA does not currently have learning outcomes for this course.

available for PLAR at this time.	
Criminal Justice (CRJS) 352 Victims of Crimes Revision 4	Define criminal victimization and describe the development of victimology as a distinct field of study. Recognize the sources and dangers of bias in victimology, and guard against it in your own involvement with victims of crime. Identify, locate, and interpret the various sources of data on criminal victimization, and identify patterns of victimization. Describe the victims of crimes and their victimizers and discuss the dynamics of the relationship between the two groups. Clarify the role of the victim in crime. Articulate the position of the crime victim within the criminal justice system, both in the past and in the present. Demonstrate awareness of the effects of being victimized through several different types of crime, and explain victim behaviours, including the phenomenon of multiple victimization. Delineate societal responses to victims of crime and describe the types of redress sought by and offered to victims. Discuss the future of criminal victimization and services for victims of crime in Canada and apply the principles of restorative justice to resolving issues for victims of crime.
Criminal Justice (CRJS) 360 The Psychology of Criminal Behaviour Revision 5	Recent epidemiological research on violence, focusing on the prevalence of and risk factors for various forms of violence. Major theories of crime and the various types of violence that are relevant to the criminal justice system. The psychological approach to the study of criminal behaviour. Major approaches to violence risk assessment, including the strengths and limitations of discretionary (i.e., unstructured and structured professional judgement) and non-discretionary (i.e., actuarial) approaches. The psychological underpinnings of various forms of crime and the psychological characteristics of various offender groups.
Criminal Justice (CRJS) 370 Youth Justice	Understand the historical, social, and political shifts that have influenced how youth justice systems operate in Canada and abroad.

Revision 2	Understand the theoretical perspectives used to explain the criminal behaviour of youth.
	Grasp the distinction between youth crime and youth justice.
	Understand how we formally respond to youth crime.
	Appreciate the social injustices perpetuated within the youth justice system.
Criminal Justice (CRJS) 377 Issues in Access to Information and Privacy Protection (Cross-listed with GOVN 377 & LGST 377) Revision 1	Explain how controlling information affects the functioning of democracy and the autonomy of individuals.
	Explain the tension that exists between information access and privacy.
	Explain how new technologies are affecting the ability to collect, store, and disseminate information and describe the effect this is having on protecting privacy.
	Discuss the central issues facing the access and privacy regulatory regimes in such diverse areas as information management, research, public safety, and social networking.
	Explain the evolution of regulatory regimes globally with reference to both past events and future possibilities.
Criminal Justice (CRJS) 385 Policing Revision 1	Demonstrate understanding of the social and historical factors that shaped the development of policing in Canada.
	Identify and describe police culture and ethical issues in policing and police work.
	Identify, describe, and critically evaluate theories and models of policing.
	Identify, critically evaluate, and respond to the current debates and challenges in policing and police work.
	Develop skills in reading, writing, and critically evaluating empirical research, with emphasis on the development of strong central arguments supported by evidence.
Criminal Justice (CRJS) 410 Special Needs Policing This course is under revision. As a result, it	The CLA does not currently have learning outcomes for this course.

is not available for PLAR at this time.	
Criminal Justice (CRJS) 420 Environmental Protection and Enforcement This course has been temporarily closed. As a result, it is not available for PLAR at this time.	The CLA does not currently have learning outcomes for this course.
Criminal Justice (CRJS) 427 Civil Liberties and Individual Rights This course has been temporarily closed. As a result, it is not available for PLAR at this time.	The CLA does not currently have learning outcomes for this course.
Criminal Justice (CRJS) 485 Police Management This course has been temporarily closed. As a result, it is not available for PLAR at this time.	The CLA does not currently have learning outcomes for this course.
Criminal Justice (CRJS) 487 Group/Independent Studies	Independent Study courses cannot be sought through PLAR.
Criminal Justice (CRJS) 491 Offender Rehabilitation	Historical trends in offender rehabilitation. The dominant treatment models in contemporary correctional services How interventions strategies for offenders are evaluated and deemed to be "empirically validated."

Revision 2	The treatment needs of specific offender groups.
Criminal Justice (CRJS) 493 Risk Assessment and Threat Management Revision 9	Explain and describe: Recent epidemiological research on violence, focusing on the prevalence of and risk factors for various forms of violence. Major theories of violence and the various types of violence that are relevant to the criminal justice system. Major approaches to violence risk assessment, including the strengths and limitations of discretionary (i.e., unstructured and structured professional judgment) and non-discretionary (i.e., actuarial) approaches. How to conduct comprehensive violence risk assessments in various contexts using popular guidelines and instruments. How to conduct comprehensive threat assessments. How to develop effective assessment-based plans for managing violence risk in various contexts.
Criminal Justice (CRJS) 494 Crime and Intelligence Analysis Revision 3	Explain the importance of crime analysis to ethical decision making and effective policies and practices within the criminal justice system, specifically within policing, Discuss the interdisciplinary nature of crime analysis within law enforcement, and how the discipline of crime analysis contributes to the criminal justice system through the application of several differing roles and responsibilities, Describe the application of tactical and strategic analysis in law enforcement, and how tactical analysis informs intelligence-led policing, Critique models of policing and apply the acquired knowledge within the framework of the crime analysis discipline, and Explain the application of relevant criminological theories to the work of criminal intelligence analysis.
Criminal Justice (CRJS) 495 Sex Crimes	The CLA does not currently have learning outcomes for this course.

ECOM: e-Commerce

| e-Commerce (ECOM) 410

Mobile Computing and Commerce

Revision 2

This course has been temporarily closed. As a result, it is not available for PLAR at this time. | Fully comprehend and explain the impact of mobile computing and commerce on today's organizations and of the resulting opportunities and challenges for their management.

Discuss the fundamentals of mobile and wireless technology, including radio, network and wireless communication, mobile computing applications, and wireless networks.

Explain the fundamentals of wireless security, wireless positioning, and wireless management and support.

Describe the impact of mobile and wireless technologies on organizational strategy, product and service offerings, and strategy execution.

Describe the most popular mobile commerce applications, their benefits, and possible associated concerns.

Discuss the Internet of Things and explain how radio-frequency identification (RFID) works.

Discuss the fundamentals of Web 2.0, social computing, and social commerce. |
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ECON: Economics

| Economics (ECON) 247

Microeconomics

Revision 11 | Describe how certain economic principles are derived.

Explain specific economic principles and give examples of their application.

Select an appropriate principle and, given the relevant facts, apply it to derive a solution for an economic problem. |
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| Economics (ECON) 248

Macroeconomics

Revision 9 | Know economic definitions - for example, how economists use terms like investment, money, and unemployment.

Know economic facts - for example, what the powers and responsibilities of the Bank of Canada are.

Develop analytical tools - for example, know how economists determine the relationship between investment and unemployment.

Have some understanding of mathematics. |
| Economics (ECON) 300

Financial Economics | Have a good command of the basic principles and theory of finance as a discipline.

Be able to use these principles and theory to practices such as optimization over time, asset valuation, and risk management. |

(Cross-listed with FNCE 300) Revision 1	
Economics (ECON) 321 Health Care Economics (Cross listed with HADM 321) Revision 6	Each unit specifies learning objectives that students are encouraged to achieve in order to successfully complete the course. The course, as a whole, has been designed to provide you with the knowledge and skills that you will need to achieve the following: Describe and discuss the concepts of health status and health care utilization, and the relationship between the two. Describe the organization of the health care system in Canada, in terms of specific economic dimensions. Use economic analysis to predict patterns of health care utilization.
Economics (ECON) 330 Workers and the Economy (Cross-listed with LBST 330) Revision 1	Describe both the "business" view and the "workers'" view on economic issues. Discuss how the positions taken on economic issues are not neutral, but often depend on one's social position and ability to articulate their situation. Describe how economic ideas are used as a way of presenting different personal and societal interests. Explain why economic issues are often considered to be under the exclusive domain of business managers, company owners, politicians, and media pundits. Substitute the business view on economic issues with that of the working people. Describe the impact that workers' job performances, purchasing decisions, and their association with trade unions, political parties, and/or nongovernmental organizations (NGOs) has on the state of the economy. Describe how the business view and the workers' view of economics underlines different aspects of the economy and the conclusions each group reaches with respect to economic decision making. Select the appropriate tools, locate the correct information, and formulate appropriate arguments and analyses of various economic issues.
Economics (ECON) 357	The CLA does not currently have learning outcomes for this course.

Intermediate Microeconomics I	
Economics (ECON) 358 Intermediate Macroeconomics I Revision 1 This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Identify and describe methods of computing aggregate output in the national income accounts. Explain how the equilibrium output, interest rate, and wages are determined using standard economic models. Apply the IS-LM model to analyze macroeconomic outcomes and policy in the short run. Apply the AS-AD model to analyze macroeconomic outcomes and policy in the medium run. Discuss the implications of exchange rate regime on macroeconomic outcomes and policy. Derive the Phillips curve relation and discuss its implications for macroeconomic policy.
Economics (ECON) 366 Economic Development Revision 5	Understand the development experiences of the countries in Africa, Latin America, and Asia. Explain the very different levels of development and economic growth in countries around the world. Understand the relationships between growth and poverty and growth and income distribution. Understand how factors such as technological progress, population growth, urbanization, rural-urban migration, education, and health affect the process of development. Explain the relationships between international trade and development and international capital flow and development.
Economics (ECON) 367 Intermediate Microeconomics II	The CLA does not currently have learning outcomes for this course.
Economics (ECON) 380 Public Finance / Expenditure Revision 3	Describe the economic theories relating to the structure of institutions at various levels of government in Canada. Discuss the basic economic functions of government, including the fiscal federation, fiscal equalization grants, and capital transfers. Explain the concept of a perfectly competitive market structure and how markets allocate society's resources.

This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Explain the causes of market failure and the need for government intervention to find solutions for market failure. Evaluate the effects of various government expenditures and transfer programs on the efficiency of the Canadian economy as well as on income distribution.
Economics (ECON) 385 Money, Banking, and Canadian Financial Institutions Revision 5	Know the basic concepts of money, role and functions of money, and ways in which payments system have evolved in Canada. Describe the development, structure, and operations of various financial institutions, markets, and instruments, and of the payments system in Canada. Understand and describe the interrelationships among the various components of a financial system, the risks involved in financial intermediation services, and how financial intermediaries manage those risks. Understand and describe the importance of financial regulations, including the role of the central bank in prudent supervision of financial intermediaries. Understand and calculate the present and future values of money, security prices and investment yields. Understand and describe how the Bank of Canada implements its monetary policy and how the federal government's financial transactions affect domestic financial conditions. Understand and describe the various approaches to the quantity theory of money, and the role and effectiveness of monetary policy according to these theoretical approaches. Understand and describe the interrelationship between domestic and international economies through international payments accounts, foreign exchange rate markets, and interest rates. Know the history of the international monetary system before 1939 and recent international monetary relations. Please note: For PLAR purpose, evidence of knowledge or experience in the following major topics can be considered: Money and the evolution of the payments system. Financial markets and interest rate dynamics. Financial institutions and regulation. Management of financial and risk management.

	Central banking and monetary policy. International finance and monetary policy.
Economics (ECON) 401 The Changing Global Economy Revision 7	Analyze bonds, common stock, preferred stock, derivative instruments, mutual funds, and other innovations in the context of risk, uncertainty, diversification, portfolio planning and taxation. Apply investment theory and principle and financial analysis skills to investment portfolio.
Economics (ECON) 475 International Trade Revision 7 This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Consider: What determines the basis of trade? What are the effects of trade? What determines the value and the volume of trade? What factors impede the flow of trade? What is the impact of public policy that attempts to alter the pattern of trade?
Economics (ECON) 476 International Finance Revision 8	Know the basic principles of balance-of-payments accounting and discuss the concepts of "balance" in a country's balance of payments. Understand and describe the nature, components, and functioning of the foreign exchange market, and to be able to explain the relationship between the foreign exchange market and financial markets. Understand and explain how money and asset markets influence and are influenced by the balance of payments and exchange rates. Understand and describe the manner in which changes in the exchange rate affect the current account, changes in the current account influence the aggregate macroeconomy, and changes in the macroeconomy influence the current account. Understand the working and application of the IS/LM/BP model and to be able to use the model to illustrate how domestic macroeconomic policy instruments can influence the open economy under a system of fixed exchange rates and under a flexible exchange rate system. Understand and explain how trade and international payments influence the macroeconomy when prices are flexible. Understand and describe the determinants of the exchange rate and to be able to discuss alternative exchange rate regimes.

	Know the desirable features of an effective international monetary system, analyze the characteristics and problems of the Bretton Woods system, and evaluate the current international monetary arrangements with respect to the difficulties that they face.

EDPY: Educational Psychology

Educational Psychology (EDPY) 200 Educational Psychology Revision 4	Identify and describe the different types of research used in educational psychology and discuss the role that theories, hypotheses, and predictions play in research. Discuss cognitive development and contrast Piaget's and Vygotsky's theories of development. Discuss social development and the factors that influence it: describe social systems, stages of psychosocial development, and stages of moral development. Use person-first language when discussing exceptional students and describe common student disabilities and ways in which teachers may assist them. Describe language and its acquisition and discuss bilingual language development. Describe language learning (in school or later life; not native acquisition) and teaching approaches based on immersion and bilingual instruction. Discuss cultural diversity in Canadian schools and describe the ways in which students can differ with respect to socioeconomic status, ethnic and racial differences, gender identity, etc. Describe and contrast different views of learning based on conditioning and reinforcement, cognitive processing and memory, and constructivist perspectives (individual and social). Describe forms of complex cognition including metacognition, the use of learning strategies, and problem-solving. Discuss the concept of transfer and explain its significance for teaching. Describe several perspectives and theories of motivation—needs and interests, self-efficacy, epistemological beliefs, attribution theory, and goal orientation—and discuss how motivation affects student learning. Discuss factors that affect the quality and use of student assessment and ways of ensuring fairer assessment practices. Describe some ways in which grades and evaluation may affect students, especially with respect to their motivation to learn.
Educational Psychology (EDPY) 310	Explain what educational psychology is and discuss its potential role in improving education.

Learning and Instruction (Cross-listed with PSYC 310) Revision 3	Describe and contrast the behaviourist and cognitive approaches to research on learning and instruction. Describe the concept of learning from each of the behaviourist and cognitive approaches with respect to three metaphors of learning. Describe the types of knowledge and the types of understanding a learner can achieve and provide relevant examples of each. Explain which approaches to learning would typically result in knowledge and which approaches would result in understanding and outline the underlying implications. Explain the concept of transfer with respect to a positive/negative continuum and general/specific continuum. Discuss transfer with respect to behaviourist and cognitive approaches. Describe how the cognitive processes of selecting (new) information, organizing this information, and integrating new information with existing knowledge produces understanding, and describe how these processes interact with the three memory stores. Describe the prior knowledge and cognitive processes involved in learning how to read (fluently and for comprehension) and write, and in learning mathematics and science, and discuss their instructional implications. Describe, differentiate, and produce typical measures (tasks or items) used to assess different types of learning and understanding (e.g., literal/retention, inference, and transfer questions). Describe the following general instructional approaches and indicate their efficacy in promoting learning: providing feedback, providing concrete examples and activities, providing worked out examples and cases, guiding cognitive processes, strategy instruction, and cognitive apprenticeship. Discuss how self-efficacy, (self) attributions, and goal-orientation may affect students' motivation to learn and their approach to learning.
Educational Psychology (EDPY) 351 Inclusive Education for Students with Diverse Needs Revision 8	Identify and describe effective services and models for supporting students with diverse needs in inclusive classrooms. Describe the process of developing an appropriate individualized education program (IEP) for a student with diverse learning needs. Discuss characteristics, informal assessment strategies, classroom adaptations/accommodations, and effective inclusive practices for a broad range of students with learning challenges, including communication disorders, learning disabilities, AD/HD, emotional and behavioural disorders, intellectual disabilities, autism, fetal alcohol

	spectrum disorder, sensory impairments, and traumatic brain injury, as well as students at risk and students with gifts and talents. Discuss effective classroom management practices to support students with diverse learning needs. Develop case studies that describe how educational professionals can arrange for assessment, adaptations and accommodations, and classroom teaching and management to ensure differentiated instruction for all students with diverse learning needs in the classroom. Describe positive strategies for communicating with and involving families of students with diverse needs in the education of their child.
Educational Psychology (EDPY) 389 Learning Disabilities: Issues and Interventions (Cross-listed with PSYC 389) Revision 5	Explain the definitions, themes, characteristics, contributing factors, related to learning disabilities and associated challenges. Identify assessment strategies and describe the different assessment tools that are available. Analyze the contributions of theorists developing an understanding of how to teach students with learning disabilities. Discuss issues in the field of learning disabilities and their impact on young children, adolescents, and adults. Develop case studies complete with assessment and intervention strategies. Find and critically assess reading material and online content related to learning disabilities. Integrate theory, research, and professional practice within the field of learning disabilities.
Educational Psychology (EDPY) 403 Assessment and Instruction for Students with Diverse Needs Revision 2 This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Discuss a range of approaches to learning and teaching. Explain the response to interventions and multitier systems of support for students with learning and behaviour challenges. Outline assessment and instructional strategies for the assessment of behaviour, oral language, reading, writing, math, and content learning. Discuss the issues in and strategies for coteaching and collaborating with professionals and families. Critically assess research literature related to learning and behaviour challenges. Develop a complete individualized program plan that is appropriate for students with learning and behaviour challenges.

Educational Psychology (EDPY) 469 Principles of Psychological Assessment (Cross listed with PSYC 469)	The CLA does not currently have learning outcomes for this course.
Educational Psychology (EDPY) 470 Consultation and Collaboration for Students with Special Needs (Cross-listed with PSYC 470) Revision 4	Explain consultation, collaboration, and collaborative consultation. Discuss the various consultation models and professional practices. Describe the components of effective consultation and collaboration. Illustrate effective problem-solving in consultation and collaboration. Outline effective communication and interpersonal skills for consultation and collaboration. Describe the legal and ethical issues in consultation and collaboration. Discuss effective strategies for consulting about students with academic skills problems and/or social, emotional, and/or behavioural problems. Discuss systems-level consultation and summarize the steps in the RIOT process. Outline strategies for transition planning in consultation and collaboration.
Educational Psychology (EDPY) 471 Supporting Children and Youth with Emotional and Behavioural Challenges (Cross-listed with PSYC 471) Revision 5	Outline the primary conceptual approaches to emotional and behavioural disorders (EBDs). Discuss the role of an effective teacher of students with EBDs. Describe the causal factors of EBDs and possible preventions. Outline how EBDs are defined and the issues with defining EBDs. Define and describe the characteristics of types of disordered behaviour. Identify the primary approaches to intervention and education for each type of EBD. Describe the issues with measurement, screening, and identification of EBDs.

	Search for, find, evaluate, and share resources on EBDs.
	Develop case studies that include instructional and assessment strategies that are appropriate for the specific emotional and behavioural challenges of students with EBDs.
Educational Psychology (EDPY) 476 Technology for Students with Diverse Learning Needs Revision 6	Participate in identifying assistive technology needs of students with special needs. Access appropriate assistive technology resources. Participate in a multi-disciplinary team assessment. Implement assistive technology in the classroom or other educational settings. Participate in an evaluation of the effectiveness of assistive technology.
Educational Psychology (EDPY) 478 Autism Spectrum Disorder (Cross-listed with PSYC 478) Revision 3	Explain the characteristics, diagnosis, and theorized etiologies of Autism Spectrum Disorder (ASD). Discuss evidence-based practices and the different interventions available for individuals with ASD to assess their efficacy. Describe the effect ASD can have in families throughout their lifespan and identify ways to support the family. Describe functional behaviour analysis and how antecedents and consequences influence behaviour. Discuss common characteristics associated with ASD in the areas of communication, socialization, daily living, play, motor development, sexuality, and academics. Discuss the use of assistive technology for individuals with ASD. Describe evidence-based planning practices to promote successful transition to adulthood.
Educational Psychology (EDPY) 480 Learning with Technology Revision 1	Develop an understanding of meaningful learning, authentic learning, and transfer. Define a learning problem that you wish to address in your project. Discuss how modern technologies influence learning and instruction. Explore some technologies that can be used in instruction, especially those that students can use to learn with. Develop rationales for instructional designs and selection of appropriate technologies.

	Design lessons to address a learning problem of your choice using different technologies.
EDUC: Education	
Education (EDUC) 201 The Profession of Teaching Revision 4	Give reasons as to why you want to become a teacher. Explain the importance of classroom management and discipline to successful teaching and learning. Discuss how what is to be taught is determined. Explain what it means to teach and suggest guidelines for effective teaching. Discuss what it means to learn and outline ways in which teachers can enhance student understanding of intended learning goals. Discuss the policy of inclusion and the arguments for and against. Explain the importance of renewing Aboriginal education. Explain the importance of planning to successful teaching and learning. Analyze the role of assessment in teaching and learning and provide recommendations as to how it should be carried out. Evaluate the potential role of computers in education. Discuss some of the key issues facing teachers. Outline the complexity, challenges, and rewards of teaching, with specific reference to the first-year experience.
Education (EDUC) 300 Building the Canadian Learning Society: Historical Perspectives This course has been temporarily closed. As a result, it is not available for PLAR at this time.	The CLA does not currently have learning outcomes for this course.
Education (EDUC) 301 Educational Issues and Social Change I:	Explain the origins of the Canadian public education system. Recognize the importance of interpretation in educational history.

Historical Social Perspectives Revision 2 This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Discuss the common school in terms of whom it did and did not serve, and how well it served its various clients. Explain the historical roots of many contemporary educational debates. Discuss the origins and political implications of the debate over "traditional" vs. "progressive" education.
Education (EDUC) 302 Educational Issues and Social Change II: Current Debates Revision 2 This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Explain the origins of neo-conservative ideologies and discuss their effects on the education systems of Alberta and Ontario. Discuss the role that teachers are expected to perform as agents of social change, and the barriers – personal, cultural, and structural – that they face in filling that role. Explain the various meanings attached to the concept of "equality" within education, and discuss the role of education in maintaining inequality, and in undermining it. Discuss the concepts of "multiculturalism" and "diversity," and explain their importance in, and the challenges they pose for, education.
Education (EDUC) 307 Thinking Through the Challenges of Multicultural Education This course has been temporarily closed. As a result, it is not available for PLAR at this time.	The CLA does not currently have learning outcomes for this course.
Education (EDUC) 309 The Purposes of Adult Education Revision 2	Critically discuss the foundations of adult education. Describe the dominant theoretical perspectives in adult education and relate them to practice. Identify and discuss the key social, economic, political, and technological issues that currently affect adult education. Analyze an adult education issue using an integrated approach. Discuss how adult education theory relates to distance education.

	Express an informed, critical perspective on the purpose of Canadian adult education in a global context.
Education (EDUC) 317 Training and Development in Organizations Revision 2	After completing this course, you should have an understanding of both the theory and practice of organizational training and development. Specifically, you will be able to: Plan and conduct a training needs analysis. Apply various theories of learning and motivation to enhance the effectiveness of training. Design a training program, including writing learning objectives and selecting appropriate training methods. Identify and remedy barriers to training transfer. Design a plan to evaluate the effectiveness of training.
Education (EDUC) 404 Law and Ethics in Education This course has been temporarily closed. As a result, it is not available for PLAR at this time.	The CLA does not currently have learning outcomes for this course.

ENGL: English

English (ENGL) 211 Prose Forms Revision 6	Demonstrate proficiency in the skills of close reading in relation to the assigned short stories and novels. Develop thoughtful, insightful, well-written, and well-supported critical analyses of literature in essay form. Demonstrate a clear understanding of a range of key concepts in literary studies as these concepts relate to the assigned texts. Demonstrate a clear understanding of the ways in which particular concerns and ideas are represented through both the form and the content of the assigned texts.
English (ENGL) 212 Poetry and Plays Revision 2	Identify and discuss the major literary forms in poetry and drama. Discuss the relationship between form and content in written word. Discuss the similarities and differences in style and theme in the works of a wide range of authors.

	Be able to critically analyse, evaluate, and enjoy literature.
	Have improved reading and writing skills.
English (ENGL) 255 Introductory Composition Revision 9	Summarize, quote, and paraphrase. Use effective research methods and proper citation techniques. Adapt to various writing requirements that call for a variety of rhetorical modes. Think and write critically. Write effective essays that meet first-year university expectations for content, organization, style, mechanics, and grammar.
English (ENGL) 302 Introduction to Canadian Literature (6 credits) Revision 5	Evaluate the concerns at stake in conceiving the field of Canadian literature itself as well as its trajectories over time. Apply the skills of close reading in relation to the assigned texts while also assessing the existing secondary criticism on particular works. Assess the ways in which particular texts approach cultural assumptions and concepts such as those associated with national identity, voice, power, perspective, representation, ideology, race, gender, Indigeneity, colonization, multiculturalism, the environment, and other concerns. Analyze the ways in which relevant literary concepts such as theme, metaphor, irony, point of view, form, genre, and others operate within specific texts. Create thoughtful, articulate, original critical analyses of the assigned texts, surprising your instructor with new insights.
English (ENGL) 303 A History of Drama – Part I: Early Stages Revision 3	Trace the history of the drama of the Western world from its beginnings in the religious festivals of Greece to the period following the English Restoration in the late seventeenth and early eighteenth centuries. Describe the structure of the theatre as it changed to meet the requirements of the society and the drama. Examine the 'forms of drama' in terms of their social and historical contexts. Analyse individual plays as text and as theatre, in terms of themes, characterization, style, imagery, structure, and setting. Develop an awareness of how the text might be dramatized.

English (ENGL) 304 A History of Drama – Part II: Modernist Theatre Revision 2	Provide an introduction to theoretical terms such as "modernism," "postmodernism," and "postcolonialism" in the context of nineteenth and twentieth century Western drama.
	Examine the innovative theatrical forms developed in response to political, psychological, and epistemological changes.
	Consider the ways in which social and political assumptions are interrogated through theatre.
	Analyse individual plays as text and as theatre, in terms of ideas, characterization, dialogue, stage and verbal imagery, and structure.
	Develop an awareness of how the text might be dramatized.
English (ENGL) 305 Literature for Children (6 credits) Revision 3	Read, understand, and enjoy several significant literary works for children.
	Achieve a general overview of children's literature and acquire an historical perspective on its development.
	Develop an appreciation of the techniques of artistry in language.
	Develop an appreciation of each work as an individual work with its own formal integrity.
	Recognize some of the more common weaknesses of children's books and the reasons for these weaknesses.
	Develop standards by which to evaluate children's books and picture-book illustrations.
	Build critical judgment in selecting books of literary merit for children.
	Improve the critical tools and communication skills acquired in your introductory (junior) literature course.
	Increase your interest in, and ability to read, literature.
	Increase your knowledge and understanding of yourself and others through your experience with children's literature.
	In print copy of Student Manual are these specific objectives:
	Identify specific literary techniques as they occur in the works.
	Identify works and authors by means of their form, style, content and context.
	Summarize (paraphrase, outline) the plots and thematic concerns of works.

	Analyse works from the perspective of their literary elements, including narrative point of view, characterization, plot, theme, setting, atmosphere, style, structure, and organization.

Analyse interrelationships among, and relative importance of, literary elements in a work.

Evaluate the effectiveness of the techniques used in a work and analyse its strengths and weaknesses.

Recognize recurring themes, literary devices, and elements in the works.

Compare and contrast works studied.

Participate in informed and thoughtful discussion of children's literature.

Develop the skills necessary to write literary criticism in the form of essays with correct grammar, a lucid style, and a coherent and sustained argument that makes use of evidence from the primary text(s). |
| English (ENGL) 306

The Literature of Work

Revision 1 | Read, understand, and enjoy several significant examples of the literature of work.

Achieve a general overview of work literature.

Develop an appreciation of the techniques of artistry in language.

Develop an appreciation of each work as an individual work with its own formal integrity.

Develop an understanding of the strengths and weaknesses of the various genres of writing (for example, poetry, fiction, drama, autobiography).

Improve the critical tools and communication skills acquired in your introductory (junior) literature course.

Increase your interest in, and ability to read, literature.

Increase knowledge and understanding of yourself and others through your experience with the literature of work.

Specific objectives include:

Identify specific literary techniques as they occur in the works studied.

Identify works and authors by means of their form, style, content, and context. |

	Summarize (paraphrase, outline) the plots and thematic concerns of works.
	Analyse works from the perspective of their literary elements, including narrative point of view, characterization, plot, theme, setting, atmosphere, style, structure, and organization.
	Analyse interrelationships among, and relative importance of, literary elements in a work.
	Evaluate the effectiveness of the techniques used in a work and analyse its strengths and weaknesses.
	Recognize recurring themes, literary devices, and elements in the works.
	Compare and contrast the works studied.
	Participate in informed and thoughtful discussion of the literature of work.
	Develop the skills necessary to write literary criticism in the form of essays with correct grammar, a lucid style, and a coherent and sustained argument that makes use of evidence from the primary text(s).
English (ENGL) 307 Women in Literature Revision 2	Determine how social attitudes have shaped perceptions of women in literature, and women's perceptions of themselves.
	Interrogate women's texts in terms of gynocriticism (women-centred criticism) in order to counter patriarchal critical assumptions about literature.
	Examine how women writers have been empowered by their precursors and contemporaries.
	Deconstruct traditional images of women.
	Ascertain patterns of women's self-discovery and self-assertion in three novels.
	Trace the matrilinear motifs in women's writing.
	Determine the social and literary significance of the roles in which women are cast.
	Analyse how women writers have used language and silence in order to subvert patriarchal discourse.
	Determine how women express distinctively female experiences.

	Investigate how the margins are being redefined in women's writing, and how the canonical centre is being relocated or undermined.
English (ENGL) 308

Indigenous Literature in Canada

Revision 4 | Demonstrate familiarity with Indigenous literature in Canada, including its origins, diversity, and contemporary forms.

Examine the cultural aesthetics surrounding the tradition of oral storytelling and its connection to contemporary Indigenous literature.

Demonstrate an understanding of the legacy of the residential school system and its expression in literature.

Analyze the values, politics, and concerns addressed in works of Indigenous literature.

Assess the use of literary elements such as theme, symbolism, and poetic devices in the assigned works. |
| English (ENGL) 316

Approaches to Literary Theory and Criticism | The CLA does not currently have learning outcomes for this course. |
| English (ENGL) 324

Shakespeare I

Revision 3 | Explore and explain Shakespeare's text, showing that you can read a modern edition of the plays with sensitivity.

Describe the way that the stage and the physical action on it contribute to your understanding of the plays.

Be aware of the ways in which different readings and performances of the plays interpret, illuminate, or modify our understanding of the text.

Discuss Shakespeare's characterization.

Illustrate Shakespeare's use of dramatic structure and convention.

Refer where necessary in your discussion of his plays to the society and the beliefs of his time.

Be aware of the way the texts of the plays have been transmitted to the modern reader.

Discuss Shakespeare's exploration of the great themes of human experience: power, justice, love, death.

Especially towards the end of the course, become aware of the way that modern theoretical approaches can illuminate and challenge the texts. |
| English (ENGL) 325

Shakespeare II | Explore and explain Shakespeare's text, showing that you can read a modern edition of the plays with sensitivity. |

Revision 1	Describe the way that the stage and the physical action on it contribute to your understanding of the plays.
	Be aware of the ways in which different readings and performances of the plays interpret, illuminate, or modify our understanding of the text.
	Discuss Shakespeare's characterization.
	Illustrate Shakespeare's use of dramatic structure and convention.
	Refer where necessary in your discussion of his plays to the society and the beliefs of his time.
	Be aware of the way the texts of the plays have been transmitted to the modern reader.
	Discuss Shakespeare's exploration of the great themes of human experience: power, justice, love, death.
	Especially towards the end of the course, become aware of the way that modern theoretical approaches can illuminate and challenge the text.
English (ENGL) 341 World Literature Revision 3	Evaluate historical developments and prominent topics in world literature.
	Apply close reading and research skills to consider assigned texts and course topics.
	Assess how thematic resources in course texts communicate cultural practices.
	Analyze how literary concepts operate within specific texts.
	Reflect on the relationship between world literature and modern life.
	Create thoughtful, articulate, original critical analyses of one (or more) assigned texts.
English (ENGL) 344 American Literature I Revision 6	Read and understand a variety of significant American literary works up to the end of the nineteenth century.
	Acquire a general overview of American literature to the end of the nineteenth century and a historical perspective on that literature's development.
	Develop an appreciation of the techniques used by writers in various literary genres.
	Develop an appreciation of each work as an individual work with its own formal integrity.

Improve the critical tools and communication skills acquired in previous literature courses.

Increase your interest in, and ability to read, literature.

Increase your knowledge and understanding of themselves and others through your experience with American literature to the end of the nineteenth century.

Improve your understanding of the United States, its people, and its culture.

Acquire a good knowledge and skills base for proceeding to further literary studies, particularly to Athabasca University's English 345: American Literature II.

Develop basic research skills, including integration of secondary material and documentation of sources.

Specific course objectives.

Identify specific literary forms and techniques as they occur in the works.

Identify works and authors by means of their form, style, and content.

Summarize (paraphrase, outline) the plots and thematic concerns of works.

Analyse works from the perspective of their literary elements, including narrative point of view, characterization, plot, theme, setting, atmosphere, style, imagery, structure, and organization.

Analyse interrelationships among, and relative importance of, literary elements in a work.

Evaluate the effectiveness of the techniques used in a work, and analyse the work's strengths and weaknesses.

Recognize recurring themes, literary devices, and elements in the works.

Compare and contrast the works studied.

Participate in informed and thoughtful discussion of American literature to the end of the nineteenth century.

Develop the skills necessary to write literary criticism in the form of essays with correct grammar, a lucid style, and a coherent and sustained argument that makes use of evidence from the primary text(s).

English (ENGL) 345 American Literature II Revision 3	General objectives:
	Read, understand, and enjoy a variety of significant American literary works to the turn of the nineteenth century.
	Acquire a general overview of American literature to the turn of the nineteenth century and an historical perspective on its development.
	Develop an appreciation of the techniques of artistry in language as expressed through several literary genres.
	Develop an appreciation of each work as an individual work with its own formal integrity.
	Improve the critical tools and communication skills acquired in your previous literature course(s).
	Increase your interest in, and ability to read, literature.
	Increase your knowledge and understanding of yourselves and others through your experience with American literature to the turn of the nineteenth century.
	Improve your understanding of the United States, its people and cultures.
	Acquire a good knowledge and skills base for proceeding to further literary studies.
	Specific objectives:
	Identify specific literary techniques as they occur in the works.
	Identify works and authors by means of their form, style, content and context.
	Summarize (paraphrase, outline) the plots and thematic concerns of works.
	Analyse works from the perspective of their literary elements, including narrative point of view, characterization, plot, theme, setting, atmosphere, style, structure, and organization.
	Analyse interrelationships among, and relative importance of, literary elements in a work.
	Evaluate the effectiveness of the techniques used in a work and analyse its strengths and weaknesses.
	Recognize recurring themes, literary devices, and elements in the works.

	Compare and contrast the works studied. Participate in informed and thoughtful discussion of American literature. Develop the skills necessary to write literary criticism in the form of essays with correct grammar, a lucid style, and a coherent and sustained argument that makes use of evidence from the primary text(s).
English (ENGL) 351 Comparative Canadian Literature I Revision 1	Develop an understanding of cultural diversity in Canada with special emphasis on Quebec writing. Read, understand, and enjoy a number of significant works of English-Canadian and French-Canadian literature. Acquire a critical knowledge of literary themes, motifs, structures, narratives, points of view, and values typical of various regions of Canada. Acquire an historical perspective of the development of literature in English and French Canada. Identify the common elements in the works of various Canadian authors, be they English, French, or immigrant. Consider questions of national conflict as they are reflected in works of literature. Understand the place of Canadian literature in the world context. Develop communication skills in essays and research papers.
English (ENGL) 353 Intermediate Composition Revision 4	Understand and define the concepts of "essay," "standard formal English," "primary source," "secondary source"; different types of essays (expository, contemplative, compare-and-contrast, persuasive, research); the writing process; and know where to go to access general information about writing. Distinguish between the various types of essays and organizational structures of each. Write various kinds of essays (expository, contemplative, compare-and-contrast, persuasive, research) and write a research proposal. Exercise the mechanics found within various kinds of essays, e.g., comparing by analogy, creating cohesion and coherence in sentences, using emphasis, recognizing fallacies, and write concisely. Explain how writing style relates to ethics and identify ethical methods of appealing to emotion.

	Understand and apply the concepts of bibliographies, conduct bibliographic research, and know how to use parenthetical referencing according to MLA documentation style. Understand what plagiarism is.
English (ENGL) 361 Literature of the Harlem Renaissance	The CLA does not currently have learning outcomes for this course.
English (ENGL) 373 Film and Literature This course has been temporarily closed. As a result, it is not available for PLAR at this time.	The CLA does not currently have learning outcomes for this course.
English (ENGL) 380 Writing Poetry	The CLA does not currently have learning outcomes for this course.
English (ENGL) 381 Creative Writing in Prose Revision 1	Read and understand literary texts. Write prose fiction and produce finished texts. Further develop skills in literary analysis. Develop skills in self-criticism of one's own writing. Further develop writing skills. Develop an appreciation of the short story form. Learn about the work of authors from around the world. Develop a sensitivity to language. Learn to work independently and within given parameters.
English (ENGL) 384 Writing Creative Non-Fiction	The CLA does not currently have learning outcomes for this course.
English (ENGL) 387 Writing Speculative Fiction	The CLA does not currently have learning outcomes for this course.

English (ENGL) 393 The Early Twentieth-Century English Novel	The CLA does not currently have learning outcomes for this course.
English (ENGL) 395 The Nineteenth-Century English Novel (6 credits)	The CLA does not currently have learning outcomes for this course.
English (ENGL) 423 Advanced Literary Theory	The CLA does not currently have learning outcomes for this course.
English (ENGL) 431 Indigenous and Canadian Drama Revision 3	Trace the history of dramatic rituals in Indigenous cultures, the development of Canadian drama, and the formation of a "national" drama. Analyze recurrent or distinctive themes in Canadian drama since 1967, and ascertain to what extent these express regional, cultural, or national concerns. Describe the concerns of Indigenous and Canadian drama since 1967. Compare the stylistic strategies used by Indigenous and Canadian dramatists (realist, expressionist, absurdist, filmic, etc.). Identify the styles and themes unique to individual playwrights and compare and contrast these with the styles and themes of others. Describe the multiplicity of perspectives—including Québécois, feminist, LGBTQ2S, settler, colonized, immigrant, diasporic—that are operative in contemporary Indigenous and Canadian drama and theatre. Analyze the function of character, plot, and set in sixteen Canadian plays. Critically evaluate published articles and reviews of Indigenous and Canadian drama in order to arrive at your own understanding of the above issues.
English (ENGL) 433 Post-Colonial Literatures (6 credits)	To interrogate the nature of "post-colonialism" as a literary concept. To show the variety and diversity of anglophone literatures in the twentieth century in the post-colonial period.

Revision 1 This course has been temporarily closed. As a result, it is not available for PLAR at this time.	To show how post-colonial literatures incorporate or resist the canonical texts of English literature. To show how the imperial centre may be abrogated or ironized within the text. To explore the cultural diversities and pluralities that constitute anglophone "national" literatures. To analyse the ways in which English has become a means of interrogating the colonial signifiers. To analyse the ways in which traditional literary forms are deconstructed and reconstructed in post-colonial literatures. To consider how indigenous folk and/or mythical styles and themes inform post-colonial literatures to constitute a syncretism of cultures.
English (ENGL) 458 The Latin American Novel	The CLA does not currently have learning outcomes for this course.
English (ENGL) 460 The Ecological Imagination Revision 1	Evaluate the concerns at stake within the field of the environmental humanities. Assess the role of literature and imaginative representation in responding to ecological complexity, including scrutiny of whose voices are heard or silenced. Apply the skills of close reading and secondary research in order to assess the ways in which the assigned texts approach cultural assumptions and concepts associated with the environment. Analyze the ways in which relevant literary concepts such as theme, metaphor, irony, point of view, form, genre, and others operate within specific texts. Create thoughtful, articulate, original critical analyses of the assigned texts and concepts (and of their own activities), surprising themselves and their instructor with new insights.
English (ENGL) 481 Writing the Body in Motion: Canadian Sport Literature	The CLA does not currently have learning outcomes for this course.
English (ENGL) 482	Build on writing skills including clarity, fluency, vividness and accuracy.

Advanced Fiction Writing Revision 1	Develop skills necessary to write longer works, including profluence, tension, and structure. Learn the basics of conceptualization of a novel or novella. Sharpen critical thinking and critical reading skills. Practice the skills needed to self-edit, as well as the ability to critique and edit the writing of others. Recognize the personal qualities needed to be an effective writer. Acquire the intellectual and practical training needed to pursue a writing career. Enhance language skills as part of a well-rounded education. Polish effective communication skills.
English (ENGL) 491 Directed Studies in Literature	Directed Study courses cannot be sought through PLAR.
English (ENGL) 492 Research and Writing Projects in Literature	Project courses cannot be sought through PLAR.

ENGL: English Language and Writing Skills

English Language and Writing Skills (ENGL) 140 Grammar (0 credits)	Zero credit courses cannot be sought through PLAR.
English Language and Writing Skills (ENGL) 145 Reading and Writing for Academic Purposes (0 credits)	Zero credit courses cannot be sought through PLAR.
English Language and Writing Skills (ENGL) 155	Shape your writing in accordance with audience and purpose. Use effective theses and topic sentences to focus on main ideas.

Developing Writing Skills (No Area of Study) Revision 14	Use effective organization and linking devices to develop ideas coherently. Use acceptable grammar, punctuation, and sentence structure. Use appropriate and effective vocabulary.
English Language and Writing Skills (ENGL) 177 English for Academic Purposes (No Area of Study) Revision 1	Improve listening, reading, writing, note-taking, test-taking, and critical thinking skills needed for academic success. Perform exercises and activities that develop interpersonal, academic, and language skills necessary to ease the transition from ENGL 177 to the university environment. Become independent, confident, successful learners, not only of English but in their chosen academic field. Understand the vocabulary and structure of the English language as it is used in a variety of academic disciplines. Develop critical skills of self-evaluation. Deal with academic reading and writing tasks.
English Language and Writing Skills (ENGL) 189 English for Business (No Area of Study) Revision 2	Objectives: To improve the listening, reading, writing, and critical thinking skills needed for academic success. To help you perform discipline-appropriate exercises and activities to develop the interpersonal, academic, and language skills necessary to succeed in a university or college environment. To provide you with basic information on economics and business to prepare you for further business studies. To give you practice in learning strategies that will enable you to become an independent, confident, and successful learner of business studies and business writing. To enable you to practice rhetorical methods of writing development that are common in business writing and correspondence. To help you understand the vocabulary and structure of the English language as it is used in academic writing. To develop your critical skills of self-evaluation. To provide you with the skills to deal with large quantities of academic reading and writing.

ENSC: Environmental Science

Environmental Science (ENSC) 200 Introductory Environmental Science Revision 3	Recognize and use the appropriate scientific vocabulary for describing and analyzing issues in environmental science. Describe the connections among elements of an environmental system. Assess basic scientific evidence about environmental issues and interpret data about the environmental impacts of human activities. Quantitatively describe the effects of your personal activities on the environment, including your carbon footprint. Observe your local environment as part of broader scientific studies, such as citizen science projects.
Environmental Science (ENSC) 495/496 Environmental Science Projects	Project courses cannot be sought through PLAR.

ENTP: Entrepreneurship

Entrepreneurship (ENTP) 212 Entrepreneurship Revision 8	Describe the concept of entrepreneurship and assess your personal fit for undertaking an entrepreneurial business venture. Identify, generate, and evaluate ideas for new business ventures. Identify and describe the primary entry strategies and the risks associated with each. Conduct a market assessment for a new venture idea, which includes a description of the product or service offering and details of strategies for pricing, promotion, and distribution. Conduct a financial assessment for a new venture idea, which includes the development of pro forma financial statements. Develop a two-part comprehensive feasibility study that includes an overview of your business concept, a detailed description of your market and competition, a marketing plan, a financial plan, and a concluding discussion regarding future plans regarding your new business.

ENVS: Environmental Studies

Environmental Studies (ENVS) 200	The CLA does not currently have learning outcomes for this course.

Introduction to Environmental Studies	
Environmental Studies (ENVS) 305 Environmental Impact Assessment	The CLA does not currently have learning outcomes for this course.
Environmental Studies (ENVS) 343 Global Environmental Change (Cross-listed with GLST 343) Revision 1	Explain major biogeochemical cycles and identify some of the key ways they are impacted by specific global environmental change processes. Discuss the key components of complex systems theory and apply a systems lens to global environmental change issues to describe their integrated complexity. Identify the key relationships between the local, regional, and global dimensions of environmental change issues. Apply a political ecology analysis to global environmental change issues to explain how the structural dynamics within socioecological systems create effects that are unequal, not only in generating wealth and health disparities but also in exacting environmental and social burdens. Apply an integrated global studies, systems, and political ecology analytical frame to undertake a case study of a specific socioecological problem. Communicate effectively, and document and reflect on the processes used to plan, monitor, and assess their understanding and performance in the course.
Environmental Studies (ENVS) 435 Transformative Change in Building Sustainable Communities This course is under revision. As a result, it is not available for PLAR at this time.	The CLA does not currently have learning outcomes for this course.
Environmental Studies (ENVS) 461	The CLA does not currently have learning outcomes for this course.

"Hatchet and Seed" – Tools of Political Ecology	

FNCE: Finance

Finance (FNCE) 249 Personal Investing Revision 6	Interpret and explain personal financial statements and the budgeting process. Perform basic financial mathematics calculations. Analyze and interpret industry and economic factors that affect financial markets. Explain basic investment concepts and terminology. Assess risk and return potential for various types of securities, including stocks and bonds. Develop and manage a simple investment portfolio. Contrast various investment approaches and styles.
Finance (FNCE) 300 Financial Economics (Cross-listed with ECON 300) Revision 1	Have a good command of the basic principles and theory of finance as a discipline. Be able to use these principles and theory to practices such as optimization over time, asset valuation, and risk management.
Finance (FNCE) 322 Personal Finance Revision 6	Explain the concepts relevant to comprehensive personal financial planning. Describe common products (such as investments, insurance products, credit facilities, and legal documents) available within the financial services industry. Analyze individual and family financial circumstances and recommend appropriate strategies to achieve goals within a personal finance context. Apply the knowledge gained in this course to enhance current and future client relationships within the financial planning and investment advisory industries. Differentiate between ethical and unethical practices in the financial services industry.
Finance (FNCE) 323	The CLA does not currently have learning outcomes for this course.

Personal Finance: Special Topics	
Finance (FNCE) 350 Insurance and Personal Risk Management Revision 1	Explain the risk management process and the various categories of risk. Identify ethical issues faced in the insurance and financial services industry and the federal and provincial regulatory bodies in Canada. Discuss the two systems of law in Canada: civil law and common law. Assess the advantages and disadvantages of personal insurance and how it plays an important role in the financial planning process. Explain the basic terminology within an insurance policy. Differentiate between insurance categories and the protection against financial losses: life and health, auto, homeowners, and commercial. Explain the difference between social insurance and private insurance. Assess the advantages and disadvantages of an insurance contract. Complete a needs analysis before recommending life insurance. Discuss the various operations of an insurance company and how basic insurance rates are calculated. Analyze and assess an individual's insurance and finance needs, and if required propose an appropriate insurance solution.
Finance (FNCE) 370 Overview of Corporate Finance Revision 10	Solve practical financial problems. Learn principles of corporate financial management. Develop a working knowledge of business financial practices.
Finance (FNCE) 371 Applications in Corporate Finance Revision 5	Work out short-term financial plans for a firm, including plans for managing short-term financing, credit policy, inventory, cash, and liquidity. Analyze issues faced by corporations, such as international corporate financial management, leasing, mergers and acquisitions, and risk management. Evaluate the use of derivative securities in a corporate setting. Discuss behavioural finance concepts and their impacts as they relate to the validity of the Efficient Market Hypothesis. Use Excel data tables, functions, formulas, PivotTables, and PivotCharts to organize and analyze data.

Finance (FNCE) 401 Investments Revision 7	Be able to analyze bonds, common stock, preferred stock, derivative instruments, mutual funds and other innovations in the context of risk, uncertainty, diversification, portfolio planning and taxation. Be able to apply investment theory and principle and financial analysis skills to investment portfolio.
Finance (FNCE) 403 Derivatives and Risk Management Revision 4	Develop an understanding of the basic concepts and methodologies of risk management using derivative instruments. Develop an understanding of the basic characteristics and valuation of various derivative securities. Explore the applications of derivatives for managing various risks such as market risk, currency risk, interest rate risk, and credit risk.
Finance (FNCE) 405 Empirical Finance Revision 1 This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Read and critically examine empirical research literature in the finance areas. Perform quantitative analysis (classical linear regression, univariate time series analysis, and simulations) on a variety of issues in finance such as the validity of the Efficient. Market Hypothesis and the Capital Asset Pricing Model Apply what they have learned in the course to real-life data, with the hopes that this will stimulate research interests in various research areas in finance
Finance (FNCE) 470 Portfolio Management Revision 3	Be familiar with the theory and practice of investment and portfolio management. Be able to make use of available information on financial markets, at both macro and micro levels. Be able to construct an investment portfolio that is sound in terms of investment principles and portfolio performance.
FREN: French	
French (FREN) 100 French for Beginners I Revision 8	When you have completed FREN 100, you should be able (both orally and in writing) to do the following in French: Participate in simple conversations about yourself. Describe family members, their relationships, and everyday activities. Describe people's appearances, personalities, and daily routines. Express likes and dislikes.

	Discuss family structures across the Francophone world.
	Describe sport and leisure activities.
	Talk about university life in general and courses of study.
	Talk about jobs and the workplace.
	Discuss clothing and fashion.
	Speak and write about food, meals, a variety of dishes, and shopping for food.
	Speak and write about the importance of cuisine in the French-speaking world.
French (FREN) 101 French for Beginners II Revision 6	Write simple sentences that are grammatically and structurally correct. The study of grammar as it is presented in En bonns termes is a key component of the course. Speak and write about: your origins and your childhood. jobs and employment. how and where to buy certain items making telephone calls. your holidays and other events in the past. education in school and in university. the subjects you study. food and food habits. ordering food in restaurants. culinary habits in general, and French culinary habits in particular. travel in general, and French tourism in particular.
French (FREN) 200 First Year University French I Revision 11	Apply sufficient vocabulary to hold a simple conversation about relationships and social and cultural issues. Pronounce French accurately. Read short texts in French and demonstrate a good understanding of the content.

	Use a variety of French grammatical structures (present and past tenses, the imperative, present participle, prepositions, pronouns, adjectives, nouns, articles). Write grammatically correct sentences, paragraphs, and short compositions. Use dictionaries and online resources efficiently to find the meaning of words and expressions.
French (FREN) 201 First Year University French II Revision 9	Apply sufficient vocabulary to hold a simple conversation and express opinions about social and cultural issues. Pronounce French accurately. Read short texts in French and demonstrate a good understanding of the content. Use a variety of French grammatical structures (future tense, conditional and subjunctive moods, interrogatives, negatives, relative pronouns, demonstrative and possessive pronouns and adjectives, indefinite adjectives and pronouns). Write grammatically correct sentences, paragraphs, and short compositions. Use dictionaries and online resources efficiently to find the meaning of words and expressions.
French (FREN) 301 Composition francaise Revision 1	Ce cours poursuit l'apprentissage de systèmes syntactiques et l'enrichissement du lexique. Il a pour but le perfectionnement de l'art de la composition. Il permet à l'apprenant de faire la distinction entre les temps du présent et du passé composé (verbes réguliers et verbes irréguliers) faire la distinction entre les temps de L'imparfait et du passé composé faire la distinction entre les temps du passé composé, du passé simple, de l'imparfait et du plus-que-parfait savoir rédiger des compositions en utilisant les séquences descriptives: (portrait physique, portrait moral : le portrait) savoir faire la distinction entre les diverses formes de l'adjectif savoir rédiger des compositions françaises telles que la description d'une ville/d'un bâtiment, d'un monument etc savoir faire la distinction entre plusieurs prépositions

	savoir rédiger des compositions françaises sur des sujets divers (La nature etc)
	comprendre les temps du subjonctif et savoir les mettre en pratique
	savoir rédiger des compositions françaises en utilisant les séquences narratives (récit historique, récit romanesque au passé
	savoir rédiger des compositions françaises en utilisant des séquences d'une dialogue littéraire, savoir rédiger la dissertation morale.
	comprendre l'importance et l'utilisation des pronoms relatifs
	savoir rédiger des lettres de correspondance
	savoir rédiger quelques aspects de la dissertation littéraire
French (FREN) 305 La littérature jeunesse	The CLA does not currently have learning outcomes for this course.
French (FREN) 358 Initiation à la littérature d'expression française I Revision 2	Explain what is meant by the word littérature. Distinguish among the various genres: le roman, le conte/la nouvelle, le théâtre, and la poésie. Scan lines of poetry in French and identify stylistic devices such as la métaphore, la comparaison, l'enjambement, l'anaphore, etc. Discuss elements of l'amour courtois (courtly love) in Le lai du laustic. Discuss elements of la poésie lyrique in two ballads by François Villon. Describe the Renaissance world view in the writings of Rabelais, Du Bellay, and Ronsard. Analyze a few fables by La Fontaine and a play by Molière. Discuss elements of satire in a conte by Voltaire.
French (FREN) 362 Second Year University French (6 credits) Revision 8	Understand advanced grammatical structures and use them to construct simple and complex sentences, and to create grammatically correct short compositions. Read both literary and non-literary texts, watch films, or listen to audio clips and discuss (orally and in writing) the ideas contained in these texts, films, or audio clips. Command sufficient vocabulary to discuss (orally and in writing) a variety of topics related to current events, daily fide, and francophone literature and culture.

	Write clearly and cogently in a variety of modes and tenses on various topics.
	Distinguish between the various literary genres (novel, poetry, etc.) and other types of writing (informative, argumentative, etc.).
French (FREN) 363 Le roman français du XXe siècle Revision 2 This course is under revision. As a result, it is not available for PLAR at this time.	In this course students will: Be introduced to French novels of the 20th century, through a reading of five important and representative novels from France. Explore some of the great moments of intellectual life/thought in France since 1900. Reflect on the important themes presented in these novels as well as on the formal aspects of the novels that have pre-occupied the authors themselves. Discuss the concept of "intrigue" (plot), "techniques narratives" (narrative techniques), and the notion of "personnages" (characters). Discuss the concept of time and space in these novels. Explore the various forms of the novel as well as the social, ideological and historical concepts presented in these novels.
French (FREN) 374 Littérature québécoise This course is under revision. As a result, it is not available for PLAR at this time.	The CLA does not currently have learning outcomes for this course.
French (FREN) 375 Vocabulary Expansion (6 credits) Revision 1	Use a large variety of current French vocabulary in its correct context. Make use of idiomatic expressions. Retain the vocabulary you have learned. Read literary and non-literary texts, have a clear understanding of their content and discuss them both orally and in writing. Hold a conversation and express your opinion in correct, idiomatic French on a variety of topics. Write well-organized and grammatically accurate compositions in French using varied vocabulary in simple and complex sentences making sure the content is relevant to the topic.

	Appreciate the diversity of francophone literature and culture.
French (FREN) 387 Français langue des affaires Revision 2	Le cours FREN 387 a pour but d'offrir une formation en communication écrite et orale telle qu'elle se pratique en français dans le monde des affaires au Canada. A l'aide d'un survol de l'usage du langage administratif il en souligne sa pertinence dans le monde du travail. Connaitre les formulations usuelles à utiliser pour répondre au téléphone, pour prendre un message téléphonique ou encore pour acheminer l'appel à une autre personne. Reconnaitre les expressions, les structures et les mots particuliers de l'anglais qui menacent l'intégrité de la langue française. A l'aide d'une révision des structures et des expressions françaises vous apprendrez à éviter ces expressions et ces mots anglais. Traiter des difficultés grammaticales et orthographiques que l'on rencontre dans la langue française surtout en ce qui concerne la concordance des temps, l'accord du participe passé et des adjectifs L'unité traite des trois éléments suivants : (1) le mode en français, (2) l'accord de participes passés avec l'auxiliaire avoir, l'auxiliaire être et les verbes pronominaux (3) l'accord des adjectifs qualificatifs et non-qualificatifs Prendre connaissance des règles des majuscules selon l'usage propre de l'anglais (qui est un grand utilisateur de la majuscule) et du français, qui emploie celle-ci suivant des règles très précises. Elle aborde aussi les règles d'usage de la ponctuation en français Traiter des règles concernant la rédaction des lettres d'affaire. Elle énumère des stratégies qui vous aideront à faire passer le massage en respectant la clarté la simplicité, la courtoisie et la précision. Elle vous permet aussi de prendre connaissance des règles concernant la disposition des diverses parties de la lettre. Traiter du curriculum vitae (le CV) et de la lettre d'accompagnement. Elle résume des faits relatifs à votre formation scolaire et universitaire ainsi qu'à votre expérience professionnelle Elle présente les caractéristiques et les diverses parties du CV ainsi que les divers formats du CV; elle vous aide à choisir le meilleur modèle pour faire ressortir vos compétences et vos réalisations. Elle identifie aussi les règles de rédaction pour les lettres d'accompagnement du CV Traiter de la rédaction de la convocation (une invitation écrite appelant quelqu'un(e) à se présenter à une réunion), du procès-verbal (un rapport rédigé par quelqu'un pour rapporter des faits de sa compétence) et du communiqué (un avis d'information destiné au public et souvent diffusé par les médias - la presse, la radio etc.)

	Permettre de prendre connaissance du vocabulaire technique usuel à utiliser dans le monde du travail et à reconnaitre l'importance des règles de la féminisation dans le milieu du travail au Canada et ailleurs.
French (FREN) 403 Stylistique comparée	The CLA does not currently have learning outcomes for this course.
French (FREN) 405 Translation from French to English Revision 1	Identify the problems (cultural, grammatical, lexical) which are present in the translating of any given text. Devise strategies for overcoming these problems. Make intelligent use of translators' tools such as dictionaries and glossaries. Produce translations of a variety of texts (e.g. literary, factual, consumer-oriented) which accurately convey the meaning of the original text. Apply revision and editing techniques to improve upon your own translations and those done by others. Better detect subtle distinctions of meaning in both English and French.
French (FREN) 420 Poésie et théâtre français du 19e siècle	The CLA does not currently have learning outcomes for this course.
French (FREN) 421 Le roman français du 19e siècle	The CLA does not currently have learning outcomes for this course.
French (FREN) 422 Littérature française du 17e siècle	The CLA does not currently have learning outcomes for this course.

GEOG: Geography

Geography (GEOG) 200 World Regional Geography (Cross-listed with GLST 200)	Explain world and global events from a regional perspective. Differentiate the world's major realms and regions in terms of a variety of characteristics including physical setting, population distribution, cultural diversity, economic assets and liabilities, political geography, and levels of development. Critically examine the concept of globalization and its discontents using key geographical concepts.

Revision 7	Critically analyze structures of settler colonialism and Indigenous political movements responding to settler colonial structures globally.
Geography (GEOG) 201

Introductory Human Geography | The CLA does not currently have learning outcomes for this course. |
| Geography (GEOG) 302

The Canadian North | The CLA does not currently have learning outcomes for this course. |
| Geography (GEOG) 311

Canadian Urban Development

This course has been temporarily closed. As a result, it is not available for PLAR at this time. | The CLA does not currently have learning outcomes for this course. |
| Geography (GEOG) 322

Introduction to Remote Sensing

This course has been temporarily closed. As a result, it is not available for PLAR at this time. | The CLA does not currently have learning outcomes for this course. |
| Geography (GEOG) 365

Atmosphere, Weather, and Climate | The CLA does not currently have learning outcomes for this course. |
| Geography (GEOG) 495/496

Geography Projects I & II | Project courses cannot be sought through PLAR. |

GEOL: Geology

Geology (GEOL) 200 Introductory Physical Geology Revision 9	Explain the plate tectonics theory, describe the internal structure of the Earth and list the fundamental differences between continents and ocean basins. Define minerals and rocks, list the three major groups of rocks, and identify the most important minerals in each rock group. List five defining characteristics of a mineral, describe diagnostic properties of the major rock-forming minerals, and identify the minerals in hand specimens. Explain the formation, composition and classification of igneous rocks, metamorphic rocks and sedimentary rocks and be able to identify them in hand specimens. Describe the most common types of mass wasting and outline factors that control mass wasting, including triggering mechanisms. Describe the hydrological cycle and outline the role played by surface water and groundwater in the cycle. Outline Earth surface processes that occur in glaciated areas, in deserts, and in coastal environments and describe erosional and depositional landforms associated with each environment. Explain the concepts of stress and strain and interpret geological structures, including folds and faults, and explain the elastic rebound theory of earthquakes. Explain how seismic waves, meteorites and gravity can provide information about the inner structure and composition of the Earth. Describe the process of mountain building and outline the sequences of rocks formed by the convergence of different tectonic plate types.
Geology (GEOL) 201 Introductory Historical Geology Revision 5	Outline the basic principles of scientific inquiry used by historical geologists and interpret basic geological cross-sections in terms of the sequence of depositional events, tectonic events, folding, faulting, unconformities, and nonconformities. Identify and describe basic sedimentary depositional environments and explain how sedimentary features can be used to infer depositional environments. Describe how the remains of living organisms can be preserved as fossils and explain how fossils can be used to correlate geographically separate rock strata. Explain how the geological time scale is derived, using both radiometric dating methods and relative methods.

	Describe the theory of plate tectonics and explain how the interior of the Earth became layered and how seismology can be used to study the layering of the interior of the Earth. Explain the origin and evolution of Precambrian continental shields and the importance of cometary, meteoritic, and carbon isotopic studies to understanding the origin and evolution of terrestrial life. Describe the overall geological history of the Paleozoic, Mesozoic, and Cenozoic eras, including the evolution of life. Outline the leading theories advanced to explain glacial cycles and describe the types of geological inquiry that can be undertaken to unravel paleoenvironmental and paleoclimatic conditions.
Geology (GEOL) 207 Introduction to Environmental Geology	The CLA does not currently have learning outcomes for this course.
Geology (GEOL) 313 Our Physical Resources Revision 5	Explain the interrelated nature of resource use and describe the irregular distribution of world resources and the resulting trade in mineral commodities; differentiate between renewable resources and non-renewable resources. Outline the role of geochemical cycles in the recycling of materials in the Earth's crust, as well as in the forming, concentrating, redistributing, and altering mineral resources. Describe the structure of the Earth's interior and outline the driving mechanism behind plate tectonics and plate motion. Explain the links between the extraction and use of resources and the associated environmental effects. Describe and differentiate between the formation and composition of hydrocarbon energy resources, including coal, oil sands, and oil shales, and describe the recovery techniques that apply to each. Discuss the methods of energy generation needed for alternative energy sources and their advantages and disadvantages, including nuclear, solar, wind, hydro, tidal, geothermal, biomass and hydrogen. Describe the processes by which major ore deposits of geochemically abundant and geochemically scarce metals are formed and indicate their occurrences and applications. Describe the formation, occurrence, extraction and applications of industrial minerals and dimension stones.

	Describe the hydrologic cycle and the various uses of water and discuss the causes and possible solutions for the major water problems.
	Describe soil formation processes and the role of soil type on land use; explain erosion and basic techniques used in soil conservation.
Geology (GEOL) 319 Structural Geology: The Architecture of Earth's Continental Crust Revision 4	Explain where the forces that create geological structures come from and outline the difference between primary and secondary structures. Describe the process of orogeny and explain the role of orogeny in building Earth's continental crust. Use the principles of stratigraphy to interpret geological history from geological cross-sections. Distinguish between different forms of rock deformation and explain how rock deformation is measured, including how to calculate deformation measures. Detail brittle, ductile, elastic, inelastic, and rigid responses of rocks as well as concepts of stress and strain, joints and faults, cleavage, foliation and lineation. Describe the effects of faulting, including earthquakes and changes in topography. Explain the different conditions under which folds form and differentiate between anticline, syncline, antiform, and synform. Explain how to use cleavage surfaces to investigate folds and how folds can influence topography. Describe the different kinds of geological intrusions and the stress regimes in which they can occur. Explain the tectonic evolution of North America and outline North American orogens.
Geology (GEOL) 415 Earth's Origin and Early Evolution Revision 3	Describe Kepler's laws of motion and outline how they relate to Newton's laws. List the planets in the solar system in order of their distance from the sun and outline describe their composition. Describe, compare, and contrast asteroids and comets and explain how the physical and chemical characteristics of meteorites provide information about conditions in the early solar system. Explain how the elements that compose the solar system, Earth, and its organisms originated.

	Describe the distinguishing geological features of the terrestrial planets.
	Explain how the age of the Earth is known and describe the Rb-Sr, Sm-Nd, and U-Pb isotope systems and how they can be used for dating geological events.
	Using the nebular hypothesis, describe how the young solar system including planets emerged and evolved.
	Explain the process of differentiation and core formation on Earth and outline why C1 chondrites do not appear to be the building blocks of the Earth.
	Sketch the structure of the mantle, explain the seismic discontinuities within the mantle, and outline major events in the early history of the mantle.
	Explain the origins of early continental crust and describe how it differs from younger continental crust.
Geology (GEOL) 495/496 Geology Projects I & II	Project courses cannot be sought through PLAR.

GLST: Global Studies

Global Studies (GLST) 200 World Regional Geography (Cross-listed with GEOG 200) Revision 6	Explain world and global events from a regional perspective. Differentiate the world's major realms and regions in terms of a variety of characteristics including physical setting, population distribution, cultural diversity, economic assets and liabilities, political geography, and levels of development. Critically examine the concept of globalization and its discontents using key geographical concepts. Critically analyze structures of settler colonialism and Indigenous political movements responding to settler colonial structures globally.
Global Studies (GLST) 205 Building Blocks of Global Studies: Overview of Approaches, Concepts, & Issues Revision 3	Examine current scholarly literature, theories, and debates to engage critically with globalization as a concept. Identify the relevant actors, institutions, perceptions, histories, and ideologies to understand the building blocks of the global political and economic system. Discuss and employ critical tools of analysis to explain the interconnectedness of the political, economic, cultural, environmental, technological, and social spheres at the local and the global levels.

Global Studies (GLST) 208 The World to 1500 (Cross-listed with HIST 208)	The CLA does not currently have learning outcomes for this course.
Global Studies (GLST) 209 A History of the World in the Twentieth Century: I (Cross-listed with HIST 209)	The CLA does not currently have learning outcomes for this course.
Global Studies (GLST) 210 A History of the World in the Twentieth Century: II (Cross-listed with HIST 210)	The CLA does not currently have learning outcomes for this course.
Global Studies (GLST) 230 Globalization and World Politics (Cross-listed with INTR 230 & POEC 230) Revision 1	Utilize critical and creative capacities for understanding the process of globalization. Discuss some of the basic controversies and approaches to the process of globalization. Formulate, organize, integrate, and articulate individual ideas. Develop an informed interest in the world beyond our borders.
Global Studies (GLST) 308 Americas: An Introduction to Latin America and the Caribbean This course has been temporarily closed. As a result, it is not	The CLA does not currently have learning outcomes for this course.

available for PLAR at this time.	
Global Studies (GLST) 335 Global Labour History (Cross-listed with HIST 335 & LBST 335)	The CLA does not currently have learning outcomes for this course.
Global Studies (GLST) 343 Global Environmental Change (Cross-listed with ENVS 343) Revision 1	Explain major biogeochemical cycles and identify some of the key ways they are impacted by specific global environmental change processes. Discuss the key components of complex systems theory and apply a systems lens to global environmental change issues to describe their integrated complexity. Identify the key relationships between the local, regional, and global dimensions of environmental change issues. Apply a political ecology analysis to global environmental change issues to explain how the structural dynamics within socioecological systems create effects that are unequal, not only in generating wealth and health disparities but also in exacting environmental and social burdens. Apply an integrated global studies, systems, and political ecology analytical frame to undertake a case study of a specific socioecological problem. Communicate effectively, and document and reflect on the processes used to plan, monitor, and assess their understanding and performance in the course.
Global Studies (GLST) 367 The Second World War (Cross-listed with HIST 367) This course has been temporarily closed. As a result, it is not available for PLAR at this time.	The CLA does not currently have learning outcomes for this course.

Global Studies (GLST) 384 Europe Since 1944 (Cross-listed with HIST 384)	The CLA does not currently have learning outcomes for this course.
Global Studies (GLST) 395 Political Economy of Development: People, Processes, and Policies (Cross-listed with INTR 395 & POEC 395)	The CLA does not currently have learning outcomes for this course.
Global Studies (GLST) 403 Public Policy in a Global Era (Cross-listed with GOVN 403 & POLI 403) Revision 1 This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Outline the essential features of the Canadian policy-making process. Discuss the globalized context of Canadian public policy. Compare and discuss competing approaches to explaining and understanding Canadian public policy. Define and discuss the internationalization of Canadian public policy, with specific reference to trends in Canadian social policy.
Global Studies (GLST) 440 Global Governance and Law (Cross-listed with GOVN 440 & POLI 440) Revision 4	Discuss the significance of modern forms of state and global governance. Analyze the challenges to the sovereign state system and the possibilities of legal governance in globalization. Discuss the significance of global social movements in globalization and evaluate the different kinds of democracy that global social movements propose. Discuss the interrelationship of the environment, gender, human rights, and social and economic wellbeing.

	Analyze and evaluate how leadership across the various governance models influence and inform relationships, communications, and interactions. From postcolonial and decolonial perspectives, critically evaluate the unequal participation of countries from the Global South in the decision-making and practices of global governance. Interpret textual, visual, and digital content using a critical analysis lens to identify and problematize unequal power relations in global governance and international law.
Global Studies (GLST) 460 Famous Feminists and Their Times: Global History of Feminism (Cross-listed with HIST 460 & WGST 460)	The CLA does not currently have learning outcomes for this course.
Global Studies (GLST) 483 International Political Economy: The Politics of Globalization (Cross-listed with INTR 483 & POEC 483) This course has been temporarily closed. As a result, it is not available for PLAR at this time.	The CLA does not currently have learning outcomes for this course.
GOVN: Governance	
Governance (GOVN) 301 Governance, the Public Sector and Corporate Power (Cross-listed with POLI 301)	Describe the broad social, economic, and political context in which Canadian business operates. This context will include the colonization of Indigenous governance, society and legal systems that predate the creation of Canada, the pre- and post-Confederation treaties that form the moral basis of governance and government in Canada, and section 35 (Aboriginal rights) of the *Constitution Act* (1982). Assess the impact of recent socio-economic developments on Canada's political structure and the role of corporate Canada. These developments include globalization, technological change, the erosion

Revision 4	of state power through the growing failure of capitalism, the assertion of Indigenous rights, and the recent focus on racial and gender inequality. Recognize the contested ideological environment in which public sector restructuring and corporate concentration are occurring. Assess the roles of various forms of media in promoting and inhibiting democratic discourse. Analyze the impact that the new public management / managerialism and the reinventing-government movement are having on public administration and the voluntary sector in Canada. This course will also help you to enhance various skills and learning competencies such as: Analytical skills. The ability to critically assess documents and perspectives. Writing competencies. Foundational knowledge of the changes to governance and state-society-business relations. Contextual knowledge of the work environment and culture in which public-sector professionals and managers function.
Governance (GOVN) 377 Issues in Access to Information & Privacy Protection (Cross-listed with CRJS 377 & LGST 377) Revision 1	Explain how controlling information affects the functioning of democracy and the autonomy of individuals. Explain the tension that exists between information access and privacy. Explain how new technologies are affecting the ability to collect, store, and disseminate information and describe the effect this is having on protecting privacy. Discuss the central issues facing the access and privacy regulatory regimes in such diverse areas as information management, research, public safety, and social networking. Explain the evolution of regulatory regimes globally with reference to both past events and future possibilities.
Governance (GOVN) 380 Nonprofit and Voluntary Sector Governance	Evaluate the size, scope, and impact of Canada's nonprofit and voluntary sector. Analyze and describe the main roles played by the sector – building social capital, delivering services, and participating in policy development – and how these roles are evolving.

(Cross-listed with HSV 363) Revision 2 This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Assess the pros and cons of various means of financial support for voluntary organizations and understand the consequences of the changes to funding that have occurred in recent years. Explain why governments have a role in both supporting and regulating the voluntary sector, assess whether the sector's relationships with governments are working effectively, and how they might be reformed. Identify the key challenges of governance, accountability, and management in nonprofit organizations and apply the course learning to dealing with practical and emerging issues.
Governance (GOVN) 390 Public Policy and Administrative Governance (Cross-listed with POLI 392) Revision 2	Discuss the character of public bureaucracy and provide a theoretically informed analysis of the contrast between a classic Weberian bureaucracy and the type of public bureaucracy advocated by the New Public Management (NPM). Outline and discuss the role of bureaucratic, political and non-state actors in the policy process. Contrast the various policy instruments and service delivery mechanisms used in policy implementation, and comment on the factors shaping the possibility of successful policy implementation. Comment on the significance of social diversity to the making and implementation of public policy and discuss the relationship between social diversity and the "differential impact" of public policy. Contrast the governing paradigms associated with the administrative welfare state and those of the neoliberal state and explain the relationship of the NPM to the neoliberal mode of governance.
Governance (GOVN) 400 Governance and Leadership (Cross-listed with HSRV 400 & POLI 400) Revision 4	Understand and critically analyze the new and emerging paradigm of leadership and practice. Discuss the role of key external forces, sectors and institutions that shape the development of leaders and leadership in the 21st century. Reflect and articulate your own personal leadership development. Understand the concept of governance and analyze the shifting paradigm. Analyze the influence of individuals and groups of citizens as leaders across the various sectors through interest groups and social movements. Analyze and evaluate how leadership across the various governance models influences and informs relationships, communications, and interactions.

	Analyze the implications, challenges, and opportunities for leadership in view of the changing external factors.
Governance (GOVN) 403 Public Policy in a Global Era (Cross-listed with GLST 403 & POLI 403) Revision 1 This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Outline the essential features of the Canadian policy-making process. Discuss the globalized context of Canadian public policy. Compare and discuss competing approaches to explaining and understanding Canadian public policy. Define and discuss the internationalization of Canadian public policy, with specific reference to trends in Canadian social policy.
Governance (GOVN) 405 Innovative Public Management Revision 1 This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Discuss the major differences between old and new public management – structures, relationships, and implications. Summarize and assess the major environmental changes that have led to efforts to reinvent government and reform public administration. Evaluate the efforts to innovate and pursue alternative methods of delivering public services. Assess changes in public management in Canada from a comparative perspective. Carefully consider the theoretical arguments both for and against the adoption of the principles of New Public Management (NPM). Reflect critically on the long-term implications for democratic rule and citizenship of the focus on new methods of public management.
Governance (GOVN) 440 Global Governance and Law (Cross-listed with GLST 440 & POLI 440) Revision 4	Discuss the significance of modern forms of state and global governance. Analyze the challenges to the sovereign state system and the possibilities of legal governance in globalization. Discuss the significance of global social movements in globalization and evaluate the different kinds of democracy that global social movements propose. Discuss the interrelationship of the environment, gender, human rights, and social and economic wellbeing.

	Analyze and evaluate how leadership across the various governance models influence and inform relationships, communications, and interactions.
	From postcolonial and decolonial perspectives, critically evaluate the unequal participation of countries from the Global South in the decision-making and practices of global governance.
	Interpret textual, visual, and digital content using a critical analysis lens to identify and problematize unequal power relations in global governance and international law.
Governance (GOVN) 444 Media Relations (Cross listed with CMNS 444) Revision 3	Discuss the history of public relations, particularly its role in colonial state formation. Recognize and apply the RACE (research, analyze, communicate, evaluate) formula to public relations functions. Discuss the key factors, ethical considerations, and typical tasks involved in effective media relations. Create a press release and an effective media relations plan. Name components of an Indigenous framework for public relations and be able to apply public relations principles to social action in a range of marginalized communities and social movements. Name a selection of digital strategies used by public relations practitioners. Analyze examples of corporate social responsibility. Name several public relations strategies and tools used both within and for communicating with government. Analyze the role of public relations as a method of political manipulation in an international context. Analyze the role of journalism as a method of holding public relations practitioners accountable. Be familiar with several working definitions of crisis communication.
Governance (GOVN) 450 Public Budgeting and Financial Management in a Globalized World	Explore the impact of globalization on the governance capacity of governments. Discuss what globalization means for budgeting. Examine the purposes and roles of budgeting in public organizations. Examine the major trends and the political, economic, and financial considerations involved in budgeting.

Revision 2 This course is under revision. As a result, it is not available for PLAR at this time.	Examine the various theories, practices, challenges, and reforms of budgeting and financial management in federal, provincial, and municipal governments and government agencies in an era of globalization.

HADM: Health Administration

Health Administration (HADM) 235 Introduction to Health Administration Revision 2	The CLA does not currently have learning outcomes for this course.
Health Administration (HADM) 315 Health and Community Development Revision 2	In this course students will learn: The principles of community development and how these principles can be applied to community development and primary health care. Community development projects in the world, looking at case studies. Selected community development and primary health projects in India, Bangladesh and few African countries. Community development and primary health care projects in Canada. Community. Principle and goals of gender development through community participation. Community development and primary health care the model for human development.
Health Administration (HADM) 321 Health Care Economics (Cross-listed with ECON 321) Revision 4	Each unit specifies learning objectives that students are encouraged to achieve in order to successfully complete the course. The course, as a whole, has been designed to provide you with the knowledge and skills that you will need to achieve the following: Describe and discuss the concepts of health status and health care utilization, and the relationship between the two. Describe the organization of the health care system in Canada, in terms of specific economic dimensions. Use economic analysis to predict patterns of health care utilization.

Health Administration (HADM) 326 Health Issues: Health and Healing Revision 2	This course is designed to understand the human ecology and disease. Discuss the medical anthropological perspective of disease and health. Culture and environment of different ethnic population Culture and health of native population in Canada Traditional medicine such as: Chinese medicine, Ayurvedic medicine, homeopathy, naturopathy, alternative therapy, naturopathy and chiropractic HIV/AID critical political -economic perspective Learn about the integration of traditional healing into the formal health care system in Canada.
Health Administration (HADM) 336 Community Health Planning Revision 2	This course is designed to introduce the most common health problems in Canada and how to plan or design community-based preventive programs to meet the community needs. Examine the health status of the Canadian population. How to do community health planning. What is communicable diseases and non- communicable diseases? Basic understanding of food and nutrition, environmental health issues and occupational health etc. A systematic approach to public health issues in Canada and the new public health issues in the twenty first century.
Health Administration (HADM) 339 Organization of the Canadian Health Care System Revision 3	Understanding the historical development of Canada's public health care system. Knowledge of Federal and provincial jurisdiction on health care and medical care and the Canada's Health Act. Health care financing, Federal and Provincial - Federal Cash Transfer for Health and Social Programs. Basic understanding of health status of Canadian population and the current health care issues. Inequality of health care services: Aboriginal population, Immigrant population, home care and women's health. Pharmaceutical Industry in Canada, costs of health care services, hospital care, long term facilities in Canada and the major issues.

	Canada's mental policy and issues and how provinces provide mental health services.
	Current trends and Issues: health care and health reforms in provinces and how it affects Canada health Act.
	Analyze critically the health commission reports: Kerby and Romanow.
Health Administration (HADM) 369 Health Policy in Canada Revision 5	Identify and explain the basic concepts and processes underlying health care policy making. Analyze critically the development of the health care system in Canada. Examine and apply a critical assessment to current health care reform initiatives. Communicate clearly in both verbal form and written form.
Health Administration (HADM) 379 Introduction to Epidemiology Revision 2	This is an introductory course in Epidemiology, students will learn about: Epidemiologic approach to problems of health and disease. Basic principles and methods of epidemiology. Basic public health research design and evaluation. Systematic approach to disease causation in epidemiology. Communicable diseases and epidemiological surveillance. Clinical epidemiology. Epidemiology and health policy planning. Basic bio-statistics.
Health Administration (HADM) 399 Evaluating Health Research Evidence	The CLA does not currently have learning outcomes for this course.
Health Administration (HADM) 400 Health Care Law Revision 2	In this course, students will learn the legal aspects of health care law. Understanding of health law and the Canadian health care system and health law and health professional regulations. Clinical practice and legal liability. General principles of the law and consent. Reproductive decision making.

	Specific problems in the law of consent.
	Liability issues, specific to health care and medical care.
	Life's end decision making.
	Health law and genetics.
Health Administration (HADM) 435 Practicum – Senior Field Placement in Health Administration	The CLA does not currently have learning outcomes for this course.
Health Administration (HADM) 488 Risk Management and Safety in Health Services	The CLA does not currently have learning outcomes for this course.
Health Administration (HADM) 499 Research Methods in Health Services	The CLA does not currently have learning outcomes for this course.

HERM: Heritage Resources Management

Heritage Resources Management (HERM) 301 Introduction to Heritage Resources Management Revision 3	This course will introduce students to the field of heritage resources management and create a base for further study in the field. After completing this course, students should be able to: Describe the types of practice that characterize the heritage field. Explain how social context and issues shape the heritage field. Describe current and emerging issues in the heritage field. Address the social controversies, ethical questions, and approaches to practice that characterize the contemporary heritage field. Begin to apply skills and methods to collecting, exhibiting, interpretation, audience development, and visitor services.
Heritage Resources Management (HERM) 312 Heritage Research	HERM 312: Heritage Research introduces students to some of the formative issues and practices in heritage research. After completing this course, students will be able to:

Revision 4 (Cross-listed with HIST 316)	Explain the importance of research in the multidisciplinary field of Heritage Resources Management.
	Identify, locate, and interpret a wide range of documentary (both non-digital and digital) and non-documentary sources for various heritage research needs.
	Discuss the opportunities, challenges, and issues that arise when using integrated research strategies, including archival research, oral history interviewing, and the documentation and research required for material culture and landscape.
	Undertake fieldwork to document and research heritage structure in the built environment.
	Plan and undertake basic historical research on a given topic using a variety of research strategies and types of sources and present your findings in an appropriate format.
Heritage Resources Management (HERM) 322 Heritage Collections Revision 3	HERM 322 introduces formative issues and practices in heritage collections management:
	Discuss current methods of and rationales for collecting and collection management in a range of heritage institutions.
	Identify and describe some of the important theoretical and applied issues in collections management in contemporary heritage institutions.
	Apply their knowledge of methods and theory for collecting, storing, documenting, and conserving heritage collections.
Heritage Resources Management (HERM) 327 Heritage Policy in Canada Revision 1	Upon completion of this course, students should be familiar with:
	Key policies related to the heritage sector, along with positive and negative impacts of those policies on preservation and conservation.
	How the broader cultural policy environment at each government level has shaped heritage policy.
	Outstanding or emerging issues for the heritage sector that need to be addressed at the policy level.
	The role that is played, and/or should be played, by the state in making cultural policy in Canada.
	How federal policy shapes cultural institutions and practices.
	Social, industrial, political, economic, and technological issues that affect cultural institutions.

	How policy strategies address the social, industrial, political, economic, and technological issues that affect cultural institutions.
Heritage Resources Management (HERM) 334 Professional Ethics in Heritage Resources Management (Cross-listed with PHIL 334)	The CLA does not currently have learning outcomes for this course.
Heritage Resources Management (HERM) 339 Conservation Revision 4	This course introduces foundational principles, basic information, and standard approaches to conservation practice. After completing the course, students will be able to: Explain why and how we conserve movable heritage resources. Apply basic knowledge of the material characteristics of heritage collections and of factors contributing to their deterioration. Implement a variety of practical means to manage risks by preventing and minimizing deterioration. Discuss the importance of conservation policies and plans. Explain how conservation practice can assist with decolonization and sustainability efforts.
Heritage Resources Management (HERM) 342 General Principles of Planning Historic Places	The CLA does not currently have learning outcomes for this course.
Heritage Resources Management (HERM) 361 Interpretive Programming Revision 3	HERM 361: Interpretive Programming introduces students to some of the basic issues and practices in heritage interpretation: Explain the main types of interpretation programming used in museums and historic sites. Discuss how interpretive programming contributes to the "visitor experience." Identify and describe current and emerging issues.

	Discuss the social controversies, ethical questions, and methodologies of practice that characterize the current field of interpretive programming. Identify and describe methods and approaches to interpretive programming and how they relate and form part of related activities such as exhibition planning, school programming, and public programming in general. Identify and describe the objectives and methods used in evaluating visitor needs.
Heritage Resources Management (HERM) 491 Heritage Certificate Practicum	The CLA does not currently have learning outcomes for this course.

HIST: History

History (HIST) 201 Europe: Prehistory to the 1700s	The CLA does not currently have learning outcomes for this course.
History (HIST) 202 The West from the Enlightenment to the 21st Century (Cross listed with HUMN 202)	The CLA does not currently have learning outcomes for this course.
History (HIST) 205 Africa in the World – Between the Atlantic Slave Trade and the Postcolonial World	The CLA does not currently have learning outcomes for this course.
History (HIST) 208 The World to 1500 (Cross listed with GLST 208)	The CLA does not currently have learning outcomes for this course.
History (HIST) 209	Critically discuss the main currents and major patterns of world history during the twentieth century.

A History of the World in the Twentieth Century: I (Cross-listed with GLST 209) Revision 2	Analyse the diverse ways in which large-scale developments have affected, and also have been affected by, the lives of individuals. Explain the strengths and limitations of different approaches to historical understanding. Analyse and compare the effects of major developments in twentieth-century world history on Canada.
History (HIST) 210 A History of the World in the Twentieth Century: II (Cross-listed with GLST 210)	The CLA does not currently have learning outcomes for this course.
History (HIST) 216 Modern Europe: 1600 to 1940	The CLA does not currently have learning outcomes for this course.
History (HIST) 224 History of Canada to 1867	The CLA does not currently have learning outcomes for this course.
History (HIST) 225 History of Canada, 1867 to the Present	The CLA does not currently have learning outcomes for this course.
History (HIST) 235 History of the United States, Civil War to Present Revision 3	Grasp the broad-ranging, varied, but interrelated themes and subject matter in US history since the Civil War. Analyze the centrality and interrelatedness of race, class and gender in understanding US history. Assess the significance of social change in the US South to the broader shaping of modern US society. Assess the effects of industrial growth and the emergence of corporate capitalism on various subordinated groups in society, including African Americans, Native Americans, women, and immigrants. Analyze the relation between state control and people's individual and organized resistance to that control, especially during the 1950s and sixties.

	Analyze the effect of economic growth and crisis on US government policy. Discuss the concept of imperialism as a defining aspect of US foreign policy.
History (HIST) 304 Historic England I: Land and Peoples	The CLA does not currently have learning outcomes for this course.
History (HIST) 309 Ancient Greece (Cross-listed with CLAS 309 and HUMN 309) Revision 3	Summarize major political developments among the ancient Greeks. Summarize the major philosophical developments of the ancient Greeks. Summarize the achievements of the ancient Greeks in architecture and theatre. Locate and select scholarly writings relevant to the study of ancient Greece. Report on a scholarly article. Write a research paper on an approved topic using secondary sources and relevant primary sources in translation.
History (HIST) 311 Blues, Jazz, and the Emergence of Modern African American Musical Culture, 1900-1970	The CLA does not currently have learning outcomes for this course.
History (HIST) 312 Ancient Rome (Cross-listed with CLAS 312 & HUMN 312)	The CLA does not currently have learning outcomes for this course.
History (HIST) 313 Early Christians (Cross-listed with HUMN 313 & RELS 313)	The CLA does not currently have learning outcomes for this course.
History (HIST) 316 Heritage Research	HIST 316: Heritage Research introduces students to some of the formative issues and practices in heritage research. After completing this course, students will be able to:

(Cross-listed with HERM 312) Revision 3	Explain the importance of research in the multidisciplinary field of Heritage Resources Management. Identify, locate, and interpret a wide range of documentary (both non-digital and digital) and non-documentary sources for various heritage research needs. Discuss the opportunities, challenges, and issues that arise when using integrated research strategies, including archival research, oral history interviewing, and the documentation and research required for material culture and landscape. Undertake fieldwork to document and research heritage structure in the built environment. Plan and undertake basic historical research on a given topic using a variety of research strategies and types of sources and present your findings in an appropriate format.
History (HIST) 326 Contemporary Canada: Canada After 1945	The CLA does not currently have learning outcomes for this course.
History (HIST) 327 Imperial Russia Revision 1	Explain the origins of early Russian society, as well as the formation of Kievan Rus. Assess the impact of the Mongol conquest of Russia during the fourteenth century, as well as the long-term consequences for Russian society. Explain both the origin and impact of Ivan IV's Oprichnina. Outline the reforms carried out under Peter the Great. Discuss the personal influence of Catherine the Great on Russian society during the second half of the eighteenth century. Account for the confrontation between Westernizers and Slavophiles during the reign of Nicholas I. Explain the motives behind and the consequences of Alexander II's freeing of Russia's serfs in the mid-nineteenth century. Outline the expansion of the Russian Empire during the eighteenth and nineteenth centuries. Discuss the consequences for Russia of its defeat in the Russo-Japanese War.

	Explain why the First World War precipitated the collapse of the Romanov dynasty and ushered in the Bolshevik regime.
History (HIST) 330 Social History of Canada: European Contact to Early Industrialization	The CLA does not currently have learning outcomes for this course.
History (HIST) 331 Social History of Canada: Early Industrialization to Contemporary Canada	The CLA does not currently have learning outcomes for this course.
History (HIST) 335 Global Labour History (Cross-listed with GLST 335 & LBST 335)	The CLA does not currently have learning outcomes for this course.
History (HIST) 336 History of Canadian Labour (6 credits) Revision 1	Outline the major themes in the development of the Canadian working class and the labour movement in Canada. Compare labour's present problems with the problems labour faced in the past. Provide factual information about Canadian labour and working-class history. Discuss the significance of the sexual, ethnic, regional, political, and other divisions in the Canadian labour movement and the working class.
History (HIST) 338 History of the Canadian West (6 credits)	The CLA does not currently have learning outcomes for this course.
History (HIST) 362 Constructing Women and Men in Canada: A History Since Industrialization	The CLA does not currently have learning outcomes for this course.

(Cross-listed with WGST 362)	
History (HIST) 367 The Second World War (Cross-listed with GLST 367) This course has been temporarily closed. As a result, it is not available for PLAR at this time.	The CLA does not currently have learning outcomes for this course.
History (HIST) 368 Indigenous Peoples in Canada to 1830 (Cross-listed with INST 368) Revision 5	Identify patterns of continuity and change in Indigenous ways of life from earliest times to 1830. Explain major events and trends in Indigenous histories from earliest times to 1830 by recalling narratives, arguments, and detailed examples from the course-assigned reading material. Investigate how and to what ends knowledge about pre-Contact Indigenous peoples is (and has been) created, as well as how that knowledge has been (and continues to be) challenged and revised over time. Describe the complex nature of relationships among different Indigenous groups from earliest times to 1830, as well as between Indigenous and non-Indigenous peoples from Contact to 1830.
History (HIST) 369 Indigenous Peoples in Canada Since 1830 (Cross-listed with INST 369)	The CLA does not currently have learning outcomes for this course.
History (HIST) 370 The Metis (Cross-listed with INST 370) Revision 1	Analyse key perspectives on major issues in Canadian Metis history, and assess the evidence used by proponents of opposing views. Outline the major social, economic, and political events in the history of the Metis. Discuss the key sources used by historians in the writing of Metis history.

	Attempt, with confidence, further secondary and possibly primary research on a topic in Metis history.
History (HIST) 371

Early Medieval Europe, 400-1000 | The CLA does not currently have learning outcomes for this course. |
| History (HIST) 372

High Medieval Europe, 1000-1350 | The CLA does not currently have learning outcomes for this course. |
| History (HIST) 373

The Renaissance

Revision 3 | Discuss the debates among historians about the nature of the Italian Renaissance since Jacob Burckhardt's pioneering and seminal interpretation of the subject.

Describe the political geography of the Italian states between 1350 and 1600.

Outline the key events in the history of Italy during the Renaissance era.

Explain the intellectual life of Renaissance Italy, including the Humanist and neo-Platonist movements.

Discuss the artistic advances made by painters, sculptors, and architects in Italy during the Renaissance era.

Analyze the social and economic underpinning of cultural life in Italy during the Renaissance, including the patronage system and the impact of printing technology.

Examine the religious, political, and domestic uses of art, changes in popular taste, and the communication of ideas and values through iconography and allegory.

Outline the lives and artistic careers of key Italian artists and identify their most celebrated works. |
| History (HIST) 383

The Vikings | The CLA does not currently have learning outcomes for this course. |
| History (HIST) 384

Europe Since 1945

(Cross-listed with GLST 384) | The CLA does not currently have learning outcomes for this course. |
| History (HIST) 390 | The CLA does not currently have learning outcomes for this course. |

The Historian's Craft This course is under revision. As a result, it is not available for PLAR at this time.	
History (HIST) 404 Historical Foundations of Modern Science	The CLA does not currently have learning outcomes for this course.
History (HIST) 407 The Enlightenment (Cross-listed with HUMN 407)	The CLA does not currently have learning outcomes for this course.
History (HIST) 455 Canada and the Bomb: Canada and the World in the Cold War Revision 3	Discuss the main currents in Canadian foreign policy from 1945 to 1991. Discuss the principal frameworks for the analysis of and the major debates over Canadian foreign policy during the Cold War era. Assess the impact of the Cold War on the development of Canadian foreign policy. Analyse the impact of Cold War ideology on Canadian domestic policies. Sharpen and hone critical analytical skills through a study of Canada and the Cold War.
History (HIST) 460 Famous Feminists and Their Times: Global History of Feminism (Cross-listed with GLST 460 & WGST 460)	The CLA does not currently have learning outcomes for this course.
History (HIST) 486 The Industrial Revolution Revision 2	Understand the general outline of the Industrial Revolution. Assess multiple perspectives on each issue. Synthesize the course content and formulate some of your own conclusions.

	Discuss each of the topics below and come to a well-argued conclusion on:
	a) How the Industrial Revolution changed British social order and British demography.
	b) How the Industrial Revolution impacted the role of children and women in British society and in the workforce.
	c) The relationship between the Industrial Revolution and the modern labour movement.
	d) The dynamics that created the Industrial Revolution overall.
	e) The latest historiographical trends in the Industrial Revolution.
History (HIST) 491 Directed Studies in North American History	Directed Study courses cannot be sought through PLAR.
History (HIST) 492 Special Project in European History	Project courses cannot be sought through PLAR.

HLST: Health Studies

Health Studies (HLST) 200 Introduction to Human Health I Revision 7	Define the concepts of *health* and *wellness*. Describe the determinants of health. List the major causes of disease and death in Canada. Outline the roles of various factors that affect health. Identify aspects of sexuality and health concerns related to sexuality. Identify aspects of reproductive health and health concerns related to pregnancy. Describe the nature of aging and approaches to help the body resist the aging process.
Health Studies (HLST) 201 Introduction to Human Health II Revision 4	Assess and discuss how the determinants of health impact health status. Define and understand each determinant of health and apply this knowledge to personal life circumstances.

This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Discuss the implications determinants of health have on the health of communities. Review a public health intervention, identify the determinants it addresses, and discuss the strengths and weaknesses of this program.
Health Studies (HLST) 301 Alternative Therapies Revision 1	Discuss the range of alternative therapies practised in Canada, including the claims made by the proponents of these therapies, possible situations in which the therapies maybe recommended, the contraindications, and relevant evidence based on research findings. Describe the research methods used to investigate alternative therapies. Discuss trends and issues in alternative therapies.
Health Studies (HLST) 320 Teaching and Learning for Health Professionals Revision 8	Describe the complexities and realities of health teaching from a personal and theoretical perspective, Apply the teaching-learning process to a health-related situation in a systematic manner that reflects the principles of teaching and learning presented in this course.
HRMT: Human Resource Management	
Human Resource Management (HRMT) 208 Introduction to Pensions Representation Revision 4	Discuss the history of and current framework for retirement income provision in Canada. Summarize the key components, roles, and considerations involved in the establishment, management, and oversight of employer-sponsored pension plans in Canada. Describe and compare the main features, including issues of risk sharing, of the two main types of pension plans—defined benefit and defined contribution. Evaluate the advantages and disadvantages of different types of pension plans from various perspectives, including that of employers and employees. Describe the reasons and requirements for funding and the role of the actuary in defined benefit pensions. Outline basic investment tools, policy requirements, and management structures for pension plans. Discuss how and why environmental, social, and governance factors may be incorporated into pension plan investment strategies.

	Describe and compare the main features of pension standards legislation and tax-related legislation for pension plans.
	Discuss fiduciary relationships in the context of pension plan governance.
	Describe the role of governance in the oversight of pension plans, develop a basic governance structure, and assess the appropriateness of different governance processes.
Human Resource Management (HRMT) 300 Human Resource Planning Revision 3	Explain the types of strategic orientations that executives may choose and how HR may align with them. Outline the environmental factors that influence HRM. Identify and describe effective HR forecasting processes. Discuss the processes used to predict the supply of and demand for employees. Discuss effective techniques for succession management. Outline the role of information technology in HR planning. Explain why change management is important for HR planning. Describe the HR implications of strategic decisions to outsource, downsize, merge, restructure, and establish international operations. Explain the multiple methods for evaluating the effectiveness of HR practices.
Human Resource Management (HRMT) 301 Recruitment and Selection Revision 4	Describe recruitment and selection (R&S) and their contribution to employment and organizational success. Describe some of the key issues and underlying choices involved in R&S systems as they relate to such concepts as a "people-centred agenda." Identify key elements of human rights and employment equity and their implications for R&S, with specific reference to landmark decisions and awards. Identify and interpret the key components of R&S plans and analyze their fit with key HRM policy choices. Identify some of the employee characteristics sought by organizations and workplaces and relate them to such key concepts as competencies and human capital. Describe the distinctions between and implications of low- and high-road approaches to employee recruitment, development, and retention.

	Link the process of staffing with employee development.
	Critically evaluate trends toward training and development for either a learning organization or a knowledge economy.
	Explain the effect of government policy on training, education, and development.
Human Resource Management (HRMT) 322 Employment Law Revision 6	Understand the basic principles of Canadian employment law, particularly as it relates to non-unionized workplaces. Deal confidently and competently with common employment law questions and practical problems in non-unionized workplaces.
Human Resource Management (HRMT) 323 Injury Compensation and Disability Management Revision 2	The primary goal of this course is to provide you with an overview and basic understanding of workers' compensation systems as they operate in Canada today. When you have completed this course you should be able to: Outline the historical and philosophical bases of workers' compensation in Canada. Describe how compensable injuries are classified and note the impact that the changing nature of work is having on this assessment. Describe the benefits that workers with compensable injuries are entitled to. Discuss the way in which workers' compensation is financed. Describe the process by which workers' compensation board decisions can be appealed. Discuss five contemporary issues in workers' compensation (return to tort, privatization, chronic pain, drug testing, and strikes and lockouts), each of which is important in its own right, and explain how workers' compensation is connected to the broader political and industrial relations environment.
Human Resource Management (HRMT) 326 Compensation Strategies and Practices Revision 6	Answer the following questions about compensation: Why do organizations develop reward and compensation systems? How do organizations develop reward and compensation systems? How the strategic framework for compensation can be used to design effective reward and compensation systems? How do the three main managerial strategies affect compensation?

	What are the main ways employees can be compensated?
	What is the purpose and process of job evaluation and job analysis?
	How do employers formulate a compensation system, and what factors affect this decision?
	How do organizations set and adjust compensation to motivate and reward individual workers?
	Why and when do organizations provide indirect compensation to employee groups?
	How does one implement and evaluate a compensation system?
Human Resource Management (HRMT) 331 Managing Human Resources – A Business Perspective Revision 2 This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Identify and define the concepts that are fundamental to managing human resources in Canadian organizations. Describe employment relationships, employee rights, and regulatory requirements in Canada. Explain why employees matter in organizations and how they contribute to an organization's success. Outline the employment life cycle and explain the HRM concepts/practices that apply to each of its elements, such as business and HRM strategy, external influences on HRM (including technology), HRM planning, recruitment and selection, performance management, training and development, compensation and total rewards, health, and safety, employee engagement, and employee turnover and exit.
Human Resource Management (HRMT) 386 Introduction to Human Resource Management Revision 8	Explain the key purposes and functions of human resource management from both a technical and political perspective. Conduct a work-flow and job analysis to identify employee competencies required by an employer. Apply planning, recruitment, and selection techniques to identify and fill staffing requirements. Conduct a compensation analysis in order to set salaries for a position. Apply knowledge of the legal framework of employment to analyze a dispute and recommend resolution. Identify common forms of gender-based discrimination in HRM practices and propose remedies.
Human Resource Management (HRMT) 441	The CLA does not currently have learning outcomes for this course.

Strategic Human Resource Management	

HSRV: Human Services

Human Services (HSRV) 201 Social Work and Human Services	The CLA does not currently have learning outcomes for this course.
Human Services (HSRV) 306 Critical Reflection for Practice	The CLA does not currently have learning outcomes for this course.
Human Services (HSRV) 311 Social Justice in Action	This course cannot be sought through PLAR.
Human Services (HSRV) 322 Ideology and Policy Evolution	This course cannot be sought through PLAR.
Human Services (HSRV) 363 Nonprofit and Voluntary Sector Governance (Cross-listed with GOVN 380) Revision 1 This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Evaluate the size, scope, and impact of Canada's nonprofit and voluntary sector. Analyze and describe the main roles played by the sector – building social capital, delivering services, and participating in policy development – and how these roles are evolving. Assess the pros and cons of various means of financial support for voluntary organizations and understand the consequences of the changes to funding that have occurred in recent years. Explain why governments have a role in both supporting and regulating the voluntary sector, assess whether the sector's relationships with governments are working effectively, and how they might be reformed. Identify the key challenges of governance, accountability, and management in nonprofit organizations and apply the course learning to dealing with practical and emerging issues.
Human Services (HSRV) 400	Understand and critically analyze the new and emerging paradigm of leadership and practice.

Governance and Leadership (Cross-listed with GOVN 400 & POLI 400) Revision 3	Discuss the role of key external forces, sectors and institutions that shape the development of leaders and leadership in the 21st century.
	Reflect and articulate your own personal leadership development.
	Understand the concept of governance and analyze the shifting paradigm.
	Analyze the influence of individuals and groups of citizens as leaders across the various sectors through interest groups and social movements.
	Analyze and evaluate how leadership across the various governance models influences and informs relationships, communications, and interactions.
	Analyze the implications, challenges, and opportunities for leadership in view of the changing external factors.
Human Services (HSRV) 421 Advocacy from the Margins (Cross-listed with WGST 421) This course has been temporarily closed. As a result, it is not available for PLAR at this time.	The CLA does not currently have learning outcomes for this course.
Human Services (HSRV) 470 Activism and Social Movement Making (Cross-listed with WGST 470)	The CLA does not currently have learning outcomes for this course.
Human Services (HSRV) 489 Capstone: A Synthesis of Program Learning Outcomes	This course cannot be sought through PLAR.

HUMN: Humanities

| Humanities (HUMN) 201

Western Thought and Culture I: Before the Reformation

Revision 2

This course has been temporarily closed. As a result, it is not available for PLAR at this time. | Demonstrate a knowledge of the principal socio-political trends and the artistic expressions of each historical period.

Examine art, architecture, and literature to decipher information about the culture within which it was produced.

Classify various art forms according to their historical period.

Identify some significant historical figures and explain their contribution to the development of the Western world.

Demonstrate an understanding of the varied cultural roles of women throughout history.

Understand that present trends and issues are connected to trends and issues of past times.

Demonstrate critical thinking skills in assignments.

Demonstrate essay-writing skills and the fundamentals of scholarship in assignments. |
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| Humanities (HUMN) 202

The West from the Enlightenment to the 21st Century

(Cross-listed with HIST 202) | The CLA does not currently have learning outcomes for this course. |
| Humanities (HUMN) 268

Classical Music: A Historical Introduction

(Cross-listed with MUSI 268)

This course has been temporarily closed. As a result, it is not available for PLAR at this time. | The CLA does not currently have learning outcomes for this course. |
| Humanities (HUMN) 285 | The CLA does not currently have learning outcomes for this course. |

History of Popular Music I: Blues to Big Bands, 1900 – 1940 (Cross-listed with MUSI 285) This course has been temporarily closed. As a result, it is not available for PLAR at this time.	
Humanities (HUMN) 309 Ancient Greece (Cross-listed with CLAS 309 & HIST 309) Revision 3	Summarize major political developments among the ancient Greeks. Summarize the major philosophical developments of the ancient Greeks. Summarize the achievements of the ancient Greeks in architecture and theatre. Locate and select scholarly writings relevant to the study of ancient Greece. Report on a scholarly article. Write a research paper on an approved topic using secondary sources and relevant primary sources in translation.
Humanities (HUMN) 312 Ancient Rome (Cross-listed with CLAS 312 & HIST 312)	The CLA does not currently have learning outcomes for this course.
Humanities (HUMN) 313 Early Christians (Cross-listed with HIST 313 & RELS 313)	The CLA does not currently have learning outcomes for this course.
Humanities (HUMN) 407 The Enlightenment	The CLA does not currently have learning outcomes for this course.

(Cross-listed with HIST 407 & CLST 412)	
IDRL: Industrial Relations	
Industrial Relations (IDRL) 215 Introduction to Labour Relations Revision 1	Explain how the labour market operates and how it affects the distribution of power in employment relationships. Describe the role of the state and its interventions in the employment relationship. Define, compare and contrast the key theoretical perspectives in labour relations and how the perspectives shape the practice of labour relations. Explain the underlying logic of trade unionism, the structure of the labour movement and the practice of unionism in Canada. Outline the key steps in the labour relations process from certification through bargaining, conflict resolution and administration of the collective agreement. Identify how public sector labour relations differs from other forms of labour relations. Identify and discuss contemporary issues facing labour relations practitioners and researchers.
Industrial Relations (IDRL) 308 Occupational Health and Safety Revision 6	Explain the legislated obligations of employers and the rights of workers regarding workplace safety and injury compensation. Identify various forms of workplace hazards and select appropriate strategies to identify and control such hazards. Plan appropriate interventions to prevent and respond to workplace injuries. Describe and evaluate the major conflicts associated with the treatment of scientific evidence concerning health and safety hazards on the job. Identify the converging and conflicting interests of employers, workers, and the state in terms of injury prevention, and explain how some of these interests affect injury prevention efforts.
Industrial Relations (IDRL) 309 Human Rights, the Charter and Labour Relations	Identify, define, and differentiate three categories of human rights (civic, political, and social), explicate their relationship to "natural rights," and identify the provincial, national, and international repositories of these rights.

(Cross-listed with LGST 310) Revision 3	Explain the relationships and tensions that exist between different types of human rights, and between these rights and liberal democracy and global capitalism. Identify and explain the impact of Canadian human rights in the workplace (including provincial human rights statutes and the *Charter of Rights and Freedoms*), as well as how these laws differentially protect each category of human rights. Identify the key trends in Canadian jurisprudence that affect the regulation and practice of unionization and collective bargaining. Construct an argument about the degree to which human rights are compatible with or can be accommodated within a capitalist economy, with specific reference to Canadian jurisprudence.
Industrial Relations (IDRL) 316 The Practice of Labour Relations	The CLA does not currently have learning outcomes for this course.
Industrial Relations (IDRL) 320 The Law of Work Revision 8	IDRL 320 is a senior-level course examining the framework of law related to work and employment in Canada, including common law, employment law, and labour law. After completing IDRL 320, you should be able to: Describe the historical origins of work law in Canada and the political and economic context that shapes it. Explain the central principles and concepts that define employment in Canada. Outline the key features of common law as it applies to employment. Identify the central rights and obligations stipulated in statutory and regulatory employment law. Describe the legal framework of Canada's collective bargaining regime. Summarize important recent jurisprudence that is shifting employment law in Canada. Discuss international law and how it applies to Canada. Consider the implications of emerging work patterns to work law.
Industrial Relations (IDRL) 496	Define labour education and explain how it is different from other forms of education.

Comparative Labour Education Revision 3	Outline the history of labour education in Canada and its relations to changing socioeconomic and political contexts. Use different theories to understand how workers learn in the workplace and how this learning might be advanced by labour education. Understand what labour educators might learn from the educational activities in other social movements. Design your own labour educational.
Industrial Relations (IDRL) 498 Directed Study in Industrial Relations	Directed Study courses cannot be sought through PLAR.
Industrial Relations (IDRL) 499 Doing Research in Organizations Revision 2 This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Develop a research proposal and conduct original research. Conduct a review of literature in a specific topic area. Prepare a research paper on a selected research topic. Provide insights into organizational structures and dynamics on a selected topic

INBU: Indigenous Business Studies

Indigenous Business Studies (INBU) 201 Introduction to Indigenous Business	The CLA does not currently have learning outcomes for this course.
Indigenous Business Studies (INBU) 330 Public Administration and Law in Indigenous Business This course has been temporarily closed. As a result, it is not	The CLA does not currently have learning outcomes for this course.

available for PLAR at this time.	
Indigenous Business Studies (INBU) 350 Indigenous Marketing and Data Collection and Analysis Revision 1	Demonstrate knowledge and skills on market research, data collection, and analysis in an Indigenous and Canadian context. Exhibit management skills to plan, organize, design, direct, and control market research, collect secondary data in an Indigenous and Canadian marketplace. Draw on critical perspectives, of Indigenous ethical research design, research, analysis, and reporting. Demonstrate knowledge and skills of sampling, measuring, qualitative and quantitative research, analysis, reporting, and communicating. Demonstrate knowledge and skills of Indigenous holistic research, design, and analysis. Explain marketing and research in an Indigenous Peoples context in terms of consumer and community needs, values, and culture. Identify the ways in which cultural values, social responsibility, and nation building shape Indigenous business enterprises and community services in an Indigenous context.
Indigenous Business Studies (INBU) 386 Introduction to Indigenous Human Resources This course has been temporarily closed. As a result, it is not available for PLAR at this time.	The CLA does not currently have learning outcomes for this course.
Indigenous Business Studies (INBU) 461 Indigenous Community Planning and Economic Development I	The CLA does not currently have learning outcomes for this course.
Indigenous Business Studies (INBU) 462	The CLA does not currently have learning outcomes for this course.

Indigenous Community Planning and Economic Development II	
Indigenous Business Studies (INBU) 490 Applied Research in Indigenous Business	The CLA does not currently have learning outcomes for this course.

INFS: Information Systems

Information Systems (INFS) 200 Information Seeking & Society in the Information Age Revision 3 This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Critically reflect on social, economic and political contexts for the creation, distribution and use of knowledge and information in the information age. Apply a broad understanding of what it means to be critical to the processes of research and evaluation. Demonstrate an understanding of practices for maintaining intellectual honesty. Use knowledge of a wide range of information types and information systems to explore, join and contribute to conversations around issues and problems. Develop and apply online search strategies, evaluate the effectiveness of strategies and modify strategies as needed. Discuss the implications of information and communication technologies for society and citizenship.

INST: Indigenous Studies

Indigenous Studies (INST) 111 Introductory Cree I This course has been temporarily closed. As a result, it is not available for PLAR at this time.	The CLA does not currently have learning outcomes for this course.
Indigenous Studies (INST) 112 Introductory Cree II	Comprehend simple written sentences and converse with relative ease. Read with a moderate ability in the Roman orthography. Have a substantial vocabulary.

| Revision 1

This course has been temporarily closed. As a result, it is not available for PLAR at this time. | Have a basic understanding of Cree culture and protocol.

Have some exposure to Cree syllabics.

Have an increased understanding of the Y dialect. |
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| Indigenous Studies (INST) 203

Indigenous Studies I

Revision 4 | Discuss the anthropological, political, and sociological concepts currently used in academic discussions analyzing contemporary Aboriginal—White relations in Canada.

Analyse the main legal and statutory documents that form the basis of Canadian federal and provincial government policies for Aboriginal peoples.

Analyse the impact of Canadian government policies on Aboriginal cultures.

Discuss how different contexts affect the meaning of terminology used to describe Aboriginal people in Canada, and how these contexts can change over time.

Analyse the response of Aboriginal leaders and organizations to challenges posed by loss of Aboriginal independence, and by non-Aboriginal governments' attempts to assimilate Indigenous peoples.

Analyse Indian treaties and Aboriginal rights as defined by Aboriginal people and by the Canadian judicial system.

Discuss the emergence of the Métis as an Aboriginal ethnic group, and its role in shaping provincial and federal government policies in Canada. |
| Indigenous Studies (INST) 205

Indigenous Studies II

Revision 3

This course is under revision. As a result, it is not available for PLAR at this time. | Discuss the concepts "colonialism," "decolonization," and "Indian self-government."

Compare the process of decolonization underway among Aboriginal peoples in other countries with that being undertaken by Aboriginal peoples in Canada.

Assess the impact of Euro-Canadian-oriented modernization processes on the indigenous inhabitants of Canada's North.

Describe and assess the responses of northern Aboriginal communities, and Aboriginal political organizations and leaders, to the Euro-Canadian-oriented social, cultural, economic, and political development processes imposed on the Aboriginal residents of the North.

Discuss the history of Aboriginal land claims in Canada.

Discuss several judicial opinions about Aboriginal land claims. |

Indigenous Studies (INST) 301 Indigenous Education	The CLA does not currently have learning outcomes for this course.
Indigenous Studies (INST) 348 Aboriginal Justice in Canada	The CLA does not currently have learning outcomes for this course.
Indigenous Studies (INST) 357 Contemporary Aboriginal Issues in Canada This course has been temporarily closed. As a result, it is not available for PLAR at this time.	The CLA does not currently have learning outcomes for this course.
Indigenous Studies (INST) 358 Aboriginal Women in Canada Revision 1	Discuss the variety and importance of Aboriginal women's activities in, and contributions to, indigenous and mainstream societies. Place indigenous communities of Canada in the context of global, historical, and contemporary patterns of colonialism, modernism, and resistance. Appreciate the strengths to be gained from First Nations' cultural traditions. Understand the roots of current patterns of abuse and oppression arising from, among others, residential schooling. Discuss ways of overcoming and reshaping negative consequences. Apply your knowledge and understanding to developing positive approaches at the individual and community level.
Indigenous Studies (INST) 368 Indigenous Peoples in Canada to 1830 (Cross-listed HIST 368) Revision 5	Identify patterns of continuity and change in Indigenous ways of life from earliest times to 1830. Explain major events and trends in Indigenous histories from earliest times to 1830 by recalling narratives, arguments, and detailed examples from the course-assigned reading material. Investigate how and to what ends knowledge about pre-Contact Indigenous peoples is (and has been) created, as well as how that

	knowledge has been (and continues to be) challenged and revised over time. Describe the complex nature of relationships among different Indigenous groups from earliest times to 1830, as well as between Indigenous and non-Indigenous peoples from Contact to 1830.
Indigenous Studies (INST) 369 Indigenous Peoples in Canada Since 1830 (Cross listed HIST 369)	The CLA does not currently have learning outcomes for this course.
Indigenous Studies (INST) 370 The Metis (Cross-listed with HIST 370) Revision 1	Analyse key perspectives on major issues in Canadian Metis history, and assess the evidence used by proponents of opposing views. Outline the major social, economic, and political events in the history of the Metis. Discuss the key sources used by historians in the writing of Metis history. Attempt, with confidence, further secondary and possibly primary research on a topic in Metis history.
Indigenous Studies (INST) 377 Topics in Aboriginal Governments This course has been temporarily closed. As a result, it is not available for PLAR at this time.	The CLA does not currently have learning outcomes for this course.
Indigenous Studies (INST) 390/391 Individual / Group Research Projects in Indigenous Studies	Project courses cannot be sought through PLAR.
Indigenous Studies (INST) 420 Indigenous Resistance	The CLA does not currently have learning outcomes for this course.

Indigenous Studies (INST) 426 Aboriginal Government and Law (Reading Course)	Reading courses cannot be sought through PLAR.
Indigenous Studies (INST) 430 Indigenous Governance This course has been temporarily closed. As a result, it is not available for PLAR at this time.	The CLA does not currently have learning outcomes for this course.
Indigenous Studies (INST) 440 Principles of Indigenous Business This course has been temporarily closed. As a result, it is not available for PLAR at this time.	The CLA does not currently have learning outcomes for this course.
Indigenous Studies (INST) 450 Financial Management for First Nations Institutions and Organizations This course has been temporarily closed. As a result, it is not available for PLAR at this time.	The CLA does not currently have learning outcomes for this course.
Indigenous Studies (INST) 460 Management of Indigenous	The CLA does not currently have learning outcomes for this course.

Institutions and Organizations This course has been temporarily closed. As a result, it is not available for PLAR at this time.	
Indigenous Studies (INST) 470 Leadership of Indigenous Institutions and Organizations This course has been temporarily closed. As a result, it is not available for PLAR at this time.	The CLA does not currently have learning outcomes for this course.
Indigenous Studies (INST) 480 Comparative Indigenous Models of Government: International Models This course has been temporarily closed. As a result, it is not available for PLAR at this time.	The CLA does not currently have learning outcomes for this course.
Indigenous Studies (INST) 493 Individual Directed Research in Government and Laws	This directed research course cannot be sought through PLAR.

INTR: International Relations

International Relations (INTR) 230	Utilize critical and creative capacities for understanding the process of globalization.

Globalization and World Politics (Cross-listed with GLST 230 & POEC 230) Revision 1	Discuss some of the basic controversies and approaches to the process of globalization. Formulate, organize, integrate, and articulate individual ideas. Develop an informed interest in the world beyond our borders.
International Relations (INTR) 330 International and Global Politics (Cross-listed with POLI 330)	The CLA does not currently have learning outcomes for this course.
International Relations (INTR) 395 Political Economy of Development: People, Processes, and Policies (Cross-listed with GLST 395 & POEC 395)	The CLA does not currently have learning outcomes for this course.
International Relations (INTR) 483 International Political Economy: The Politics of Globalization (Cross-listed with GLST 483 & POEC 483) This course has been temporarily closed. As a result, it is not available for PLAR at this time.	The CLA does not currently have learning outcomes for this course.

LBST: Labour Studies

Labour Studies (LBST) 200 Introduction to Labour Studies	Explain the range and focus of labour studies. Distinguish between different approaches to labour studies. Describe key themes in the history of the Canadian labour movement.

Revision 2	Place your own workplace experiences in a broader social and historical context.
	Explain the relationship between unions, the economy, and political action.
	Discuss the future of work and unions.
Labour Studies (LBST) 330 Workers and the Economy (Cross-listed with ECON 330) Revision 1	Describe both the "business" view and the "workers'" view on economic issues.
	Discuss how the positions taken on economic issues are not neutral, but often depend on one's social position and ability to articulate their situation.
	Describe how economic ideas are used as a way of presenting different personal and societal interests.
	Explain why economic issues are often considered to be under the exclusive domain of business managers, company owners, politicians, and media pundits.
	Substitute the business view on economic issues with that of the working people.
	Describe the impact that workers' job performances, purchasing decisions, and their association with trade unions, political parties, and/or nongovernmental organizations (NGOs) has on the state of the economy.
	Describe how the business view and the workers' view of economics underlines different aspects of the economy and the conclusions each group reaches with respect to economic decision making.
	Select the appropriate tools, locate the correct information, and formulate appropriate arguments and analyses of various economic issues.
Labour Studies (LBST) 332 Women and Unions (Cross listed with SOCI 332 & WGST 332) Revision 1	Discuss the development of the union movement, the changing role of women in the paid work force, and the relationship between the two.
	Appreciate the dynamic interplay among employers, union organizations, and both men and women union members, and therefore, the varied outcomes that occur as a result of factors such as the industry, the size of the union, the proportion of women members, and so on.
	Assess the contribution of the union movement to improving the status of employed women, in the context of the economic, legislative and ideological parameters within which unions work.

	Understand the important current issues being debated in the union movement with regard to the concerns of women members.
Labour Studies (LBST) 335 Global Labour History (Cross-listed with GLST 335 & HIST 335)	The CLA does not currently have learning outcomes for this course.
Labour Studies (LBST) 411/412 Special Projects in Labour Studies I & II	Project courses cannot be sought through PLAR.
Labour Studies (LBST) 415 Sex Work and Sex Workers	The CLA does not currently have learning outcomes for this course.
LGST: Legal Studies	
Legal Studies (LGST) 230 The Canadian Legal System Revision 5	Describe what we mean by law in Canada in comparison to other normative systems and explain some leading theories of law. Describe the two legal systems found in Canada and explain their differences. Explain the structure of the Canadian legal system and describe the role and function of the judiciary. Explain the basic principles of Canadian tort, contract, property, business, family, administrative, and criminal law. Describe the nature and sources of civil liberties in Canada. Identify the different branches of legal professionals in Canada and describe their educational requirements. Explain what is meant by access to justice and law reform and describe some initiatives in both areas.
Legal Studies (LGST) 249 Legal Literacy Revision 3	Identify the basic structures of the law and legal institutions in your jurisdiction. Describe the main elements of the legal system in your jurisdiction and how they relate to each other.

	Describe the most common legal processes used in your jurisdiction and identify the major steps taken in each of them. Recognize when words are being used in a different way for legal purposes and know how to find their meaning when that happens. Find laws in your jurisdiction that are relevant to your needs. Read and analyze laws and other legal materials to grasp their basic meaning. Use the results of your knowledge and research into law to assert your rights and interests.
Legal Studies (LGST) 310 Human Rights, the Charter and Labour Relations (Cross-listed with IDRL 309) Revision 2	Identify, define, and differentiate three categories of human rights (civic, political, and social), explicate their relationship to "natural rights," and identify the provincial, national, and international repositories of these rights. Explain the relationships and tensions that exist between different types of human rights, and between these rights and liberal democracy and global capitalism. Identify and explain the impact of Canadian human rights in the workplace (including provincial human rights statutes and the *Charter of Rights and Freedoms*), as well as how these laws differentially protect each category of human rights. Identify the key trends in Canadian jurisprudence that affect the regulation and practice of unionization and collective bargaining. Construct an argument about the degree to which human rights are compatible with or can be accommodated within a capitalist economy, with specific reference to Canadian jurisprudence.
Legal Studies (LGST) 331 Administrative Law Revision 3	Explain what law is and the difference between substantive and procedural law; statute law and common law; public law and private law; and statutes and subordinate legislation. Explain briefly what the Charter of Rights and Freedoms is, and when it can apply to a tribunal. Identify the role of government-appointed boards, tribunals, and agencies. Discuss the necessity to interpret statutes, regulations, and bylaws. Outline the traditional and modern approaches to statutory interpretation. Identify the tools for interpreting statutes.

Explain how administrative agencies and tribunals help carry out policy in the three branches of government.

Describe how the system of agencies developed and how they have modified the traditional approach to administering and enforcing laws.

List the issues these agencies raise for government accountability and independence.

Describe the various types of tribunals and other agencies and their differences.

Explain the similarities and differences between tribunals and courts.

List the principles of administrative law.

Discuss the importance of the concept of jurisdiction for administrative agencies.

Explain the concept of discretion and how it must be exercised.

Apply the rules of fair procedure in different contexts.

Briefly explain the rule against subdelegation.

Describe the role of the Charter of Rights and Freedoms in administrative law.

Explain where the rules of procedural fairness come from.

Explain the right to a hearing as the first main component of the rules of natural justice.

Describe the components of a hearing process that complies with the right to a hearing.

Discuss why impartiality is an essential component of procedural fairness.

Identify the two elements of impartiality.

Explain the relationship between a tribunal's independence and its impartiality.

List the factors that may be taken into account in determining whether a tribunal has an institutional bias.

Identify and explain the different kinds of interests that may lead a party to believe an adjudicator is biased.

Discuss how to effectively represent a party in the administrative process.

Explain how to obtain the information needed where processes are not transparent.

Identify the steps to follow in preparing a case before a tribunal.

Describe how to be an effective advocate before a tribunal.

Outline what is required in a tribunal's notice of hearing.

Explain what procedures may be used by a tribunal prior to the hearing to identify participants and issues.

Describe the rights and responsibilities of parties regarding their participation prior to and during hearings.

Explain the differences between an oral hearing, an electronic hearing, and a written hearing.

Discuss the advantages and disadvantages of each of these hearing formats.

Outline the roles of various participants in a hearing.

Identify the stages of a hearing and the procedures usually followed at each stage.

Distinguish between the kinds of information a tribunal will and will not receive from parties in a hearing.

Explain how a tribunal determines whether information is admissible as evidence at a hearing.

Discuss what makes evidence relevant, reliable, necessary, and fair.

Explain the difference between direct evidence and circumstantial evidence, between fact and opinion, and between direct observation and hearsay.

Explain how the credibility of a witness is assessed.

Describe the order of presentation of evidence.

Identify the source and scope of a tribunal's authority to manage and control the conduct of a hearing.

Describe the kinds of conduct at a hearing that are considered unusual or unacceptable.

List the steps a tribunal can take to deal with unusual or unacceptable conduct.

	Explain why hearing participants should not discuss any aspect of the case with a tribunal member unless all other participants are also present.
	Explain why tribunal members should limit their social contact with participants in a hearing and with individuals and organizations that are likely to appear before the tribunal.
	Discuss whether participants and tribunal members should talk to the media about a case that is underway.
	Explain why tribunal members should not comment publicly on tribunal decisions.
	Describe the kind of information on which a decision must be based.
	Identify the sources of assistance to a tribunal in making its decision and drafting its reasons.
	Explain the importance of giving reasons for a decision.
	Explain how the requirement of procedural fairness affects the way the decision is communicated.
	List the most common reasons for challenging decisions of tribunals and administrative agencies.
	Describe the avenues available for challenging decisions.
	Discuss the circumstances in which these review mechanisms are available.
	Explain who is entitled to make use of the review process.
	Explain how a decision is "stayed" and the effect of that on a party.
	Describe the remedies available in the case of a successful challenge.
	Describe the source of the authority to enforce tribunal decisions or orders.
	Discuss the various methods of enforcing tribunal orders and the circumstances in which a particular enforcement mechanism may be used.
	Explain the remedies available from a court once it has been established that a tribunal order has not been followed.
Legal Studies (LGST) 369 Commercial Law	Explain the structure of the Canadian legal system and describe common legal processes.

Revision 10	Explain the basic principles of Canadian tort, contract and property law, and describe the common forms of business organization in Canada. Analyze factual situations and identify legal problems which might arise from them to avoid problems if possible. Analyze legal problems and apply problem solving techniques to identify possible responses and choose from among them. Identify and evaluate potential legal risks and liabilities from a business perspective. Use this knowledge and these skills to assert and protect rights and interests, seeking and instructing professional help when necessary.
Legal Studies (LGST) 377 Issues in Access to Information & Privacy Protection (Cross-listed with CRJS 377 & GOVN 377) Revision 1	Explain how controlling information affects the functioning of democracy and the autonomy of individuals. Explain the tension that exists between information access and privacy. Explain how new technologies are affecting the ability to collect, store, and disseminate information and describe the effect this is having on protecting privacy. Discuss the central issues facing the access and privacy regulatory regimes in such diverse areas as information management, research, public safety, and social networking. Explain the evolution of regulatory regimes globally with reference to both past events and future possibilities.
Legal Studies (LGST) 390 Women, Equality and the Law This course has been temporarily closed. As a result, it is not available for PLAR at this time.	The CLA does not currently have learning outcomes for this course.
Legal Studies (LGST) 482 Jurisprudence (Cross-listed with PHIL 482)	The CLA does not currently have learning outcomes for this course.

This course has been temporarily closed. As a result, it is not available for PLAR at this time.	
Legal Studies (LGST) 489 Alternative Dispute Resolution Revision 1	Acquire thorough familiarity with the various dispute resolution methods that are "alternative" to traditional methods on both a practical and a theoretical level. Begin to acquire skills, procedures, techniques, and characteristics needed to engage in the various forms of alternate dispute resolution. Recognize specific issues and concerns within ADR, such as gender, power, and culture, and be aware of the impact of these issues on the process, the client, the practitioner, and the appropriateness of ADR. Recognize the possible importance of alternate dispute resolution within the Canadian justice system. Consider conflict and conflict resolution in a different way – one that properly serves clients and contributes to a fair justice system and a safe community.

MATH: Mathematics

Math (MATH) 101 Transitional Mathematics (0 credits)	The CLA does not currently have learning outcomes for this course.
Math (MATH) 209 Finite Mathematics Revision 10	Demonstrate a foundational understanding of finite mathematics, with a focus on linear equations and inequalities, matrices, functions and graphing, and linear programming. Apply introductory methods of mathematical finance, Markov chains, and game theory. Use finite Mathematical methods for applied problem solving in economics, business, social sciences, and life sciences. Apply your knowledge to pursue further learning in discrete mathematics (including MATH 309). Communicate mathematical ideas and analyses in a clear and organized manner.
Math (MATH) 215	Organize, summarize, and display data in a meaningful way.

Introduction to Statistics

Revision 10 | Compute various measures of center, variability, and position of data sets.

Apply basic rules of probability to calculate likelihoods of random events.

Use appropriate probability distributions to estimate and test hypotheses about parameters of single and multiple populations.

Perform goodness-of-fit tests and analyze cross-tabulated data.

Use linear correlation and regression methods to analyze relationships in bivariate data. |
| Math (MATH) 216

Computer-Oriented Approach to Statistics

Revision 2 | Utilize a comprehensive set of descriptive statistical methods, using industry standard statistical software, in order to organize, summarize, and display data in a meaningful way.

Use probability theory and industry standard statistical software in order to evaluate the probability of real world events.

Apply discrete and continuous probability distributions using industry standard statistical software, in order to evaluate the probability of real world events.

Construct confidence interval estimates for population parameters, using industry standard statistical software, for single and multiple populations, based on sample data.

Conduct hypotheses tests concerning population parameters, using industry standard statistical software, for single and multiple populations, based on sample data.

Perform correlation analysis, using industry standard statistical software, in order to estimate the nature and the strength of the linear relationship that may exist between two variables of interest.

Perform regression analysis, using industry standard statistical software, in order to: predict the value of one variable based on the value of the other variable; and to estimate the magnitude of change in one variable due to a given change in the other variable.

Apply a comprehensive set of statistical tools using industry standard, statistical software, in making practical decisions and creating reports in workplace situations; and in completing papers and research projects in other university and college courses. |
| Math (MATH) 244

Business Mathematics | Demonstrate mastery of mathematical concepts that are foundational in business mathematics, including functions and their mappings, |

Revision 9	linear systems and their solutions, and descriptive statistics and their applications.
	Demonstrate an understanding of basic marketing mathematics by solving relevant problems, including trade discounts, cash discounting, and markup and markdown calculations.
	Apply the principles of simple interest to solve relevant problems in financial applications such as simple-interest-based loans.
	Use the principles of compound interest to solve relevant problems in financial applications—for example, those involving annuities, loans and mortgages, bonds and sinking funds, and investment decisions.
Math (MATH) 260 Calculus for Social Sciences and Economics	The CLA does not currently have learning outcomes for this course.
Math (MATH) 265 Introduction to Calculus I Revision 7	Use functions to establish mathematical models.
	Apply definitions and theorems to evaluate limits.
	Give the geometric and physical interpretation of the derivative of a function.
	Differentiate algebraic and trigonometric functions.
	Solve related rate problems.
	Apply differentiation to sketch graphs of elementary and trigonometric functions.
	Apply differentiation to solve optimization problems.
	State and interpret the Fundamental Theorem of Calculus
	Apply integration to find areas between curves, solve problems on work, and find the average value of a function.
Math (MATH) 266 Introduction to Calculus II Revision 4	Identify invertible functions.
	Define exponential, logarithmic and hyperbolic functions.
	Evaluate limits using L'Hospital's Rule.
	Apply different techniques in order to integrate.
	Find the volume of solids of revolutions.
	Find the arc length of a function and the area of a surface of revolution.

	Determine convergent and divergent series.
	Represent a function as power series.
	Apply Taylor polynomials in differentiation and integration.
Math (MATH) 270 Linear Algebra I	The CLA does not currently have learning outcomes for this course.
Math (MATH) 271 Linear Algebra II	The CLA does not currently have learning outcomes for this course.
Math (MATH) 309 Discrete Mathematics Revision 8	Demonstrate a foundational understanding of discrete mathematics, with a focus on formal logic, set theory, counting, and Automata. Use discrete mathematical methods for applied problem solving in computer science, counting both combinations and permutations, identifying languages over alphabets, and creating finite-state automatons to model specific processes. Apply background knowledge to pursue further learning in related advanced mathematics and computer science courses. Apply foundational skills in the development of mathematical proofs. Communicate mathematical ideas, and analyses in a clear and organized manner.
Math (MATH) 315 Methods in Applied Statistics	The CLA does not currently have learning outcomes for this course.
Math (MATH) 365 Calculus – Several Variables Revision 2	Find areas and lengths in polar coordinates. Establish the parametric equations of lines and planes. Identify quadratic surfaces. Give the equations of quadratic surfaces in rectangular, cylindrical and spherical coordinates. Describe curves given by vector valued functions. Differentiate and integrate vector valued functions. Apply calculus to identify the curvature and twisting properties of a curve. Give the partial derivative of a function of several variables.

	Give the tangent plane and normal vectors of surfaces determined by functions of several variables.
	Solve optimization problems of functions of several variables.
	Evaluate double and triple integrals.
	Use double integrals to find areas of surfaces.
	Evaluate triple integrals in cylindrical and spherical coordinates.
	Establish Green's theorem, the Divergence theorem and Stoke's theorem.
	Apply linear and surface integrals to analyze properties of vector fields and flows.
Math (MATH) 366 Complex Variables I	The CLA does not currently have learning outcomes for this course.
Math (MATH) 370 Applied Real Analysis	The CLA does not currently have learning outcomes for this course.
Math (MATH) 376 Ordinary Differential Equations	The CLA does not currently have learning outcomes for this course.
Math (MATH) 409 Number Theory	The CLA does not currently have learning outcomes for this course.
Math (MATH) 476 Partial Differential Equations	The CLA does not currently have learning outcomes for this course.
Math (MATH) 480 Mathematical Modeling I	The CLA does not currently have learning outcomes for this course.
Math (MATH) 481 Mathematical Modeling II	The CLA does not currently have learning outcomes for this course.
Math (MATH) 492 Special Study I	The CLA does not currently have learning outcomes for this course.

Math (MATH) 493 Special Study II	The CLA does not currently have learning outcomes for this course.
Math (MATH) 495/496 Mathematics Projects I & II	Project courses cannot be sought through PLAR.

MGSC: Management Science

Management Science (MGSC) 205 Introduction to Project Management Revision 2	Critically evaluate the benefits of project management for organizations and individuals. Explain the importance of interpersonal skills in project management. At a novice level, carry out activities appropriate to the four sequential stages of a project's life cycle and the specific project management deliverables related to each stage. Use a conceptual tool kit that you have developed to prepare yourself to participate as an entry level project team member. Locate, gather, and organize information using appropriate online technologies and resources. Use self-assessment techniques to monitor personal learning strengths and areas for development.
Management Science (MGSC) 301 Statistics for Business and Economics I Revision 7	Articulate the importance of statistics in making business decisions. Apply the basic concepts, tools, and techniques of statistics. Demonstrate quantitative skills and statistical reasoning. Collect data and do basic statistical tests to validate or reject a hypothesis. Assess the probability of different events occurring. Appropriately use probability distributions such as the normal probability distribution, Poisson, and Binomial probability distribution to calculate their associated probabilities.
Management Science (MGSC) 312 Statistics for Business and Economics II Revision 6	Determine whether or not to reject a hypothesized probability distribution for a multinomial, Poisson and/or normal distribution - using tests for goodness of fit and independence. Study analysis of variance (ANOVA) procedure to determine whether or not means of two or more populations are equal.

	Employ test statistics to examine any difference in treatment means, and interactions between factors.
	Analyse and measure the strength of linear relationship between two variables.
	Estimate dependent variable based on independent variables using computer package Excel – Data Analysis.
	Determine various index numbers in which weight of each item is based on quantities in the base and current periods.
	Learn to predict the value of a variable in future time periods based on past data.
	Use statistical methods to determine differences between two populations involving ordinal, interval/ratio scale or rank order data.
	Determine if quality standards are being met and whether or not the production processes are in control using control limits and respective MS Excel charts.
Management Science (MGSC) 368 Introduction to Production and Operations Management Revision 10	Define and discuss operations management. Determine supply chain transformation processes of various types of organizations. Discuss the product design and development process tools, analyse flowcharts, and study breakeven analysis. Analyse and solve some variations of the processing problem using quantitative or qualitative input and assembling line balancing problems using task assignment rules. Explain difference between dependent and independent demand forecasting methods, study time series, moving averages, exponential smoothing, and seasonal variations. Demonstrate an understanding of management considerations and trade-offs. Analyse and solve variations of independent demand inventory models. Represent structure of a product as product structure tree; develop MRP (Master Production Schedule). Discuss general scheduling approaches used by an organization such as project scheduling, assembling line balancing, and job shift scheduling. Examine process control, and control charts for different variables.

	Define project management and draw networks using activity-on-the node convention.
Management Science (MGSC) 369 Service Operations Management Revision 7	Appropriately use key terms and concepts related to current service sector operations, including Canadian examples. Apply strategies used in service sector operations to various scenarios. Explain the design and development process for new services. Describe the goals of service operations in terms of user experience. Apply the dimensions of service quality in service operations scenarios, including use of numeric methods. Use numeric models and formulas to evaluate location considerations in service operations. Describe strategies and methods used in globalization of services. Apply methods for forecasting demand for services. Analyze service supply relationships.
Management Science (MGSC) 405 Quantitative Approaches to Decision Making Revision 8	Describe the management science approach to problem formulation and solution and explain its application to today's business and industrial sectors. Explain how various scientific and quantitative methodologies can be applied to a managerial decision-making process. Describe a variety of management science models and procedures pertaining to the quantitative approaches to decision making. List several widely used, computer-aided management science techniques, and explain how managerial decision makers can apply and interpret these techniques. Apply decision-problem modelling and interpret the results and use the related mathematical approaches and solution algorithms.
Management Science (MGSC) 418 Supply Chain Management Revision 5	Define supply chain management, identifying its important elements and describing its importance to organizations. Explain the function and role of supply element in supply chain management: • Identify the major activities involved in purchasing including the basic manual purchasing process, e-procurement, and supplier sourcing and selection. • Explain the factors contributing to the make or buy decision.

	• Describe the key factors for building successful supplier partnerships and alliances. • Discuss the development and implementation of a strategic sourcing plan. Explain key operational issues in supply chain management: • Discuss demand forecasting and collaborative planning, forecasting and replenishment (CPFR), including their important role in the supply chain. • Apply techniques for aggregate planning and inventory management such as materials requirement planning (MRP), available-to-promise (ATP), and economic order quantity (EOQ). • Identify key process management techniques and their main elements, explaining the importance of these to supply chain management. Explain key logistics issues in supply chain management: • Explain transportation and warehousing options, and discuss their strategic importance to an organization and its supply chain management. • Describe customer relationship management, identifying its importance in supply chain management. • Explain the impact facility location has on a supply chain, identifying the various factors that influence facility location. Compare and contrast supply chain management in service companies to that in non-service companies. Apply appropriate management techniques for managing service capacity, queues, quality, and distribution in the service industry. Identify categories of software systems important in the supply chain and explain their importance. Design appropriate performance measurement system for SCM, including identification of key performance measures. Identify and discuss issues that will impact upon the future of supply chain management.
Management Science (MGSC) 419 Information Technology Project Management Revision 4	Provide an overview of project management concepts, characteristics, and environments. Discuss the importance of project definition and help students learn about important project definition tools such as the project overview statement (POS), requirements definition, and use cases.

	Teach fundamental planning and scheduling techniques useful for project managers such as work breakdown structures (WBS), critical path method (CPM), and Gantt charts. Introduce the importance of risk assessment within project management. Examine important monitoring and control tools and techniques such as earned value analysis and milestone trend charts. Discuss the importance of change control in traditional project management. Examine different project management approaches applied in different contexts. Discuss the importance of post-implementation audits.
Management Science (MGSC) 499 Applied Projects in Management Science	Project courses cannot be sought through PLAR.

MKTG: Marketing	
Marketing (MKTG) 396 Introduction to Marketing Revision 9	Demonstrate an understanding of marketing's role in for profit and non-profit organizations. Describe the role of marketing in society and in the Canadian economy. Demonstrate an understanding of the key marketing concepts and link them to real-world situations. Recognize the career opportunities within the field of marketing. Recognize the consumer and organizational buying processes. Describe a range of common strategies for the different marketing mix elements: product, pricing, distribution, and promotion.
Marketing (MKTG) 406 Consumer Behaviour Revision 8	Describe the major concepts, terminologies, frameworks, and practices used in the field of consumer behaviour. Examine how individuals perceive and store information, how they learn, how their attitudes are formed, and how these attitudes can be changed, and apply this knowledge to the creation of effective marketing strategies. Identify the various value systems, personalities, lifestyles, and individual differences among consumers, and analyze how these

	necessitate specific marketing actions to appeal to different market segments. Analyze the decision-making process at the individual, group, and family levels, and describe the main factors that influence these decision-making processes. Trace the creation and diffusion of culture, examine culture and subcultures, and explain the effects they have on consumer behaviour and consumer identity. Critically appraise the current consumer behaviour literature on a topic of your choice and develop a position paper identifying current and future research trends in that area.
Marketing (MKTG) 410 E-Marketing Revision 7	Describe how technologies such as the internet, social media platforms, and mobile apps can be used for marketing and e-business. Discuss how digital technologies can be strategically used for marketing and customer relations, and their advantages and disadvantages for businesses and consumers. Analyze ecommerce-sourced data and online marketing research to optimize and develop competitive intelligence and strategic marketing plans. Identify ethical and legal issues associated with using digital technologies for business. Create digital marketing content that engages and retains customers in e-business environments, and explain the challenges involved. Create a marketing plan for a new or existing ecommerce business that considers context, value exchange, objectives, tactics, evaluation, and optimization.
Marketing (MKTG) 414 International Marketing and Exporting Revision 4 This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Explain the scope and challenge of international marketing. Demonstrate the awareness of the international environment. Assess global market opportunities. Develop global marketing strategies. Implement and control global marketing strategies.

Marketing (MKTG) 420 Advertising and Promotion Revision 6	Discuss various concepts and frameworks necessary for understanding, developing, implementing, and evaluating marketing communication campaigns. Research and evaluate an organization's marketing and promotional situation. Design creative strategies and tactics. Use different elements of the promotional mix to develop effective marketing communication strategies and programs. Develop and implement media plans. Communicate persuasively and logically in written and visual language.
Marketing (MKTG) 440 Marketing Strategy Revision 8	Discuss the foundations of strategic marketing management. Assess and identify market opportunities. Apply the concepts of segmentation, targeting, and positioning. Identify key strategic marketing issues related to branding, pricing, distribution, communications, people, processes, and physical evidence. Write a marketing plan.
Marketing (MKTG) 454 Sports Marketing Revision 3 This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Discuss the market forces that create the need for marketing strategies in the sport industry. Recognize the interacting components of the sport marketing management process. Describe the different types of sport consumers. Explain the fundamental process for conducting sports marketing research. Understand the various individual and environmental factors that shape consumer involvement and commitment in sport. Recognize the elements of the sport product that contribute to its uniqueness in the wider marketplace of goods and services. Discuss the advantages and disadvantages of the five Ps (product, promotion, place, price, and public relations) as they relate to the sport industry. Explain the elements of the promotion mix and the growing importance of sponsorships and social media as sport promotion mix elements.

	Apply marketing techniques to support sport marketing strategies.
Marketing (MKTG) 466 Marketing Research Revision 7 **This course has been temporarily closed. As a result, it is not available for PLAR at this time.**	Discuss the role of marketing research in strategic planning. Describe the research process and explain how to define a research problem and set research objectives. Explain hypothesis testing and how it relates to research questions and data analysis. Identify the main sources of secondary data and delineate the situations where the use of secondary data is most advantageous to the researcher. Explore the role of marketing decision support systems and business intelligence systems in enhancing business decisions. Use a variety of primary qualitative and quantitative data collection techniques, including exploratory, descriptive, and causal research designs, and apply the most appropriate method for a variety of different organizational information needs. Discuss the main theories, designs, and issues in marketing research sampling techniques. Describe the main processes used to code, edit, prepare, and analyze data. Explain the steps involved in preparing and presenting a marketing research report.
MUSI: Music	
Music (MUSI) 267 Sound and Sense: Listening to Music Revision 3	To enhance the student's aesthetic perception of music. To learn the 'tension and repose' method of listening to and understanding music. To begin an exploration of music of all cultures and periods. To acquire a basic music vocabulary. To become aware of the common features of all music. To identify a large number of pieces aurally. To identify aurally the different types of voice and identify visually and aurally the most common instruments. To write descriptively and analytically about music.
Music (MUSI) 268	The CLA does not currently have learning outcomes for this course.

Classical Music: A Historical Introduction (Cross-listed with HUMN 268) This course is under revision. As a result, it is not available for PLAR at this time.	
Music (MUSI) 285 History of Popular Music I: Blues to Big Bands, 1900 – 1940 (Cross-listed with HUMN 285) This course has been temporarily closed. As a result, it is not available for PLAR at this time.	The CLA does not currently have learning outcomes for this course.

NURS: Nursing

Please note:	Post-LPN BN students cannot include Nursing courses in a PLAR portfolio.
Nursing (NURS) 250 Exploration of Professional Nursing Practice Revision 7	Describe and analyze the effect of personal values, beliefs, and assumptions on the development of one's own professional identity and self-concept as a Graduate prepared RN. Demonstrate awareness of the concepts of role transition and change throughout the journey from LPN to Graduate prepared RN. Identify the effect of significant historical events on the development of professional nursing. Articulate the role changes of the professional nurse as the focus changes from illness to health promotion and care shifts from the individual to families, groups, and communities. Discuss how cultural diversity is pertinent to the care of individuals, families, and communities. Articulate similarities and differences between the LPN to Graduate prepared RN in relation to the ethical and legal foundations for

	professional nursing practice as outlined in the code of ethics, professional competencies, and the standards of nursing practice. Distinguish credible sources of literature, conduct advanced library searches, and present all work in current APA format.
Nursing (NURS) 316 Review of Pathophysiology and Pharmacology for BN Practice I	The CLA does not currently have learning outcomes for this course.
Nursing (NURS) 317 Review of Pathophysiology and Pharmacology for BN Practice II	The CLA does not currently have learning outcomes for this course.
Nursing (NURS) 322 Nursing Informatics Revision 9	Appreciate the concept of nurse as knowledge worker and apply digital literacy competencies in your day-to-day practice. Use information and communication technologies and consider how these can be used to enhance client care. Explore healthcare information systems and electronic health records and examine their use in the delivery of nursing care. Explain the need for protection of privacy, confidentiality and security in the collection and use of health information. Examine the use of Telehealth to deliver health care at a distance. Investigate the utility of social media within the contexts of consumer health information, client education, and professional practice.
Nursing (NURS) 324 Concepts and Theories in Nursing Practice Revision 10	Describe the relationship between values, ethics, scholarship, academic conduct, and professional integrity. Analyze the relationship between nursing philosophy, nursing theory, and nursing practice. Articulate your nursing practice philosophy including knowledge, values, beliefs, standards, theory, and ethical principles.
Nursing (NURS) 326 Health Assessment Revision 9	Identify the components of a complete and focused health assessment. Identify developmental and cultural considerations in the performance of a complete and focused health assessment.

	Describe and document a complete and focused health history.
	Explain the components of a physical examination for each body system.
	Identify client teaching and health promotion activities.
Nursing (NURS) 328 Understanding Research Revision 8	Explain the importance of research to evidence-based professional practice. Describe ethical considerations in research. Describe quantitative and qualitative approaches to research. Critically appraise research reports.
Nursing (NURS) 400 Adult Health and Health Alterations Revision 6	Apply and integrate knowledge of health alterations, health assessment findings, underlying pathology, risk factors, and clinical manifestations within the nursing process for optimal patient health outcomes. Evaluate assessment data, including laboratory values and diagnostic information in regards to planning of nursing care with acute and chronically ill patients and their families. Determine actual and potential complications related to health alterations and recognize the role of anticipatory planning in the ongoing health assessment. Analyze and evaluate therapeutic interventions in the provision of safe and competent nursing care in the healthcare environment (including medication calculations). Demonstrate professional accountability and responsibility for one's own learning and performance evaluations throughout the course. Use relevant nursing knowledge and research findings in assessing, planning, and evaluating information to provide evidence-based care to acutely and chronically ill adults and their families.
Nursing (NURS) 401 Professional Practice with Adults Experiencing Health Alterations (6 credits)	This course cannot be sought through PLAR.
Nursing (NURS) 432	Compare and contrast nursing leadership with nursing management.

Management and Leadership in Nursing Practice (4 credits) Revision 10	Evaluate the organizational context within which nursing leaders and managers function. Analyze the skills and competencies required by nurse managers and leaders to create an effective and inclusive work environment for all people. Apply selected management and leadership models to initiate change and ensure quality improvement. Discuss resource allocation procedures and processes utilized by nurse leaders and managers to problem solve, resolve conflicts, and make decisions.
Nursing (NURS) 434 Community Health Promotion (4 credits) Revision 10	Apply community health concepts (health promotion, primary health care, population health, epidemiology) to the role of a registered nurse. Identify how the social determinants of health affect clients, families, groups, and communities. Develop a collaborative, client-driven practice through core community health principles. Apply a social justice and equity lens to the role of a registered nurse.
Nursing (NURS) 435 Professional Practice in Community Mental Health Promotion (6 credits)	This course cannot be sought through PLAR.
Nursing (NURS) 436 Family Health Promotion (4 credits) Revision 7	Explain the meaning of family from experiential, theoretical, and statistical perspectives in how family has been and is defined. Discuss family nursing assessment models that can be applied in nursing practice. Explain the relationship between health promotion and family nursing practice. Discuss the meaning of family centered-care in nursing practice. Describe how social and political realities affect health care outcomes of families.
Nursing (NURS) 437 Professional Practice in Family and	This course cannot be sought through PLAR.

Community Health Promotion (6 credits)	
Nursing (NURS) 438 Trends and Issues in Nursing and Health Systems Revision 7	Articulate the relationship between one's personal values, beliefs and assumptions and one's professional nursing practice. Discuss possibilities resulting from positioning oneself to be open to new ideas. Articulate and analyze current nursing and health care trends and issues. Articulate and analyze societal change and resulting challenges for nursing practice. Discuss appropriate resolution strategies for selected issues. Demonstrate understanding of ethical and legal issues in nursing practice. Demonstrate understanding of the major nursing organizations and their interrelated role in regulating Canadian nursing. Discuss the relationship between nursing education and professional nursing practice. Analyze nursing workplace environments for current trends and issues.
Nursing (NURS) 441 Consolidated Professional Practice (9 credits)	This course cannot be sought through PLAR.
Nursing (NURS) 442 Gerontological Nursing Revision 7	Identify the unique challenges faced by older adults, including those found within emerging sub-populations. Understand why transitions can be more difficult for aging adults than their younger counterparts. Explore the importance of families for older adults experiencing transitions and recognize why relationships can be stressed during transitions. Identify nursing interventions related to a variety of health challenges and transitions experienced by older adults.
NUTR: Nutrition	

Nutrition (NUTR) 330 Introductory Nutrition Revision 6	Define the science of nutrition and discuss the importance of nutritional adequacy and balance for optimal growth and health. Identify the dietary sources of the major nutrients, and describe their digestion, absorption, and metabolism. Discuss the functions of the major nutrients, and the effects on health of deficiency and excess. Interpret the scientific knowledge of basic nutrition into language appropriate for the lay public. Apply the principles of good nutrition to the assessment of dietary intakes and the planning of healthy eating.
Nutrition (NUTR) 331 Nutrition for Health Revision 5	Discuss normal human nutrition. Discuss the role of diet in the causation and prevention of various diseases, particularly the so-called Western diseases. Describe methods used to assess nutrition status and explain how dietary recommendations are made. Describe the methods used to carry out nutrition research. Distinguish sound from unreliable nutritional information. Make sensible food choices and explain the basis on which such choices are made.
Nutrition (NUTR) 405 Nutrition in Health and Disease	The CLA does not currently have learning outcomes for this course.
Nutrition (NUTR) 406 Modern Concepts in Nutrition	The CLA does not currently have learning outcomes for this course.
Nutrition (NUTR) 495/496 Nutrition Projects	Project courses cannot be sought through PLAR.

ORGB: Organizational Behaviour

Organizational Behaviour (ORGB) 300 Organizational Culture	Explain the organizational culture model and its elements. Analyze and describe the culture of specific work organizations. Describe how the substances of organizational cultures develop.

Revision 5	Define how various cultural forms contribute to the sense-making process.
	Evaluate the various ways employees are socialized into an organization's culture.
	Discuss how subcultures emerge in work organizations.
	Develop effective socialization programs that promote cultural continuity.
Organizational Behaviour (ORGB) 319 Motivation and Productivity Revision 9	Identify the benefits for employees, managers, and organizations of implementing a well-designed performance management system.
	Explain the importance of creating alignment between an organization's strategic priorities and direction, and its performance management system.
	Explain the causes of performance problems and propose solutions for addressing performance problems.
	Discuss the effect of supervisory (management) practices on motivation.
	Explain the different ways one can measure performance and provide performance evaluations.
	Assess the effectiveness of supervisory (management) practices in an organization.
	Describe management techniques in such areas as leadership, rewards, job design, goal setting, communications, and performance appraisal.
	Describe how to roll-out, implement and monitor a new or updated performance system.
Organizational Behaviour (ORGB) 326 Organization Theory Revision 10	Identify the ways in which managers seek to promote organizational effectiveness through internal structures and processes. To do that you will:
	Analyze how organizations are structured within the context of their larger social, political, and economic environment.
	Analyze why systems of control and coordination vary across organizations and change over time.
	Analyze how organizational theory can contribute towards improving the design and management of organizations.
Organizational Behaviour (ORGB) 327	Define concepts of leadership and ethical behaviour in leadership.

| Leadership in Organizations

Revision 9 | Describe leadership theories, styles, paradigms, models, and traits; and identify managerial roles of leaders.

Describe and explain communication skills, coaching, and conflict management styles and models of conflict resolution.

Describe and explain the feedback model and how to encourage feedback from others.

Describe influencing in organizations, including concepts of power, politics, networking, and negotiation, and identify effective meeting protocols.

Explain the concept of followership, followership styles, and follower-influencing characteristics.

Identify and explain the characteristics of effective teams, including team-based work, types of teams, and team decision-making.

Explain and discuss the concepts of charisma, and transformational, and servant leadership.

Discuss the importance and influence of organizational culture and diversity and inclusion. |
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| Organizational Behaviour (ORGB) 364

Organizational Behaviour

Revision 17 | Define and describe the field of OB and its importance, including key concepts such as values, ethics, social identity theory and social learning theory, attribution, self-fulfilling prophecy, behaviour modification, contingencies and reinforcement, and conflict.

Define and describe knowledge management, its processes, and its importance.

Define and describe concepts around emotions and attitudes in the workplace including emotional intelligence, job satisfaction, organizational commitment, and psychological contracts.

Explain and discuss theories of motivation and performance, including concepts of goal setting, feedback, equity, justice, and empowerment.

Explain concepts, model, and steps of/in decision making.

Explain concepts and types of teams, stages of team development and effectiveness, characteristics, problems, team building,

Explain and discuss communication models, barriers to good communication, the effects of power dynamics in communication, and the nature of grapevine communication.

Define leadership and list types of leadership. |

	Explain and describe sources and types of conflict and approaches to conflict management.
	Define and discuss the concepts and elements of organizational culture and subculture and the relationship between culture, performance, and ethics.
Organizational Behaviour (ORGB) 390 Managing Change Revision 7	Describe the nature of organizational change.
	Diagnose change issues that need intervention.
	Identify forces facilitating change and build on them.
	Identify forces constraining change and address them.
	Develop appropriate resources and tools to facilitate your own and an organization's readiness for change.
	Create a portfolio of organizational development (OD) strategies designed to facilitate change.
	Facilitate implementation of appropriate strategies for change.
	Facilitate change transition and integration.
	Evaluate change outcomes.

PHIL: Philosophy

Philosophy (PHIL) 152 Basic Critical Thinking Revision 9	This course is designed to help you become a critical thinker; a more alert and critical reader; and a writer who is better able to both assess the reasonableness of your own ideas, and to communicate them clearly and effectively. When you have completed this course, you should be able to:
	Analyse and understand the content of complex university-level material.
	Plan, write, and edit paragraphs and short essays to maximize the clarity and effectiveness of communication.
	Identify errors, omissions, and faulty reasoning, both in reading materials and in your own work.
	Evaluate ideas in reading materials.
	Examine and formulate your own thinking processes more effectively.
Philosophy (PHIL) 231	Appreciate the main philosophical traditions of West and East – not only Greek and Chinese philosophies, but also a variety of philosophical traditions in the West and the East.

Introduction to Philosophy: West and East Revision 1	Analyse similarities and differences among various traditions. Develop critical tools of philosophical inquiry – comprehension, analytical, and evaluative skills -- while understanding their limits. Describe the central teachings of major traditions. Relate these traditions to the historical and more contemporary developments of ideas. Understand how justification of propositions in the areas of ethics, metaphysics, and epistemology proceeds, using the method of critical thinking.
Philosophy (PHIL) 240 Ancient Philosophy: The Rise of Reason in a Mythic World	The CLA does not currently have learning outcomes for this course.
Philosophy (PHIL) 252 Critical Thinking Revision 6	Recognize arguments and distinguish them from explanations, descriptions, and expressions of opinion. Analyse complex arguments and indicate their structure using diagrams. Evaluate inductive and deductive arguments, including syllogisms. Identify the most common fallacies of reasoning and avoid being "taken in" by them. Analyse and evaluate empirical and conceptual theories. Write clear and coherent summaries and evaluations of short argumentative or theoretical passages on a wide variety of topics.
Philosophy (PHIL) 254 Symbolic Logic	The CLA does not currently have learning outcomes for this course.
Philosophy (PHIL) 255 Introduction to Philosophy: Ethics and Society Revision 1	Recognize how core philosophical topics and theories arise from relatable human and social experiences. Explain how ethical concepts and principles can be applied constructively to contemporary issues of social debate. Analyze the application of ethical concepts and principles to contemporary issues of social debate. Communicate thoughts clearly, cogently, and reasonably in a manner that corresponds to the standards of academic philosophy.

Philosophy (PHIL) 333 Professional Ethics Revision 3	Effectively identify moral situations and moral issues encountered by a wide range of different professionals.
	Critically apply ethical theories, principles, and concepts to specific moral situations and issues faced by professionals.
	Accurately apply the methods and criteria for evaluating moral arguments to develop and present persuasive arguments relevant to resolving these moral issues and moral situations in written work.
	Conduct independent research in professional ethics with scholarly rigour to produce well-supported philosophical written work that reflects university standards in information literacy and academic integrity.
Philosophy (PHIL) 334 Professional Ethics in Heritage Resources Management (Cross-listed with HERM 334)	The CLA does not currently have learning outcomes for this course.
Philosophy (PHIL) 335 Biomedical Ethics Revision 2	Effectively recognize those situations that require ethical judgment, with particular attention to those situations that are encountered by health-care professionals.
	Accurately identify and understand moral issues that are faced by health-care professionals.
	Develop and present arguments relevant to resolving these issues.
	Critique and defend ethical judgments and points of view related to these issues.
Philosophy (PHIL) 337 Business Ethics Revision 3	Explain important concepts and theories in the area of business ethics.
	Analyze the ethical features of business activity.
	Formulate reasoned positions on ethical issues specific to business practice.
	Develop critical thinking, writing, and ethical decision-making skills.
Philosophy (PHIL) 342 Seventeenth and Eighteenth Century Philosophy	Identify and analyze the metaphysical and epistemological views of the major figures of seventeenth and eighteenth century Western philosophy.
	Discuss with confidence how these views compare and stand up under critical scrutiny.

Revision 1	Rationally debate the respective implications for science and scientific practice of each of these views.
Philosophy (PHIL) 350 Ethics Revision 1	Identify and analyze the main approaches to ethics recognized by the history of western philosophy and in current use. Discuss with confidence how these approaches compare with one another. Critically scrutinize the strengths and weaknesses of each approach. Identify instances of the use of each approach in practice.
Philosophy (PHIL) 367 Existentialism and Phenomenology	The CLA does not currently have learning outcomes for this course.
Philosophy (PHIL) 371 Ethics in Science and Technology	The CLA does not currently have learning outcomes for this course.
Philosophy (PHIL) 375 Philosophy of the Environment Revision 1	Articulate, analyse, and evaluate the central issues that have characterized debates in environmental thought and ethics. Formulate responses to these debates in a systematic manner, based on critical thinking. Discuss the historical influences on environmental thought, including political, economic, religious, cosmic, and psychological influences. Critically assess environmental policy and protection measures. Write well structured critical position papers, both critiques and case studies.
Philosophy (PHIL) 380 Introduction to Eastern Philosophy	The CLA does not currently have learning outcomes for this course.
Philosophy (PHIL) 482 Jurisprudence (Cross-listed with LGST 482) This course has been temporarily closed. As a result, it is not	The CLA does not currently have learning outcomes for this course.

available for PLAR at this time.	

PHYS: Physics

Physics (PHYS) 200 Introductory Physics I Revision 7	Convert between different units and express a physical quantity in scientific notation using the appropriate number of significant digits. Explain the relationships between time, displacement, velocity, and constant acceleration, and use algebra to solve kinematic problems in one or two dimensions. Analyze and solve dynamic problems using vector addition, Newton's three laws of motion and resistive forces. Analyze and solve work, energy and power related problems using appropriate formulas and the conservation of energy principle. Outline the conservation of linear momentum principle and apply it to solve problems that involve one and two-dimensional (elastic and inelastic) collisions. Define the concepts of torque and center of mass and solve problems that involve static equilibrium of extended bodies. Analyze and solve problems that involve the kinematics and dynamics of rotational motion and the conservation of angular momentum principle. Describe Hooke's law and the elastic properties of solids and apply formulas for calculating Young's modulus, shear modulus, and bulk modulus. Recall Newton's law of universal gravitation and apply it to solve problems involving the force of gravity and satellite motion. Demonstrate skills related to performing simple experiments in classical mechanics, including experimental setup, data acquisition, data analysis, and communication of scientific results.
Physics (PHYS) 201 Introductory Physics II Revision 4	Describe elastic properties of solids and use algebra to explain the dynamics of simple harmonic motion. Explain thermal expansion and solve problems of linear and volume change, for solids and liquids, resulting from change in temperature. Describe the ideal gas Law and solve problems involving changes in mass, volume, pressure, and temperature of gasses. Define latent heat and specific heat capacity and apply them to solving problems in calorimetry.

	Outline and interpret the first and second laws of thermodynamics and use them to solve problems involving heat engines.

Define the electric charge and use Coulomb's law to compute the electric forces between static point charges.

Describe the electric field and the electric potential due to a set of static point charges and use algebra to solve related problems.

Define voltage, current and resistance and solve problems involving Ohm's law and Kirchhoff's rules to analyze direct current circuits.

Define capacitance and solve problems involving the charging and discharging of capacitors.

Demonstrate skills related to performing simple experiments in thermodynamics and electricity, including experimental setup, data acquisition, data analysis, and communication of scientific results. |
| Physics (PHYS) 202

Introductory Physics III

Revision 4

This course has been temporarily closed. As a result, it is not available for PLAR at this time. | Describe the magnetic field generated around a current-carrying wire and explain the interaction between an external magnetic field and an electric current or a moving point charge.

Outline Lenz's law and Faraday's law of induction and use them to solve problems involving induced electromotive force.

Apply the principle of magnetic induction to describe the operation of electric generators, motors, and transformers.

Describe the properties of an electromagnetic wave and calculate transported energy.

Use the laws of reflection and refraction of light rays to locate and describe images formed by mirrors and thin lenses.

Apply geometrical optics to study various optical systems, such as telescopes, microscopes, the human eye and corrective lenses.

Apply the wave nature of light to explain polarization and to calculate interference patterns produced by double slits, diffraction gratings and thin films.

Discuss the concept of wave-particle duality and solve problems involving the de Broglie wave and the photoelectric effect.

Describe Bohr's model of the atom and use it to calculate the energy levels of a single electron and the resulting spectrum lines.

Demonstrate skills related to performing simple experiments in magnetism and optics, including experimental setup, data acquisition, data analysis, and communication of scientific results. |

Physics (PHYS) 204	Convert between different units and express a physical quantity in scientific notation using the appropriate number of significant digits.
Physics for Scientists and Engineers I	Explain the relationships between time, displacement, velocity, and constant acceleration, and use calculus to solve kinematic problems in one or two dimensions.
Revision 3	Analyze and solve dynamic problems using vector calculus, Newton's three laws of motion and frictional forces.
	State the work–kinetic energy theorem and the conservation of energy principle and use calculus to analyze systems that involve conservative and nonconservative forces.
	State the conservation of linear momentum principle and apply it to solve problems that involve one and two-dimensional (elastic and inelastic) collisions.
	Define center of mass and torque vector and solve problems that involve static equilibrium of extended bodies.
	Analyze and solve problems that involve the kinematics and dynamics of rotational motion and the conservation of angular momentum principle.
	State Hooke's law and describe elastic properties of solids and apply formulas for calculating Young's modulus, bulk modulus, and shear modulus.
	State Newton's law of universal gravitation and define gravitational potential and apply them to solve problems involving the force of gravity and satellite motion.
	Demonstrate skills related to performing simple experiments in classical mechanics, including experimental setup, data acquisition, data analysis, and communication of scientific results.
Physics (PHYS) 205	Use Coulomb's law and vector calculus to compute electric forces and fields due to static point charges and simple charge distributions.
Physics for Scientists and Engineers II	Apply Gauss's law to calculate and map the electric fields for symmetric charge distributions.
Revision 1	Define electric potential and electric potential energy and use calculus to solve relevant problems.
	Explain the concepts of electric current, voltage, resistance, and capacitance, along with Ohm's law, and use them to solve problems involving simple DC circuits.

	Outline the Biot-Savart and Ampère's laws and use vector calculus to describe the magnetic fields generated by simple current distributions.
	Describe and calculate the forces experienced by electric currents and moving point charges in an external magnetic field.
	Define Faraday's and Lenz's laws and solve problems involving induced electromotive forces.
	Explain inductance and analyze circuits involving resistors, capacitors and inductors when connected across AC sources.
	Describe Maxwell's equations and solve problems involving electromagnetic radiation, including polarization, intensity, and transported energy.
	Demonstrate skills related to performing simple experiments in electricity and magnetism, including experimental setup, data acquisition, data analysis, and communication of scientific results.
Physics (PHYS) 210 Conceptual Physics Revision 3	Explain the differences between science and art and discuss the main features of scientific methods.
	Discuss and formulate basic kinematics in one and two dimensions, including uniform rotation.
	State Newton's three laws of motion and discuss the dynamics of moving objects.
	Discuss the principles of conservation of energy, conservation of linear momentum, and conservation of angular momentum and give examples of their applications.
	State Newton's law of universal gravitation and use it to explain ocean tides and satellite motion.
	Discuss the atomic and molecular nature of matter and explain the periodic table of the elements.
	Define the solid, liquid, gaseous, and plasma states of matter and discuss relevant concepts such as elasticity, buoyancy, capillarity, and Bernoulli's principle.
	Explain the notions of temperature, heat, specific heat capacity, thermal expansion, and heat transfer.
	Describe the different types of phase transformations and explain relevant phenomena such as the formation of clouds.
	State the first and second laws of thermodynamics and explain the concept of the heat engine.

Physics (PHYS) 495/496 Physics Projects	Project courses cannot be sought through PLAR.

POEC: Political Economy

Political Economy (POEC) 230 Globalization and World Politics (Cross-listed with GLST 230 & INTR 230) Revision 1	Develop critical and creative capacities for understanding the process of globalization. Introduce some of the basic controversies and approaches to the process of globalization. Develop skills in formulating, organizing, integrating, and articulating individual ideas. Develop an informed interest in the world beyond our borders.
Political Economy (POEC) 302 Introduction to Political Economy	The CLA does not currently have learning outcomes for this course.
Political Economy (POEC) 393 Canada and the Global Political Economy Revision 4 (Cross-listed with POLI 393)	Situate a description of current events in social, political, and economic history from the perspective of Canadian political economy. Have a working understanding of multiple state and non-state institutions that manage the global political economy. Apply concepts, research, and analytical skills of global political economy to contemporary issues and policy debates in Canada.
Political Economy (POEC) 395 Political Economy of Development: People, Processes, and Policies (Cross-listed with GLST 395 & INTR 395)	The CLA does not currently have learning outcomes for this course.
Political Economy (POEC) 483	The CLA does not currently have learning outcomes for this course.

International Political Economy: The Politics of Globalization (Cross-listed with GLST 483 & INTR 483) This course has been temporarily closed. As a result, it is not available for PLAR at this time.	
Political Economy (POEC) 499 Directed Study in Political Economy	Directed Study courses cannot be sought through PLAR.

POLI: Political Science

Political Science (POLI) 277 Introduction to Political Science I: Concepts, Structures, and Institutions Revision 1	Identify the basic principles of political analysis. Define the basic concepts of politics. Be able to discuss and critique the liberal-democratic state. Analyse the basic institutions of Canadian government (constitutions, executives, bureaucracies, legislatures, and judiciaries). Compare the institutions and operation of the Canadian government with that of Britain and the United States.
Political Science (POLI) 278 Introduction to Political Science II: Political Processes and Political Behaviour	The CLA does not currently have learning outcomes for this course.
Political Science (POLI) 291 Media and Power in Canadian Society (Cross-listed with CMNS 202)	Describe the basic patterns of mass media development in Canada, including principles, institutions and policies. Discuss social, cultural, political, and economic implications of current and future media systems for Canadian society and cultural identities. Identify current and developing media structures, institutions and technologies.

Revision 1	Describe implications of new technologies and regulations in a global context.
Political Science (POLI) 301 Governance, the Public Sector and Corporate Power (Cross-listed with GOVN 301) Revision 3	Describe the broad social, economic, and political context in which Canadian business operates. This context will include the colonization of Indigenous governance, society and legal systems that predate the creation of Canada, the pre- and post-Confederation treaties that form the moral basis of governance and government in Canada, and section 35 (Aboriginal rights) of the *Constitution Act* (1982). Assess the impact of recent socio-economic developments on Canada's political structure and the role of corporate Canada. These developments include globalization, technological change, the erosion of state power through the growing failure of capitalism, the assertion of Indigenous rights, and the recent focus on racial and gender inequality. Recognize the contested ideological environment in which public sector restructuring and corporate concentration are occurring. Assess the roles of various forms of media in promoting and inhibiting democratic discourse. Analyze the impact that the new public management / managerialism and the reinventing-government movement are having on public administration and the voluntary sector in Canada. This course will also help you to enhance various skills and learning competencies such as: Analytical skills. The ability to critically assess documents and perspectives. Writing competencies. Foundational knowledge of the changes to governance and state-society-business relations. Contextual knowledge of the work environment and culture in which public-sector professionals and managers function.
Political Science (POLI) 307 Political Ideologies Revision 5	Explain several important difficulties in the identification and discussion of ideologies and their functions that emerge through the study and evaluation of these ideologies. Describe the origins and development of modern political ideologies in their historical, cultural, and socio-economic contexts. Compare and interrelate major tenets of our current political belief systems as they have evolved in time and place.

	Analyze the premises and internal logic of past and contemporary ideologies.

Discuss contemporary ideological developments in both Western and non-Western society.

Demonstrate the breadth, depth, and the integration and synthesis of learning about ideologists and their writings and interpretations through participation in oral and written communications about the ideologies' merits and drawbacks. |
| Political Science (POLI) 309

Canadian Government and Politics

Revision 8 | Describe how the Canadian political system (i.e., government) relates to the broader societal environment.

Discuss how conflict is generated in Canadian society and describe the role of the political system in alleviating this conflict.

Describe how Canadians differ from Americans and from one another in their basic political values and beliefs.

Describe how the Canadian political system is organized to make decisions and specify the key players in the process.

Discuss various ways in which Canadians may participate in the political process. |
| Political Science (POLI) 311

Aboriginal Politics and Governments

Revision 6 | Outline important concepts associated with Aboriginal politics and Aboriginal governments in Canada.

Discuss Aboriginal governing traditions, the evolution of Aboriginal politics and changes in Aboriginal governance systems, and current trends and issues associated with Aboriginal governments.

Discuss the complexity of the issues related to Aboriginal politics and governments and discuss how Canadian society both influences and is influenced by Aboriginal governments and politics. |
| Political Science (POLI) 325

Canadian Environmental Policy and Politics

Revision 2 | Understand and describe how the Canadian policy process works with regard to three dimensions of environmental protection: ecology, human health, and sustainability.

Describe, generally, the effects of environmental ideas and environmental organizations on politics and on governmental decision-making in Canada.

Identify and define your own value priorities as they relate to environmental protection and cite some of the costs of achieving that level of protection.

Analyse and prioritize environmental policies and identify the information that is needed before a quality policy decision can be made. |

	Describe the differences between personal, private, and regional interests in the short term, and between national and global interests in the long term and explain why it is so hard (but not impossible) to get effective attention for the latter within the contemporary political process. Explain how making proper environmental and resource decisions requires input from many disciplines, including economics, ecology, epidemiology, ethics, history, forestry, chemistry, botany, geography, urban planning, and political science.
Political Science (POLI) 330 International and Global Politics (Cross-listed with INTR 330)	The CLA does not currently have learning outcomes for this course.
Political Science (POLI) 342 Introduction to Comparative Politics	The CLA does not currently have learning outcomes for this course.
Political Science (POLI) 345 American Government & Politics This course has been temporarily closed. As a result, it is not available for PLAR at this time.	The CLA does not currently have learning outcomes for this course.
Political Science (POLI) 350 Women in Canadian Politics	The CLA does not currently have learning outcomes for this course.
Political Science (POLI) 355 Political Philosophy: Plato to Machiavelli	The CLA does not currently have learning outcomes for this course.

| Political Science (POLI) 357

Political Philosophy: Hobbes to Human Rights	The CLA does not currently have learning outcomes for this course.
Political Science (POLI) 390

Canadian Federalism

Revision 6 | Identify and explain the distinctive social, legal, and institutional features of Canadian federalism.

Account for the historical evolution of the Canadian federal system from 1867 until the present.

Analyze the consequences of the long-term attenuation of federal power and an increase in the power and influence of the provinces.

Evaluate the ability of the Canadian federal system to manage conflict and promote effective intergovernmental policy-making procedures.

Assess the workability of the Canadian federal system and evaluate the prospects for future changes to Canada's constitutional regime. |
| Political Science (POLI) 392

Public Policy and Administrative Governance

(Cross-listed with GOVN 390)

Revision 1 | Discuss the character of public bureaucracy and provide a theoretically informed analysis of the contrast between a classic Weberian bureaucracy and the type of public bureaucracy advocated by the New Public Management (NPM).

Outline and discuss the role of bureaucratic, political and non-state actors in the policy process.

Contrast the various policy instruments and service delivery mechanisms used in policy implementation, and comment on the factors shaping the possibility of successful policy implementation.

Comment on the significance of social diversity to the making and implementation of public policy and discuss the relationship between social diversity and the "differential impact" of public policy.

Contrast the governing paradigms associated with the administrative welfare state and those of the neoliberal state and explain the relationship of the NPM to the neoliberal mode of governance. |
| Political Science (POLI) 393

Canada and the Global Political Economy

(Cross-listed with POEC 393) | Situate a description of current events in social, political, and economic history from the perspective of Canadian political economy.

Have a working understanding of multiple state and non-state institutions that manage the global political economy.

Apply concepts, research, and analytical skills of global political economy to contemporary issues and policy debates in Canada. |

Revision 1	
Political Science (POLI) 400 Governance and Leadership (Cross-listed with GOVN 400 & HSRV 400) Revision 4	Understand and critically analyze the new and emerging paradigm of leadership and practice. Discuss the role of key external forces, sectors and institutions that shape the development of leaders and leadership in the 21st century. Reflect and articulate your own personal leadership development. Understand the concept of governance and analyze the shifting paradigm. Analyze the influence of individuals and groups of citizens as leaders across the various sectors through interest groups and social movements. Analyze and evaluate how leadership across the various governance models influences and informs relationships, communications, and interactions. Analyze the implications, challenges, and opportunities for leadership in view of the changing external factors.
Political Science (POLI) 403 Public Policy in a Global Era (Cross-listed with GOVN 403 and GLST 403) Revision 1 This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Outline the essential features of the Canadian policy-making process. Discuss the globalized context of Canadian public policy. Compare and discuss competing approaches to explaining and understanding Canadian public policy. Define and discuss the internationalization of Canadian public policy, with specific reference to trends in Canadian social policy.
Political Science (POLI) 405 Innovative Public Management (Cross-listed with GOVN 405)	Discuss the major differences between old and new public management – structures, relationships, and implications. Summarize and assess the major environmental changes that have led to efforts to reinvent government and reform public administration. Evaluate the efforts to innovate and pursue alternative methods of delivering public services.

Revision 1 This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Assess changes in public management in Canada from a comparative perspective. Carefully consider the theoretical arguments both for and against the adoption of the principles of New Public Management (NPM). Reflect critically on the long-term implications for democratic rule and citizenship of the focus on new methods of public management.
Political Science (POLI) 440 Global Governance and Law (Cross-listed with GLST 440 & GOVN 440) Revision 3	Discuss the significance of modern forms of state and global governance. Analyze the challenges to the sovereign state system and the possibilities of legal governance in globalization. Discuss the significance of global social movements in globalization and evaluate the different kinds of democracy that global social movements propose. Discuss the interrelationship of the environment, gender, human rights, and social and economic wellbeing. Analyze and evaluate how leadership across the various governance models influence and inform relationships, communications, and interactions. From postcolonial and decolonial perspectives, critically evaluate the unequal participation of countries from the Global South in the decision-making and practices of global governance. Interpret textual, visual, and digital content using a critical analysis lens to identify and problematize unequal power relations in global governance and international law.
Political Science (POLI) 450 Globalization and Human Rights	The CLA does not currently have learning outcomes for this course.
Political Science (POLI) 470 Democratic Theory and Practice	The CLA does not currently have learning outcomes for this course.
Political Science (POLI) 480 The Politics of Cyberspace	Assess critically how the information technology revolution has: Reshaped power and economic production on a global scale. Facilitated globalization in the form of a new informational economy.

Revision 2	Assisted globalization in the form of resistance from networked civil society organizations and social movements.
	Made possible the creation of alternative identities.
	Transformed understandings of space and time and created new political space.
	Influenced democratic processes, political institutions, administration, and civil society.

PSYC: Psychology

Psychology (PSYC) 200 Introduction to Career Development Revision 1	Discuss the history of career development in North America including key (a) terms, (b) figures, (c) events, and (e) myths.
	Describe common activities of career counsellors and outline the associated competencies necessary to fulfill these tasks.

	Explain the importance of theory to career development and (b) identify the basic premises of the theory attributed to:
	
	   I. Holland
	  II. Super
	 III. Savickas
	 IV. Krumboltz

	(a) Illustrate with an example the importance of the relationship in career counselling and (b) describe strategies that help the relationship.
	Outline some steps that could help a career counsellor define and prioritize a client's problems from his or her presenting story.
	(a) Explain how assessment tools fit into the career counselling process and (b) who does them, and (c) how we can tell that they are useful.
	(a) Explain the importance of contextual factors in career development and (b) illustrate with an example.
	(a) Identify types of data needed by clients, and (b) give examples of resources that can be used to gather contextual and labour market information for each type of data.
	Explain how technology-based interventions can be used effectively in the career planning process.
	Explain (a) the purpose of an Action Plan (b) why it is important for the client to be involved in it, (c) its place in the counselling process, and its limitations. (d) Create an example of an Action Plan.

	(a) Identify four conditions that have been proven therapeutic in all cultures, and (b) explain how career counsellors can develop these conditions with clients from diverse backgrounds. (a) Explain how the following factors can affect career development: culture, gender, disability, and sexual orientation, and (b) Identify what career counsellors can do to prepare to work with diverse client populations. Discuss how career development theory can be applied to help society.
Psychology (PSYC) 210 Experiential Learning in the Celebration of Diversity Revision 1 This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Define "cultural ambassador" and demonstrate enhancing ambassador behaviours, i.e., positive, engaged attitude; open-ended questions to expand the discussion; close-ended questions to prompt for specifics; use of eye contact and expression; stating understanding of what was heard; summarizing key points. Compare and contrast "ambassador" behaviours and effective communication skills used in cultural outing situations. Identify and analyze the changes in cultural beliefs, values and assumptions, through the use of a before and after student cultural profile. Identify and analyze the similarities and differences of his/her personal cultural heritage with someone who has a different cultural heritage. Develop / enhance theoretical knowledge base, i.e., Experiential Learning Theory, Transformative Learning Theory, and Adult Learning Theory. Create a personalized cultural web site. Enhance written communication and research skills [APA Standards, where applicable].
Psychology (PSYC) 228 Introduction to Human Development	The CLA does not currently have learning outcomes for this course.
Psychology (PSYC) 289 Psychology as a Natural Science Revision 7	Demonstrate knowledge of theories, concepts, and key findings in selected areas of psychology: biological and cognitive psychology, perception, learning, consciousness, and intelligence. Differentiate among basic forms of psychological research. Use critical-thinking skills to evaluate claims based on the evidence provided.

	Summarize and discuss brief reports of empirical research in psychology. Apply knowledge in psychology to everyday situations.
Psychology (PSYC) 290 General Psychology Revision 5	Describe the evolution of psychology. Compare and contrast the types of research design to problems in human behaviour. Discuss relevant research issues. Discuss intelligence as it relates to socio-historical, cultural, and heredity vs. environmental contexts. Compare and contrast different types of intelligences tests. Discuss their strengths and weaknesses. Discuss the theories of emotions. Identify the factors that account for human behaviour. Establish the relationship between heredity and the environment in light of shaping one's cognitive and social development. Compare and contrast the various theoretical perspectives of personality. Define stress and establish possible causes. Discuss the emotional, physiological, and behavioural responses to stress. Identify a psychological disorder. Discuss the contribution of biological, cognitive, personality, conditioning, and stress factors to the etiology of the problem. Identify various types of therapies associated with psychological disorders. Discuss their strengths and weaknesses. Outline factors to consider when selecting an appropriate therapy. Define social psychology. Discuss human behaviour that defies logic and common sense. Discuss how this leads to stereotypes and generalization.
Psychology (PSYC) 300 Theories of Career Development Revision 6	Discuss generally the relevance of career development theory to clients. Discuss generally the relevance of career development theory to practitioners. Explain specifically the relevance of the various theories presented in this course, such as trait and factor theory, planned happenstance, Holland's theory of types, Super's life-span theory, social learning theory, Gelatt's positive uncertainty, and so on, to clients.

	Explain specifically the relevance of the various theories presented in this course, such as trait and factor theory, planned happenstance, Holland's theory of types, Super's life-span theory, social learning theory, Gelatt's positive uncertainty, and so on, to practitioners. Discuss each of the major theories presented in the course by indicating its • basic premise/s • major concepts and principles • origins • methods • contributions • limitations • practical applications, including its generality Outline the contributions of Canadian career development theorists. Illustrate how a practitioner can optimize their effectiveness by drawing on several theories at the same time.
Psychology (PSYC) 302 Biological Psychology	The CLA does not currently have learning outcomes for this course.
Psychology (PSYC) 304 Research Methods in Psychology Revision 4	Discuss how psychology incorporates the scientific method in the research process. Explain the basic principles, objectives, and assumptions of the scientific method. Acquire a basic understanding of how non-experimental and experimental approaches are used to conduct psychological research. Critically evaluate research reports in terms of strengths and weaknesses and be able to offer constructive alternatives. Discuss the ethical issues in conducting research in psychology. Write an empirical research report. Describe the limitations of science in psychological research.
Psychology (PSYC) 310 Learning and Instruction (Cross-listed with EDPY 310)	Explain what educational psychology is, and discuss its potential role in improving education. Describe and contrast the behaviourist and cognitive approaches to research on learning and instruction.

Revision 3	Describe the concept of learning from each of the behaviourist and cognitive approaches with respect to three metaphors of learning.
	Describe the types of knowledge and the types of understanding a learner can achieve and provide relevant examples of each. Explain which approaches to learning would typically result in knowledge and which approaches would result in understanding and outline the underlying implications.
	Explain the concept of transfer with respect to a positive/negative continuum and general/specific continuum.
	Discuss transfer with respect to behaviourist and cognitive approaches.
	Describe how the cognitive processes of selecting (new) information, organizing this information, and integrating new information with existing knowledge produces understanding, and describe how these processes interact with the three memory stores.
	Describe the prior knowledge and cognitive processes involved in learning how to read (fluently and for comprehension) and write, and in learning mathematics and science, and discuss their instructional implications.
	Describe, differentiate, and produce typical measures (tasks or items) used to assess different types of learning and understanding (e.g., literal/retention, inference, and transfer questions).
	Describe the following general instructional approaches and indicate their efficacy in promoting learning: providing feedback, providing concrete examples and activities, providing worked out examples and cases, guiding cognitive processes, strategy instruction, and cognitive apprenticeship.
	Discuss how self-efficacy, (self) attributions, and goal-orientation may affect students' motivation to learn and their approach to learning.
Psychology (PSYC) 315 Psychology and the Mass Media Revision 5	Describe and discuss psychological processes by which the mass media affect us and through which we respond to the mass media.
	Discuss past and current issues about the mass media from a psychological perspective and defend your position on these issues.
	Apply what you have learned in this course to your personal life as a consumer of mass media and to your professional life as a producer of mass media, if applicable.
	Describe and discuss, from a psychological perspective, the research in an area or issue that is of particular interest to you.

Psychology (PSYC) 323 Developmental Psychology Revision 9	Apply the tools, mechanisms, and processes of critical thinking consciously and systematically to produce organized, systematic, and dependably sound academic written work related to the discipline.
	Analyze the different aspects and periods of development (prenatal, infancy, early childhood, middle and late childhood) and its different contexts (cognitive, biological/physical, socioemotional).
	Investigate the growth patterns for infancy and childhood.
	Interpret the main concepts of child development according to each theorist/theory discussed in the course.
	Discuss the different characteristics of each developmental theorist/theory.
	Assess behaviour objectively in accordance with the theories and principles of development.
	Evaluate the developmental theories (Piaget, Vygotsky, Information Processing, Ainsworth, Bowlby, Kohlberg, Freud) in the context of child development.
Psychology (PSYC) 333 Sensation and Perception Revision 2	Describe the importance of perception and the perceptual process.
	Describe receptors and neural processing.
	Discuss the importance of the lateral geniculate nucleus and striate cortex.
	Identify the processes involved in higher-level visual processing and the significance of the binding problem.
	Discuss the perceptual organization of objects.
	Describe the perception of colour and the theories of colour vision.
	Differentiate between monocular and binocular depth cues, describe the perception of size, and identify visual illusions.
	Discuss neural feature detectors and movement perception.
	Discuss the visual control of action and the neural pathways for perception and action.
	Describe the stimulus for sound and the structure and function of the auditory system.
	Discuss the characteristics of sound localization.
	Identify the speech stimulus and the dimensions of speech perception.

	Describe the cutaneous and chemical senses.
	Discuss the development of the perceptual system.
	Identify the consequences of damage to the visual and auditory systems.
Psychology (PSYC) 340

Introduction to Applied Social Psychology

Revision 5 | Define applied social psychology.

Delineate clearly the difference between mainstream social psychology and applied social psychology.

Discuss the difficulties inherent in the application of applied social psychology.

Discuss areas that are applicable to investigation through the paradigm of applied social psychology.

Describe the research methods used by applied social psychologists to investigate specific social problems.

Develop a clear understanding of the social problems noted throughout the course. Discuss these problems and suggest possible solutions to them.

Demonstrate the skills required to prepare a proposal for effecting social change. |
| Psychology (PSYC) 345

The Psychology of Gender and Sexuality

Revision 6 | Evaluate psychological theories and methods with an awareness of the impact that gender, sexuality, power, and diversity have on scientific knowledge.

Explain how diversity, oppression, and social justice shape gendered experiences across the lifespan.

Demonstrate how psychological research on gender and sexuality is enriched when examining multiple levels of analysis, social context, and attention to structural oppression.

Analyze the ways in which gendered power dynamics affect the mental health, well-being, and life trajectory of diversely situated individuals and groups.

Evaluate the myriad ways gender and sexuality interface with issues related to income and employment, violence, stress and coping, stigma and prejudice, sex and relationships, family planning and parenting, and mental health and well-being.

Clearly communicate the importance of applying critical feminist theories, including intersectionality and decolonization, to the study of gender and sexuality. |

Psychology (PSYC) 347 Introduction to Feminist Counselling	The CLA does not currently have learning outcomes for this course.
Psychology (PSYC) 350 Adolescent Psychology Revision 4	Discuss adolescence from a physiological, cognitive and sociological perspective and discuss why adolescence issues have to be understood within a given context. Describe the physical changes occurring in adolescence and illustrate the relationship between these changes and psychological changes in adolescence. Discuss Piaget's contributions to the cognitive development in adolescence and discuss how other theories of cognitive development supplement, complement or differ from Piaget's perspectives. Discuss the benefits and limitations of using theories to translate the issues of identity in adolescence. Discuss the relationship between an adolescent and family members, describe the implications of some major changes in Canadian families to the relationship and discuss how parenting styles have changed with the changes. Identify school activities that are based on theories of adolescent development and discuss the extent to which they help students through their adolescence. Compare and contrast the breakdown on how adolescents spent their time in the early 90's and now, identify the factors that might have influenced the changes discuss the implications. Identify life events that can cause stress in adolescence describe how stress manifest itself in adolescents and identify ways of coping with the stress. Illustrate how one would draw from classical, social learning and blocked opportunity to understand adolescence delinquency and prevention and discuss the impact of the Juvenile Delinquency Act. Outline the types of adolescence violence discuss how an understanding of the adolescent's family, culture and social background can help in formulating intervention strategies. Identify and define an adolescence problem, establish possible causes, outline intervention strategies and discuss the advantages and disadvantages of proposed intervention strategies.

Psychology (PSYC) 355 Cognitive Psychology Revision 3	Explain the origins of cognitive psychology.
	Explain and (evaluate the following approaches to cognitive processing: parallel distributed processing approach, and the artificial intelligence approach.
	Describe four theories of pattern recognition.
	Distinguish between bottom-up and top-down processing and illustrate each type of processing with an example.
	Regarding attention, explain the following: stroop effect, bottleneck theories, feature-integration theory, and the biological basis of attention.
	Explain and assess the following models of memory: Atkinson-Shiffrin Model, the Levels-of-Processing Approach, and Tulving's Model.
	Explain the following aspects of memory: sensory memory, short-term memory, long-term memory, and autobiographical memory.
	Explain how the following determinants affect memory: context, mood, and expertise.
	Demonstrate at least four strategies that will improve memory.
	Explain the characteristics of mental imagery.
	Debate the analog and propositional positions of mental storage, state your preferred theory, and justify your position.
	Explain and provide examples of "cognitive maps".
	Describe semantic memory, and discuss the following models: Feature Comparison Model, Collins and Loftus Network Model, Anderson's ACT* Theory, and the Exemplar Approach.
	Regarding memory performance, explain the affects of: schemas, and metacognition.
	Discuss the following approaches to speech perception: the Phonetic Module and the Special Mechanism Approach.
	Discuss the importance of context in speech perception and reading.
	Regarding word recognition, explain the following: direct-access hypothesis, indirect-access hypothesis, and the dual-encoding hypothesis.
	Explain the process of problem solving and discuss the following issues in relation to problem solving: algorithms, insight, attentional processes, and functional fixedness.

	Explain the role of heuristics in (problem solving and decision-making.
	Describe creativity and suggest ways creativity can be improved.
	Regarding logical reasoning, explain the propositional calculus and syllogisms.
Psychology (PSYC) 356 Introduction to Personality Theories and Issues Revision 4	Effectively relate the broad theoretical underpinnings of the field in a sound historical context, with links to contemporary research efforts and theory. Effectively relate each of the four strategies with explicit attention to both its earliest roots and its links from other strategies. Describe the broader historical, cultural, and scientific contexts from which each of the four strategies emerged. Weave together coverage of the most up-to-date research with currently important theoretical issues and significant practical applications. Determine the primary emphasis of each strategy as well as the range and limitations of its applications. Effectively recognize, associate, and define the key terms or concepts applied to the field and listed by each strategy. Compare the applied elements of each strategy and contrast these across each of the other strategies. Effectively relate the material to your own everyday experiences, thereby enhancing your ability to process, retain, and recall the material. Effectively synthesize the broad scope of the field and demonstrate written skills of course integration and sound critical analysis.
Psychology (PSYC) 365 Behaviour Modification Principles Revision 5	Explain the general characteristics of applied behaviour analysis. Identify and provide examples of specific procedures of behaviour modification including reinforcement, shaping, chaining, respondent conditioning, response cost, avoidance and escape learning, schedules of reinforcement, and stimulus discrimination procedures. Work with behavioural data by measuring and recording behaviours and displaying behavioural data in graphic form. Reflect upon and evaluate research articles on behaviour modification.
Psychology (PSYC) 375	Discuss the scientific views of Karl Popper and Thomas Kuhn.

History of Psychology Revision 1	Discuss and provide examples of various types of: Determinism, and Dualism.
	Explain the main features of philosophy of: four prominent Greek cosmologists, as well as Hippocrates, Socrates, Plato, and Aristotle.
	Explain Skepticism and Cynicism and identify the philosophical responses to these philosophies.
	Identify and discuss the teachings of prominent spiritual and philosophical leaders during the: Roman period, Scholastic period, and the period of Renaissance humanists.
	Explain the main highlights of scientific thinking from 15th to the 17th century.
	Summarize Descartes' philosophy and discuss his contributions to psychology.
	For each school of philosophy, identify the major theorists, summarize important influences in their life, and explain the main concepts of their philosophy: British empiricism, French Sensationalism, Positivism, Rationalism, Romanticism, and Existentialism.
	Explain and contrast the theories of Helmholtz and Müller.
	Explain the basic principles of phrenology.
	Describe the life and work of Wilhelm Wundt and Edward Titchener.
	Explain how the centre of psychological research shifted from Europe to the United States. In your discussion, include theories of evolution and intelligence testing.
	Discuss the biological, psychological, and supernatural explanations of mental illness.
	Explain how the treatment of mentally ill patients was transformed during the 18th and 19th centuries.
	Explain and evaluate the work of Sigmund Freud and (early alternatives to psychoanalysis.
	For each school of thought, identify the major theorists and explain the school's key principles: Functionalism, Behaviourism, Neobehaviourism, Gestalt psychology, Humanistic psychology, Cognitive psychology, and Psychobiology.
	Discuss diversity and eclecticism in contemporary psychology.

Psychology (PSYC) 379 Social Psychology Revision 8	Define social psychology and describe the place of social psychology within the discipline of psychology. Describe methodological approaches to research in social psychology. Identify, explain, and discuss fundamental concepts, principles, theories, and research findings in the following areas: - Social perception and cognition, - Social self, - Value and attitude, attitude change and behavior change - Interpersonal communication and interpersonal relationships - Pro-social behavior and aggression - Cooperation and conflict - Prejudice and discrimination - Social categorization, group processes, and leadership Apply social psychological theories, concepts, principles, and research findings to everyday life. Analyze information critically and write a research report or paper.
Psychology (PSYC) 381 The Psychology of Adult Development Revision 4	Describe the pattern of demographic change in Canadian society establish the causes summarize the implications of an aging population and outline strategies for minimizing these impacts. Identify three research papers on adult education using different research methods outline the strengths and limitations of each research method, identify the threats to internal and external validity for each research method and explain the threats and how to reduce them. Describe the two basic principles of normal aging and discuss the impact of this aging process on daily life. Identify changes in sensory- motor functioning caused by aging and the implications of these changes on daily functioning and describe how the impact of these changes could be minimized. Establish the relationship between chronic disease and one's gender and socioeconomic status discuss the relevance of such relationships. Indicate those parts of the Canada Health Act and the Canadian health care system that impact an aging population and identify strengths of the Act, limitations to it and propose changes and justify those proposed changes. Describe the three major mental disorders including a description of the epidemiology and etiology for each disorder and discuss the deinstitutionalization movement in relation to the above.

	Establish the relationship between age and intelligence and identify instruments that measure adult intelligence and outline the instruments' limitations. Discuss the evidence on memory performance with age and identify diseases related to memory performance. Outline the factors that contribute toward divorce and discuss these factors within the context of theories of love. Describe the changes in family relations and responsibilities that accompany the aging of the family members. Summarize the differences between men and women in terms of career importance, career earnings, and career success and discuss the factors that are likely to account for these differences. Discuss the role played by hospice care, home care, and hospital care in issues related to death.
Psychology (PSYC) 387 Learning Revision 4	Explain and discuss the following: behaviour, summary labels, and target behaviour. Illustrate, with the use of an example, how each behavioural technique works below, and discuss conditions that influence the effectiveness of each procedure: positive reinforcement, punishment, and feedback. Explain and evaluate the following response-reduction procedures: extinction, differential reinforcement of zero responding (DRO), and differential reinforcement of incompatible behaviours (DRI). Discuss the advantages and disadvantages of punishment. Distinguish escape from avoidance conditioning and discuss types of aversive stimuli. Distinguish fading from shaping and illustrate each of these techniques with an example. Identify and explain eight types of reinforcement schedules and illustrate each of these schedules with an example. Explain the following behavioural techniques, and discuss factors that influence their effectiveness, and illustrate each of these techniques with an example: stimulus discrimination, prompting, stimulus response training, and rule-governed behaviour. Explain modeling, and six types of generalization, and provide illustrations for each.

	Distinguish rule-governed behaviour from contingency-shaped behaviour.
	Explain and contrast classical conditioning from operant conditioning.
	Identify and explain four types of Pavlovian Conditioning Therapies and discuss conditions that influence the effectiveness of each therapy.
	Explain, evaluate, and illustrate with examples: conceptual learning, generalized response classes, and stimulus equivalence.
Psychology (PSYC) 388 Introduction to Counselling Revision 6	Analyze and apply an integrated knowledge of the historical and professional foundations in counselling as a profession, particularly that of counselling in Canada. Describe the personal qualities of effective counsellors and compare counselling to other helping professions. Discuss various aspects of the counselling profession, including ethical, legal, and multicultural issues. Demonstrate your understanding of the counselling process and counselling skills from the initial interview to termination and apply it to specific (hypothetical) counselling situations. Describe the features of assessment and diagnosis in the counselling profession and identify the strengths and limitations of the assessment process. Describe the distinguishing features of a wide range of counselling theories, including psychoanalytic, cognitive, behavioural, humanistic, systemic, and brief theories. Describe the general distinguishing features of several counselling specializations and demonstrate your in-depth knowledge of at least one counselling specialty. Describe personal perspectives regarding the advancement of your career in counselling.
Psychology (PSYC) 389 Learning Disabilities: Issues and Interventions (Cross-listed with EDPY 389) Revision 11	Explain the definitions, themes, characteristics, contributing factors, related to learning disabilities and associated challenges. Identify assessment strategies and describe the different assessment tools that are available. Analyze the contributions of theorists developing an understanding of how to teach students with learning disabilities. Discuss issues in the field of learning disabilities and their impact on young children, adolescents, and adults.

	Develop case studies complete with assessment and intervention strategies. Find and critically assess reading material and online content related to learning disabilities. Integrate theory, research, and professional practice within the field of learning disabilities.
Psychology (PSYC) 395 Forensic Psychology Revision 3	Define the scope and functions of forensic psychologists, from both clinical and academic perspectives. Describe the relationship between the disciplines of psychology and law. Describe standard police selection procedures and the importance of police discretion in dealing with community violations. Describe various models of police interrogation and weigh the pros and cons of these approaches. Describe the newly-developed investigative tool of criminal profiling, and outline different methods used to target criminal offenders. Describe polygraph techniques and their limitations in Canadian courtrooms. Explain the unique challenges involved in children's testimony and describe how understanding children's memory processes is vital to ensure their appropriate and effective involvement in court proceedings. Describe the key issues when mental health problems are brought to the court: fitness to stand trial and mental state at the time of offence. Describe the structure of the Canadian Legal System and the range of sentencing options in Canada. Outline the special issues involved in understanding and treating domestic violence. Describe the range among sexual offenders, the theories behind their offending, and how they are assessed and treated. Explain the concept of psychopathy, how it develops, and its relationship to criminal activities. Outline the historical development of how Canadian law has attempted to deal with the issue of youth crime. Describe the extent and theories of criminal acts committed by females.

	Explain the over-representation of aboriginal offenders in the justice system and the development of specialized approaches to managing or preventing reoffending.
Psychology (PSYC) 401 Learning Through Life Revision 4	Define meaning perspectives and meaning schemes and compare these terms to similar terms used by other authors. Describe the role of meaning perspectives and meaning schemes. Describe the place of language in meaning perspectives and meaning schemes. Discuss the contribution of Habermas's theory of communicative competence to Mezirow's theory of adult learning. Your discussion should include instrumental, communicative, and emancipatory learning. Outline four forms of adult learning based on meaning perspectives and meaning schemes. Describe the role and importance of reflective learning according to Mezirow. Define content, process, and premise reflection, and give concrete examples of each. Explain a range of distortions, including their origins, that may lead to dysfunctional meaning perspectives in adult life. Describe the development of meaning perspectives and identify factors that facilitate such development. Outline at least six major philosophical and ethical considerations when fostering transformative adult education. Analyze the development and change of meaning perspectives and meaning schemes within a case study. Analyze the development and change of meaning perspectives and meaning schemes using a case study from your own life experience. You may draw from your work situation, your community volunteer activities, or your hobbies, travel, and personal study. Evaluate the usefulness and limitations of Mezirow's analysis of the creation of meaning with particular reference to your case study.
Psychology (PSYC) 403 Assessment and Instruction for	Discuss a range of approaches to learning and teaching. Explain the response to interventions and multitier systems of support for students with learning and behaviour challenges.

Students with Diverse Needs (Cross-listed with EDPY 403) Revision 2 This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Outline assessment and instructional strategies for the assessment of behaviour, oral language, reading, writing, math, and content learning. Discuss the issues in and strategies for coteaching and collaborating with professionals and families. Critically assess research literature related to learning and behaviour challenges. Develop a complete individualized program plan that is appropriate for students with learning and behaviour challenges.
Psychology (PSYC) 405 Creating A Working Alliance Revision 5	Define working alliance and describe its main components. Describe the relationship between a working alliance and counselling. Explain how client and counsellor characteristics influence the working alliance. Describe strategies for enhancing the working alliance that address issues of motivation, and client resistance. Discuss the potential problems, including role conflict and role ambiguity, associated with a working alliance that involves a boss and a subordinate, and outline strategies for dealing with these problems. Describe a taxonomy of skills for creating a working alliance and demonstrate the use of such skills. Describe characteristics of an effective collaboration, identify the benefits of such a collaboration, and suggest key skills for developing it. Outline a model for problem-solving and decision-making and identify the purpose of each step and the skills associated with each. Outline the stages of group development, and the fundamental factors that enhance such a development. Discuss what is meant by partnerships, the implications in terms of applicable skills, and how partnerships relate to the working alliance and collaboration. Outline potential conflicts in a partnership, the steps involved in solving them, and the skills associated with each step. Outline your plan for the first meeting of a potential partnership, including the issues you would address and the skills you would use and justify your decisions.

Psychology (PSYC) 406 Introduction to Theories of Counselling and Psychotherapy Revision 2	Describe the relationship between world view, personal characteristics, and counselling theory. Articulate the importance of establishing a personal theory of counselling and psychotherapy and the process(es) by which that might occur. Identify the various components that are essential in making up a complete "theory" of counselling or psychotherapy. Articulate the way in which those components are addressed across the various theoretical models. Critically assess the similarities and differences across approaches, as well as the strengths and limitations of each approach. Identify personal values, beliefs, and world view, and evaluate the impact of those assumptions on the personal fit of each theoretical framework as well as components of the counselling and psychotherapy processes. Describe the application of the various models to the process of addressing various client presenting concerns through the use of case studies. Critically evaluate the viability of an integrative approach that draws on components of various conceptual models. Begin to articulate a personal perspective on human nature, development and definition of client problems, the nature of the client-counsellor relationship, and the process and techniques for facilitating change and growth.
Psychology (PSYC) 418 Special Projects in Psychology	Project courses cannot be sought through PLAR.
Psychology (PSYC) 426 Psychology of Families and Parenting	The CLA does not currently have learning outcomes for this course.
Psychology (PSYC) 432 Psychology and the Built Environment	Describe the area of environmental psychology. Describe and discuss some of the theories and research about, and applications of, the interrelationships between our behaviours and our everyday physical environments.

Revision 4	Apply what you have learned in this course to the design and alteration of the physical environments in your personal and professional life. Describe and discuss the research in a specific area that is of special interest to you.
Psychology (PSYC) 435 Abnormal Psychology Revision 8	Describe the historical emergence of abnormal psychology as a concept and as an area of clinical practice. Identify and compare several theories about the causes of abnormal behaviour. Discuss issues in the assessment and diagnosis of mental disorders. Describe the wide variety of treatment approaches available to modern clinicians. Identify and describe several common and relatively easily treated disorders, such as adjustment, anxiety, phobias, and somatoform disorders. Identify and describe the more difficult-to-treat disorders, such as schizophrenia, paranoia, and the affective disorders. Describe and discuss disorders that involve some violation of legal or social standards, including sexual variations, alcohol and drug abuse patterns, impulse control, and violence. Recognize relationships between various central nervous system impairments and abnormal behaviour patterns. Explain aspects and implications of various types and levels of neurodevelopmental disorders. Identify, describe, and discuss special disorders of childhood, adolescence, adulthood, and aging. Discuss the major ethical and legal considerations associated with abnormal behaviour.
Psychology (PSYC) 450 Drugs and Behaviour	The CLA does not currently have learning outcomes for this course.
Psychology (PSYC) 451 Human Neuropsychology	The CLA does not currently have learning outcomes for this course.

Psychology (PSYC) 469 Principles of Psychological Assessment (Cross-listed with EDPY 469)	The CLA does not currently have learning outcomes for this course.
Psychology (PSYC) 470 Consultation and Collaboration for Students with Special Needs (Cross-listed with EDPY 470) Revision 8	Explain consultation, collaboration, and collaborative consultation. Discuss the various consultation models and professional practices. Describe the components of effective consultation and collaboration. Illustrate effective problem-solving in consultation and collaboration. Outline effective communication and interpersonal skills for consultation and collaboration. Describe the legal and ethical issues in consultation and collaboration. Discuss effective strategies for consulting about students with academic skills problems and/or social, emotional, and/or behavioural problems. Discuss systems-level consultation and summarize the steps in the RIOT process. Outline strategies for transition planning in consultation and collaboration.
Psychology (PSYC) 471 Supporting Children and Youth with Emotional and Behavioural Challenges (Cross-listed with EDPY 471) Revision 9	Outline the primary conceptual approaches to emotional and behavioural disorders (EBDs). Discuss the role of an effective teacher of students with EBDs. Describe the causal factors of EBDs and possible preventions. Outline how EBDs are defined and the issues with defining EBDs. Define and describe the characteristics of types of disordered behaviour. Identify the primary approaches to intervention and education for each type of EBD. Describe the issues with measurement, screening, and identification of EBDs. Search for, find, evaluate, and share resources on EBDs.

	Develop case studies that include instructional and assessment strategies that are appropriate for the specific emotional and behavioural challenges of students with EBDs.
Psychology (PSYC) 476 Assistive Technology for Students with Special Needs (Cross-listed with EDPY 476) Revision 7	Participate in identifying assistive technology needs of students with special needs. Access appropriate assistive technology resources. Participate in a multi-disciplinary team assessment. Implement assistive technology in the classroom or other educational settings. Participate in an evaluation of the effectiveness of assistive technology.
Psychology (PSYC) 478 Autism Spectrum Disorder (Cross-listed with EDPY 478) Revision 4	Explain the characteristics, diagnosis, and theorized etiologies of Autism Spectrum Disorder (ASD). Discuss evidence-based practices and the different interventions available for individuals with ASD to assess their efficacy. Describe the effect ASD can have in families throughout their lifespan and identify ways to support the family. Describe functional behaviour analysis and how antecedents and consequences influence behaviour. Discuss common characteristics associated with ASD in the areas of communication, socialization, daily living, play, motor development, sexuality, and academics. Discuss the use of assistive technology for individuals with ASD. Describe evidence-based planning practices to promote successful transition to adulthood.

RELS: Religious Studies

Religious Studies (RELS) 204 Introduction to World Religions Revision 2	Discuss the several dimensions of religious phenomena and evaluate the major issues confronting any student of religious studies. Outline the various methodological means for examining any religious tradition or phenomenon. Demonstrate a detailed understanding of the historical, literary, doctrinal, and practical features of Judaism, Christianity, Islam, Hinduism, Buddhism, and the Chinese religions.
Religious Studies (RELS) 206	Outline the life of the Prophet Muhammad

The Islamic Tradition Revision 3	Outline the theological themes central to the Qur'an Outline and explain the Five Pillars of Islam Outline and explain what constitutes Islamic law (shari'ah) Outline and explain basic beliefs and worldviews of Shi'a Islam and Sufism. Outline the current debates within Islam about women and gender relations. Outline Islamic responses to modernity in a post 9/11 world.
Religious Studies (RELS) 211 Death and Dying in World Religions Revision 2	Describe the basic religious worldviews of the four major world religions. Outline the historical development of beliefs pertaining to death and the afterlife in each of these religions. Explain the different funerary and mourning rituals associated with each religion, and some of the analytical frameworks that scholars use when engaging the cross-cultural studies of death. Describe the various ways in which the members of different religious traditions deal with the process of grieving. Explain the integration of death practices and rituals into the process of palliative care.
Religious Studies (RELS) 218 Introduction to Religion & Popular Culture	The CLA does not currently have learning outcomes for this course.
Religious Studies (RELS) 313 Early Christians (Cross-listed with HIST 313 & HUMN 313)	The CLA does not currently have learning outcomes for this course.
SCIE: Science	
Science (SCIE) 326 Scientific Reasoning	The CLA does not currently have learning outcomes for this course.
Science (SCIE) 480	The CLA does not currently have learning outcomes for this course.

Research Methods in Science	
Science (SCIE) 495/496

Science Projects I & II | Project courses cannot be sought through PLAR. |

SOCI: Sociology	
Sociology (SOCI) 216

Sociology of Families

Revision 1 | Explain the social origins and historical transformation of the family as a social institution.

Identify some of the family forms that Indigenous peoples in North America have had and how and why they have changed.

Use sociological theory to analyze the social processes, social relations, and social structures that shape families in contemporary societies.

Describe the emergence of diverse types of family in Canada, including 2SLGBTQI+ family forms, and some of the challenges that families face today.

Identify the social policies that the Canadian government has implemented to regulate and support families and family relations.

Identify and critically analyze the 2SLGBTQI+ and feminist critique of the family as a social institution.

Identify some of the current social transformations shaping the future of the family. |
| Sociology (SOCI) 231

Sociology of Religion | The CLA does not currently have learning outcomes for this course. |
| Sociology (SOCI) 287

Introduction to Sociology I

Revision 1 | Explain what it means to think sociologically and why sociology is include in the social sciences.

Describe how individuals are shaped for social interaction and social roles.

Define culture and describe cultural variation.

Explain why the idea of social structure is important in understanding society and identify variations of it.

Outline the social transformation that led to the international development of capitalism.

Describe the central ideas of the founders of sociology. |

	Evaluate the claim that most societies have been patriarchal.
	Outline the extent of social inequality in Canada and discuss different perspectives on inequality.
	Summarize the key features of a model free-enterprise economy and assess the applicability of the model to Canada.
	Explain the concern that modern economies and cultural attitudes may pose a threat to both the local and the global environment.
Sociology (SOCI) 288 Introduction to Sociology II – Social Movements	The CLA does not currently have learning outcomes for this course.
Sociology (SOCI) 290 Social Problems	The CLA does not currently have learning outcomes for this course.
Sociology (SOCI) 291 Canadian Society This course is under revision. As a result, it is not available for PLAR at this time.	The CLA does not currently have learning outcomes for this course.
Sociology (SOCI) 300 How Humans Organize: From Primary Groups to the World Wide Web	The CLA does not currently have learning outcomes for this course.
Sociology (SOCI) 301 Social Statistics Revision 5	Calculate and display common descriptive statistics (i.e., measures of central tendency, measures of variance, etc.). Explain the difference between sample and population, statistics and parameters. Describe dependent variables and independent variables. Calculate and interpret correlations. Make statistical predictions. Explain the dangers of using correlation to determine causation. Conduct hypothesis testing.

	Calculate various inferential statistics, including Pearson's r, various t-tests, ANOVA, and the Chi-square test.
Sociology (SOCI) 305 Sociology and Crime Revision 1	Think about crime in a sociological manner. Apply the three sociological perspectives of symbolic interactionism, ethnomethodology, and structural conflict theory to the study of crime. Discuss a critical sociological approach for the study of crime and explain how it is able to analyse the shortcomings of more traditional correctional views of crime. Discuss the ways in which sociology can provide valuable insights into the phenomenon of crime and describe how the study of crime can provide an interesting vehicle for learning about sociology.
Sociology (SOCI) 321 The Sociology of Work and Industry Revision 6	Describe employment trends in Canada. Explain the fragmentation of labour markets. Give reasons why labour markets produce inequalities and insecurities. Discuss the relations between paid and unpaid work. Explain what management has to do with conflict and control in the workplace. Propose strategies to make work more equal, secure, and self-determined.
Sociology (SOCI) 331 Exposed! Sociology of Environment and Aging	The CLA does not currently have learning outcomes for this course.
Sociology (SOCI) 332 Women and Unions (Cross-listed with LBST 332 & WGST 332) Revision 1	Discuss the development of the union movement, the changing role of women in the paid work force, and the relationship between the two. Appreciate the dynamic interplay among employers, union organizations, and both men and women union members, and therefore, the varied outcomes that occur as a result of factors such as the industry, the size of the union, the proportion of women members, and so on. Assess the contribution of the union movement to improving the status of employed women, in the context of the economic, legislative and ideological parameters within which unions work. Understand the important current issues being debated in the union movement with regard to the concerns of women members.

Sociology (SOCI) 335 Classical Sociological Theory and Its Relevance Today	The CLA does not currently have learning outcomes for this course.
Sociology (SOCI) 337 Contemporary Sociological Theory Revision 3	Outline the theory of social systems developed by Talcott Parsons including the basic assumptions, key concepts, and underlying argument of his theory. Explain, using examples, why structural functionalism is often seen as a conservative theory of society. Explain the logical and methodological criticisms that have been made of structural functionalism. Show how Robert Merton tried to revise structural functionalism by introducing new concepts, questioning old assumptions, and providing a more empirical framework for theory construction. Discuss ways in which Ralf Dahrendorf's theory of social conflict (including his basic assumptions, key concepts, and underlying arguments) may be seen as an alternative to that of the structural functionalists. Review the main differences between recent versions of neofunctionalism and earlier versions of structural functionalism. Identify the more prominent conflict theorists currently contributing to sociological theory. Explain the significance of Hegelian Marxism, and outline the basic assumptions, key concepts, underlying arguments, and major representatives of this theoretical school. Review the achievements of the Frankfurt School of Critical Theory, and include some examples of their key concepts, targets of criticism, underlying arguments, and major representatives. Outline as many of the schools of contemporary Marxism as you can, including the basic assumptions, key concepts, underlying arguments, and major representatives of each school. Discuss the main elements of the systems theory of Niklas Luhmann, and review the criticisms made of his theory. Explain how the work of George Herbert Mead revolutionized the study of human behaviour. Review ways in which the work of Herbert Blumer helped to systematize and formalize the tradition of symbolic interactionism.

Explain the novelty of Erving Goffman's dramaturgical approach to the study of everyday life, and show how his approach departs, in some respects, from mainstream symbolic interactionism.

Discuss several ways in which symbolic interactionism has changed in recent years.

Show how ethnomethodologists have developed a set of theoretical concepts, methods of research, and basic assumptions that sharply distinguish their work from that of mainstream sociologists, and that imply a strong critique of mainstream sociology.

Compare and contrast the work of ethnomethodologists with that of other microsociologists, such as exchange theorists, symbolic interactionists, and rational choice theorists.

Evaluate critically the claim that social exchange theory is non-sociological because it is based on hedonistic and psychologically reductionistic assumptions.

Compare and contrast the different generations of behavioural theorists (including their key concepts, basic assumptions, and research examples) represented in the works of Skinner, Homans, and Blau.

Discuss whether contemporary feminist theory is best viewed as a critical perspective on mainstream sociological theory or as a sociological theory in its own right.

Distinguish between the generations or waves of feminism, as well as between the divisions within contemporary feminism, and show how these divisions correspond to social and historical changes in the larger society.

Discuss the more important criticisms that have been made by feminists of classical and contemporary sociological theories and theorists.

Evaluate critically the extent to which Anthony Giddens' theory of structuration successfully integrates macrosociological and microsociological levels of analysis.

Show, using examples, how the key concepts of Pierre Bourdieu's theory of genetic structuralism can be used to analyse and explain real-life situations of social conflict.

Identify historical forces that have led to the rise of modernity and, using appropriate sociological concepts, show what such modern institutions as the Nazi death camps and fast-food franchises have in common.

	Outline the main features of Jurgen Habermas' theory of late capitalism, including his concepts of "systematically distorted communication," "colonization of the life-world," and "legitimation crisis".

Explain what Habermas means by the expression "emancipatory project" and why he regards modernity as an "incomplete project".

Discuss ways in which postmodernist social theory differs from mainstream sociological theory.

Show how the work of Jean Baudrillard (including his key concepts, basic assumptions, and arguments) may be understood as a critical theory of popular consumer culture.

Identify the major stages in the intellectual development of Michel Foucault and show how each stage represents a different method of analysis and a distinct set of concepts.

Evaluate criticisms that have been made of postmodern social theory. |
| Sociology (SOCI) 339

Sociology of War and Armed Conflict | The CLA does not currently have learning outcomes for this course. |
| Sociology (SOCI) 345

Women, Gender and Work in Canada

(Cross-listed with WGST 345)

Revision 6 | Identify the importance of women's work, and analyze why women's work has been exploited, unpaid, and/or underpaid throughout Canadian history.

Provide examples of how women's class, age, family status, race, immigration status, sexuality, gender identity, and/or disabilities have shaped their experiences with work opportunities, exclusions, inequality, discrimination, sexual harassment, and assault.

Evaluate the individual and collective advocacy efforts that women and LGB, transgender, and gender-nonconforming people have used in seeking inclusion and equality in unpaid and paid work.

Analyze government and workplace policies and programs that have sought to address equality-based issues in unpaid and paid work.

Debate whether integration into paid work in the current capitalist economic system should continue to be an avenue of feminist equality and liberation.

Integrate your own and other people's experiences in unpaid and paid work through interviews, reading and discussion questions, oral histories, and research papers. |
| Sociology (SOCI) 347 | The CLA does not currently have learning outcomes for this course. |

Contemporary Social Theory for the 21st Century: the Age of Indeterminacy	
Sociology (SOCI) 348 Sociology of Environment and Health	The CLA does not currently have learning outcomes for this course.
Sociology (SOCI) 365 Sociology of Deviance Revision 6	Identify the key concepts, principles, and theories that characterize the sociology of deviance as an area of study. Critically evaluate the strengths and weaknesses of various definitions of "deviance" and "normality". Explain how structures of social inequality and relations of power affect perceptions of deviance and mechanisms of social control. Summarize and evaluate the research that has been conducted on various topics related to the sociology of deviance. Describe the explanations offered by varied theories of deviance that arise from positivist, interpretive, and critical approaches to theory-building, and assess their value. Apply the core concepts, principles, and theories of the sociology of deviance to local, national, and global issues.
Sociology (SOCI) 378 Social Problems and Social Movements (Cross-listed with CMNS 385)	The CLA does not currently have learning outcomes for this course.
Sociology (SOCI) 380 Canadian Ethnic Studies Revision 3 This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Identify and describe the different governance models that have been used to manage racial, ethnic, Indigenous, and other minority relations in Canada, and the different sociological models that have been used to explain these intergroup relations. Explain the historical conditions that led to the growth of mass immigration to Canada at the turn of the twentieth century. Explain how the "racial" classifications of early immigrants to Canada corresponded to their economic exploitation within the host society. Evaluate historical data on intergenerational mobility of different ethnic groups in contemporary Canadian society.

	Summarize the historical experience of racialized immigrant communities in Canada, including those of African, Indian, Chinese, and Japanese descent.
	Identify outstanding continuing examples of institutional racism in contemporary Canadian society.
	Analyze the marginality of women as a minority group in Canadian society.
	Explain the interlocking and intersectional nature of gender inequality, with race, ethnic, and Indigenous relations.
	Summarize the historical experiences of Indigenous Peoples in Canada.
	Distinguish the past and present social situations of Indigenous Peoples from those of other racialized minority groups in Canada.
	Review and interpret the historical provisions of the Indian Act in Canada.
	Discuss some of the damaging effects of the residential school system on Indigenous families and communities.
Sociology (SOCI) 381 The Sociology of Power and Inequality	The CLA does not currently have learning outcomes for this course.
Sociology (SOCI) 426 Special Projects in Sociology II Knowledge Mobilization for Multiple Audiences	Project courses cannot be sought through PLAR.
Sociology (SOCI) 427 Special Projects in Sociology III	Project courses cannot be sought through PLAR.
Sociology (SOCI) 435 Theories of Social Change Revision 5	Sociology 435 explores contemporary expressions of this insight through the works of four social theorists: a contemporary "classical" Marxist, a radical feminist Marxist, a media theorist and a neo-liberal economist. As you complete this course, we anticipate that you will develop your ability to think critically about:

| | Various theories of social change and the factors—especially those operating within the wider society—that influence the development of those theories.

The impact of different theories on the societies under study, in particular, who benefits from a given theory, and who pays the price.

The distinction between a historical analysis of concrete social forms and a purely descriptive analysis, and the social roles served by each type of analysis.

The concrete social conflicts and contradictions that bring about social changes.

The impact of ideology and its critique on global social change. |
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| Sociology (SOCI) 437

Deciphering Our Social Worlds

This course has been temporarily closed. As a result, it is not available for PLAR at this time. | The CLA does not currently have learning outcomes for this course. |
| Sociology (SOCI) 450

Environmental Sociology | The CLA does not currently have learning outcomes for this course. |
| Sociology (SOCI) 460

The Sociology of Information Technology | The CLA does not currently have learning outcomes for this course. |

SOSC: Social Science

| Social Sciences (SOSC) 366

Research Methods in the Social Sciences

Revision 4 | Understand the ethical responsibilities of a social science researcher toward research subjects and clientele.

Explain the principles and objectives of social science research.

Describe the use of common research methods in the social sciences.

Define a research problem.

Write a research proposal. |
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	Conduct an independent research project involving the collection of empirical data.
	Analyse and report findings from a research project.

SPAN: Spanish	
Spanish (SPAN) 200 Spanish for Beginners I Revision 3	Introduce yourself and others. Participate in simple conversations on such topics as family, the weather, food, and travel. Express obligations, wishes, and actions in the near future. Ask simple questions and respond to straightforward requests. Express likes and dislikes. Describe a person, an event, or a situation. Discuss aspects of Hispanic culture. Tell stories in the present, past and future. Describe your daily routines and those of others. Name articles of clothing, days of the week, months, seasons.
Spanish (SPAN) 201 Spanish for Beginners II Revision 4	In oral and written expression: Speak/write about travel, accommodations, and modes of transportation. Speak/write about past actions, events, feelings, and emotions. Speak/write about habitual actions in the past. Express actions in the past combining various verb forms to create narratives. Describe people, objects, places, and situations in the past. Speak/write about the stages of life, generations, and social relationships. Speak/write about changes and similarities. Express agreement and disagreement. Give advice and make suggestions.

	Comment and give personal opinions.
Spanish (SPAN) 300 Intermediate Spanish I Revision 2 This course is under revision. As a result, it is not available for PLAR at this time.	Increase your competence in oral communication. Expand and enhance your knowledge of Spanish grammatical structures. Reinforce and expand your vocabulary. Broaden your knowledge of Hispanic cultures. Improve your writing skills in Spanish.
Spanish (SPAN) 301 Intermediate Spanish II Revision 2 This course is under revision. As a result, it is not available for PLAR at this time.	Review and expand grammar structures. Improve written skills. Reinforce and expand vocabulary. Strengthen oral communicative competency. Broaden knowledge of Hispanic cultures.
Spanish (SPAN) 330 Textual Analysis & Composition	The CLA does not currently have learning outcomes for this course.
Spanish (SPAN) 400 Advanced Spanish Grammar I	The CLA does not currently have learning outcomes for this course.

TAXX: Taxation

Taxation (TAXX) 301 Taxation I Revision 30	Describe the key tax entities and their relationships within the Canadian tax system. Explain the key processes followed in the Canadian taxation system. Perform calculations to determine net income, interest and penalties, credits and tax payable, cumulative eligible capital, and others. Apply relevant rules such as the rules for capital gains and capital losses, registered savings and profit-sharing plans, property transfers, income attribution, lump sum payments, and income splitting.
Taxation (TAXX) 401	This course cannot be sought through PLAR.

Taxation II	

WGST: Women and Gender Studies

Women and Gender Studies (WGST) 200 Feminist Research and Women's Lives	The CLA does not currently have learning outcomes for this course.
Women and Gender Studies (WGST) 201 An Introduction to Women's and Gender Studies Revision 1	Provide an overview of the three waves of feminism. Compare and contrast the major feminist theories. Recognize and explain how gender intersects with other social categories, including but not limited to race, ethnicity, sexuality, class, and (dis)ability. Discuss the major issues facing different groups of women in Canada today, including gender-based violence, health, work and family, and beauty culture and the media. Discuss the specific challenges facing Indigenous women as a result of colonialism. Define transnational feminism and give examples of feminist issues and activism in the Global South.
Women and Gender Studies (WGST) 210 Gender, Sexuality, and Popular Media Revision 1	Distinguish between the dominant and critical paradigms that inform the study of media. Demonstrate an understanding of and explain central concepts from gender and sexuality studies in relation to media studies. Recognize that gender and sexuality are not stand-alone identities and intersect with race, ethnicity, ability, and other social identities. Provide and explain examples of findings from research studies that critically analyze representations of gender and sexuality in a variety of popular media genres. Provide and explain examples of engagement by audiences and fans with popular media texts. Apply the critical/cultural approach to conduct a discourse analysis of media representation of gender and sexuality.
Women and Gender Studies (WGST) 266 Thinking from Women's Lives: An	Recognize and analyse the bias of the materials with which you are presented in a wide range of academic fields.

Introduction to Women's Studies Revision 1 This course has been temporarily closed. As a result, it is not available for PLAR at this time.	Find and use the growing body of research on women presented in books and journals. Observe in yourself, if you are a woman, an increased acceptance of the validity and historical significance of your own experiences and those of other women; or, if you are a man, an increased acceptance of the validity and significance of women's experiences and points of view.
Women and Gender Studies (WGST) 302 Communication Skills: Feminist Practice Revision 3	Demonstrate a broad understanding of the complexities of interpersonal communication and the impact of language on the communication process. Demonstrate an understanding of the theoretical frameworks underlying feminist counselling practice. Demonstrate knowledge of assessment processes and principles of a feminist approach to counselling and distinguish it from other counselling approaches. Demonstrate a knowledge of ethics and the ethical code of conduct governing counsellors. Demonstrate a knowledge of depression, suicide myths and facts surrounding suicide. Demonstrate counselling skills and the ability to make critical appraisals of exchanges occurring within a counselling role. Critically analyze processes underlying client-counsellor communication and begin making suggestions to improve client-counsellor communication. Recognize "crisis" in a counselling situation. Demonstrate effective use of consultation, supervision, and referral strategies when evaluating risks and accessing resources. Exhibit university-level skills in academic writing, including research and argumentation, and apply their academic writing skills to communication and feminist counselling practice problems and issues. Employ basic research skills to access and critically evaluate information from scholarly and popular sources, including electronic (web) sources, video and audio sources, archival and printed sources. Feminist insights and alternatives in communication and counselling that foster tolerance for diversity of human experience and ways of life.

| Women and Gender Studies (WGST) 303

Gender, Women, and Health

Revision 12 | Describe the historical and ongoing role of feminism in identifying gendered health inequities, developing the women's health movement, and continuing to advocate for gendered health issues.

Understand how gender is a social determinant of health.

Discuss feminist understandings of gender, sex, patriarchy, and intersectionality as they relate to health and health care.

Appreciate how an intersectional approach is necessary to develop robust understandings of gendered issues in health and health care.

Demonstrate familiarity with an array of specific health topics through a feminist lens.

Argue how and why a gender-transformative approach to health promotion can be used to develop meaningful, effective interventions in health and health care. |
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| Women and Gender Studies (WGST) 304

Issues in Aboriginal Women's Health and Wellness | The CLA does not currently have learning outcomes for this course. |
| Women and Gender Studies (WGST) 305

Counselling with Indigenous Women | The CLA does not currently have learning outcomes for this course. |
| Women and Gender Studies (WGST) 310

Feminist Approaches to Counselling Women

Revision 1 | Demonstrate a broad understanding of the historic trends in feminism and rationale for developing a feminist approach to counselling.

Demonstrate an understanding of the foundations of crisis theory and a triage assessment model of crisis intervention.

Demonstrate an understanding of ethical practice in crisis counselling situations.

Demonstrate an understanding of feminist intervention strategies and skills as they apply in specific situations relevant to women.

Demonstrate skills related to a feminist approach to crisis-counselling.

Demonstrate skills related to crisis-intervention assessment.

Demonstrate skills in crisis counselling and applying triage assessment method. |

	Exhibit university-level skills in academic writing, including research and argumentation, and apply their academic writing skills to feminist crisis counselling practice, problems, and issues. Employ basic research skills to access and critically evaluate information from scholarly and popular sources, including electronic (web) sources, video and audio sources, archival and printed sources. Feminist insights and alternatives in crisis counselling that foster tolerance for diversity of human experience and ways of life.
Women and Gender Studies (WGST) 320 Gendered Bodies and Society Revision 1	Identify problems with the "nature vs. nurture" debate. Explain how gender is socially constructed using feminist, postmodern, and queer theories. Provide examples of how feminine and masculine bodies can reinforce but also challenge gender norms. Recognize and explain how gender intersects with other social categories, including race and ability. Provide examples of how queer and transgender bodies challenge heteronormativity.
Women and Gender Studies (WGST) 322 Sexuality in Society Revision 1	Identify the power of sex and sexuality in Western society. Explain how different government institutions, popular media, medical bodies, and academic disciplines have constructed knowledge and discourses of normal and abnormal sexualities. Discuss how people have been regulated, punished, and discriminated against through Western colonial discourses of normative sexualities. Apply feminist, queer, Indigenous, and racial theories and concepts to analyze contemporary debates pertaining to sex and sexuality. Debate the importance and limitations of sexuality-based identities, communities, and social movements.
Women and Gender Studies (WGST) 332 Women and Unions (Cross-listed with LBST 332 & SOCI 332) Revision 1	Discuss the development of the union movement, the changing role of women in the paid work force, and the relationship between the two. Appreciate the dynamic interplay among employers, union organizations, and both men and women union members, and therefore, the varied outcomes that occur as a result of factors such as the industry, the size of the union, the proportion of women members, and so on.

	Assess the contribution of the union movement to improving the status of employed women, in the context of the economic, legislative and ideological parameters within which unions work. Understand the important current issues being debated in the union movement with regard to the concerns of women members.
Women and Gender Studies (WGST) 333 Goddess Mythology, Women's Spirituality and Ecofeminism	The CLA does not currently have learning outcomes for this course.
Women and Gender Studies (WGST) 345 Women, Gender and Work in Canada (Cross-listed with SOCI 345) Revision 5	Identify the importance of women's work, and analyze why women's work has been exploited, unpaid, and/or underpaid throughout Canadian history. Provide examples of how women's class, age, family status, race, immigration status, sexuality, gender identity, and/or disabilities have shaped their experiences with work opportunities, exclusions, inequality, discrimination, sexual harassment, and assault. Evaluate the individual and collective advocacy efforts that women and LGB, transgender, and gender-nonconforming people have used in seeking inclusion and equality in unpaid and paid work. Analyze government and workplace policies and programs that have sought to address equality-based issues in unpaid and paid work. Debate whether integration into paid work in the current capitalist economic system should continue to be an avenue of feminist equality and liberation. Integrate your own and other people's experiences in unpaid and paid work through interviews, reading and discussion questions, oral histories, and research papers.
Women and Gender Studies (WGST) 350 Gender, Science, and Technology	The CLA does not currently have learning outcomes for this course.
Women and Gender Studies (WGST) 362 Constructing Women and Men in Canada: A	The CLA does not currently have learning outcomes for this course.

History Since Industrialization (Cross-listed with HIST 362)	
Women and Gender Studies (WGST) 401 Contemporary Feminist Theory	The CLA does not currently have learning outcomes for this course.
Women and Gender Studies (WGST) 421 Advocacy from the Margins (Cross-listed with HSRV 421) This course has been temporarily closed. As a result, it is not available for PLAR at this time.	The CLA does not currently have learning outcomes for this course.
Women and Gender Studies (WGST) 422 Violence Against Women: A Global Perspective Revision 2	Discuss the concept of global human rights within the context of women's rights and freedoms. Identify methodological difficulties in studying about violence against women. Describe the extent and forms of violence against women from national and global perspectives and understand how violence and threats of violence affect women's lives. Identify, discuss and critically evaluate theories of violence against women. Understand the politics of violence and how violence against women is accomplished through individual and institutional acts and practices. Critically discuss the effects of development and globalization on women's vulnerability to violence. Demonstrate knowledge of how gender, race, sexual orientation, mental and physical ability, culture, and religion impact on women's experience of violence globally.

| | Exhibit university-level skills in academic writing, including research and argumentation, and apply their academic writing skills to issues surrounding violence against women globally.

Employ basic research skills to access and critically evaluate information from scholarly and popular sources, including electronic (web) sources, video and audio sources, archival and printed sources.

Feminist insights and alternatives in understanding violence against women in a way that fosters tolerance for diversity of human experience and ways of life. |
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| Women and Gender Studies (WGST) 423

Mothering/ Motherhood in the Real World | The CLA does not currently have learning outcomes for this course. |
| Women and Gender Studies (WGST) 460

Famous Feminists and Their Times: Global History of Feminism

(Cross listed with GLST 460 & HIST 460) | The CLA does not currently have learning outcomes for this course. |
| Women and Gender Studies (WGST) 465

Directed Studies in Women's and Gender Studies | The CLA does not currently have learning outcomes for this course. |
| Women and Gender Studies (WGST) 470

Activism and Social Movement Making

(Cross listed with HSRV 470) | The CLA does not currently have learning outcomes for this course. |
| Women and Gender Studies (WGST) 499

Final Project | Project courses cannot be sought through PLAR. |