British Columbia

Ministry of Advanced Education

TRANSFORMATION AND TECHNOLOGY PLAN
FOR THE POST-SECONDARY SECTOR

Fiscal 2012/13 - 2014/15

TABLE OF CONTENTS

EDUCATION FOR THE FUTURE

MESSAGE FROM THE DEPUTY MINISTER

Chapter 1 – BUSINESS CONTEXT AND DRIVERS FOR CHANGE

Chapter 2 – TRANSFORMING FOR TOMORROW

Chapter 3 – OUR PILLARS

Appendices

EDUCATION FOR THE FUTURE

We are preparing students for jobs that don't exist...
using technologies that haven't been invented....
solving problems we don't even know are problems[1].

This is Advanced Education for the Future

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[1] by Karl Fisch, and modified by Scott McLeod; Globalization & The Information Age.

MESSAGE FROM THE DEPUTY MINISTER

British Columbia's economic and social prosperity relies, more than ever, on an innovative and collaborative post-secondary education sector. British Columbians must have the knowledge and training required to succeed in a global marketplace where the requirement for a post-secondary education is ever increasing. To satisfy the growing demand for higher learning, and to ensure B.C. remains a global destination to learn and live, the post-secondary education sector will continue to transform.

In the future, the Ministry of Advanced Education and post-secondary institutions and agencies together as a sector, will be seen as a hub for leading edge higher education. This sector will draw global attention; attracting the brightest minds and furthering investments in B.C. We will inspire a sense of collective purpose, putting the student experience at the centre of our business where technology is used to enable transformation and enrich the value of post- secondary education.

It is my pleasure to present the Transformation and Technology Plan for the post-secondary education sector. The plan is the ministry's approach to maximizing the potential of collective resources throughout the sector. It is collaborative vision of a seamless student experience providing information, support and services in a way that ensures smooth and effortless transition throughout the student's educational journey and into the labour market. The Transformation and Technology Plan is a three year plan aligning to the three strategic shifts in the operating philosophy of the public service: to engage stakeholders more directly with government; expand opportunities for self-service; and take a more corporate approach to planning and innovation.

These shifts are aligned with the three pillars the sector has identified as the vision for transformation and the foundation for supporting jobs, families and our economy:

- ◆ Student Centred Experience – Service delivery for the modern learner
- ◆ Working Better Together – Building collective, connected solutions
- ◆ Reimaging our Workplace – Transforming how and where we work

The sector will focus on a student centred experience by improving online service delivery and modernizing its approach to the development of mobile web solutions. Students will have access when and where they want to the information, support and services vital to making informed choices about their educational path.

Collaboration with students, stakeholders and across government sectors will be enhanced by providing more open and transparent access to ministry information, data and policies. Public access to sector data and open information will encourage more informed public conversations and develop a stronger partnership with those whom the post-secondary education sector serves.

As modern technology and public expectations drive our transformative vision for service delivery and citizen engagement, the ministry also recognises the need for an innovative approach to business operations. We will support employee productivity and organizational agility by aligning the work environment with work patterns. Our future workplace will be more responsive and better able to accommodate the current and future needs of B.C. students.

Our plan is for an innovative post-secondary education sector that promotes citizen engagement and self-service, with a momentum of collaboration that will continue to transform the future of post-secondary education in British Columbia.

Cheryl Wenezenki-Yolland
A/Deputy Minister
Ministry of Advanced Education

1.0 BUSINESS CONTEXT AND DRIVERS FOR CHANGE

Quality post-secondary education that fosters innovation, strong communities and bright futures

1.0 BUSINESS CONTEXT AND DRIVERS FOR CHANGE

Who We are Today

High quality and accessible post-secondary education continues to be a priority for government. The post-secondary education sector plays a vital role in shaping the future of B.C. by preparing students to find their place in the workforce. Our post-secondary education and training sector develops the knowledge, skills and creativity needed to create bright futures and strong communities.

The success of our province is dependent upon our people excelling in their education and training opportunities to become knowledge leaders and highly skilled workers. This advantage will help individuals to achieve successful careers, and the province to fulfill its labour and workforce productivity needs.

The Role of the Ministry

The Ministry of Advanced Education ensures that accessible, affordable, high quality post-secondary education and training opportunities are available to the public. We do this by working with B.C.'s province-wide network of public and private post-secondary institutions, training partners and service providers which makes up the post-secondary sector. The sector delivers relevant and responsive education and training opportunities and provides the provincial labour market with the right people, with the right skills, at the right time.

The ministry provides leadership to champion a world class post-secondary education system. We establish policy and provide funding to public post-secondary institutions. Various mechanisms are in place such as legislation, funding agreements and reporting requirements to ensure accountability for public funds.

We oversee the legislative and regulatory frameworks that govern private degree granting and career training institutions and administer the B.C. Education Quality Assurance program which ensures quality assurance standards are met and consumer protection is assured.

With our partner ministries, we administer student financial aid programs including loans, grants, bursaries, scholarships and special programs which help eligible students cover the costs of their post-secondary education.

We also deliver programs such as adult education, Aboriginal education, credential recognition and transfer, and international education to ensure access to post-secondary education for all British Columbians and students wishing to study in B.C. Working with post-secondary partners we deliver a transfer system that permits seamless mobility for students. This transfer system supports improved participation rates, learning outcomes and increases overall economic opportunities for all students.
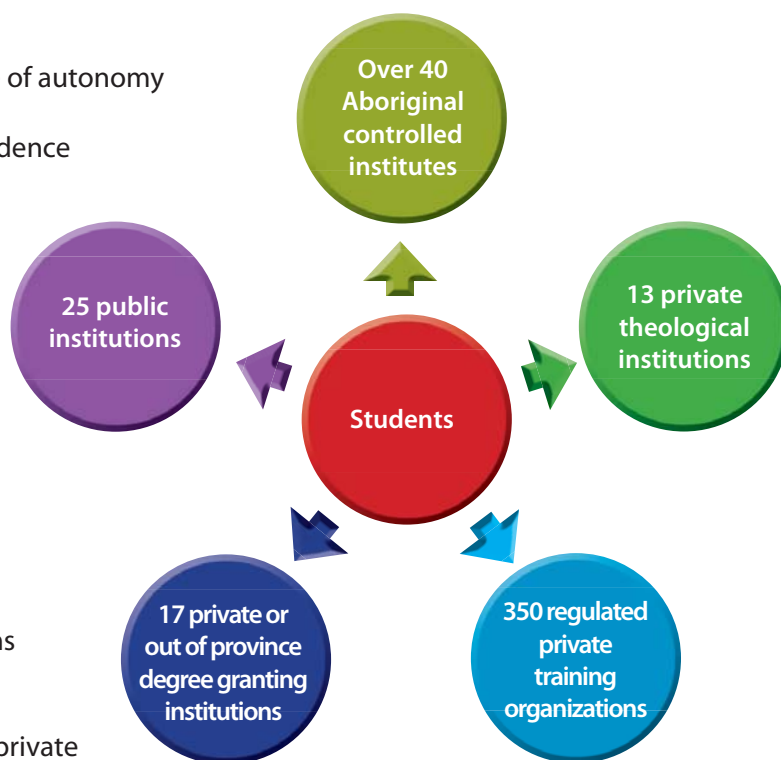
1.0 BUSINESS CONTEXT AND DRIVERS FOR CHANGE

As part of the post-secondary sector we will capitalize on B.C.'s educational advantages to ensure it is recognized worldwide for quality, which in turn will make B.C. a destination of choice for students to study, work and invest. We strive to position the B.C. post-secondary sector as a leader in education and research so B.C. attracts the brightest minds and facilitates their pursuit of leading edge research and careers. Ensuring citizens possess the knowledge and skills needed to prosper in the local economy means they are equipped to fully contribute to the global economy.

The Role of Post-Secondary Institutions

It is our public and private post-secondary institutions, training partners and service providers that deliver education and training programs across the province. With over 1,900 programs at 25 publicly funded institutions – including 11 regional colleges that respond directly to local skill needs - and approximately 375 private institutions, B.C.'s post-secondary institutions offers a broad range of education and training options in every region.

Public post-secondary institutions in B.C. have a significant and appropriate degree of autonomy from government. This autonomy allows institutions the necessary independence to determine how to effectively meet the needs of their students, their communities and the province. These institutions develop and deliver programs and courses, provide education and training, undertake research, and serve the educational needs of their communities.

In addition to public post-secondary institutions, B.C. also has a diverse range of private post-secondary institutions and training organizations that offer education and training programs including career training, and English as a Second Language. Unlike their public counterparts, the ministry does not fund private post-secondary institutions. However, private degree granting and career training institutions are subject to legislative and regulatory frameworks including the *Degree Authorization Act* and the *Private Career Training Institutions Act*.

Over 40 Aboriginal controlled institutes

25 public institutions

13 private theological institutions

Students

17 private or out of province degree granting institutions

350 regulated private training organizations

2.0 TRANSFORMING FOR TOMORROW

...the 2020 learner will be less interested in the boundaries between institutions than their inter-linkages...

2.0 Transforming for Tomorrow

2.1 Drivers for Change

B.C.'s economy is changing. Primary industry jobs are dwindling while jobs in business, service, finance, sales, health care and technology are on the rise. The B.C. government estimates there will be over one million new job openings by 2020[2]. About 78 per cent of those job openings will require some form of post-secondary education or training[3]. Currently, only 60 per cent of B.C. citizens possess post-secondary education. To close this gap, all citizens need access to high quality, future-oriented, affordable education leading to opportunities for gainful employment.

Students' needs are also changing. They want to learn whatever, whenever, wherever, and however they want through seamless access to high quality, affordable education. Students expect to learn and communicate through online services and social media tools. The traditional brick and mortar classroom no longer completely serves the needs of today's student. Instead, students are demanding asynchronous, self-paced, online, and mobile alternatives. Today's students want to have the ability to tailor their post-secondary experience to meet their diverse and geographically based needs. They want greater mobility of credits through seamless access to courses offered at different institutions across B.C. and around the world.

$4.8 billion investment in public post-secondary, generates 50,000 new graduates, 36,000 jobs, $35.6 billion impact on gross domestic product

Changes in the local and global economy are necessitating changes to B.C.'s post-secondary education system. To meet students' and employers' needs, post-secondary institutions are shifting their focus from what they want to offer, to what students want and need to learn in order to fully contribute to the economy and to communities. Post-secondary institutions are delivering more online courses and offering abbreviated, blended (in-person and online) programs. The number of learners taking online courses has soared from 17,000 in 2006 to 71,000 in 2010[4] .

The post-secondary sector is collaborating. Institutions are offering new cross-disciplinary programs, researching together and partnering with other agencies and businesses. By striving to be relevant, flexible, adaptable, responsive and nimble they are re-conceptualizing their role in the larger community. Institutions are realizing the power of new communication and social media tools in the delivery of modern, student-centred post-secondary education.

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[2] Skills for Growth: British Columbia's Labour Market Strategy to 2020, p2
[3] British Columbia Labour Market Outlook: 2010-2020. Retrieved from http://www.workbc.ca/docs/BCLMOutlook.pdf
[4] Premier's Technology Council, A Vision for 21st Century Education, December 2010, http://www.gov.bc.ca/premier/attachments/PTC_vision%20for_education.pdf p 21

2.0 Transforming for Tomorrow

2.2 Vision for Transformation

"...the shifts required to meet the needs of B.C.'s learners over the next generation will not be confined to the traditional components of our education system, but must embrace a wider set of institutions. Call it "learning without borders."

A seamless student experience is one that provides students with information, support and services in a way that ensures a smooth, effortless transition throughout their educational experience and into the labour market. Seamlessness is about the students' educational journey when, where and how they want it; it is mobile, relevant, secure and connected.

The student's journey does not begin in post-secondary studies nor does it end after a credential has been received. Students and their families need information and tools at every stage to help guide decision making and ensure students gain the skills necessary to be successful and fully engaged in the knowledge economy beyond graduation.

Whether a student is transitioning from K – 12 to post-secondary, a graduate student is transitioning from post-secondary to the labour market, a life-long learner is upgrading mid career or an international student is looking for placement in an english speaking country, their experience must be one that provides seamless access to information and services. Their experience within the post-secondary system must encourage collaboration, participation and successful completion. This seamless post-secondary education system will attract international students to study in B.C. providing cultural, financial and economic benefits to institutions and the communities they serve.

The post-secondary sector must encourage collaboration and work less in isolation and more as a federation. We need to inspire a sense of collective purpose while allowing institutions to maintain the autonomy necessary to preserve academic freedom and to flourish. We will lead collaboration and integration within the post-secondary sector to ensure a student-centred experience. We will work as a sector to create opportunities for students to study where, how and what they want and provide the information and financial support they need to make informed choices about their education. This new approach will ensure students have the knowledge and skills needed to fulfill their potential, contribute to society and flourish in the 21st century knowledge economy.

To achieve our transformative vision for post-secondary education, we will need to radically change how we do business, provide services, collaborate and innovate both internally and with the sector so that we continue to meet the needs and expectations of students now and into the future.

2.0 TRANSFORMING FOR TOMORROW

2.3 Our Achievements - Highlights

Achievements over the last year include:

- StudentAid BC has completed a full administrative review in partnership with the Ministry of Finance. The review focused on improved program administration.

- Student Financial Aid System Business case was submitted through the 2012/2013 Transformation Technology Plan.

- StudentAid BC Citizen Engagement Strategy was developed including an Internet strategy to modernize the StudentAid BC. This project is waiting for corporate website design libraries.

- Aboriginal Education Policy Framework Citizen Engagement Strategy was developed and approved. The implementation plan underway.

- Business requirements and design are underway for the enhancements to the Post-Secondary Institution Proposal System. The enhancements will improve system security and data transfer.

- Organizational Excellence – The Ministry is working to overcome adversity and embrace the challenge of change through engagement strategies to encourage a culture of inclusiveness, idea sharing and implementation from all parts of the organization.

- Visioning for the future is a business imperative. We are imagining the future together with our employees and the sector. We are soliciting ideas and listening to our stakeholder concerns in order to find common ground and a shared sense of values.

- AVED Academy – We have worked to provide a climate conducive to learning which is a prime requirement, to change and develop new skills to discover new ways to work together. Advanced Education has a training budget allocated for both developmental and job specific learning.

3.0 OUR PILLARS
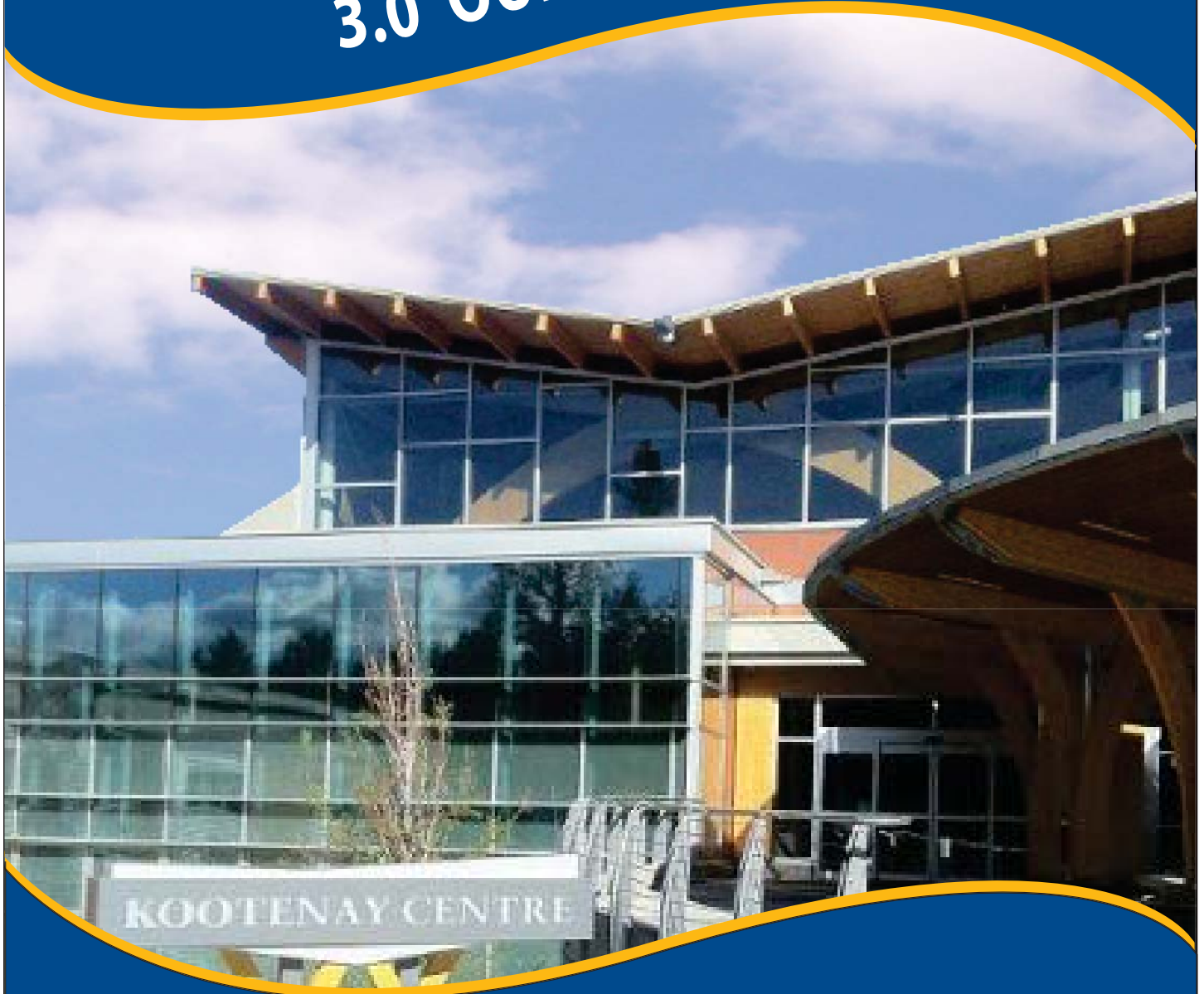
Quality post-secondary education that fosters innovation, strong communities and bright futures

3.0 OUR PILLARS

The Ministry of Advanced Education has identified three foundational pillars that will support us as we transform our business and services and the post-secondary sector:

Student Centred Experience – Service delivery for the modern learner

> Service delivery focused on a seamless student-centred experience to meet the needs of the modern lifelong leaner.

Working Better Together - Building collective, connected solutions

> Work Better Together creates an environment where learners and their families, institutions, employers, stakeholders and the public can be involved in transforming the post-secondary education sector.

Reimagining our Workplace – Transforming how and where we work

> Reimagining our workplace empowers and equips employees to achieve transformation by providing them with right work environment, tools and support.

3.0 OUR PILLARS

Quality post-secondary education that fosters innovation, strong communities and bright futures

	PILLARS	INITIATIVE
	1 Student Centred Experience	Internet Strategy Modernizing StudentAid BC Online Learning Linking Labour Market and Student Data
	2 Working Better Together	Engagement on Aboriginal Policy Framework Open Data Open Information
	3 Reimagining our Workplace	Leading Workplace Strategies Employee Collaboration
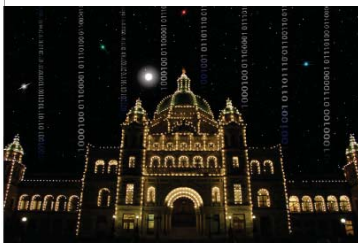
CP Citizen Participation

Engaging British Columbians more directly with their government, particularly through improved access to government data and sharing of information

SI Service Innovation

Expanding opportunities for citizen self-service by improving and modernizing the government's online service offerings so they are shaped less by the structure of government and more by citizen needs

BI Business Innovation

Taking a more corporate approach to technology planning and innovation for the benefit of citizens and public service employees

3.1 PILLAR 1 - STUDENT CENTRED EXPERIENCE

Service delivery for the modern learner

3.1 PILLAR 1 - STUDENT CENTRED EXPERIENCE

"Building motivation, expectations and confidence regarding post-secondary participation must begin as early as elementary school"

Technology has already transformed the way learning takes place. In many cases, the bricks and mortar classroom have yielded to the virtual classroom and alternative locations for learning. The transformation of the campus from physical location to the internet has forced us to think differently about how the student experience is delivered.

Throughout the province there are increasing efforts by our sector to reach across traditional boundaries to provide options and opportunities for learners to move at different speeds along a more creative and flexible path. There are programs that bring secondary students into universities, colleges and institutions and others that bring university and college programs into secondary schools.

These programs represent the early stages of an seamless, integrated approach to life-long learning. Our sector will embrace a service delivery model that focuses on the student experience; supporting effortless transitions from K-12 to post-secondary education and into the labour market.

Students will demand seamlessness in articulation and transfer and portability of credits and credentials. They will also expect integrated, seamless, mobile services such as financial aid, identity management and information collection and sharing.

Information systems and information management represent a tremendous opportunity for transformation to ensure B.C. is seen as a leader in the delivery of student services. Modernizing electronic services for students will create a dynamic, citizen-centred experience that is designed for mobile technology accessibility, mobile applications and data sharing. Soon students will be able to securely apply for services online, view status, view financial information and have real time data at their fingertips.

WHAT ARE STUDENTS SAYING?

"Better design of the website--more of the 'web 2.0' look. Maybe find a way to integrate the student loan account with facebook/social networking. Please add a login bar on the main page at the top instead of needing students to click on the yellow 'apply for a student loan online' button!"

"I would like the application process to be less lengthy every time I apply. I feel like since I have to apply every semester, I'm answering the same questions over and over and over again to student aid. They already know those things. When you are a full time student, you have enough things to do already."

3.1 PILLAR 1 - STUDENT CENTRED EXPERIENCE

PILLAR: STUDENT CENTRED EXPERIENCE – SERVICE DELIVERY FOR THE MODERN LEARNER

INITIATIVE	ACTION	SHIFT
Internet Strategy	1. Inventory web properties and their management 2. Develop a strategy to rationalize web properties and render our web presence more citizen- centric and service focused	SI
Modernizing StudentAid BC	1. StudentAid BC policy review and program evaluation 2. Replace Student Financial Aid System 3. Service delivery redesign 4. Engagement and outreach 5. Data sharing	SI/BI
Online Learning	1. Inventory what online learning opportunities are being delivered now 2. Undertake an analysis to determine what the current needs are for online services 3. Develop a strategic plan to address the gaps	SI
Linking Labour Market and Student Data	1. Develop a data sharing and management plan 2. Establish steering committee 3. Finalize Memorandum of Agreement between AVED and JTI 4. Develop user friendly products	BI/CP

3.1 Pillar 1 - Student Centred Experience

Internet Strategy

The Ministry of Advanced Education hosts a multitude of websites that disseminate information on our programs and services. The ministry's main site, www.gov.bc.ca/aved, receives over 41 million page views per year, 76% of which are directed to StudentAid BC. Other key areas of the site offer information for Aboriginal students, adult learners, post-secondary institutions, researchers and educators. The ministry also hosts two portal sites: an international student portal (www.learnlivebc.ca) and BC Perspectives (www.bc-perspectives.ca/), a student/teacher resource for information on the B.C. post-secondary sector.

While these sites reflect the structure and processes of our organization, they do little to promote student engagement or encourage citizen participation and are not optimized for mobile devices. Furthermore, little integration and cross-pollination exists between our content and the new B.C. government web presence, other government sites, post-secondary institutions and partner sites. The ministry is committed to transforming its web presence to provide relevant, high quality information and services that reflect the student's experience and ensures linkages with the K-12 system, with labour market information and with the new B.C. government web presence.

APPROACH

The ministry is modernizing its web presence to provide "no wrong door" access to information and invite citizen participation across the post-secondary sector. This Internet Strategy lays out actions defined by three main goals: to provide high quality, accessible online services; to engage citizens in our business; and to collaborate across the education sector.

The only way to truly understand the needs of our clients is to ask them. One of our first actions will be to conduct user research to determine who our audience is and what their information needs are so that we can target our efforts and make strategic investments where they matter most. At the same time we will inventory our web properties and work with subject matter experts to categorize and rationalize web assets so that we can begin to take a more citizen-centred approach to web development.

The ministry will leverage corporate knowledge and resources by collaborating with the Ministry of Labour, Citizens' Services and Open Government to integrate our online information into the new B.C. government home page and forms and services finder so that the public can easily gain access to our information from the main government online gateway. We will also implement corporate taxonomy and meta data standards to ensure search engine optimization. Our new sites will be developed using the new corporate libraries which use evidence based design standards to increase usability and accessibility regardless of platform or device. Combined, this approach will result in improved online service delivery that brings top tasks and services to the forefront and provides access to quality information that is mobile friendly and search engine optimized.

3.1 PILLAR 1 - STUDENT CENTRED EXPERIENCE

We are also identifying opportunities for the use of social media to ensure students and their families receive the information they seek when, how and where they search for it and have greater opportunities for collaboration and participation in the development of services and policies. Additionally we will investigate the development of mobile applications for students that will provide anytime access to student loan information in the palm of their hands (see Modernizing StudentAid BC).

In support of strengthened collaboration across the post-secondary education sector, the ministry is investing in a modern technology infrastructure which will offer an integrated online platform for ministry staff, stakeholders and partners to share information and work together to build stronger linkages with the post-secondary sector in support of sector transformation and greater student engagement.

The foundation for this new approach to online service delivery will be the establishment of a formalized web governance framework. Through our Web Advisory Council, the ministry will continue to focus on building a web governance model that supports an integrated, strategic approach to web management. We will implement the best practices as outline in the recently released Online Service Delivery Toolkit by confirming senior leadership accountability for online services and capitalizing on the subject matter expertise in our ministry to increase collaboration at all levels of the organization.

Through the development of high quality, citizen-centred websites, mobile web applications and the use of social media, the ministry will transform its online services to attract international students to B.C. and support the student's journey from the K – 12 system, into a post-secondary institution of their choice while providing the tools to help them find meaningful attachment to the labour force once their academic goals have been achieved.

Figure 1 provides an outline of the actions we will take to rationalize our current web properties and make our websites more citizen-centred.

3.1 PILLAR 1 - STUDENT CENTRED EXPERIENCE

Education for the Future

	1	2	3
Transformative Pillars	Seamless Student Experience	Working Better Together	Reimagine our Workplace

	1	2	3
Goals	High Quality, Accessible Online Services	Engaging Citizens in our Business	Collaboration across the Education Sector

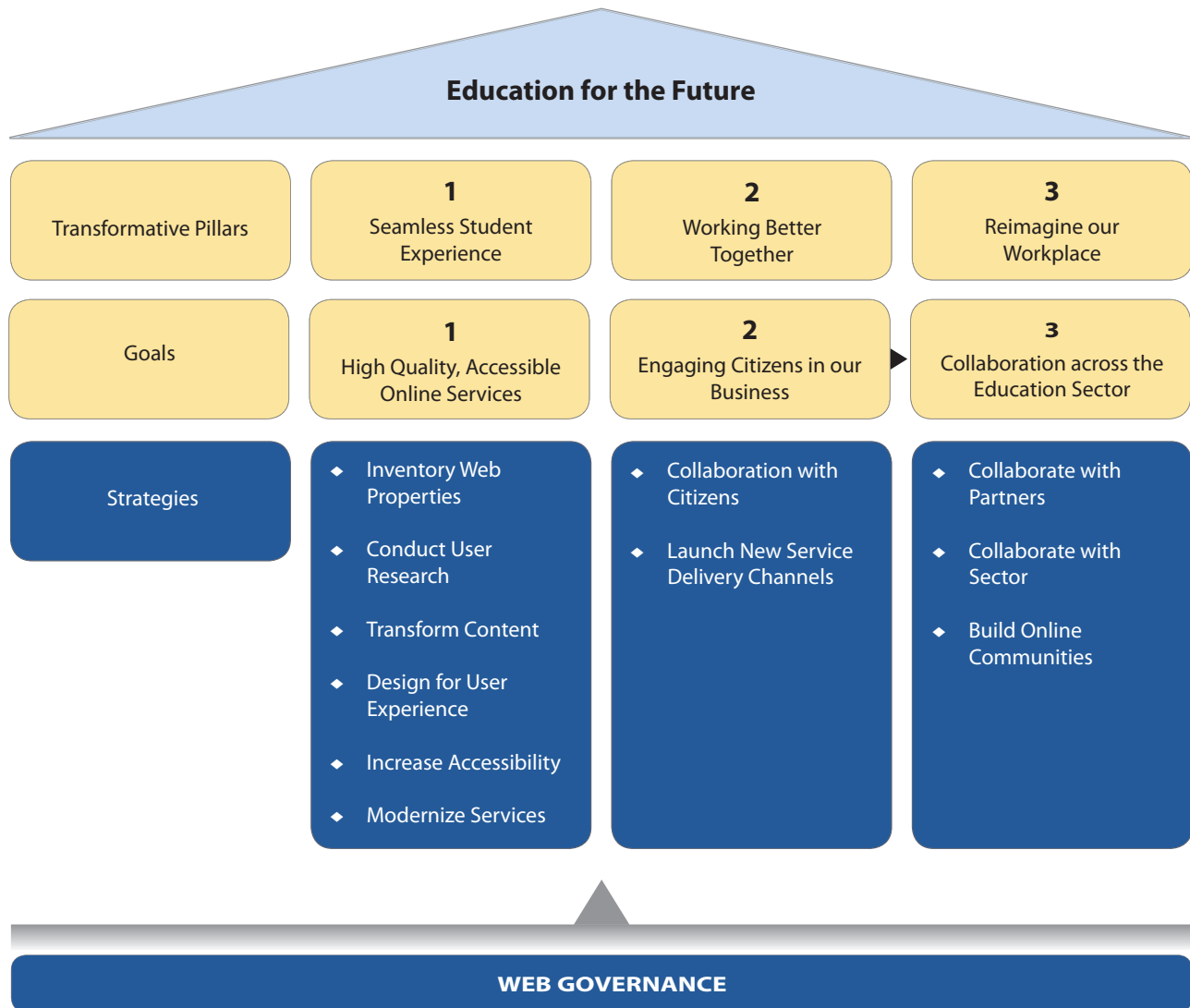| **Strategies** | • Inventory Web Properties
• Conduct User Research
• Transform Content
• Design for User Experience
• Increase Accessibility
• Modernize Services | • Collaboration with Citizens
• Launch New Service Delivery Channels | • Collaborate with Partners
• Collaborate with Sector
• Build Online Communities |

WEB GOVERNANCE

Figure 1
For a detailed overview of the Internet Strategy refer to Appendix I

3.1 PILLAR 1 - STUDENT CENTRED EXPERIENCE

Modernizing Student Aid BC

Student financial assistance is delivered in collaboration with the Ministries of Advanced Education, Finance and Social Development, the Government of Canada, and the Insurance Corporation of British Columbia. The provincial student financial assistance program, a one billion dollar portfolio, supports families and jobs by reducing financial barriers through the provision of student funding for post-secondary studies, ensuring manageable debt upon graduation and providing early planning for students in the selection of studies that align with labour market demands. In addition to managing a student's loan portfolio, the student financial aid program provides a variety of services such as programs for persons with disabilities, adult basic education, youth education assistance fund and Pacific Leaders.

Current financial aid policies and processes are impacting the student's experience as well as both the student ability to manage debt and government's ability to forecast and track the impacts of policy decision and outcomes around interest rates, defaulted student loans and loan repayment. The current process is very administrative and resource heavy. Improvements to policies and processes will allow StudentAid BC to direct resources to outreach and ensure that students are better informed about available resources and their loan-related responsibilities. Improved financial literacy provides a life skill that could result in improved student loan repayment.

One of the first significant interactions young British Columbians often have with government is through StudentAid BC. The manner in which government engages with students presents an opportunity to make a positive first impression, one in which the student feels supported, connected and informed.

The majority of students accessing financial aid today are between the ages of 18 and 24. They grew up in the information age, using technology extensively in daily activities. These students expect easy, unfettered access to information and tools needed to make decisions about their lives. While StudentAid BC relies on telephone, fax, websites and paper correspondence to connect with students, the current and future cohorts of applicants are technologically savvy and expect 24/7 online access to information and services with the option of person-to-person access when required. StudentAid BC needs to transform the way it does business and engage with students to create a modernized, integrated and streamlined student financial assistance process. Transformative changes to the StudentAid BC program are needed to ensure finite government funding for student financial assistance is targeted appropriately to meet the needs of students, their families and B.C.'s labour market while upholding sound accountability measures.

3.1 PILLAR 1 - STUDENT CENTRED EXPERIENCE

Incorporating students perspective in service design (see Appendix I Internet Strategy for more details)

Currently, our clients and prospective clients seeking information on student financial assistance programs can access the StudentAid BC website for information and phone for enquiries. Calls are handled through an Integrated Voice Response system and a call center. Call center wait times are typically short but if a specialist is required calls can take longer. Requests and responses are either mailed or faxed as there is no capacity for secure electronic communication. Students need multiple channels to access StudentAid BC information and services. The website redesign will address the online channel, however, StudentAid BC will also explore options for how to best provide other channels for interacting with students (e.g. identifying opportunities for leveraging other existing front counter service providers). An outreach strategy is under development and will identify and evaluate options for engagement with students, institutions, and stakeholders .

StudentAid BC's objective is to modernize, streamline and transform the way it engages students. It will create an online service window that is client-centric, personalized, and will anticipate and respond to the needs of each student as he/she moves through the loan life cycle. The proposed "My StudentAid Account" will serve as a gateway between borrowers and online services. It will be rich in content, intuitive, and create a confidential, common, and evolving point of entry providing online capabilities that meet borrower needs. The window will initiate student financial assistance processes for the borrower (and potential borrowers) and provide information about student financial assistance, financial planning, receipt of student financial assistance and full repayment of loans. At the same time StudentAid BC will protect sensitive information by ensuring that the required security and control will allow access to the Integrated Client File by various stakeholders (i.e. borrowers, service delivery partners) while respecting privacy requirements.

3.1 Pillar 1 - Student Centred Experience

Next Steps:

1. **StudentAid BC policy review and program evaluation** – StudentAid BC is conducting a comprehensive review of the student financial assistance programs and policies including institution designation, application and assessment, disbursement and loan management and repayment. The review is expected to be completed by December 2012.

2. **Student Financial Aid System** – A business case was submitted to the Ministry of Labour, Citizens' Services and Open Government on September 15th. Next steps will include documenting business requirements, drafting a strategic implementation plan and completing an "as is" and "to be" business process models.

3. **Service delivery redesign** – Following the completed process modeling StudentAid BC will redesign its website to provide a better, citizen-centred online service experience. This project will also serve as a platform to explore the use of social media. StudentAid BC's clients are predominantly tech-savvy students between 18 and 24 years old, StudentAid BC will investigate how communications technologies can be used to reach students including creating applications and providing more direct access to StudentAid BC staff through instant messaging.

4. **Engagement and outreach** – StudentAid BC will look for opportunities to engage with students, parents and other interested stakeholders. Development and implementation of a comprehensive outreach strategy (including the use of social media tools) to help ensure that students are better informed about available resources and their loan related responsibilities. StudentAid BC will expand on current financial literacy projects by conducting a repayment analysis and developing financial planning and counselling tools for students and schools.

5. **Data sharing** – StudentAid BC will engage in a greater degree of inter-jurisdictional data sharing with its federal counterparts. The exchange of data will facilitate the delivery of seamless, holistic client-centered service at any entry point and over any service channel.

3.1 PILLAR 1 - STUDENT CENTRED EXPERIENCE

Online Learning

Learners span a wide range of ages and life experiences. They expect and need more flexibility in their learning options. Online learning addresses two major challenges: access and affordability. B.C. post-secondary institutions currently offer over 2,000 online courses. The number of B.C. learners taking online courses soared from 17,000 in 2006 to 71,000 in 2010. Online learning is one of the fastest growing segments of the education system.

B.C. post-secondary institutions have the flexibility to decide when, how and what online learning courses and programs they offer. Many post-secondary providers are adding online courses and offering abbreviated blended (in-person and online) programs. Our role is to work with post-secondary sector partners to develop strategies that improve access to online learning opportunities and support the design and evolution of online learning by post-secondary institutions.

BCcampus was established in 2002 to facilitate collaboration and harness technological advances by providing system leadership and overall coordination for online learning across the province. BCcampus strives to ensure learners, educators and administrators have access to the best, most effective technologies and services for their learning and teaching needs. This innovative agency serves as the provincial gateway to online courses, programs and student services for higher education. Prospective students can access information and a comprehensive listings of online courses offered at all public post-secondary institutions through CoursesBC (www.coursesbc.ca).

Other available services include accessible course credit transfer information, ApplyBC, a post-secondary application service and an electronic transcript exchange. These services benefit both students and institutions by streamlining information transfers between institutions and eliminating duplication. BCcampus systems also allow institutions to access student data and generate reports on recruitment, application and learning resources.

BCcampus provides hosting services for both the Learning Management and Web-conference systems. It funds the development of shared course resources which can be used by public post-secondary providers, reducing costs and minimizing duplication. BCcampus is also developing the B.C. Learning Gateway, a unified web service that will integrate student services and learning resources from multiple sources and serve students as they move through K-12 schools, access trades training, post-secondary institutions, and other programs.

Through BCcampus we foster institutional collaboration and partnerships and provides post-secondary institutions with a shared service approach to educational technologies reducing costs and increasing efficiency.

3.1 PILLAR 1 - STUDENT CENTRED EXPERIENCE

To investigate the future of online learning and the services students need, BCcampus hosted a one-day forum in mid-2011, involving students and B.C.'s post-secondary institutions. Students' needs are clear.

- ◆ mobile 24/7 services
- ◆ unified, easy-to-use services
- ◆ online (fewer paper-based) forms
- ◆ online chat services for answering simple questions
- ◆ access to and support for required applications
- ◆ easy transfer of credits between institutions
- ◆ online info about career/co-op opportunities

More information is required about online learning and what the education sector as a whole should do to meet students' current and future needs. We will investigate learners' current and projected needs with a view to developing a strategy in collaboration with partner post-secondary institutions, students and stakeholders to address those needs.

APPROACH

To ensure that current and future learners' needs are met, we will take an integrated approach. Efforts to integrate multiple partners and services will yield more coherent cross-sector education information and support services that will streamline the learners' experience. Fostering institutional collaboration and partnerships and providing post-secondary providers with a shared service approach to educational technologies will reduce costs and increase efficiency. To gather information and begin drafting a strategy, we will take an "iterative action research" approach. Steps include:

a) **Inventory learning opportunities that are currently being delivered online**
     CoursesBC (https://coursesbc.ca/) provides a listing of online and distance courses available
     through B.C.'s 25 public post-secondary institutions   (Appendix III) .

b)   **Undertake an analysis to determine current needs for online services**
      Baseline information needs to analyzed and assessed to ascertain the degree to which current online courses
      are meeting students' needs. Students' future needs and expectations must be also examined. Over the
      coming months we will engage BCcampus, post-secondary institutions and students to ascertain what online
       courses and support services are required to enhance learner success. Throughout this process,
      we will work with our sector partners to foster collaboration.

c)   **Develop a strategic plan to address the gaps**
      Once gaps have been clearly identified, we will work with our sector partners to determine how best
       to fill these gaps and support the development of online courses and programs as
       well as student services and supports.

3.1 PILLAR 1 - STUDENT CENTRED EXPERIENCE

Linking Labour Market and Student Data

Students and families need better information about current and future labour market conditions and anticipated job vacancies so they can make wise, well-informed decisions about what kind of education or training will best equip them to gainfully participate in the knowledge economy. Better alignment with current and future labour market needs can improve career planning, student outcomes, job satisfaction and B.C.'s economic prosperity. It can also be used to inform government policy and programming choices.

Programs offered by institutions need to align with current and future needs of B.C.'s economic and labour needs. These programs are informed and kept relevant through research and access to information for market forecasting and analysis. Informed decision-making and investments is critical to our ability to maintain a globally competitive and attractive education system.

Data about current and former post-secondary students is collected and analyzed by the Ministry of Advanced Education and includes:

- data on post-secondary enrolments and credentials – program of study, level of credential
- Student Outcomes Survey data (collected by BC Stats) – labour market experience of new graduates including salaries, occupations and evaluation of skills

Data about the labour market is collected and analyzed by the Ministry of Jobs, Tourism and Innovation and includes:

- occupational information - educational requirements, main duties, wage rates, supply and demand for workers, current employment trends, and outlook
- industrial information - employment in industries and industry location, economic impacts, industrial trends, and employment prospects
- regional and community information - business activity, supply and demand for skilled workers, unemployment rates, and population factors

The ministry is working with the Ministry of Jobs, Tourism and Innovation to build a bridge between the data the two ministries collect so that it can be used by students, potential students, post-secondary institutions, government policy makers and the public. Aligning post-secondary education and skills training outcomes to labour market demand data will provide British Columbians with one of the most sophisticated demand and supply models in the world, and help ensure that our population has access to the information and education they need to thrive in the knowledge economy. Sharing labour market and post-secondary data will provide decision-makers, institutions, learners, and their families with information to help them make informed decisions about their futures.

3.1 PILLAR 1 - STUDENT CENTRED EXPERIENCE

APPROACH

To make this data relevant to students, institutions, employers and citizens, a way to map or link these data sets is needed.

Not only will linking student and market data help students make smart educational and career choices, it will benefit post-secondary institutions and citizens by enabling institutions, agencies and employers to predict the number of students entering and graduating from post-secondary education programs as well as the supply of workers entering various professions.

NEXT STEPS

1. **Ensure stakeholder support -** The data to be shared on student educational outcomes and labour market experiences is managed by BC Stats and owned by each of the participating public post-secondary institutions. Engagement of stakeholders in this project will ensure its success. Timelines: December 31, 2011.
2. **Formalize a data sharing and management plan -** Working together with BC Stats, our sector and the Ministry of Jobs, Tourism and Innovation will develop a data sharing and management plan that links the labour market data to post-secondary educational and skills training requirements. This will include the processes for regular updating of the data linkages, and products to make the information readily available. All necessary privacy evaluations will be conducted during this process.
3. **Determine committee membership -** A steering committee comprised of representatives from our ministry, the Ministry of Jobs, Tourism and Innovation and BC Stats will ensure that this initiative moves forward by February 2012.
4. **Finalize a Memorandum of Understanding -** To facilitate the flow of data elements between the ministries, Advanced Education and Jobs Tourism and Innovation are developing a data sharing memorandum of agreement, to be signed by March 2012. This omnibus MOU will include a broader range of data products than the "linkage" data set, as the sharing of results from the federal Labour Force Survey and the Census will also be included, in order to achieve efficiencies for government.
5. **Create technical linkages -** Ministries of Advanced Education and Jobs, Tourism and Innovation will work together with BC Stats to establish data linkages that support this project: by April 2012. Technical challenges will be resolved through committee deliberation and data integration techniques will be developed.
6. **Create user friendly products -** These linkages will foster the development at Jobs Tourism and Innovation of a variety of products that can easily be used by the public who do not need to know the classification or coding systems: Jobs Tourism Innovation lead and timelines.

Successful alignment of these data sets will ensure that post-secondary education and employment outcomes data are merged to labour market demand data and will help ensure the future labour market in B.C. is based on sound public policy and the best available information.

3.2 PILLAR 2 - WORKING BETTER TOGETHER
BUILDING COLLECTIVE, CONNECTED SOLUTIONS
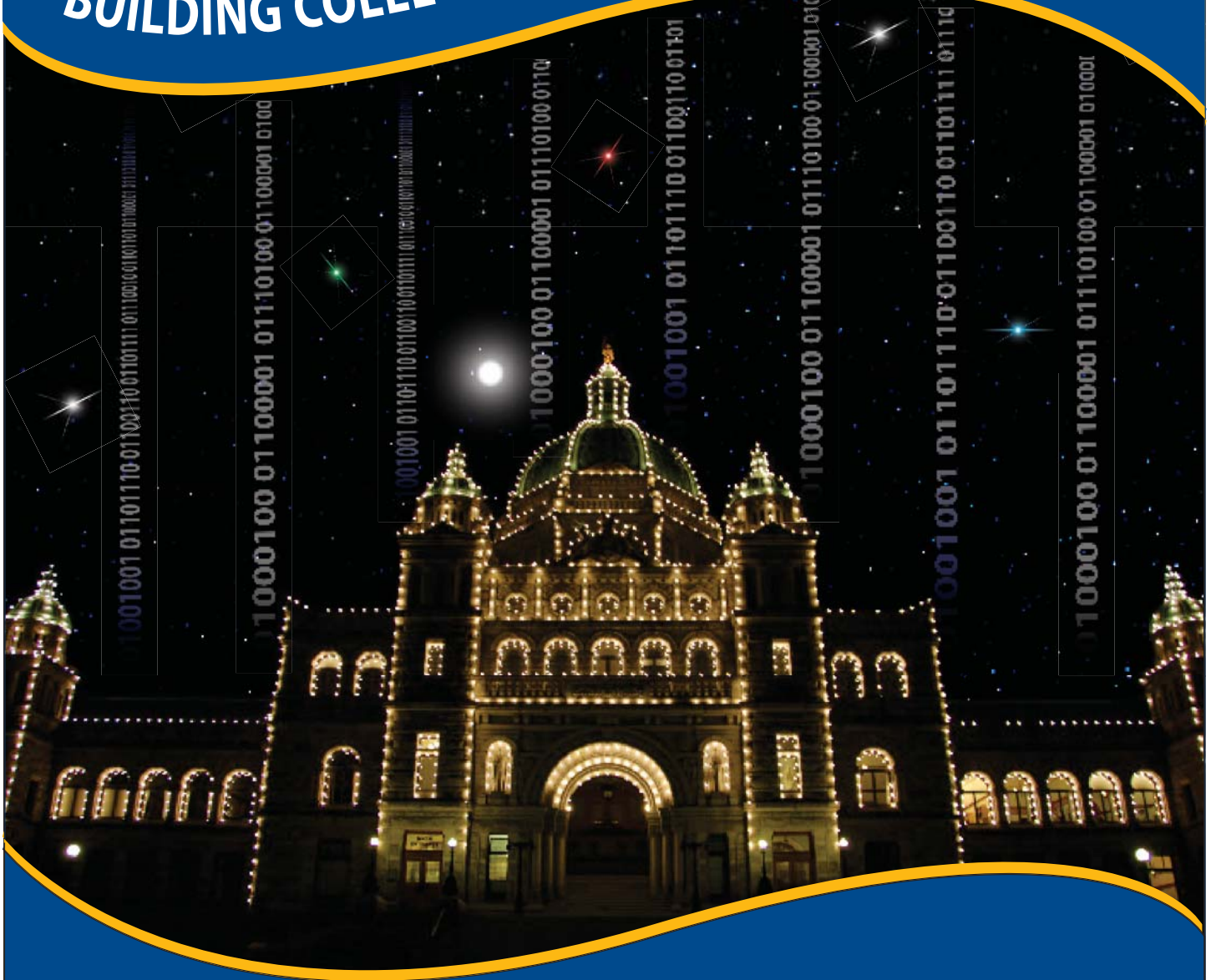
Involving citizens in transforming our sector

3.2 Pillar 2 - Working Better Together - Building Collective, Connected Solutions

Working better together is about redefining our relationships with students, institutions, communities, industry and the broader public to engage them in transforming post-secondary education for the future. To shift to this new way of doing business we will expand the data, information and knowledge we share with the public. A more open and transparent approach will enable more informed conversations with the public about the post-secondary issues that matter to them and their families.

The ministry is an active consumer and provider of data about post-secondary education in B.C. Government's shift to open data presents many opportunities for the public to use government data in ways that interest them, whether that is for research, business or personal use. Recognizing this shift, the post-secondary sector has been an early adopter of open data – contributing to the launch of DataBC with seven datasets from a range of projects.

Beyond providing open data, the ministry and its partners in the sector have expertise in analyzing and interpreting these data, which are published in reports and newsletters to tell the story of post-secondary education in B.C. This type of information and analysis can help educate and engage the public on key policies and program decisions. The additional shift to proactively share ministry information acts as the foundation for educating the public on post-secondary education.

Establishing ongoing dialogues with the public on policies and programming is key to ensuring that the post-secondary sector is meeting the needs of students as well as ensuring that the sector delivers quality education and training programs. This enables British Columbians to develop the skills and knowledge to prosper in the new rapidly evolving economy.

3.2 PILLAR 2 - WORKING BETTER TOGETHER - BUILDING COLLECTIVE, CONNECTED SOLUTIONS

PILLAR: WORKING BETTER TOGETHER – BUILDING COLLECTIVE, CONNECTED SOLUTIONS

INITIATIVE	ACTIONS	SHIFT
Open Data	1. Provide new data holdings to DataBC 2. Develop a data inventory 3. Develop a prioritization and publishing plan 4. Establish a ministry data management plan 5. Investigate approaches to educate and engage the public about post-secondary data	CP
Open Information	1. Develop an inventory of information that is routinely released and information released under FOIPPA. 2. Develop inventory to identify information that could be released and a strategy for how that information will be released.	CP

Engagement on the Aboriginal Policy Framework	Phase 1 – Face to face dialogue
	   ◆ Face to face engagement on draft framework with key stakeholders
	   ◆ Face-to-face and virtual roundtables/focus groups with stakeholders
	
	Phase 2 – Online Engagement
	   ◆ Launch online engagement via Ministry website
	   ◆ Online engagement with students and Aboriginal citizens in remote communities
	   ◆ Online discussion between stakeholders
	
	Phase 3 – Final Forum & Virtual Summit
	   ◆ Cultivate face to face and online engagement to build consensus and support for the proposed policy framework to ensure effective implementation
		CP

3.2 PILLAR 2 - WORKING BETTER TOGETHER - BUILDING COLLECTIVE, CONNECTED SOLUTIONS

Open Data and Open Information

OPEN DATA

Improving access to post-secondary education data in B.C. provides the public with an opportunity to use the data in ways that we may never have imagined. Creative combinations and applications of data related to institutions, programs, tuition, default rates, and the job market will provide students with information to make educated choices about their future. Making data open and available to the public provides opportunities to use the data to create value which results in better government services through public participation.

To transform our data to open standards requires an evaluation of the data we collect, store and share with the public. Over the past year we have assessed our data to identify what we collect and what could be of value to the public, both for their own interest as well as to engage in a dialogue with the ministry. As we move forward we will expand the data we provide in open formats and seek ways for the public to view and interact with the data through visualizations, graphics and reports. We will also seek continuous feedback from the public to refine our approach and provide data that is of high value.

Data collected by the ministry originates primarily from public and private post-secondary institutions, which maintain information on students enrolled in their programs, and the student financial aid system. These data can be grouped into four key categories; post-secondary student data (applications, enrolments, and credentials earned), post-secondary finance (student financial aid and tuition fees), post-secondary institution governance and operations (accountability and post-secondary finances) and ministry operations (ministry finances). As we are not always the owner of the data we collect, we have developed information sharing agreements with institutions and stakeholders to collaborate and share data resources. We are working closely with institutions and other stakeholders on strategies for sharing these data with the public in open formats.

As an essential first step we have developed a ministry data inventory identifying all data holdings and providing a detailed list of the datasets available (see Appendix IV – Data Inventory). These datasets have been assessed to determine the priority, readiness and timeframes for release to the public. For some of our data holdings, further examination and conversations need to occur to develop a thorough listing of the datasets. Work to assess these holdings is currently underway and an updated inventory will be completed by September 30, 2012. Over the term of this plan we will open our most highly valued information to provide a basis of knowledge for ongoing public dialogue and collaboration.

New open datasets will be released on their existing publication schedule with updates to existing datasets made as data become available. Six new datasets will be provided to DataBC on November 4, 2011. Further datasets will be provided to DataBC as they are converted to open data formats. To ensure an efficient and effective transition to open data, steps have been identified to transform existing business processes. As depicted in Figure 2 these steps include: collaborating with database owners to produce reports in open formats, encouraging data suppliers to send data in open formats, requesting mandatory reports in open formats, establishing processes to publish open data while maintaining quality and timeliness, and, where appropriate, collaborating with other ministries to contribute open data.

3.2 PILLAR 2 - WORKING BETTER TOGETHER - BUILDING COLLECTIVE, CONNECTED SOLUTIONS

We recognize that users may be interested in our data for different reasons. For example, a developer building apps will have a different interest in our data than a student or educator at a university. To satisfy end-user's diverse needs we will continue to publish data in two formats whenever possible; a comma separated values document as the open standard and an Excel pivot table, for those who want to view the data at a glance or are more comfortable working in a traditional spreadsheet. We are also investigating technologies that will visually present post-secondary data and allow users to see the connections and stories that emerge from interacting with the data in this way.

Almost all of our datasets have a data management plan in place; however, these plans are often informal and details are often transmitted verbally. To document and standardize our data management practices, a Data and Information Stewardship Committee has been established to develop a consistent approach to data collection, storage and use. We will develop an integrated data management plan that will provide guidance on future data projects and ensure consistent standards and approaches are applied to such issues as small population size, data collection from post-secondary institutions, and regular reviews to rationalize our data holdings. This data management plan will act as an umbrella, offering short condensed data management plans for individual projects. We strongly believe that this collaborative and integrated approach will lead to greater consistency and linkages between datasets, thereby enhancing the quality and value of data assets.

The ministry views the open data initiative as an opportunity to enhance its existing data practices and share information with the public and looks forward to the creative applications the public will develop with this important asset.
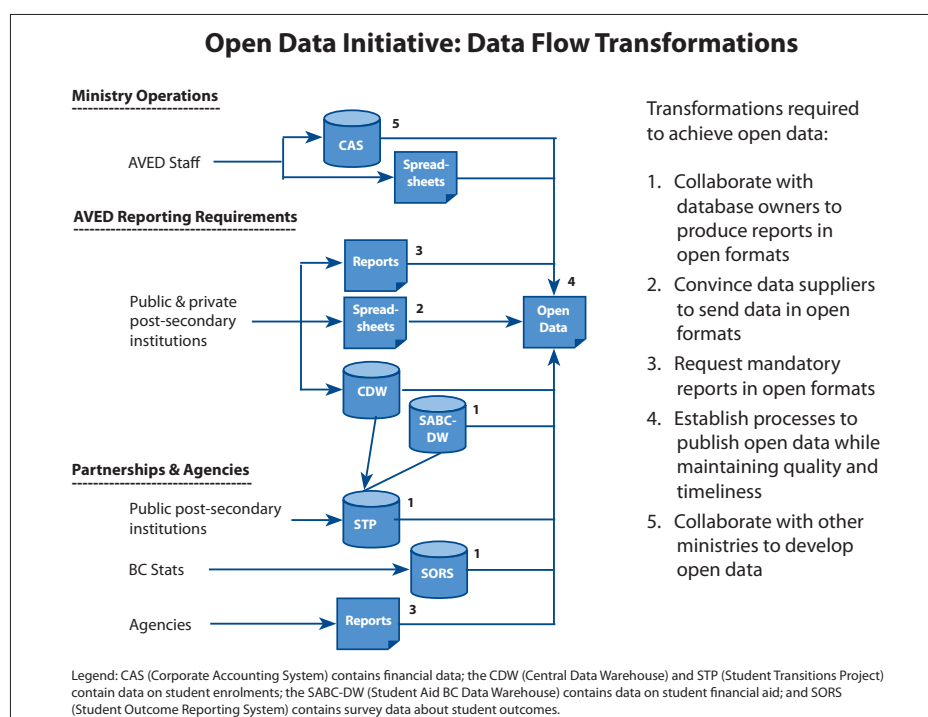
Figure 2

3.2 PILLAR 2 - WORKING BETTER TOGETHER - BUILDING COLLECTIVE, CONNECTED SOLUTIONS

OPEN INFORMATION

Opening up and proactively releasing information to the public will encourage citizen engagement and interaction between government and the public. We recognize that integration between our open information initiative and our internet strategy is important. Providing contextual information that is readily accessible through the internet and the public finds valuable will enable the public to have informed conversation with government which could lead to more innovative and creative solutions to complex problems. We will continue to take a team approach within the ministry and the Ministry of Labour, Citizens' Services and Open Government to transform how we provide information to the public in an open and transparent way.

Regular Release of Information

We will continue to routinely release information about B.C.'s post-secondary education system and expand the audience beyond our stakeholders in the post-secondary system. To date we have used this information primarily in our discussions and collaboration with stakeholders in the post-secondary education sector and internally within government. For example, we publish information about the funding we allocate to post-secondary institutions, the number of students studying in B.C., and learning outcomes they achieve.

To support government's open information initiative we have established an inventory of all the information we routinely release on our websites. This inventory is provided in the open information response template in Appendix V.

Proactive Release of Information

In addition to regularly released information, a key aspect of our open information initiative is the proactive release of information likely to generate Freedom of Information requests. Past Freedom of Information requests were reviewed to identify types and categories of information that citizens request. Requests commonly concern:

- ◆ Vendor complaints – Contracts
- ◆ Contract information
- ◆ Calendar requests for Minister, Ministerial Assistant & Deputy Minister
- ◆ Direct award contracts

Proactively releasing this kind of information will save time, cut costs, and make good on government's promise to be more open and transparent.

Next Steps

Over the coming year we will make information more accessible to a wider range of users. We will identify information that has not yet been made available to the public which could be regularly released (see Appendix V). This information will contribute to citizen engagement initiatives, serve as a focal point for a discussion on pre-existing policies and processes, and support collaboration on open-ended topics.

3.2 PILLAR 2 - WORKING BETTER TOGETHER - BUILDING COLLECTIVE, CONNECTED SOLUTIONS

BROADENING THE CONVERSATION

The ministry will take a more collaborative approach to innovation and problem solving related to post-secondary education. We will bring together students, institutions, employers, other partners and the public to engage in conversations to improve the quality and accessibility of post-secondary education and build a seamless student educational experience. We will ask students and their families what information they need to plan for their future, how and where they want to learn and supports they require to be successful.

We plan to take a strategic, systematic approach to engagement. We will explore options to improve engagement with the public, topics and issues where a more collaborative approach is needed and what engagement tools to use. We will determine topics and engagement methods that will yield the highest value in future years. We will work closely with post-secondary institutions, the Ministry of Education, the Ministry of Jobs, Tourism and Innovation and other partner ministries to identify topics and issues where we can engage the public together in a dialogue about education and training and build creative and innovative solutions together.

Engagement on the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan

The ministry is developing a new policy framework and action plan for Aboriginal post-secondary education and training. It will incorporate best practices and lessons learned from the Aboriginal Post-Secondary Education Strategy and Action Plan. Specific measurable outcomes will be identified in the action plan to be finalized for consideration by government by March 31, 2012. By 2020 there will be:

- An increased number of Aboriginal learners participating in and completing post-secondary education and training programs
- Increased K-12 to post-secondary transition rates for Aboriginal learners

We are examining new approaches to be more open and involve more citizens and stakeholders, particularly students and remote community members in dialogue about Aboriginal Post-secondary education. Engagement is planned through to February 2012 ending with a final forum and virtual summit. The objectives of the engagement are to:

- Seek advice, direction and input in order to verify and validate proposed framework and action plan.
- Have a more open, transparent process for the development of the framework and action plan.
- Create space for partners to dialogue, identify or validate issues, leading practices and innovative solutions.
- Build consensus and support for the proposed policy framework to ensure effective implementation.
- Implement commitments under the New Relationship, Transformative Change Accord, and the Métis Nation Relationship Accord, as well as its commitments to work collaboratively to improve Aboriginal learner participation and success in the Memorandum of Understanding on Aboriginal Post-Secondary Education and Training.

3.2 PILLAR 2 - WORKING BETTER TOGETHER - BUILDING COLLECTIVE, CONNECTED SOLUTIONS

Engagement Process and Steps

Phase 1 - Face to Face Dialogue (February 2012)

- ◆ Face to face engagement on draft framework with key stakeholders
- ◆ Face to face and virtual roundtables/focus groups with stakeholders

Phase 2 – Online Engagement (December 2011 - January 2012)

- ◆ Launch online engagement via ministry website
- ◆ Online engagement with students and Aboriginal citizens in remote communities
- ◆ Online discussion between stakeholders

Phase 3 – Final Forum & Virtual Summit (February 2012)

- ◆ Culminate face to face and online engagement to build consensus and support for the proposed policy framework to ensure effective implementation.

3.3 PILLAR 3 - REIMAGINE OUR WORKPLACE

Transforming how and where we work

3.3 PILLAR 3 - REIMAGINING OUR WORKPLACE

As modern technology and public expectations drive our transformative vision for service delivery and citizen engagement, the ministry also recognises the need for an innovative approach to business operations. The ministry will support employee productivity and organizational agility by aligning the work environment with work patterns. This will require a shift in organizational culture to embrace a new way of working. Employees will need to be provided the right support and tools to make this shift in how we work.

Significant emphasis is being placed on investments in collaborative technology to support online engagement within the ministry. We are pursuing a new infrastructure to enable the use of tools such as SharePoint 2010 which will provide a modern platform for dynamic web solutions and user generated content. This investment is a critical part of our new approach to citizen centred online service delivery and will ensure the future workforce of the post-secondary education sector will be more responsive and better able to accommodate the current and future needs of students.

PILLAR: REIMAGINING OUR WORKPLACE

INITIATIVE	ACTIONS	SHIFT
Leading Workplace Strategies	1. Identify the current profile of employee work-styles and how we will move to the future state 2. Educate employees and the sector by identifying organizational trends, strategies and initiatives that will enable the workforce to become more mobile and flexible 3. Identify strategies/initiatives that will outline how the ministry intends to optimize existing space over the next three years by increasing the number of employees who classify as internally mobile, externally mobile and working from home or tele-workers. 4. Align strategies to support the ministry in achieving our transformation vision and key deliverables	BI
Employee Collaboration	1. Intranet strategy 2. SharePoint 2010 3. Support for using tools	BI

3.3 PILLAR 3 - REIMAGINE OUR WORKPLACE

Leading Workplace Strategies

*"Work is **what you do** not **where you work**..."*

This is the first year Leading Workplace Strategies (LWS) has been included in Transformation and Technology planning. As such, we are taking strides to develop a shared understanding of what these strategies mean to our employees.

In order to successfully implement we will need to:

1. Understand the facts and trends around employee work styles (mobile vs traditional work style)
2. Build on program and service delivery changes already underway due in part to business improvement
3. Synthesize workforce projections over the next 3-5 years to align future work styles and workspace provisioning solutions

Our ultimate aim for Leading Workplace Strategies is to optimize human and financial resources. To accomplish this goal we will align employee diverse work styles with the work they do and the environment in which they work. In doing this, over the next three fiscal years we are committed to the following deliverables:

- ◆ Identify the current profile of employee work styles and how we will transition to a future state
- ◆ Educate our employees by identifying organizational trends, strategies and initiatives that will enable the workforce to become more mobile and flexible
- ◆ Support the implementation of LWS pilots and provide supervisors with tools and resources to be successful
- ◆ Identify strategies that will outline how we intend to optimize existing space over the next three years by increasing the number of internally mobile, externally mobile, working from home or tele-worker employees
- ◆ Align Leading Workplace Strategies to support us in achieving the transformation vision for the post-secondary sector and key deliverables

3.3 PILLAR 3 - REIMAGINE OUR WORKPLACE

CHALLENGES

We recognize that success of an organization rests on its people. Looking ahead, challenges and business pressures we face include but are not limited to the following:

Human resource pressures:

◆ We have an aging workforce. Retirements are rapidly rising. As illustrated in the diagram below, by 2013, 10% of the current workforce will be eligible to retire resulting in a decline in knowledge retention.

Ministry of Advanced Education Eligible Retirements - Rule of 85* Sept 2011

Year	Value
2015	7
2014	3
2013	13
2012	2
2011	8
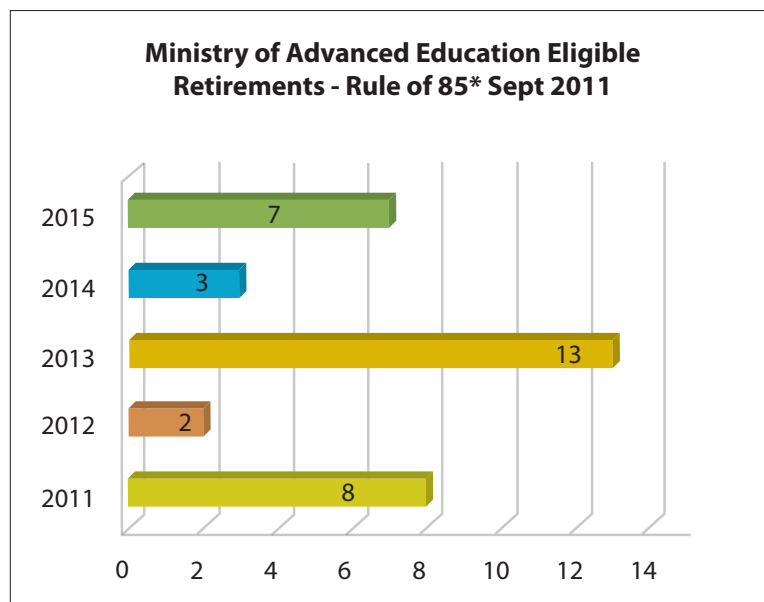
The low number of workers entering the workforce means government will have a smaller workforce. When the economy improves, competition for talent will intensify and staff turnover will increase. This demographic churn presents us with an opportunity to rethink the way we work with fewer leasing costs and salary dollars on the horizon.

3.3 PILLAR 3 - REIMAGINE OUR WORKPLACE

The chart below indicates the demand growth for labour in B.C. will grow faster from 2010-2020 than the labour supply during that same period resulting in a scarcity of workers.

Chart 1: Demand for Workers is Expected to Grow Faster than the Labour Force in B.C. Regions, 2010 - 2020

Source: **British Columbia** Labour Market Outlook: 2010-2020;
http://www.bcstats.gov.bc.ca/data/lss/labour.asp#LFS
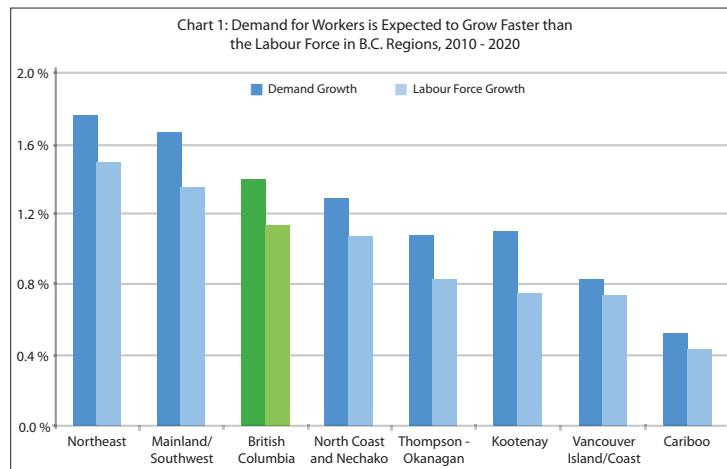
Employees work in different ways. Those differences could influence many factors including the generation they grew up in and their preference in work style and environment. Those differences exist in the workplace and impact culture, recruitment strategies, the way we build teams, deal with change, motivate/manage employees and maintain/increase job performance. When the economy improves competition for talent will intensify and staff turnover may increase. Now is the time to change, engage and connect with our talent to improve recruitment and retention.

Ministry of Advanced Education Generations* Sept 2011
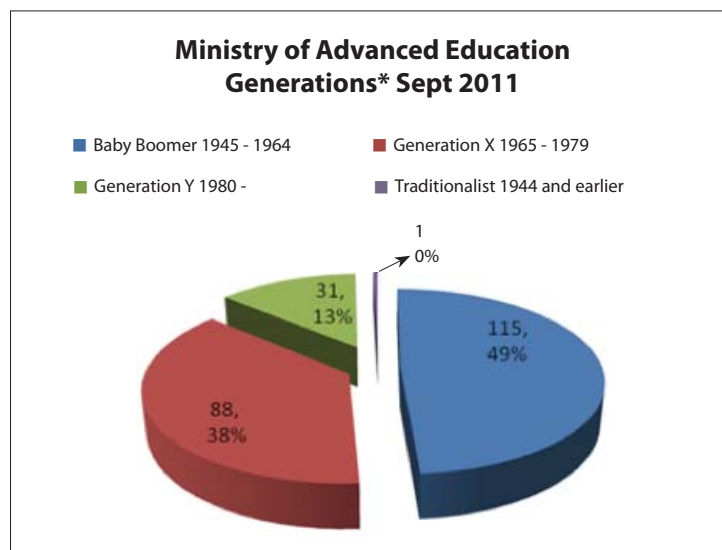
3.3 PILLAR 3 - REIMAGINE OUR WORKPLACE

APPROACH

Our goal is to implement organizational workplace changes aligned with previously identified flexible work options. Additionally, we will seek to realize human resource and financial benefits. Details of steps we intend to take in the first year are explained below.

1a). High-level Office Space Requirements

Our employees are co-located within three leased office spaces located in Victoria. We are working to reduce our real estate footprint over the next year to one workplace.

The modernization of StudentAid BC and the implementation of impact business delivery and space planning requirements, beginning this year.

Communication and collaboration tools, virtual workplaces and discussion forums across government will become more synthesized and accessible. As these changes are implemented our IT/IM infrastructure and supports will allow for greater mobility and the flexibility to adopt new work arrangements while still ensuring business objectives are achieved.

Additionally, the corporate shifts underway (Collective Agreement, Government office space standards, IM/IT security) will enable our approach and implementation.

1 b). Mobile and Flexible Workforce

We will conduct a ministry-wide environmental workforce scan to identify office space requirements:

- ◆ Engage supervisors and employees by building awareness through employee led focus groups
- ◆ Continue to promote and pilot flexible work options for self-selecting, supervisor-approved individuals
- ◆ Identify early adopter pilots this fiscal and communicate testimonials on pilot progress to ministry employees quarterly
- ◆ Develop lease expiry strategies
- ◆ Integrate workforce strategies with IT strategies to create a workplace of the future

Measures of Success:

By 2012-13 we hope to see 20 per cent of our workforce supported by flexible work arrangements. In addition, consolidation of our real estate footprint from three office locations to one leased space will significantly increase the availability of group space.

3.3 PILLAR 3 - REIMAGINE OUR WORKPLACE

2. Ministry transformation vision and business strategies that could be enabled by Leading Workplace Strategies:

Employee Engagement

As we move from analytics to action we will engage staff to create a workplace of the future.
We will:

- Adopt Leading Workplace Strategies as a business priority within the ministry strategic plan
- Develop targeted change plans
- Design and offer supervisor conversations on Leading Workplace Strategies implementation
- Support earlier adopters and pilot projects
- Promote awareness and create avenues for employees and supervisors to engage in the ongoing evolution of the workplace:
    - utilize existing communication conduits (i.e. Employee Advisory Committee, coffee chats, Deputy Minister blog)
    - employee testimonials, focus groups, social media and webinars
- Leverage internal and external stakeholder possibilities

Improved Stakeholder Leadership and Relations

Leading Workplace Strategies will see many benefits within the sector including:

- Enhanced employee engagement strategies that will increase the ministry's ability to strengthen executive and supervisory level communications, change commitments, flexible workplace options, external stakeholder involvement, team work, and learning
- Implement the 2011/2012 integrated ministry strategic plan
- We will improve its ability to compete for talent by increasing the number of postings supporting flexible work styles

3. Employee Work-style – Our Current State

At present the ministry estimates 95 per cent of its employees fall into the residential category working onsite most of the time. As the way that we work evolves, so will how, when, and where staff do their work. By capitalizing on IM/IT supports and providing a solid transition framework, we will be able to provide the key supports to supervisors and employees needed to adapt to new workplace requirements and opportunities.

Our environmental work style scan will seek to identify:
- Current work-styles by division and branch
- Work-styles that are "role specific"
- Opportunities to collaborate with other sectors and stakeholders
- Facilities and IT considerations

Note: Jan 2012 – working to secure access to Tele-trips survey tool, available through Shared Services BC

3.3 PILLAR 3 - REIMAGINE OUR WORKPLACE

MINISTRY OF ADVANCED EDUCATION Leading Workplace Strategies ~ Three Year High Level Plan		
2011-12 Transformational Change	**2012-13 Building Resiliency**	**2013-14 Sustainability**
Complete an environmental work style scan Work-styles survey (Tele-trips tool) Identify high-level office space requirements Draft a change plan	Map mobile and flexible workers against job functions Begin to categorize job functions to T and T defined work-styles (residents, internally mobile, externally mobile, tele-worker)	Adopt and implement ministry-wide LWS strategy and work solutions proven to support business, cost savings, talent attraction and retention objectives
Summarize and present findings make recommendations to Executive for a change plan Develop performance measures to recognize our competitiveness to attract and retain talent Identify budget impacts	Learn by doing - conduct more broad-scale targeted pilots Share lessons learned Evaluate "experiments" success	Develop post occupancy evaluation and risk assessment
Engage the organization by building LWS awareness through employee-led focus groups and establishing a LWS working committee	Develop lease expiry strategies	Monitor/Measure/Course Correct against business objectives
Design and offer Supervisor Conversations on LWS implementation Advocate for course curriculum to be added to Supervisory Development Certificate program provided by BC PSA		
Early adopter pilots: 1. Technology Business Solutions Branch (confirmed) 2. Post Secondary Corporate Finance (confirmed) 3. StudentAid BC (stretch target) (Note: Nov 2011, 95% of our workforce fall within the Resident category)		
Identify work tool requirements Assess wireless capabilities Identify U3 refresh alignments Communicate business objectives and performance metrics to staff		

3.3 PILLAR 3 - REIMAGINING OUR WORKPLACE

Employee Collaboration to Achieve Excellence

Now more than ever it is important to share our knowledge, ideas and expertise to build creative and innovative solutions together. We need to work smarter and leverage the full potential of each team member. There is an opportunity to make our corporate knowledge and information readily available to create collaborative opportunities and work together through the use of collaborative tools like SharePoint, LiveMeeting and the ministry intranet. We need to encourage the use of these new tools and overcome barriers to succeed.

We benefit from a well established intranet site, AVED Online - a site that is recognized as one of the best in government. The site is widely used and acknowledged as the first point of reference for our employees and contains business resources such as ministry policy and research, administrative templates and tools, corporate communications and community announcements. This site also encourages online community building in the form of employee profiles, blogs and employee recognition. In order to further encourage employee collaboration, a series of new dynamic enhancements were recently launched including an employee blog section and a new learning centre, AVED Academy. These new sections encourage employees to share their experiences and contribute to a more engaging workplace.

The value of AVED Online as a critical business and communications tool is something the ministry recognizes more than ever before. This is why we will continue to expand the site to bring more paper processes online in order to streamline operations and build a culture of innovation. We are committed to fostering this online community so that it will grow and prosper in the coming months. As part of our investment in a new technology infrastructure, AVED Online will be further expanded and enhanced so that more opportunities for employee generated content can be provided. Through this dynamic online space, employees will be given the opportunity to share knowledge and expertise, work across branch and division boundaries and participate more fully in the business of the ministry.

We are also investing in SharePoint 2010 which will provide new opportunities for employee collaboration across the organization. SharePoint will serve as an online work space for employees and help to support a more innovative approach to collaboration. Through the implementation of this new technology, we will have an opportunity to reinvent the workplace and find smarter ways in which to work together and with our partners to meet our business objectives.

This transformation is not about technology. Transformation will only be achieved by internally shifting our culture so employees feel supported in the use of these new tools. The ministry will provide support for employees in the adoption of these innovative tools by providing training, leadership and communications so that employees learn to use new tools effectively. Opportunities to share knowledge and expertise will increase our productivity and ensure our team is more effective in supporting the growth and development of B.C.`s education sector.

Technology and Transformation Instructions

Open Information response template

1. Routine Release of information (current state) – Please answer the following to describe the current approach of your ministry/sector in routinely releasing information. (Routinely released information is information that is: 1) of value to citizens; 2) is released without receiving a request for information under the *Freedom of Information and Protection of Privacy Act*; and 3) is released on a regular basis.)

Categories of routinely released information (current)	Schedule	Format	Location	Citizen Access	Citizen Engagement
Please describe the categories/genres (e.g., program evaluation, research studies) of information routinely released by your ministry/sector. (Please list any information that does not belong to a category.)	Please describe the schedule(s) for releasing information? (quarterly, annually, as and when required)	Describe the formats used for releasing information.	Where is the information published?	How do citizens find/access the information? Do you use a notification system, news releases?	Has routinely released information been used to support citizen engagement? If so, please describe.
Aboriginal Education program information	As and when required.	PDF, HTML, MP3	On-line through the AVED Internet	• Citizens would access this on-line by searching our Internet or by using other on-line search tools • Stakeholders and partners are provided the Internet URL address	• Possibly
Adult Basic Education program information	As and when required.	PDF, HTML	On-line through the AVED Internet	• Citizens would access this on-line by searching our Internet or by using other on-line	• Not to date

Categories of routinely released information (current)	Schedule	Format	Location	Citizen Access	Citizen Engagement
				search tools • Stakeholders and partners are provided the Internet URL address	
Adult Literacy program information	Annual	PDF, HTML	On-line through the AVED Internet	• Citizens would access this on-line by searching our Internet or by using other on-line search tools • Stakeholders and partners are provided the Internet URL address	• Not to date
AVED Service Plans	Annual	PDF	On-line through the AVED Internet and Intranet	• Citizens would access this on-line by searching our Internet or by using other on-line search tools • Stakeholders and partners are provided the Internet URL address	• Not to date
Capital Planning budget allocations	Annual	PDF, Excel, Word	On-line through the	• Citizens would	• Not to date

Categories of routinely released information (current)	Schedule	Format	Location	Citizen Access	Citizen Engagement
			AVED Internet and Intranet	access this on-line by searching our Internet or by using other on-line search tools • Stakeholders and partners are provided the Internet URL address	
Degree Granting Authorization program information	As and when required.	HTML, dB Web Interface	On-line through the AVED Internet and Intranet	• Citizens would access this on-line by searching our Internet or by using other on-line search tools • Stakeholders and partners are provided the Internet URL address	• Not to date
Disabilities Services Framework program information	As and when required.	PDF	On-line through the AVED Internet	• Citizens would access this on-line by searching our Internet or by using other on-line search tools • Stakeholders and partners are provided the	• Not to date

Categories of routinely released information (current)	Schedule	Format	Location	Citizen Access	Citizen Engagement
				Internet URL address	
Education Quality Assurance program information	Annual	PDF	On-line through the AVED Internet and Intranet	• Citizens would access this on-line by searching our Internet or by using other on-line search tools • Stakeholders and partners are provided the Internet URL address	• Not to date
English as a Second Language program information	As and when required.	PDF, HTML	On-line through the AVED Internet	• Citizens would access this on-line by searching our Internet or by using other on-line search tools • Stakeholders and partners are provided the Internet URL address	• Not to date
Government Reporting Entity – Audited Financial Statements	Annual	PDF, Excel (forms), HTML	On-line through the AVED Internet	• Citizens would access this on-line by searching our Internet or by using other on-line	• Not to date

Categories of routinely released information (current)	Schedule	Format	Location	Citizen Access	Citizen Engagement
				search tools • Stakeholders and partners are provided the Internet URL address	
Health Education Investments program information	As and when required.	PDF	On-line through the AVED Internet	• Citizens would access this on-line by searching our Internet or by using other on-line search tools • Stakeholders and partners are provided the Internet URL address	• Not to date
International Education program information	As and when required.	PDF	On-line through the LiveLearn Internet Portal	• Citizens would access this on-line by searching our Internet or by using other on-line search tools • Stakeholders and partners are provided the Internet URL address	• In planning stage
Legislation	As and when required.	HTML	On-line through the	• Citizens would	• Not to date

Categories of routinely released information (current)	Schedule	Format	Location	Citizen Access	Citizen Engagement
			AVED Internet	access this on-line by searching our Internet or by using other on-line search tools • Stakeholders and partners are provided the Internet URL address	
Post-Secondary Accountability Framework program information	Annual	PDF, HTML, Excel	On-line through the AVED Internet and Intranet DataBC	• Citizens would access this on-line by searching our Internet or by using other on-line search tools • Stakeholders and partners are provided the Internet URL address	• Not to date
Post-Secondary Institutional Reporting: • Financial reporting	Annual	PDF, HTML, Excel	On-line through the AVED Internet and Intranet	• Citizens would access this on-line by searching our Internet or by using other on-line search tools • Stakeholders and partners are provided the	• Not to date

Categories of routinely released information (current)	Schedule	Format	Location	Citizen Access	Citizen Engagement
				Internet URL address	
Post-Secondary Student Financial Aid	Annual	PDF	On-line through the AVED Internet and Intranet	• Citizens would access this on-line by searching our Internet or by using other on-line search tools • Stakeholders and partners are provided the Internet URL address	• Not to date
Prior Learning Assessment program information	As and when required.	PDF	On-line through the AVED Internet	• Citizens would access this on-line by searching our Internet or by using other on-line search tools • Stakeholders and partners are provided the Internet URL address	• Not to date
SkillsPlus (Foundation Skills Development for Employees) program information	Annual	PDF	On-line through the AVED Internet and Intranet	• Citizens would access this on-line by searching our Internet or by using other on-line	• Not to date

Categories of routinely released information (current)	Schedule	Format	Location	Citizen Access	Citizen Engagement
				search tools • Stakeholders and partners are provided the Internet URL address	
The Canadian Council on Learning Research:	As and when required.	PDF, PPT	On-line through the AVED Internet and Intranet	• Citizens would access this on-line by searching our Internet or by using other on-line search tools • Stakeholders and partners are provided the Internet URL address	• Not to date
Details provided on attached Appendix A (AVED Information Inventory)					

2. FOI requests – Please answer the following to describe the types of information released in response to access requests made under the *Freedom of Information and Protection of Privacy Act*.

Categories of FOI Requests	Format	Routinely Release	Challenges
Please describe the most common categories of	Describe the formats used for releasing	Outline whether your ministry has considered	Outline any challenges that have or

information released by your ministry/sector in response to FOI requests?	the information in response to FOI requests?	routinely releasing this information?	may prevent your ministry from routinely releasing this information?
Calendar Requests for Minister, Ministerial Assistant & Deputy Minister	PDF	AVED is not considering releasing this information to the public	Government has decided not to release the information proactively
Contracts – Direct Award	PDF	Yes, we are considering releasing this information proactively where appropriate	Meets exception criteria under the FOIPPA
Contracts – Information/details	PDF	Yes, we are considering releasing this information proactively where appropriate	Meets exception criteria under the FOIPPA
Contracts – Vendor Complaints	PDF	Yes, we are considering releasing this information proactively where appropriate	Meets exception criteria under the FOIPPA
Student Aid BC Personal Records	PDF	AVED is not considering releasing this information to the public	Personal information under the FOIPPA is restricted from being released to the public.

3. Routine release of information (future state) – Please answer the following to describe how your ministry/sector could routinely release information.

Routinely released information (future)	Proposed Schedule	Format	Location	Access	Citizen Engagement
Describe the categories / genres of information that	Describe the proposed schedule for routinely	Describe the format that could be used to release	Describe where the information could be	Describe how would citizens access the information?	Describe whether routinely released information be

could be routinely released by your ministry/sector.	releasing the information.	this information?	published.		used to support your ministry/sector citizen engagement initiatives?
Audit Reports	Within 30 days of formal receipt.	• PDF	• Text would be published on the ministry Internet	• On-line over the Web • On-line through Service BC Offices	• Audit Reports could be used for public education • Audit Reports could be used as a topic for discussion • Audit Reports could be used as a focal point for discussion
Business Plans	Within 30 days of final approval.	• PDF	• Text would be published on the ministry Internet	• On-line over the Web • On-line through Service BC Offices	• Business plans could be used for public education • Business plans could be used as a topic for discussion • Business plans could be used as a focal point for discussion
Contracts	Within 30 days of contract completion, subject to FOIPPA	• PDF	• Text would be published on the ministry Internet • Data – would be published by DataBC	• On-line over the Web • On-line through Service BC Offices	• Contract deliverables could be used as a topic of discussion. • Contract deliverables could be used as a focal point of discussion.
Grants and associated deliverables	Within 30 days of awarding the grant	• PDF	• Text would be published on the ministry Internet • Data – would be published by DataBC	• On-line over the Web • On-line through Service BC Offices	• Grant deliverables could be used for public education • Grant deliverables could be used as a topic for

					discussion • Grant deliverables could be used as a focal point for discussion
Ministry Policies	Within 30 days of final approval.	• PDF	• Text would be published on the ministry Internet	• On-line over the Web • On-line through Service BC Offices	• Ministry policies could be used for public education • Ministry policies could be used as a topic for discussion • Ministry policies could be used as a focal point for discussion
Policy Frameworks	Within 30 days of final approval.	• PDF	• Text would be published on the ministry Internet	• On-line over the Web • On-line through Service BC Offices	• Policy Frameworks could be used for public education • Policy Frameworks could be used as a topic for discussion • Policy Frameworks could be used as a focal point for discussion
Project Reports	Within 30 days of submission of final draft.	• PDF	• Text would be published on the ministry Internet • Data – would be published by DataBC	• On-line over the Web • On-line through Service BC Offices	• Project reports could be used for public education. • Project reports could be used as a topic of discussion. • Project reports could be used as a focal point for discussion

Post-secondary Student Data

1 - Student Enrolment Data

Student Transitions Project & Central Data Warehouse (Public Post-secondary Institutions)

ID	Subject	Title	Description	Primary Purpose	Update Frequency	Data Source	Data Type	Report Data	Data Dictionary	Data Mgmt Plan	Currently Free	Current Availability	Law	Contract	Policy	Completeness	Quality	Privacy Preserved	Classification[1]	Security Label[1]	Priority	Earliest Date for Open Release	Timing for Regular Proactive Release	Sensitivity	Data Custodian
H1	Education	Public Post-secondary International and Domestic Student Headcount	International and Domestic Student Headcount by Economic Development Region and Institution	Policy	Annual	Public post-secondary institutions	Raw	Y	Y	Y	Y	Open	n/a	n/a	n/a	H	H	Y			H	Done	July	L	Ministry of Education (AVED: Jacqui Stewart)
H2	Education	Public Post-secondary International Student Headcount by Citizenship/Country	International Student Headcount by Country/Citizenship	Policy	One time only	Special aggregation (public post-secondary institutions)	Raw	Y	Y	INF	Y	In development	n/a	n/a	n/a	L	H	Y			H	June 2012	n/a	H	Jacqui Stewart
H3	Education	Public Post-secondary Domestic Aboriginal Student Headcount by Program Area	Aboriginal Domestic Student Headcount by Program Classification of Instructional Programs Cluster	Policy	Annual	Public post-secondary institutions	Raw	N	Y	Y	Y	In development	n/a	n/a	n/a	H	H	Y			M	March 2012	July	H	Ministry of Education (AVED: Jacqui Stewart)
H4	Education	Public Post-secondary Domestic Student Headcount by Aboriginal Identity	Aboriginal Domestic Student Headcount by Institution	Policy	Annual	Public post-secondary institutions (Accountability Framework)	Raw	Y	Y	Y	Y	External	n/a	n/a	n/a	H	H	Y			M	March 2012	July	H	Jacqui Stewart
H5	Education	Public Post-secondary Domestic Adult Basic Education Student Headcount	Domestic Adult Basic Education Student Headcount by Age Group and Gender	Policy	Annual	Public post-secondary institutions	Raw	N	Y	Y	Y	Open (new contribution to DataBC)	n/a	n/a	n/a	M	M	Y	L	P	H	November 2011	February	M	Jacqui Stewart
H6	Education	Public Post-secondary Domestic and International English as a Second Language Student Headcount	Domestic and International English as a Second Language Student Headcount by Age Group	Policy	Annual	Public post-secondary institutions	Raw	N	Y	Y	Y	Open (new contribution to DataBC)	n/a	n/a	n/a	M	M	Y	L	P	H	November 2011	February	M	Jacqui Stewart
H7	Education	Public Post-secondary Domestic Student Headcount by Gender	Domestic Student Headcount by Gender	Policy	Annual	Public post-secondary institutions	Raw	N	Y	Y	Y	Stakeholder	n/a	n/a	n/a	H	H	Y			M	June 2012	July	M	Ministry of Education (AVED: Jacqui Stewart)
H8	Education	Public Post-secondary International and Domestic Student Headcount by Age Group	International and Domestic Student Headcount by Age Group	Policy	Annual	Public post-secondary institutions	Raw	N	Y	Y	Y	Stakeholder	n/a	n/a	n/a	H	H	Y			M	June 2012	July	M	Ministry of Education (AVED: Jacqui Stewart)
H9	Education	Public Post-secondary International and Domestic Student Headcount by Level	International and Domestic Student Headcount by Level (Grad, Undergrad, Developmental)	Policy	Annual	Public post-secondary institutions	Raw	N	Y	Y	Y	Stakeholder	n/a	n/a	n/a	H	M	Y			H	September 2012	July	M	Ministry of Education (AVED: Jacqui Stewart)
C1	Education	Public Post-secondary System Credentials	Credentials Awarded by BC Public Post-secondary System by Credential Type and Level	Policy	Annual	Public post-secondary institutions	Raw	Y	Y	Y	Y	Open	n/a	n/a	n/a	H	H	Y			H	Done	July	L	Ministry of Education (AVED: Jacqui Stewart)
C2	Education	Public Post-secondary Credentials by Aboriginal Students	Credentials Awarded by BC Public Post-secondary System by Aboriginal Identity and Level	Policy	Annual	Public post-secondary institutions	Raw	N	Y	Y	Y	In development	n/a	n/a	n/a	H	H	Y			H	March 2012	July	M	Ministry of Education (AVED: Jacqui Stewart)
C3	Education	Public Post-secondary Credentials by Program Area	Credentials Awarded by BC Public Post-secondary System by Program CIP Cluster and Level	Policy	Annual	Public post-secondary institutions	Raw	N	Y	Y	Y	In development	n/a	n/a	n/a	M	M	Y			H	March 2012	July	L	Ministry of Education (AVED: Jacqui Stewart)
C4	Education	Public Post-secondary System Credentials by Gender	Credentials Awarded by BC Public Post-secondary by Gender and Level	Policy	Annual	Public post-secondary institutions	Raw	N	Y	Y	Y	Stakeholder	n/a	n/a	n/a	H	H	Y			M	March 2012	July	L	Ministry of Education (AVED: Jacqui Stewart)
ST-1	Education	Student Transition Matrix	Number and percent of BC G12 graduates registered at a BC public post-secondary institution - immediate and delayed transitions	Policy	Annual	Public post-secondary institutions	Raw	Y	Y	Y	Y	Open (new contribution to DataBC)	n/a	n/a	n/a	H	H	Y	L	P	H	November 2011	December	L	Ministry of Education (AVED: Jacqui Stewart)
ST-2	Education	BC Public Post-secondary Immediate vs. Delayed Entry Destinations	BC Public Post-secondary Immediate vs. Delayed Entry Destinations by Demographic Characteristics for BC Secondary School Graduates	Policy	Annual	Public post-secondary institutions	Raw	Y	Y	Y	Y	Open (new contribution to DataBC)	n/a	n/a	n/a	H	H	Y	L	P	H	November 2011	December	M	Ministry of Education (AVED: Jacqui Stewart)

Full-time Equivalent Enrolments (Public Post-secondary Institutions)

ID	Subject	Title	Description	Primary Purpose	Update Frequency	Data Source	Data Type	Report Data	Data Dictionary	Data Mgmt Plan	Currently Free	Current Availability	Law	Contract	Policy	Completeness	Quality	Privacy Preserved	Classification	Security Label	Priority	Earliest Date for Open Release	Timing for Regular Proactive Release	Sensitivity	Data Custodian
E1	Education	Student Full-time Equivalent Enrolments at Public Post-secondary Institutions	Number of Full-time Equivalents (FTEs) enrolled by institution, region, and fiscal year. Summary reports and trend analysis are performed to ensure the Service Plan FTE target is met, determine under- or over-utilized programs, etc. Spring final data are collected. Unaudited.	Accountability	Annual	Public post-secondary institutions	Raw	Y	Y	INF	Y	External	n/a	n/a	n/a	H	H	Y			M	December 2011	June	M	Joe Thompson
E2	Education	Student Full-time Equivalent Enrolment Targets at Public Post-secondary Institutions	Number of full-time equivalent student spaces at British Columbia's 25 public post-secondary institutions. Data are available by institution.	Accountability	Annual	Ministry	Raw	Y	Y	INF	Y	Open	n/a	n/a	n/a	H	H	Y			H	Done	May	L	Joe Thompson
Private and Non-BC Degree Granting Post-secondary Institutions																									
P1	Education	International and Domestic Student Headcount at Private and Non-BC Degree Granting Post-secondary Institutions	International and domestic student headcount by institution and degree program	Accountability	Annual	Private and non-BC degree granting post-secondary institutions	Raw	Y	Y	INF	Y	Internal (Ministry)	n/a	n/a	n/a	H	H	Y			H	March 2012	September	M	Tony Loughran
P2	Education	Credentials Granted at Private and Non-BC Degree Granting Post-secondary Institutions	Credentials awarded by private and non-BC public degree granting institutions	Accountability	Annual	Private and non-BC degree granting post-secondary institutions	Raw	Y	Y	INF	Y	Internal (Ministry)	n/a	n/a	n/a	H	H	Y			H	March 2012	September	M	Tony Loughran
P3	Education	Student Headcount by Registration Status at Private and Non-BC Degree Granting Post-secondary Institutions	Part-time and full-time student headcount by institution and degree program	Accountability	Annual	Private and non-BC degree granting post-secondary institutions	Raw	Y	Y	INF	Y	Internal (Ministry)	n/a	n/a	n/a	H	H	Y			H	March 2012	September	M	Tony Loughran
P4	Education	Student Headcount by Degree Level at Private and Non-BC Degree Granting Post-secondary Institutions	Student headcount by degree level (undergraduate, graduate, doctoral)	Accountability	Annual	Private and non-BC degree granting post-secondary institutions	Raw	Y	Y	INF	Y	Internal (Ministry)	n/a	n/a	n/a	H	H	Y			H	March 2012	September	M	Tony Loughran
2 - Student Outcomes Surveys[2]																									
SO-1	Education	Baccalaureate Graduate Survey	Former students are surveyed about their educational experience and labour market outcomes. Data provide accountability indicators to government and provide universities and future students with information about programs and outcomes.	Accountability	Annual	BC Stats	Raw	Y	Y	INF	Y	External	n/a	n/a	n/a	H	H	TBD			H	2012	June	M	BC Stats (AVED: Jacqui Stewart)
SO-2	Education	Diploma, Associate Degree and Certificate Student Outcomes Survey	Former students are surveyed about their educational experience and labour market outcomes. Data provide accountability indicators to government and provide universities and future students with information about programs and outcomes.	Accountability	Annual	BC Stats	Raw	Y	Y	INF	Y	External	n/a	n/a	n/a	H	H	TBD			H	2012	June	M	BC Stats (AVED: Jacqui Stewart)
SO-3	Education	Apprenticeship Student Outcomes Survey	Former students are surveyed about their educational experience and labour market outcomes. Data provide accountability indicators to government and provide universities and future students with information about programs and outcomes.	Accountability	Annual	BC Stats	Raw	Y	Y	INF	Y	External	n/a	n/a	n/a	H	H	TBD			H	2012	June	M	BC Stats (AVED: Jacqui Stewart)
SO-4	Education	Developmental Student Outcomes Survey	Former students are surveyed about their educational experience and labour market outcomes. Data provide accountability indicators to government and provide universities and future students with information about programs and outcomes.	Accountability	Annual	BC Stats	Raw	Y	Y	INF	Y	External	n/a	n/a	n/a	H	H	TBD			H	2012	June	M	BC Stats (AVED: Jacqui Stewart)
Post-secondary Student Finance																									
3 - Student Financial Aid																									
StudentAid BC Data Warehouse[3]																									
SFA-1	Education	Student Loan Default Rates at Public and Private Post-secondary Institutions	Default rates is the percentage of all BC Student Loan borrowers at a particular BC public and private post-secondary institutions who have failed to fulfill repayment responsibilities.	Accountability	Annual	Public and Private Post-secondary Institutions	Raw	Y	N	N	Y	Open	n/a	n/a	n/a	Under review	Under review	Y			H	Done	March	H	Jacqui Stewart
SFA-2	Education	Student Loan Awards by Year and Type	Student loans showing average amounts borrowed from the BC Student Loan program and the Canada Student Loan Program	Policy	Annual	SABC Data Warehouse	Raw	Y	N	N	Y	Internal (Ministry)	n/a	n/a	n/a	Under review	Under review	Y			H	TBD	December	M	Jacqui Stewart
4 - Tuition Fees																									
TUI-1	Education	Public Post-secondary Annual Domestic Tuition Fees Arts Programs	Academic Arts Annual Tuition fees at Public Post-secondary institutions.	Policy	Annual	Public post-secondary institutions	Raw	N	N	N	Y	Open	n/a	n/a	n/a	M	M	n/a			H	Done	January	M	Jacqui Stewart
TUI-2	Education	BC Public Post-secondary Annual International Tuition Fees	International tuition fees at public post-secondary institutions.	Policy	Annual	Public post-secondary institutions	Raw	N	N	N	Y	Internal (Ministry)	n/a	n/a	n/a	Under review	M	n/a			H	September 2012	January	M	Jacqui Stewart

DATA INVENTORY - Ministry of Advanced Education (AVED) - As of November 4, 2011

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TUI-3	Education	Private and Non-BC Public Degree Granting Institutions: Tuition Fees	International and Domestic annual tuition fees for at private and non-BC public degree granting institutions (by degree level, institution, or program).	Accountability	Annual	Private and non-BC public degree granting post-secondary institutions	Raw	Y	Y	INF	Y	Internal (Ministry)	n/a	n/a	n/a	H	H	n/a			H	March 2012	September	M	Tony Loughran
Post-secondary Institution Governance and Operations																									
5 - Campus Locations																									
LOC-1	Education	List of Post-secondary Campus Locations	Locations of private and public post-secondary institutions in British Columbia.	Operations	Annual	Ministry	Raw	N	N	N	Y	Internal (Ministry)	n/a	n/a	n/a	H	H	Y			M	March 2012	TBD	L	Jacqui Stewart and Tony Loughran
6 - Post-secondary Accountability[2]																									
AF-1	Education	Percent of Income Used for Education Debt Repayment	System level performance measure for affordability in the Accountability Framework	Accountability	Annual	Public post-secondary institutions	Raw	Y	Y	Y	Y	Internal (Ministry)	n/a	n/a	n/a	H	H	Y			M	September 2012	September	M	Jacqui Stewart
AF-2	Education	Percent of Students Who Rated Satisfaction with Education Positively	System level performance measure showing percentage of students who were very satisfied or satisfied with the education they received.	Accountability	Annual	Public post-secondary institutions	Raw	Y	Y	Y	Y	Open (new contribution to DataBC)	n/a	n/a	n/a	H	H	Y	L	P	H	November 2011	September	L	Jacqui Stewart
AF-3	Education	Unemployment Rate of Graduates	System level performance measure showing percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less.	Accountability	Annual	Public post-secondary institutions	Raw	Y	Y	Y	Y	Open (new contribution to DataBC)	n/a	n/a	n/a	H	H	Y	L	P	H	November 2011	September	L	Jacqui Stewart
7 - Post-secondary Institution Finances																									
Infrastructure																									
CAP-1	Education	Public Post-secondary Institutions Capital Expenditure Reports	Annual expenditures for all Capital and British Columbia Knowledge Development Fund (BCKDF) research projects. Projects could be related to building a new facility, adding or renovating to a building, etc.	Operations	Annual	Public post-secondary institutions	Raw	Y	Y	Y	Y	Internal (Ministry)	n/a	n/a	n/a	H	H	n/a			L	To be coordinated with central agency	TBD	M	Joe Thompson
CAP-2	Education	Public Post-secondary Capital Commitments	Ministry of Advanced Education Capital Project Commitments to public post-secondary institutions since 2001 by institution	Accountability	Annual	Ministry	Raw	Y	Y	INF	Y	Internal	n/a	n/a	n/a	H	H	n/a			M	September 2012	September	L	Joe Thompson
CAP-3	Education	Public Post-secondary Institutions Five-Year Capital Plan Request	Approved three and/or five-year capital plans by public post-secondary institution. Exclude due to FOI Policy.	Accountability	Annual	Public post-secondary institutions	Raw	Y	Y	Y	Y	Internal (Ministry)	n/a	n/a	n/a	H	H	n/a			L	TBD	TBD	H	Joe Thompson
CAP-4	Education	Public Post-secondary Institutions Space Utilization Report	These data consist of Public Post-secondary Institution Annual Student Contact Hour Equivalent by campus, the notional student stations derived from FIS (see below) using the gross square meters and the BC Space Standards to capture the space utilization measure.	Inventory	Annual	Public post-secondary institutions (excludes research universities)	Raw	Y	Y	Y	Y	Internal (Ministry)	n/a	n/a	n/a	L	L	n/a			L	February 2012	February	L	Joe Thompson
CAP-5	Education	Public Post-secondary Institutions Lease Inventory	Lease Inventory List of Public Post-secondary Institutions : Leases (acquisition or disposal) by Institution; Area, Term, Cost. Exclude due to FOI Policy	Accountability	Annual	Post-secondary institutions	Raw	Y	N	Y	Y	Internal	n/a	n/a	Y	H	H	n/a			L	September 2012	September	M	Joe Thompson
CAP-6	Education	Public Post-secondary Institutions Facility Condition Inventory	Public post-secondary Facility Condition Inventory by Institutions and building.	Inventory	Annual	Post-secondary institutions	Raw	Y	Y	Y	Y	Internal	n/a	n/a	n/a	L	H	n/a			L	September 2012	July	M	Joe Thompson
CAP-7	Education	Public Post-secondary Facility Inventory System	Public post-secondary Facility Space Inventory : Facilities, Rooms , capacity by building and campuses	Operations	Annual	Post-secondary institutions	Raw	Y	Y	Y	Y	Internal (Ministry)	n/a	n/a	n/a	L	L	n/a			L	TBD	January	L	Joe Thompson
Operations																									
OP-1	Education	Operating Grants for Public Post-secondary Institutions	The ministry provides public post-secondary institutions annual operating budget allocations to support targeted programs and priority issues.	Operations	Annual	Public post-secondary institutions	Raw	Y	Y	Y	Y	Open	n/a	n/a	n/a	H	H	n/a			H	Done	May	L	Joe Thompson
OP-2	Education	Schedule of Debts at Public Post-secondary Institutions	List of debts at public post-secondary institutions.	Legislated	Annual	Public post-secondary institutions - Statement of Financial Information Reports	Raw	Y	Y	Y	Y	External	n/a	n/a	n/a	H	H	n/a			M	To be coordinated with central agency	TBD	L	Joe Thompson
OP-3	Education	Schedule of Guarantee and Indemnity Agreements at Public Post-secondary Institutions	List of guarantee and indemnity agreements at public post-secondary institutions.	Legislated	Annual	Public post-secondary institutions - Statement of Financial Information Reports	Raw	Y	Y	Y	Y	External	n/a	n/a	n/a	H	H	n/a			M	To be coordinated with central agency	TBD	L	Joe Thompson

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OP-4	Education	Schedule of Remuneration at Public Post-secondary Institutions	List of remuneration at public post-secondary institutions.	Legislated	Annual	Public post-secondary institutions - Statement of Financial Information Reports	Raw	Y	Y	Y	Y	External	n/a	n/a	n/a	H	H	n/a			M	To be coordinated with central agency	TBD	L	Joe Thompson
OP-5	Education	Schedule of Payments for Provision of Goods and Services at Public Post-secondary Institutions	List of payments for provision of goods and services at public post-secondary institutions.	Legislated	Annual	Public post-secondary institutions - Statement of Financial Information Reports	Raw	Y	Y	Y	Y	External	n/a	n/a	n/a	H	H	n/a			M	To be coordinated with central agency	TBD	L	Joe Thompson
OP-6	Education	Summary Schedule of Revenues and Expenditures	Data used to analyze revenue and expenditure allocation, institution financial pressures and percentages of expenditures by program types. Exclude due to upcoming changes to GAAP and FOI Policy.	Policy	Annual	Public post-secondary institutions (some institutions excluded)	Raw	Y	N	N	Y	Internal (Ministry)	n/a	n/a	Y	M	M	n/a			M	TBD	TBD	H	Joe Thompson
OP-7	Education	Financial Forecast and Year-to-date Expenditures for Public Post-secondary Institutions in the Government Reporting Entity	Quarterly forecast financial reports for the current year (projected three years) to meet the reporting requirements for the Budget Transparency and Accountability Act. This includes the Capital Projects forecast.	Legislated	Quarterly	Public post-secondary institutions	Raw	Y	N	INF	Y	Internal (Ministry)	n/a	n/a	n/a	H	H	n/a			M	To be coordinated with central agency	TBD	H	Joe Thompson
8 - Ministry Supported Programs																									
BLK-1	Education	Budget Allocations for Block Funded Programs	Each institution reports their yearly allocation and expenditure verifying the surplus or deficit. Block funded programs include: Adult Basic Education Student Assistance Program (ABESAP), Assistance Program for Students with Permanent Disabilities, Learning Disabilities Assessment Bursary, Part-Time Student Assistance Admin Fee, Post-secondary Communication Access Services, Program for Institutional Loans of Adaptive Technology (PILAT), and Student Society Emergency Aid Program Report.	Operations	Annual	Public post-secondary institutions	Raw	N	N	N	Y	Internal (Ministry)	n/a	n/a	n/a	L	L	n/a			M	TBD	TBD	H	Joe Thompson
9 - Post-secondary Human Resources Database[4]																									
PSIHR-1	Education	Human Resources Database (HRDB) Summary Reports for Public Post-secondary Institutions	The HRDB contains financial and demographic data on public post-secondary institution employees, including: headcount, FTE count, age, gender, annual earnings, and annual benefits costs. Summary reports are prepared for internal ministry use.	Policy	Annual	Public post-secondary institutions (does not include research universities, Royal Roads University and Thompson Rivers University)	Raw	Y	Y	TBD	Y	Internal (Ministry)	n/a	n/a	n/a	L	H	-			TBD	TBD	TBD	H	Tony Loughran
PSIHR-2	Education	Private and Non-BC Public Degree Granting Institutions: Faculty Headcount by Institution and Program	Faculty headcount and employment status (continuing, sessional) by institution, program and degree level taught for all private and non-BC public degree granting institutions	Accountability	Annual	Private and non-BC public degree granting post-secondary institutions	Raw	Y	Y	INF	Y	Internal (Ministry)	n/a	n/a	n/a	H	H	Y			H	March 2012	September	H	Tony Loughran
Ministry Operations																									
10 - Ministry Finances																									

[1] The security check will be completed based on the Information Security Classification Framework as datasets are prepared for publication in open formats.

[2] A comprehensive inventory of individual data reports will be determined by the project steering committee. This inventory will be available on or before September 30, 2012.

[3] The SABC Data Warehouse is currently undergoing a review of data reporting. A comprehensive list of reports will be available on or before September 30, 2012.

[4] An assessment will be conducted on the Human Resources Database to determine what reports could be released. An inventory of potential summary reports will be available on or before September 30, 2012.

Pages 61 through 65 redacted for the following reasons:
- -
S. 12

Results for: online distance

Source: EducationPlanner.ca Extracted on 11/10/27

330 matches.

1-330 of 330

1. Bachelor of Arts in Professional Communication Degree
   Royal Roads University
   Summary: PROGRAM OVERVIEW The Bachelor of Arts in Professional Communication Degree is a "completion degree program" offering years three and four of an undergraduate degree. The program welcomes applications from individuals who have completed at least two years (60 credits) of appropriate post-secondary education at a university, in a university-transfer program, or a post-secondary diploma program. The program is offered in two formats: A. 12-Month on-...

2. Bachelor of Arts in Justice Studies Degree
   Royal Roads University
   Summary: PROGRAM OVERVIEW The Bachelor of Arts in Justice Studies Degree is designed for individuals who wish to pursue careers related to the criminal justice system. The program is offered in the following two formats: A. 12-Month On-Campus Model - This intensive study program provides years three and four of a conventional four-year degree in 12 months.

3. Bachelor of Commerce in Entrepreneurial Management Degree
   Royal Roads University
   Summary: PROGRAM OVERVIEW The Bachelor of Commerce (BCom) in Entrepreneurial Management Degree is designed to develop entrepreneurial leadership and management skills within students. Students may choose to complete the program in one of two ways: A. Day Time On-Campus Study - this 12-month intensive program condenses years three and four of a four-year business degree into one year of concentrated study. B. Internet-based (Online) Study - this...

4. Early Childhood Education and Care Diploma
   Northern Lights College
   Summary: PROGRAM OVERVIEW The Early Childhood Education and Care (ECEC) Diploma covers the knowledge and skills needed to work with young children and their families in a wide variety of ECEC settings. The entire program is completed through distance education using a blended model including online and teleconference modes of delivery. ADVISING TIPS The program may also be completed on a part-time basis.

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Page 66
AED-2011-00069   1

5. Aboriginal Early Childhood Education Certificate
    Northern Lights College
    Summary: PROGRAM OVERVIEW The Aboriginal Early Childhood Education Certificate addresses the need for skilled early childhood educators with relevant theoretical and practical knowledge of Aboriginal settings. Topics of instruction include: Historical Perspectives in Early Childhood Education Health Safety and Nutrition Working with Families ADVISING TIPS The entire program is completed through ...

6. Bachelor in Therapeutic Recreation Degree
    Douglas College
    Summary: PROGRAM OVERVIEW The Bachelor in Therapeutic Recreation Degree prepares you for a wide range of positions in the health and wellness, social service and recreation sectors. Graduates may find employment in the following types of positions: recreation therapist; clinical practice resource leader; adventure program leader and developer; department director; community development specialist; employee/ workplace wellness coordinator; community recreation manager; ...

7. Therapeutic Recreation Diploma
    Douglas College
    Summary: PROGRAM OVERVIEW The Therapeutic Recreation Diploma prepares you to plan, implement and evaluate a wide range of leisure services for children, adolescents and adults who experience a barrier to a healthy leisure lifestyle. Graduates may work in various health, social service and recreation agencies including hospitals, long-term care facilities for older adults, youth assessment centres, rehabilitation settings, group homes, mental health settings, adult ...

8. Advanced Medical Transcription Certificate
    Selkirk College
    Summary: PROGRAM OVERVIEW The Advanced Medical Transcription Certificate meets the need of the medical community for skilled medical transcriptionists. Topics of instruction include: Keyboarding Medical Office Procedures History and Physical Examinations Clinic, Discharges and Diagnostics Oncology Radiology and Nuclear Medicine Pathology Transcription Accuracy and Transcription Speed ...

9. Education Assistant Certificate/Diploma
    Northern Lights College
    Summary: PROGRAM OVERVIEW The Education Assistant Program provides you with the knowledge, skills and values needed to work as paraprofessionals in the school system. The program offers the following two options: A. Education Assistant Certificate (12 Months) - All courses are designed to forward your ability to raise a child's involvement in an educational environment. B. Education Assistant Diploma (four more months -- 16 Months Total...

10. Certificate in Business Skills
    Thompson Rivers University - Open Learning
    Summary: Course work involves: ENGL 106 - Written Communication (3 credits); three credits in Computer Studies (ie-CMPT 118, 119, 150 or equivalent); nine credits of 100- and 200-level Business courses which suit each student's career goals. li> By completing the following electives you can receive a Certificate in Business Skills, Supervisory Option: BUSM 111 - Supervision ADMN 222 - Introduction to Human Resource ...

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Page 67
AED-2011-00069

2

11. [Bachelor of Commerce Degree](#)
Thompson Rivers University - Open Learning
Summary: Areas of concentration are: Accounting General Management Human Resources Management
[Applied Business Technology (Online) Certificate Programs](#)
Capilano University
Summary: PROGRAM OVERVIEW The Applied Business Technology (ABT) Online Programs at Capilano University offer an online learning option for learners who are unable to attend on-site programs or who desire more flexibility. The following seven online certificate programs are available: 1. Accounting Fundamentals Certificate (18 credits) - offers the skills needed to provide entry-level accounting support. 4. Computer Fundamentals Certificate (15 credits) - ...

12. [Applied Business Technology (Online) Certificate Programs](#)
Capilano University
Summary: International English Language Testing System (IELTS) = 6.5 overall and no score less than 6. Canadian Academic English Language (CAEL) Assessment = 70. Pearson Test of English (PTE Academic) = 56. Capilano University ESLF 080 with a B+ grade. 2. To enter the Legal Administrative Assistant Online Certificate you must also: participate in an interview have a keyboarding speed of 45 wpm or ABTO 101 - ...

13. [Golf Club Operations Online Certificate](#)
Selkirk College
Summary: Topics of instruction are: Overview of Golf Club Operations Financial Tools for Golf Club Managers Golf Club Marketing Leadership in the Golf Industry Tournaments and Special Events Planning Financial Controls for Golf Clubs Food and Beverage Controls Golf Shop Operations Turfgrass Management Human Resources for Golf Clubs ADVISING TIPS Current online ...

14. [Internet Production Diploma](#)
Vancouver Island University
Summary: PROGRAM OVERVIEW The Internet Production (IPro) Program provides students with the opportunity to gain the professional-level media skills, as well as the design, communication, teamwork and self-discipline skills needed to be successful in the digital media fields. Graduates may find employment as digital, web, and multimedia designers, visual designers, and interface designers with an emphasis on the design and development of web applications. The English...

15. [Legal Administrative Assistant (Online) Certificate](#)
Thompson Rivers University
Summary: The program is made up of the following courses: LEGA 1010 - Introduction to the Canadian Legal System LEGA 1020 - Legal Office Procedures LEGA 1030 - Litigation Procedures 1 LEGA 1040 - Litigation Procedures 2 LEGA 1050 - Family Litigation Procedures LEGA 1060 - Corporate Procedures 1 LEGA 1070 - Corporate Procedures 2 LEGA 1080 - Conveyancing Procedures 1 LEGA 1090 - Conveyancing Procedures 2 ...

16. [Diploma in Information Technology and Management](#)
Thompson Rivers University - Open Learning
Summary: PROGRAM OVERVIEW The Diploma in Information Technology and Management builds on TRU-OL's Information Technology Certificate or related studies. The overall 60 credits for the diploma must

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Page 68
AED-2011-00069

3

also include: at least nine credits of TRU coursework (distance or on-campus) to meet residency requirements; at least 18 credits at the 200-level; at least 30 credits in Information Technology subjects. ADVISING TIPS

17. [Advanced Diploma in Management](#)
Thompson Rivers University - Open Learning
Summary: PROGRAM OVERVIEW The Advanced Diploma in Management provides the skills and knowledge needed to begin entrepreneurial ventures or assume more senior management roles. ADVISING TIPS You may receive up to 50% of the credit needed for this credential through Prior Learning Assessment and Recognition (PLAR). To complete a credential through ...

18. [Hospitality Distance Learning Certificates](#)
North Island College
Summary: PROGRAM OVERVIEW NIC offers a number of "distance-learning certificates" that enhance employability in the tourism and hospitality industry. Courses are offered in a distance-education, self-paced format using materials from the American Hotel and Lodging Educational Institute (the international standard for hospitality excellence). You are able to choose from 24 courses, which can be taken individually or combined to create one of the following ...

19. [Bachelor of Social Work Degree](#)
University of Victoria
Summary: PROGRAM OVERVIEW University of Victoria's School of Social Work offers students the opportunity to complete a Bachelor of Social Work (BSW) Degree. Besides the regular program, students may also participate in one of the following specialized programs: Child Welfare -prepares students for child welfare work, with an emphasis on protection work in government and other mandated child welfare settings. Indigenous Social Work - ...

20. [Certificate in Entrepreneurial Skills 2](#)
Thompson Rivers University - Open Learning
Summary: Academic TRU-OL's Certificate in Entrepreneurial Skills 1 Admission Advice 1. If planning to complete a credential through TRU-OL you must submit a Program Admission/Transfer Credit form. 2. You may receive up to 50% of credit required for this credential through

21. [Legal Administrative Assistant (Online) Certificate](#)
Vancouver Community College
Summary: Academic/Non-Academic A) VCC's Administrative Assistant Certificate (or an equivalent program in the English language) and the VCC Online Learner Success course OR B) one year of administrative assistant experience, verified by an employer with: Grade 12 graduation, or equivalent; completion of the VCC Online Learner Success a certified keyboarding speed of at least 50 gross words per minute (GWPM) for five ...

22. [Legal Administrative Assistant Certificate](#)
Vancouver Community College
Summary: Academic/Non-Academic A) VCC's Administrative Assistant Certificate (or an equivalent program in the English language) and the VCC Online Learner Success course OR B) one year of administrative assistant experience, verified by an employer with: Grade 12 graduation, or equivalent;

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Page 69
AED-2011-00069   4

completion of the VCC Online Learner Success a certified keyboarding speed of at least 50 gross words per minute (GWPM) for five ...

23. [Nursing Unit Clerk Certificate](#)
Selkirk College
Summary: Academic (minimum grade needed in bracket) 1. One of: high school graduation (or equivalent) mature student status (be at least 19 years old) 2. Both of: Selkirk's MTAT 140* - Medical Terminology I (C) Selkirk's MTAT 141* - Medical Terminology II (C) Notes: Medical Terminology courses are available online through Selkirk. Non-Academic ...

24. [Post Diploma BSN Distance Program](#)
University of Victoria
Summary: PROGRAM OVERVIEW The Post RN Diploma BSN Distance Program is designed for graduates of hospital schools of nursing or college nursing diploma programs who hold active licensure as registered nurses in the jurisdiction they are working. This work includes: nine core Nursing courses (three of these are practicum courses); three to five Nursing electives; one required non-Nursing elective. Many students in the post diploma have...

25. [Bachelor of Commerce, General Studies Degree](#)
University Canada West
Summary: The program examines a number of areas which include: Accounting Advertising Business Law Management and Entrepreneurship Team Projects effective communication skills In addition, specific attention is paid to the areas of: International Business Tourism Management Strategic Leadership EBusiness If you have taken a business or management program it may be ...

26. [Bachelor of Arts in Media and Communications Degree](#)
University Canada West
Summary: Instruction explores: methods of communication in contemporary society against the advancing technology of media outlets and the Internet; how the gathering, analysis, interpretation, storing and presentation of information influences decision-making in political, economic and cultural society; theoretical and practical skills in media and communications including the development and evolution of the media, mass media roles in democratic society, legal ...

27. [Certificate in Criminology (General and Advanced)](#)
Simon Fraser University
Summary: Core topics of instruction include: Introduction to Criminology Psychological Explanations of Criminal and Deviant Behavior Introduction to the Criminal Justice System - A Total System Approach Research Methods in Criminology Criminal Law Introduction to Logic and Reasoning The Administration of Justice Introduction to Psychology I and II Introduction to Sociology Introduction to...

28. [Applied Business Technology (On-line) Certificates](#)
Vancouver Island University
Summary: B. Legal Administrative Assistant - this specialty provides students with the fundamental skills and knowledge needed to join a firm's legal support staff at the junior level. Students require a keyboarding speed of at least 45 nwpm for entry into Level II; and an exit keyboarding speed of 50 nwpm for graduation. C. Administrative Assistant - this ...

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Page 70
AED-2011-00069

5

29. Accounting Assistant Diploma
Capilano University
Summary: Accounting Assistant Diploma Applications must be submitted by March 31. Call 604.984.4959 or apply online.

30. Administrative Assistant Certificate
North Island College
Summary: You will: explore the use of spreadsheets in the office environment; learn to use the fundamental and advance features of Microsoft Excel; learn to use Powerpoint presentation software: learn to use advanced formulas and functions to perform calculations, link to Excel data for Mailmerge, and develop a custom Excel application; receive hands-on training in the use of e-mail for online communication through an introduction to Outlook;&...

31. Millwright (Foundation Trades Training) Certificate
Northern Lights College
Summary: PROGRAM OVERVIEW The Millwright (Foundation Trades Training) Certificate prepares you for entry-level employment in the millwright trade. Length = Two Weeks MILL100 (Millwright Level 1) - this online course covers the Level 1 Provincial Apprenticeship curriculum. Length = Seven Weeks MILL200 (Millwright Level 2) - this classroom based course covers the Level 2 Apprenticeship curriculum.

32. Bachelor of Technology (Trades and Technology Leadership) Degree
Thompson Rivers University - Open Learning
Summary: These credits are normally met through block transfer credits from trade certification or a diploma of technology and may also include complementary elective and/or prior learning credits.   B. Required Courses (30 credits) six "Core Leadership" related courses four appropriate Administration courses C. Open Electives (15 credits) five appropriate Administration courses that complement the overall leadership program

33. Access to Practical Nursing Program
College of the Rockies
Summary: PROGRAM OVERVIEW The Access to Practical Nursing Program is designed for Resident Care/ Home Support Attendants who wish to upgrade their skills to gain a Licensed Practical Nursing Certificate. It is made up of the following three semesters: This 51 week program includes: 23 weeks online; a one week training break; 22 weeks full-time in Cranbrook including Gerentology & Acute Care practicums; the five-week preceptorship ...

34. Managing for Government Advanced Diploma
Camosun College
Summary: Core topics of instruction include: Canadian Government or Canadian Politics Introduction to Public Administration Planning in Government Government Services Public Finance in Canada Law and Administration Managing Multi Party Decisions or Agreement Seeking at Work Public Relations or Business Society Many of the courses will run in seven-week blocks, allowing two courses to be completed each ...

35. Office Assistant Certificate
College of New Caledonia
Summary: Key areas of instruction include: Keyboarding Word Processing Spreadsheets Accounting

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Page 71
AED-2011-00069   6

Computerized Accounting Business English Administrative Procedures ADVISING TIPS To be successfully with the online courses, the following technology is needed: Regular access to a computer (PIII or newer) Internet Explorer 6 or newer Windows XP or newer ...

36. [Certificate in Information Technology](#)
Thompson Rivers University - Open Learning
Summary: PROGRAM OVERVIEW The Certificate in Information Technology (IT) allows you to pursue a wide variety of complementary courses from TRU-OL's IT offerings, courses offered by TRU-OL's partner institutions (ie-SFU's CPSC courses and UVic's CMPT courses), and through other consortia such as the Canadian Virtual University. Students with Microsoft MOUS certification and/or other IT vendor certifications may be exempted from this requirement; 18 credits in ...

37. [Post-Baccalaureate Certificate in Pre-MBA Studies](#)
Thompson Rivers University - Open Learning
Summary: Topics of instruction include: Introduction to Human Resource Management Introduction to Financial Accounting Introduction to Marketing Financial Management Introduction to Information Technology Computer Applications in Business Principles of Microeconomics Principles of Macroeconomics At least six credits must be completed at TRU (distance or on-campus) to meet residency requirements.

38. [Bachelor of Science in Environmental Science Degree](#)
Royal Roads University
Summary: PROGRAM OVERVIEW The Bachelor of Science in Environmental Science Degree is an intensive 12-month program that allows learners with at least two years of post-secondary education to complete an interdisciplinary undergraduate degree in one year. This program concentrates on rebuilding and enhancing key skills in computer applications and team building, as well as generic skills in areas such as labs, library use, competencies, and writing. ADVISING TIPS...

39. [Bachelor of Technology (Computing) Degree](#)
Thompson Rivers University - Open Learning
Summary: B. Core Lower-level Requirements (30 credits) 10 first- and second-year Computing courses, including required courses in programming and program design, operating systems, databases, and data structures. C. Core Upper-level Requirements (45 credits) 15 third- and fourth-year Computing courses, including required courses in software engineering, databases, operating systems, networks and algorithms; five elective ...

40. [Certificate in General Studies](#)
Thompson Rivers University - Open Learning
Summary: The certificate requires the completion of 30 credits (ie-about 10 courses) of college and/or university courses numbered 100 or higher. br /> Courses may be selected from Thompson Rivers University - Open Learning offerings or transfer courses from recognized post-secondary institutions. Certificate requirements may be met with credits earned by Prior Learning Assessment and Recognition (...

41. [Bachelor of Design Degree](#)
Thompson Rivers University - Open Learning
Summary: This work must include: A. General Education Requirements (27 credits) two appropriate English courses two courses in Humanities (other than English) two courses in Math (including Statisitcs) and/or

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Page 72
AED-2011-00069   7

science two courses in Social Science one course in any approved subject area B. History and Theory of Art (18 credits) six courses in historical or theoretical approaches to art, with three of these courses ...

42. Bachelor of Science (Major in Biology/Life Science) Degree
Thompson Rivers University - Open Learning
Summary: B. Lower-level Requirements (27 credits) nine courses involving: two appropriate first-year Calculus courses an appropriate Statistics courses six first- or second-year science courses, with at least two courses in any three of the following subjects: Life Science (eg- Biology, Genetics, Zoology, Botany, Microbiology, Biological Oceanography, Plant and Animal Physiology); Chemical Science (eg- Chemistry, Biochemistry); ...

43. Bachelor of Business in Real Estate Degree
Thompson Rivers University - Open Learning
Summary: The are four specialty areas to choose from: real estate appraisal property management real estate development property assessment The degree is based on a foundation of 45 credits in real estate topics offered by UBC through their Diploma in Urban Land Economics (DULE).

44. Bachelor of Fine Art Degree
Thompson Rivers University - Open Learning
Summary: General Education Requirements for Georgian College Students/Graduates (27 credits) two appropriate English courses two courses in Humanities (other than English) one course in Math (including Statistics) and/or science two courses in Social Science two courses in any approved subject area 1B. General Education Requirements for Other Applicants (27 credits) two appropriate English courses two courses in ...

45. Business Administration Certificate
Okanagan College
Summary: PROGRAM OVERVIEW The Business Administration Certificate provides you with the opportunity to study areas of business such as Accounting, Finance, Marketing, Human Resources Management, Hospitality and Tourism Management. Graduates are able to apply their completed course work towards OC's Business Administration Diploma and/or Bachelor of Business Administration Degree. ADVISING TIPS Some courses are available ...

46. Office Management Certificate
Okanagan College
Summary: Topics of instruction are: Canadian Business Marketing Management Principles Financial Management Business Law Organizational Behaviour Management Accounting Human Resources Management Industrial Relations Management Information Systems ADVISING TIPS Some courses within the program are available by distance education...

47. Early Childhood Education Certificate
Northwest Community College
Summary: Areas of instruction include: Student Success Health, Safety and Nutrition Environments I and II Curriculum I, II and III Child Development I and II Professional Development I Interpersonal Communication Guiding Young Children Working with Families I The program also includes practica (ie- practical work experiences). To be successful in the ECE distance program you will need:...

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Tel 604.412.7657 | Fax 604.677.6273
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Page 73
AED-2011-00069
8

48. Nutrition and Food Service Management Diploma
Langara College
Summary: PROGRAM OVERVIEW The Nutrition and Food Service Management Diploma prepares you for a career in food service management with a focus on the health care sector. All food service courses are delivered online. You should possess: a sincere interest in people the ability to work cooperatively with others a willingness to work shifts any day of the week.

49. Graduate Nurse Citation
Kwantlen Polytechnic University
Summary: PROGRAM OVERVIEW The Graduate Nurse Citation prepares you to practice nursing by meeting the re-entry course requirements for registration with the College of Registered Nurses of BC (CRNBC). The following four courses must be completed: A. GNUR 1110 - Theory (Online Course) - CRNBC entry-level competencies provide the framework for the study materials. Local Government Administration Certificate
Camosun College
Summary: PROGRAM OVERVIEW The Local Government Administration Certificate is designed for individuals working in municipal government. The four core courses are: PADM 112 - Introduction to Public Administration PADM 227 - Government Services PADM 230 - Public Finance in Canada PADM 240 - Law and Administration In addition, two more elective courses (worth six credits) must be completed. ADVISING ...

50. Doctor of Dental Medicine Degree
University of British Columbia
Summary: Besides completing the online application, applicants must ensure the following documents are received by the application deadline: Official transcripts - applicants must request official transcripts from all post-secondary institutions they have attended; Letters of Reference - applicants must submit three appropriate letters of reference; DAT Scores - applicants must request original DAT scores from the Canadian Dental Association; Application Fee ...

51. Certificate in Management Studies
Thompson Rivers University - Open Learning
Summary: Academic Open admission requirements apply. You should have a grounding in quantitative courses, including Principles of Math 11, MATH 024 or equivalent. Note: A free, voluntary Math self-assessment is available from Student Services to help applicants select Math courses at the appropriate level.

52. Diploma in Management Studies
Thompson Rivers University - Open Learning
Summary: Academic Open admission requirements apply. You should have a grounding in quantitative courses, including Principles of Math 11, MATH 024, or equivalent. Note: A free, voluntary Math self-assessment is available from Student Services to help applicants select Math courses at the appropriate level.

53. Office Administration Certificates
College of the Rockies
Summary: PROGRAM OVERVIEW The Office Administration and Technology Program provides you with basic to advanced business, office and computer applications skills. 2. Administrative Assistant Specialty

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Page 74
AED-2011-00069

9

Certificate (16 weeks) - covers the skills and concepts needed by administrative assistant personnel. 4. Legal Administrative Assistant Certificate (completion time varies) - covers the skills needed for word processing or administrative assistant positions in ...

54. Applied Business Technology - Office Assistant I Certificate
North Island College
Summary: PROGRAM OVERVIEW The Office Assistant I Certificate prepares you for positions such as receptionist, office worker, office assistant, computer assistant, and general office worker. You will: take an Online Learner success course; receive a basic introduction to the Internet; learn fundamental and advanced skills for formatting business documents; learn administrative procedures and develop efficient office ...

55. Business Technology Online Certificate Programs
Northwest Community College
Summary: PROGRAM OVERVIEW The Business Technology Online Program prepares you for general and specialized administrative support positions in a variety of business settings. You are able to choose from the following three certificate options: Office Assistant Certificate - provides up-to-date skills in current office software and procedures, business communications, and human relations training. Administrative Assistant Certificate - provides the ...

56. Animal Health Technology Distance Education (AHTDE) Program
Thompson Rivers University
Summary: PROGRAM OVERVIEW The Animal Health Technology Distance Education (AHTDE) Program offers individuals working in the field of veterinary medicine with the opportunity to obtain certification as an animal health technologist. Animal health technologists work under the supervision of veterinarians and veterinary scientists in a variety of areas including diagnostic testing, X-ray, medical procedures, office protocol, animal nursing, anaesthesia and surgical ...

57. Legal Administrative Assistant (Online) Certificate
Vancouver Community College
Summary: PROGRAM OVERVIEW The Legal Administrative Assistant (Online) Certificate is intended for graduates of VCC's Administrative Assistant Certificate program and experienced administrative assistants who wish to work in the legal field. Graduates may find employment in a variety of positions including junior legal administrative assistants or as legal office support employees. Areas of training cover: applying time management principles and ...

58. Bachelor of Business in Real Estate Degree
University of British Columbia
Summary: PROGRAM OVERVIEW The Bachelor of Business in Real Estate Degree has been developed collaboratively among the Real Estate Institute of BC, UBC and Thompson Rivers University-Open Learning (TRU-OL). The Real Estate courses are delivered by the RED, which is located in the Michael A. Goldberg Centre for Real Estate and Distance Education at UBC. For more program information visit the Certified Dental Assisting (Distance Delivery) Certificate
Vancouver Community College
Summary: PROGRAM OVERVIEW The Certified Dental Assisting (Distance Delivery) Certificate provides students with the knowledge and skills to function as a member of a dental health team with dependent,

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Page 75
AED-2011-00069

interrelated and independent roles. This exam is a mandatory component for registration and licensure with the College of Dental Surgeons, the regulatory body for certified dental assistants. You may also wish to refer to VCC's classroom-based Certified Dental Assisting...

59. [Administrative Assistant Certificate](#)
Thompson Rivers University
Summary: PROGRAM OVERVIEW The Administrative Assistant Certificate prepares you for a variety of business office careers. Graduates will: possess excellent communication skills; be team players; be flexible and be able to work on their own initiative; be able to solve problems and exercise good judgement; be proficient in a variety of software applications; possess a good knowledge of the business ...

60. [Bachelor of Arts in Child and Youth Care Degree](#)
University of Victoria
Summary: Employment opportunities exist in child welfare and child protections, social and mental health services, child care centres, hospitals, schools, youth correction agencies, infant development programs, child and youth advocacy programs, and a range of other community-based settings. Students may also complete one of the following streams as part of their degree: Child Protection Early Years Child Life ADVISING TIPS...

61. [Advanced Medical Transcription Certificate](#)
Selkirk College
Summary: Academic 1. High school graduation or equivalent 2. One of: Applied Business Technology Certificate (post-secondary) equivalent work experience including MS Word I and II (2007) and a Windows-based operating system 3. Following courses: MTAT 140: Medical Terminology I: 30 hours MTAT 141: Medical Terminology II: 90 hours MTAT 142: Medical Terminology III: 30 hours OLS (ie - the Online ...

62. [Applied Communication Diploma](#)
Camosun College
Summary: Graduates may apply for entry into third year of the following programs: Bachelor of Journalism Degree - TRU (formerly UCC) Bachelor of Arts in Communication Degree - Kwantlen Bachelor of Arts in Applied Communication Degree - Royal Roads Athabasca University (a distance learning institute based in Alberta) also grants 60 credits (ie-two years of study) of the 120 credits required for completion of their ...

63. [Water Engineering Technology Diploma](#)
Okanagan College
Summary: Graduates of the Water and Wastewater Technology and Environmental Monitoring program options within the diploma may pursue the following block transfer opportunities: up to 45 credits within a Bachelor of Science (BSc) Degree - TRU-OL up to 60 credits within the BSc in Environmental Science Degree - Royal Roads Graduates of the above two program options may also receive 45 credits towards a BSc Degree at Athabasca University (a distance ...

64. [Print Futures: Professional Writing Diploma](#)
Douglas College
Summary: Graduates may receive block transfer into the Bachelor of Applied Communication Degree offered by Royal Roads University. Athabasca University (ie- a distance learning institute based in Alberta) also

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Tel 604.412.7657 | Fax 604.677.6273
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Page 76
AED-2011-00069

11

awards block transfer towards its Bachelor of Professional Arts (Communication Studies) Degree. All transfer requirements should be confirmed with advising personnel at the intended institution.

65. Bachelor of Emergency and Security Management Studies Degree
Justice Institute of BC
Summary: PROGRAM OVERVIEW The Bachelor of Emergency and Security Management Studies Degree prepares graduates for professional and leadership positions in emergency management, public safety, business continuity, and security with a wide range of private and public organizations. This is a part-time 120 credit (40 courses) program that combines studies in: Emergency Management and Public Safety Business Continuity Risk and Crisis ...

66. Education Assistant Certificate/Diploma
College of the Rockies
Summary: PROGRAM OVERVIEW The Education Assistant Program prepares you to work as a teacher's aide or education assistant, providing assistance to students with disabilities in school settings. You will be exposed to a variety of learning activities including: group discussions; individual and group assignments; seminars; school based practicum placements. ADVISING TIPS The entire program ...

67. Social Service Worker Bridging Certificate
Northern Lights College
Summary: PROGRAM OVERVIEW The Social Service Bridging Certificate provides a stepping stone into NLC's Social Service Diploma for students who do not meet entrance requirements. CCP course topics are: Provincial Career and Personal Planning Provincial English Advanced Algebraic Mathematics Provincial First Nations Canadian Law Introduction to Psychology Other course topics are: ...

68. Land Reclamation Bridging Certificate
Northern Lights College
Summary: PROGRAM OVERVIEW The Land Reclamation Bridging Certificate provides a stepping stone into NLC's Land Reclamation Diploma for students who do not meet entrance requirements. Course topics are: Advanced Biology Advanced Computer Skills Advance English Advanced Algebraic Mathematics Advanced Social Studies Provincial Career and Personal Planning Provincial English Provincial Geography

69. Return to Registered Nurse Practice Certificate
Thompson Rivers University - Open Learning
Summary: Topics of instruction are: Professional Growth Relational Practice Clinical Judgement Nursing Skillfulness Return to Registered Nurse Practice Nursing Knowledge for Practice Transition At least eight credits must be completed at TRU (specifically NURS 364 and 365) to meet residency requirements. ADVISING TIPS You will need the following to participate in the ...

70. Pre-Health Science Certificate
Thompson Rivers University - Open Learning
Summary: PROGRAM OVERVIEW The Pre-Health Science Certificate is a mandatory requirement of the Justice Institute's Advanced Paramedic Program. Core topics of instruction include: Anatomy and Physiology Pathophysiology Pharmacology English Composition Introductory Psychology Introduction to Research in Experimental Psychology or Statistics in Social Science It is also possible to complete Emergency...

200-555 Seymour St
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Tel 604.412.7657 | Fax 604.677.6273
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Page 77
AED-2011-00069

71. <u>Post-Baccalaureate Certificate in Commerce</u>
Thompson Rivers University - Open Learning
Summary: The following areas of concentration are available: Accounting Human Resources Management Information Systems Management Leadership Marketing Public Sector Management To meet Residency requirements, at least six credits (ie-normally two courses) must be selected from courses on TRU's or TRU-OL's website. ADVISING TIPS To complete a credential through TRU-OL you must...

72. <u>Bachelor of Arts (Major in Sociology) Degree</u>
Thompson Rivers University - Open Learning
Summary: This course work must include: A. General Education Requirements (24 credits) two English courses (university-level composition and literature) two Humanities courses (other than English) one Math (including Statistics) and/or Science course two appropriate Sociology courses (normally SOCI 101 and 102) one appropriate Statistics course -- normally PSYC 220 (Statistics in the Social Sciences) or STAT 102 - Introduction to Probability and ...

73. <u>Bachelor of Arts (Major in Pscychology) Degree</u>
Thompson Rivers University - Open Learning
Summary: This course work must include: A. General Education Requirements (24 credits) two English courses (university-level composition and literature) two Humanities courses (other than English) one Math (including Statistics) and/or Science course three appropriate Psychology courses (normally PSYC 101, 102 and either PSYC 220 or STAT 102). B. Lower-level Psychology Requirements (six credits) PSYC 210 - Introduction to Research...

74. <u>Bachelor of Arts (Major in History) Degree</u>
Thompson Rivers University - Open Learning
Summary: This course work must include: A. General Education Requirements (24 credits) two English courses (university-level composition and literature) two Math (including Statistics) and/or Science courses two Social Science courses two appropriate History courses (normally HIST120 and 121) B. Lower-level History Requirements (six credits) six credits of second-year History courses (may be HIST 225, 241) Note: At least ...

75. <u>Renewable Energy Technology Certificate</u>
Vancouver Island University
Summary: PROGRAM OVERVIEW The Renewable Energy Technology Certificate focuses on renewable energy and the various technologies of renewable energy. The goal of the program is to deliver training which leads to the promotion, adaptation and growth of renewable energy deployment across Canada. Graduates will have an understanding of the implications of our use of non-renewable energy and options for the production and use of renewable energy.

76. <u>Event Management Certificate</u>
Thompson Rivers University
Summary: PROGRAM OVERVIEW The Event Management Certificate provides you with the knowledge and skills needed to plan and manage festivals and special events. The certificate is made up of the following six courses: CONV 1010 - Introduction to Tourism CONV 1020 - Introduction to Special Event Management

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Vancouver BC V6B 3H6
Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 78
AED-2011-00069

13

CONV 1030 - Celebrating Community and Culture CONV 1040 - Event Volunteer Management CONV 1050 - Legal Liability and ...

77. Fetal Alcohol Spectrum Disorder (FASD) Advanced Diploma
College of New Caledonia
Summary: Instruction is targeted to provide learners with the applied skills to: improve services for individuals with FASD; impact policy development; understand the complex challenges facing individuals, families and communities impacted by FASD; design and implement effective prevention and intervention strategies. Topics of instruction are: Overview of FASD Human Development Developmental Disabilities and FASD...

78. Bachelor of Arts in International Hotel Management Degree
Royal Roads University
Summary: PROGRAM OVERVIEW The Bachelor of Arts in International Hotel Management Degree offers years three and four of an undergraduate degree. The final component of the program is a 12-week International Hospitality Internship related to the hospitality or tourism industry with an international element. ADVISING TIPS A nine-credit International Hospitality Internship course, combined with a three-credit Industry Analysis course, ...

79. College and University Preparation Citation
Capilano University
Summary: Typical students in the program include those who want to: try school again after at least one year away; refresh their skills and improve their grades before entering a college, career or university program; upgrade secondary school courses in a supportive learning environment; develop skills for participating in computer-based/online courses; explore career and education choices before selecting a further program of study; ...

80. Family Child Care Certificate
Northern Lights College
Summary: Such topics include: the inclusion of children who require extra support; managing a child care facility; knowledge of legislation and regulations; program planning and guidance for multiple children with an age range from birth to age twelve. Course topics are: Introduction to Family Child Care Understanding Child Development Understanding Children's Behaviour Health, Safety and Nutrition

81. Post-Baccalaureate Diploma in Commerce
Thompson Rivers University - Open Learning
Summary: The post-baccalaureate diploma (based on each course being worth three credits) involves the following elements: A. Core Requirements (three credits) an approved introductory Accounting courses B. Concentration Requirements (15 credits) five appropriate courses in one of the following concentrations: Accounting, General Management, Human Resources Management, Information Systems Management, Leadership, ...

82. Post-Baccalaureate Certificate in Liberal Arts
Thompson Rivers University - Open Learning
Summary: PROGRAM OVERVIEW The Post-Baccalaureate Certificate in Liberal Arts provides you with the opportunity to focus your studies in one arts or science discipline or to select two or three discipline areas.

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Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 79
AED-2011-00069

The requirements for the post-baccalaureate certificate (based on each course being worth three credits) involve: three upper-level humanities and/or social science and/or science courses, including TRU-OL 399, Directed Studies; TRU-OL ...

83. West Kootenay Teacher Education (UBC) Program
Selkirk College
Summary: PROGRAM OVERVIEW Selkirk College offers students the opportunity to complete a Bachelor of Education (Elementary or Secondary) Degree through the University of British Columbia West Kootenay Teacher Program (WKTEP). The Elementary and Secondary (selected specializations only) 12-Month options focus on preparing teachers for rural and small school settings. Successful completion of the program leads to a Bachelor of Education Degree and also to ...

84. Certificate in Metis Studies
University of Northern B.C.
Summary: PROGRAM OVERVIEW The Certificate in Metis Studies offers a concentrated program of courses on the Metis Nation. This involves completion of the following: two core courses, which are: FNST 100-3 (The Aboriginal Peoples of Canada) and FNST 200-3 (Methods and Perspectives in First Nations Studies); three electives chosen from appropriate Metis Studies or First Nations Language (Cree Language) courses; five appropriate courses in First...

85. Bachelor of Arts (Adult Education) Degree
University of the Fraser Valley
Summary: - Requirements for the degree (based on each course being worth three credits) include completion of: 40 courses with at least a "C" average; five core courses: ADED 310, 320, 340, 360, 390; two of: ADED 405, 410, 420; at least 15 upper-level (ie-third or fourth year) courses. This work must include at least five upper-level courses in Adult Education selected from: ADED 330, 345, 370, 380, 430, 445, 470, 480 or other upper-level ADED courses ...

86. Post-Baccalaureate Diploma in Journalism
Thompson Rivers University
Summary: PROGRAM OVERVIEW The Post-Baccalaureate Diploma in Journalism is intended for students who already hold a university degree and who wish to complete a concentrated professional program. Possible course topics may include: Media Theory and History Reporting for the Media Technique: Writing and Editing Working in the News Business Online Journalism Newspaper Production Freelance Writing <...

87. Anaesthesia Assistant Post-Diploma
Thompson Rivers University - Open Learning
Summary: The support courses are: CEHS - 201 Arterial Blood Gases CEHS - 204 Pharmacology (For Health Sciences) CEHS - 214 Respiratory Therapy Equipment CEHS - 216 Mechanical Ventilation Each of the core courses are rated at a level of three to six credits which is the equivalent of 120 to 240 hours of traditional instruction. Core courses are: ANES 420 - Anaesthesia Equipment ANES 421 - Anaesthesia Principles ...

88. Business Fundamentals Certificate
Thompson Rivers University
Summary: PROGRAM OVERVIEW The Business Fundamentals Certificate prepares you for entry-level

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Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 80
AED-2011-00069   15

office careers. Instruction emphasizes oral and written communication skills, and effective interpersonal skills. Topics of instruction are: Word Processing 1 Keyboarding 2 Introduction to Computers Spreadsheets 1 Databases Business Communications 1 Financial Accounting Human Relations...

89. [Advanced Certificate in Management](#)
Thompson Rivers University - Open Learning
Summary: Course topics are: ADMN 361 - Open Thinking ADMN 362 - Analytical Decision Making. (Students with an exemption for ADMN 362 may take ADMN 369 - Transition and New Beginnings) ADMN 363 - Open Communication; ADMN 364 - Leadership Fundamentals ADMN 367 - Contemporary Leadership or ADMN 369 - Transition and New Beginnings You may be allowed to substitute two approved alternate courses to meet program requirements.

90. [Bachelor of General Studies Degree](#)
Thompson Rivers University - Open Learning
Summary: This work must include: A. General Education Requirements (six credits) two appropriate English courses B. Upper-Level Requirements (45 credits) 15 courses* Note (*): Five of these courses may be applied studies (eg-fine and performing arts studio courses and technology courses). C. Elective Requirements (69 credits) 23 lower- or upper-level courses* Note (*): 20 of these courses may be applied...

91. [Bachelor of Science (General Program) Degree](#)
Thompson Rivers University - Open Learning
Summary: B. Lower Level Requirements (24 credits) - eight courses involving: two first-year Calculus courses (eg-TRU-OL's MATH 120 and 121); six first- or second-year science courses, with at least two courses in any three of the following subjects: Life Science (Biology, Genetics, Zoology, Botany, Microbiology, Biological Oceanography, Plant and Animal Physiology); Chemical Science (eg- Chemistry, Biochemistry); Physical Science (eg- ...

92. [Bachelor of Arts (Major in English) Degree](#)
Thompson Rivers University - Open Learning
Summary: This course work must include: A. General Education Requirements (24 credits) two English courses (university-level composition and literature) two Humanities courses (other than English) two Math (including Statistics) and/or Science courses two Social Science courses B. Lower-level English Requirements (six credits) ENGL 220 - English Literature from Chaucer to Milton ENGL 221 - English Literature of the ...

93. [Diploma in General Studies](#)
Thompson Rivers University - Open Learning
Summary: The diploma requires the completion of 60 credits (ie-about 20 courses) of college and/or university courses numbered 100 or higher. (30 of these credits may be applied credit, for example, fine and performing arts studio courses, and technology courses. br /> Courses may be selected from Thompson Rivers University - Open Learning offerings or transfer courses from recognized post-secondary institutions.

94. [Certificate in Management Studies](#)
Thompson Rivers University - Open Learning
Summary: Areas of instruction include: A. Core Requirements (12 credits) BUSM 111 (Supervision) or BUSM 121 (Management Principles and Practices) MATH 109 (Business Math) or MATH 150 (Finite

Mathematics) an appropriate business English course an appropriate Computer Studies course B. Elective Requirements (up to 18 credits) Courses in managerial studies including ADMIN, BUSM, ECON as well as specific CMPT and MATH/...

95. Bachelor of Arts (General Studies) Degree
Thompson Rivers University - Open Learning
Summary: This work must include: A. General Education Requirements (24 credits) two appropriate English courses two courses in Humanities (other than English) two courses in Math (including Statisitcs) and/or science two courses in Social Science B. Upper-Level Requirements (45 credits) 10 courses in Humanities, Sciences, Social Sciences or related interdisciplinary fields.   five upper-level courses ...

96. Bachelor of Arts (General Program) Degree
Thompson Rivers University - Open Learning
Summary: This work must include: A. General Education Requirements (24 credits) two appropriate English courses two courses in Humanities (other than English) two courses in Math (including Statisitcs) and/or science two courses in Social Science B. Lower-level Requirements the number of courses varies by area of specialization C. Upper-Level Requirements (45 credits) five courses in each of two ...

97. Bachelor of Technology (Technology Management) Degree
Thompson Rivers University - Open Learning
Summary: li> B. Management Requirements (21 Credits) seven approved Administration, Business and Management courses. (At least four of these seven courses must be at the upper level); C. Advanced Technical Requirements (15 credits) Five upper-level courses. Transfer of advanced technical courses offered by other institutions is also considered; D. Applied Projects (nine credits) three upper-level courses in research methods or ...

98. Social Service Worker Certificate
Thompson Rivers University - Open Learning
Summary: PROGRAM OVERVIEW The Social Service Worker Certificate covers the knowledge and skills needed for entry-level employment in the social services field. Employment opportunities for social service workers exist in child and youth care settings, schools, transition houses, group homes, peer counselling programs and other social service agencies. Graduates of this program are qualified to work as social service workers (not social workers, which ...

99. Business Studies Certificate Programs
Okanagan College
Summary: Areas of specialization are: Business Computer Applications Entrepreneurship and Small Business Management Financial Services Hospitality and Tourism Management Human Resources Management Management Marketing Operations Management There is also a Business Studies Certificate for Health Care Professionals intended to provide basic business administration skills to graduates of ...

100. Journalism Diploma
Kwantlen Polytechnic University
Summary: You will: develop a broad knowledge base through course work which covers areas such as popular culture, communication theory, law and ethics; train in specific skill areas such as news and feature writing, interviewing, photography, editing, layout, and computers; develop work habits, such as effective

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Page 82
AED-2011-00069   17

time management, team work, and setting objectives and standards; develop appropriate attitudes through exposure to the legal, ethical and ...

101. Family Child Care Certificate
College of the Rockies
Summary: PROGRAM OVERVIEW The Family Child Care Certificate provides you with the knowledge and skills needed to work effectively with young children and their families in a family child care setting. The program is made up of six courses which are offered by distance education. You will learn in your own home and progress at your own pace.

102. Bachelor of Public Administration Degree
Thompson Rivers University - Open Learning
Summary: Academic Open admission requirements apply. Admission Advice 1. You can ladder into the Bachelor of Public Administration (BPA) degree from either the University of Victoria's (UVic) Public Sector Management Diploma or Local Government Manager Diploma. 2. Certificate in First Nation Tax Administration grads from TRU-OL will receive a block...

103. Certificate in Entrepreneurial Skills 1
Thompson Rivers University - Open Learning
Summary: Academic Open admission requirements apply. Admission Advice Some courses have recommended or required prerequisites.

104. Bachelor of Arts (Major in Sociology) Degree
Thompson Rivers University - Open Learning
Summary: Academic Open admission requirements apply. Admission Advice Some courses have recommended or required prerequisites.

105. Bachelor of Arts (Major in Pscychology) Degree
Thompson Rivers University - Open Learning
Summary: Academic Open admission requirements apply. Admission Advice Some courses have recommended or required prerequisites.

106. Bachelor of Arts (Major in History) Degree
Thompson Rivers University - Open Learning
Summary: Academic Open admission requirements apply. Admission Advice Some courses have recommended or required prerequisites.

107. Bachelor of Technology (Trades and Technology Leadership) Degree
Thompson Rivers University - Open Learning
Summary: Academic 1. High school graduation or equivalent 2. One of: Red Seal Trades Qualification recognized diploma of technology plus at least four years experience in the field after graduation Admission Advice 1. If you are in the process of meeting admission requirements it's possible to be admitted on a conditional basis. 3. You must submit the following documents: ...

108. Legal Administrative Assistant (Online) Certificate
Thompson Rivers University
Summary: Academic (minimum grade needed in bracket) 1. One of: Grade 11 (although completion of Grade is preferred) mature student status (be at least 19 years old and out of school for at least two years) 2. All of:

200-555 Seymour St
Vancouver BC V6B 3H6
Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 83
AED-2011-00069

ABTS 1550 - Online Learner Success ABTS 1200 - Introduction to Computers or equivalent ABTS 1100 - Word Processing 1 ABTS 1110 - Word Processing 2 ABTS 1140 - Keyboarding speed of 45 ...

109. [Legal Administrative Assistant Certificate](#)
College of New Caledonia
Summary: Admission Advice 1. If you do not have one of the above certificates, you will need to complete the following prerequisites for admission: ABTC 050 - Online Learner Success, or equivalent ABTC 060 - Computers and the Internet or ABTW 073 - Microcomputers I, or equivalent ABTC 066 - Keyboarding II or equivalent, or a keyboarding speed of at least 45 net words per minute ABTC 070 - Word Processing I, or ...

110. [Certificate in Information Technology](#)
Thompson Rivers University - Open Learning
Summary: Academic Open admission requirements apply. Admission Advice Some courses have recommended or required prerequisites.

111. [Advanced Certificate in Liberal Arts](#)
Thompson Rivers University - Open Learning
Summary: Academic Open admission requirements apply Admission Advice Some courses have recommended or required prerequisites.

112. [Bachelor of Science in Pharmacy Degree](#)
University of British Columbia
Summary: Non-Academic completed the Pharmacy College Admission Test (PCAT) submit the Pharmacy Online Undergraduate Application form submit two letters of reference participate in an interview (if selected) Admission Advice 1. Detailed admission requirements are available on the Faculty of Pharmaceutical Sciences website.

113. [Bachelor of General Studies Degree](#)
Thompson Rivers University - Open Learning
Summary: Academic Open admission requirements apply. Admission Advice Some courses have recommended or required prerequisites.

114. [Certificate in General Studies](#)
Thompson Rivers University - Open Learning
Summary: Academic Open admission requirements apply. Admission Advice Some courses have recommended or required prerequisites.

115. [Bachelor of Science (Major in Biology/Life Science) Degree](#)
Thompson Rivers University - Open Learning
Summary: Academic Open admission requirements apply. Admission Advice Some courses have recommended or required prerequisites.

116. [Associate of Science Degree](#)
Thompson Rivers University - Open Learning
Summary: Academic Open admission requirements apply. Admission Advice Some courses have recommended or required prerequisites.

117. [Bachelor of Science (General Program) Degree](#)
Thompson Rivers University - Open Learning

200-555 Seymour St
Vancouver BC V6B 3H6
Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 84
AED-2011-00069

19

Summary: Academic Open admission requirements apply. Admission Advice Some courses have recommended or required prerequisites.

118. Bachelor of Arts (Major in English) Degree
Thompson Rivers University - Open Learning
Summary: Academic Open admission requirements apply. Admission Advice Some courses have recommended or required prerequisites.

119. Certificate in Business Skills
Thompson Rivers University - Open Learning
Summary: Academic Open admission requirements apply. Admission Advice Some courses have recommended or required prerequisites.

120. Diploma in General Studies
Thompson Rivers University - Open Learning
Summary: Academic Open admission requirements apply. Admission Advice Some courses have recommended or required prerequisites.

121. Bachelor of Arts (General Studies) Degree
Thompson Rivers University - Open Learning
Summary: Academic Open admission requirements apply. Admission Advice Some courses have recommended or required prerequisites.

122. Bachelor of Arts (General Program) Degree
Thompson Rivers University - Open Learning
Summary: Academic Open admission requirements apply. Admission Advice Some courses have recommended or required prerequisites.

123. Bachelor of Technology (Technology Management) Degree
Thompson Rivers University - Open Learning
Summary: Academic two-year diploma in technology or equivalent Admission Advice 1. Admission is based on previous studies, work experience and availability of suitable advanced technical specialty courses. 3. Applicants may receive up to 50% of credit required for this credential through Prior Learning Assessment and Recognition

124. Adult Basic Education Program
Thompson Rivers University - Open Learning
Summary: Academic Course selection depends on your educational background and career goals. Admission Advice 1. Assessments are available for placement in Math and English courses. 2. After you have received confirmation of program admission a program advisor will be available to assist you with course selections.

125. Associate of Arts Degree
Thompson Rivers University - Open Learning
Summary: Academic Open admission requirements apply. Admission Advice Some courses have recommended or required prerequisites.

126. Bachelor of Commerce Degree
Thompson Rivers University - Open Learning
Summary: Academic One of: at least 60 appropriate credits suitable two-year diploma Note: It's still possible

200-555 Seymour St
Vancouver BC V6B 3H6
Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 85
AED-2011-00069

to apply if you have other post-secondary credits and/or significant experiential learning through Prior Learning Assessment and Recognition (PLAR). 4. Certified Management Accountants (CMA) grads are normally awarded a block transfer of 90 credits for...

127. Advanced Diploma in Management
Thompson Rivers University - Open Learning
Summary: Academic at least 60 credits of post-secondary studies Non-Academic at least two years of relevant work experience Admission Advice 1. Applicants without 60 formal post-secondary credits may request an evaluation of their experiential learning through Prior Learning Assessment and ...

128. Local Government Administration Certificate
Camosun College
Summary: Academic (minimum grade needed in bracket) English One of: English 12 (C) English 12 First Peoples (C) Technical and Professional Communications 12 (C) ENGL 092 and 094 (C) ENGL 092 and 096 (C) ENGL 140 (C) ELD 092 and 094 (C) ELD 097 (C) equivalent assessment Non-Academic access to a computer with online capability...

129. Civil Engineering Technology Distance Education
British Columbia Institute of Technology
Summary: Civil Engineering Technology Distance Education

130. Civil Engineering Technology Distance Education
British Columbia Institute of Technology
Summary: Civil Engineering Technology Distance Education

131. Civil Engineering Technology Distance Education
British Columbia Institute of Technology
Summary: Civil Engineering Technology Distance Education

132. Civil Engineering Technology Distance Education
British Columbia Institute of Technology
Summary: Civil Engineering Technology Distance Education

133. Civil Engineering Technology Distance Education
British Columbia Institute of Technology
Summary: Civil Engineering Technology Distance Education

134. Civil Engineering Technology Distance Education
British Columbia Institute of Technology
Summary: Civil Engineering Technology Distance Education

135. Civil Engineering Technology Distance Education
British Columbia Institute of Technology
Summary: Civil Engineering Technology Distance Education

136. Pharmacy Technician Certificate
Okanagan College
Summary: Pharmacy Technician Certificate Applications may be submitted up to 12 months before the desired program start date. Early application is strongly recommended. Applications for the online program are accepted on a continuous basis.

200-555 Seymour St
Vancouver BC V6B 3H6
Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 86
AED-2011-00069   21

137. RV Technician Distance Ed
Okanagan College
Summary: RV Technician Distance Ed Applications should be submitted as early as possible. Qualified applicants will be accepted on a first-come, first-served basis.

138. Post Diploma BSN Distance Program
University of Victoria
Summary: Post Diploma BSN Distance Program Applications must be submitted by May 15 for September entry; October 31 for January entry; March 31 for May entry; and April 30 for July entry. Early admission for current Grade 12 students is February 28. Early application is recommended.

139. Golf Club Operations Online Certificate
Selkirk College
Summary: Golf Club Operations Online Certificate Applications may be submitted up to 12 months before the program start date. Qualified applicants are accepted on a first-come, first-served basis.

140. Business Technology Online Certificate Programs
Northwest Community College
Summary: Business Technology Online Certificate Programs Applications should be submitted as early as possible. Qualified applicants are accepted on a first-come, first-served basis.

141. Legal Administrative Assistant (Online) Certificate
Thompson Rivers University
Summary: Legal Administrative Assistant (Online) Certificate For application deadline advice phone 250.828.5036 or e-mail: admissions@tru.ca.

142. Teacher Education Program
University of the Fraser Valley
Summary: Teacher Education Program The application deadline is January 31. Application forms are available online, through Student Services and from the Teacher Education Program Office in Chilliwack.

143. Animal Health Technology Distance Education (AHTDE) Program
Thompson Rivers University
Summary: Animal Health Technology Distance Education (AHTDE) Program Applications must be received by September 30. Qualified applicants are accepted on a first-come, first-served basis.

144. Legal Administrative Assistant (Online) Certificate
Vancouver Community College
Summary: Legal Administrative Assistant (Online) Certificate Applications should be submitted as early as possible. Qualified applicants are accepted on a first-come, first-served basis.

145. Certified Dental Assisting (Distance Delivery) Certificate
Vancouver Community College
Summary: Certified Dental Assisting (Distance Delivery) Certificate Applications should be submitted as early as possible.

146. Gerontology Certificate
Selkirk College

200-555 Seymour St
Vancouver BC V6B 3H6
Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 87
AED-2011-00069

Summary: Gerontology Certificate This program is offered by distance learning. For application information, call Admissions at 250.365.7292 x 425

147. Bachelor of Commerce in Entrepreneurial Management Degree
Royal Roads University
Summary: Bachelor of Commerce in Entrepreneurial Management Degree Applicants are recommended to apply early. Admission is competitive. The program normally fills by early summer for the September intakes; and by December for the February Online intake.

148. Hospitality Distance Learning Certificates
North Island College
Summary: Hospitality Distance Learning Certificates Contact 250.334.5200 for up-to-date details.

149. Applied Business Technology (Online) Certificate Programs
Capilano University
Summary: Applied Business Technology (Online) Certificate Programs Applications are accepted any time. Call 604.984.4959 for more details.

150. Medical Laboratory Assistant Certificate
Thompson Rivers University - Open Learning
Summary: Responsibilities of this position include: handling, processing and disposing of clinical specimens; medical billing and other office procedures; collecting blood specimens; producing electrocardiograms; performing special collections procedures; and demonstrating professionalism. The program is made up of the following courses: MLAP 112 - Anatomy, Physiology and Medical Terminology MLAP 113 -...

151. Legal Administrative Assistant Citation
Douglas College
Summary: PROGRAM OVERVIEW The Legal Administrative Assistant Citation is intended for individuals who have general office experience but wish to learn more about the legal field or step into legal administrative assistant positions. The program is offered on the Internet through BCCampus. You will receive training in legal office procedures, legal terminology, court systems, legal record ...

152. Dispensing Optician Certificate or Diploma
Douglas College
Summary: Duties associated with this position may include: measurements of the eyes of the patient; preparing and delivering visual instruments; assisting the patient with lens and/or eyeglass selection; instructing patients regarding their eye wear; sales promotion; and small business management practices. It includes: essential skills required in the profession; optics, anatomy, physiology and eye condition; <...

153. Management Diploma
College of New Caledonia
Summary: All transfer requirements should be confirmed with advising personnel at the intended institution. Students may also wish to refer to the BC Council on Admissions & Transfer's BC Transfer Guide. This website offers details about transfer arrangements between post-secondary institutions in BC.

154. Horticulture Certificate
Thompson Rivers University
Summary: After starting their apprenticeship they normally are required to complete less technical training

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Vancouver BC V6B 3H6
Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 88
AED-2011-00069

23

and fewer workplace hours than those who have not completed a pre-apprenticeship program. As well, advanced credit towards the Horticulture Diploma at Olds College (Olds Alberta) is possible; receive 15 units of advanced credit toward the Ontario Diploma in Horticulture. All transfer requirements should be confirmed with advising personnel at the intended ...

155. Business Administration Diploma
Selkirk College
Summary: Graduates of the Business Administration Diploma are eligible for the following block transfer: up to 30 credits within the Bachelor of Arts Degree - TRU-OL up to 60 credits within the Bachelor of Business Administration Degree - TRU-OL* 60 credits within the Bachelor of Commerce in Entrepreneurial Management Degree - Royal Roads up to 60 credits within the Bachelor of Commerce Degree - UNBC up to 60 credits within the Bachelor of ...

156. Social Service Worker Certificate
Selkirk College
Summary: Special Note: Completion of the Human Services Diploma may enable entry into: third-year studies in the Bachelor of Social Work Degree at UVic, OC, TRU (formerly UCC); third-year studies in the Bachelor of Child and Youth Care Degree at UVic, UFV or VIU. Graduates of the diploma may also advance to the University of Calgary's Bachelor of Community Rehabilitation Degree or Athabasca University's Bachelor of Professional Arts - Human ...

157. Human Services Diploma
Selkirk College
Summary: Graduates are eligible to enter the third year of the following degree programs: Bachelor of Arts in Child and Youth Care Degree - UVic Bachelor of Arts in Child and Youth Care Degree - UFV Bachelor of Arts in Child and Youth Care Degree - VIU Bachelor of Social Work Degree - UVic Bachelor of Social Work Degree - OC Bachelor of Social Work Degree - TRU (formerly UCC) As well, the Schools of Social Work at ...

158. Classroom and Community Support Worker Certificate
Selkirk College
Summary: Special Note: Completion of the Human Services Diploma may enable entry into: third-year studies in the Bachelor of Social Work Degree at UVic, OC, TRU (formerly UCC); third-year studies in the Bachelor of Child and Youth Care Degree at UVic; UFV or VIU. Graduates of the diploma may also advance to the University of Calgary's Bachelor of Community Rehabilitation Degree or Athabasca University's Bachelor of Professional Arts - Human ...

159. Applied Business Technology - Office Management Certificate
North Island College
Summary: All courses in the Administrative Office Management Certificate offer transfer credit towards Athabasca University's Bachelor of Administration Degree. All transfer requirements should be confirmed with advising personnel at the intended institution. This website offers details about transfer arrangements between post-secondary institutions in BC.

160. Business Administration Diploma
Capilano University

200-555 Seymour St
Vancouver BC V6B 3H6
Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 89
AED-2011-00069

Summary: Graduates of the Business Administration Diploma are eligible for the following block transfer: up to 30 credits within the Bachelor of Arts Degree - TRU-OL up to 60 credits within the Bachelor of General Studies Degree - TRU-OL up to 60 credits within the Bachelor of Business Administration Degree - TRU-OL up to 60 credits within the Bachelor of Commerce Degree - UNBC up to 60 credits within the Bachelor of Commerce in ...

161. Electronic Engineering Technology Bridge
Okanagan College
Summary: PROGRAM OVERVIEW The Electronic Engineering Technology Bridge Program offers graduates of Okanagan's Electronic Engineering Technology Diploma with the opportunity to bridge into second year & second semester of UBC Okanagan's Electrical Engineering degree. Subjects are: English Chemistry Math Mechanical Engineering Technology Physics It can be completed in one semester full time. ...

162. Advanced Care Paramedic Advanced Diploma
Justice Institute of BC
Summary: PROGRAM OVERVIEW The Advanced Diploma in Advanced Care Paramedicine (ACP) enables graduates to apply for licensure by the Medical Assistants Licensing Board in BC. Graduates will receive the following certifications: Advanced Cardiac Life Support (ACLS) - Heart and Stroke Foundation of Canada Pediatric Education for Pre-hospital Providers (PEPP) Neo-Natal Resuscitation Program (NRP) Airway Intervention and Management ...

163. Criminology Bridging Certificate
Northern Lights College
Summary: PROGRAM OVERVIEW The Criminology Bridging Certificate helps you make a successful transition into university-level Criminology studies at NLC. These courses emphasize: critical thinking written and verbal communication the ability to process complex information, and social awareness. The program also includes two university-level Criminology courses, enabling students to gain some familiarity with their intended...

164. Bachelor of Business Administration in Sustainable Business Practices Degree
College of the Rockies
Summary: PROGRAM OVERVIEW The Bachelor of Business Administration (BBA) in Sustainable Practices Degree is a four-year program that integrates social, economic and environmental theories and applications for sustainable business practices in a wide variety of fields. You will have the opportunity to Major in one of: Aboriginal Financial Management Accounting Marketing, or General Management. ADVISING TIPS ...

165. Interactive Media Advanced Communication Design Diploma
North Island College
Summary: PROGRAM OVERVIEW The Advanced Communication Design Diploma builds on both NIC's Web Development Diploma or Communication Design Diploma. In this additional year of study, students who have completed the Web Development Diploma learn the fundamentals of communication design, while students who have completed the Communication Design Diploma learn the skills of web development. ADVISING TIPS Graduates are eligible for membership with ...

200-555 Seymour St
Vancouver BC V6B 3H6
Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 90
AED-2011-00069   25

166. Medical Administrative Assistant Certificate
Okanagan College
Summary: PROGRAM OVERVIEW The Medical Administrative Assistant Certificate enables individuals with office administration or training to gain the added skills needed to work as a medical administrative assistant. Areas of instruction include: Medical Terminology Medical Administrative Procedures Medical Transcription Medical Billing Manual & Computerized Clinical Procedures and Practice You will also...

167. Diploma in Emergency and Security Management
Justice Institute of BC
Summary: PROGRAM OVERVIEW The Diploma in Emergency and Security Management prepares graduates for emergency management, safety and security related leadership positions with private businesses, the government and first responder agencies. The program is made up of 63 credits (21 courses) that provides you with a solid base of knowledge and leadership skills in: Emergency planning, mitigation, preparedness, response and recovery; business ...

168. Bachelor of Recreation Management Degree
Langara College
Summary: PROGRAM OVERVIEW The Bachelor of Recreation Management (BRM) is a degree completion program (third and fourth years of a bachelor's degree) for students who have a Recreation Diploma or equivalent. Graduates will be prepared for entry-level and middle-management careers in the recreation field. It combines a solid foundation in management theory and practical knowledge with specialized courses in recreation.

169. Northern Collaborative Information Technology (NCIT) Diploma
Northern Lights College
Summary: PROGRAM OVERVIEW The Northern Collaborative Information Technology (NCIT) Diploma provides you with knowledge and in-depth skills in database design, data storage, and data transfer. Graduates will be prepared for employment in entry-level network administration, programming, or new media based on the following three areas of emphasis: Programming/Database Management Web and Multimedia Development Technical ...

170. Northern Collaborative Information Technology (NCIT) Certificate
Northern Lights College
Summary: PROGRAM OVERVIEW The Northern Collaborative Information Technology (NCIT) Certificate provides you with the knowledge and skills needed to understand the theoretical and applied uses of information technology in various business applications. Graduates will: have detailed knowledge of several PC applications and operating systems; be able to install, configure and troubleshoot software in both stand-alone and networked environments;

171. Water Treatment Technology Certificate/Diploma
Thompson Rivers University - Open Learning
Summary: PROGRAM OVERVIEW The Water Treatment Technology Certificate/Diploma program addresses the educational requirements of both: operators working in the water treatment industry; and entry-level students interested in entering the water treatment industry. The program supports a progressive

200-555 Seymour St
Vancouver BC V6B 3H6
Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 91
AED-2011-00069

credential structure that enables you to gain the following credentials: Level I Water Treatment Technology Certificate - first ...

172. Graduate Certificate in Child and Youth Mental Health
Thompson Rivers University - Open Learning
Summary: PROGRAM OVERVIEW The Graduate Certificate in Child and Youth Mental Health has been developed to meet a critical need for specialists who are able to provide assessment and treatment for clients with mental health disorders. The program is targeted at individuals with a bachelor's or master's degrees employed as social workers, counsellors, child and youth counsellors, education counsellors, and nurses. The program is offered on a cohort basis, with...

173. Bachelor of Sport and Fitness Leadership Degree
Camosun College
Summary: Instruction covers: program development and facility management socio-cultural aspects of sports and society human resource management marketing and sport consumerism financial management communication public relations You will also participate in one work term (eg-Internship). To graduate you must: complete all courses with at least a "C+" overall average; complete the ...

174. Applied Business Technology - Medical Office Assistant Certificate
North Island College
Summary: PROGRAM OVERVIEW The Medical Office Assistant Certificate prepares you for positions in physicians' offices, group practices, hospitals, clinics, rehabilitation, and other health care facilities. It builds on NIC's Office Assistant I Certificate to provide specialized instruction in: medical terminology; anatomy and physiology; medical transcription; medical office procedures; financial record keeping and ...

175. Applied Business Technology - Computing Accounting Assistant Certificate
North Island College
Summary: PROGRAM OVERVIEW The Computing Accounting Assistant Certificate prepares you for accounting office support positions in a variety of organizations. You will: receive an introduction to manual accounting; become familiar with accounting systems; develop skills in computerized accounting and become familiar with software commonly used in the field; gain hands-on practice at converting a manual accounting system to a ...

176. Applied Business Technology - Legal Administrative Assistant Certificate
North Island College
Summary: You will: be introduced to legal office procedures, litigation, family litigation procedures, conveyance procedures, corporate procedures, and wills and estates; participate in hands-on projects in which they integrate keyboard, computer, transcription, and document formatting skills with their legal knowledge; become familiar with specialized terminology used in corporate procedures; gain the practical experience needed for maintaining records ...

177. Communications Certificate
Douglas College
Summary: Required course work involves: two core CMNS courses in practical writing and interpersonal skills for the workplace; three elective courses in CMNS (chosen from five appropriate courses); two first-year Social Science courses selected from appropriate offerings in Psychology, Interdisciplinary Studies or

200-555 Seymour St
Vancouver BC V6B 3H6
Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 92
AED-2011-00069   27

Sociology; two first-year Humanities courses selected from appropriate offerings in Philosophy, Political Science or Modern Languages; <...

178. Legal Studies Diploma
Douglas College
Summary: PROGRAM OVERVIEW The Legal Studies Diploma is ideal for learners who have a general interest in the law as an area of study in the liberal arts. Instruction covers a wide range of law and legal system courses including the administration of justice, business law, criminal law, criminal procedure and evidence, public law (including immigration and human rights law), constitutional law, and private law (torts, contracts and property). ...

179. Bachelor of Arts in Child and Youth Care Degree
Douglas College
Summary: PROGRAM OVERVIEW The Bachelor of Arts in Child and Youth Care Degree prepares human services diploma graduates for employment as professional child and youth care workers and other advanced positions in the child and youth care field. ADVISING TIPS Some courses in the program may be challenged through Prior Learning Assessment and Recognition (PLAR...

180. Human Service Citation
College of New Caledonia
Summary: To obtain the citation you need four of the following courses: CASS 110 - Communication Skills CASS 120 - Human Diversity Across the Lifespan CASS 130 - Ethical Foundations of Practice CASS 140 - Positive Approaches to Teaching and Learning: Part I CASS 145 - Positive Approaches to Teaching and Learning: Part II CASS 150 - Life Planning and Support Systems CASS 160 - Physical Care CASS 180 - Supporting ...

181. Education Assistant Certificate
College of New Caledonia
Summary: It enhances competence in: inclusion; supporting literacy; human development; learning and support strategies; communication; school, community and relationships; and professional practice and accountability. CASS is based on the following values: Individuals with developmental disabilities have the right to support services that respect inclusion and choice; Individuals with developmental disabilities...

182. Community Support Worker Certificate
College of New Caledonia
Summary: PROGRAM OVERVIEW The Community Support Worker Certificate prepares you to work with children and adults in a wide variety of community settings, including community living agencies, respite care, supported employment settings, residential support, life skills, leisure and day programs. It enhances competence in the following areas: inclusion; human development; learning and support strategies; health and wellness; ...

183. Life Sciences Year Two Program
Simon Fraser University
Summary: PROGRAM OVERVIEW The Life Sciences Year Two Program, offered at SFU Surrey, is useful for students intending to major in either Biological Sciences or Molecular Biology and Biochemistry. The program may also be beneficial for students who wish to apply to professional schools in dentistry, medicine,

200-555 Seymour St
Vancouver BC V6B 3H6
Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 93
AED-2011-00069   28

pharmacy, optometry, veterinary science, and other life sciences areas. The program is made up of 200-level science courses in Biological Sciences, ...

184. Bachelor of Physical Education and Coaching Degree
Douglas College
Summary: PROGRAM OVERVIEW Douglas College offers a four-year baccalaureate degree that prepares you for teacher education programs in elementary, middle and secondary schools. All students will complete Non-Academic requirements, Non-Sport Science Academic requirements, and Sport Science Academic requirements. Students interested in becoming secondary school teachers will complete a dual Major in Sport Science and Biology that meets the entrance requirements to ...

185. Bachelor of Business Administration Degree
Douglas College
Summary: PROGRAM OVERVIEW Douglas College offers a four-year Bachelor of Business Administration (BBA) Degree with specialization in Accounting and Financial Services & Administration. The Financial Services & Administration Major offers preparation for jobs in banking, securities and investment fields leading to professional designations such as Certified Financial Planner (CFP), Personal Financial Planner (PFP), Associate Institute of Canadian Bankers (...

186. Behavioural Interventionist (Autism) Citation
Douglas College
Summary: PROGRAM OVERVIEW The Behavioural Interventionist (Autism) Citation prepares you to work in a family setting with children diagnosed with an Autism Spectrum Disorder (ASD). Topics of instruction are: Introduction to Practice Behavioural Interventionist Foundations (Continuing Education Course) Teaching and Learning: Foundations The Young Child with Autism Supporting Families Supporting Positive ...

187. Associate of Arts (Future Teachers)
Douglas College
Summary: PROGRAM OVERVIEW The Associate of Arts (Future Teachers) Degree helps you meet the course requirements for admission to the teacher training program (PDP) at Simon Fraser University. For more information on SFU's PDP Program click here. For more program information don't hesitate to contact Academic Advising.

188. Animal Health Technology Diploma
Douglas College
Summary: PROGRAM OVERVIEW The Animal Health Technology Diploma prepares you to become a valuable member of the veterinary medical profession. Employment may be found in clinics/hospitals (large and small animal, referral, emergency), research facilities, pharmaceutical companies, private industry, zoos, wildlife parks, animal shelters and rescue organizations. ADVISING TIPS For more program information don't hesitate to contact Applied Bookkeeping Certificate
Douglas College
Summary: PROGRAM OVERVIEW The Applied Bookkeeping Certificate provides you with practical training in office accounting procedures. Instruction covers: current business applications including accounting, database, spreadsheet, and payroll software; file management procedures; financial procedures

200-555 Seymour St
Vancouver BC V6B 3H6
Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 94
AED-2011-00069   29

such as bookkeeping, control accounts, general and subsidiary ledgers, end of fiscal period adjustments and statements, banking, inventory ...

189. Bachelor of Fine Arts (Major in Fine Arts and Creative Writing) Degree
University of Northern B.C.
Summary: UNBC course topics include: Introduction to Creative Writing Contemporary Theory Creative Writing Poetry Creative Writing Fiction and Creative Non-Fiction Creative Writing Drama and Scriptwriting Cultural Studies ECIAD course topics include: Drawing and 2-Dimensional Language Creative Processes Visual Communication Photography Immersion Twentieth Century Art <...

190. Advanced Diploma in GIS Applications
Vancouver Island University
Summary: PROGRAM OVERVIEW The Advanced Diploma in GIS provides students with the training to use Geographic Information Systems (GIS) as a spatial informational and problem-solving tool. Topics of instruction include: Foundations of Geographic Information Systems Geodatabases General Spatial Analysis Advanced Applied Spatial Analysis Visual Programming for GIS Management Issues in GIS Internet GIS ...

191. Bridge to Health, Trades and Technology Programs
College of the Rockies
Summary: PROGRAM OVERVIEW The Bridge to Health, Trades and Technology Program offers you the knowledge and skills needed to enter COTR's health, trades, and technology programs. Learners in the Health option may qualify for the following programs: Licensed Practical Nursing, Health Care Assistant, Certified Dental Assistant, Bachelor of Science in Nursing Degree. Learners in the Trades option will complete the Pre-Apprenticeship Foundation Trades program or ...

192. Bachelor of Business Administration Degree
Langara College
Summary: PROGRAM OVERVIEW The Bachelor of Business Administration (BBA) Degree provides a solid foundation of theory and practical knowledge for students interested in careers in Accounting, Business, International Business or Marketing. The degree offers the following concentrations: Accounting*/Financial Management Business Management International Business Management Marketing Management Note (*): The BBA ...

193. Bachelor of Fire & Safety Studies Degree
Justice Institute of BC
Summary: PROGRAM OVERVIEW The Bachelor of Fire and Safety Studies Degree provides fire service personnel with the technical, managerial and administrative competencies needed to be an effective manager in the fire service. The program builds on the Fire Service Leadership Diploma by having students complete 63 additional credits that expands their knowledgeable, skills, and awareness in the ares of fire service management, administration, and fire & safety ...

194. Legal Administrative Assistant Certificate
College of New Caledonia
Summary: Topics of instruction are: ABTL 010 - Introduction to the Canadian Legal System ABTL 020 - Legal Office Procedures ABTL 030 - Litigation Procedures I ABTL 040 - Litigation Procedures II ABTL 050

200-555 Seymour St
Vancouver BC V6B 3H6
Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 95
AED-2011-00069

- Family Litigation Procedures ABTL 060 - Corporate Procedures I ABTL 065 - Corporate Procedures II ABTL 070 - Conveyancing Procedures I ABTL 080 - Conveyancing Procedures II ABTL 090 - Wills and ...

195. Teaching English To Speakers Of Other Languages (TESOL) Diploma Programs

Vancouver Community College

Summary: PROGRAM OVERVIEW The Teaching English To Speakers Of Other Languages (TESOL) Diploma programs prepare students to teach from literacy to university-level English language. There are three program formats: Fast Track Program - a ten month program starting twice a year (September to June, or January to December with no classes in July and August); Part-time Program - students must complete the program within four years to qualify for ...

196. Post-Degree Diploma in Physical Education

Douglas College

Summary: PROGRAM OVERVIEW The Post-Degree Diploma in Physical Education (PE) is designed to give elementary or middle-school teachers who currently do not have a specialty in physical education with the knowledge, skills and practice needed to become confident physical education leaders in their classroom and their wider school community. Educational themes that will guide the teaching and learning within the program are: risk management and safety;

197. Customer Service and Cashier Training Citation

Douglas College

Summary: PROGRAM OVERVIEW The Customer Service and Cashier Training Citation is designed for adults with barriers to employment. Topics of instruction are: Introduction to Employability Skills Customer Service Basics Cashiering Applications Job Search and Job Maintenance. ADVISING TIPS For more program information don't hesitate to contact Bachelor of Science in Psychiatric Nursing Degree (including diploma option)

Douglas College

Summary: PROGRAM OVERVIEW Douglas College's Psychiatric Nursing Department offers you the opportunity to complete a three-year Diploma in Psychiatric Nursing or a four-year Bachelor of Science in Psychiatric Nursing Degree. As a diploma or degree graduate you will be highly employable for work in many areas of health care including: long-term psychiatric facilities, acute care hospitals, child and adolescent programs, corrections, forensics, addiction services, and ...

198. Health Care Support Worker Program

Douglas College

Summary: PROGRAM OVERVIEW The Health Care Support Worker Program offers you the knowledge, skills and values needed to practice as a front line care provider in a variety of health care settings. Instruction focuses on: providing assistance with activities of daily living (bathing, personal grooming, eating) setting goals; and developing life skills. The design of the program allows you to access the program at the ...

199. Financial Services Management Diploma

Douglas College

Summary: PROGRAM OVERVIEW The Financial Services Management Diploma provides you with the knowledge and skills needed to become a financial manager. The program draws on the subject areas of:

200-555 Seymour St
Vancouver BC V6B 3H6
Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 96
AED-2011-00069

31

Accounting, Business, Financial Services Management, Economics and Marketing. ADVISING TIPS To complete the program in four consecutive semesters (excluding summer) it is necessary to begin in September.

200. Bachelor of Arts (Major in Theatre) Degree
Trinity Western University
Summary: PROGRAM OVERVIEW The Bachelor of Arts (BA) Major in Drama Degree is offered by TWU's Faculty of Professional Studies and Performing Arts. All Bachelor of Arts degrees at TWU require completion of: 122 semester hours for the Major program; at least a 2.00 ("C") cumulative grade point average (GPA) for courses in the Major; at least 45 semester hours of core requirements (unless students are transferring with at least 57 ...

201. Performing and Fine Arts Certificate
Douglas College
Summary: PROGRAM OVERVIEW The Performing and Fine Arts Certificate provides an academic focus in Performing and Fine Arts studies with some performance options. The certificate is made up of the following 30 credits: nine credits from three core courses; 15 credits (including at least two appropriate Performing and Fine Arts courses) drawn from suitable Music, Theatre, Stagecraft, Creative Writing and English offerings; six credits of ...

202. Light Warehouse Training Citation
Douglas College
Summary: PROGRAM OVERVIEW The Light Warehouse Training Citation prepares unemployed people with disabilities or in labour adjustment circumstances for entry-level employment in the warehouse/ distribution industry. Topics of instruction are: Preparing for the Warehouse Environment General Principles of Warehousing Specific Duties in the Warehouse Lift Truck Theory and Practice Finding and Keeping a Warehouse Job

203. Transitions Program
Douglas College
Summary: PROGRAM OVERVIEW The Transitions Program is designed for students with special needs and/or learning difficulties in Grade 12 (or beyond) make a successful transition into training or workplace settings. Instruction will help learners: explore personal strengths and interests; develop employment goals; develop work habits and skills (eg-social and communication skills, problem-solving skills, time management, punctuality/...

204. Trades Technology Teacher Education Diploma
Okanagan College
Summary: PROGRAM OVERVIEW The Trades Technology Teacher Education (TTTE) Diploma prepares you to become a public school trades technology teacher. These areas are: carpentry and joinery; electronics; metal fabrication and machining; industrial design; drafting and design; and automotive technology. ADVISING TIPS   The remaining two components that must be completed for a ...

205. Early Childhood Education Diploma
College of the Rockies
Summary: PROGRAM OVERVIEW The Early Childhood Education (ECED) Diploma provides you with

200-555 Seymour St
Vancouver BC V6B 3H6
Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 97
AED-2011-00069   32

the specialized knowledge and skills needed to work with infants, toddlers, and children who require supported childcare. The program requires one more semester of study beyond the certificate program. This will include program planning, program implementation, parent and community partnerships and personal growth.

206. Advanced Certificate in Liberal Arts
Thompson Rivers University - Open Learning
Summary: The program provides the opportunity to study in three designated arts and sciences areas: Humanities (including English); Social Sciences; and Science. The requirements for the certificate (based on each course being worth three credits) involve: two upper-level courses in humanities (including English); two upper-level courses in social science; one upper-level course in Science; five elective courses, of which at least three must ...

207. Pharmacy Technician Certificate
Selkirk College
Summary: Duties of the Pharmacy Technician include: compounding pharmaceuticals preparing medication for dispensing third party billing purchasing merchandising inventory control records maintenance ADVISING TIPS Pharmacy technicians should have: strong organizational skills; an understanding of third party benefit plans; respect for patient information (including confidentiality); and ...

208. Adult Education Diploma
Vancouver Community College
Summary: PROGRAM OVERVIEW The Adult Education Diploma is an advanced qualification for instructors of adult learners in industry, public institutions or the private sector. These courses are: ADED 3301 - Reflective Practice: Contexts for Curriculum and Instruction ADED 3302 - Developmental Psychology ADED 3303 - Technology in Education ADED 3304 - Educational Leadership ADED 3306 - Cooperative Learning ADED 3401...

209. Certified Dental Assisting Certificate
Vancouver Community College
Summary: PROGRAM OVERVIEW The Certified Dental Assisting Certificate provides students with the specialized knowledge and skills to function as a member of a dental health team with dependent, interrelated and independent roles. The program is competency-based and is taught in modern clinical facilities shared with other dental programs. Semester one focuses mainly on the chairside dental assisting aspects of practice, with semesters two and three building on ...

210. Accounting Certificate
University of the Fraser Valley
Summary: - Core areas of study are: Management Accounting I and II Intermediate Accounting I and II Financial Management I Income Tax I Auditing Business Law Statistics I Principles of Microeconomics Introduction to Workplace Communication - Students must also complete two more Business Administration courses approved by the department. ADVISING TIPS - You should:

211. Bachelor of Business Administration Degree
University of the Fraser Valley
Summary: p> - The following concentrations are available: Financial Management Accounting and Financial

200-555 Seymour St
Vancouver BC V6B 3H6
Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 98
AED-2011-00069   33

Management Marketing Organizational Studies Operations Management/Management Information Systems - The following program options are available: BBA - Accounting BBA - Marketing BBA - Human Resource Management - Students also have the option of completing a BBA Honours Degree.

212. Bachelor of Arts in Child and Youth Care Degree
University of the Fraser Valley
Summary: PROGRAM OVERVIEW - UFV's Bachelor of Arts in Child and Youth Care (CYC) Degree was developed in collaboration with the School of Child and Youth Care at the University of Victoria (UVic). It crosses a range of work settings and areas of practice, including residential/group home programs, regular and alternative school programs, daycare and early childhood programs, child life/hospital based programs, probation/young offender programs, special needs foster care, ...

213. Business Administration Diploma
University of the Fraser Valley
Summary: PROGRAM OVERVIEW - The Business Administration Diploma provides students with a solid base of knowledge on which to build a business career. - The diploma is the foundation to UFV's Bachelor of Business Administration (BBA) Degree. - If you wish to pursue the UFV Business Administration Degree you must have at least a 2.67 ("B-") average in the diploma program and at least a "C" grade in all diploma courses.

214. Administration Certificate
University of the Fraser Valley
Summary: PROGRAM OVERVIEW - The Administration Certificate is a part-time program made up of six core courses and six elective courses. Topics are: Introduction to Business Accounting I Computerized Business Applications Business Law Introduction to Workplace Communication Principles of Microeconomics or Principles of Macroeconomics - The electives enable students to choose courses based on their ...

215. Bachelor of General Studies Degree
University of the Fraser Valley
Summary: - Graduates will have: effective written and oral communication skills; effective team and interpersonal skills; the ability to think critically, problem solve, and apply mathematical and scientific reasoning; an understanding of the scientific and natural world and the ability to use technology; a sense of social responsibility and citizenship and an understanding of the global context in which we live and work; an ...

216. Primary Care/Rural Nursing Specialty Program
Thompson Rivers University
Summary: PROGRAM OVERVIEW The Primary Care/Rural Nursing Specialty Program provides registered nurses with an opportunity to increase competencies or enhance their career options by moving into an area of high employment demand. Topics of instruction are: NURS 486: Primary Health Care in Rural and Northern Communities NURS 487: Assessment and Management of Health and Illness Through the Lifespan NURS 488: Advanced Clinical Skills and ...

217. Respiratory Therapy Diploma
Thompson Rivers University

200-555 Seymour St
Vancouver BC V6B 3H6
Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 99
AED-2011-00069

Summary: PROGRAM OVERVIEW The Respiratory Therapy Diploma offers you the knowledge and skills needed to assist in the diagnosis, treatment, management and care of patients with respiratory and associated disorders. Therapy - which includes medical surgical rotation, paediatrics and nursery, and Respiratory Therapy Department. Critical Care - which includes adult and neonatal ADVISING TIPS TRU is the only school in BC which...

218. Animal Welfare Certificate
Thompson Rivers University
Summary: PROGRAM OVERVIEW The Animal Welfare Certificate is a joint effort between the BC Society for the Prevention of Cruelty to Animals and TRU. AWCP 170-3 - General Animal Welfare - this course is intended for employees of animal care facilities who are fairly new to their organizations. AWCP 171-3 - Advanced Animal Welfare - this course is directed at the more experienced employees of an animal care facility or at students with an extensive ...

219. Bachelor of Journalism Degree
Thompson Rivers University
Summary: PROGRAM OVERVIEW The Bachelor of Journalism Degree provides you with the theory and skills needed for a positions as a journalist or communication specialist. This instruction ensures that you will: develop writing, editing, design, layout, and basic photography and desktop publishing skills; gain a broad, critical understanding of the legal, political, economic, scientific and social issues faced by media professionals; and build a ...

220. Certificate in Applied Human Nutrition
Simon Fraser University
Summary: The requirements for the Certificate in Applied Human Nutrition are: 1. AT LEAST ONE of: KIN 105-3* - Fundamentals of Human Structure and Function KIN 205-3 - Introduction to Human Physiology KIN 208-3 - Introduction to Physiological Systems 2. ALL of: KIN 110-3* - Human Nutrition: Current Issues KIN 111-3* - Food and Food Safety KIN 212-3* - Food and Society KIN 311-3 - ...

221. Certificate in Health and Fitness Studies
Simon Fraser University
Summary: This work involves: A. One of: KIN 105-3 - Fundamentals of Human Structure and Function KIN 205-3 - Introduction to Human Physiology KIN 208-3 - Introduction to Physiological Systems B. All of: KIN 110-3* - Current Topics in Nutrition KIN 140-3* - Contemporary Health Issues KIN 142-3* - Introduction to Kinesiology KIN 143-3* - Exercise Management C. One of: KIN 342-3 - ...

222. Certificate in Ethnic and Intercultural Relations
Simon Fraser University
Summary: The following 12 credits are mandatory requirements: POL 481-4 - Ethnic Politics and National Identity: Comparative Perspectives SA 203-4 - Comparative Ethnic Relations SA 345-4 - Issues in Canadian Ethnic Relations SA 386-4 - Native Peoples and Public Policy The remaining electives within the program must be selected from two separate lists of approved electives. ADVISING TIPS Both day and ...

223. Nursing Unit Clerk Certificate
Selkirk College
Summary: PROGRAM OVERVIEW The Nursing Unit Clerk Certificate provides students with the skills

200-555 Seymour St
Vancouver BC V6B 3H6
Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 100
AED-2011-00069
35

needed for employment as a nursing unit clerk within a hospital setting. Topics of instruction are: Hospital Orientation Patient Chart Records Admissions, Discharges and Transfers Drug Nomenclature Medication Orders Laboratory Orders I and II Diagnostic Orders Medical/Surgical Orders <...

224. Early Childhood Care and Education Certificate
Selkirk College
Summary: Early childhood educators may work in childcare centres, nursery schools, preschool recreation centres, school-age programs, early learning and literacy programs and family centres. Topics of instruction include: Interpersonal Communications Introductory Psychology Child Health and Safety Family Dynamics Child Development Foundations of Professional Practice ADVISING TIPS You...

225. Bachelor of Science in Environmental Management Degree
Royal Roads University
Summary: PROGRAM OVERVIEW The Bachelor of Science (BSc) in Environmental Management Degree provides students with a broad range of technical, communication, analytical, and interpersonal skills, together with a firm grounding in environmental management. During the second year, learners will: gain integrated skills and knowledge in the field of environmental ecology, geomorphology, soil sciences, environmental ecology, geomorphology, soil sciences...

226. Bachelor of Music (Performance) Degree
Thompson Rivers University - Open Learning
Summary: PROGRAM OVERVIEW The Bachelor of Music (Performance) Degree balances academic and performance requirements in Music with general education requirements. The degree requirements involve completion of the Vancouver Academy of Music program or the Royal Conservatory of Music Performance Diploma program AND additional credits with at least a 2.00 ("C") grade point average. For specific requirements contact the Vancouver Academy of Music or the Royal ...

227. Associate of Science Degree
Thompson Rivers University - Open Learning
Summary: General requirements for the Associate of Science Degree (based on each course being worth three credits) include completion of: two first-year English literature and composition courses; two courses in Arts other than English, Math or laboratory-based Science courses; 12 Science courses, which must include: one laboratory science course, and at least six second-year Science courses in two or more subject areas; two Math courses; ...

228. Diploma in Management Studies
Thompson Rivers University - Open Learning
Summary: PROGRAM OVERVIEW The Diploma in Management Studies provides you with a broad-based program of management studies integrated with practical experience. Depending on the choice of electives you may choose to specialize in one of the following areas: Accounting Human Resources Information Technology Marketing The program design enables you to complete your course work in stages, starting with an ...

229. Adult Basic Education Program
Thompson Rivers University - Open Learning
Summary: Credentials are offered in the following three levels: ABE Intermediate Certificate - requires four

200-555 Seymour St
Vancouver BC V6B 3H6
Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 101
AED-2011-00069

appropriate courses from English, Math, Science and an elective area (Roughly equivalent to Grade 10). ABE Advanced Certificate - requires four appropriate courses from English, Math, Science and an elective area (Roughly equivalent to Grade 11). BC Adult Graduation Diploma - provides secondary school equivalency and meets the requirements for employment ...

230. Associate of Arts Degree
Thompson Rivers University - Open Learning
Summary: The general requirements for the Associate of Arts Degree (based on each course being worth three credits) include completion of: two first-year English courses; two courses in Natural Science (eg-Astronomy, Biology, Chemistry, Geology, Physics, Physical Geography), of which one must be in a laboratory Science; one course in Math, Statistics or Computer Science; 12 Arts courses, which must include: two Social Science courses, two ...

231. Legal Administrative Assistant Certificate Programs
Okanagan College
Summary: The Legal Administrative Assistant Litigation Certificate requires completion of the following six modules: LSEC 101 - Advanced Litigation LSEC 112 - Family Law LSEC 116 - Litigation Legal Office Procedures LSEC 117 - Introduction to Litigation LSEC 120 - Personal Injury LSEC 130 - Law Office Practicum The Legal Administrative Assistant Corporate/Conveyancing Certificate requires completion of the following six ...

232. Associate of Science Degree
Northwest Community College
Summary: The requirements for the Associate of Science Degree include completion of: 20 first- and second-year university transfer courses; two first-year English courses (worth six credits); two Math courses, one of which must be in Calculus (worth six credits); 12 Science courses, including at least one Laboratory Science course; and at least six courses at the second-year level in two or more subjects (worth 36 credits); two Arts ...

233. University (Transfer) Studies
Northwest Community College
Summary: Subject areas with university-transfer courses include: Anthropology Art Asian Studies Biology Chemistry Computer Science Criminology Computer Technology Certificate
Northwest Community College
Summary: PROGRAM OVERVIEW The Computer Technology Certificate provides you with an understanding of information technology (IT) as a field and its role in a business environment. Graduates will: have detailed knowledge of several PC applications and operating systems; be able to install, configure, and troubleshoot software in both standalone and networked environments; be exposed to various programming, scripted and markup ...

234. Associate of Arts Degree (General/Criminology/Sustainable Communities Options)
Northwest Community College
Summary: The general requirements for the Associate of Arts Degree include completion of: 20 courses at the first- and second-year level, totalling at least 60 credits; two first-year courses in English (worth six credits); 12 Arts courses which must include: two Social Science courses, two Humanities courses (including the

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Page 102
AED-2011-00069   37

Creative and Performing Arts) other than English, and six second-year Arts courses in two or more subject areas; a Computer ...

235. Adult Basic Education (ABE) Program
North Island College
Summary: PROGRAM OVERVIEW The Adult Basic Education (ABE) Program can be the first step for adults to further training in vocational, career, technical and academic programs. You may participate in the following four program options: Fundamental Certificate - covers basic reading, study skills, writing and math skills. Advanced Level Certificate - allows you to obtain an Advanced Certificate (ie-Grade 11) or upgrade courses to to qualify ...

236. Bachelor of Science in Nursing Degree
North Island College
Summary: PROGRAM OVERVIEW The Bachelor of Science in Nursing (BSN) Degree prepares you to work with individuals, families, groups and communities in a variety of settings based on a health promotion viewpoint and an ethic of caring. The first year of the program focuses on health, primary health care, and health assessment across the life span. You practice in a broad range of settings, such as intermediate care facilities, extended care facilities, community care, ...

237. Applied Business Technology - Office Management Certificate
North Island College
Summary: You will: develop confidence in organizational management, leadership and supervision; practice written and oral business communication; learn how to prepare and deliver a variety of creative, powerful presentations; learn how to effectively plan a business event; be introduced to human resource management, and cover topics such as human rights legislation, recruitment, training, and performance appraisals; develop ...

238. Health Services Administration in Long Term & Community Care Diploma
Vancouver Island University
Summary: Topics of instruction include: Organizational Management Legal and Ethical Aspects of Continuing Care Nutrition and Food Service Gerontology Managing Support Services Resident/Client Care Resident Safety and Risk Management in Continuing Care Managerial Accounting for Health Care Professionals Factor Influencing the Provision of Care for the Elderly ADVISING TIPS

239. Library and Information Technology Diploma
Langara College
Summary: PROGRAM OVERVIEW The Library and Information Technology Diploma prepares you for clerical and paraprofessional duties in libraries. They may be responsible for: cataloguing and issuing and receiving an assortment of library holdings (eg-books, films, pictures, maps, computer files and sound recordings); locating specialized materials and maintaining library collections; being involved with public affairs programs, library ...

240. Graduate Nurse, Internationally Educated Re-entry Certificate
Kwantlen Polytechnic University
Summary: PROGRAM OVERVIEW The Graduate Nurse, Internationally Educated Re-entry Certificate prepares internationally educated nurses to work as registered nurses in BC. Instruction equips internationally

200-555 Seymour St
Vancouver BC V6B 3H6
Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 103
AED-2011-00069

educated nurses to: practice in the Canadian health care setting; renew and enhance previously gained knowledge and skills; identify and address individual needs; meet professional practice requirements; communicate ...

241. Graduate Nurse Qualifying Certificate
Kwantlen Polytechnic University
Summary: PROGRAM OVERVIEW The Graduate Nurse Qualifying Certificate is designed to meet the needs of nurses who have been educated in other countries, and have not had sufficient educational preparation in maternal-child, pediatric, or mental health nursing to meet the requirements of the College of Registered Nurses of BC. Topics of instruction are: Fundamentals of Mental Health Nursing Mental Health Preceptorship Fundamentals of ...

242. Bachelor of Journalism Degree
Kwantlen Polytechnic University
Summary: PROGRAM OVERVIEW The Bachelor of Journalism Degree prepares you for positions as multi-media reporters, photographers, editors, researchers, and freelancers for media including newspapers, magazines and on-line publications. If desired, you can exit the program after two years with a Journalism Diploma and return at a later date to complete your degree. Students who have completed courses or possess a bachelors degree from a recognized post-secondary ...

243. Community Social Service Worker Certificate/Diploma
Douglas College
Summary: PROGRAM OVERVIEW The Community Social Service Worker (CSSW) Program prepares you for work in the field of social services. This may involve employment in a broad range of government, non-profit and commercial social service settings, such as transition houses, seniors' centres, crisis centres, employment counselling centres, drug and alcohol centres, mental health services, the Ministry of Human Resources and the Ministry of Children and Family Development. ...

244. Computer Science and Information Systems Diploma
Douglas College
Summary: This work involves: 10 CSIS core courses; four specialty courses (from the areas of Web Development and Software Development) five non-CSIS courses; and one general elective course from a given list. This work involves: 10 CSIS core courses; 5 CSIS specialty courses (from either the Web Development or Software Development specialty) 5 non-CSIS courses. This work involves: 20 appropriate courses for a ...

245. Associate of Science Degree (Several Options)
Douglas College
Summary: The general requirements for the Associate in Science Degree (based on each course being worth three credits) are: two Math courses, one of which must be in Calculus; two first-year English courses; 12 Science courses, which must include: one laboratory science course, and at least six second-year Science courses in two or more subject areas; two Arts courses other than English (excluding Math and lab Science courses); two more first...

246. Sign Language Interpretation Diploma
Douglas College

200-555 Seymour St
Vancouver BC V6B 3H6
Tel 604.412.7657 | Fax 604.677.6273
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Page 104
AED-2011-00069

39

Summary: Topics of instruction include: Introduction to Community Personal and Professional Development Change and Development: Lifespan Professionalism and Cultural Mediation Community-based Language and Culture in Action Advanced Issues: Reflection and Integration Professional and Business Practices ADVISING TIPS Sign language interpreting requires: rapid mental processing and above-...

247. Health Information Management Diploma
Douglas College
Summary: PROGRAM OVERVIEW The Health Information Management Diploma is the only program in BC that prepares learners to manage health information in a variety of settings in the health care industry. Health information professionals make a valuable contribution to the health care system by collecting and managing health information. They provide an essential information support service which contributes to: the delivery and evaluation of patient ...

248. Consumer and Job Preparation Program for Adults with Special Needs
Douglas College
Summary: PROGRAM OVERVIEW The Consumer and Job Preparation Program for Adults with Special Needs assists students with developmental disabilities learn about the personal, social and work skills needed to get a job and to use community services. Skill training includes: Personal Skills Social Skills Human Awareness Work Skills Workplace Literacy Fitness Relationships and Sexuality ...

249. English as a Second Language Program
Douglas College
Summary: PROGRAM OVERVIEW Douglas College's academic ESL courses are designed to help language learners meet their academic goals. Learners who receive "Mastery" in the following are eligible to apply for a Citation of Proficiency in College Preparation English: EASL 0445 (Listening and Note Taking); and EASL 0455 (Discussion and Participation) or EASL 450 (Listening, Note Taking and Discussion); and EASL 0465 (Reading) or EASL 0475 ...

250. General Business Certificate
Douglas College
Summary: PROGRAM OVERVIEW The General Business Certificate is well suited for: learners with limited and/or very specific job skill requirements; and mature students who wish to upgrade their education and job skills to prepare for career advancement. This work involves: 24 credits in the Faculty of Commerce and Business Administration, from any of the following disciplines: Accounting; Business; Computer Information Systems; Economics; ...

251. Criminology Diploma
Douglas College
Summary: PROGRAM OVERVIEW The Criminology Diploma prepares you to enter the field of criminology as either an academic or practitioner. ADVISING TIPS If you wish to meet the first two years of SFU's BA in Criminology Degree you should refer to the Criminology Department website for required/ elective course selections. You are also encouraged to ...

252. Accounting Certificate
Douglas College
Summary: PROGRAM OVERVIEW The Accounting Certificate offers part-time students concentrated study

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Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 105
AED-2011-00069   40

in accounting. Areas of instruction include: Principles of Accounting Introduction to Computers Computerized Accounting Intermediate Accounting Introductory Management Accounting Business Math Practical Writing ADVISING TIPS First- and second-...

253. [Marketing Management Citation](#)
Douglas College
Summary: PROGRAM OVERVIEW The Marketing Management Citation is well suited for individuals employed in the business field who want to gain or update specific marketing skills. Those already employed in the marketing field will gain knowledge that will allow them to perform better in their jobs and possibly advance to management positions. Core topics of instruction are: Introductory Marketing Personal Selling Marketing Management ...

254. [Print Futures: Professional Writing Diploma](#)
Douglas College
Summary: The main focus of the program is on document writing. The practical aspects of professional writing will be emphasized by including workplace-oriented activities and field projects. Part-time students will be required to take some daytime courses for program completion.

255. [Office Administration Diploma](#)
Douglas College
Summary: PROGRAM OVERVIEW The Office Administration Diploma provides you with the administrative management skills needed to advance in today's business environment. The program builds on one of Douglas's Office Administration certificate programs (or equivalent from another institute) and requires you to complete another 30 appropriate credits. By selecting appropriate courses you can work toward the professional designations of "Certified Bookkeeper...

256. [Commerce and Business Administration Diploma](#)
Douglas College
Summary: PROGRAM OVERVIEW The Commerce and Business Administration Diploma provides you with an introduction to Business courses and other academic disciplines. ADVISING TIPS You may also be eligible for the Co-operative Education (Co-op) option. For more program information don't hesitate to contact

257. [Business Management Diploma](#)
Douglas College
Summary: The program develops fundamental business skills in the first year and offers you the choice of the following three areas of specialization in the second year: General Business Business Administration New Venture Management (after program revision) These options enable you to prepare for several pathways in the world of business, including: transfering to a university starting a business managing a ...

258. [Computing Science and Information Systems Certificate](#)
Douglas College
Summary: PROGRAM OVERVIEW The Computing Science and Information Systems (CSIS) Certificate prepares you for a career in computer user support. ADVISING TIPS You may also be eligible for a Co-operative Education (Co-op) program option. Although the certificate program begins each September for full- and part-time students, some courses may...

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www.bccampus.ca

Page 106
AED-2011-00069

41

259. Diploma in General Studies
Douglas College
Summary: Course requirements for the diploma include: one university transfer English or Communications course; at least two courses from each of three faculties including Student Development; no more than 15 credits in college preparatory or development courses; no more than 15 credits in one subject as defined by the four-letter course abbreviation (such as BIOL, MODL) and excluding college preparatory and developmental courses mentioned above...

260. Basic Musicianship Certificate
Douglas College
Summary: PROGRAM OVERVIEW The Basic Musicianship Certificate meets the needs of learners: who wish to gain basic knowledge and skills but are not interested in pursuing a university degree; who wish to pursue a university degree but require preparatory work. ADVISING TIPS You will normally participate in the program on a full-time basis. Private lessons are available only to students enrolled full-time...

261. Associate of Arts Degree (Several Options)
Douglas College
Summary: Douglas College also offers the following Associate of Arts degrees with discipline specializations: Anthropology Communications Creative Writing Criminology Economics English Environmental Studies Forensic Studies Geography History Intercultural and International Studies Music Performing Arts Philosophy Political Science ...

262. Child and Youth Care Counsellor Diploma
Douglas College
Summary: Areas of instruction include: Introduction to Community Personal and Professional Development Change and Development: Lifespan Introduction to Practice Activity Programming for Children and Youth Counselling Children and Youth Supporting Behavioural Change Community Practice: Addictions Working with Others in Groups Change and Development: Families Community Practice: Family ...

263. Career and Employment Preparation Citation for Adults with a Disability
Douglas College
Summary: PROGRAM OVERVIEW The Career and Employment Preparation Citation for Adults with a Disability assists individuals with barriers to employment. Subject areas include: Assessment and Intake Career Exploration and Planning Job Preparation and Maintenance Interpersonal Skills for the Workplace Job Search Skills A four-week work placement is also part of the program. This program is the natural ...

264. Sport Science Diploma
Douglas College
Summary: PROGRAM OVERVIEW The Faculty of Science and Technology offers you the opportunity to complete a Sport Science Diploma. This program offers the skills, training and certification needed for a career in coaching, teaching, health and fitness, leisure and sport administration and exercise science. Graduates will also have completed up to two years of university-transfer study towards related degrees at Simon Fraser University, University of British Columbia, ...

265. Theatre Program
Douglas College

200-555 Seymour St
Vancouver BC V6B 3H6
Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 107
AED-2011-00069

Summary: PROGRAM OVERVIEW The Douglas College Theatre Department offers a variety of Theatre courses, many of which transfer to university. ADVISING TIPS The program provides a combination of theory and practical experience. You will benefit from an excellent teaching/learning environment which includes a 350-seat theatre, a studio theatre, a dance theatre and a theatre shop.

266. Developmental Studies Program
Douglas College
Summary: PROGRAM OVERVIEW The Developmental Studies (DVST) Program helps you upgrade your skills to meet personal, vocational or academic goals. Many DVST courses can be used to meet prerequisites for other college courses. ADVISING TIPS Some students may benefit from taking DVST courses and courses in other college disciplines at the same time.

267. Criminal Justice Studies Certificate
Douglas College
Summary: PROGRAM OVERVIEW The Criminal Justice Studies Certificate is aimed at learners who do not plan to transfer to university, but want to increase their knowledge of the structures and processes in the Canadian justice system. The program requires the completion of 30 credits, involving: 21 credits of core courses; 6 credits of Criminology courses; and 3 credits of appropriate electives. ADVISING TIPS

268. University Transfer Studies
Douglas College
Summary: The college offers transferable courses in the following types of disciplines: Accounting Anthropology Astronomy Biology Business Chemistry Computer Science and...

269. Administrative Assistant Certificate
Douglas College
Summary: PROGRAM OVERVIEW The Administrative Assistant Certificate prepares you for technical and administrative support positions. Areas of training include: proficiency in computer applications; communication and interpersonal skills; business research; supervisory skills; administrative procedures; working as part of a team; presentation skills; problem solving; ...

270. Early Childhood Education Certificate/Diploma
Douglas College
Summary: Following is a brief description of the certificate and diploma programs: A) Early Childhood Education Certificate - this program prepares you for employment in nursery schools and day-care centres. B) Early Childhood Education Diploma - after completing the certificate, you have the option of advancing to a fourth semester of study focused on "Special Needs (Inclusive Practices)" and completing a diploma. ...

271. Youth Justice Diploma
Douglas College
Summary: Topics of instruction include: Personal and Professional Issues for the Youth Justice Worker Introduction to the Criminal Justice System Counselling Skills for Youth Justice Workers Behavioural Intervention Strategies for the Youth Justice Worker Introduction to Criminology Introduction to Corrections Group Dynamics and Activity Planning for the Youth Justice Worker Psychological Explanations of ...

272. Dental Assisting Certificate
Douglas College

200-555 Seymour St
Vancouver BC V6B 3H6
Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 108
AED-2011-00069
43

Summary: Certified dental assistants are responsible for: providing support services to dentists during patient care; contributing to the efficient delivery of dental services and sharing in the responsibility for patient education; providing preventative services to patients. Each student is expected to provide approximately eight patients for the following intra-oral procedures: rubber cup polish; fluoride treatment;...

273. Stagecraft and Event Technology Program
Douglas College
Summary: Instruction offers a combination of academic and practical experience with courses in: Stage Lighting Audio Techniques Set Painting Computer Assisted Drafting Multimedia Technology Stage Management Introduction to Film and Television Production History of Theatre ADVISING TIPS The full-time program is an intensive program with courses offered during the day and ...

274. Legal Administrative Assistant Certificate
Douglas College
Summary: PROGRAM OVERVIEW The Legal Administrative Assistant Certificate prepares you for work in the legal field. Areas of training include: legal office procedures; legal terminology; court systems; legal record keeping; bookkeeping; billing clients; preparation, filing, and service of legal documents in the areas of wills and estates, family law, litigation, corporate law and ...

275. Hotel and Restaurant Management Diploma
Douglas College
Summary: PROGRAM OVERVIEW The Hotel and Restaurant Management Diploma is designed to give individuals new to the industry a broad background in the marketing and management issues associated with lodging and restaurant operations. ADVISING TIPS During the program, you will be required to demonstrate that you have acquired at least 500 hours of work experience in the industry. Some credit may be given for industry-specific work ...

276. Office Assistant Citation
Douglas College
Summary: PROGRAM OVERVIEW The Office Assistant Citation provides short-term training for learners preparing for entry or re-entry into office assistant, clerk-typist, or receptionist positions. Topics of instruction are: Business Communications and Procedures Employability Skills for Office Personnel Microcomputer Applications I Keyboarding Skill Development Administrative Procedures ...

277. Liberal Arts Diploma
Douglas College
Summary: Course work for the diploma (based on each course being worth three credits) normally involves: 20 university-transfer courses; satisfaction of the breadth requirement (ie-10 courses from at least five subjects, with no more than four courses in any one subject); satisfaction of the writing requirement (ie-an appropriate English or Communications course); satisfaction of the reasoning requirement (ie-two Philosophy courses or an acceptable ...

278. Classroom and Community Support Certificate/Diploma
Douglas College
Summary: Graduates may find employment in the following types of areas: as classroom assistants or special education assistants with school districts; with community living agencies operating respite support, life

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Vancouver BC V6B 3H6
Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 109
AED-2011-00069

skills, day programs, respite programs, and supported employment programs; as education facilitators with post-secondary institutions. The program encourages applications from graduates of other post-secondary institution's Community Support Worker and Special Education Teacher's ...

279. Medical Office Assistant Certificate

Douglas College

Summary: Employment may be found as medical office assistants in physicians' offices, clinics, hospitals, nursing homes or community health centres. Instruction will cover: training in general medical office procedures including scheduling appointments, patient records and filing; an introduction to anatomy and physiology, and detailed knowledge of medical and pharmaceutical terms; instruction in medical transcription, medical billing and a...

280. Basic Occupational Educational Program

Douglas College

Summary: br /> The program offers self-paced, specialized training that prepares grads for competitive employment in entry-level jobs. Training options include: A. Food Services - training is offered in entry-level food service duties, such as dishwashing, bussing, kitchen maintenance and salad bar preparation. B. Electronic and General Assembly - offers the training needed to obtain entry-level assembly positions in...

281. Academic Studies Certificate

Douglas College

Summary: PROGRAM OVERVIEW The Academic Studies Certificate recognizes the achievements of learners who study on a part-time basis. ADVISING TIPS You may also wish to refer to the following Douglas College programs that are detailed separately in Education Planner: Associate of Arts Degree (Several Options) Diploma in Arts Diploma in General Studies For more program information don't ...

282. Bachelor of Science in Nursing Degree

Douglas College

Summary: PROGRAM OVERVIEW Douglas College offers a four-year Bachelor of Science in Nursing Degree approved by the provincial government and the College of Registered Nurses of BC (CRNBC). br /> The program is rich in nursing practice experience where you come face-to-face with people's experiences of health and healing. Douglas College also offers advanced placement for applicants who are Licensed Practical Nurses and Registered Psychiatric Nurses.

283. Accounting Management Diploma

Douglas College

Summary: PROGRAM OVERVIEW The Accounting Management Diploma provides you with the fundamental training needed to gain junior management positions in the accounting department of a small to medium-sized firm. The diploma matches the content and standards of various courses offered by professional accounting bodies including the Certified General Accountants Association (CGA) of BC, Certified Management Accountants Society (CMA) of BC, and the Institute of Chartered ...

284. Music - University Transfer Programs

Douglas College

Summary: The following Music University Transfer Program options are available: A. Bachelor of Music - this is a two-year university transfer program for students who want to obtain an advanced general music

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Vancouver BC V6B 3H6
Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 110
AED-2011-00069   45

education and for those intending to enter such fields as music criticism and music publishing. B. Bachelor of Music (Secondary Education Stream) - this is a two-year university transfer program for students who want to teach Music at the ...

285. Marketing Management Certificate
Douglas College
Summary: PROGRAM OVERVIEW The Marketing Management Certificate is well suited for: students without any experience who want to enter the marketing field; or individuals already working in the field who wish to perform better in their jobs and possibly advance to management positions. Topics of instruction include: Introductory Marketing Personal Selling e-Marketing Promotional Strategy ...

286. Diploma in Science
Douglas College
Summary: PROGRAM OVERVIEW The Diploma in Science requires you to complete 60 credits of appropriate university transfer course work. ADVISING TIPS You also may be eligible for the Co-operative Education (Co-op) program option. For more program information don't hesitate to contact Marketing Management Diploma
Douglas College
Summary: Marketing topics of instruction include: Introductory Marketing Personal Selling Buyer Behaviour e-Marketing Promotional Strategy Customer Relationship Management Marketing Strategy Marketing Research Sales Management Instruction will include lectures, case studies, films and simulated business world exercises. ADVISING TIPS You may ...

287. Early Childhood Education Certificate
College of the Rockies
Summary: PROGRAM OVERVIEW The Early Childhood Education (ECE) Certificate prepares you for work with young children and their families in a variety of settings. Graduates may find employment in the following types of areas: preschools, infant/toddler programs, specialty programs with children who have extra support needs, and infant development and group child care settings. The program includes a mixture of theoretical and practical skills training ...

288. Adult Basic Education Program
College of the Rockies
Summary: The following three program levels are offered: Fundamental Certificate - deals with reading, writing and basic Math skills needed to complete Grades 8-9. Intermediate Certificate - this level provides core instruction in English, Math and two optional areas for programs where Grade 10 is an entry qualification. Advanced Certificate - provides Grade 11 equivalency in ...

289. English Language Training Program
College of the Rockies
Summary: The program prepares students for enrollment in: Adult Basic Education, trades, vocational, academic and technical programs; for TOEFL (Test of English as a Foreign Language);and for employment. There are three semesters each year: Fall = September to December (15 weeks) Winter = January to April (15 weeks) Spring = May to June (seven weeks) Various certificates are available depending ...

200-555 Seymour St
Vancouver BC V6B 3H6
Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 111
AED-2011-00069

290. Teacher Assistant Certificate

College of the Rockies

Summary: The following areas of study are covered: social, emotional and cognitive support; health and wellness promotion; the roles and responsibilities of being a teacher assistant; the K - Grade 12 school system in BC; the roles and responsibilities of classroom partners; communication skills; classroom management techniques and crisis prevention; awareness of cultures; family dynamics; ...

291. Human Resource Management Advanced Diploma

Camosun College

Summary: The program is designed for people who are: in leadership or management positions employed as Human Resource practitioners; preparing for transition into leadership/management or Human Resource roles. Instruction will expand your skills in areas such as: recruitment and selection training employee and labour relations legal strategies emerging policies in HR planning ...

292. Office Administration Certificate

Camosun College

Summary: Core areas of training include: Office Administration Keyboarding Interpersonal Tools for Success Office Procedures Business Communications 1 & 2 Information Technology Word Processing 1 and 2 Records Management Excel and Access Intermediate Accounting Basics ADVISING TIPS The program is offered on a full-time basis at the Interurban Campus.

293. Academic Upgrading Programs

Camosun College

Summary: PROGRAM OVERVIEW Camosun's Academic Upgrading Programs allow you to: obtain or review high school English and/or Math academic skills; take Grade 11 and 12 (College Preparatory) courses ; complete a Grade 12 equivalency program (BC Adult Graduation Diploma); prepare ...

294. Diploma in Public Sector Management

University of Victoria

Summary: Core topics of instruction include: Public Sector Economics Introduction to Public Administration Managing in Public and Non-Profit Organizations Public Sector Research and Analysis Written Communication in the Public and Non-Profit Sectors The Public Policy Process Financial Management Public Sector Human Resources and Labour Relations Three of the elective courses will be chosen from the areas ...

295. Diploma in Local Government Management

University of Victoria

Summary: Core topics of instruction include: Public Sector Economics Managing in Public and Non-Profit Organizations Written Communication in the Public and Non-Profit Sectors Local Government in British Columbia Urban and Regional Economics Local Government Financial Management or Financial Management Local Government Law Local Government Policy ADVISING TIPS ...

296. Journalism Studies Diploma

Okanagan College

Summary: Academic (minimum grade needed in bracket) 1. One of: high school graduation (or equivalent) mature student status (be at least 19 years old and out of high school for at least one year) 2. English One of:

200-555 Seymour St
Vancouver BC V6B 3H6
Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 112
AED-2011-00069   47

English 12 (60%) English 12 First Peoples (60%) Technical and Professional Communications 12 (60%) equivalent ABE English course Language Proficiency Index...

297. Medical Office Assistant Certificate
College of New Caledonia
Summary: li> OR Route B Applicants without an appropriate certificate will need the following courses: ABTC 060 - Computers and the Internet OR ABTW 073 - Micro Computers I or equivalent ABTC 066 - Keyboarding II or a keyboarding speed of at least 45 net words per minute ABTC 070 - Word Processing I and Word Processing II OR ABTW 043 - Word Processing/Document Production Levels I, II and III <...

298. Aviation Business Diploma
College of New Caledonia
Summary: 2. English One of: English 12 (C+) ENGL 050 (C+) 3. Math One of: Principles of Math 11 (C+) MATH 045 (C+) Note: Principles of Math 12 or MATH 050 is also recommended. The interview will cover: your motivation personal history conversational English skills decision making processes the results of your Initial Pilot Aptitude Screening test 3...

299. Practical Nursing Access Certificate
North Island College
Summary: Academic (minimum grade needed in bracket) 1. English One of: English 12 (C) ENG 060 (C) ENG 098 (C) assessment 2. Math One of: Principles of Math 11 (C) Foundations of Math 11 (C) Pre-calculus 11 (C) Applications of Math 12 (C) Apprenticeship & Workplace Math 12 (C) MATH 053 (C) assessment 3. Biology (in last...

300. Return to Registered Nurse Practice Certificate
Thompson Rivers University - Open Learning
Summary: Academic/Non-Academic 1. One of: evidence of passing the Canadian Registered Nursing Exam (CRNE) Canadian Nursing Association Testing Service (CNATS) result verification of current annual Registered Nurse Licensure in Canada along with post-secondary transcripts, documented evidence of Registered Nursing practice/employment history and a program coordinator interview letter of assessment from the College of Registered Nurses ...

301. Graduate Certificate in Child and Youth Mental Health
Thompson Rivers University - Open Learning
Summary: Academic a bachelor's degree or master's degree. It is recommended that your degree is in Child and Youth Care, Nursing, Social Work, Education or Psychology. at least a 3.00 ("B") grade point average (GPA) is also recommended.

302. Renewable Energy Technology Certificate
Vancouver Island University
Summary: Academic (minimum grade needed in bracket) 1. One of: high school graduation (or equivalent) with English 12 (C) a university degree be a visiting student from a college or university be a transfer students from a college or university with at least 24 university transfer credits mature student status (at least 21 years old in your first semester) and English 12 (C) Note: If you don't meet any ...

303. Media and Cultural Studies Diploma
Okanagan College

200-555 Seymour St
Vancouver BC V6B 3H6
Tel 604.412.7657 | Fax 604.677.6273
www.bccampus.ca

Page 113
AED-2011-00069

Summary: Academic (minimum grade needed in bracket) 1. One of: high school graduation (or equivalent) mature student status (be at least 19 years old and out of high school for at least one year) 2. English One of: English 12 (60%) English 12 First Peoples (60%) Technical and Professional Communications 12 (60%) equivalent ABE English course (60%) Language Proficiency Index...

304. Writing and Publishing (English) Diploma

Okanagan College

Summary: Academic (minimum grade needed in bracket) 1. One of: high school graduation (or equivalent) mature student status (be at least 19 years old and out of high school for at least one year) 2. English One of: English 12 (60%) English 12 First Peoples (60%) Technical and Professional Communications 12 (60%) equivalent ABE English course Language ...

305. Criminal and Social Justice Diploma

Okanagan College

Summary: Academic (minimum grade needed in bracket) 1. One of: high school graduation (or equivalent) mature student status (be at least 19 years old and out of high school for at least one year) 2. English One of: English 12 (60%) English 12 First Peoples (60%) Technical and Professional Communications 12 (60%) equivalent ABE English course (60%) Language Proficiency Index...

306. Interactive Design Diploma

Capilano University

Summary: Academic high school graduation (or equivalent) or mature student status (be at least 20 years old) Non-Academic interview working knowledge of computers, high speed internet access, and a computer that meets the department's requirements modest keyboarding speed resume Admission Advice 1. The interview includes group interaction ...

307. School Age Child Care Certificate

Northern Lights College

Summary: Academic One of: successful completion of the Canadian Adult Achievement Test (CAAT) university transfer English course (60% grade) Non-Academic letter outlining your background, interest, and goals for taking the program program questionnaire two letters of reference - one employment related and one personal (completed within the previous year) ...

308. West Kootenay Teacher Education (UBC) Program

Selkirk College

Summary: Academic 1. For admission to the Elementary Program: A. Two-Year Option 90 appropriate credits or a first degree B. 12-Month option four-year degree (120 credits) or equivalent (three year degree plus 30 university credits) C. 12-Month option French Immersion (Grades K - 7) or Core French (Grades 5 - 7) four-year degree (120 credits) or equivalent (...

309. Doctor of Medicine Degree

University of British Columbia

Summary: 2. Take the Medical College Admissions Test (MCAT) and request that your results be released to UBC Non-Academic submit a non-academic autobiographical essay submit an additional essay if you are Aboriginal (First Nations, Metis or Inuit) submit a list of extracurricular activities submit a report of non-academic experiences and rural interest statement

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Page 114
AED-2011-00069   49

310. [Bachelor of Dental Science in Dental Hygiene Degree](#)
     University of British Columbia
     Summary: These are: Direct Entry Option (for Secondary School Graduates) Entry-to-Practice Option (if you have completed more than six credits of university-transferable work) Degree ...

311. [Juris Doctor (J.D.) Degree](#)
     University of British Columbia
     Summary: I. Regular Admission Requirements - Applicants must have completed one of the following: 1A) An undergraduate degree in an approved course of studies from an approved university; or 1B) The first three years (at least 90 credits) of an approved course of studies leading to an undergraduate degree at UBC or equivalent approved university; or 1C) The first two years of an approved course of studies leading to an undergraduate degree at ...

312. [Bachelor of Fine Arts in Theatre Design and Production Degree](#)
     University of British Columbia
     Summary: Academic 1. If you are applying directly from high school you should apply to the Bachelor of Arts (BA) program. Non-Academic A letter of intent and a portfolio of work are required for admission to the BFA Design and Production program. Admission Advice UBC's Admission's web page offers outstanding information for ...

313. [Doctor of Medicine Degree: Offered in Partnership with the University of British Columbia (UBC)](#)
     University of Northern B.C.
     Summary: 2. Take the Medical College Admissions Test (MCAT) and request that your results be released to UBC Non-Academic submit a non-academic autobiographical essay; submit an additional essay if you are Aboriginal (First Nations, Metis or Inuit); submit a list of extracurricular activities; submit a report of non-academic experiences and rural interest statement...

314. [Administrative Assistant Certificate](#)
     Thompson Rivers University
     Summary: Academic (minimum grade needed in bracket) 1. One of: Grade 11 (although completion of Grade 12 is preferred) mature student status (be at least 19 years old and out of school for at least two years) 2. English One of: English 0600 (B) English 12 (67% in the last five years) English 12 First Peoples (67% in the last five years) ENGL 0600 (67%) AccuPlacer Test (satisfactory results...

315. [Contemporary Music and Technology Diploma](#)
     Selkirk College
     Summary: Academic (minimum grade needed in bracket) 1. High school graduation or equivalent 2. One of: English 12 (C) equivalent course Non-Academic audition/interview to assess instrumental ability, music reading, theory and ear training is required music and band training is a definite asset Admission Advice 1. Mature students ...

316. [Social Service Worker Certificate](#)
     Thompson Rivers University - Open Learning
     Summary: Academic SSWP 200 (Introduction to Social Work) ENGL 106* (Written Communication) Note (*): Students who have completed Grade 12 English with a "B" average may complete the voluntary English Language and Writing Assessment, the Language Proficiency Index or the English assessment with First

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Page 115
AED-2011-00069   50

Nations content and be exempt from ENGL 106 if they obtain a writing level score of 5 or 6. Non-Academic 60 ...

317. University (Transfer) Studies
Okanagan College
Summary: Science University Transfer Admission Requirement Academic (minimum grade needed in bracket) 1. One of: high school graduation (or equivalent) mature student status (be at least 19 years old and out of high school for at least one year) 2. English One of: English 12 (60%) English 12 First Peoples (60%) Technical and Professional Communications 12...

318. General Studies Diploma
Okanagan College
Summary: Academic (minimum grade needed in bracket) 1. One of: high school graduation (or equivalent) mature student status (be at least 19 years old and out of high school for at least one year) 2. English One of: English 12 (60%) English 12 First Peoples (60%) Technical and Professional Communications 12 (60%) equivalent ABE English course Language Proficiency Index (LPI...

319. Associate of Arts Degree
Okanagan College
Summary: Academic (minimum grade needed in bracket) 1. One of: high school graduation (or equivalent) mature student status (be at least 19 years old and out of high school for at least one year) 2. English One of: English 12 (60%) English 12 First Peoples (60%) Technical and Professional Communications 12 (60%) equivalent ABE English course Language Proficiency Index (LPI...

320. Drafting Certificate
North Island College
Summary: Academic (minimum grade needed in bracket) 1. English One of: English 11 (C) Technical and Professional Communications 12 (C) ENG 052 (C) assessment 2. Math One of: Principles of Math 11 (C) Applications of Math 12 (C) Foundations of Math 11 (C) Pre-Calculus 11 (C) MAT 053 (C) assessment Non-Academic <...

321. Bachelor of Science in Nursing Degree
North Island College
Summary: Option A: Bachelor of Science in Nursing Degree Academic (minimum grade needed in bracket) 1. High school graduation or equivalent 2. English One of: English 12 (C+) ENG 060 (C+) ENG 098 (C+) ESL 090 (C+) equivalent assessment 3. Math One of: Principles of Math 11 (C+) Applications of Math 12 (C+) MAT 053 (C+)

322. Nutrition and Food Service Management Diploma
Langara College
Summary: Academic (minimum grade needed in bracket) 1. One of: high school graduation (or equivalent) mature student status (be at least 19 years old by the first day of classes) 2. English One of: English 12 (80%) English Literature 12 (80%) Langara English Test (level 3) Language Proficiency Index (minimum 26 on the essay and one of: 5 in English usage, 5 in sentence structure or 10 in reading ...

323. Bachelor of Arts in Child and Youth Care Degree
University of Victoria

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Page 116
AED-2011-00069

51

Summary: Admission for BC High School Graduates: Academic 1. All of: English 11 Social Studies 11 an approved Science 11 course Principles of Math 11 or Pre-calculus 11 or Foundations of Math 11 Principles of Mathematics 12 or Foundations of Math 12 or Pre-Calculus 12 English 12 or English 12 First Peoples two additional approved academic 12 courses 2. At least a 67% average for the ...

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Page 117
AED-2011-00069

CoursesBC.ca
2,300 Distance Education/Online Courses
Extracted 2011/10/27

BCIT	ACES	11	Basic Trades Math
BCIT	ACES	12	Intermediate Trades Math
BCIT	ACES	13	Craft Trades Math
BCIT	ACES	14	Technical Trades Math
BCIT	ACES	20	Technical Literacy: Tools of the Trades
BCIT	AIRC	1004	Introduction to Airport and Airside Operations
BCIT	AMRC	2011	Soil and Aggregate Fundamentals
BCIT	AMRC	2012	Surveying and Road Design Fundamentals
BCIT	AMRC	2013	Highway Construction
BCIT	AMRC	2014	Development Planning
BCIT	AMRC	2015	Communications
BCIT	AMRC	2016	MoT Highway Maintenance Agreement
BCIT	AVAO	2260	Airport Security Systems
BCIT	BCIT	5	Academic Appeals and Natural Justice in the Post–Secondary Sector
BCIT	BCST	1033	Preparing for Your Business Career
BCIT	BCST	2248	Online Journalism
BCIT	BHSC	12	Biology 12 Challenge Exam
BCIT	BHSC	100	Human Biology
BCIT	BHSC	1119	Essentials of Anatomy and Physiology
BCIT	BHSC	1146	Human Behaviour
BCIT	BHSC	2219	Anatomy and Physiology for Cardiology
BCIT	BHSC	3302	Cardiac Pathophysiology
BCIT	BHSC	7601	Sectional Anatomy of the Abdomen and Pelvis
BCIT	BHSC	7602	Sectional Anatomy of the Thorax and Neck
BCIT	BHSC	7603	Sectional Anatomy of the Head
BCIT	BHSC	7604	Sectional Anatomy of Musculoskeletal System
BCIT	BLAW	3100	Business Law
BCIT	BLAW	3205	Internet Law
BCIT	BLAW	3425	International Law
BCIT	BLAW	3905	Employment Law
BCIT	BLDC	1500	Building Code: Part 9 (SFD)
BCIT	BLDG	1810	BC Building Code: Housing Part 9
BCIT	BLDT	1011	Applied Construction Math
BCIT	BMET	1107	Basic Cardiac Instrumentation and Electricity
BCIT	BMET	7102	Medical Device Development and Standards
BCIT	BSYS	1001	Business Information Systems 1
BCIT	BSYS	2051	Business Information Systems 2
BCIT	BSYS	2061	Business Information Systems 3

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Page 118
AED-2011-00069

1

BCIT BUSA 1005 Introduction to Business
BCIT BUSA 1305 Supervisory Skills
BCIT BUSA 2005 Principles of Management
BCIT BUSA 2215 Coaching for Effective Performance Management
BCIT BUSA 2905 Managing Conflict in the Workplace
BCIT BUSA 3105 Leadership 1
BCIT BUSA 3155 Leadership 2
BCIT BUSA 3165 Leadership 3
BCIT BUSA 3455 Introduction to E-commerce
BCIT BUSA 3465 E-commerce Systems
BCIT BUSA 3485 Online Business Management
BCIT BUSA 3495 Customer Relationship Management
BCIT BUSA 7250 Management Skills and Applications
BCIT CARD 1101 Introduction to Cardiology
BCIT CARD 1103 Medical Terminology
BCIT CARD 1186 Patient Care for Allied Health
BCIT CARD 1187 Introductory Statistics for Health
BCIT CARD 1285 Communication for Allied Health Professionals
BCIT CARD 2201 ECG Interpretation
BCIT CARD 2202 Cardiology Diagnostic Testing Methodology
BCIT CARD 3205 Introduction to Health Informatics
BCIT CARD 3209 Radiation Protection for Cardiac Imaging
BCIT CARD 3280 Introduction to Cardiac Rehabilitation
BCIT CARD 3330 Electrocardiography and Pacemakers
BCIT CARD 3360 Cardiac Pharmacology
BCIT CARD 4201 Concepts in Ambulatory ECG
BCIT CARD 4202 Concepts in Exercise Tolerance Testing
BCIT CARD 4203 Concepts in Pacemakers
BCIT CARD 4330 Cardiac Catheterization: Principles and Practice
BCIT CARD 4360 Interventional Cardiac Catheterization
BCIT CARD 5301 Concepts in Electrophysiology
BCIT CARD 5302 Pacemaker/ICD Implant
BCIT CARD 5303 Pacemaker/ICD Follow-up
BCIT CARD 5304 Pacemaker/ICD Case Studies
BCIT CESA 1131 High-Efficiency Lighting 2: Retrofit and Design Options
BCIT CESA 1132 High-Efficiency Lighting 3: Economics and Maintenance
BCIT CHSC 5631 Assayer Training Introduction
BCIT CHSC 5632 Mineral ID and Fire Assaying
BCIT CHSC 5633 Wet Assay/Qualitative Analysis
BCIT CHSC 5634 Analytical Instrumentation
BCIT CHSC 5635 Laboratory Practicum
BCIT CMGT 7330 Finance for Construction Managers

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2

Page 119
AED-2011-00069

2

BCIT   CMGT 7800   Project Reports
BCIT   CMGT 8700   Project Proposals
BCIT   COMM 1103   Introduction to Business and Technical Communication
BCIT   COMM 1148   Technical Communication 1 for SRM
BCIT   COMM 2202   Business and Technical Correspondence
BCIT   COMM 2203   Business and Technical Reports
BCIT   COMP 2653   Computer Systems Technology Foundations 1
BCIT   COMP 3683   Computer Systems Technology Foundations 4
BCIT   COMP 7036   Applied Research Methods in Software Development
BCIT   COMP 7615   Selected Topics in Computer Systems
BCIT   ECHO 5101   Ultrasound and Doppler Physics
BCIT   ECHO 5102   Applied Echocardiography 1
BCIT   ECHO 6102   Applied Echocardiography 2
BCIT   ECON 1150   Economic Issues
BCIT   ECON 2100   Microeconomics
BCIT   ECON 2200   Macroeconomics
BCIT   EENG 8300   Applied Research Skills
BCIT   ENGL 1177   Academic Writing
BCIT   FMGT 1100   Accounting 1
BCIT   FMGT 1152   Accounting for the Manager
BCIT   FMGT 1810   Personal Financial Planning 1
BCIT   FMGT 2100   Accounting 2
BCIT   FMGT 2820   Investment and Risk Management
BCIT   FMGT 3110   Financial Accounting 1
BCIT   FMGT 3210   Cost/Managerial Accounting 1
BCIT   FMGT 3510   Finance 1
BCIT   FMGT 4110   Financial Accounting 2
BCIT   FMGT 4210   Cost and Managerial Accounting 2
BCIT   FMGT 4510   Finance 2
BCIT   FOOD 1021   Introduction to Food Microbiology
BCIT   FOOD 1091   Introduction to Food Technology
BCIT   FOOD 1150   Dairy Processing
BCIT   FOOD 1301   Food Safety for the Plant Worker
BCIT   FSCT 7210   Introduction to Commercial Crimes in Canada
BCIT   FSCT 8430   Tactical Analysis 1
BCIT   FSCT 8440   Forensic Accounting
BCIT   FSCT 8495   Asset Recovery
BCIT   FSCT 8520   Internet for Investigation
BCIT   FUND 1215   Essentials of Fundraising
BCIT   FUND 2316   Grant and Proposal Writing
BCIT   GEOM 7132   Spatial Database Systems 1
BCIT   GEOM 8310   Hydrographic Surveying
BCIT   GEOM 8353   Special Topics in Adjustments

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Page 120
AED-2011-00069   3

BCIT   GIST   7010 GIS Programming 1
BCIT   GIST   7100 Fundamentals of GIS
BCIT   GIST   7108 Fundamentals of Mapping
BCIT   GIST   7109 Mapping Using Microstation
BCIT   GIST   7122 GIS Project/Practicum Proposal
BCIT   GIST   7132 GIS Database Systems 1
BCIT   GIST   8117 Cartography and GeoVisualization
BCIT   GIST   8118 GIS Remote Sensing
BCIT   HMGT 4110 Health Care Organizational Behaviour 1
BCIT   HMGT 4150 Human Resource Management
BCIT   HMGT 5120 Health Care Principles of Management
BCIT   HMGT 5640 BC Health Care Financial Planning and Management
BCIT   HMGT 5760 Integrating Quality, Risk and Utilization Management
BCIT   HMGT 5800 Integrative Project
BCIT   HMGT 7180 Canadian Health System
BCIT   HMGT 7500 Project Management in Health Care
BCIT   HMGT 7700 Total Quality Management and CQI Tools
BCIT   HRMG 2805 Workplace Health & Safety
BCIT   HRMG 3105 Human Resource Management Fundamentals
BCIT   HRMG 3205 Labour Relations 1
BCIT   HRMG 3305 Recruitment and Selection
BCIT   HRMG 3315 Measuring the Strategic Impact of Human Resource Investments
BCIT   HRMG 3505 Training and Development
BCIT   HRMG 4155 Performance Management
BCIT   HRMG 4405 Total Compensation Strategy
BCIT   HRMG 4605 Strategic Human Resources Planning
BCIT   HTMT 7300 Leading Technological Change
BCIT   LIBS   7001 Critical Reading and Writing
BCIT   LIBS   7002 Applied Ethics
BCIT   LIBS   7005 Technology, Invention and Power
BCIT   LIBS   7006 Philosophy of Science: Understanding Scientific Reasoning
BCIT   LIBS   7011 War, Peace and Justice
BCIT   MATH 1041 Trigonometry
BCIT   MATH 1042 Logarithms
BCIT   MATH 1043 Analytic Geometry
BCIT   MATH 1044 Trigonometry for Renewable Resources
BCIT   MATH 2041 Calculus Part 1
BCIT   MATH 2042 Calculus: 1B
BCIT   MATH 2043 Calculus: 1C
BCIT   MATH 2044 Calculus: 1Ca
BCIT   MDIA 1205 Weaving the Web: Publishing on the Internet 1
BCIT   MDIA 2205 Weaving the Web: Publishing on the Internet 2

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4

Page 121
AED-2011-00069   4

BCIT   MDIA   3201   Intermediate Cascading Stylesheets (CSS)
BCIT   MDIA   3203   Photoshop for Web Publishing
BCIT   MDIA   3206   Audio and Video Technologies for Web Publishing
BCIT   MDIA   3207   Using Scripting Language on the Web
BCIT   MDIA   3208   Using New Media on the Web: Flash
BCIT   MDIA   4207   Web Design Business and Major Project
BCIT   MDIA   4303   Advanced Web Design
BCIT   MDIA   4304   Advanced Cascading Style Sheet (CSS)
BCIT   MDIA   4305   XML in Web Publishing
BCIT   MDIA   4307   jQuery in Web Publishing
BCIT   MDIA   4310   Advanced Flash Web Design
BCIT   MDIA   4321   CSS, DHTML and AJAX
BCIT   MDIA   4325   Using PHP In Web Publishing
BCIT   MDIA   4345   Final Project
BCIT   MGMT 8110   Communicate Effectively
BCIT   MGMT 8125   Building Effective Working Relationships
BCIT   MGMT 8215   Develop Leadership Roles
BCIT   MGMT 8220   Foster Teamwork
BCIT   MGMT 8230   Lead Effectively
BCIT   MGMT 8315   Prepare for Change
BCIT   MGMT 8320   Plan Quality Change
BCIT   MGMT 8330   Manage Change
BCIT   MGMT 8410   Manage a Work Unit's Human Resources
BCIT   MGMT 8420   Manage Financial Resources
BCIT   MGMT 8435   Manage Operational Performance
BCIT   MGMT 8510   Know the Global Issues
BCIT   MGMT 8520   Determine Implications of Law
BCIT   MGMT 8530   Organizational and Personal Ethics
BCIT   MGMT 8615   Think Strategically
BCIT   MGMT 8620   Formulate Strategies
BCIT   MGMT 8630   Implement Strategies
BCIT   MIMG   7000   Technological Advances in X–Ray Imaging
BCIT   MIMG   7003   Digital Imaging and Information Technology in Radiology
BCIT   MIMG   7004   Advanced Topics in Patient Care
BCIT   MIMG   7006   Understanding Research in Health Sciences
BCIT   MIMG   7007   Image Quality in Diagnostic Radiology
BCIT   MIMG   7008   Research Project
BCIT   MIMG   7010   Quality Assurance in Diagnostic Radiology
BCIT   MIMG   7013   Picture Archiving and Communication Systems (PACS) for Radiologic
Technologists
BCIT   MIMG   7014   Digital Post Processing and 3D Imaging
BCIT   MIMG   7101   Advances in Special Procedures
BCIT   MIMG   7200   Magnetic Resonance Imaging: Physical Principles

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Page 122
AED-2011-00069   5

BCIT   MIMG 7202 Magnetic Resonance Imaging: Imaging Techniques Q.C. and Artifacts
BCIT   MIMG 7204 Magnetic Resonance Imaging: MR Procedures and Clinical Applications
BCIT   MIMG 7300 Computed Tomography 1: Physics and Instrumentation
BCIT   MIMG 7301 Computed Tomography 2: Clinical Applications
BCIT   MIMG 7500 Bone Densitometry
BCIT   MINE 1003 Introduction to Prospecting and Exploration 1: Geology and Mineral Deposits
BCIT   MINE 1100 Introduction to the Minerals Industry
BCIT   MKTG 1019 Media Relations
BCIT   MKTG 1102 Essentials of Marketing
BCIT   MKTG 1219 Professional Sales 1
BCIT   MKTG 1552 Social Media Marketing
BCIT   MKTG 2203 Marketing Communications Essentials
BCIT   MKTG 2220 Managing the Sales Force
BCIT   MKTG 3321 Public Relations
BCIT   NMED 516   Transport of Dangerous Goods: Radioactive Materials
BCIT   NMED 1117 Basic Venipuncture for Allied Health Professionals
BCIT   NMED 5160 Radiation Safety Officer Practice
BCIT   NMED 5161 Radiation Safety Officer Administration
BCIT   NMED 5510 PET with Dedicated and Dual Head Coincidence Cameras
BCIT   NMED 5511 Positron Emission Tomography Clinical Applications
BCIT   NPMA 1500 Nonprofit Leadership
BCIT   NPMA 1610 Managing People in Nonprofit Organizations 1
BCIT   NPMA 1800 Government Relations
BCIT   NPMA 1900 Marketing for Nonprofit Organizations
BCIT   NSCC 7100 Introduction to Critical Care Nursing
BCIT   NSCC 7150 Dysrhythmia Interpretation and Management
BCIT   NSCC 7200 Critical Care Nursing Theory 1
BCIT   NSCC 7410 Critical Care Nursing Theory 2
BCIT   NSCC 7450 Critical Care Nursing Theory 3
BCIT   NSCC 7610 Nursing the Complex Critically Ill Patient in Selected Contexts
BCIT   NSER 7110 Emergency Nursing Theory 1
BCIT   NSER 7210 Emergency Nursing Theory 2
BCIT   NSER 7410 Emergency Nursing Theory 3
BCIT   NSER 7700 Critically Ill Clients in Emergency Settings
BCIT   NSER 7800 Emergency Nursing and Mental Health
BCIT   NSHA 7100 High Acuity Specialty Nursing Theory 1
BCIT   NSHA 7201 High Acuity Specialty Nursing Theory 2
BCIT   NSHA 7400 High Acuity Specialty Nursing Independent Study
BCIT   NSNE 7100 Neonatal Theory 1
BCIT   NSNE 7110 Neonatal Theory 1, Modified
BCIT   NSNE 7111 Neonatal Nursing for Pediatric Nurses
BCIT   NSNE 7200 Neonatal Theory 2

BCIT   NSNE   7400   Neonatal Theory 3
BCIT   NSNE   7911   Neonatal Respiratory Care
BCIT   NSNE   7920   Neonatal Acute Care
BCIT   NSNE   7940   Advanced Concepts in Neonatal Nursing
BCIT   NSNN   7200   Nephrology Nursing Theory 1: Introduction
BCIT   NSNN   7220   Nephrology Nursing Theory 1: Part B
BCIT   NSNN   7300   Nephrology Nursing Clinical 1: Chronic Renal Insufficiency Nursing
BCIT   NSNN   7400   Nephrology Nursing Theory 2: Introduction to Dialysis Nursing
BCIT   NSNN   7420   Nephrology Nursing Theory 2: Part B
BCIT   NSNN   7600   Nephrology Nursing Theory 3: Living with Renal Disease and Complex Health
Challenges
BCIT   NSOH   7100   Introduction to Occupational Health Nursing
BCIT   NSOH   7200   Work and Work Environments 1
BCIT   NSOH   7250   Work and Work Environments 2
BCIT   NSOH   7400   Disability Case Management
BCIT   NSOH   7450   Occupational Health Surveillance
BCIT   NSOH   7600   Occupational Health Program Planning
BCIT   NSOH   7700   Viral Hepatitis
BCIT   NSPE   7100   Pediatric Theory 1
BCIT   NSPE   7200   Pediatric Theory 2
BCIT   NSPE   7210   Pediatric Critical Care Theory 2
BCIT   NSPE   7230   Pediatric Neuroscience Nursing Theory 2
BCIT   NSPE   7240   Pediatric Surgical Nursing
BCIT   NSPE   7400   Pediatric Theory 3
BCIT   NSPE   7910   Pediatric Nursing in the Home
BCIT   NSPE   7920   Pediatric Arrest Management
BCIT   NSPE   7940   Advanced Concepts in Pediatric Critical Care Nursing
BCIT   NSPN   7100   Perinatal Nursing Theory 1
BCIT   NSPN   7200   Perinatal Theory 2 Childbearing Women
BCIT   NSPN   7400   Perinatal Theory 3 Childbearing Families
BCIT   NSPN   7720   Contraceptive Management in Reproductive Health for CRNBC Certification
BCIT   NSPN   7730   Sexually Transmitted Infection Management in Reproductive Health for CRNBC
Certification
BCIT   NSPO   7100   Perioperative Theory 1: Developing Perioperative Partnerships
BCIT   NSPO   7200   Perioperative Theory 2: The Nurse in the Circulating Role
BCIT   NSPO   7300   Perioperative Clinical 1: Implementing the Circulating Nurse Role
BCIT   NSPO   7400   Perioperative Theory 3: The Nurse in the Scrub Role
BCIT   NSPO   7600   Perioperative Theory 4 Integration of the Perioperative Nursing Roles
BCIT   NSSC   7115   Teaching and Learning in Specialty Nursing
BCIT   NSSC   8000   Systematic Inquiry
BCIT   NSSC   8110   Independent Study in Specialty Nursing
BCIT   NSSC   8120   Independent Study in Specialty Nursing
BCIT   NSSC   8130   Independent Study in Specialty Nursing

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Page 124
AED-2011-00069   7

BCIT   NSSC   8160   Independent Study in Specialty Nursing
BCIT   NSSC   8300   Creative Leadership
BCIT   NSSC   8500   Professional Growth
BCIT   NSSC   8600   Community Nursing: Facilitating Health
BCIT   NSSC   8800   Community Nursing: Facilitating Health Action
BCIT   OAGP   1001   Oil & Gas Industry Overview
BCIT   OAGP   3001   Gas Processing & Compression
BCIT   OCHS   1000   Occupational Health and Safety Fundamentals
BCIT   OCHS   1020   CRSP Exam Preparation
BCIT   OCHS   1100   BC OHS Legislation
BCIT   OCHS   1200   Accident Causation and Analysis
BCIT   OCHS   1600   Business Law
BCIT   OCHS   2100   OHS Legislation
BCIT   OCHS   2200   Safety Program Design
BCIT   OCHS   2320   Workplace Hazards and Controls 1
BCIT   OCHS   2340   Workplace Hazards and Controls 2
BCIT   OCHS   2420   Hazardous Materials Management
BCIT   OCHS   2440   Emergency Preparedness and Response
BCIT   OCHS   3200   Safety System Analysis
BCIT   OCHS   3420   Risk Management
BCIT   OCHS   3520   Ergonomics
BCIT   OCHS   3620   Disability Case Management
BCIT   OCHS   4320   Occupational Hygiene
BCIT   OCHS   4360   Occupational Diseases
BCIT   OCHS   4420   Fire Safety 1
BCIT   OCHS   4440   Fire Safety 2
BCIT   OCHS   4520   Environmental Management
BCIT   OPMT   1198   Operations Management Fundamentals
BCIT   ORGB   1105   Organizational Behaviour
BCIT   POWR   20   2nd Class Thermodynamics Supplement
BCIT   POWR   21   Applied Mechanics Supplement
BCIT   POWR   1210   5th Class
BCIT   POWR   1211   Refrigeration Plant Operator
BCIT   POWR   1213   Fourth Class Part A Paper 1
BCIT   POWR   1214   Fourth Class Part B Paper 1
BCIT   POWR   1215   Third Class Part A Paper 1
BCIT   POWR   1216   Third Class Part a Paper 2
BCIT   POWR   1217   Third Class Part B Paper 1
BCIT   POWR   1218   Third Class Part B Paper 2
BCIT   POWR   1219   Second Class Part A Paper 1
BCIT   POWR   1220   Second Class Part a Paper 2
BCIT   POWR   1221   Second Class Part A Paper 3

BCIT	POWR	1222	Second Class Part B Paper 1
BCIT	POWR	1223	Second Class Part B Paper 2
BCIT	POWR	1224	Second Class Part B Paper 3
BCIT	POWR	1225	First Class Part a Paper 1
BCIT	POWR	1226	First Class Part a Paper 2
BCIT	POWR	1227	First Class Part a Paper 3
BCIT	POWR	1228	First Class Part a Paper 4
BCIT	POWR	1229	First Class Part B Paper 1
BCIT	POWR	1230	First Class Part B Paper 2
BCIT	POWR	1231	First Class Part B Paper 3
BCIT	POWR	1232	First Class Part B Paper 4
BCIT	PPGS	200	Gas Fitter A Program: Distance Education
BCIT	PPGS	225	Plumbing Apprenticeship I.P. Refresher
BCIT	PPGS	250	Domestic / Commercial Gas Fitter "B" Certificate of Qualification
BCIT	PRKS	3110	Law and Its Administration Part 1
BCIT	PRKS	3120	Law and Its Administration Part 2
BCIT	PRKS	3130	Crime Prevent Through Environmental Design
BCIT	PRKS	3410	Managing For Ecological Integrity in BC's Parks and Protected Areas
BCIT	PRKS	3600	Park Maintenance Management
BCIT	RENR	2410	Fish Ecology and Management
BCIT	RENR	2420	Wildlife Ecology and Management
BCIT	SRMT	2200	Work Practicum
BCIT	SRMT	3231	Technical Projects 1
BCIT	SURV	4474	Surveying CAD Microstation
BCIT	SUST	7100	Dimensions of Sustainability: An Introduction to Sustainable Urban Development
BCIT	TMGT	7102	Project Management/Resource Utilization
BCIT	TMGT	7111	High Technology Marketing Strategies
BCIT	TMGT	7112	Marketing Research
BCIT	TMGT	7133	Law for Intelligence-based Business
BCIT	TMGT	7142	Technology Management Communication
BCIT	TMGT	7144	Human Resource Planning and Control
BCIT	TMGT	7145	Leadership in a World of Change
BCIT	TMGT	7152	Implementation Issues in Data Management
BCIT	TMGT	8103	Technology Assessment
BCIT	TSDA	1107	Interpreting Construction Drawings
BCIT	TSDA	1108	Surveying Fundamentals
BCIT	TSDA	1111	Road Design Fundamentals
BCIT	TSDA	1127	Fundamentals of Geology and Soils
BCIT	TSYH	1101	Introduction to Technical Communication Part 1
BCIT	TSYH	1102	Introduction to Technical Communication Part 2
BCIT	TSYH	1105	Oral Communications
BCIT	TSYH	1120	Technical Mathematics Part 1
BCIT	TSYH	1150	Strength of Materials Part 1: Forces on Systems

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Page 126
AED-2011-00069   9

BCIT	TSYH	1151	Strength of Materials Part 2: Stress/Strain
BCIT	TSYH	1160	Graphical Communication
BCIT	TSYH	1166	Maps and Topographic Drawings
BCIT	TSYH	1573	Bridge Inspection Part 1
BCIT	TSYH	2103	Reporting Technical Information
BCIT	TSYH	2104	Writing Analytical Reports
BCIT	TSYH	2574	Bridge Inspection Part 2
BCIT	TSYH	3142	Hydrology Part 2: Flood Flow Determination
BCIT	TSYH	3143	Hydrology Part 3: Rational Method Application
BCIT	TSYH	3145	Fundamentals of Fluids
BCIT	TSYH	3146	Flow Under Pressure
BCIT	TSYH	3201	Soils Technology Part 1: Basic Properties
BCIT	TSYH	3203	Soils Technology Part 2: Engineering Properties
BCIT	TSYH	3206	Soils Technology Part 3: Field Investigation
BCIT	TSYH	3220	Aggregates Part 1: Basic Properties
BCIT	TSYH	3221	Aggregates Part 2: Production and Quality Control
BCIT	TSYH	3230	Concrete Technology Part 1: Basic Properties
BCIT	TSYH	3231	Concrete Technology Part 2: Mix Design
BCIT	TSYH	3232	Concrete Technology Part 3: Placing
BCIT	TSYH	3460	Contracts Part 1: Types of Contracts and Contract Documents
BCIT	TSYH	3575	Bridge Inspection Part 3
BCIT	TSYH	4195	Civil Tech Project
BCIT	TSYH	4199	Technical Report
BCIT	TSYH	4210	Geotechnical Design Part 1: Earth Slope Stability
BCIT	TSYH	4212	Geotechnical Design Part 2: Rock Slope Stability
BCIT	TSYH	4214	Geotechnical Design Part 3: Foundations
BCIT	TSYH	4216	Geotechnical Design Part 4: Retaining Structures
BCIT	TSYH	4401	Highway Construction Part 1: Clearing and Excavation
BCIT	TSYH	4402	Highway Construction Part 2: Earthmoving
BCIT	TSYH	4403	Highway Construction Part 3: Compaction and Stabilization
BCIT	TSYH	4501	Highway Design Part 1: Basic Design Data
BCIT	TSYH	4503	Highway Design Part 2: Route Selection
BCIT	TSYH	4507	Highway Design Part 3: Earthworks
BCIT	TSYH	4530	Subdivision Planning/Design Part 1: Land Use Planning
BCIT	TSYH	4532	Subdivision Planning/Design Part 2: Urban Street Design
BCIT	TSYH	4539	Subdivision Layout Design 5
BCIT	TSYH	4580	Transportation Planning Part 1
BCIT	TSYH	4582	Transportation Planning Part 2
BCIT	TSYH	4720	Engineering Economics Part 1: Fundamentals of Financial Calculations
BCIT	TSYH	4721	Engineering Economics Part 2: Introduction to Engineering Economics
BCIT	VENT	200	The Enterpriser
CAM	COMP	156	Computer Concepts

CAM	ELC	110	Developmental Perspectives 1
CAM	ENGL	150	English Composition
CAM	ENGL	160	Introduction to Literature
CAP	ABTO	100	Online Learner Success
CAP	ABTO	101	Computers and the Internet
CAP	ABTO	102	Administrative Procedures
CAP	ABTO	103	Records Management
CAP	ABTO	110	Keyboarding I
CAP	ABTO	111	Word Processing I
CAP	ABTO	112	Keyboarding II
CAP	ABTO	113	Word Processing II
CAP	ABTO	114	Spreadsheets I
CAP	ABTO	115	Database
CAP	ABTO	116	Presentation Software
CAP	ABTO	117	Outlook
CAP	ABTO	118	Desktop Publishing
CAP	ABTO	120	Business English
CAP	ABTO	121	Business Communications
CAP	ABTO	122	Website Design & Maintenance
CAP	ABTO	123	Transcription
CAP	ABTO	130	Business Calculators & Math
CAP	ABTO	131	Accounting Level I
CAP	ABTO	132	Accounting Level II
CAP	ABTO	133	Spreadsheets II
CAP	ABTO	134	Computerized Accounting
CAP	ABTO	140	Human Relations
CAP	ABTO	141	Job Search
CAP	EDUC	166	Child Development I
CAP	EDUC	350	Advanced Child Development
CAP	LAW	300	Contracts I
CAP	LGAO	100	Intro Canadian Legal System
CAP	LGAO	115	Legal Office Procedures
CAP	LGAO	125	Litigation Procedures I
CAP	LGAO	130	Litigation Procedures II
CAP	LGAO	135	Family Litigation Procedures
CAP	LGAO	140	Corporate Procedures I
CAP	LGAO	145	Conveyancing Procedures I
CAP	LGAO	150	Conveyancing Procedures II
CAP	LGAO	155	Wills and Estates
CAP	LGAO	160	Corporate Procedures II
CAP	LGAO	165	Personal Injury
CAP	MOAO	100	Medical Terminology I
CAP	MOAO	101	Medical Terminology II

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Page 128
AED-2011-00069   11

CAP	MOAO 102	Med Term III Pharm & Spec
CAP	MOAO 120	Medical Transcription
CAP	MOAO 130	Medical Admin Procedures
CAP	MOAO 131	Clinical Procedures & Practice
CAP	MOAO 140	Medical Billing – Manual
CAP	MOAO 141	Medical Billing – Computerized
CNC	ABST 110	Metis Studies
CNC	ABST 111	Metis Studies Ii–Art Mat & Cu
CNC	ABTC 50	Online Learner Success
CNC	ABTC 60	Computers and the Internet
CNC	ABTC 65	Keyboarding Speed I
CNC	ABTC 66	Keyboarding II
CNC	ABTC 67	Databases
CNC	ABTC 68	Spreadsheets I
CNC	ABTC 69	Presentation Software
CNC	ABTC 70	Word Processing Level I
CNC	ABTC 71	Word Processing II
CNC	ABTC 72	Spreadsheets II
CNC	ABTC 75	Human Relations
CNC	ABTC 80	Business Math and Calculator Skills
CNC	ABTC 81	Accounting I
CNC	ABTC 82	Accounting II
CNC	ABTC 83	Computerized Accounting
CNC	ABTC 85	Business English
CNC	ABTC 86	Business Communications
CNC	ABTC 90	Administrative Procedures
CNC	ABTC 91	Records Management
CNC	ABTC 95	Job Search Techniques
CNC	ABTL 10	Introduction to the Canadian Legal System
CNC	ABTL 20	Legal Office Procedures
CNC	ABTL 30	Litigation Procedures I
CNC	ABTL 40	Litigation Procedures II
CNC	ABTL 50	Family Litigation Procedures
CNC	ABTL 60	Corporate Procedures I
CNC	ABTL 65	Corporate Procedures II
CNC	ABTL 70	Conveyancing Procedures I
CNC	ABTL 80	Conveyancing Procedures II
CNC	ABTL 90	Wills and Estates
CNC	ABTM 10	Medical Administrative Proced
CNC	ABTM 20	Medical Billing–Manual
CNC	ABTM 25	Medical Billing–Computerized
CNC	ABTM 30	Medical Terminology I

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12

Page 129
AED-2011-00069

12

CNC	ABTM	35	Medical Terminology II
CNC	ABTM	36	Medical Transcription
CNC	ABTM	37	Medical Terminology III
CNC	ABTM	40	Medical Clinical Proc & Pract
CNC	AECE	151	Prenatal Infant & Toddler Dev
CNC	AECE	154	Guiding & Caring for Young Ch
CNC	AECE	156	Program Planning I
CNC	AECE	157	Historical Perspectives in Ece
CNC	AECE	161	Pre-School & School Aged Dev
CNC	AECE	164	Professional Interactions
CNC	AECE	166	Program Planning II
CNC	AECE	167	Curriculum Development
CNC	AECE	170	Observ. & Rec. Childrens Behav
CNC	AECE	172	Health, Safety & Nutrition
CNC	AECE	175	Language & Literature in Ece
CNC	AECE	177	Working With Families
CNC	AECE	190	AECE Practicum I
CNC	AECE	191	AECE Practicum II
CNC	AECE	192	AECE Practicum III
CNC	CEEL	158	Dc Fundamentals Common Core Etcc-150
CNC	CEFR	121	Forestry Training - Technology Courses
CNC	ENGL	219	Contemp. First Nations Authors
CNC	ENGL	220	Children's Lit-First Nations
CNC	FASD	260	Fetal Alcohol Spectrum Disorder: Awareness & Action
CNC	FASD	300	Fasd Support Strategies
CNC	FASD	305	Fasd Brain and Behaviour
CNC	FASD	315	Advanced Topics in FASD
CNC	FASD	330	Addictions
CNC	FASD	335	Fasd Prevention
CNC	MRAD	122	Pathology 1
CNC	MRAD	124	Radiobilogy & Radiation Protec
CNC	NCIT	100	Business of Info Tec
CNC	NCIT	102	Computer Hardware
CNC	NCIT	106	Intro to Programming
CNC	NCIT	108	Operating Systems I
CNC	NCIT	110	Professionalism & Cust Service
CNC	NCIT	112	Foundation of Web Development
CNC	NCIT	114	Networking
CNC	NCIT	118	Operating Systems II
CNC	NCIT	120	Found of Systems Development
CNC	NCIT	122	Foundation Project
CNC	OASW	102	Aboriginal Appropriate Pract.
CNC	SSWK	145	Communication & Interpersonal Relationship Skills

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Page 130
AED-2011-00069   13

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CNC    TRTC  100     Safety, Legal & Ethical Issues
CNC    TRTC  150     Intro to Substitute Teaching
COTR   ACCT  261     Accounting 1
COTR   ACCT  262     Accounting 2
COTR   ACCT  263     Financial Accounting for Non-Accountants
COTR   ACCT  265     Managerial Accounting and Finance for Non-Accountants
COTR   ACCT  369     Quantitative Methods in Business
COTR   ACCT  371     Managerial Finance 1
COTR   ACCT  372     Managerial Finance 2
COTR   ACCT  373     Intermediate Accounting 1
COTR   ACCT  374     Intermediate Accounting 2
COTR   ACCT  375     Management Accounting 1
COTR   ACCT  376     Management Accounting 2
COTR   ACCT  262L    Lab: Accounting 2
COTR   ANTH  105     Intr Aboriginal Comm. Health & Wellness
COTR   ANTH  120     Aboriginal World Views
COTR   BIOL  90      Biology - Provincial Level
COTR   CHEM  80      Chemistry - Advanced Level
COTR   COMC  101     Technical and Professional Writing
COTR   COMC  102     Advanced Professional Communication
COTR   COMC  121     Media Studies 1
COTR   COMC  253     Intercultural Communication
COTR   COMP  80      Computer Science-Advanced Lev.
COTR   COMP  153     Intro to Computers & Data Processing
COTR   COMP  154     Computer Applications in Business
COTR   COMP  153L    Lab: Intro to Computers & Data Processin
COTR   COMP  154L    Lab: Computer Appl.In Bus.
COTR   COSU  90      College Success
COTR   CRIM  101     Introduction to Criminology
COTR   CRIM  103     Psyc. Expl.Of Criminal & Deviant Behavio
COTR   CRIM  131     Intro. to the Criminal Justice System
COTR   CRWT  202     Creative Nonfiction
COTR   CRWT  208     Special Projects
COTR   CYFS  101     Interpersonal Communications
COTR   CYFS  102     Observing & Recording Across the Lifespan
COTR   CYFS  105     Professional Communications
COTR   CYFS  110     Capstone
COTR   CYFS  116     Lifespan Development
COTR   EAP   101     Education Assistant Foundations
COTR   EAP   104     Practicum 1
COTR   EAP   105     Adapting & Modifying Curriculum
COTR   EAP   107     Practicum 2
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COTR  EAP   108    Autism
COTR  EAP   109    Education Systems & Structures
COTR  EAP   110    Health Care in the School System
COTR  EAP   111    Understanding K–12 Curriculum
COTR  EAP   201    Supporting Students with FASD in the K–12 Classroom
COTR  EAP   202    Technology and Augmentative Communication in the K–12 Classroom
COTR  EAP   203    Understand & Guiding Students with Challenging Behaviors
COTR  EAP   204    Common Exceptionalities in the Classroom with Challenging Behaviors
COTR  ECED  105    Developing Relationships With Young Children
COTR  ECED  113    Health, Safety and Nutrition
COTR  ECED  120    Professional Conduct
COTR  ECED  125    Practicum 1
COTR  ECED  126    Practicum 2
COTR  ECED  128    Practicum 3
COTR  ECED  129    Intro to Early Childhood Education
COTR  ECED  131    Principles of Program Development
COTR  ECED  137    Creating Curriculum With Young Children
COTR  ECED  138    Creating Curriculum With Young Children
COTR  ECED  149    Studies in Diversity
COTR  ECED  150    Guiding Behaviours
COTR  ECED  201    Advanced Child Growth & Dev.
COTR  ECED  206    Working With Families
COTR  ECED  208    Supervision & Administration in Early Childhood Setting
COTR  ECED  213    Advanced Health, Safety and Nutrition
COTR  ECED  218    Planning Programs for Infants & Toddlers
COTR  ECED  229    ECED Infant & Toddler Diploma Practicum
COTR  ECED  250    Adapting Early Childhood Settings
COTR  ECED  253    ECED Special Needs Diploma Practicum
COTR  ECON  101    Microeconomics
COTR  ECON  102    Macroeconomics
COTR  ENGL  70     English – Intermediate Level
COTR  ENGL  80     English – Advanced Level
COTR  ENGL  90     English – Provincial Level
COTR  ENGL  91     Technical & Professional English
COTR  ENGL  92     English – Essentials
COTR  ENGL  100    English Composition
COTR  ENGL  102    Introduction to Prose Fiction
COTR  ENGL  248    Travel Writing
COTR  ENGL  268    Sport Literature
COTR  ENGL  100T   Tutorial: English Comp.
COTR  FNST  101    First Nations Studies 1
COTR  FNST  105    Indigenizing Practice
COTR  FNST  203    Aboriginal Ways of Knowing
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Page 132
AED-2011-00069   15

COTR GLST 201   Self-Directed Study in International Business
COTR GLST 390   Capstone Project in Global Studies
COTR HIST 201   Pre-Confederation Canada -1867
COTR HSWR 101   Disability Studies
COTR HSWR 103   Counselling Skills
COTR HSWR 106   Families
COTR HSWR 108   Health & Wellness
COTR HSWR 117   Systems & Structures
COTR HSWR 118   Practicum 1
COTR HSWR 119   Practicum 2
COTR HSWR 120   Behavior Analysis
COTR HSWR 200   Roles & Responsibilities
COTR HSWR 201   Trends and Issues
COTR HSWR 210   Researching Education and Human Service
COTR HSWR 211   Conflict Resolution
COTR HSWR 212   Crisis Intervention
COTR HSWR 213   Intr to Mental Health Issues Child/Youth
COTR HSWR 214   Introduction to Addictions
COTR HSWR 215   Issues in Adolescence
COTR KTUN 101   Introduction to Ktunaxa Language
COTR KTUN 102   Basic Ktunaxa Language
COTR KTUN 101L Lab: Introduction to Ktunaxa Language
COTR KTUN 102L Lab: Basic Ktunaxa Language
COTR LING 101   Introduction to Linguistics
COTR MATH 70   Mathematics-Intermediate Level
COTR MATH 82   Developmental Math
COTR MATH 101   Finite Mathematics 1
COTR MATH 105   Mathematics for Teachers
COTR MATH 111   Business Mathematics
COTR MATH 101T Tutorial: Finite Math 1
COTR MATH 105T Tutorial: Mathematics for Teachers
COTR MGMT 202   Business Ethics
COTR MGMT 204   Principles of Management
COTR MGMT 216   Organizational Behaviour
COTR MGMT 310   Sustainability Theory and Metrics
COTR MGMT 312   Business Law
COTR MGMT 316   Entrepreneurship and Small Business Management
COTR MGMT 318   Research Methods
COTR MGMT 410   Managing Sustainable Operations
COTR MGMT 411   Business Management Review
COTR MGMT 470   Sustainable Business Project Development And Research
COTR MGMT 480   Sustainable Business Project Project Implementation

COTR	MGMT	490	Sustainable Business Project Evaluation And Presentation
COTR	MKTG	281	Principles of Marketing
COTR	NRBG	156	Building a Public Service
COTR	NST	207	Administering SQL Server
COTR	NST	284	Installing and Configuring Microsoft Exchange Server
COTR	OFAD	133	Business Communications I
COTR	OFAD	135	Administrative Procedures 1
COTR	OFAD	150	Employability Skills
COTR	OFAD	155	Keyboarding 1
COTR	OFAD	156	Keyboarding 2 (50 Wpm)
COTR	OFAD	157	Business Calculators
COTR	OFAD	158	Windows & E-File Management
COTR	OFAD	160	Word Processing 1
COTR	OFAD	165	Word Processing 2
COTR	OFAD	170	Bookkeeping 1
COTR	OFAD	172	Bookkeeping 2
COTR	OFAD	178	Simply Accounting
COTR	OFAD	181	MS Excel 1
COTR	OFAD	182	MS Access 1
COTR	OFAD	183	MS PowerPoint 1
COTR	OFAD	184	MS Publisher
COTR	OFAD	220	Desktop Publishing
COTR	OFAD	233	Business Communications 2
COTR	OFAD	235	Administrative Procedures 2
COTR	OFAD	250	Business Portfolio
COTR	OFAD	260	Word Processing 3
COTR	OFAD	275	Bookkeeping 3
COTR	OFAD	281	MS Excel 2
COTR	OFAD	285	Ms Excel 3
COTR	PADM	341	Local Government Services in BC
COTR	PADM	343	Local Government Law in BC
COTR	PADM	440	Local Government Administration in BC
COTR	PADM	442	Local Government Finance in BC
COTR	PHIL	180	The Search for Meaning
COTR	PHYS	90	Physics - Provincial Level
COTR	POLI	202	Environmental Politics
COTR	PSYC	90	Social Psychology
COTR	PSYC	101	Introduction to Psychology 1
COTR	PSYC	102	Introduction to Psychology 2
COTR	PSYC	103	Psyc. Expl.Of Criminal & Deviant Behavio
COTR	PSYC	265	Psychology of Religion
COTR	PSYC	270	Environmental Psychology
COTR	RELS	180	The Search for Meaning

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Page 134
AED-2011-00069   17

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COTR  RELS   265    Psychology of Religion
COTR  SCIE   70     Science – Intermediate Level
COTR  SCIE   82     Advanced Level Sscience – Advanced Level
COTR  SOCI   101    Sociology & the Individual
COTR  SOCI   240    Aboriginal Family Support Studies
COTR  STAT   106    Statistics
COTR  STAT   106L   Lab: Statistics
COTR  STAT   106T   Tutorial: Statistics
DOUG  CCSD   1100   Online PLAR
DOUG  CCSD   2100   Flexible Completion
DOUG  CRIM   1100   Intro to Criminal Justice Syst
DOUG  CRIM   1160   The Canadian Legal System
DOUG  CYCC   1100   On-Line PLAR
DOUG  DOPT   2101   Theory Contact Lens/Opt Tech I
DOUG  DOPT   2111   Clncl in Cntct Lns/Opt Tech I
DOUG  DOPT   2113   Lab in Contact Lens/Opt Tech I
DOUG  DOPT   2201   Thry in Cntct Lns/Opt Tech II
DOUG  DOPT   2211   Clncl in Cntct Lns/Opt Tech II
DOUG  DOPT   2213   Lab in Cntct Lens/Opt Tech II
DOUG  DOPT   2311   Clncl in Cntct Lns/Opt TechIII
DOUG  DOPT   2401   Contact Lens Theory 1
DOUG  DOPT   2411   Clinical Dispensing I
DOUG  DOPT   2413   Contact Lens Laboratory 1
DOUG  ECED   1000   Online PLAR
DOUG  HIMP   2320   Health Information Mngmnt III
DOUG  HIMP   2420   Health Info Management IV
DOUG  MARK   1120   Introductory Marketing
DOUG  MARK   5120   Introductory Marketing
DOUG  MATH   1160   Intro to Statistics
DOUG  OADM   1104   Online Learner Success
DOUG  OADM   1106   Keyboarding
DOUG  OADM   1107   Business English
DOUG  OADM   1115   Introduction to Database
DOUG  OADM   1242   Accounting I
DOUG  OADM   1430   Legal Office Procedures
DOUG  OADM   1431   Intro to Canadian Legal System
DOUG  OADM   1432   Litigation Procedures I
DOUG  OADM   1433   Litigation Procedures II
DOUG  OADM   1434   Family Litigation Procedures
DOUG  OADM   1435   Conveyancing Procedures I
DOUG  OADM   1436   Conveyancing Procedures II
DOUG  OADM   1437   Wills and Estates
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18

Page 135
AED-2011-00069   18

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DOUG OADM 1438  Corporate Procedures I
DOUG OADM 1439  Corporate Procedures II
DOUG OADM 1450  Medical Admin Procedures
DOUG OADM 1451  Medical Terminology I
DOUG OADM 1452  Medical Terminology II
DOUG OADM 1453  Medical Terminology III
DOUG OADM 1454  Medical Billing Procedures I
DOUG OADM 1455  Medical Billing Procedures II
DOUG OADM 1456  Medical Transcription
DOUG OADM 1457  Clinical Procedures & Practice
DOUG PHIL   3125  Ethics for Psychiatric Nursing
DOUG PNUR   3171  Family Health Promotion PNUR
DOUG PNUR   3700  Prof Psych Nursing Concepts
DOUG PNUR   3723  Psychiatric GerontologicalNurs
DOUG PNUR   4503  Comprehensive Geriatric Theory
DOUG PNUR   4572  PNUR Community Concepts
DOUG PNUR   4573  Psyc Nurs Children/Adolescents
DOUG PNUR   4574  Emergency Mental Health Nurs
DOUG PNUR   4575  Psychiatric Nursing Research
DOUG PNUR   4585  PNUR in Addiction/Mental Hlth
DOUG PNUR   4710  Adjunctive Therapies
DOUG PNUR   4724  PNUR/Criminal Justice System
DOUG PRFU   1190  Markets & Job Applications
DOUG PSYC   1130  Lifespan Human Development
DOUG PSYC   1200  An Intro to Psychology II
DOUG PSYC   2300  Data Analysis in Psyc
DOUG SPSC   5491  Nutrition School-Aged Children
DOUG SPSC   5495  Applied Studies in Phys Ed
ECUAD      AHIS  103  Introduction to Visual Culture II
ECUAD      DHIS  340  B.C. Design History
ECUAD      ENGL  200  Creative Writing
ECUAD      FVIM  331  Experimental Practices
ECUAD      GSML  502  Media + Visual Arts Advanced Studio II
ECUAD      GSML  503  Masters Thesis Project, Media + Visual Arts
ECUAD      GSML  505  Seminar in Research II Seminar in Research II
ECUAD      HUMN 311  Visual Art Seminar
ECUAD      SOCS  411  Professional Practice
JIBC    ABL   104  Justice Issues in Aboriginal Communities
JIBC    ABL   105  The Gladue Decision: Implications for Community Supervision and Development
JIBC    AD    120  Fetal Alcohol Spectrum Disorder An Overview
JIBC    APO   155  The Adult Probation Officer
JIBC    BIOL  203  Human Anatomy and Physiology
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Page 136
AED-2011-00069   19

JIBC	BYLAW	101	Bylaw Compliance, Enforcement & Investigative Skills Certificate Program Level 1
JIBC	CCR	141	Introduction to Conflict Analysis and Resolution
JIBC	CCR	150	Theoretical Foundations of Dispute Resolution
JIBC	CCR	211	Civil Procedure
JIBC	CCR	292	Mediating the Financial Aspects of Separation
JIBC	CCR	296	Ethical Dilemmas for Mediators in British Columbia
JIBC	CCR	297	Ethical Dilemmas for Mediators in Alberta
JIBC	CCR	510	Integrating Brain Science and Conflict
JIBC	CCR	511	Engaging Conflict Consciously: Expanding Emotional and Conflict Intelligence
JIBC	CCR	512	Intervening in Conflict through Movement and Expressive Arts
JIBC	CCR	513	Harnessing Negotiating Power
JIBC	CMD	110	Incident Command System Level 100
JIBC	CMD	112	Incident Command System Level 100 (BC Version)
JIBC	CORR	605	Family Violence: Impact on Separation and Divorce
JIBC	CORR	606	Introduction to Family Justice Services in BC
JIBC	CPD	105	Paramedic in Industry
JIBC	CPD	126	Paramedic Intravenous Therapy & Protocol Update
JIBC	CPD	127	Intravenous Therapy Refresher Course
JIBC	CS	200	PCP Clinical Sciences Anatomy and Physiology 200
JIBC	CT	501	Theoretical Foundation in Complex Trauma
JIBC	EM	110	Introduction to Emergency Management in Canada
JIBC	EM	150	Introduction to Emergency Management Exercise Design
JIBC	EM	159	Emergency Management Exercise Design Capstone Project
JIBC	EM	170	Introduction to Business Continuity Management
JIBC	EMDE	950	Emergency Management Final Assessment
JIBC	ENGL	100	Academic Writing
JIBC	ENGL	105	Critical Reading and Writing Skills
JIBC	EOC	110	Introduction to Emergency Operations Centres
JIBC	ESIT	100	Emergency Services Instructor Training
JIBC	ESM	120	A Systems Approach to Business
JIBC	ESM	140	Foundations of Safety and Security
JIBC	ESM	142	Foundations of Emergency Management I: Planning and Preparedness
JIBC	ESM	145	Emergency and Security Legislation
JIBC	ESM	221	Introduction to Information Management
JIBC	ESM	235	Crisis Communications
JIBC	ESM	240	Introduction to Hazard and Risk Management
JIBC	ESM	242	Foundations of Emergency Management II: Response and Recovery
JIBC	ESM	244	Foundations of Business Continuity Management
JIBC	ESM	245	Critical Infrastructure Protections Systems
JIBC	ESM	290	Diploma in Emergency and Security Management Capstone Project
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20

Page 137
AED-2011-00069

20

JIBC	ESM	330	Technology Applications in Security and Emergency Management Environments
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JIBC	ESM	341	Introduction to Intelligence Analysis
JIBC	ESM	343	Understanding Trauma and Dealing with Critical Incidents
JIBC	ESM	401	Ethical Issues in Security & Emergency Management
JIBC	ESM	420	Root Cause Analysis and Problem Identification
JIBC	ESM	425	Policy Development and Implementation
JIBC	ESM	435	Issues and Crisis Management
JIBC	ESM	440	Strategic Partnering
JIBC	ESM	444	Advanced Business Continuity Management
JIBC	ESM	490	Bachelor of Emergency & Security Management Studies Capstone Project
JIBC	ETHS	100	Applied Ethics
JIBC	F	210	Organizational Behaviour
JIBC	F	215	Personnel Management in the Fire Service I
JIBC	F	220	Fire Service Strategic Planning I
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JIBC	F	250	Fire Service Law
JIBC	F	265	Personnel Management in the Fire Service II
JIBC	F	270	Master Planning
JIBC	FAM	103 E	ffects of Separation and Divorce on Adults
JIBC	FAM	104 E	ffects of Separation and Divorce on Children
JIBC	FAM	108	Substance Use Issues in Family Justice
JIBC	FAM	109	Multicultural Issues in Family Justice
JIBC	FAM	112	Child Support Guidelines
JIBC	FAM	115	Mediated Agreements and Related Court Orders
JIBC	FAM	201	Custody and Access Report Writing
JIBC	FAM	300	Introduction to Family Justice Services in Canada
JIBC	FC	176	Child Passenger Safety Educator II (Technician)
JIBC	FC	270	Master Planning
JIBC	FOCP	111	Company Inspections
JIBC	FOCP	130	Budget Management
JIBC	FOCP	131	Leading People I
JIBC	FOCP	133	Community and Organizational Leadership I
JIBC	FOCP	134	Planning & Evaluation I
JIBC	FOCP	141	Leading People II
JIBC	FOCP	143	Community & Organizational Leadership II
JIBC	FPIN	175	Fire Investigator Fire Cause and Origin II
JIBC	FRIEORW	119	First Responder Instructor/Evaluator Online Refresher Workshop
JIBC	FSDEX	210	Fire Protection in the Global Community
JIBC	FSS	100	Communication Skills
JIBC	FSS	110	Fire Service Supervision
JIBC	FSS	120	Fire Service Operations
JIBC	FSS	130	Fire Service Administration

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Page 138
AED-2011-00069   21

JIBC	FSS	140	Effective Presentations and Instructional Techniques
JIBC	FSS	210	Communicating with Community and Government
JIBC	FSS	215	Strategic Planning-Community Risk Reduction
JIBC	FSS	216	Fire Investigator
JIBC	FSS	220	Managing Change in the Fire Service
JIBC	FSS	225	Leading Inclusive Cultures in Emergency Services
JIBC	FSS	230	Essentials of Project Management in the Fire Service
JIBC	FSS	235	Strategic Planning for the Fire Service
JIBC	FSS	245	Financial Management
JIBC	FSS	282	Building Construction: Issues in Fire Safety
JIBC	FSS	310	The Fire Service and Local Government
JIBC	FSS	312	Public Sector and Non-Profit Management
JIBC	FSS	314	Public Sector Research and Analysis
JIBC	FSS	315	Community Fire Protection
JIBC	FSS	320	Maximizing Human Resources in the Fire Service
JIBC	FSS	340	Statistical Foundations for Decision Making in the Fire Service
JIBC	FSS	350	Fire Service Law
JIBC	FSS	375	Communicating in Crisis
JIBC	FSS	381	Fire-Related Human Behaviour
JIBC	FSS	390	Labour Management in the Fire Service
JIBC	FSS	407	Managing Service Delivery
JIBC	FSS	410	Risk Management in the Fire Service
JIBC	FSS	420	Public Policy Process
JIBC	FSS	422	Ethical Public Management
JIBC	FSS	430	Managing Information and Technology in the Fire Service
JIBC	FSS	437	Public Sector Program Evaluation and Performance Measurement
JIBC	FSS	480	Emergency Planning for the Fire Service
JIBC	FSS	482	Managerial Issues in Chemical, Biological, Radiological and Nuclear Incidents
JIBC	FSS	483	Fire Protection Design and Evaluation
JIBC	FSS	484	The Contexts of Fire Service Governance
JIBC	INDC	130	Facilitating Online Learning
JIBC	INDC	131	Working with Tools for Online Learning
JIBC	INTL	500	Intelligence Theories and Applications
JIBC	INTL	501	INTL501-Intelligence Communications
JIBC	INTL	502	INTL502-Advanced Analytical Techniques
JIBC	INTL	505	INTL505-Tactical Criminal Intelligence
JIBC	INTL	507	INTL507-Analytical Methodologies for Tactical Criminal Intelligence
JIBC	INTL	510	INTL510-Competitive Intelligence
JIBC	INTL	512	INTL-512 Analyzing Financial Crime
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JIBC	PARA	312	Professional Practice
JIBC	PARA	321	Foundations of Paramedic Practice

JIBC   PARA   351   Classic ACP Cases I
JIBC   PARA   391   Clinical Practicum I
JIBC   PARA   413   Health Care in Communities
JIBC   PARA   451   Classic ACP Cases II
JIBC   PARA   491   Clinical Practicum II
JIBC   PATH   214   Pathophysiology
JIBC   PHARM   215   Pharmacology 215
JIBC   PPC   200   Capstone Project
JIBC   PPC   214   Professional Practice:Evidence-based Practice
JIBC   PSP   121   Basic Security Training
JIBC   PSP   184   Gaming Security Officer Theory
JIBC   PSYC   201   Introduction to Psychology
JIBC   SAR   102   Introduction to Search and Rescue in British Columbia
JIBC   SAR   150   Avalanche Skills for Search and Rescue
JIBC   SOAP   105   STATIC-99R: Sex Offender Risk Assessment
JIBC   SOAP   106   STABLE-2007/ACUTE-2007: Sex Offender Needs Assessment
JIBC   SRT   126   Field Based Training
JIBC   STATS 100   Statistics
JIBC   TM   200   Intelligence Officer: Level 1
JIBC   YCD   100   Building Capacity for Collaborative Practice
JIBC   YPO   102   Overview of the Youth Justice System
JIBC   YPO   103   Overview of the Youth Criminal Justice Act
JIBC   YPO   104   Community Youth Probation Officer
Kwantlen   ACCT   1110   Principles Of Accounting I
Kwantlen   ACCT   2293   Intro. To Financial Acct.
Kwantlen   BUQU   1130   Business Mathematics
Kwantlen   BUSI   1215   Organizational Behaviour I
Kwantlen   BUSI   1250   Human Resources Management I
Kwantlen   CAHS   3500   Nursing Concepts & Theories
Kwantlen   CMNS   1140   Intro to Professional Communic
Kwantlen   CMNS   1217   Writing Specialized Wrkplce 2
Kwantlen   CRIM   1100   Intro. to Criminology
Kwantlen   CRIM   1101   Criminal Justice System Intro
Kwantlen   CRWR   1100   Intro. to Creative Writing I
Kwantlen   CRWR   1110   Intro. To Creative Writing II
Kwantlen   CRWR   2300   Drama, Fiction and Poetry I
Kwantlen   CRWR   2310   Drama, Fiction And Poetry II
Kwantlen   CRWR   3120   Screenwriting I
Kwantlen   CRWR   3130   Creative Non-Fiction I
Kwantlen   CRWR   3220   Screenwriting II
Kwantlen   CRWR   3230   Creative Non-Fiction II
Kwantlen   CRWR   4120   Advanced Screenwriting
Kwantlen   CRWR   4130   Advanced Creative Non-Fict I

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Page 140
AED-2011-00069   23

Kwantlen	ECON	1150	Principles of Microeconomics
Kwantlen	ECON	1250	Principles of Macroeconomics
Kwantlen	ENGL	1100	Writing, Read & Think:An Intro
Kwantlen	ENGL	1202	Read & Write Select. Topics
Kwantlen	ENGQ	1099	Writing Skills with Readings
Kwantlen	HORT	1102	Botany for Horticulture
Kwantlen	HORT	2442	Arboriculture II
Kwantlen	MRKT	1199	Introduction to Marketing
Kwantlen	NRSG	3190	Access for Registered Nurses
Kwantlen	PSYC	1100	Intro to Psyc: Basic Processes
Kwantlen	PSYC	1200	Intro.to Psyc: Areas & Applic
Kwantlen	PSYC	2330	Social Psychology
Kwantlen	PSYC	2350	Psychopathology
Kwantlen	PSYC	2385	Cognition
Kwantlen	PSYN	3240	Qualitative/Quantitative Anal.
Kwantlen	TALK	1178	Language Series
Langara	ANTH	1120	Introduction to Cultural Anthropology
Langara	ANTH	1132	Introduction to Archaeology
Langara	ANTH	1150	Regional Studies in Anthropology: Pacific Northwest
Langara	BCAP	1200	Business Computer Applications I
Langara	BCAP	3200	Business Information Systems
Langara	BUSM	1100	Introduction to Business in Canada
Langara	BUSM	2200	Organizational Behaviour
Langara	CSIS	1300	Systems Analysis & Design
Langara	CSIS	2500	Management Information Systems
Langara	ENGL	1127	Essay Writing and Short Prose Selections
Langara	ENGL	1129	Modern Novel, Poetry, and Drama
Langara	FMGT	1116	Accounting for Managers
Langara	FMGT	4221	Accounting Theory
Langara	FSRV	1113	Food Service Systems
Langara	FSRV	2329	Food Service Supervision Practicum
Langara	FSRV	2429	Food Service Management
Langara	FSRV	2529	Food Service Supervision – Final Practicum
Langara	FSRV	3114	Food Production – Standards of Quality I
Langara	FSRV	3214	Food Production – Standards of Quality II and Recipe Development
Langara	FSRV	4324	Quality Food Production
Langara	GEOG	1180	Physical Geography: Meteorology, Climatology and Biogeography
Langara	HIST	1130	Modern History (1939 to Present)
Langara	HIST	2239	Britain in the Nineteenth Century
Langara	INTB	2000	Introduction to International Business
Langara	LIBR	1111	Information Retrieval Tools & Techniques
Langara	LIBR	1118	Techniques I

Langara	LIBR	1120	Philosophy and Functions
Langara	LIBR	2411	Library Technologies and Information Management
Langara	LIBR	2418	Techniques IV – MARC Coding & Derived Cataloguing
Langara	MARK	1115	Introduction to Marketing
Langara	MARK	2100	Marketing Research
Langara	NUTR	2212	Nutrition II
Langara	NUTR	2422	Advanced Nutrition II
Langara	POLI	1119	Canadian Politics and Government
Langara	POLI	2229	Introduction to Urban Politics
Langara	PSYC	1115	Fundamentals of Psychology I
Langara	PSYC	1215	Fundamentals of Psychology II
Langara	PSYC	2322	Social Psychology
Langara	PSYC	2323	Psychology of Health and Adjustment
Langara	PSYC	2324	Developmental Psychology (Early Childhood)
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Langara	RECR	3200	Management of Community Events and Festivals
Langara	RECR	3230	Leadership and Management in Community Recreation
Langara	RECR	4270	Management of Recreation Facility Systems
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Langara	SOCI	1121	Introduction to Sociology: Structures and Processes
Langara	SOCI	1122	Sociology Through Literature
Langara	SOCI	1127	Social Problems
Langara	STAT	1182	Using Excel in First-Term Statistics
NIC	ABT	100	Introductory Keyboarding
NIC	ABT	101	Introduction to Computers & the Internet
NIC	ABT	102	Keyboarding II
NIC	ABT	109	Human Relations for Career Success
NIC	ABT	110	Records Management
NIC	ABT	111	Administrative Procedures
NIC	ABT	116	Word Processing Level I
NIC	ABT	117	Word Processing Level II
NIC	ABT	120	Job Search
NIC	ABT	126	Presentation Software
NIC	ABT	135	Electronic Databases
NIC	ABT	145	Electronic Spreadsheets
NIC	ABT	146	Advanced Electronic Spreadsheets
NIC	ABT	147	Business Calculators & Mathematics
NIC	ABT	148	Business English
NIC	ABT	149	Business Communications
NIC	ABT	150	GroupWare Using Outlook
NIC	ABT	151	Desktop Publishing
NIC	ABT	152	Integrated Project – Administrative
NIC	ABT	161	Accounting I

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Page 142
AED-2011-00069   25

NIC	ABT	162	Accounting II
NIC	ABT	165	Computerized Accounting
NIC	ABT	170	Introduction to the Canadian Legal System
NIC	ABT	171	Legal Office Procedures
NIC	ABT	172	Litigation Procedures I
NIC	ABT	173	Litigation Procedures II
NIC	ABT	174	Family Litigation Procedures
NIC	ABT	175	Conveyancing Procedures I
NIC	ABT	176	Conveyancing Procedures II
NIC	ABT	177	Corporate Procedures I
NIC	ABT	178	Corporate Procedures II
NIC	ABT	179	Wills and Estates
NIC	ABT	182	Medical Terminology I
NIC	ABT	183	Medical Terminology II
NIC	ABT	184	Medical Transcription
NIC	ABT	185	Medical Administrative Procedures
NIC	ABT	186	Medical Terminology III – Pharmacology And Specialties
NIC	ABT	187	Medical Billing Procedures – Manual
NIC	ABT	188	Medical Billing Procedures – Computerized
NIC	ABT	189	Clinical Procedures and Practice
NIC	ABT	200	Organizational Management
NIC	ABT	210	Written Business Communications and Presentations
NIC	ABT	220	Leadership & Supervision
NIC	ABT	230	Human Resource Management
NIC	ABT	240	Interpersonal Relations
NIC	ABT	250	Office Systems and Computer Essentials
NIC	BIO	60	Introducing Biology (College Preparatory Biology II)
NIC	BIO	060L	Introductory Biology Lab
NIC	BUS	112	Introductory Financial Accounting I
NIC	BUS	113	Introductory Financial Accounting II
NIC	BUS	150	Administrative Principles
NIC	BUS	162	Basic Marketing Principles & Practices
NIC	CHE	51	College Preparatory Chemistry I
NIC	ENG	32	Intermediate Writing Skills
NIC	ENG	33	Intermediate Sentence & Grammar Skills
NIC	ENG	34	Intermediate Reading Skills
NIC	ENG	52	Advanced English
NIC	ENG	98	Essay Writing and Critical Reading
NIC	ENG	115	Essay Writing and Critical Analysis
NIC	ENG	126	Composition & Indigenous Literature II
NIC	ENG	160 E	ffective Organizational Writing
NIC	FRE	100	Motifs I

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26

Page 143
AED-2011-00069

2(

NIC	FRE	101	Motifs II
NIC	FRE	120	Motifs III
NIC	FRE	121	Motifs IV
NIC	FRE	145	Intermediate French I
NIC	FRE	146	Intermediate French II
NIC	FRE	265	Advanced French I
NIC	FRE	266	Advanced French II
NIC	GEO	111	Introduction to Human Geography I
NIC	HIS	111	Canadian History: Pre-Confederation
NIC	HIS	112	Canadian History: 1867 – Present
NIC	MAT	23	Fundamental Mathematics Level I
NIC	MAT	24	Fundamental Mathematics Level 2
NIC	MAT	25	Fundamental Mathematics Level 3
NIC	MAT	33	Intermediate Mathematics I
NIC	MAT	34	Intermediate Mathematics II
NIC	MAT	46	Advanced Level – Developmental Mathematics II
NIC	MAT	53	Advanced Mathematics
NIC	MAT	54	Advanced Business/Technical Mathematics
NIC	MAT	60	Provincial ABE Mathematics
NIC	MAT	115	Introduction to Statistics
NIC	MAT	162	Mathematics for Elementary Education I
NIC	MAT	163	Mathematics for Elementary Education II
NIC	NUR	420	Advanced Pharmacology in Nursing Practice
NIC	PHY	50	College Preparatory Physics I
NIC	PHY	60	College Preparatory Physics II
NIC	PHY	050L	College Preparatory Physics I Lab
NIC	PHY	060L	College Preparatory Physics II Lab
NIC	PSY	130	Introductory Psychology I
NIC	PSY	131	Introductory Psychology II
NIC	SPN	100	Introductory Spanish I
NIC	SPN	101	Introductory Spanish II
NIC	SPN	200	Intermediate Spanish I
NIC	SPN	201	Intermediate Spanish II
NIC	SSA	100	Space Science and Astronomy: Introduction to Solar System Exploration
NIC	SSA	101	Space Science and Astronomy: Introduction to Deep Space Astronomy
NIC	SSA	100L	Sp Sci Ast: Intro Solar Sys Explor Lab
NIC	SSA	101L	Sp Sci Ast: Intro Deep Sp Ast Lab
NLC	ECEC	200	Curriculum 2
NLC	ECEC	201	Building Professional–Family Partner– Ships
NLC	ECEC	202	Administration and Leadership in Early Childhood Education
NLC	ECEC	203	Early Learning Framework
NLC	ECED	101	Principles & Practices I
NLC	ECED	150	The Early Childhood Professional Professional

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Page 144
AED-2011-00069   27

NLC	ECED	201	Non-Profit Management
NLC	ECED	207	Curriculum 3 Infants & Toddlers
NLC	ECED	215	Curriculum 4 Working With Children With Diverse Abilities
NLC	ECED	203A	Devlepmnt 3 Infants & Toddlers
NLC	EDAS	144	Curriculum Foundations
NLC	EDAS	145	School Foundations of Special Education
NLC	EDAS	146	Understanding Learning Challenges
NLC	EDAS	154	The Education Assistant Professional
NLC	ENGL	100	Academic Writing
NLC	ENGL	110	Introduction to Workplace Communications
NLC	ENGL	112	Prose Fiction
NLC	FNST	100	Aboriginal Peoples of Canada
NLC	HDEC	100	Essential Skills for Human Services Worker
NLC	HDEC	101	Human Development 1
NLC	HDEC	102	Health Safety and Nutrition
NLC	HDEC	103	Guiding and Caring
NLC	ICT	100	The Business of Information Technology
NLC	ICT	102	Computer Hardware
NLC	ICT	106	Introduction to Programming
NLC	ICT	108	Operating Systems I
NLC	ICT	110	Professionalism and Customer Service
NLC	ICT	112	Foundations of Web Development
NLC	ICT	114	Networking
NLC	ICT	118	Operating Systems II
NLC	ICT	120	Foundations of Systems Development
NLC	ICT	122	Foundation Project
NLC	MATH	104	Introduction to Statistics
NLC	MGMT	228	Business Law: Principles & Applications Applications
NLC	MGMT	290	Quantitative Methods for Business
NLC	POLI	101	The Government of Canada
NLC	PSYC	101	Introduction to Psychology I
NLC	PSYC	102	Introduction to Psychology II
NLC	PSYC	211	Developmental Psychology
NLC	PSYC	224	Organizational Behavior
NLC	WMST	100	Introduction to Women's Studies
NVIT	BIOL	120	Human Anatomy and Physiology
NWCC	ABT	101	Online Learner Success
NWCC	ABT	111	Keyboarding I
NWCC	ABT	121	Introduction to Computers and The Internet
NWCC	ABT	125	Outlook
NWCC	ABT	131	Word Processing 1
NWCC	ABT	136	Administrative Procedures

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28

Page 145
AED-2011-00069

28

NWCC ABT	151	Business English
NWCC ABT	171	Human Relations Success
NWCC ABT	177	Job Search Techniques
NWCC ABT	181	Records Management
NWCC ABT	191	Business Calculators and Mathematics
NWCC ABT	221	Accounting I
NWCC ABT	226	Accounting II
NWCC ABT	228	Desktop Publishing
NWCC ABT	229	Integrated Projects
NWCC ABT	236	Word Processing II
NWCC ABT	251	Business Communication
NWCC ABT	256	Database
NWCC ABT	266	Presentations
NWCC ABT	273	Spreadsheets I
NWCC ABT	274	Spreadsheets II
NWCC ABT	281	Computerized Accounting
NWCC ABT	286	Keyboarding II
NWCC ANTH	215	Archaeology of the Americas
NWCC CPSC	123	Computer Programming
NWCC CRIM	213	Women and Crime
NWCC ECE	104	Health, Safety and Nutrition
NWCC ECE	168	Professional Development I
NWCC ENGL	207	Introduction to First Nations' Literature in Canada
NWCC ENGL	267	Canadian Literature in English
NWCC GEOG	204	Spatial Analysis and Geographic Inforamtion Systems (gis)
NWCC ICT	100	Business of Information Technology
NWCC ICT	102	Computer Hardware
NWCC ICT	106	Introduction to Programming
NWCC ICT	108	Operating Systems 1
NWCC ICT	110	Professionalism & Customer Service
NWCC ICT	120	Foundations of Systems Development
NWCC ICT	214	Database Design
NWCC MATH	190	Principles of Mathematics for the Elementary Teacher
NWCC NCIT	100	Business of Information Technology
NWCC NCIT	102	Computer Hardware
NWCC NCIT	106	Introduction to Programming
NWCC NCIT	108	Operating Systems 1
NWCC NCIT	110	Professionalism & Customer Service
NWCC NCIT	112	Foundations of Web Development
NWCC NCIT	114	Networking
NWCC NCIT	118	Operating Systems II
NWCC NCIT	120	Foundations of Systems Development
NWCC NCIT	122	Foundation Project

NWCC NCIT	230	System & Application Scripting	
NWCC NCIT	234	Server Management	
NWCC WMST	101	Women in Canada	
Okanagan	BUAD	111	Financial Accounting I
Okanagan	BUAD	116	Marketing
Okanagan	BUAD	121	Financial Accounting II
Okanagan	BUAD	123	Management Principles
Okanagan	BUAD	128	Computer Applications I
Okanagan	BUAD	176	Professional Selling
Okanagan	BUAD	195	Financial Management
Okanagan	BUAD	201	Conflict Resolut'n/Negotiation
Okanagan	BUAD	206	The Business of Tourism
Okanagan	BUAD	208	Canadian Income Tax I
Okanagan	BUAD	209	Business Law
Okanagan	BUAD	210	Intro to Marketing Research
Okanagan	BUAD	245	Compensation and Benefits
Okanagan	BUAD	246	Recruitment and Selection
Okanagan	BUAD	247	Training and Development
Okanagan	BUAD	248	Occupational Health & Safety
Okanagan	BUAD	251	Personal Financial Planning
Okanagan	BUAD	262	Organizational Behaviour
Okanagan	BUAD	263	Intermediate Accounting I
Okanagan	BUAD	264	Management Accounting
Okanagan	BUAD	266	Advertising & Sales Promotion
Okanagan	BUAD	269	Human Resources Management
Okanagan	BUAD	273	Intermediate Accounting II
Okanagan	BUAD	279	Industrial Relations
Okanagan	BUAD	283	Management Information Systems
Okanagan	BUAD	293	Entrepreneurship
Okanagan	BUAD	296	Long-Term Capital Management
Okanagan	BUAD	297	Retailing
Okanagan	BUAD	298	Small Business Management
Okanagan	BUAD	308	Multicultural Management
Okanagan	BUAD	315	Management Science
Okanagan	BUAD	325	Business & Cdn Gov't Policy
Okanagan	BUAD	330	International Business
Okanagan	BUAD	335	Electronic Commerce
Okanagan	BUAD	339	Selected Topics: Management
Okanagan	BUAD	340	Strategic Management I
Okanagan	BUAD	341	Intro to Non-Profit Management
Okanagan	BUAD	350	Capital Markets
Okanagan	BUAD	362	Advanced Financial Accounting

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30

Page 147
AED-2011-00069

30

Okanagan	BUAD	364	Internal Control & Audit
Okanagan	BUAD	365	Cost Accounting
Okanagan	BUAD	366	Advanced Managerial Accounting
Okanagan	BUAD	375	Strategic Human Resource Plan
Okanagan	BUAD	390	Properties Management
Okanagan	BUAD	412	Strategic Performance Mngmt
Okanagan	BUAD	450	Investment Management
Okanagan	CMNS	112	Business Communications I
Okanagan	CMNS	122	Business Communications II
Okanagan	ECON	115	Principles of Micro-Economics
Okanagan	ECON	125	Principles of Macro-Economics
Okanagan	ECON	271	Enviro & Natural Resource Econ
Okanagan	ENGL	100	University Writing
Okanagan	ENGL	150	CWR: Poetry and Drama
Okanagan	ENGL	151	CWR:Short Fiction & the Novel
Okanagan	ENGL	223	Studies in Canadian Literature
Okanagan	ESLW	61	Adv Academic Writing Skills
Okanagan	FINA	134	Nineteenth-Century Art History
Okanagan	FINA	144	Twentieth-Century Art
Okanagan	FINA	160	Cdn & Aborginal Art History
Okanagan	HIST	112	Canada to 1867
Okanagan	HIST	122	Canada Since 1867
Okanagan	MATH	114	Business Mathematics
Okanagan	MATH	120	Pre-Calculus
Okanagan	PNUR	113	Human Anatomy and Physiology
Okanagan	PSYC	111	Intro to Psyc:Basic Processes
Okanagan	PSYC	121	Intro to Psyc:Personal Functio
Okanagan	SOCI	111	Introduction to Sociology I
Okanagan	SOCI	121	Introduction to Sociology II
Okanagan	SOCI	202	Introduction to Social Problem
Okanagan	SOCI	210	Foundations of Socio Thought
Okanagan	SOCW	200A	Intro To Social Work Practice
Okanagan	SOCW	200B	Intro to Social Welfare in Can
Okanagan	THER	103	Disease and Disablity
RRU	Lead	516	Concepts and Theories of Leadership in Organizations
RRU	Lead	565	Performance Measurement and Financial Management for Leaders
RRU	LRNT	518	The Technology Mediated Environment
RRU	LRNT	519	Knowing Your Learners
RRU	LRNT	520	Evaluating Online Resources
SELK	ADMN	99	BUS-AD STUDENT EXCHANGE FULL Course LOAD
SELK	ANTH	100	Introduction to Anthropology I
SELK	ANTH	201	Ethnic Relations
SELK	BIOL	106	Biology II

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Page 148
AED-2011-00069   31

SELK	COMM	240	Financial Accounting I
SELK	CPSC	132	Computer Applications for Business
SELK	CWRT	210	Ecopoetics
SELK	ECCE	193	Child-Centered Partnerships I
SELK	ENGL	110	College Composition
SELK	ENGL	111	Introduction to Literature
SELK	ENGL	201	A Survey of English Literature II
SELK	F&B	150	FOODSAFE
SELK	FREN	103	Beginner's French II
SELK	FREN	113	First-Year French II
SELK	GCOOL	101	Financial Controls for Golf Clubs
SELK	GCOOL	102	Overview of Golf Club Operations
SELK	GCOOL	103	Food and Beverage Controls
SELK	GCOOL	104	Financial Tools for Golf Club Managers
SELK	GCOOL	105	Golf Shop Operations
SELK	GCOOL	106	Golf Club Marketing
SELK	GCOOL	107	Turfgrass Management
SELK	GCOOL	108	Human Resources for Golf Clubs
SELK	GCOOL	109	Leadership in the Golf Industry
SELK	GCOOL	110	Tournaments and Special Events Planning
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SELK	GNUR	303	Delirium, Dementia and Depression in the Elderly
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SELK	HSER	257	Mental Health Issues: Practical Solutions
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SELK	MTAT	141	MEDICAL TERMINOLOGY II AND RELATED ANATOMY & PHYSIOLOGY
SELK	MTAT	142	MEDICAL TERMINOLOGY III – PHARMACOLOGY/OTHER SPECIALTIES
SELK	MTAT	146	Medical Office Procedures
SELK	MTAT	150	History and Physical Examinations
SELK	MTAT	152	Consultation Reports
SELK	MTAT	154	Operative Reports
SELK	MTAT	161	Clinic, Discharges, Diagnostics
SELK	MTAT	164	Oncology
SELK	MTAT	166	Radiology and Nuclear Medicine
SELK	MTAT	168	Pathology
SELK	MTAT	170	Transcription Accuracy and Transcription Speed
SELK	MTAT	173	Introduction to MedTran
SELK	MTAT	176	Proofreading
SELK	MTAT	180	Practicum
SELK	MTAT	182	Home Business Basics
SELK	NUCL	146	Hospital Orientation

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32

Page 149
AED-2011-00069

32

SELK	NUCL	152	Patient Chart Records
SELK	NUCL	154	Admissions, Discharges and Transfers
SELK	NUCL	156	Drug Nomenclature
SELK	NUCL	162	Medication Orders
SELK	NUCL	164	Laboratory Orders I
SELK	NUCL	166	Laboratory Orders II
SELK	NUCL	168	Diagnostic Orders
SELK	NUCL	170	Medical / Surgical Orders
SELK	NUCL	180	Practicum
SELK	PSYC	100	Introductory Psychology I
SELK	PSYC	101	Introductory Psychology II
SELK	PSYC	240	Child Development
SELK	PSYC	241	Adult Development
SELK	PTEC	106	Merchandising Concepts
SELK	PTEC	107	Pharmacology I
SELK	PTEC	108	Pharmacology II
SELK	PTEC	110	Pharmacy Practice II
SELK	PTEC	113	Introduction to Aseptic Technique
SELK	PTEC	114	Sterile Products Lab
SELK	PTEC	115	Prescription Dispensing Lab
SELK	PTEC	116	Compounding Lab
SELK	PTEC	119	Computer Skills for Prescription Processing
SELK	PTEC	129	Practicum
SELK	PTECB	130	
SELK	PTECB	131	
SELK	PTECB	132	
SELK	PTECB	133	
SELK	SNOW	156	Ski Resort Risk Management
SELK	SOC	205	Introduction to Social Research
SELK	SOC	225	Introduction to Sociological Theory
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SELK	SPAN	113	First Year Spanish II
SELK	STAT	105	Introduction to Statistics
SELK	WDO	209	
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SFU	ARCH	301	Prehistoric and Indigenous Art
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SFU	CMNS	130W	Explorations in Mass Communication
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Page 150
AED-2011-00069   33

SFU	CRIM	104	Sociological Explanations of Criminal and Deviant Behaviour
SFU	CRIM	135	Introduction to Canadian Law and Legal Institutions: A Criminal Justice Perspective
SFU	CRIM	210	Law, Youth and Young Offenders
SFU	CRIM	230	Criminal Law
SFU	CRIM	241	Introduction to Corrections
SFU	CRIM	314	Mental Disorder, Criminality, and the Law
SFU	CRIM	320	Quantitative Research Methods in Criminology
SFU	CRIM	321	Qualitative Research Methods in Criminology
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SFU	CRIM	355	The Forensic Sciences
SFU	CRIM	402	Biological Explanations of Crime
SFU	CRIM	300W	Current Theories and Perspectives in Criminology
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SFU	EDUC	230	Introduction to Philosophy of Education
SFU	EDUC	298	ST: Issues in Education: Investigation through Case Study
SFU	EDUC	322	The Social Lives of School Children
SFU	EDUC	326	Classroom Management and Discipline
SFU	EDUC	341	Literacy, Education and Culture
SFU	EDUC	351	Teaching the Older Adult
SFU	EDUC	422	Learning Disabilities
SFU	EDUC	446	Law for the Classroom Teacher
SFU	EDUC	465	Children's Literature
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SFU	ENGL	311	Early Shakespeare
SFU	ENGL	330	Studies in Victorian Literature
SFU	ENGL	359	Studies in the Literature of British Columbia
SFU	ENGL	104W	Introduction to Prose Genres
SFU	ENGL	199W	Introduction to University Writing
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SFU	GERO	406	Death and Dying
SFU	GERO	420	Sociology of Aging
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SFU	GRK	160	Modern Greek for Beginners II
SFU	GRK	210	Modern Greek Intermediate I
SFU	GRK	260	Modern Greek Intermediate II
SFU	GSWS	102	Feminist Action

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34

Page 151
AED-2011-00069

34

SFU	HIST	277	History of Greek Civilization
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SFU	HIST	339	The British Empire and Commonwealth
SFU	HUM	130	Introduction to Religious Studies
SFU	HUM	161	Latin I
SFU	HUM	102W	Classical Mythology
SFU	JAPN	100	Introduction to Japanese I
SFU	KIN	105	Fundamentals of Human Structure and Function
SFU	KIN	110	Human Nutrition: Current Issues
SFU	KIN	140	Contemporary Health Issues
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SFU	KIN	312	Nutrition for Fitness and Sport
SFU	KIN	325	Basic Human Anatomy
SFU	KIN	342	Active Health
SFU	KIN	461	Physiological Aspects of Aging
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SFU	POL	252	Local Democracy and Governance
SFU	POL	327	Globalization and the Canadian State
SFU	POL	101W	Introduction to Politics and Government
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SFU	PSYC	379	Clinical Forensic Psychology
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SFU	SA	150	Introduction to Sociology (S)
SFU	SA	250	Introduction to Sociological Theory (S)
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SFU	SA	420	Sociology of Aging (S or A)
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SFU	SPAN	103	Introductory Spanish II
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SFU	STAT	201	Statistics for the Life Sciences
SFU	STAT	270	Introduction to Probability and Statistics
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TRU–OL		ACCT	1221	Accounting II
TRU–OL		ANES	11	Placement Exam
TRU–OL		ANES	4001	Anesthesia Equipment

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Page 152
AED-2011-00069   35

TRU–OL	ANES	4011	Hemodynamic Monitoring
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TRU–OL	ANES	4101	Anesthesia Practicum
TRU–OL	BBUS	1371	Management Information Systems 1
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TRU–OL	BBUS	2541	Management Accounting
TRU–OL	BBUS	2721	Organizational Behaviour I: The Individual and Work Groups
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TRU–OL	BBUS	3201	Intermediate Financial Accounting I
TRU–OL	BBUS	3211	Intermediate Financial Accounting II
TRU–OL	BBUS	3221	Taxation
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TRU–OL	BBUS	3451	Professional Selling
TRU–OL	BBUS	3471	Consumer Behaviour
TRU–OL	BBUS	3481	Marketing Research
TRU–OL	BBUS	3511	International Business (W)
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TRU–OL	BBUS	3841	Labour Relations
TRU–OL	BBUS	3931	Business Law
TRU–OL	BBUS	4135	Motivation and Productivity
TRU–OL	BBUS	4201	Advanced Financial Accounting
TRU–OL	BBUS	4211	Accounting Theory
TRU–OL	BBUS	4231	Assurance (Auditing)
TRU–OL	BBUS	4411	Services Marketing
TRU–OL	BBUS	4431	Retail Marketing
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TRU–OL	BIOL	1113	Principles of Biology I (W)
TRU–OL	BIOL	1213	Principles of Biology II (W)
TRU–OL	BIOL	1593	Anatomy and Physiology I
TRU–OL	BIOL	1693	Anatomy and Physiology II
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TRU–OL	BIOL	2341	Principles of Genetics

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36

Page 153
AED-2011-00069

36

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TRU–OL	BIOL	3431	Plants and People
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TRU–OL	BUEC	3101	Economic and Business Statistics
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TRU–OL	CHEM	1503	Chemical Bonding & Organic Chemistry
TRU–OL	CHEM	1505	Chemistry Laboratory 1
TRU–OL	CHEM	1523	Principles of Chemistry
TRU–OL	CHEM	1525	Chemistry Laboratory II
TRU–OL	CHEM	2123	Organic Chemistry I
TRU–OL	CHEM	2223	Organic Chemistry II
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TRU–OL	ECON	1951	Principles of Macroeconomics
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TRU–OL	ENGL	501	Advanced English Skills
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TRU–OL	ENGL	641	Survey of British Literature
TRU–OL	ENGL	661	Written Communication
TRU–OL	ENGL	1001	English Literature and Composition I
TRU–OL	ENGL	1011	Literature and Composition II
TRU–OL	ENGL	1021	Composition and Native Indian Literature I
TRU–OL	ENGL	1031	Composition and Native Indian Literature II
TRU–OL	ENGL	1061	Written Communication
TRU–OL	ENGL	1071	Business Communication
TRU–OL	ENGL	1101	Composition
TRU–OL	ENGL	2111	English Literature – Chaucer to Milton
TRU–OL	ENGL	2211	English Literature 18th & 19th Centuries
TRU–OL	ENGL	4241	Modern British Fiction
TRU–OL	ENGL	4321	Modern Canadian Fiction
TRU–OL	ENGL	4341	Modern Canadian Theatre
TRU–OL	ENGL	4351	Modern American Fiction
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TRU–OL	FREN	1011	Introduction to French II
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TRU–OL	GEOG	2211	Geography of Culture & Landscapes

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Page 154
AED-2011-00069   37

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TRU–OL	GEOG	2231	Geography of British Columbia
TRU–OL	GEOG	3991	Global Climate Change and Regional Impacts
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TRU–OL	GEOL	1111	Introduction to Earth Science
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TRU–OL	HLTH	1981	Medical Terminology
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TRU–OL	HLTH	2501	General Pathophysiology
TRU–OL	HLTH	2511	Pharmacology
TRU–OL	HLTH	2573	Arterial Blood Gases
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TRU–OL	HLTH	2931	Psychiatric/Mental Health Nursing: Foundational Concepts
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TRU–OL	HOME	1991	Preceptorship
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TRU–OL	MATH	1157	Calculus for Biology and Social Sciences
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TRU–OL	MATH	1241	Calculus II
TRU–OL	MATH	2111	Calculus III–Multivariable Calculus
TRU–OL	MATH	2121	Linear Algebra
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38

Page 155
AED-2011-00069

38

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TRU-OL   MDLB 1321 Phlebotomy Procedures and Specimen Preparation
TRU-OL   MDLB 1411 Clinical Evaluation of Competencies
TRU-OL   MDLB 1511 Pre-Analytical Specimen Preparation
TRU-OL   MDLB 1521 Microbiology Specimen Preparation
TRU-OL   MDLB 1611 Pre-Analytical Procedures for Histopathology
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TRU-OL   MNGT 1211 Management Principles and Practices
TRU-OL   MNGT 1701 Doing Business in Canada
TRU-OL   MNGT 2131 Motivation and Productivity
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TRU-OL   NURS 2941 Psychiatric/Mental Health Nursing: Developing Competence
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TRU-OL   PSYC 2311 Psychology of Sex Differences
TRU-OL   PSYC 3121 Obesity and Eating Disorders
TRU-OL   PSYC 3151 Developmental Psychology of Children
TRU-OL   PSYC 3451 Adolescent Development
TRU-OL   PSYC 3461 Psychology of Adulthood and Aging
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TRU-OL   PSYC 3621 Social Psychology II
TRU-OL   PSYC 3991 Psychology of Human Resilience
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TRU-OL   RESP 1691 Cardiopulmonary A & P
TRU-OL   RESP 2161 Ventilation

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Page 156
AED-2011-00069   39

TRU–OL	SOCI	1111	Introduction to Sociology I
TRU–OL	SOCI	1211	Introduction to Sociology II
TRU–OL	SOCI	2501	Sociology of Crime
TRU–OL	SOCI	3991	Sociology of Diversity: Issues for Canadians
TRU–OL	SOCI	4221	The Social Construction of Crime and Deviance
TRU–OL	SOCI	4301	Sociology of Families: Modern Family Life in a Global Perspective
TRU–OL	SOCI	4311	Sociology of Families: Families in a Multicultural World
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TRU–OL	SPAN	1011	Introduction to Spanish II
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TRU–OL	VISA	1121	A Survey of Western Art II
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TRU–OL	VISA	1301	Material and Form
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TRU–OL	WTTP	1711	Water Treatment I
TRU–OL	WTTP	1721	Applied Math and Science
TRU–OL	WTTP	1731	Mechanical Systems I
TRU–OL	WTTP	1801	Electrical Fundamentals I
TRU–OL	WTTP	1821	Instrumentation I
TRU–OL	WTTP	1851	Water Treatment II
TRU–OL	WTTP	2701	Electrical Fundamentals II
TRU–OL	WTTP	2721	Advanced Coagulation and Particle Removal
TRU–OL	WTTP	2801	Microbiology and Toxicology
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UBC	APBI	419	Fish Diseases
UBC	APBI	428	Integrated Pest Management
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40

Page 157
AED-2011-00069

40

UBC	BUSI	100	Micro Foundations of Real Estate Economics
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UBC	BUSI	446	Real Estate Development II
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UBC	BUSI	451	Real Estate Management II
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Page 158
AED-2011-00069   41

UBC	DHYG	405	Oral Microbiology and Immunology
UBC	DHYG	433	Assessment and Treatment Planning for Advanced Periodontal Diseases
UBC	DHYG	435	Oral Medicine and Pathology
UBC	DHYG	461	Literature Review I
UBC	DHYG	462	Literature Review II
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UBC	ECED	416	Kindergarten Curriculum
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UBC	ENGL	462A	Twentieth-Century British and Irish Studies – 20CENT BRIT & IR
UBC	ENGL	468A	Children's Literature – CHILDREN'S LIT
UBC	ENGL	470A	Canadian Studies – CANADIAN STUDIES
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UBC	EOSC	116	Mesozoic Earth: Time of the Dinosaurs.

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42

Page 159
AED-2011-00069   42

UBC	EOSC	118	Earth?s Treasures: Gold and Gems
UBC	EOSC	310	The Earth and the Solar System
UBC	EOSC	311	The Earth and its Resources
UBC	EOSC	314	The Ocean Environment
UBC	EOSC	315	The Ocean Ecosystem
UBC	EOSC	326	Earth and Life Through Time
UBC	EPSE	303	Teaching Highly Able Learners
UBC	EPSE	317	Development and Exceptionality in the Regular Classroom
UBC	EPSE	348	Family–Centred Practice for Children with Special Needs
UBC	EPSE	403	Education of Students with Developmental Disabilities in Inclusive Settings
UBC	EPSE	406	Typical and Atypical Development in Infants and Children
UBC	EPSE	408	Educational Programming for Highly Able Learners
UBC	EPSE	449	Education of Students with Autism
UBC	EPSE	504	Principles of Applied Behaviour Analysis
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UBC	FMST	316	Human Sexuality
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UBC	FNH	250	Nutrition Concepts and Controversies
UBC	FNH	454	Fish Nutrition
UBC	FOPR	162	Basic Geomatics for Natural Resources
UBC	FOPR	262	Forest Access and Transportation
UBC	FOPR	362	Sustainability and Forest Operations
UBC	FREN	348	French Literatures in Translation I
UBC	FREN	349	French Literatures in Translation II
UBC	FRST	202	Forest Ecology
UBC	FRST	231	Introduction to Biometrics
UBC	FRST	308	Forest Entomology
UBC	FRST	309	Forest Pathology
UBC	FRST	319	Principles of Forestry Economics
UBC	FRST	421	Integrated Resources Management I
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UBC	HIST	104	Topics in World History
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UBC	HIST	451	Family and Community in Latin America
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UBC	HIST	481	Education and Society in Modern China
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Page 160
AED-2011-00069   43

UBC	JAPN	100	Beginning Japanese I
UBC	JAPN	101	Beginning Japanese I
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UBC	LIBE	461	Administration of the School Library Resource Centre
UBC	LIBE	463	Selection of Learning Resources I
UBC	LIBE	465	Organization of Learning Resources
UBC	LIBE	467	Information Services I
UBC	LIBE	477B	Special Topics in Teacher Librarianship – SP TPCS TCH LIBR
UBC	LIBR	500	Foundations of Information Technology
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UBC	LIBR	561	Information Policy
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UBC	LLED	452	Literacy in the Content Areas: Intermediate Through Secondary
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UBC	LLED	469	Resource-Based Teaching
UBC	LLED	479	The Education of Immigrant Students
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UBC	MUSC	326C	Music Appreciation – MUSIC APPRECIATN
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UBC	NURS	586V	Specialized Domains of Nursing Practice – SP D NURS PRAC
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UBC	PATH	477	Basic Epidemiology for Infection Control
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UBC	PATH	417B	Human Bacterial Infections – HMN BACT INFCTNS
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44

Page 161
AED-2011-00069

44

UBC	PHIL	435A	Environmental Ethics – ENVIROMNTL ETHIC
UBC	PSYC	302	Infancy
UBC	PSYC	304	Brain and Behaviour
UBC	PSYC	307	Cultural Psychology
UBC	PSYC	314	Health Psychology
UBC	PSYC	315	Childhood and Adolescence
UBC	PSYC	320	Psychology of Gender
UBC	PSYC	300B	Behaviour Disorders – BEHAVIOUR DISORD
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UBC	PSYC	309B	Cognitive Processes – COGNTV PROCESSES
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UFV	ADED	350	Storytelling and the Reflective Practitioner
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UFV	ADED	380	Educational Technologies
UFV	ADED	410	Adult Education and Social Change
UFV	ADED	420	Adult Education in the Global Context
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UFV	ADED	330N	Assessing Adult Learning
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UFV	AH	102	History of Western Art: 1400 to the Present
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UFV	BUS	160	Computerized Business Applications and MIS
UFV	BUS	202	Contemporary Management
UFV	CIS	100	Introduction to Computer Information Systems
UFV	CIS	110	Computerized Business Applications and MIS
UFV	CIS	145	Web Publishing
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UFV	CMNS	155	Introduction to Workplace and Academic Communication

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Page 162
AED-2011-00069   45

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UFV	CMNS	360	Advocacy Writing
UFV	COMP	125	Principles of Computing
UFV	COMP	155	Object-oriented Programming
UFV	COMP	251	Data Structures and Algorithms
UFV	CRIM	100	Introduction to Criminology
UFV	CRIM	103	Introduction to the Criminal Justice System
UFV	CRIM	105	Psychological Explanations of Criminal and Deviant Behaviour
UFV	CRIM	311	Multiculturalism, Conflict, and Social Justice
UFV	CRIM	416	Media, Crime, and Criminal Justice
UFV	CRIM	417	Leadership in Groups and Organizations
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UFV	ENGL	81	Advanced English
UFV	ENGL	91	Provincial English
UFV	ENGL	99	Pre-University Composition
UFV	ENGL	105	Academic Writing
UFV	ENGL	120	Introduction to Modern Fiction
UFV	ENGL	130	Introduction to Modern Drama
UFV	ENGL	207	Victorian and Early Modern Literature
UFV	ENGL	220	Development of the British Novel
UFV	ENGL	336	English and Anglo-Irish Fiction, 1880s-1920s
UFV	ENGL	339	British and Irish Fiction Since 1930
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UFV	ESL	V73	ESL Vocabulary Advanced II
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UFV	KPE	160	Contemporary Health Issues
UFV	KPE	161	Introduction to Kinesiology
UFV	KPE	170	Basic Human Anatomy
UFV	KPE	261	Sociocultural Aspects of Physical Activity and Sport
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UFV	KPE	365	Physical Growth and Motor Development
UFV	KPE	480	Pathophysiology
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UFV	LIBT	140	Introduction to Reference Services
UFV	LIBT	145	Internet Information Retrieval

UFV	LIBT	161	Work Place Site Visits
UFV	LIBT	200	Information and Society
UFV	LIBT	205	Supervision in Information Centres
UFV	LIBT	235	Information Services for Young Adults
UFV	LIBT	240	Media in Information Centres
UFV	LIBT	270	Archival Techniques
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UFV	PHIL	120	Knowledge and Reality
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UFV	PSYC	102	Introduction to Psychology II
UFV	PSYC	250	Introduction to Developmental Psychology
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UFV	PSYC	303	Perception
UFV	PSYC	305	The Psychology of Gender
UFV	PSYC	351	Child Psychology
UFV	PSYC	355	Adolescent Psychology
UFV	PSYC	360	Social Psychology
UFV	PSYC	367	Psychology of Language
UFV	SOWK	110	Introduction to Social Work and Human Services
UFV	SOWK	394	Substance Misuse Issues
UFV	SOWK	430	Practicum II
UFV	SOWK	496	Disability Issues
UFV	SOWK	700	Advanced Intervention and Assessment Techniques
UFV	SOWK	704	Research and Program Evaluation
UFV	SOWK	710	Advanced Social Policy
UFV	SOWK	720	Critical Perspectives on Social Justice and Anti–Oppresive Social Work
UFV	SOWK	750	Advanced Intervention in Health
UFV	SOWK	783	Advanced Social Work Practice with Children and Families
UFV	SOWK	797	Advanced Intervention in Mental Health
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UNBC	DISM	794	Master of Arts: Disability Management Major Paper
UNBC	DISM	796	Disability Mgnt Comp Exam
UNBC	DISM	799	Disability Management Thesis
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UNBC	EDUC	797	Comprehensive Examination
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UNBC	ENGL	630	Advanced Canadian Literature
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UNBC	FNST	613	Healing Narratives
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Page 164
AED-2011-00069   47

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UNBC	HHSC	601	Principles of Epidemiology
UNBC	HHSC	602	Organization and Financing of Canadian Health Care
UNBC	HHSC	603	Community Research Methods
UNBC	NREM	625	Soil Formation and Classification
UNBC	NRES	421	Professional Writing
UNBC	NURS	304	Introduction to the Development of Nursing Knowledge
UNBC	NURS	308	Ethics and Law in Nursing
UNBC	NURS	403	Introduction to Nursing Research
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UNBC	NURS	454	Perinatal Care
UNBC	NURS	456	Mental Health and Addictions
UNBC	NURS	457	Living and Working in a Rural Community
UNBC	NURS	602	Pathophysiology
UNBC	NURS	606	Developing Nursing Knowledge
UNBC	NURS	609	Qualitative Research Approaches in Nursing and Health
UNBC	NURS	720	Practicum: Integrating Primary Health Care I
UNBC	NURS	798	Nurse Practitioner Project
UNBC	NURS	799	Thesis
UNBC	POLS	403	Social and Health Policy and Administration
UNBC	POLS	603	Social and Health Policy in the Context of Health and Health Care
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UNBC	SOCW	426	Current Issues in Child Welfare Practice
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UNBC	SOCW	506	Community
UNBC	SOCW	609	Advanced Quantitative Research
UNBC	SOCW	620	Policy Making/Human Services
UNBC	WMST	413	Healing Narratives 48
UVic	ADMN	310	Public Sector Economics
UVic	ADMN	312	Managing in Public and Non–Profit Organizations
UVic	ADMN	314	Public Sector Research and Analysis
UVic	ADMN	422	Ethical Public Management
UVic	ADMN	423	Local Government in British Columbia
UVic	ADMN	437	Program Evaluation and Performance Measurement
UVic	ADMN	452	Local Government Law
UVic	ADMN	470	Contemporary Topics in Administration
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48

Page 165
AED-2011-00069

48

UVic	ADMN	548	Special Topics in Public Policy
UVic	ADMN	554	Responsible Public Management
UVic	ADMN	577	Strategic Planning and Implementation
UVic	ADMN	580	Qualitative Evaluation Methods and Applications
UVic	ADMN	598	Advanced Management or Policy Report
UVic	ADMN	599	Master's Thesis
UVic	ADMN	693	PhD Candidacy Examination
UVic	ADMN	699	Dissertation
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UVic	ADMN	577B	Strategic Planning and Implementation
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UVic	CD	591	Selected Topics Course
UVic	CD	596	Group Project
UVic	CD	598	Major Project
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UVic	CYC	205	Applying Change Theory in CYC Practice
UVic	CYC	210	Supervised Practicum I
UVic	CYC	240	Ethical Decision-Making in Child and Youth Care Practice
UVic	CYC	310	Supervised Practicum II
UVic	CYC	338	Applying Developmental Theory in Child and Youth Care Practice
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UVic	CYC	351	Applying Change Theory in CYC Practice with Contemporary Families
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UVic	CYC	380	Practices for Young Children and Families: Historical and Contemporary Perspectives
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UVic	CYC	410A	Advanced Supervised Block Practicum
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UVic	DR	599	Thesis
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Page 166
AED-2011-00069   49

UVic	EDCI	448	Organization and Procedures for Instruction of English to Second Language Learners
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UVic	HA	488U	Managing Archival Collections
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UVic	HINF	550	Health Information Systems Design
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UVic	HINF	598	Research Project
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UVic	NUED	598	Practice Project
UVic	NUED	599	Thesis
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UVic	NUNP	548	Integrated Primary Health Care and Advanced Practice Nursing: III (Practice) (Adult II)
UVic	NUNP	597	Evaluation Project
UVic	NURA	510	Applied Statistics in Nursing
UVic	NURA	514	Nursing Ethics for Leadership and Practice
UVic	NURA	598	Practice Project
UVic	NURA	599	Thesis

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UVic	NURS	341	Professional Practice IV: Nursing Inquiry
UVic	NURS	342	Health and Healing VI: Global Health Issues
UVic	NURS	345	Family Nursing
UVic	NURS	350	Health and Healing VII: Promoting Community and Societal Health
UVic	NURS	351	Nursing Practice VI
UVic	NURS	360	Professional Practice VI: Nursing Research
UVic	NURS	425	Qualitative and Quantitative Analysis
UVic	NURS	430	Professional Practice V: Leadership in Nursing
UVic	NURS	431	Nursing Practice VII: Engaging in Leadership
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UVic	NURS	495	Nursing Practice Synthesis
UVic	NURS	507	Theoretical Knowledge and Advanced Practice Nursing
UVic	NURS	565	Trends and Issues in Advanced Practice Nursing I
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UVic	SOCW	516	Research Methodologies
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UVic	SOCW	540	Foundation Practicum
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UVic	SOCW	598	Individual Graduating Research Project/Report

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Page 168
AED-2011-00069   51

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UVic SOCW 200B Introduction to the Critical Analysis of Social Welfare in Canada
UVic SOCW 304A Social Work Practicum by Prior Learning Assessment (PLA)
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VCC ABUT 1009 Presentation Software
VCC ABUT 1010 Keyboarding 2
VCC ABUT 1011 Administrative Procedures
VCC ABUT 1012 Records Management
VCC ABUT 1013 Job Search
VCC ABUT 1014 Spreadsheets 1
VCC ABUT 1015 Word Processing 2
VCC ABUT 1017 Spreadsheets 2
VCC ABUT 1018 Accounting 2
VCC ABUT 1019 Database
VCC ABUT 1020 Computerized Accounting
VCC ADED 3303 Technology in Education
VCC ADED 3306 Cooperative Learning
VCC DAST 1401 Intro to Dental Assisting
VCC DAST 1402 Microbiology & Infection Contr
VCC DAST 1403 Basic Dental Assisting
VCC DAST 1404 Patient Assessment
VCC DAST 1405 Dental Office Emergencies
VCC DAST 1406 Preventive Dentistry
VCC DAST 1407 Restorative Dental Assisting
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VCC DAST 1514 Patient Care Procedures

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52

Page 169
AED-2011-00069

52

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VCC    DAST  1515  Dental Radiography
VCC    EDUC  4150  eLearning–Principles/Processes
VCC    EDUC  4151  Dsgn/Dev Interactive eLearning
VCC    EDUC  4152  Design & Develop Online Course
VCC    HOSP  3102  Management Information Systems
VCC    HOSP  3241  Applied Research
VCC    HOSP  4261  Brand Management
VCC    LGAP  1100  Litigation Procedures 1
VCC    LGAP  1101  Family Litigation Procedures
VCC    LGAP  1102  Legal Office Procedures
VCC    LGAP  1103  Intro to the Canadian Legal Sy
VCC    LGAP  1104  Conveyancing Procedures 1
VCC    LGAP  1105  Corporate Procedures 1
VCC    LGAP  1106  Wills & Estates
VCC    LGAP  1200  Litigation Procedures 2
VCC    LGAP  1204  Conveyancing Procedures 2
VCC    LGAP  1205  Corporate Procedures 2
VCC    MEDC  1010  Basic Medical Terminology
VCC    VIIT  1002  Introduction to Windows
VCC    VIIT  1003  Word Processing
VCC    VIIT  1004  Spreadsheet Management
VCC    VIIT  1005  Database Management
VCC    VIIT  1006  Power Point Presentations
VCC    VIIT  1007  Exploring the Internet
VCC    VIIT  1008  Business Communications
VCC    VIIT  1010  Keyboarding 2
VCC    VIIT  1019  Work Placement Skills
VCC    VIIT  1103  Advanced Word Processing
VCC    VIIT  1104  Advanced Spreadsheet Managemnt
VCC    VIIT  1105  Advanced Database Management
VCC    VIIT  1106  Advanced Power Point Presentat
VCC    VIIT  1107  Web Page Design
VCC    VIIT  1130  Microsoft Offic Core Exam Prep
VIU    ABTO  100T  Online Learner Success
VIU    ABTO  101T  Keyboarding I
VIU    ABTO  102T  Keyboarding II
VIU    ABTO  104T  Records Management
VIU    ABTO  106T  Administrative Procedures
VIU    ABTO  108T  Business Math and Calculators
VIU    ABTO  110T  Business English
VIU    ABTO  112T  Human Relations
VIU    ABTO  114T  Word Processing I
VIU    ABTO  116T  Word Processing II
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Page 170
AED-2011-00069   53

VIU	ABTO	118T	Computers and the Internet
VIU	ABTO	122T	Spreadsheets I
VIU	ABTO	124T	Spreadsheets II
VIU	ABTO	126T	Job Search
VIU	ABTO	128T	Business Communications
VIU	ABTO	132T	Accounting I
VIU	ABTO	134T	Accounting II
VIU	ABTO	138T	Computer Accounting
VIU	ABTO	140T	Presentation Software
VIU	ABTO	144T	Database
VIU	ABTO	146T	Outlook
VIU	ABTO	148T	Desktop Publishing
VIU	ABTO	160T	Integrated Projects – Accounting
VIU	ABTO	162T	Integrated Projects – Administrative
VIU	ABTO	166T	Transcription
VIU	ABTO	168T	Web Site Design and Maintenance
VIU	ABTO	170T	Introduction to the Canadian Legal System
VIU	ABTO	171T	Legal Office Procedures
VIU	ABTO	172T	Litigation Procedures I
VIU	ABTO	173T	Litigation Procedures II
VIU	ABTO	174T	Family Litigation Procedures
VIU	ABTO	175T	Wills and Estates
VIU	ABTO	176T	Conveyancing Procedures I
VIU	ABTO	177T	Conveyancing Procedures II
VIU	ABTO	178T	Corporate Procedures I
VIU	ABTO	179T	Corporate Procedures II
VIU	ABTO	180T	Personal Injury
VIU	ABTO	190T	Medical Administrative Procedures
VIU	ABTO	191T	Medical Terminology I
VIU	ABTO	192T	Medical Terminology II and Related Anatomy and Physiology
VIU	ABTO	193T	Medical Terminology III: Pharmacology and Specialties
VIU	ABTO	194T	Medical Transcription
VIU	ABTO	195T	Clinical Procedures and Practice
VIU	ABTO	197T	Medical Billing – Manual
VIU	ABTO	198T	Medical Billing – Computerized
VIU	CONV	101	Introduction to Tourism
VIU	CONV	103	Celebrating Community And Culture
VIU	CREW	120	Intro to Writing Fiction
VIU	CREW	212	Intermediate Poetry Workshop
VIU	CREW	320	Advanced Short Fiction Workshop
VIU	CREW	341	Advanced Stage Play Writing Workshop
VIU	CYC	361	Introduction to Alcohol and Drug Clinical Practice

VIU	CYC	404	Law and Social Services
VIU	ENGL	225	Business and Technical Writing
VIU	FORE	300	Fraud and Commercial Crime
VIU	FORE	310	Accounting and Finance for Fraud Investigators
VIU	GEOG	501	Foundations of Geographic Information Systems
VIU	GEOG	511	Geodatabases
VIU	GEOG	521	General Spatial Analysis
VIU	GEOG	523	Advanced Applied Spatial Analysis
VIU	GEOG	524	Remote Sensing and Digital Image Processing
VIU	GEOG	525	Global Positioning Systems (GPS) and Survey Analysis
VIU	GEOG	530	Programming Foundations
VIU	GEOG	531	Visual Programming for GIS
VIU	GEOG	581	Management Issues In GIS
VIU	GEOG	593	Internet GIS
VIU	HSLC	105	Business Writing And Presentation Skills
VIU	HSLC	140	Nutrition And Food Services
VIU	HSLC	200	Conflict Resolution
VIU	HSLC	215	Managing Support Services
VIU	HSLC	225	Resident Safety And Risk Management In Continuing Care
VIU	HSLC	250	Final Project In Context Of Learner's Workplace
VIU	MEDI	111	History of Communication
VIU	PHED	320	The Olympic Games. Ancient and Modern
VIU	QUME	185	Business Computer Applications
VIU	SCIE	303	Energy and the Environment
VIU	SCSW	170	Challenging Conditions

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Page 172
AED-2011-00069   55

2012/13 – 2014/15

INTERNET STRATEGY

Ministry of Advanced Education

Date: November 4, 2011

Executive Summary

The Ministry of Advanced Education hosts a multitude of websites that disseminate information on our programs and services. The ministry's main site, www.gov.bc.ca/aved, receives over 41 million page views per year, 76% of which are directed to StudentAid BC. Other key areas of the site offer information for Aboriginal students, adult learners, post-secondary institutions, researchers and educators. The ministry also hosts two portal sites: an international student portal (www.learnlivebc.ca) and BC Perspectives (www.bc-perspectives.ca), a student/teacher resource for information on the B.C. post-secondary sector.

While these sites reflect the structure and processes of our organization, they do little to promote student engagement or encourage citizen participation and are not optimized for mobile devices. Furthermore, little integration and cross-pollination exist between our content and the new B.C. government web presence, other government sites, post-secondary institutions and partner sites. The ministry is committed to transforming its web presence to provide relevant, high quality information and services that reflect the student's experience and ensures linkages with the K-12 system, with labour market information and with the new B.C. government web presence.

The ministry is modernizing its web presence to provide "no wrong door" access to information and invite citizen participation across the post-secondary sector. This Internet Strategy lays out actions defined by three main goals: to provide high quality, accessible online services; to engage citizens in our business; and to collaborate across the education sector.

The only way to truly understand the needs of our clients is to ask them. One of our first actions will be to conduct user research to determine who our audience is and what their information needs are so that we can target our efforts and make strategic investments where they matter most.   At the same time we will inventory our web properties and work with subject matter experts to categorize and rationalize web assets so that we can begin to take a more citizen-centred approach to web development.

The ministry will leverage corporate knowledge and resources by collaborating with the Ministry of Labour, Citizens' Services and Open Government to integrate our online information into the new B.C. government home page and forms and services finder so that the public can easily gain access to our information from the main government online gateway.   We will also implement corporate taxonomy and meta data standards to ensure search engine optimization. Our new sites will be developed using the new corporate libraries which use evidence based design standards to increase usability and accessibility regardless of platform or device. Combined, this approach will result in improved online service delivery that brings top tasks and services to the forefront and provides   access to quality information that is mobile friendly and search engine optimized.

The ministry is also identifying opportunities for the use of social media to ensure students and their families receive the information they seek when, how and where they search for it and have greater opportunities for collaboration and participate in the development of services and policies. Additionally we will investigate the development of mobile applications for students that will provide anytime access to student loan information in the palm of their hands (see Modernizing StudentAid BC).

In support of strengthened collaboration across the post-secondary education sector, the ministry is investing in a modern technology infrastructure which will offer an integrated online platform for ministry staff, stakeholders and partners to share information and work together to build stronger linkages with the post-secondary sector in support of sector transformation and greater student engagement.

The foundation for this new approach to online service delivery will be the establishment of a formalized web governance framework. Through our Web Advisory Council, the ministry will continue to focus on building a web

governance model that supports an integrated, strategic approach to web management, puts citizens' needs before our organizational structures and ensures strategic alignment with corporate priorities. We will implement the best practices as outline in the recently released Online Service Delivery Toolkit by confirming senior leadership accountability for online services and capitalizing on the subject matter expertise in our ministry by establishing working groups to increase collaboration at all levels of the organization.

Through the development of high quality, citizen-centred websites, mobile web applications and the use social media the ministry will transform its online services to attract international students to B.C. and support the student's journey from the K – 12 system, into a post-secondary institution of their choice while providing the tools to help them find meaningful attachment to the labour force once their academic goals have been achieved.

Introduction

Today's students seek out information through multiple channels including social media such as Twitter, YouTube, Facebook, LinkedIn and Google+. Students read online forums, they subscribe to blogs and they spend more time watching YouTube than cable. More must be done to meet the expectations of today's student. It is no longer enough to provide static, one way information on websites built to mirror the organizational design of government. Students expect more.

In order to meet the needs of a new generation of students, the ministry must a adopt a transformative approach– one that will ensure students have access to the information and services necessary to make informed choices about their educational path.

Underpinning the success of this vision is the ability of citizens to access information and services when and where they want. The most relied upon mechanism for information and service delivery is the internet. The internet has evolved rapidly and with the advent of Web 2.0 comes a whole new model of government service delivery. Not only is there a drive to make information more readily accessible through web-based services that provide information to citizens, but also an increased need for better information integration , linkages across all government websites in a form that is accessible from any device. Today's citizens are mobile, technically advanced and using social web like never before. This is especially true for our main audience – students.

B.C's Gov 2.0 strategy, Citizen's @ the Centre is creating a new imperative to modernize ministry websites. This transformative strategy lays out three broad shifts towards citizen participation, self-service and business innovation. The foundation for all three pillars will be improved online service delivery across all government sites. To address this shift, government is modernizing its approach to the development of dynamic, web solutions to better support online citizen engagement and electronic service delivery. This transformation is evident in the recent dramatic redesign of the main B.C. Government home page – www.gov.bc.ca – which presents citizens with no wrong door access to government information and services quickly and easily. Led by the Ministry of Labour, Citizen's Services and Open Government, this new approach to online information is based on extensive user research which provided real user data about citizens information needs. The next phase of this corporate initiative requires ministries to examine their web properties and develop a strategy by which to render websites and online services more citizen-centred so citizens can benefit from better online service delivery.

In response to this initiative, the Ministry of Advanced Education has produced this internet strategy which describes how the ministry will evolve its web presence so that it actively facilitates citizen interaction through improved service provision and makes information more readily available to citizens when, where and how they want.

1 Business Context and Vision

1.0 Current Situation

The Ministry of Advanced Education has identified over thirty separate web properties making up hundreds of web pages disseminating information on our programs and services. The ministry's main site, www.gov.bc.ca/aved, receives over 41 million page views per year - 76% of which are directed to StudentAidBC. This website – www.studentaidbc.ca - is the main online service delivery mechanism for the student financial aid program. The site hosts several online services for students: the online student financial aid application system; an online service to check the status of a student loan application; a change of address online service; and an application which allows students to check school designation status. Combined, these online services account for the majority of user visits to the entire ministry website. Although the StudentAid BC website is the primary destination for traffic to the ministry website, users visit our site to learn more about B.C. post-secondary institutions, International Education, Adult Education, English as a second language programs, Aboriginal Education initiatives, degree authorization and the quality assurance process for the post-secondary system. The ministry website also provides information for post-secondary institutions and stakeholders. For example, government letters of expectation, audited financial statements, institutional services plans and student level data in the form of PDF standard reports offer key information to the post-secondary sector. These sections support the ministry's requirement for transparency under the post-secondary accountability framework.

Aside from the main website, the ministry also hosts two standalone sites: B.C. Perspectives; and LearnLive BC. The B.C. Perspectives website - www.bc-perspectives.ca/ - is a dynamic and interactive teacher-student resource intended to provide information on students' perspectives of the post-secondary education system. The site provides "real people" examples in the form of videos that help students think and plan for their future. The LearnLive BC portal - www.learnlivebc.ca is a gateway for international students seeking information on how to study in B.C. This site receives visits from international students as far away as Zambia, Brazil, and China. Launched in 2006, the website will undergo a complete transformation this year as part of the International Education Strategy. The new site will be user-centred, optimized for mobile devices and integrated with the new provincial government home page to increase finadability.

Ministry Web Management Framework

The Ministry of Advanced Education benefits from a well established, centralized web management approach. Websites are designed, developed and maintained by the Web Services Unit in the Technology and Business Solutions Branch. This team of developers, designers and user experience specialists provide end to end web solutions to the ministry. Subject matter experts work with the ministry web team to conduct user research, develop content strategies, taxonomy, meta data and design and develop web solutions to meet program area demands. The benefits of this centralized model include reduced costs, a stringent approach to web management, higher quality assurance standards and consistent user experience across all sites. The Ministry is also well on its way to a new, web governance model. The recently formed Web Advisory Council brings business, technology and communications leadership together monthly to ensure a strategic approach to web development that provides value to citizens.

Challenges

The ministry's current web presence has grown organically with little formal attention paid to the web's alignment with corporate goals and objectives. Websites do not provide a single access point for citizens seeking information about the entire post-secondary system all in one place and contain little or no cross-pollination to ensure citizens access to relevant information from the main government home page. Instead, students must navigate a labyrinth of individual sites in order to gain a fulsome picture of the B.C. post-secondary education system.

Content development within the ministry is more focused on meeting the communication goals of government than on meeting information needs of the citizens of B.C. Much of the ministry information is captured in PDF format and posted to the site with little attention paid to the accessibility, readability or value to our audiences. Many of our websites do not meet current user experience standards and are not search engine optimized. Furthermore, sites and online applications are not optimized for mobile platforms and devices. Finally, much of the content posted to ministry sites is not written in plain language for a general audience. The ministry recognizes the shortfalls of its current web presence and is taking a new approach to online service delivery in order to engage citizens through multiple service channels, including social media, providing "no wrong door" access to information.

1.1 Vision

A student's journey

The student's journey does not begin in post-secondary studies nor does it end after a credential has been received. Students and their families need information and tools at every stage to help guide decision making and ensure students gain the skills necessary to be fully engaged in the knowledge economy beyond graduation. Whether a student is planning entrance into post-secondary for the first time, an Aboriginal learner is seeking support programs, a life-long learner is pursuing education for education's sake or an international student is searching for information on studying in B.C., the ministry will provide better access to high quality online information and services to support this journey.

To achieve this vision, the ministry is taking a more holistic view of web development. This new approach will include user research to better understand the public's information needs. We will also collaborate with partner ministries such as the Ministry of Education to ensure linkages are in place to point students and their families to career planning tools and information about the entire post-secondary system so they can make informed choices about where, what and how they study. The ministry will also collaborate with the Ministry of Jobs, Tourism and Innovation to share data and build linkages to labour market and newcomer information to provide learners and international students with quality data about career prospects and opportunities to live and study in B.C. Finally, we will work closely with the Ministry of Labour, Citizens' Services and Open Government to implement corporate taxonomy, design libraries and user experience best practices and establish linkages to the new B.C. government web presence so our information is readily accessible from government's main door.

This new approach will ensure high quality, user-centred, mobile online services are available to the public wherever they choose to look for them. Ultimately the ministry will evolve its web presence to support the student's journey and provide pathways to high quality information wherever it may reside.

1.2 Key Priorities Already Underway

Student Financial Aid

The majority of students accessing financial aid today are in the 18 to 24 year age range. They grew up in the information age and are highly mobile, using technology extensively in daily activities. These students expect easy and unfettered access to information and tools needed to make important decisions about their lives. This young cohort is technologically savvy and expects 24/7 online access to information and services. The ministry has an opportunity to provide better service to students by offering more targeted information, through the StudentAid BC, website and through social media channels such as Twitter, Facebook and YouTube.

Work has already begun to make the Student Financial Aid process more citizen-centred through a proposed new student financial aid online application system, a new, mobile friendly website and by moving more administrative processes online. Phase one of the website redesign project has begun. The first phase of the project includes a user research project to gather information from students, school officials, service partners and staff about their service delivery needs. This research will also include persona development to build a clearer picture of our users. The project team will then create strategies for content development such as taxonomy, keywords, and meta data to increase search engine optimization. The team will also work with Labour, Citizen's Services and Open Government to determine placement of StudentAid BC services on the B.C. government home page, identify forms and services to be included in the corporate listings and implement corporate taxonomy standards so that the StudentAid BC site is fully integrated with the entire B.C. government web presence.

> **User research shows students want…**
>
> *… "an easy to find login, so students could actually manage their accounts in one place, without having to run around to several different places to understand the loan process and their own loan information"…*
>
> *… "integrate the student loan account with facebook/social networking". ..*
>
> *… "it would be nice if it was easy to navigate, and if there was an actual self-service component - I don't need to take an agent's time for simple inquiries"…*

Phase two of the project will include applying the new government design libraries to all pages based on user experience testing and the implementation of an intuitive information architecture to improve way finding. The ministry is also considering the use of Twitter, Facebook and YouTube to offer students a more dynamic, responsive service delivery that is integrated with social media to provide more timely assistance. The target launch date for a new web presence for StudentAid BC is spring 2012.

Phase three of the project will focus on mobile application development within the new student financial aid application system to provide students with 24/7 mobile access to loan information.

International Education

The Province has set a goal of increasing the number of international students by 50 per cent over the next four years as part of the new International Education Strategy which will help shine a spotlight on B.C. as the best place to receive a high quality education. In support of this vision, a new web presence for international students is being created.

Students from around the world are searching for information on how to study in B.C. and we must provide the highest quality information in order to attract international students to the province. Yet providing quality information will not be enough. Increasingly, mobile technology is overtaking all other forms of connectivity. This is even more evident internationally where mobile usage is sky rocketing. In order to attract the world to B.C. the ministry will ensure that information is optimized for a mobile audience.

The ministry is developing a web strategy for an International Education online presence that will include mobile optimization, multilingual information and search engine optimization strategies to ensure findabilty. The strategy will address the needs associated with an international audience. The ministry will engage with international student to determine what those information needs are and work with post-secondary institutions, partner organizations and service providers to gather data to shape the web strategy. In addition, the ministry will ensure the web presence for International Students is well integrated with the B.C. government home page, other government and stakeholder organizations to provide a "no wrong door" approach so that international students can access not only information about studying in B.C. but any other programs and services that will support their needs while they reside in B.C.

Aboriginal Education

B.C.'s full potential will only be realized when Aboriginal people participate fully in the social and economic life of B.C. Currently, Aboriginal people are underrepresented in post-secondary education and in the labour force. Engaging Aboriginal learners is an ongoing challenge – one that the ministry is working hard to overcome. While Aboriginal people may not be participating fully in the post-secondary education system, research shows that 90% of Aboriginal youth use social media and mobile technology. The ministry must leverage web and social media tools to encourage conversation and community building to support better outcomes for Aboriginal learners.

"The use of Facebook is pervasive among First Nations communities, and is being used in multiple ways, across all generations. Even with communities spread far and wide, there remains an incredible flow of ideas and all kinds of capital between the reserve and the city, forming 'communities in motion.' And Facebook provides one conduit for that."

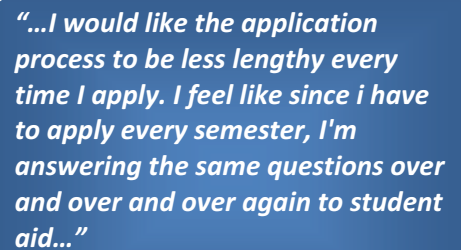**Dr.Candis Callison, professor at UBC's Graduate School of Journalism.**

There is an exciting project underway in the ministry that will provide Aboriginal students, community partners, the post-secondary education system and other interested stakeholders/partners with the opportunity to engage in a dialogue about the future of Aboriginal Education Policy both through face to face community meetings and through the use of the web and social media. In support of this project, a new website will soon be launched that will focus primarily on the needs of Aboriginal students. The new web site, the result of user based research including focus groups and persona development, will deliver interactive, engaging information and resources to support their education transition and job future decisions. The website will also be a gateway into an online engagement space that will support citizen and stakeholder collaboration on the new draft Aboriginal Education Policy Framework. Furthermore, the ministry is exploring the use of social media channels like Twitter and Facebook in order to support a more open, ongoing dialogue and community building with Aboriginal people, community partners and service providers.

Opportunities for Innovation

The ministry is making investments in a new technical architecture to support the development of modern line of business and web applications. The Student Financial Assistance Application System is one example where the ministry is exploring new and innovative ways to support students in their academic achievements. This significant investment will not only improve service to citizens but will support business transformation as paper processes move online.

The ministry is also looking at ways to use to provide a more dynamic user experience. For example, the ministry collects student level data from public post-secondary institutions and currently posted this information on the website in PDF format, making it impossible for users to interact with the information in meaningful way. A project is now underway that will provide a more dynamic user experience by integrating the information into an online web application allowing users to customize the information for more relevant results. A similar project involving the Post-Secondary Institution Proposal System, which collects information as part of the degree authorization review process, will take the information and provide an interactive overlay for citizens to create custom views and disseminate meaningful information about B.C. post-secondary institutions.

"…I would like the application process to be less lengthy every time I apply. I feel like since i have to apply every semester, I'm answering the same questions over and over and over again to student aid…"

Significant emphasis is also being placed on investments in collaborative technology to support online engagement within the ministry, with our sector partners and with students and citizens. The ministry is pursuing a new infrastructure to enable the use of tools which will provide a modern platform for dynamic web solutions. This investment is a critical part of our new approach to citizen centred online service delivery and will position the ministry towards a more responsive, flexible online experience for students.

A Strategic Approach to Web Governance

The Ministry of Advanced Education has an established, well recognized web program and benefits from a centralized approach to web management. The Ministry is committed to continuous improvement in this area to promote internal business transformation and ensure our use of the web is effective, that it supports mission achievement, and puts the needs of citizens first. The ministry has already begun to shift to a more strategic web management framework through the creation of a Web Advisory Council. This cross-ministry advisory group created in March, 2011, brings ministry business leadership together monthly to address weaknesses in the web process and to set strategy, direction, and policy for online service delivery. Through this new collaborative approach, program areas have a better understanding of roles and responsibilities, decision making authority for web projects is defined and a much more holistic view our organizational web presence is created.

Over the coming year, the ministry will be documenting the new formal governance framework and web process which will provide senior managers with better decision making tools. The ministry will also implement best practices as set out by the Ministry of Labour, Citizens' Services and Open Government in the recently released Online Service Delivery Governance Toolkit including confirming senior executive accountability for online services and the establishment of subject matter expert working groups across the organization.

Formalizing web governance will allow the ministry to fully realize the service value of the internet and transform ministry business processes to be citizen-centred and better aligned with ministry priorities and the priorities of government.

2 Action Plan

This is a very exciting time in the Ministry of Advanced Education. Conversations are happening across the ministry focused on building better online services and enabling citizen participation. Strategies and actions have been developed to realize this vision in support of the strategic shifts necessary to better enable citizen participation and access to high quality information and services. The diagram below provides a summary of these strategies and actions.
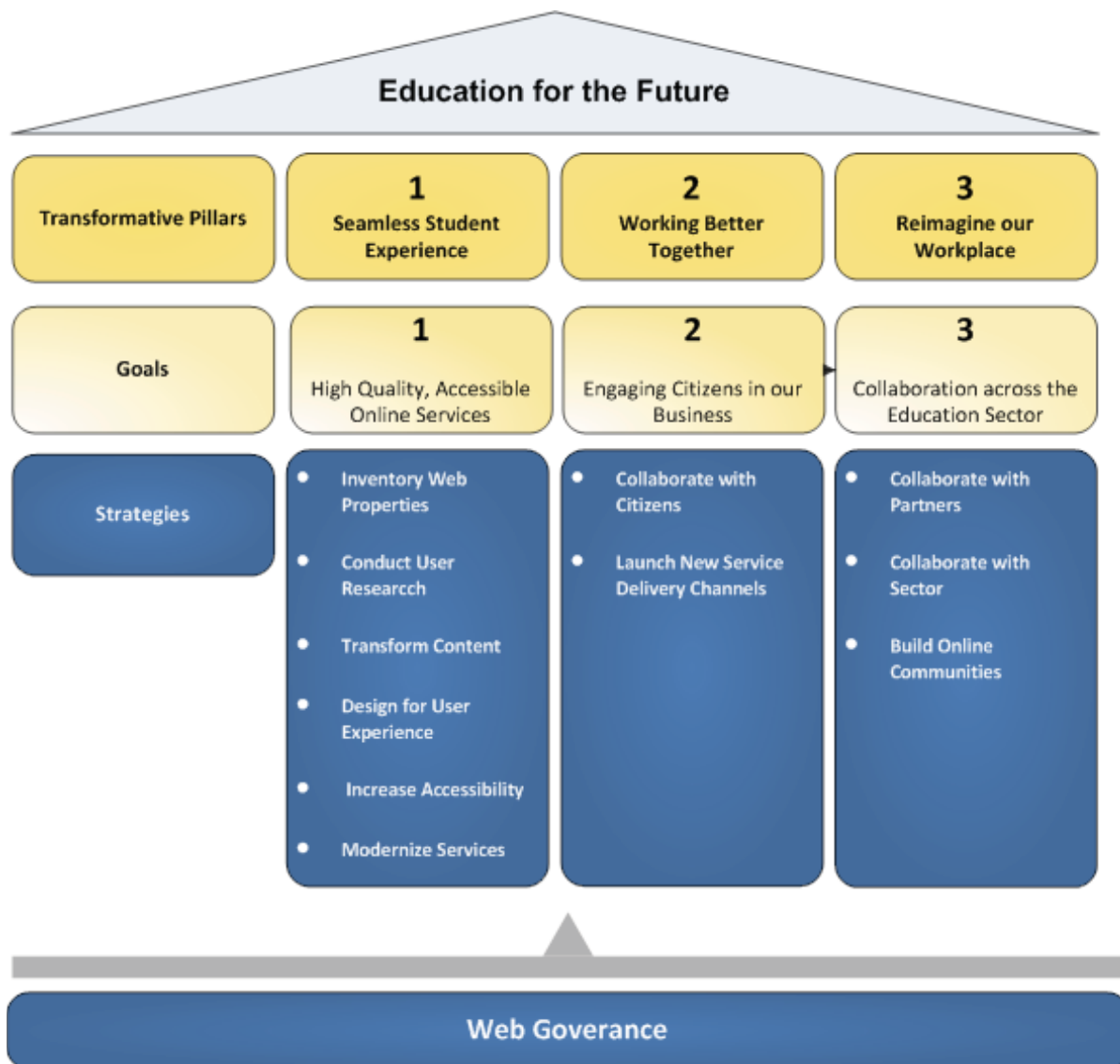
Goal 1: High Quality, Accessible Online Services

Our Commitment

The key to helping students and their families achieve their educational goals lies in our ability to provide high quality information in a way that is meaningful and encourages citizen participation. Our websites will reflect the needs of our audiences and provide seamless, integrated access to the entire sector through our new provincial government home page - www.gov.bc.ca.

Overview

The Ministry of Advanced Education has an opportunity to better present information on the post-secondary education system and coordinate information across the Education and Economy sectors based on citizen needs and expectations. These opportunities will require the ministry to take the steps necessary to transform content and design, increase accessibility and modernize business processes in order to meet the information needs of a new generation of citizens.

Work is already underway across the ministry in areas of Aboriginal Education, Student Financial Aid and International Education to build new online solutions for these key areas. The ministry is committed to redeveloping its entire web presence not just for these priority initiatives but for all sites across the organization. We will apply the following actions to achieve this goal:

Strategy	Actions		
	2012/13	**2013/14**	**2014/15**
1.1 Inventory Web Properties	- Determine number of web properties - Categorize web properties (online services, static information, forms, publications) - Identify business owner/content stewards - Prioritize properties based on web analytics - Identify business critical pages - Identify top tasks to determine priority placement of key information - Make web properties available from B.C. Government home page and add to forms and services index.	Continue to integrate services with B.C. Government home page	Continue to integrate services with B.C. Government home page

1.2 Conduct User Research	- Identify service touch points - Conduct user Persona workshops with subject matter experts - Refer to corporate toolkits and conduct user research on business critical websites - Examine Web Analytics and Search Term data - Take evidence based approach to web redevelopment - Establish baseline performance measures for business critical sites	- Establish regular user research and testing cycle for business critical services (subject to available resources) - Measure performance and adjust approach if required	- Conduct regular user research and testing on business critical services based on established cycle (subject to available resources) - Measure performance and adjust approach if required
1.3 Transform Content	- Develop content policy to categorize web properties and identify opportunities for open data and information - Establish citizen-centred information architecture - Rewrite business critical sites in plain language - Apply corporate, taxonomy to business critical pages - Implement metadata - Develop and implement common key words, phrases and descriptive titles on business critical sites - Integrate ministry content, forms and services into the B.C. Government home pages	- Continue to implement content strategy - Rewrite non-critical web pages - Continue to implement citizen-centric taxonomy, common key words, phrases and descriptive titles - Continue to align ministry content with the B.C. Government home pages	- Enforce content strategy

1.4 Design for User Experience	▪ Apply new corporate design libraries on business critical services to ensure consistent user experience across government sites	▪ Continue to implement new corporate design libraries to ensure consistent user experience across government sites.	▪ Continue to implement new corporate design libraries to ensure consistent user experience across government sites.
1.5 Increase Accessibility	▪ W3C compliant code on business critical sites ▪ Use of responsive design standards to ensure accessibility for all devices and screen sizes	• W3C compliant code on all ministry pages • Continue to implement responsive design standards	• Continue to implement responsive design standards
1.6 Modernize Services	▪ Identify opportunities to build dynamic online tools ▪ Develop mobile strategy ▪ Develop a web application for student level data that will provide custom reports ▪ Identify opportunities for mobile applications for Student Financial Aid ▪ Implement Smart Forms for Student Financial Aid application processes.	• Implement new, online services for student financial aid ▪ Develop a mapping tool to provide high level, visual information about B.C.post-secondary institutions. ▪ Continue to identify opportunities for mobile web applications	▪ Continue to identify opportunities for mobile web applications

Goal 2: Engaging Citizens in our Business

Our Commitment

The Ministry of Advanced Education is committed to enhancing transparency and accountability to British Columbians. Opening our data, information and policy development processes creates the opportunity for citizens to access public information in a more useful and readable format, enabling greater insight into the inner workings of Government and empowering citizens to participate more directly in the decision-making process. The ministry will use the web wherever possible to support open, two-way collaboration with our clients and stakeholders.

Overview

Students today do not know a world without the social web. The ministry recognizes the importance of social media as a key mechanism for providing timely, accessible services and supporting a more open dialogue with students. Web 2.0 technologies have created significant opportunities for collaboration to engage citizens in decision making like never before. Through the use of new online tools, such as blogs and through social networking sites like Twitter and Facebook the ministry will establish two way conversations with our clients to provide more timely and effective services and better policies. What's more, the ministry will improve the ability of the public to find, download and use our data to allow citizens and stakeholders to derive value from data government holdings. The following actions will help us achieve this goal:

Strategy	Actions		
	2012/13	**2013/14**	**2014/15**
2.1 Collaborate with Citizens	- Launch Aboriginal Education Policy Framework public collaboration - Develop strategies for student engagement and collaboration - Collaborate with Government Communications and Public Engagement and Citizen Engagement Team to integrate all public collaboration into new "Have your Say" platform. - Open data and inventory information to be proactively released - Build expertise within the ministry to support public engagement	- Continue to identify new opportunities for public engagement - Continue to contribute data holdings to DataBC (See Open Data Appendix) - Expand open information inventory where possible	- Continue to identify new opportunities for public engagement - Continue to invite public engagement on existing collaboration opportunities - Continue to contribute data holdings to DataBC (See Open Data Appendix) - Expand open information inventory where possible

2.2 Launch New Service Delivery Channels	• Establish @StudentAid BC Twitter account and hashtag #StudentAidBC • Establish Aboriginal Education Twitter and Facebook • Develop Social Media strategy for International Education	• Expand the use of Social Media	• Expand the use of Social Media

Goal 3: Collaboration across the Education Sector

Our Commitment

The Ministry of Advanced Education will collaborate with partner ministries such as Education and Jobs, Tourism and Innovation and with our stakeholders across the post-secondary education sector to improve knowledge sharing and increase effectiveness. We will be innovative in our approach and use web 2.0 technologies to engage stakeholders and partners in dialogue in pursuit of a more responsive, flexible student-centred post-secondary system that is relevant to communities and labour market needs.

Overview

To be successful the Ministry of Advanced Education must take a more collaborative approach to how we operate both within government and across the entire post-secondary education sector. The ministry is investing in collaborative online tools to support greater information sharing and online dialogue.

Strategy	Actions		
	2012/13	2013/14	2014/15
3.1 Collaborate with Partners	▪ Form cross-government working groups with partner ministries ▪ Standardize taxonomy across the sector ▪ Consult with the Ministry of Labour, Citizens' Services and Open Government to align web properties with the B.C. Government web presence.	▪ Continue to build partnerships and align web properties with the B.C Government web presence.	▪ Continue to build partnerships and align web properties with the B.C Government web presence.
3.2 Collaborate with Sector	▪ Launch online collaboration solutions to support electronic transfer of information and better online services to stakeholders ▪ Streamline corporate processes and bring processes online.	▪ Continue to build implement collaboration solutions and online processes to reduce paper	▪ Continue to build implement collaboration solutions and online processes to reduce paper
3.3 Build Online Communities	▪ Develop SharePoint 2010 as a platform for stakeholder collaboration	▪ Continue to develop and foster community building using collaborative online tools	▪ Continue to develop and foster community building using collaborative online tools