

2011-2012 ACADEMIC CALENDAR



AURORA
COLLEGE

WELCOME FROM THE PRESIDENT

Aurora College of the Northwest Territories has been delivering post-secondary education programs to Northerners for more than 40 years. As a Northern college, we have unique insight into the needs of Northern learners and the NWT labour market. We work with business, government and other educational institutions to ensure that our programs provide you with the skills and knowledge needed to pursue a great career right here at home.

Although we have grown and evolved with the NWT over our long history, what has not changed is our focus on students: we are a student-centred institution that put the hopes and dream of our students first.

We accomplish this by ensuring that our programs, services and facilities are geared toward student success. This means we offer up-to-date programming, the most effective services and state of the art training facilities. This also means we work with a network of education partners across Canada to ensure that Aurora College students can build on their Aurora College education at universities throughout the country. With three campuses, one each in Fort Smith, Yellowknife and Inuvik, and community learning centres in most other NWT communities, Aurora College is found close to home no matter where you live in the NWT.

As the College of the Northwest Territories, our first priority is to the residents of the NWT. Over the decades, thousands of Northerners have come through our doors and gone on to great careers in teaching, health care, trades, social work and much more.

We hope to welcome you to our family of graduates in the near future.

Kinanaskomitin; Mahsi; Máhsi; Masi; Marsi; Merci; Quyanainni; Quyanaq; Quana; Thank you

Sarah Wright Cardinal
President, Aurora College



This Calendar will introduce you to our wide variety of programs, which include certificates, diplomas, degrees and Apprenticeship and trades training. Our programs have been designed specifically for the unique needs of Northerners and the Northwest Territories (NWT) labour market. We take pride in having programming that connects Northerners to educational opportunities throughout Canada and the world and in having a presence in almost every NWT community. Students benefit from the College's small class sizes, ensuring more individual attention from instructors.

Historically, this land has been a place of hunting, harvesting and trading for the Inuvialuit, Gwich'in, North Slavey, South Slavey, Chipewyan, Cree, Inuit and Métis peoples. Aspects of this diverse cultural history have been incorporated into areas of study such as Teacher Education, Environment and Natural Resources Technology, Social Work and Nursing. Our trades and technological programming reflects the needs of the modern North and ensures that our graduates are well prepared for employment in our northern economy.

Over the past forty years, Aurora College has grown from a small adult vocational centre to a vibrant comprehensive post-secondary institution. By combining theory and practical experience, and drawing on the traditional knowledge that has informed the rich cultures of the North for centuries, we have created an innovative programming mix that makes an Aurora College education a transformative experience.

Please explore Aurora College through the use of our calendar and make the choice to join us in the future – the result will be a rewarding educational experience that both prepares you fully for employment and enriches your life experience.



MISSION STATEMENT

Aurora College is focused on Student Success and is committed to supporting the development of our Northern society through excellence in education, training and research that is culturally sensitive and responsive to the people we serve.



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Aurora College has made every effort to ensure that the information in this publication is accurate and complete at the time of publication. However, Aurora College reserves the right to make changes in its admission policies, procedures, educational costs and curricula without notice or obligation. Please consult the Aurora College website or the Registrars office for the most current information.

The programs and courses outlined in the calendar will be offered subject to sufficient enrolment and funding.

ABOUT AURORA COLLEGE

HISTORY OF AURORA COLLEGE

Aurora College is the cornerstone of the NWT post-secondary education system. It operates 3 campuses and 23 community learning centres in communities, both large and small, spread over more than 1.1 million square kilometres. Throughout its history, the College has changed as the Northwest Territories evolved from a jurisdiction run from Ottawa to a self-governing territory with its own unique cultural and educational needs.

Aurora College originated over 40 years ago when a heavy equipment operator program was first offered in Fort Smith. Following the introduction of a teacher education program in 1968, the institution was formally named the Adult Vocational Training Centre (AVTC).

Throughout the 1970s both vocational and academic programming at AVTC grew. Trades training expanded to include Carpenter, Heavy Duty Equipment Technician and Housing Maintainer. In 1976, the College established its longest-standing partnership agreement, working with the University of Saskatchewan to create a formal transfer agreement for a Teacher Education Diploma Program. The transfer agreement meant students could use their diplomas as the first two years of a Bachelor of Education Degree; more than 115 Aurora College graduates went on to complete degrees in the coming years. Programs such as Business Administration, Environment and Natural Resources Technology and Office Administration became mainstays. By the end of the 1970s, the institution had expanded beyond its vocational roots, and in 1981 The Honourable Dennis Patterson, Minister of Education elevated the adult training centre in Fort Smith to a fully accredited college with a governing body. The new institution was called Thebacha College.

The next decade was a period of exciting expansion for the NWT College system. In 1986 the government passed an act creating Arctic College, which consisted of Thebacha Campus in Fort Smith, Kitikmeot Campus in Cambridge Bay and Nunatta

Campus in Iqaluit. Between 1986 and 1989, additional campuses were created in Yellowknife, Inuvik and Rankin Inlet. During the same time period, community adult education centres were transferred to the College from the GNWT Department of Education, creating a truly pan-territorial adult education system.

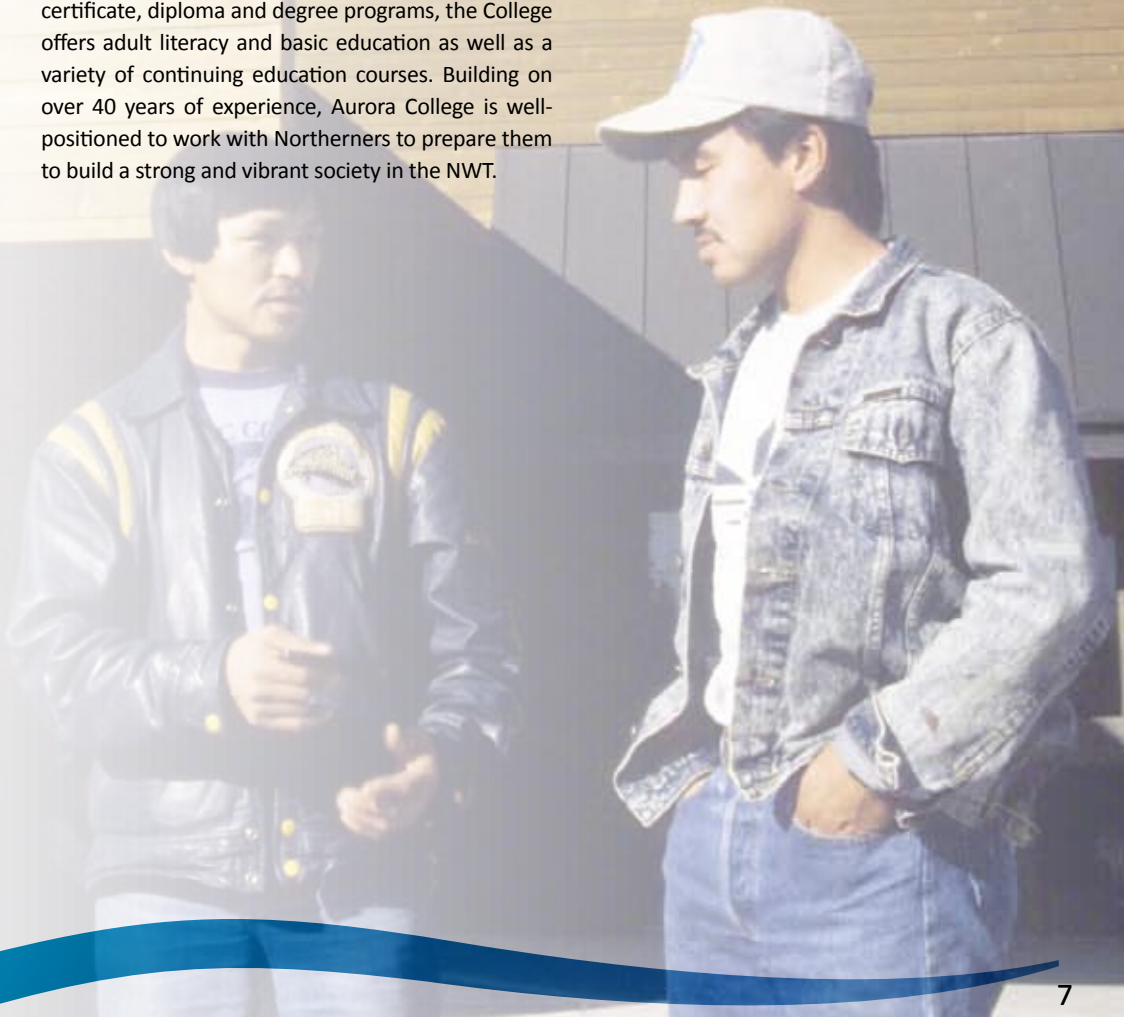
As the college system developed, a parallel series of developments occurred in the NWT science community. The Science Advisory Board was created in 1975 to advise the NWT government on matters relating to science and research. In 1984, the Science Advisory Board became the Science Institute of the NWT with its head office in Yellowknife and major research centres in the communities of Inuvik and Igloolik.

In 1995, in anticipation of the division of the NWT into two territories, the government of the NWT created two college systems to serve the unique needs of each new territory. In the east, Nunavut Arctic College would help the people of Nunavut build a skilled public sector. In the west, Arctic College became Aurora College, which would serve the people of the new Northwest Territories, where training needs were increasingly driven by major industrial developments. At the same time, the GNWT integrated the Science Institute into the colleges, providing each with a research institute to serve its specific needs.

Aurora College continued to evolve as the needs of the NWT labour market changed. In response to a need for more nurses, the College established the Northern Nursing Program Diploma Program in 1994, which quickly established a national reputation for excellence. In recognition of the success of the diploma program and the quality of its students, the College developed a partnership with the University of Victoria to begin delivery of a Bachelor in the Science of Nursing Degree in 2000. The College built upon its partnership with the University of Saskatchewan, expanding the two-year diploma in teacher education to a three-year diploma, and, in 2007, replacing that program with a Bachelor of Education Degree.

In response to rapid growth in the NWT industrial sector, the College developed a number of programs that focused directly on preparing Northerners for employment in the mining and oil and gas sectors. Mineral Processing, Drill Rig training, Pipeline Operations Training, Diamond Cutting and Polishing and other related programs were developed in consultation and partnership with Aboriginal governments and industry, ensuring that programs met the needs of both the people of the North and the labour market.

Today, Aurora College is a modern and comprehensive post-secondary institution connected through transfer agreements and partnerships to a wide network of technical schools, colleges and universities throughout Canada. In addition to a broad range of trades and apprenticeship training and certificate, diploma and degree programs, the College offers adult literacy and basic education as well as a variety of continuing education courses. Building on over 40 years of experience, Aurora College is well-positioned to work with Northerners to prepare them to build a strong and vibrant society in the NWT.



BOARD OF GOVERNERS

John McKee	Chairperson	Deh Cho Representative
Ted Blondin	Vice Chairperson	North Slave Representative
Lani Cooke	Member	Yellowknife/North Slave Representative
Vacant	Member	Beaufort Delta Representative
Ethel Blondin-Andrew	Member	Sahtu Representative
Sydney O'Sullivan	Member	South Slave Representative
Margaret Thom	Member	Elder Representative
Tammy Soanes-White	Staff Representative	Yellowknife/North Slave Campus
Vacant	Student Representative	

Representatives are as of November 2010. See website for updated information.

Aurora College delivers programs at three Campuses, 23 Community Learning Centres and other community sites in the NWT. The Office of the President is located in Fort Smith. The Aurora Research Institute, a division of Aurora College, has two Research Centres from which they offer licensing and research assistance throughout the NWT. The Aurora Research Institute Head Office is located in Inuvik.

BOARD OF GOVERNERS

Contact the Office of the President

OFFICE OF THE PRESIDENT

50 Conibear Crescent
Box 1290, Fort Smith, NT X0E 0P0
Tel: (867) 872-7009
Fax: (867) 872-5143

AURORA CAMPUS

87 Gwich'in Road
Box 1008, Inuvik, NT X0E 0T0
Tel: (867) 777-7800
Fax: (867) 777-2850
Toll free: 1-866-287-2655

Community Learning Centres (867)

Aklavik	978-2224 / 2460 Fax
Colville Lake	709-2444 / 2444 Fax
Deline	589-3701 / 4036 Fax
Fort Good Hope	598-2270 / 2744 Fax
Fort McPherson	952-2551 / 2647 Fax
Inuvik	777-7841 / 2876 Fax
Norman Wells	587-7154 / 2117 Fax
Tsiigehtchic	953-3036 / 3038 Fax
Tuktoyaktuk	977-2328 / 2275 Fax
Tulita	588-4313 / 4714 Fax
Ulukhaktok	396-4213 / 4312 Fax

THEBACHA CAMPUS

50 Conibear Crescent
Box 600, Fort Smith, NT X0E 0P0
Tel: (867) 872-7500
Fax: (867) 872-4511
Toll free: 1-866-266-4966

Community Learning Centres (867)

Fort Liard	770-3064 / 3064 Fax
Fort Providence	699-3231 / 4305 Fax
Fort Resolution	394-5401 / 3181 Fax
Fort Simpson	695-7339 / 7353 Fax
Hay River	874-6455 / 4201 Fax
Hay River Reserve	874-3107 / 3229 Fax

YELLOWKNIFE CAMPUS

5004-54th Street - Northern United Place
Bag Service 9700, Yellowknife, NT X1A 2R3
Tel: (867) 920-3030
Fax: (867) 873-0333
Toll free: 1-866-291-4866

Community Learning Centres (867)

Behchokö	392-6082 / 6366 fax
Dettah/Ndilo	920-3107 / 873-0160 fax
Gamètí	997-3200 / 3201 fax
Lutselk'e	370-3902 / 3013 Fax
Wekweèti	713-2023 / 2023 fax
Whatí	573-3084 / 3085 fax

Aurora College also administers Community Learning Centres in other communities depending on demand and funding.



AURORA RESEARCH INSTITUTE

The Aurora Research Institute (ARI) is the research and scientific arm of Aurora College. ARI operates two research centres, one in Inuvik and one in Fort Smith.

The institute offers a variety of scientific expertise and services, including research licensing, the provision of laboratory and office space for visiting researchers and the promotion of science in northern schools. This last function is fulfilled through regular science fairs at elementary and high schools across the Western Arctic.

With the assistance of community leaders throughout the western NWT, ARI has developed the northern research agenda, identifying which areas of research are of highest priority to northerners. One of the guiding philosophies of ARI is that science must be accessible to people and relevant to their everyday lives.

ARI is also dedicated to the advancement of traditional knowledge, the ancient wisdom developed over the centuries by northern Aboriginal people, and the joining of this knowledge with western science.

Contact the Aurora Research Institute:

ARI Head Office

Box 1450
Inuvik, NT X0E 0T0
Phone: (867) 777-3298
Fax: (867) 777-4264

South Slave Research Centre

Box 45
Fort Smith, NT X0E 0P0
Phone: (867) 872-4909
Fax: (867) 872-5024

Inuvik Research Centre

Box 1430
Inuvik, NT X0E 0T0
Phone: (867) 777-3298
Fax: (867) 777-4264

IMPORTANT NOTICE

The information presented in this calendar is prepared several months in advance of the academic year for which it is intended to provide guidance, and students are advised that the information contained herein is subject to ongoing review and revision. **The offering of programs and courses is dependent on sufficient enrolment and on the availability of funding. Prospective students should contact the nearest Campus to determine the delivery of programs of choice.** Therefore, the content of this calendar is subject to change without notice eg: tuition, fees, programs deliveries), and every student accepted for registration in the College shall be deemed to have agreed to any such deletion, revision or addition whether made before or after said acceptance.

Aurora College does not accept any responsibility for loss or damage suffered or incurred by any student as a result of suspension or termination of services, courses or classes caused by strikes, lockouts, riots, weather, damage to College property or for any other cause beyond the reasonable control of Aurora College.

Flipping through this calendar is the first step on the path to a great career. The next step to a successful and rewarding future is enrolling in an Aurora College course or program at any of the locations throughout the Northwest Territories (NWT). Whether you have just finished school, are returning to school after a few years, continuing your education or changing careers, Aurora College offers a range of educational options that lead to a bright future.

You have dreams and goals. Aurora College can help you achieve them. This calendar provides all the information you'll need to learn more about courses, programs, and personal interest courses, eligibility requirements, upgrading, financial assistance, Campus and Learning Centre locations, student services, contact information and so much more. Use this book for ideas and inspiration. Discover what you can do and how far you can go. Discover your potential!

2011-2012 ACADEMIC SCHEDULE

The dates listed are guidelines. Please contact the appropriate Campus for exact start and end dates.

Summer Term 2011

July 1	Holiday - Canada Day
Beginning of July	Summer term begins
August 1	Holiday - Civic
Mid August	Summer term ends

Fall Term 2011

September 5	Holiday - Labour Day
August/September	Registration/Orientation/ Fall term begins
October 10	Holiday - Thanksgiving
November 11	Holiday - Remembrance Day
Mid December	Fall term ends

Winter Term 2012

Beginning of January	Registration/Orientation/ Winter term begins
April 6	Holiday - Good Friday
April 9	Holiday - Easter Monday
End of April	Winter term ends

Spring Term 2012

Beginning of May	Spring term begins
May 21	Holiday - Victoria Day
Mid June	Spring term ends
June 21	Holiday - Aboriginal Day

INFORMATION

ADMISSION REQUIREMENTS

Admission requirements may vary from one program to another. Check the detailed program sections of this calendar for program-specific admission requirements.

See Adult Basic Education Equivalencies chart on page 134.

MATURE STUDENTS

If you do not have the academic requirements for direct entry, you may be eligible as a mature student. A mature student must be 20 years of age or older, and have been out of school for at least one year.

Mature applicants will be required to complete the Aurora College Placement Package. Candidates who do not meet the academic requirements for admission into a program will be recommended for enrollment in Adult Basic Education or preparatory courses.

FINANCIAL ASSISTANCE

You may be eligible for financial assistance through:

- Human Resources Development Canada;
- Student Financial Assistance Program of the Department of Education, Culture and Employment, GNWT; or,
- Training Services section of the Department of Education, Culture and Employment, GNWT.

If you are applying for student financial assistance (SFA) from the Department of Education Culture and Employment, your application must be received by:

- July 15 for programs commencing between August 16 and September 30;
- November 15 for programs commencing in January; or
- One calendar month prior to your start date for programs commencing in all other months.

For specific details, check with the website at www.nwtsfa.gov.nt.ca

Contact the agency to which you are applying for specific information. An acceptance letter from the College is not necessary when initially applying for student financial assistance.

If you require financial assistance, you must contact the assisting agency or department directly, as Aurora College has no role in the granting or approval of financial assistance. You will be informed by the appropriate agency if your application for assistance has been accepted. Check with your sponsoring agency regarding application deadlines. Sponsor letters should be forwarded to the Campus location to which you have applied.

TUITION FEES

The fees for the 2011-2012 academic year, are listed below. All fees are payable in advance and **SUBJECT TO CHANGE.**

\$245.00 per course up to two courses
\$1200.00 per term
\$1925.00 per delivery for Heavy Equipment Operator program

STUDENT ACCOMMODATION RENTAL RATES

- a) Residence Room \$7.00 per day
- b) Bachelor \$315.00 per month
- c) 1 Bedroom Apt. \$360.00 per month
- d) 2 Bedroom Apt. \$390.00 per month
- e) 3/4 Bedroom House/Apt. \$465.00 per month

ADDITIONAL FEES

- Student fees \$25.00 per term
- Computer Lab use \$40.00 per term
- Recreation \$20.00 per term
- Materials and Supplies
Cost recovery bases

As and when required:

- Course extension fee \$30.00
- Duplicate documents of recognition \$15.00
- Official Transcripts \$5.00
- Duplicate receipts \$5.00
- NSF cheques \$30.00
- Supplemental examination or assignment \$40.00
- Prior Learning Assessment \$70.00
- Transfer Credit \$70.00
- Examination sitting fee \$15.00
- Invigilation fee
To be determined at Campus

Application fee: A fee of \$40 is payable to Aurora College upon the submission of your application for any Access, Certificate, Diploma, Degree or Trades (except Apprenticeship) programs. Effective January 1, 2009.

Book Fees and Materials: Contact your campus or Community Learning Centre for program-specific fees relating to books and materials.

Some programs have transfer agreements with other universities and/or course work required from other institutions (eg: Business Administration, Nursing, Social Work and Teacher Education). **This may require students to apply to the institution and pay appropriate application fees.** Please verify application requirements for the Aurora College program to which you are applying.

Seniors and elders may take courses in base-funded programs free of charge. **Proof of age will be required at the time of registration.** The NWT Seniors' Society defines a senior or elder as a person 60 years of age or older. Any continuing education course taken will be charged a tuition fee.

HOW TO APPLY

Applying to Aurora College is straight forward. If you require any assistance with forms, or have any questions about our programs and services, please don't hesitate to contact our staff at any Aurora College location, or call the toll-free number at the campus nearest you. For help with Student Financial Assistance, please contact the Department of Education, Culture and Employment in your area, or call toll-free at 1-800-661-0793.

1. Your journey begins when you pick up an Aurora College application form from any Campus, Community Learning Centre or high school in the NWT. Check the application deadlines to ensure the program you are interested in is available. Website: auroracollege.nt.ca Complete the application form and include any extra documents listed in the Admission Requirements section of the program to which you are applying, as noted in the calendar. Applications are accepted by date – the earlier you apply the better your chance of entering the program you desire
2. This is a good time to prepare your documents for Government of the Northwest Territories (GNWT) Student Financial Assistance (SFA). Please note that Student Financial Assistance is administered by the Department of Education, Culture and Employment (ECE). While Aurora College staff can provide general

information on SFA, specific inquiries should be directed to the Department. More detailed information is available on the website at www.nwtsfa.gov.nt.ca.

3. Mail or drop off your application. See page 8 for Campus addresses.

AFTER YOU APPLY

1. You will receive a letter acknowledging that your application has been received and requesting any additional information or documentation that is required.
2. You will be contacted if an interview is needed. Some programs require interviews, while others do not.
3. You will be notified when you are:
 - a) accepted, with information on how to proceed with registration,
 - b) not accepted, but recommended for another field of study at Aurora College,
 - c) not accepted, with an explanation.

CONTINUING EDUCATION

To find out what courses are currently being offered at a campus near you visit the Aurora College website at www.auroracollege.nt.ca and follow the Program links to Continuing Education for each campus, or contact us directly at:

Aurora Campus

Anne Church
Coordinator, Continuing Education
Phone (867) 777-7811
Fax (867) 777-2850
Email: achurch@auroracollege.nt.ca
www.auroracollege.nt.ca

Thebacha Campus

Coordinator, Continuing Education
Phone (867) 872-7519
Fax (867) 872-5024
www.auroracollege.nt.ca

Yellowknife Campus

Karen Horn
Coordinator, Continuing Education
Phone (867) 920-8802
Fax (867)873-0333
Email: khorn@auroracollege.nt.ca
www.auroracollege.nt.ca

CUSTOMIZED TRAINING

The Continuing Education departments at Aurora College have a mandate to offer quality, cost effective programs for personal and professional development. Courses are customized to suit your specific training requirements/goals. We offer practical, hands-on training relevant to real work situations, and we conduct training in a concise, time-sensitive manner, which enables employees to gain the maximum amount of learning - at our facility or yours.

If you would like more information on customized training for your organization, please contact your local Continuing Education department at Aurora College.

CONTINUING EDUCATION COURSES

Courses in the following categories may be offered at the Campus nearest you. However, course delivery is not limited to this list.

- Business Development
- Computer Training
- Finance and Accounting
- General Interest
- Personal Skill Development
- Safety Training

Please contact your local continuing education department for more information.

MACA TUITION SUBSIDY

Subsidies of up to 50% are available for qualifying non-profit organizations through MACA's Volunteer development Fund. Aurora College and Municipal and Community Affairs have teamed up to offer community organizations an opportunity to apply for a 50 per cent tuition subsidy on Continuing Education courses.

The Department of Municipal and Community Affairs (MACA) recognizes and supports the volunteer sector in its efforts to help build effective and sustainable communities. Volunteer organizations rely on skilled unpaid and paid staff. MACA supports building the capacity of the sector so it may better carry out its valuable work.

For more information on this program and the application process, please contact your local Continuing Education department at Aurora College.

PARTNERSHIPS, ARTICULATION AND TRANSFER AGREEMENTS

PARTNERSHIPS

Aurora College works with a large number of Aboriginal groups, government and non-government departments, and business and industry partners to ensure the timely delivery of relevant and high quality post-secondary programming throughout the Northwest Territories.

Programs delivered and funded through partnership arrangements form a key area of college operations. These programs may focus on immediate training needs, but may also address recurring or demand program requirements.

Please contact the registrar at your nearest Campus location or the Adult Educator at your Community Learning Center to find out more information about these programs.

ARTICULATION AND TRANSFER CREDIT AGREEMENTS

Aurora College has a wide variety of accreditation and transfer credit agreements with other post-secondary institutions and organizations that are reviewed on an ongoing basis.

Transfer credit is the awarding of course credits earned at another post-secondary educational institution for an equivalent course. If you have completed the equivalent of an Aurora College course at another institution, you may apply for transfer credit after you have been accepted to the institution. Approval of transfer credits is at the discretion of the host institution. Additional information on transfer credits can be obtained from the program manager of the College program of interest.

Students wishing to obtain transfer credits at post-secondary institutions in Alberta should refer to the Alberta Transfer Guide, which lists all courses and program transfer agreements between post secondary institutions in Alberta, the Northwest Territories and Nunavut. The Guide and other transfer information are available online at www.transferalberta.ca or by contacting:

Alberta Council of Admissions and Transfer
11th. Floor, Commerce Place
10155 – 102 Street
Edmonton, AB T5J 4L5
Phone: (780) 422-9021 or 310-0000 toll free
Email: acat@gov.ab.ca

Listed below are the organizations with which Aurora College has current transfer agreements. Some courses in the listed programs may not be transferable under existing agreements.

Certificate in Adult Education

- University of Alberta

Environment and Natural Resources Technology Program

- Wildlife Technology Program by the North American Wildlife Technology Association
- University of Saskatchewan (BA Northern Studies)
- University of Lethbridge

Business Administration

- University of Saskatchewan (BA Northern Studies)
- University of Lethbridge
- The Community Economic Development (CED) Stream of the Business Administration Diploma is accredited by the Council for the Advancement of Native Development Officers (CANDO)

Social Work

- University of Regina

Bachelor of Education

- University of Saskatchewan

Bachelor of Science In Nursing

- University of Victoria

Master of Nursing, Nurse Practitioner Primary Health Care Stream

- Dalhousie University

Most Programs*

- Nunavut Arctic College
- Yukon College

** Check with the Vice President, Academic for current program transfer agreements between Aurora College and other institutions.*

ADMISSION REQUIREMENTS

Each university maintains its own admissions policy. Check with the Registrar at the institution to which you are applying to see which policies apply to you. Full-time students are expected to complete a minimum of 20 courses.

CERTIFICATION

Participants will receive a College transcript as the official document of recognition.

ADDITIONAL FEES

All students must pay a registration fee to the university at which they apply. For a description of other fees that may be applicable, see the appropriate university calendar or check with the Registrar. Part-time students pay on a course-by-course basis.

Financial assistance (grants, loans, etc.) may be available from the Student Financial Assistance Program, Department of Education, Culture and Employment, GNWT.

Aurora College and any partner university reserve the right to make changes to any policies or procedures, fees, course availability, delivery mode, schedules or program requirements at any time without further notice. Students are responsible for informing themselves of the regulations and requirements of their program.

SECONDARY SCHOOL ARTICULATION AGREEMENTS

Aurora College is currently developing articulation agreements with NWT secondary schools in an effort to make the progression from high school to post-secondary education more seamless. Current agreements have been formulated with the Office Administration Program and TechPrep. These agreements are designed to encourage secondary school graduates to pursue further educational goals at Aurora College.

Office Administration

Aurora College has established an initial Articulation Agreement with the two school boards in Yellowknife for the Office Administration Program. This agreement outlines which secondary school courses are fully transferable to the Office Administration Program.

For further information on agreements between NWT secondary schools and Aurora College contact:

Secondary Program Co-ordinator,
Department of Education, Culture
and Employment
Phone: (867) 920-8769
Fax: (867) 873-0109

Vice President, Academic
Aurora College
Phone: (867) 872-7019
Fax: (867) 872-5143

UNIVERSITY OF THE ARCTIC

Aurora College is a University of the Arctic member institution.

The University of the Arctic is a cooperative network of universities, colleges, and other organizations committed to higher education and research in the North. Our members share resources, facilities, and expertise to build post-secondary education programs that are relevant and accessible to northern students. Our overall goal is to create a strong, sustainable circumpolar region by empowering northerners and northern communities through education and shared knowledge.

We promote education that is circumpolar, interdisciplinary, and diverse in nature, and draws on our combined strengths to address the unique challenges of the region. UArctic recognizes the integral role of indigenous peoples in northern education, and seeks to engage their perspectives in all of its activities.

See page 109 for Program and Course information.

YOUR RIGHTS AND RESPONSIBILITIES AS AN AURORA COLLEGE STUDENT

Upon being accepted to Aurora College, you should make yourself aware of your responsibilities and rights as a student. As an adult learner, you are expected to conduct yourself appropriately. Conversely, you will be treated with respect by the College staff (see Policy D.17 for an outline of Student Behaviour). What follows is an outline of the responsibilities and rights of Aurora College students. Detailed descriptions are available from the Registrar's Office. For further information, refer to the Aurora College Policy and Procedures Manual. The bracketed number refers to the section in the manual relating to each policy.

Alcohol and Illegal Drugs (Policy E.02)

The possession and/or consumption of alcohol, alcohol substitutes, solvents, and/or illegal drugs on Aurora College property, or during College sponsored activities are strictly prohibited. The College recognizes that maintaining an alcohol and drug free learning environment is fundamental to the pursuit of excellence in education. The College supports students who request assistance in dealing with substance abuse issues. Students will receive assistance from Student Services Staff, and may be referred to outside agencies.

Audit Status (Policy C.29)

You may apply to audit any regular credit course as long as space is available. You are required to pay the full tuition and materials fee for audited courses. Prior to applying for audit status, you must provide transcripts for any/all identified prerequisite courses, and have written permission to be an auditor from the Program Manager and the instructor who is teaching the course.

As an auditor, you are not required to complete assignments or examinations. In the event that you choose to complete assignments or examinations, the results may not be used for credit purposes, unless the audit status has been changed to credit status prior to delivery of the third class.

Harassment (Policy E.07)

Aurora College is committed to providing an educational environment which is free from harassment. Every staff member and every student has the right to perform his/her assigned role at the College free from harassment by another staff member or student.

Final Grade Determination (Policy C.24)

In order to receive recognition for successful completion of a course, all evaluation requirements identified by the instructor in the course outline must be complete. If you have achieved a cumulative grade that meets or exceeds 50 per cent, but have not completed the assignments or written the examinations, the final mark will be fail.

Convocation (Policy C.17)

Each Campus of Aurora College shall hold Convocation for students who successfully meet the requirements for an Aurora College Certificate or Diploma. A student must be in good standing financially with the college in order to participate in convocation.

Copyright (Policy B.18)

The reproduction or use of creative property in any form by staff or students of Aurora College is subject to copyright or other protective legislation. Aurora College recognizes the Canadian legislation on copyright relating to the reproduction of materials and does not sanction or authorize any infringements or violations of copyright.

Prior Learning Assessment (Policy C.03)

Aurora College uses Prior Learning Assessment to recognize past learning to meet admission requirements for a program and/or obtain credit for one or more courses within a program. In order to be considered for a PLA, you must apply in writing to the Registrar at the time of application. The Registrar, in consultation with program staff, will assess prior learning. You may be granted up to 40 percent of a total program or course requirement through PLA.

Course credits can be obtained by successfully challenging an Aurora College course. Credit by challenge may be evaluated through written and/or oral examination, portfolio review and other methods approved by the Campus Director. A fee is charged for each course that is challenged. You must apply to the Registrar for challenge credits.

Grading of Courses(Policy C.25)

The grade point average (GPA) measures achievement in credit courses, and is calculated as follows:

$$\frac{\text{Total Grade Points}}{\text{Total Credits}} = \text{GPA}$$

Each course is assigned a credit value based on course hours.

1. Multiply the number of credits by the grade points received for each course.
2. Total the grade point value for each course.
3. Divide the total grade point value by the total number of credits.

Example:

Course #	Grade	Mark	Points X	Credits	= Grade Points
020-107	B-	67	2.70	3.0	8.1
020-213	B+	79	3.30	3.0	9.9
020-215	A-	84	3.70	3.0	11.1
Total				9.0	29.1
				<u>29.1</u>	=3.23 GPA
				9.0	

This calculation is done on an ongoing basis for the entire program (cumulative grade point average) but can be manually calculated on a term by term basis. This grade point average calculation is used to determine; a) eligibility for some awards and scholarships; b) progression to the next term or year of study; c) if program honour requirements have been met; d) if transfer requirements to other colleges have been met.

Grade	Mark	Pt value
A+	97-100	4.00
A	90-96	3.90
A-	83-89	3.70
B+	77-82	3.30
B	70-76	3.00
B-	66-69	2.70
C+	62-65	2.30
C	58-61	2.00
C-	54-57	1.70
D	50-53	1.00
F	0-49	0.00

Registration (Policy C.44)

You must be registered to participate in a course or program.

- Registration creates a contract between the student and the College, under which the student agrees to adhere to the policies of the college.
- You are responsible for completing and submitting all required documents of application and registration.
- You may not register in subsequent terms until all accounts with the College have been paid.
- You must have an official letter of acceptance signed by the Registrar to register as a full-time student.
- You must register on the date and at the time specified in your official letter of acceptance.
- To be registered, you must comply with all registration procedures, including payment of fees associated with registration.
- Registration dates and procedures for part-time students are available from the Registrar's Office and will be detailed in Continuing Education publications.
- You are responsible for notifying the Registrar, in writing, of any changes of address, phone number or any other pertinent information.

Smoking (GNWT Policy)

Smoking is not permitted in any College facility, vehicle or workplace. Smoking may be permitted in designated areas of residences or residential buildings.

Student Academic Evaluation (Policy C.28)

The passing mark for courses is 50 per cent, or as otherwise specified in the program outline. You are required to maintain a cumulative average of 60 per cent or better. If you do not maintain a cumulative average of 60 per cent, you will be placed on academic probation. If, at the end of the probationary period, you do not obtain a cumulative average of 60 per cent or better, you will be dismissed from the program.

Supplemental Examinations and Assignments (Policy C.27)

A student who has failed or missed a final exam or final assignment due to extenuating circumstances, but has maintained a passing grade as identified in the course outline and course syllabus, may apply to the course instructor to write a supplemental final exam or to complete a supplemental final assignment for that course.

Note: Supplemental final examinations or final assignments are not permitted in some courses, regardless of circumstances. Courses which do not allow supplemental final examinations or final assignments will clearly indicate such in the course outline and course syllabus.

You must document the extenuating circumstances that existed to warrant consideration of a supplemental examination or assignment and submit this documentation to the Program Manager.

Withdrawal (Policy C.30)

If you find it necessary to withdraw from a course or program, you may do so without academic penalty if the withdrawal takes place during the first third of the course.

Policies are approved by the Aurora College Board of Governors and are periodically amended. For more detailed information regarding Aurora College policies, refer to the Aurora College Policy and Procedures Manual, which is available through the Registrar's Office at any Campus or your local Community Learning Centre or online at auroracollege.nt.ca.

While it is intended that the programs of study and the regulations set forth in this calendar will apply for the current academic year, Aurora College reserves the right to make changes as required.

STUDENT SERVICES

Some of the many services provided by the Student Services Department are:

- Orientation to college life
- Academic, career and personal counselling
- Employment counselling
- Financial information
- Personal development
- Referrals

For information on the full range of services or hours of operation, please call the toll-free number for your campus.

REGISTRAR'S OFFICE

The Registrar's Office at each campus is responsible for administering student admissions and registrations, course changes and maintaining student records. This office also issues marks, certificates, diplomas, transcripts and all other documents of recognition.

ACCOMMODATION

Aurora College provides a limited selection of accommodation for both single students and for those with families. You should apply for accommodation when you apply to attend the College.

Family accommodation is available on a limited basis. Full-time students registered in long-term programs have first priority for family accommodation. Housing will be assigned once you are registered for full-time study. For availability and accommodation rate information, contact the Student Services Department at the campus or Community

Learning Centre to which you are applying. Aurora College makes every attempt to accommodate students with disabilities.

LIBRARY SERVICES

Aurora College maintains libraries at each of the three campuses and the Aurora Research Institute. Libraries support students and staff through a full range of library services. Library collections across the three campuses include (25,000+) books, periodicals subscriptions, videos, Canadian and government documents, pamphlets, CD-ROM and web-based resources. Internet access and interlibrary loan services are available at all campus locations. Aurora College makes every attempt to accommodate Students with disabilities.

STUDENT SUCCESS CENTRES

As part of the Student Success initiative, each of the Aurora College campuses has a Student Success Centre. These centres are equipped with the means to assist students in achieving personal success at the College. The Student Success Centres provide academic assistance to students in the form of tutoring, workshops, a collection of resources and career counselling. To find out more about the Student Success Centres at each of the campuses, please contact the coordinators at each Campus.

SCHOLARSHIPS, BURSARIES & AWARDS

A broad range of scholarships, bursaries and awards are available to students. For the most current information on awards, please contact:

- the Student Services Department at any Campus
- the Adult Educator at any Community Learning Centre
- the GNWT Department of Education, Culture and Employment
- the research centres of the Aurora Research Institute

See our booklet entitled *Scholarships, Bursaries and Awards* or check our website for further information.

COUNSELLING

Counselling services are provided at each campus to assist you in developing abilities and realizing your full potential. Aurora College provides a trained Counsellor to assist students with personal and social concerns. The counselor offers workshops and presentations, assistance in finding on-line community resources, individual counselling and self help materials.

RECREATION SERVICES

Aurora College's athletic activities range from intramural sports, such as basketball, volleyball, soccer, badminton and hockey, to recreational programs designed to make your stay on campus more enjoyable. For more information on recreation activities, please call your campus' toll-free number.

STUDENT ASSOCIATIONS & COUNCILS

A student association or council is established at each Aurora College campus. The associations/councils are student organizations governed by an executive, which is elected annually. You are required to pay a student association fee at all campuses. The student associations/councils, through their executives, are responsible for social activities, some publications, coordination of events and communication between students and the administration of Aurora College.

The student associations/councils at each campus, sell College clothing and memorabilia. For more information on services provided by the student association/council at your campus, please call your campus' toll-free number.

DAY CARE

Aurora College does not provide day care services. If you require information about day care, you may contact the Student Services Department at the appropriate campus, or contact the local day care centres in the community. There are limited spaces in most community day care centres, so apply early.

COMMUNITY PROGRAMS

Programs and Services

Drawing on local sources of skills and knowledge, the Aurora College Community Programs Departments work in partnership with community groups and agencies to identify and respond to training needs. The College staff understands that every community is unique and services must be adapted to different situations. Program delivery at the community level requires new and flexible approaches to accommodate a variety of clients who want access to educational opportunities in their home communities.

The College offers the following services and programs to communities:

- Educational assessment and counselling
- Developmental Studies and literacy programming
- Certificate and diploma programs
- Skill development programs
- Personal development courses
- Support for distance education learners
- Program development

A broad range of programs and courses are delivered in communities depending upon the interest and availability of funding.

Community Learning Centres

The Community Learning Centres of Aurora College bring our programs to communities throughout the Northwest Territories. A Community Adult Educator staffs each centre.

Adult Educators conduct academic assessments and assist you in making vocational and educational choices. They can also assist with information on career programs at Aurora College or other community colleges and universities. The Community Adult Educator is the first person you should contact regarding any educational needs.

See page 8 for a list of Community Learning Centres.

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BACHELOR OF EDUCATION

PROGRAM DESCRIPTION

The Bachelor of Education Program at Aurora College is designed to provide, within the NWT, an opportunity for Aboriginal and Northern students to enter the teaching profession through full-time/part-time community and Campus-based programs. The goal of the program is to provide a uniquely Aboriginal and Northern culture-based teacher education program that will meet the educational needs of NWT students and schools. The Bachelor of Education Program is delivered in partnership with the University of Saskatchewan (U of S), with the option of a Diploma exit after successful completion of three years of required courses. Year 4 of the program will only be available at the Thebacha Campus.

Courses have been selected to ensure the inclusion of the Aboriginal perspective and effective teaching techniques, as well as to meet the degree requirements of our University partner. The program is designed to be delivered over a minimum four-year period and will consist of academic and educational course work, culture camps, and internships. To graduate, students must fulfil all course and program requirements. Students graduating from the program will have teaching areas in Native Studies and English.

PROGRAM ELIGIBILITY

Applicants must be high school graduates or be out of school for one full year, have a desire to work with children and an interest in teaching within the NWT.

Applicants must possess:

- Grade 12 or equivalent including a minimum of: English 30-2, English 33, or ABE English 150; Math 20 Pure, Math 20 Applied, Math 23, or ABE Math 140; and Science 10 or ABE Science 140.
- A minimum mark of 65 per cent is required in English and Math.

Applicants may be admitted with one area of deficiency, provided it is not English. Such a deficiency must be cleared before entering the second year of the program.

Applicants who do not have these formal requirements may demonstrate an equivalent ability by successfully completing the Aurora College Entry Assessment Tests.

Applicants who do not meet these academic requirements may apply for admission into the Aurora College Developmental Studies Program or the Teacher Education Access Program.

APPLICANT ASSESSMENT

Applicants will apply to the Registrar to ensure that they meet requirements for Program eligibility. Applicants must submit:

- A completed application form;
- A personal letter stating reasons for wanting to enter the teaching profession;
- Official transcripts (high school/post secondary transcripts or Aurora College Placement Exam results); and
- Two letters of recommendation from a community leader, Community Education Council, school principal, or Director of Education.

APPLICANT INFORMATION

The Bachelor of Education Admissions Committee will review all applications and may request an applicant interview.

Once accepted into the Bachelor of Education Program, students will be required to complete the University of Saskatchewan application form, submit official transcripts to the University of Saskatchewan, and pay all applicable application and student fees.

Priority for program selection will be given to Aboriginal and other residents of the NWT. Student housing for Bachelor of Education students is a priority at Thebacha Campus, Fort Smith.

NOTE: A criminal record check is required. A record of certain offences may prevent candidates from completing all required elements of the program, in particular, internships.

PROGRAM ADMISSION

Applicants will be admitted to this program based on the program eligibility requirements and the applicant assessment results.

PROGRAM INFORMATION

The Bachelor of Education Program at Aurora College continues upon the success of the three-year Teacher Education Diploma Program and extends the opportunity for university degree achievement within the NWT. Students in the program will complete 63 academic/university credits leading to teaching areas in Native Studies and English. In addition, 72 professional/education credits, including 12 credits (16 weeks) of student teaching internships are completed. Some courses are non-transferable to the University of Saskatchewan but are required by both Aurora College and the University of Saskatchewan for degree completion. Academic courses are selected to meet degree completion requirements of the University of Saskatchewan. As part of a uniquely Aboriginal and Northern culture-based program, culture camps and an opportunity to gain knowledge about the NWT Aboriginal languages are presented.

PROGRAM OBJECTIVES

To prepare Aboriginal and Northern teachers to do the following:

- To use a variety of approaches to teaching in order to meet the educational needs of NWT children;
- To facilitate a positive classroom learning environment;
- To teach all subjects competently in the elementary grades (K-9);
- To meet the needs of each child placed in his/her classroom;
- To work effectively and independently in a Northern classroom;
- To use a variety of assessment/evaluation tools and procedures in the classroom;
- To become knowledgeable about the Education Act, NWT, Pan-Canadian, and Western and Northern Canadian (WNCP) curriculum protocols;
- To integrate Aboriginal cultural perspectives in the classroom;
- To utilize a variety of community and traditional knowledge resources in the classroom; and
- To continue in other institutions of higher learning if he/she wishes to continue his/her studies.

COMPLETION REQUIREMENTS

3-Year Aurora College Teaching Diploma: Students must successfully acquire 105 credits in the Bachelor of Education program including a minimum of 66 credits in Education/Professional courses including all required non-credit/non-transferable components and both internships with a minimum overall average of 60 per cent.

4-Year Bachelor of Education Degree: Students must meet all requirements of the University of Saskatchewan Bachelor of Education degree including the required non-transferable courses that are specific to the Aurora College program. Graduation requires attainment of 135 credits including 72 credits in Education/Professional courses and 63 credits in Academic courses. Students must have an overall average of 60 per cent in both Education/Professional courses and Academic courses. Students must successfully complete 3 credit units in each of Fine Arts, Natural Science, Kinesiology, Mathematics, English, Health and Social Studies. Students must also complete 18 credits in Teaching Area I of which 12 must be at the senior level (200 or above) and 12 credits in Teaching Area II of which 6 must be at the senior level (200 or above). Students must apply for and receive a Saskatchewan Teaching Certificate. Bachelor of Education degrees are awarded by the University of Saskatchewan.

DOCUMENT OF RECOGNITION

Upon completion of Year 3, an Aurora College Teaching Diploma and eligibility to apply for the NWT Interim Teaching Certificate. Upon completion of Year 4, a University of Saskatchewan Bachelor of Education Degree and eligibility to apply for the NWT Standard Professional Teaching Certificate.

CURRICULUM

Education Requirements

- 440-104 Introduction to Teaching in the NWT
- 440-106 Arts Education (K-9)
- 440-111 Culture Camp I
- 440-145 Information Technology Skills for Teachers
- 440-201 Introduction to the Teaching of English Language Arts
- 440-204 Science Education (K-9)
- 440-120 Physical and Outdoor Education (K-9)
- 440-209 Integrated English Language Arts (Grades 4-9)
- 440-231 Pre-internship Student Observations/Volunteering
- 440-215 Learners and Learning
- 440-222 Culture Camp II
- 440-250 Teaching Exceptional Children
- 440-335 Aboriginal and Cross-Cultural Education
- 440-100 Internship I
- 440-107 A Survey of Information Technology Applications in Educational Environments
- 440-207 Children's Literature in the Integrated Language Arts Classroom (K-9)
- 440-200 Internship II
- 440-205 Teaching Social Studies and Aboriginal Studies in Elementary Schools
- 440-212 Curriculum and Instruction for Northern Schools
- 440-333 Culture Camp III
- 440-337 Creating Effective Learning Environments in NWT Schools
- 195-316 Methods in K to 9 Mathematics II
- 195-448 Assessing Learning in Classroom
- 440-498 Bachelor of Education Capstone Project
- 195-425 Legal and Institutional Contexts of Education

Academic Requirements

Teaching Area I – Native Studies

- 440-128 Aboriginal Peoples in Contemporary Society
- 440-211 First Peoples of the NWT
- 195-261 Aboriginal Intellectual and Cultural Traditions in Western Canada
- 195-262 Aboriginal Narratives of Historical Memory
- 195-370 Images of Indigenous North America

Teaching Area II - English

- 440-109 University Preparation: Responding to Literature
- 195-113 Literature and Composition: Reading Narrative
- 195-114 Literature and Composition: Reading Culture
- 195-270 Literature of Native North America

Natural Science Elective – 3 c.u. req'd (1-3 credit science will be offered)

- 195-120 Geography - Introduction to Global Environmental Systems

Fine Arts Elective – 3 c.u. req'd (1-3 credit fine arts will be offered)

- 440-110 Introduction to Music

Kinesiology – 3 c.u. req'd (1-3 credit kinesiology will be offered)

- 195-498 Special Topics in Kinesiology

Other Academic Required Courses – 6 c.u.

- 440-208 Health Concepts for Northern Teachers
- 195-311 Methods in K to 9 Mathematics I

Academic Electives – 15 c.u. req'd

- 440-112 Introduction to Linguistics I
- 800-100 Introduction To The Circumpolar World
- 440-370 The Role of Drama in Aboriginal Language Education
- 800-321 People and Cultures I
- 195-359 Western Canadian Literature

Total Bachelor of Education Credits: 135

Note: The NWT B.Ed. Program contains 6 required credits in addition to the ITEP B.Ed. Degree delivered at the U of S. Some advance standing may be granted for academic and professional courses from other programs. This is subject to approval by the University of Saskatchewan. Students directly entering the Bachelor of Education program will need to have transcripts assessed by the University.

COURSE DESCRIPTIONS

Throughout all courses, Aboriginal perspectives will be an integral part of course delivery. Appropriate assessment, evaluation and reporting procedures will be threaded throughout each professional/educational methodology course. All courses are three credits unless otherwise noted.

YEAR 1

440-104

Introduction to Teaching in the NWT

This is a survey course which introduces the pre-service teacher to the NWT philosophy of education, historical and contemporary perspectives of Aboriginal education, the role of the teacher in NWT communities, the planning and maintenance of a positive learning environment, several models of teaching, and the rudiments of classroom management. While students will be exposed to unit and year planning, the emphasis will be on planning lessons and on using Aboriginal content and resources. The students will experience peer teaching a micro-lesson and practise the operation of equipment commonly used in classrooms

440-106

Arts Education (K-9)

This course offers a study of the major components of Arts Education K-9 (art, music, drama and dance) with an emphasis on the visual arts. Key components of this course include: nature and role of Aboriginal content in the arts, integration of art into all subject areas, differentiating instruction in the arts, and understanding the importance of artistic expression in the development of children.

440-109

University Preparation: Responding to Literature

This class prepares students for university-level literature and humanities courses in the Aurora College Teacher Education program. Literary and visual texts, that is, literature in a broad sense, related to the theme of identity and community and produced mainly by Aboriginal authors in a variety of genres and forms, will be explored. The impact of self-identity on analysis of literature, Aboriginal and Western worldviews and the process of interpreting literature through different lenses will be discussed. Individually and collaboratively, students will study and reflect on these works in relation to their own experience. Students will explore, practise and develop their skills in the six strands of communication: reading, writing, speaking, listening, viewing and representing, with an emphasis on reading and writing.

440-111

Culture Camp I

1 credit

Co-requisite: 440-204 – Science Education (K-9)

This course focuses on providing students with an authentic cultural experience that enhances students' opportunities for the acquisition of scientific knowledge within the traditional N.W.T. Aboriginal cultural context. The course is designed to be activity-oriented and will provide students with opportunities to experience and participate in various instructional/learning pedagogies used by Aboriginal people when on the land teaching within the traditional cultural context.

440-112

Introduction to Linguistics I

Prerequisite: Speaking knowledge of an Indigenous language or a commitment to Indigenous language revitalization.

This course provides an introduction to the central concepts of linguistics and the basic categories and levels of linguistic analysis (phonetics, phonology, morphology, syntax, and semantics). The course gives special attention to the languages of the NWT for which students may be speakers or for which they may be training to teach in the classroom, such as Dene Sul'ine (Chipewyan), Dogrib (Tłı̄ch'o), Slavey (Dene Tha), Gwich'in, Cree, and Inuvialuit. Students will gain expertise in transcribing and describing the sound systems of their languages, the basic word formation processes of these languages, and how verbs and sentences are structured and interpreted.

440-128

Aboriginal Peoples in Contemporary Society

Prerequisite: 440-211 – First Peoples of the NWT

This course explores the opportunities and challenges of the First Peoples of the current NWT (1951-present), including other Aboriginal peoples living in the NWT today. For comparative purposes, a wide range of topics relating to the personal, social, political and economic development of First Peoples of the Americas will be surveyed and discussed. Implications for the teaching profession/educators will be addressed.

440-145

Information Technology Skills for Teachers

This course introduces the student to the basics of computer operations. Minor topics include: computer history and functions, basic troubleshooting, e-mail, the World Wide Web and the Internet. The main thrust of the course is to equip students with computer skills that will be required throughout the Bachelor of Education program. The students will develop competency in the Microsoft Office 2007 suite; specifically, Word, Excel, Access, and PowerPoint.

440-201

Introduction to the Teaching of English Language Arts

This course provides an introduction to the nature and development of language in children: listening, speaking, reading, writing, viewing, and representing. Particular emphasis is given to the linguistic diversity of students in the Northwest Territories. The essential components of an integrated, culture-based language arts program for learners at the emergent level (K-3) of language development are introduced. This course focuses on content and teaching strategies suitable for teaching emergent level learners in the six language arts.

440-204

Science Education (K-9)

This course is an introduction to science content and methodologies suitable for grades K-9, designed to equip the prospective teacher with the knowledge, skills and attitudes that are necessary to deliver the NWT science curriculum. Students are introduced to various current resources in order to update their scientific knowledge and allow them to design and participate in a variety of science-related activities. Differing worldviews concerning science knowledge are explored through a variety of literature, resources and instructional methods. Hands-on, community-based programming is emphasized.

440-211

First Peoples of the NWT

In this course, participants will learn about First Peoples histories from pre-contact to 1950. Students will gain insight, from an Aboriginal perspective, about the social, economic, cultural, linguistic, and political impacts and contributions experienced by First Peoples over this period of time. This course introduces students to the different histories and cultures of the First Peoples using oral and written sources of information shared by Aboriginal Elders; Aboriginal perspectives will be an integral part of course delivery. A general survey of relationships between First Peoples of the NWT and related Athapaskan groups may be included.

195-113

Literature and Composition: Reading Narrative

An introduction to the major forms of narrative literature in English. In addition to learning the tools of critical analysis, students will study and practice composition. (ENG 113.3, University of Saskatchewan Course Calendar 2010/11)

195-120

Geography - Introduction to Global Environmental Systems

An introduction to the principles, processes and interactions in the earth's physical environment with a particular emphasis on the flow of energy and matter within global environmental systems. Topics include global radiation and energy balances, atmospheric and oceanic processes, the hydrological cycle, earth surface processes and biogeochemical cycling. Case studies are introduced to illustrate the interaction between human activity and the natural environment. (GOEG 120.3, University of Saskatchewan Course Calendar 2010/11)

800-100

Introduction to the Circumpolar World

The Circumpolar World introduces students to the landscape, peoples and issues of the circumpolar region. Beginning with an examination of the geography, biological and physical systems of the Subarctic and Arctic, it then turns to the aboriginal and contemporary peoples of the region. The history of the Circumpolar World is treated in a broad fashion, to provide a grounding in the events and developments that have created the region's contemporary qualities. The second part of the course surveys some of the particular issues facing the region, including climate change, economic, political and social development. This course ultimately is intended to stimulate interest in the circumpolar world. (Course Ownership: University of the Arctic)

YEAR 2

440-120

Physical and Outdoor Education (K-9)

Students will learn current methods of teaching physical education K-9 in a Northern environment. The major emphasis will be placed on experiential learning through a variety of activities: Arctic and Dene games, cooperative games, fitness, dance, gymnastics, and outdoor education. The Competency Based Education and Training (CBET) coaching workshop will be explored. Students will learn planning and teaching strategies that are age appropriate for the physical development of children. The *Alberta Physical Education Guide to Implementation*, the *Dene Kede*, and the *Inuuqatigiit* curricula will be examined and utilized.

440-208

Health Concepts for Northern Teachers

This course introduces students to the health content areas covered by the current Northwest Territories K-9 health curriculum, using both traditional and contemporary perspectives. These content areas include mental and emotional well-being, growth and development, nutrition, physical health, dental health, safety and first aid, addictions, sexuality, Fetal Alcohol Spectrum Disorder (FASD), and environmental health. Strategies for presenting this content at the various grade levels are introduced.

440-209

Integrated English Language Arts (Grades 4-9)

Prerequisite: 440-201 – Introduction to the Teaching of English Language Arts (K-3)

This course extends students' knowledge of theory and practice in an integrated, culture-based language arts program for learners at the developing and fluent levels of English Language Arts learning (Grades 4-9). This course highlights effective reading and writing instruction for diverse learners while emphasizing planning and inclusive practices that integrate the six Western and Northern Canadian Protocol (WNCP) English Language Arts strands across the curriculum.

440-215

Learners and Learning

This course assists prospective teachers in acquiring a basic understanding of learning processes and developmental stages of school-age learners. A strong emphasis on Aboriginal and Northern cultural and classroom settings is an important part of the course. This is achieved by constantly linking the course to the cultural settings of Aboriginal and Northern children through examples, discussions, assignments and tests.

440-222

Culture Camp II

1 Credit

Co-requisite: 440-335 – Aboriginal and Cross-Cultural Education

This course focuses on the social construction of language, culture, knowledge and education in N.W.T. Aboriginal society. The course is designed to be activity-oriented which will provide students with opportunities to participate in various instructional/learning pedagogies used by Aboriginal people when on the land teaching within the traditional cultural context.

440-231

Pre-internship Student Observations/Volunteering

Required Non-credit

Students complete a minimum of 30 hours of in-school field experiences in their first year by volunteering in schools. This provides first year students with an opportunity to observe children in the school setting and begin their professional journey toward identifying themselves as a teacher. This is a required non-credit component of the program.

440-250

Teaching Exceptional Children

Prerequisite: 440-215 - Learners and Learning

This course will familiarize students with the definition and practice of Inclusive Schooling in the NWT, and how these impact the practice of teachers in the classroom. Students will also become familiar with the tools and resources including instructional strategies, school and community supports, and planning and assessment tools appropriate for use with students who require additional supports to be successful in the classroom.

440-335

Aboriginal and Cross-Cultural Education

This course analyses educational issues of a politically, economically and culturally diverse society. Theory and practice of cross-cultural, multicultural and anti-racist education from the perspectives of Aboriginal peoples, immigrant and ethnic minorities will be evaluated. The ideological and philosophical premises of these approaches will be considered. The role and responsibility of educators in ensuring equity and promoting cross-cultural understanding will be examined.

195-114

Literature and Composition: Reading Culture

An introduction to historical and contemporary cultural forms in English. In addition to learning the tools of critical analysis, students will study and practice composition. (ENG 114.3, University of Saskatchewan, Course Calendar 2010-11)

195-261

Aboriginal Intellectual and Cultural Traditions in Western Canada

Pre-requisite: 6 cu in a 100 level Native Studies course(s)

Emphasis is on the First Nations and Metis peoples of Western Canada. Emphasis will be placed on the historical significance of worldviews as captured in their intellectual and cultural traditions. In order to explore these traditions, this course will focus on examining First Nations and Metis history in the late eighteenth century through to the mid-nineteenth century. Assignments will help the student develop tools of analysis essential to the development of research and writing skills.

(NS 261.3, University of Saskatchewan Course Calendar 2010/11)

195-262

Aboriginal Narratives of Historical Memory

Pre-requisite: 6 cu in a 100 level Native Studies course(s)

Emphasis will be on the narratives detailing the historical situations of First Nations and Metis peoples of Western Canada. This course is designed to demonstrate and analyze the development of these Aboriginal societies culturally, politically, economically and socially beginning in the late nineteenth century until the mid-twentieth century. Emphasis will be placed on the historical significance of Aboriginal societies in the development of Western Canada as well as their contemporary position.

(NS 262.3, University of Saskatchewan Course Calendar 2010/11)

195-311

Methods in K to 9 Mathematics I

Prerequisites: 440-104 –

Introduction to Teaching in the NWT

Designed to prepare students for teaching K-9 provincial mathematics curriculum and to improve their knowledge of mathematics, especially in the areas of problem solving, data management, numeration, calculation, and fractions. Students will become familiar with the current curriculum and useful support materials including manipulatives, print resources and other useful media. (ECUR 311.3, University of Saskatchewan Course Calendar 2010-11)

Note: Completion of both ECUR 311 and ECUR 316 satisfy the math methods and External math requirements for the College of Education. Completion of only one of these courses will satisfy neither requirement.

YEAR 3

440-100

Internship I

6 Credits

Prerequisites: Students must have obtained an average of 60 percent in both their academic and professional courses. 440-104 – Introduction to Teaching in the NWT; 440-215 – Learners and Learning; and one additional education methods course.

The internship comprises eight weeks of students teaching in a Kindergarten to Grade 9 classroom under the supervision of a certified NWT teacher in an NWT school.

440-107

A Survey of Information Technology Applications in Educational Environments

Pre-requisite: 440-145 –

Information Technology Skills for Teachers

This course is designed to equip students with the confidence and knowledge to effectively integrate information technology into the K-9 classroom. The student will have opportunities to experiment with a wide variety of educational software and to use multimedia and telecommunications technology. Word processing, database and spreadsheet software will be highlighted for teacher and student use. Both Mac and PC platforms will be explored. Assessment, evaluation and reporting procedures will also be threaded throughout the course outline.

440-110

Introduction to Music

This introductory music course will cover such topics as theory, notation and rhythm which will be taught in conjunction with learning basic keyboard skills on the piano. Historical periods of European music and the outstanding composers will also be studied in order to develop a deeper appreciation of the various music styles. The history of NWT Aboriginal Music and various styles of drumming, fiddling, and dancing will be explored.

440-200

Internship II

6 Credits

Prerequisites: Students must have obtained an average of 60 per cent in both their academic and professional courses; 440-212 – Curriculum and Instruction for Northern Schools; successful completion of a minimum of 10 Bachelor of Education Program courses; and 440-100 – Internship (pass).

The second internship comprises eight weeks of students teaching in a Kindergarten to Grade 9 classroom under the supervision of a certified NWT teacher in an NWT school.

440-205

Teaching Social Studies and Aboriginal Studies in Elementary Schools

Prerequisites: 440-104 –

Introduction to Teaching in the NWT, 440-212 – Curriculum and Instruction for Northern Schools

This course focuses on teaching social studies and Aboriginal studies in the elementary school. It will involve an in-depth examination of the NWT Elementary Social Studies curriculum and the integration of the NWT Social Studies curriculum, *Dene Kede* and *Inuuqatigiit*. The course is designed to be activity-oriented which will provide students with opportunities to participate in various instructional methods appropriate for the teaching of social studies and Aboriginal studies.

440-207

Children's Literature in the Integrated Language Arts Classroom (K-9)

Prerequisite: 440-201 –

Introduction to the Teaching of English Language Arts (K-3)

This course is an introduction to children's/juvenile literature, followed by an exploration of strategies which integrate literature with K-9 language arts and across the NWT curriculum. A wide variety of children's/juvenile literature will be explored with emphasis on Canadian and Aboriginal themes and authors. Topics include genres, trends, issues, and ways to evaluate children's/juvenile literature.

440-212

Curriculum and Instruction for Northern Schools

Prerequisite: 440-104 - Introduction to Teaching in the NWT

This survey course introduces students to the process of curriculum development and prepares them for internship. It equips students with a basic knowledge of the NWT curricula. The laboratory component provides students with experiences in learning how to teach, resource-based learning, and the preparation of pedagogical materials.

440-333

Culture Camp III

1 Credit

Co-requisite: 440-205 – Teaching Social Studies and Aboriginal Studies in Elementary Schools

This course focuses on providing pre-service teachers with an authentic cultural education experience that requires them to use skills obtained in previous Language and Culture Camp experiences, pre-service teaching experiences, and lesson planning. The course is designed to be activity-oriented and will provide pre-service teachers with the opportunity to plan, host and participate in an Elementary/High School Language and Culture Day or Overnight Camp.

440-337

Creating Effective Learning Environments in NWT Schools

Prerequisites: 440-104

Introduction to Teaching in the NWT; 440-215 Learners and Learning; 440-100 Internship I

Pre-service teachers will articulate a personal vision for creating effective cross cultural school and classroom climates in which students develop a sense of belonging, mutual respect, self-discipline, and critical thinking. This will be done by reflecting on their own lived-experiences in families, communities, and schools (as students and as intern teachers); exploring traditional perspectives of NWT Aboriginal peoples; reading philosophical, theoretical, research, and practice literature; and engaging in community and school-based action research.

440-370

The Role of Drama in Aboriginal Language Education

This course introduces students to using Western drama approaches as a teaching tool in teaching Aboriginal languages. These approaches will include a hands-on, interactive format designed to develop, promote and enhance Aboriginal language skills. This is from the Western perspective. Participants are given first-hand experience using and evaluating drama-based activities. Students will also have numerous opportunities for discussing issues relating to Aboriginal regional language revitalization. Activities will build on the foundation of shared Aboriginal world views, cultural knowledge, understanding, legends, and stories. Students will connect drama with themes from *Dene Kede*, *Inuuqatigiit* and regional second language curricula.

195-316

Methods in K to 9 Mathematics II

Completion of 195-311 Methods in K to 9 Mathematics I is strongly recommended prior to taking Methods in K to 9 Mathematics II.

Designed to prepare students for teaching K-9 provincial mathematics curriculum and to improve their knowledge of mathematics, especially in the areas of measurement including the Pythagorean theorem, geometry, (polygon properties, symmetry, tessellations), ratio and proportion, integers, and number theory. Students will become familiar with the current curriculum and useful support materials including manipulatives, print resources and other useful media. (ECUR 316.3, University of Saskatchewan Course Calendar 2010/11)

Note: Completion of both ECUR 311 and ECUR 316 satisfy the math methods and External math requirements for the College of Education. Completion of only one of these courses will satisfy neither requirement.

195-448

Assessing Learning in Classroom

Provides training in the skills involved in assessing student achievement. Students will learn how to construct various measuring devices such as paper and pencil tests, performance tests, assignments, portfolios, and observation schedules. Students will also learn how to summarize, interpret and report assessment results. (EPSE 448.3, University of Saskatchewan Course Calendar 2010/11)

YEAR 4

440-498

Bachelor of Education Capstone Project

Prerequisite: 440-200 Internship II

The Bachelor of Education Capstone Project is a culminating experience designed to provide the students with an opportunity to demonstrate synthesis of knowledge, practice, and skills developed throughout the program of study. The Capstone Project allows students to pursue, in depth, an independent project of the student's own choosing in the area of education or one of their teaching areas, under the close supervision of a faculty advisor. This may take the form of an academic paper or project including thematic units, curriculum resources or a subject related portfolio. The paper shall incorporate one or more NWT cross-cultural education themes. The project approach to Capstone will reflect *Dene Kede* or *Inuuqatigiit*. While the project/paper provides invaluable preparation for graduate or professional work, the primary rewards are intrinsic: the opportunity to follow one's curiosity, to take ownership of a work and see it through to a successful conclusion, the intellectual and creative pleasure of independent learning, and the invaluable mentorship by one's advisor.

195-270

Literature of Native North America

6 Credits

Surveys literature (folklore, biography, drama, poetry and novels) about and by the Indigenous Peoples of North America. A multifaceted approach (aesthetic, linguistic, historical, and cultural) will be employed in examining this literature. (NS 270.6, University of Saskatchewan Course Calendar 2010/11)

195-359

Western Canadian Literature

A study of literature in English, especially fiction, poetry, and drama, produced on the Canadian prairies. (ENG 359.3, University of Saskatchewan Course Calendar 2010/11)

195-370

Images of Indigenous North America

6 Credits

Examines how the various historical and contemporary images or representations emerged and changed over time and the cultural world views, ideas and values behind the images. Further discussion will centre around how these images affect our relationships with each other. After critical analysis of images, strategies for changing images will be explored. This will be done through interactive lectures, presentations, group and individual activities, critical viewing and analysis of photographs, films, videos, magazines, newspapers, and other popular media forms. (NS 370.6, University of Saskatchewan Course Calendar 2010/11)

195-425

Legal and Institutional Contexts of Education

Prerequisites:

440-100 – Internship I

440-200 – Internship II

Students will integrate the knowledge and experience acquired in earlier coursework and the extended practicum by examining the components of governmental, administrative, legal, ethical and professional aspects of public education in Saskatchewan and Canada. (EADM 425.3, University of Saskatchewan Course Calendar 2010/11)

195-498

Special Topics in Kinesiology

Takes advantage of special circumstances in which one time special topic offerings can be made available to senior students in the College of Kinesiology. (KIN 498.3, University of Saskatchewan Course Calendar 2010/2011)

800-321

People and Cultures

The primary aim of this course is to introduce the peoples and cultures of the North Circumpolar Region through interdisciplinary study in the fields of anthropology, sociology, history, media and cultural studies, communications and literature. Students will be introduced to traditional cultures and contemporary peoples through indigenous and Western perspectives. This is the first of two courses that aim to promote an integrated and multidisciplinary understanding of the circumpolar peoples and their adaptations and contributions to social, economic, political and environmental changes. This includes an introduction to Aboriginal cultures, a discussion of the Western presence in the Circumpolar North, and an examination of contemporary northern peoples. This course examines primary societies (traditional Indigenous societies up to Western contact) and secondary societies (non-Indigenous enclaves in the North). (Course Ownership: University of the Arctic)

EARLY CHILDHOOD DEVELOPMENT

This program is delivered by distance and on a part-time basis, therefore it takes four or more years to complete all the requirements.

PROGRAM DESCRIPTION

The Early Childhood Development Program is designed to train students to work with children from infancy to the age of six, with an emphasis placed on the preschool years. It offers a balance between classroom discussion, lectures, practical training and many opportunities to develop teaching materials and guidance skills.

The Early Childhood Development Program will develop the skills, knowledge and attitudes necessary to promote the well-being of children, families and communities. The primary focus is on promoting the growth and development of healthy children. This program also trains people to design, deliver and/or evaluate programs and services in the community. Principles of the program include:

- Addressing the needs of children pre-natal to six years of age;
- Enhancing child, family and community development;
- Supporting the role of parents/guardians by being family centred;
- Stressing wellness and the promotion of a healthy lifestyle;
- Following a holistic approach to foster a healthy environment for children and families;

- Community-based and community-sponsored early childhood development;
- Offering an introduction to the services available in the community, region and territory;
- Adhering to culturally appropriate traditions guided by Aboriginal perspectives;
- Stressing practical application of classroom theory; and
- Developing and relying on community support systems for the student.

Students who successfully complete the Early Childhood Development Certificate can potentially find work as assistants in daycare centres, nursery schools, playgroups, or as operators of their own daycare homes, or seek employment with Bands, Hamlets, Municipalities, Regional Health and Social Services, health-related fields, Aboriginal organizations, community agencies or the Government of the Northwest Territories.

The Early Childhood Development Program curriculum was adopted from Yukon College in 2004 after a successful four-year working relationship. Yukon College's program, in turn, shares a similar history as both Aurora and Yukon College adopted standardized Early Childhood Development curriculum from Alberta in the 1980s. Since that time, the program has developed and changed in order to meet the needs of Aurora College students and NWT communities. It is recognized throughout Canada as a quality Early Childhood Development Program.

Students who successfully complete the program will receive an Early Childhood Development Certificate and are eligible to work in daycare areas. The Early Childhood Development Program is delivered in partnership with Yukon College.

Working titles include daycare worker, childcare teacher, family daycare provider, nursery teacher, special needs worker, kindergarten assistant or aide, child life worker, early childhood worker, and more. The demand for trained early childhood teachers is great and is connected to many leadership roles.

PROGRAM ELIGIBILITY

People entering the Early Childhood Development Program may come from a broad range of social development fields or be interested in child development with a focus on healthy children.

Applicants will be admitted into the program based on the following criteria:

- Completion of an Aurora College application form;
- 18 years of age or older;
- Completion of Aurora College ABE English 140 and Math 130 or NWT High School English 23 or 20-2 and Math 13 or Math Pure or Applied 10;
- Two letters of reference to demonstrate initiative and attitude; and
- Knowledge of an Aboriginal language is an asset.

Before students enter their field placements:

- They must have current proof of any immunization required by a health care professional (as per the GNWT's Child Day Care Standards Regulations); and
- A criminal record check is required. A record of certain offences may prevent candidates from completing all elements of the program, in particular, securing work practicum placements (see Aurora College Policy C.21 *Practicums/Internships*).

If a student has completed four courses on a part-time basis in the Early Childhood Development Program and wishes to obtain an Early Childhood Development Certificate, he or she must apply for admission to the program and meet the above criteria.

Mature students with relevant work/life experience will be considered on an individual basis. Those who are 20 years or older and have been out of school for at least one year can apply as mature students.

Applicants who do not meet the academic entrance requirements may be admitted into the program on a probationary basis and must meet certain academic goals to continue their studies. They may also be required to take supplementary academic upgrading courses.

APPLICANT ASSESSMENT

Applicants with good Aboriginal language and English language skills are given preference. An interview with the Program Coordinator to explore the applicant's interest in working with children may be required. A general medical certificate of fitness is required. A one-page written statement giving reasons for wanting to study Early Childhood Development must be submitted. Two letters of recommendation, one from an educator and one from a member of the community attesting to the applicant's honesty, reliability and suitability, are required.

Note: Anyone convicted of an offence for which they have not been pardoned may be ineligible for field placements, and thus may not be able to fulfill completion and graduation requirements of the program.

PROGRAM ADMISSION

Applicants will be admitted to this program based on the program's eligibility requirements, the applicant's assessment results, and whether or not they display a genuine interest in young children. The ability to communicate effectively with other adults and children and the ability to work as part of a team is also seen to be critically important.

If you have already completed the first year, or part of a first year, of an Early Childhood Program elsewhere, courses may have transferability into this program. Your school transcript, course outlines, and an interview will be evaluated for advanced standing.

PROGRAM INFORMATION

Starting in 2005/2006, it may be possible for students to transfer from the Aurora College Early Childhood Development Program to the Yukon College Program in some circumstances. For example, students who complete the Certificate program with Aurora College may be able to transfer into the Diploma program at Yukon College under certain conditions. Please contact the Program Coordinator for more information.

PROGRAM OBJECTIVES

Upon successful completion of the program the student will be able to:

- Recognize and describe normal patterns of growth and development in infants, toddlers, preschoolers and young school-age children;
- Plan safe and appropriate living and playing environments for children in group care;
- Set up and maintain a secure, healthy home daycare environment for young children;
- Develop and practise the skills necessary for the operation and management of home child care;
- Understand and implement GNWT Legislation and standards for family home care, including First Aid and CPR;
- Be knowledgeable of basic child health and safety practices and promote them;
- Support healthy children by identifying, developing and designing appropriate programs and services;
- Recognize that traditional knowledge, language and values are important for the growth and development of healthy children;
- Understand the skills for working with families and building strong centre-home ties;
- Be knowledgeable of needs identification and intervention techniques;

- Learn about the various agencies, their roles, responsibilities and the partnerships which exist at the local, regional, territorial, national and international levels; and
- Develop appropriate communication skills (facilitation, counselling, report and letter writing) and use problem-solving strategies.

COMPLETION REQUIREMENTS

For Certificate completion, students registered in the program before September 2005 must successfully complete the eight core courses; 14 additional credits; and First Aid and CPR-C. For Certificate completion, students registering in the program from September 2005 forward must successfully complete the eight core courses and five additional courses, for a credit total of 38, and First Aid and CPR-C. Overall, the Certificate consists of 13 courses, including a communications or English course and two practicum placements.

DOCUMENTS OF RECOGNITION

Aurora College Certificate

CURRICULUM

CORE COURSES

- 016-110 Health, Safety and Nutrition (formerly 016-101)
- 016-111 Child Growth and Development I (formerly 016-100 Introduction to Child Development and Learning)
- 016-112 Introduction to Early Childhood (formerly 016-103 Basic Early Childhood Methods)
- 016-113 Field Placement I (formerly 016-107 Practicum I)
- 016-114 Integration Seminar I (formerly 016-106 Seminar I)
- 016-115 Understanding Self-Esteem (formerly 016-104 Interpersonal Communication and Life Skills)
- 016-121 Human Growth and Development II (formerly 016-150 Child Development II)
- 016-122 Learning Through Play (formerly 016-303 Programs and Practices Related to Children)

Additional Courses

- 016-108 Special Topics (formerly 016-XXX)
- 016-123 Field Placement II (formerly 016-157 Practicum II)
- 016-124 Integration Seminar II (formerly 016-156 Seminar II)
- 016-125 Building Self-Esteem (formerly 016-300 Wellness and Healing)
- 016-116 Early Childhood Communication Skills First Aid and CPR-C

COURSE DESCRIPTIONS

016-110

Health, Safety and Nutrition

Formerly 016-101

30-hour course / 2 credits

This 30 hour course will focus on exploring the unique health, safety and nutritional needs of children. Emphasis will be placed on the integral role caregivers play, in collaboration with parents, in maintaining and improving children's overall health status. The health and safety component highlights developing an understanding of current concepts of health and wellness, promoting health in children and their caregivers, creating and managing safe and healthy environments, and managing illness in children. The nutrition component stresses the development of good nutritional practices by identifying the characteristics of a nutritious diet, reviewing safe food handling practices and preparation, and planning nutritious meals and snacks for children. Also included will be an exploration of the importance of including developmentally appropriate health, safety and nutrition experiences in your childcare program.

016-111

Child Growth and Development I

Formerly 016-100 Introduction to Child Development and Learning

60-hour course / 4 credits

In conjunction with 016-121 Human Growth and Development II, this course provides the student with a basic understanding of child development relevant to him/her facilitating the growth and development of young children. Emphasis is placed on the uniqueness of individuals.

016-112

Introduction to Early Childhood

Formerly 016-103 Basic Early

Childhood Methods

60-hour course / 4 credits

This 60 hour course provides a beginning for students who seek to understand the goals and philosophy for an individualized, play-oriented, child-centred program for young children. Students will examine the role of an adult in facilitating a quality, early childhood program.

The art experiences will provide students with the opportunity to explore and experiment with a wide variety of materials being used in early childhood programs. By using these materials, students will gain skills that will enable them to design and implement creative experiences for young children.

The art experiences workshop will be presented to your instructor by video-tape. It is expected that each community will choose a topic and work as a group to meet the assignment outcomes. Communities with 6 or more participants will be expected to divide into groups with 3 – 5 students per group. Instructions and procedures for implementing these experiences will be discussed and clarified in class.

016-113

Field Placement I

Formerly 016-107 Practicum I

240-hour placement / 4 credits

Prerequisites/Co-requisites: 016-111, 016-112, and 016-114

This course will provide students with an introduction to the practical field of Early Childhood Development and the opportunity to observe children in a variety of settings. For each of the classes, students will observe children in a variety of settings.

The students will complete the practicum by working with children in one setting. In conjunction with the Integration Seminar, students will have the opportunity to discuss and integrate these observations in relation to theoretical concepts obtained from the pre-requisite courses, *016-112 Introduction to Early Childhood* and *016-111 Child Growth and Development I*. This course will also help begin to prepare the student for the profession.

016-114

Integration Seminar I

Formerly 016-106 Seminar I

15-hour course / 1 credit

Prerequisite(s): 016-111 and 016-112 ; Co-requisite: 016-113

The 15 hour Integration Seminar provides a bi-weekly session with the student's College Field Coordinator and other students to discuss field placement experiences and further integrate class work with the field experience. The seminar will provide opportunities to discuss issues and explore topics in Early Childhood Development that are not specifically dealt with in the classroom. The seminar will also focus on developmentally appropriate practices in Early Childhood Programs.

016-115

Understanding Self-Esteem

*Formerly 016-104 Interpersonal Communication and Life Skills
30-hour course / 2 credits*

This 30 hour course is designed to foster a theoretical and experiential understanding of self-esteem. Aspects of interpersonal communication as they relate to self-esteem will be introduced. Students will explore their own self-awareness, and the child development worker's role in fostering self-esteem in children and adults.

016-121

Human Growth and Development II

*Formerly 016-150 Child Development II
45-hour course / 3 credits
Prerequisite: 016-111*

In conjunction with 016-111 Child Growth and Development I, this course provides the student with a basic understanding of child development relevant to him/her facilitating the growth and development of school age children through adolescence.

016-122

Learning Through Play

*Formerly 016-303 Programs and Practices Related to Children
60-hour course / 4 credits
Prerequisites: 016-111 and 016-112 or permission of the instructor*

In this course, students explore the nature and development of play in the lives of children. Students learn how to organize and to prepare meaningful play experiences to enhance the growth of individual children and are exposed to a diversity of play activities suitable for children. Attention is also directed toward appropriate equipment and materials, and the organization and utilization of indoor and outdoor space and time to foster play.

016-108

Special Topics

*Formerly 016-XXX
60-hour course / 4 credits*

This course is offered in workshop modules, and successful completion of four modules will mean course completion. These modules provide short, intense, professional development training in several topics (e.g. Exceptional Children, Inclusive Care, FASD, Stress Management, Planning a Child's Day). Sessions are typically delivered in workshop format by the Department of Education, Culture and Employment and a variety of education related organizations, in 2-3-day modules, and further integrate class work with field experiences.

016-116

Early Childhood Communication Skills

45-hour course/3 credits

This course examines the theory and practice of communications in an Early Childhood Development context with emphasis on both oral and written communications. The classes and assignments focus on the development of effective communication skills that are necessary for professional communication by Early Childhood educators. Examples of communication may include communication with parents, community, stakeholders, partners, and boards.

016-123

Field Placement II

*Formerly 016-157 Practicum II
240-hour placement / 4 credits
Prerequisites: 016-114 and 016-113;
Co-requisite: 016-122 and 016-124*

Students are placed in cooperating community agencies in a variety of early childhood settings such as child care centres, family day homes, kindergartens, hospital paediatric wards, parent day-out centres, and centres for exceptional children. Under supervision of trained and experienced personnel, students have an opportunity to integrate theory and practice in the development of skills for working with young children and their families. The students progress through a developmental sequence of experiences throughout the term. Students are also encouraged to evaluate themselves in terms of strengths and weaknesses. Students are encouraged to complete *016-122 Learning Through Play* prior to commencing *Field Placement II*. They may, however, take it concurrently with their placement.

016-124**Integration Seminar II**

Formerly 016-156 Seminar II

15-hour course / 1 credit

Prerequisites: 016-114 and 016-113; Co-requisite: 016-123

The 15 hour Integration Seminar provides a bi-weekly session with the student's College Field Coordinator and other students to discuss field placement experiences and further integrate class work with the field experience. The Seminar will provide opportunities to discuss issues and explore topics in Early Childhood Development that are not specifically dealt with in the classroom. The Seminar will also focus on developmentally appropriate practices in Early Childhood Programs.

016-125**Building Self-Esteem**

Formerly 016-300 Wellness and Healing

30-hour course / 2 credits

Pre-requisite: 016-115

This course will focus upon the processes and skills that enhance or build self-esteem. In particular, the class sessions and homework assignments will provide opportunities to foster development of healthy self-esteem. Opportunities will be provided for the student to work on enhancing personal awareness, and students will be encouraged to contribute to a class environment conducive to risk-taking and personal growth. This course is psycho-educational in nature. It focuses on the skills of creating self-esteem, wellness and healing, rather than the resolution of personal issues.

NOTE: For Certificate completion, students registered in the program before September 2005 must successfully complete the eight core courses; 14 additional credits; and First Aid and CPR-C. For Certificate completion, students registering in the program from September 2005 forward must successfully complete the eight core courses and five additional courses, for a credit total of 38, and First Aid and CPR-C.

For more information on Early Childhood Development courses at Aurora College please contact:
Early Childhood Development Coordinator
c/o Teacher Education
Aurora College, Thebacha Campus
Box 600, Fort Smith, NT X0E-0P0
Phone: 867-872-7592 or
867-872-7525
Fax: 867-872-3175

CERTIFICATE IN ADULT EDUCATION

PROGRAM DESCRIPTION

The Aurora College Certificate in Adult Education is a program designed to provide learning opportunities that will support people with an interest in the field of Northern Adult Education. The program is multi-level, cross-cultural, and self-directed. It serves to provide skills and knowledge to a broad range of participants, including college instructors, those preparing to enter the field of Adult Education, Community Educators, Program and Curriculum Planners, Administrators, Training Officers, Human Resource Planners, and Social and Health Care providers.

The program consists of nine three-credit courses and a three-credit practicum. The courses are delivered in a variety of ways and in many locations in the Northwest Territories.

PROGRAM ADMISSION

Admission is based on seat availability and the following criteria:

- A high school diploma including credit for English 33 or completion of the Aurora College placement test at the English 150 level.
- A one-page letter of interest and two letters of reference.
- A strong interest in working in the field of Adult Education.

PROGRAM OBJECTIVES

- To provide opportunities for individuals currently involved in the field of Adult Education in the North to increase their knowledge and skills.
- To provide an introduction to the skills and knowledge needed for those wishing to begin work as Northern Adult Educators.
- To provide an opportunity for participants to obtain formal post-secondary credentials in Adult Education.
- To provide an opportunity to participate in a Northern Adult Education environment with colleagues, mentors, and supervisors in the areas of instructional design and delivery, curriculum development, program administration and group facilitation.
- To provide opportunities for professional development in educational technologies and delivery formats developed specifically for Northern Adult learners.

COMPLETION REQUIREMENTS

Participants must successfully complete all components of the program.

DOCUMENT OF RECOGNITION

Aurora College Certificate

CURRICULUM

REQUIRED 6 CORE COURSES

- 018-101 Elements of Instruction I
- 018-105 Practicum
- 018-106 Adult Learning Theory
- 018-107 Course Planning
- 018-108 Adult Teaching Theory
- 018-109 Program Planning

ELECTIVES (CHOOSE 4)

- 018-102 Elements of Instruction II
- 018-110 Special Project
- 018-114 Teaching Adult Basic Education English
- 018-116 Community-Based Adult Education
- 018-119 Teaching and Learning at a Distance
- 018-120 Facilitating Personal Management
- 018-121 Tutoring Literacy and Numeracy
- 018-122 Teaching Adult Basic Education Math
- 018-130 Transfer Elective
- 018-131 Transfer Elective
- 018-132 Transfer Elective
- 018-133 Transfer Elective

The following courses are no longer delivered, but may be credited as electives in this program.

- 095-110 Essentials of Career Development
- 095-120 Career Development Tools and Resources
- 095-130 Intentional Interviewing Skills in Career Development
- 095-140 Group Facilitation
- 095-150 Career Counselling Strategies
- 095-160 Labour Market/Work Dynamic Information
- 095-170 Linking Career and Community Development

COURSE DESCRIPTIONS

018-101

Elements of Instruction

This course introduces several approaches to teaching Northern adults using multi-level and cross-cultural principles. Topics include planning what to teach, planning how to teach and planning how to determine what was learned. The course emphasizes the skill of working with learners as partners in instructional delivery by respecting their interests, and it will include practice with a wide variety of teaching methods and aids. The role of the educator as a facilitator is combined with the idea of the instructor as an expert. An introduction to professional ethics is also an element of this course.

018-102

Elements of Instruction II

This course continues the study of adult instruction by providing an opportunity to explore how people can work together and learn in multi-level groups. Topics include: expanding on methods and aids for instruction, group dynamics, apprenticeship groups, creating a learning community, communication ethics, supporting adult learners and practicing group facilitation. Practice in teaching and leadership will be provided through small group experience.

018-105

Practicum

The practicum requires that the participant organize a supervised professional activity in the field of adult education. Participants will submit a proposal to the program chair. The proposal will identify the skills to be developed and evaluated. Within program guidelines, the participant will select a supervisor and will schedule a 45-hour practicum that includes observation, co-teaching, solo teaching and evaluation sessions. At the conclusion of the practicum, the participant will submit a portfolio documenting his or her learning experience. In the portfolio should be the approved proposal; a schedule of activities carried out; progress reports on growth in meeting objectives; formative and summative evaluation by learners, self and supervisor; and a reflective paper on the content and process of the practicum experience. Those wishing to challenge the practicum requirement may submit, to the program chair, a portfolio containing a resume, a recent performance evaluation, letters of reference, and a narrative report of adult education experience and the impact of the Certificate in Adult Education program on their practice.

018-106

Adult Learning Theory

This course surveys models of adult learning, growth, and development. Topics will include the characteristics and individual differences among adult learners, the influence of context in adult education, adult development and learning theories, and orientations to learning. Participants will examine ideas in relation to their own experiences as adult learners in order to come to a better understanding of the learning processes in adulthood and to clarify, and perhaps change, their own beliefs about learning in adulthood.

018-107

Course Planning

This course is about how to plan courses, particularly for adults. It is concerned with designing learning systematically by considering learners, content, intended learning outcomes, learning tasks, instructional strategies and foci, and evaluation. Course Planning will be useful for people who want to plan workshops as well as for those who want to plan full educational courses. It will teach the theory behind planning and a method of doing that planning. Participants will plan a course as they take the course thereby immediately applying the theory to a useful and practical project.

018-108

Adult Teaching Theory

This course provides participants with the opportunity to identify and examine the personal beliefs, values, preferences, and character traits that define them as individuals and distinguish them as educators. Self-understanding serves as a foundation for the development of a personal philosophy of adult education to be used as a guide to ethical and sound decision-making in practice. Learners examine and analyze traditional and recent frameworks of philosophies of adult education to facilitate their thinking about their own beliefs and values and to help them articulate their personal philosophical positions. Descriptions of the main elements of teaching and learning transactions are explored as learners identify personal attitudes towards the elements in their own practices and consider the roles those elements play and the impact they have on their teaching and learning experiences. Learners also identify their personal teaching style by examining models of teaching styles and perspectives in adult education literature and by completing assessment instruments. Based on their new understandings of themselves and their work, learners then investigate and assess teaching strategies and methods recommended for specific purposes and needs in the field of adult education.

018-109

Program Planning

This course provides learners with the essential theoretical and practical elements to plan and develop programs. The course focuses on program development in a northern environment. Elements of the course include an orientation to program planning, program planning models, needs assessment, development of a program rationale, working with advisory committees, partnerships in program planning, and program evaluation. The course also focuses on the development of a program proposal.

018-110

Special Project

This self-directed learning activity requires the investigation of an aspect of adult education, relevant to Northern practice, in which the participant applies principles of adult learning and teaching theory. Usually, the project is work-related; however, it may be the study of an area of special interest to the participant separate from work duties. The participant submits a proposal to the program manager, or designate, outlining a work plan, personal learning goals and an evaluation process. At the conclusion of the project, the participant submits a copy of the approved proposal; a final report on the project background, purpose, execution and findings; and a copy of the project.

Those who wish to apply for credit for Special Project for work already completed may do so by submitting a portfolio containing a report on the project background, purpose, execution and findings; a copy of the final product of the project; and a letter of confirmation from the project sponsor.

018-114

Teaching Adult Basic

This course prepares educators to teach Adult Basic Education (ABE) English in the North. It examines the implications of first and second language acquisition theory for both learners and educators in Northern Adult Basic Education English classes. The implications of the principles of adult education and of language teaching and learning theory are also examined in the context of the multicultural/multilevel ABE classes of the Northwest Territories in order to provide a basis for sound decision making about course content, organization, materials, methodologies and assessment. An integrated, experiential approach to teaching and learning will be stressed as participants explore and practice strategies to help their learners improve skills in reading, writing, listening and speaking.

018-116

Community-Based Adult Education

This course explores the northern community as a foundation for the successful planning and delivery of adult education. Models of what communities are and can become, as well as community building that can lead to community ownership of Adult Education Programming are introduced through practical fieldwork. Topics include: gaining access to northern communities, using community history, self-care for adult educators, the role of an Adult Educator, managing a learning centre, supporting community development, negotiating partnerships, and evaluating community progress.

018-119

Teaching and Learning at a Distance

This course is an introduction to the theory and practice of distance education for adult educators in the North. It focuses on preparing teachers to facilitate distance learning based on their prior knowledge of adult learning, communication theory, and technology. Students will explore the use of appropriate technology and instructional design in distance education. In addition, participants will investigate ways to establish a community of learning in an online course. Students will conduct audio and computer conferencing sessions at several distance-learning sites, as well as construct an online course module. The course uses WebCT as the primary delivery medium.

018-120

Facilitating Personal Management

This course gives adult educators a framework and skills to assist them to deal with difficulties or situations that students present. From the listening model, you will be able to generate effective responses, have enhanced communication skills and understand personal boundaries with respect to counselling, helping and advising. Basic counselling and helping skills will be addressed. As well, you will assess your strengths and limitations as a helper. These skills can then be applied to manage individual difficulties with learners and to handle problems as they occur. You will be able to recognize the need for advanced counselling and the need for referral. You will understand the influences of culture and cultural differences to learning and helping.

018-121

Tutoring Literacy and Numeracy

This course is intended for practitioners who want to broaden, deepen, and affirm their understanding of adult literacy and numeracy theory and practice. Literacy will be presented as a social practice, a theory that acknowledges the different domains of life. Participants will learn about the role of literacy in participants' lives, in relation to their families, social networks, and jobs. Participants will learn and reflect upon the different approaches to literacy instruction, reading, and assessment. The course's primary focus will be on responding to the individual and collective needs of students, through effective assessment and instructional practices.

018-122

Teaching Adult Basic Education Math

Teaching Adult Basic Education Math is a course that prepares educators to teach Adult Basic Education (ABE) Math in the North. The course combines theory and practice about teaching and learning adult numeracy in a context of doing and investigating mathematics, while developing a critical appreciation of the place of mathematics in society. Participants will be able to respond to the numeracy needs of their students with a variety of approaches to teaching and with a range of appropriate mathematical resources and knowledge.

018-130

Transfer Elective

This elective allows students to bring courses from another accredited institution into the Certificate in Adult Education Program. Any course considered must have prior approval from the Program Manager, be applicable to the field of Adult Education and, not have the same content as the Aurora College CAEd core courses. Four transfer electives are permitted.

018-131

Transfer Elective

This elective allows students to bring courses from other accredited institutions into the Certificate in Adult Education Program. Any course considered must have prior approval from the Program Manager, be applicable to the field of Adult Education and, not have the same content as the Aurora College CAEd core courses. Four transfer electives are permitted.

018-132

Transfer Elective

This elective allows students to bring courses from other accredited institutions into the Certificate in Adult Education Program. Any course considered must have prior approval of the Program Manager, be applicable to the field of Adult Education and, not have the same content as the Aurora College CAEd core courses. Four transfer electives are permitted.

018-133

Transfer Elective

This elective allows students to bring courses from other accredited institutions into the Certificate in Adult Education Program. Any course considered must have prior approval from the Program Manager, be applicable to the field of Adult Education and, not have the same content as the Aurora College CAEd core courses. Four transfer electives are permitted.

The following courses are no longer delivered, but may be credited as electives in this program.

095-110

Essentials of Career Development

In this course students survey a variety of theoretical views, models and practices related to career choice and development. Students are encouraged to critique career development essentials according to philosophical assumptions and relevance to a northern context. Students are also encouraged to reflect on their personal meaning of the career development process.

095-120

Career Development Tools and Resources

Career Development resources provide practitioners a way to bridge their clients to the world of work. In this course students examine a number of resources used by Career Development Practitioners that encompass a variety of media (e.g., print, audio, audio-visual, computer-based); address a variety of functions (e.g., the changing world of work, client self-knowledge); and target diverse client populations (e.g. youth, aboriginal people, employers). Students are provided criteria by which to review and evaluate Career Development Resources.

095-130

Intentional Interviewing in Career Development Practice

In the first part of this course, students are introduced to specific communication skills and learn to use these in an intentional way. In the second part, students apply these skills in an intentional interviewing process designed to identify intended client outcomes and facilitate client change. Ethical considerations are also introduced. Throughout the course students are given opportunities to reflect on their value and belief systems and the potential impact these may have on the client's change process. All skills are presented within the context of Career Development. The course has a practical orientation and students are given the opportunity to practice and critique their skill usage.

095-140

Group Facilitation

Career Development practice within a group setting is becoming increasingly common. In this course, students are introduced to major theories and principles of group work practice and development, including group dynamics. They also learn and practice communication skills necessary for effective group facilitation. The course includes a program design and delivery component that provides students an opportunity to apply their group facilitation skills.

095-150

Career Counselling Strategies

Pre-requisite: 095-130

Intentional Interviewing in Career Development Practice

Using a five-step model of career counselling, the processes and outcomes of career planning will be systematically introduced in this course. This model can be applied to both individual and group counselling as well as a number of client groups. Career counselling strategies incorporate many other practitioner competencies, such as communication techniques, career development resources, and essentials of career development. This model therefore integrates and applies information learned in the other core courses.

ABORIGINAL LANGUAGE AND CULTURAL INSTRUCTOR II

Check with the Registrar's office for specific delivery locations.

PROGRAM DESCRIPTION

The program is designed to train individuals to work as Aboriginal language instructors in NWT schools, teaching Aboriginal languages and culture courses. The program is a mixture of Aboriginal language immersion courses and teaching methodologies courses related specifically to teaching Aboriginal languages.

PROGRAM ELIGIBILITY

Candidates must be knowledgeable about an Aboriginal language and culture.

NOTE 1. A criminal record check is required. A record of certain offences may prevent candidates from completing all required elements of the program, in particular, internships.

APPLICANT ASSESSMENT

Applicants must:

- Demonstrate knowledge about an Aboriginal language and culture;
- Provide a personal letter stating reasons why (s)he wants to enter the teaching profession; and
- Provide a letter of recommendation from a community leader, Community Education Council, school principal, or Director of Education testifying to his/her interest in teaching, their character, work, and skills.

NOTE 1. Applicants will be required to complete the Aurora College Entry Assessment Tests.

PROGRAM ADMISSION

Applicants will be admitted to the program based on program eligibility requirements and the applicant's assessment results.

PROGRAM INFORMATION

The ALCIP Diploma program prepares individuals to teach Aboriginal languages in the NWT. Students in the program will complete courses to improve their oral and written Aboriginal language proficiency. As well, they will complete courses that prepare them with the methodologies necessary to be a successful Aboriginal language teacher.

DOCUMENT OF RECOGNITION

Upon successful completion of the program, candidates will receive an ALCIP Diploma.

PROGRAM OBJECTIVES

To prepare Aboriginal language and culture teachers to do the following:

- Use a variety of approaches to teaching in order to meet the Aboriginal language and culture needs of NWT children;
- Facilitate a positive Aboriginal language classroom learning environment;
- Meet the needs of each child placed in his/her Aboriginal language classroom;
- Work effectively and independently in an Aboriginal language classroom;
- Use a variety of assessment/evaluation tools and procedures in the classroom;
- Become knowledgeable of Aboriginal language, *Dene Kede*, and *Inuuqatigiit* curricula;
- Integrate Aboriginal cultural perspectives in the classroom;
- Utilize a variety of community and traditional knowledge resources in the classroom; and
- Continue in other institutions of higher learning if he/she wishes to continue his/her studies.

COMPLETION REQUIREMENTS

Students must successfully complete all required components of the program, including: required non-credit components; 61 credits; and both internships. In the event that the Program Manager has approved the substitution of the required English course with a non-credit English course, the required credits will be adjusted to 58 credits.

CURRICULUM

011-121	Literacy in an Aboriginal Language Level I
011-122	Literacy in an Aboriginal Language Level II
170-001	On-the-Land Safety
170-002	“Reconnecting with our Spirituality” Culture Camp
170-003	Aboriginal Language Acquisition
170-004	Classroom Management for Aboriginal Language Teachers
170-100	Internship I
219-104	Introduction to Teaching in the NWT
219-211	Aboriginal Perspectives Through Dene Kede and Inuuqatigiit
440-145	Information Technology Skills for Teachers
440-222	Culture Camp II
440-370	The Role of Drama in Aboriginal Language Education
170-120	Learning Language through Cultural Activities
011-126	Teaching an Aboriginal Language as a Second Language
170-200	Internship II
219-101	Child Development – a Language Perspective
219-106	Arts Education in Elementary School
219-127	Curriculum Planning for Aboriginal Language Teachers
219-128	The Development of Aboriginal Language Materials
440-107	A Survey of Information Technology Applications in Educational Environments
440-109	University Preparation: Responding to Literature (or English course at approved level)
440-112	Introduction to Linguistic I

COURSE DESCRIPTIONS

Year 1

011-121 Literacy in an Aboriginal Language Level I

This course offers the basic literacy skills required to become literate in an Aboriginal language. Note: Literacy is a pluralistic concept, which is linked to language, social context, and cultural identity. Literacy encompasses a broad range of competencies.

011-122 Literacy in an Aboriginal Language Level II

The student will study the grammar of the target Aboriginal language in order to read and write with accuracy.

170-001 On-the-Land Safety

During this course, students will receive training and certification in First Aid, CPR, and firearms safety. This training and certification will give students the safety knowledge expected of a teacher who is delivering courses or camps on the land or in the classroom.

170-002 “Reconnecting With Our Spirituality” Culture Camp

This foundational Aboriginal language and cultural instructor 10-day camp is intended to provide participants with the spiritual and cultural grounding they need to become effective Aboriginal language instructors. It will challenge students to rediscover their cultural and linguistic roots, and reawaken the spirit within. With the guidance of elders, students will have the opportunity to understand the interconnectedness between themselves, the land/water, spirituality and the people. They will gain a deep appreciation for the Aboriginal world view and, at the conclusion of the camp, be able to voice this perspective through their words and actions. Activities will vary depending upon the season and location of the camp.

170-003 Aboriginal Language Acquisition

Students will acquire functional use of their Aboriginal language at an introductory level. They will learn to understand their language structure in order to better integrate and apply it to new learning. It is expected that students will learn to appreciate the value and importance of their language for personal and cultural expression and identity. They will come to understand and respect the inherent cultural aspects of language usage. The Dene Cultural Institute (DCI) curriculum, Level 1 and 2 will serve as a resource for this course and can be adapted for other NWT language groups.

170-004**Classroom Management for Aboriginal Language Teachers**

Reflecting on their own pre-understandings, traditional perspectives of NWT Aboriginal peoples, and the literature relative to creating safe and caring learning environments, pre-service Aboriginal language instructors articulate a personal vision for creating school and classroom climates in which students develop mutual respect, increasing self-discipline, and critical thinking.

170-100**Internship 1**

Prerequisites: 219-104 – Introduction to Teaching in the NWT

The Aboriginal Language and Cultural Instructor Program internship is a four week teaching practicum in an NWT school. The student will work with an experienced cooperating teacher and an Aurora College internship supervisor during this four week period. During this internship, students will experience the daily work, routine, and interactions of a classroom Aboriginal language instructor. The intern will work towards partially assuming classroom responsibilities of the Aboriginal language instructor including planning, preparation, instruction, evaluation, assessment, reporting, and classroom management.

219-104**Introduction to Teaching in the NWT**

This is a survey course which introduces the pre-service teacher to the NWT philosophy of education, historical and contemporary perspectives of Aboriginal education, the role of the teacher in NWT communities, the planning and maintenance of a positive learning environment and several models of teaching. While students will be introduced to unit and year plans, the emphasis will be on planning lessons and using Aboriginal content and resources. The students will experience peer-teaching micro-lessons. Aboriginal perspectives will be an integral part of course delivery. Appropriate assessment, evaluation and reporting procedures will be threaded throughout the course.

219-211**Aboriginal Perspectives through Dene Kede and Inuuqatagiit**

Prerequisites: 219-104 Introduction to Teaching in the NWT and/or 011-126 Teaching the Aboriginal Language as a Second Language.

During this course, the students will be exposed to a wide variety of traditional and contemporary concepts related to Aboriginal life. The *Dene Kede* and *Inuuqatagiit* curricula will form the basis for the course content; effective/current teaching/learning strategies, related to the cultural concepts presented, will be incorporated.

440-145**Information Technology Skills for Teachers**

This course introduces the student to the basics of computer operations. Minor topics include: computer history and functions, basic troubleshooting, e-mail, the World Wide Web and the Internet. The main thrust of the course is to equip students with computer skills that will be required throughout the Bachelor of Education program. The students will develop competency in the Microsoft Office 2007 suite; specifically, Word, Excel, Access, and PowerPoint.

440-222**Culture Camp II**

This course focuses on the social construction of language, culture, knowledge and education in NWT Aboriginal society. The course is designed to be activity-oriented, which will provide students with opportunities to participate in various instructional/ learning pedagogy used by Aboriginal people when on the land teaching within the traditional cultural context.

440-370

The Role of Drama in Aboriginal Language Education

This course introduces students to using Western Drama approaches as a teaching tool in teaching Aboriginal languages. These approaches will include a hands-on, interactive format designed to develop, promote and enhance Aboriginal language skills. This is from the Western perspective. Participants are given first-hand experience using and evaluating drama-based activities. Students will also have numerous opportunities for discussing issues relating to Aboriginal language instruction as it relates to regional language revitalization. Activities will build on the foundation of shared Aboriginal world views, cultural knowledge, understanding, legends, and stories. Students will connect drama with themes from *Dene Kede*, *Inuuqatigiit* and regional language curricula.

Year 2

170-120

Learning Language through Cultural Activities

(formerly 219-120)

This course will combine elements of contemporary and traditional culture with concepts from the environment. In order to provide a meaningful base for the application/acquisition of an Aboriginal language, the local concepts pertinent to social studies, science, health and physical education will be used. This will help to preserve, enhance and enrich the language learning classroom/environment. Using the curriculum content and skills from *Dene Kede*, *Inuuqatigiit*, *Dene Games* and *Inuit Games* will provide invaluable guidelines for the course content.

170-126

Teaching an Aboriginal Language as a Second Language *(formerly 011-126)*

This course will provide students with both the theoretical foundation and an array of practical instructional methods all focused on prominent models of second language instruction. The *Dene Kede* and *Inuuqatigiit* curricula will convey the Aboriginal perspective in the areas of pedagogic content and support knowledge. Students will compare and analyze cultural immersion and second language teaching approaches. Students will learn that second language skills are acquired through the integrated teaching of language structures and vocabulary with emphasis on oral fluency. Language structures include phonology, morphology, semantics, and syntax. Students will demonstrate how different methods can be adapted to support second language teaching in various situations. This will give them practical experience and provide opportunities to develop reflective practice.

170-200

Internship II

Prerequisites: 219-127 Curriculum Planning for Aboriginal Language Teachers; successful completion of a minimum of 10 ALCIP courses; and Internship I (pass).

The Aboriginal Language and Cultural Instructor Program internship is a four week teaching practicum in an NWT school. The student will work with an experienced cooperating teacher and an Aurora College internship supervisor during this four week period. During this internship, students will experience the daily work, routine, and interactions of a classroom Aboriginal language instructor. The intern will work towards partially assuming classroom responsibilities of the Aboriginal language instructor including planning, preparation, instruction, evaluation, assessment, reporting, and classroom management.

219-101

Child Development – A Language Perspective

This course will introduce students to the universal stages of human growth and development, and investigate how these stages affect the acquisition of language. The contribution of language to the learner's social, cultural and cognitive development will be examined. Students will also learn the ways in which the Language Instructor and other speakers of the Aboriginal language can best support the learner's language development at all stages (early childhood to grade 12) and in all areas – listening, speaking, reading, writing, viewing, interpreting, meaningful representation and communicating. The benefits of and issues related to learning more than one language will also be addressed. The fact that there is very little research in the area of children's Aboriginal language development necessitates a teaching/learning approach that includes student observation and first-hand research.

219-106

Arts Education in Elementary School

In this course students will be exposed to a variety of visual and performing arts that can be incorporated into the language learning environment with an emphasis on traditional and contemporary aboriginal art forms.

219-127

Curriculum Planning for Aboriginal Language Teachers

Pre-requisites: 219-104

Introduction to Teaching in the NWT

This course will take a practical, activity-based approach to long, medium and short term planning for Aboriginal language and culture teachers. Students will first examine, in depth, *Dene Kede* and *Inuuqatigiit*, the required culture-based curricula for the Northwest Territories, developing an understanding of the philosophies and world views which were the intention of the developers.

Students will learn the importance of sequencing, taking into consideration grade level, the seasons, the community and the availability of resources. They will also learn about the scope of *Dene Kede/Inuuqatigiit*, recognizing the integrated nature of language and culture.

Students will investigate the principles of first and second language acquisition and the recommended approaches to teaching language with a focus on the integration of all language skills: concept development, listening, speaking, reading, writing, viewing and representing. Students will learn how spiralling of concepts within the curricula can be applied to multi-level and multi-grade classrooms and that student assessment, using a variety of methods, is an integral aspect of all teaching and learning.

Students will develop year plans, thematic unit plans and lesson plans based on *Dene Kede/Inuuqatigiit*, after first examining models of each. Variations in the needs of small and large schools will be considered and suitable teaching resources will be explored.

219-128

The Development of Aboriginal Language Materials

In this course, students will learn how to identify and develop a variety of Aboriginal language materials that take into account the learner's age, language proficiency level, specific skills, interests and needs. Students will use *Dene Kede* and *Inuuqatigiit* as a guide when developing culturally appropriate teaching materials that can be used with a wide range of teaching strategies. Students will learn how to locate and, if necessary, adapt existing materials so that one resource can be used in many ways. Because successful language programs require the support of the whole community, students will create one teaching resource with an Elder or other knowledgeable community member, and another resource that will encourage the involvement of parents and other family members in the learner's language development. Students will also consider how a learner's strengths and needs can be enriched, modified, and assessed using the teaching resources they create.

440-107

A Survey of Information Technology Applications in Educational Environments

Pre-requisite: 440 145 –

Information Technology Skills for Teachers

This course is designed to equip students with the confidence and knowledge to effectively integrate information technology into the K-9 classroom. The student will have opportunities to experiment with a wide variety of educational software and to use multi-media and telecommunications technology. Word processing, database and spreadsheet software will be highlighted for teacher and student use. Both Mac and PC platforms will be explored. Assessment, evaluation and reporting procedures will also be threaded throughout the course outline.

440-109

University Preparation: Responding to Literature

This class prepares students for university-level literature and humanities courses in the Aurora College Teacher Education program. Literary and visual texts, that is, literature in a broad sense, related to the theme of identity and community and produced mainly by Aboriginal authors in a variety of genres and forms, will be explored. The impact of self-identity on analysis of literature, Aboriginal and Western worldviews and the process of interpreting literature through different lenses will be discussed. Individually and collaboratively, students will study and reflect on these works in relation to their own experience. Students will explore, practise and develop their skills in the six strands of communication: reading, writing, speaking, listening, viewing and representing, with an emphasis on reading and writing. Aboriginal perspectives will be an integral part of course delivery.

Note: At the determination of the Program Manager, students may be permitted to take an English course at a different level dependent upon their assessed needs. This alternate course may or may not be a credit course.

440-112

Introduction to Linguistics I

Pre-requisite: Speaking knowledge of an Indigenous language or a commitment to Indigenous language revitalization.

This course provides an introduction to the central concepts of linguistics and the basic categories and levels of linguistic analysis (phonetics, phonology, morphology, syntax, and semantics). The course gives special attention to the languages of the NWT for which students may be speakers or for which they may be training to teach in the classroom, such as Dene Suline (Chipewyan), Dogrig (Tlicho), Slavey (Dene Tha), Gwich'in, Cree, and Inuvialuit. Students will gain expertise in transcribing and describing the sound systems of their languages, the basic word formation processes of these languages, and how verbs and sentences are structured and interpreted. (CILLDI course: *LING 111 Introduction to Linguistic Analysis for Indigenous Language Revitalization*)

SCHOOL OF HEALTH AND HUMAN SERVICES

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MASTER OF NURSING, NURSE PRACTITIONER PRIMARY HEALTH CARE STREAM

Offered at Yellowknife Campus

PROGRAM DESCRIPTION

The Master of Nursing Program is a two phase program. In the first phase students complete required courses and focused electives in practice-related theory and research that are the foundation of all advanced nursing practice roles. Through seminar discussion and presentation, preparation of academic papers, and focused clinical practicum experiences, the student acquires the knowledge and skills that are the basis for professional and clinical leadership. In the second phase of the program students continue to develop knowledge and skill through the Nurse Practitioner program option. This is accomplished through a combination of elective and required courses and practice experiences, and leads to completion of degree requirements.

In the first phase of the program, nursing practice foci include community/public health nursing approaches to population health and the nursing care of individuals and families across the life cycle in situations of health and illness within a variety of settings. These practice foci include families of all ages, adult health, community health, mental health, maternal child health, neonatal health, and families with ill children.

Nursing practice foci and nursing elective options are available based on faculty resources and expertise (on-site or obtainable), significant student demand, availability of clinical resources, and actual or potential demand created by changes in health care delivery, society, and society's health status. Graduate nursing students work with their academic advisor to declare a program of study with the course options that are congruent with their specific goals for contributing to the improvement of the health of society. Students are expected to apply their experiential and theoretical knowledge to analyse clinical situations, whether student or employment related. Students develop increasing expertise within a mentoring relationship with the clinical supervisor

PROGRAM ELIGIBILITY

Applicants must:

- Be registered, or be eligible for registration, with the Registered Nurses Association of Northwest Territories and Nunavut (RNANT/NU).
- Have a baccalaureate in nursing with a minimum "B" standing (3.0 grade point average).
- Have undergraduate-level courses in research, statistics and family and community nursing.
- Have a minimum of 2 years of clinical experience.
- Have a personal interview with the Associate Director Graduate Studies.
- Have electronic access to faculty and library resources.

APPLICANT ASSESSMENT

Applicants must submit:

- Aurora College Application Form
- Dalhousie University School of Nursing Application Form
- Graduate Studies Application Form
- Official transcripts from all post-secondary educational institutions
- Three (3) letters of reference (one from an educator, one from a current employer, and one from either a former faculty or a supervisor)
- A curriculum vitae and statement of career goals
- Proof of active registration or eligibility to register with the Registered Nursing Association of Northwest Territories and Nunavut
- Proof of current CPR
- Proof of current immunization
- Applicants must also undergo a Criminal Reference Check

PROGRAM ADMISSION

Students will be admitted to the Master of Nursing, Nurse Practitioner Primary Health Care Stream when they have met the above eligibility requirements and pending successful screening of the application by the NP Admission Committee. Applicants must be admitted to the program before applying for Prior Learning Assessment and Recognition of formal and experiential learning.

PROGRAM INFORMATION

The Master of Nursing, Nurse Practitioner Primary Health Care Stream is a 36 credit hour program which prepares students to function as Nurse Practitioners in urban and rural/remote areas. Students who successfully complete the program will be eligible to write the Canadian Nurse Practitioner exam (CNPE). In some cases students will relocate for the Internship experience in fourth semester.

Clinical experiences are mandatory and may include evenings, nights and/or weekend hours or require travel time to the clinical site

PROGRAM OBJECTIVES

The purpose of this program is to provide high quality NP education and clinical learning experiences that enable graduates of the program to make the transition to the NP role and to practice as a Primary Health Care Nurse Practitioner within the primary health care model.

Upon completion of the program graduates will have the knowledge, skills, and experience needed to:

- Practice as primary health care Nurse Practitioners in urban and/or rural/remote communities to provide care that involves deliberate, purposeful and reflective use of specialized knowledge and skills grounded in professional, ethical, and legal standards.

- Work autonomously and in collaboration with members of the health care team and other stakeholders to treat patients and to promote the health of the community.
- Promote the role of the NP to clients, the public, legislators, policy-makers, and other health care professionals.
- Meet the competencies, standards of practice, and licensing requirements for Primary Health Care Nurse Practitioners, as outlined by the RNANT/NU and the Canadian Nurses Association.

COMPLETION REQUIREMENTS

Students are required to successfully complete all courses in the program.

The Master of Nursing program may be undertaken as full-time or part-time study. Requirements must be completed within the guidelines set by the Faculty of Graduate Studies (full-time - 2 years; part-time - 4 years). The program includes 15 credit hours of required courses in Phase 1.

DOCUMENT OF RECOGNITION

Master of Nursing, Dalhousie University with a PHCNP Certificate

CURRICULUM

560-101	Advanced Health Assessment
560-102	Pathophysiology for Advanced Practice
560-103	Advanced Practice Role Development
560-104	Research and Evidence Based Practice in Nursing
560-105	Principles and Theories for Nurse Practitioner Practice
560-106	Nursing Philosophy, Knowledge and Theory
560-107	Principles of Pharmacotherapy for Nurse Practitioners
560-201	Health Care System Policy Analysis
560-202	Principles and Theories for Health and Disease Management in Family All Ages Nurse Practitioner Practice
560-203	Pharmacotherapeutics for Nurse Practitioners
560-204	Advanced Practice Role Practicum

COURSE DESCRIPTIONS

560-101

Advanced Health Assessment (NURS 5740)

This graduate course prepares students to perform advanced health assessments of clients (all ages) who are healthy, as well as those who are experiencing illness. It will focus on the knowledge, skills and processes required for advanced health assessment. Students will develop competence in completing focused and comprehensive health assessments including history taking, physical examination and selecting appropriate diagnostic tests to facilitate diagnosis. This will be accomplished through synthesis, critical analysis and interpretation of health data to facilitate diagnostic reasoning and clinical judgment.

Elements of an advanced health assessment include physical and mental health, psychosocial, family, cultural and community factors, the determinants of health and risk appraisal as they relate to a client's health status. Clinical, theoretical and scientific knowledge will be synthesized in the identification and evaluation of existing and potential states of health and illness. Approaches to effective written and verbal communication of advanced health assessments to lay and health professional colleagues will be addressed.

560-102

Pathophysiology for Advanced Nursing Practice (NURS 5732)

This course uses an evidence-based conceptual approach to critically and comprehensively examine pathophysiologic phenomena relevant to advanced nursing practice. The phenomena examined are commonly encountered in acute and long-term illnesses, are alterations in function involving multiple body systems, are seen across the boundaries of age, disease entities, and clinical states, and are those for which Nurse Practitioners have a major role in assessing, monitoring, managing, and evaluating.

Seminars are framed to systematically and critically examine the impact of these pathophysiologic phenomena on cell function, host defense responses, maintenance of vital functions, and neuro-endocrine-immune responses in individuals and groups across the lifespan.

560-103

Advanced Practice Role Development (NURS 5610)

The focus of this course is the role of advanced practice nurses in health care. Emphasis will be on the examination and critique of the role components of the clinical nurse specialist, nurse practitioner, and combined roles in Canada and internationally. These components include: direct clinical care, consultation, coaching, research, collaboration, leadership/administration and ethical decision-making. We will analyze issues surrounding the implementation and evaluation of these roles within various health care contexts and clinical specialties.

560-104 Research and Evidence Based Practice in Nursing (NURS 5060)

This course aims to introduce students to theoretical and practical understandings of quantitative and qualitative research traditions and methods, and use of evidence-based nursing to enhance their ability to contribute to knowledge generation and interpretation in nursing and related fields. The course explores the processes of scholarly inquiry in nursing research and the use of evidence-based nursing practice. Throughout this course, students will explore the fundamental principles governing quantitative and qualitative research methods, identify clinical research questions, learn the essential components of literature searches, critiques, and synthesis, and, develop a better comprehension of evidence based practice in a clinical setting.

560-105**Principles and Theories for Nurse Practitioner Practice (NURS 5485)**

Prerequisite: 560-101 Advanced Health Assessment (NURS 5740)

This course will introduce all Nurse Practitioner students to a general healthcare focus of populations across the lifespan and in multiple clinical settings. This course will consist of theories, terminology, point-of-care technology, assessment, diagnosis and treatment directed towards a population of all ages accessing healthcare services. Theories of family, change and adult learning will be presented to guide the Nurse Practitioner student in the development of a holistic plan of care for health promotion and disease prevention, health maintenance, health assessment, and acute and chronic disease management. Health issues and common illnesses seen in the primary health care setting will be topics for management and maintenance of optimal health outcomes. Evidence-based practice will be introduced and weaved throughout this and other nurse practitioner courses as a basis for directing best possible care. The principles of primary healthcare will guide the discussions for capacity building, diversity in healthcare, and inter-professional collaboration as the nurse practitioner student perfects health assessment and diagnostic skills in the clinical setting. The Nurse Practitioner role in multiple clinical settings will be discussed and analyzed in this course and role development will continue throughout the educational process.

560-106**Nursing Philosophy, Knowledge and Theory (NURS 5050)**

This course explores the major philosophical and methodological underpinnings of nursing science and knowledge. This exploration will involve a critical analysis of how nursing knowledge has evolved and will address how the experiences of nurses and the production of knowledge, meaning and values, can best be understood. Through critical analysis, inquiry and discussion, learners will have the opportunity to develop an awareness and understanding of the assumptions underlying different research paradigms and the knowledge they generate. Learners will develop a foundation upon which to explore issues such as: What is science? How has nursing science evolved? What is knowledge? What are the various research/science paradigms? How is knowledge translated into action? How do we determine what is sound-evidenced based knowledge/practice?

560-107**Principles of Pharmacotherapy for Nurse Practitioners (NURS 5734)**

This course focuses on core principles of pharmacotherapy relevant to all Nurse Practitioner practice. Pharmacotherapeutic problem solving approaches will be introduced and applied throughout the course. Effective and strategic use of drug and therapeutic information resources will be emphasized. Relevant issues to pharmacotherapeutic policy will be addressed. Principles of pharmacokinetics and pharmacodynamics will be introduced and integrated throughout therapeutic content areas. Legal and ethical responsibilities related to prescriptive authority and pharmacotherapeutic interventions will be addressed.

560-201**Health Care System Policy Analysis (NURS 5200)**

The goal of this course is to explore how health and public is developed, implemented and evaluated. The strategies that nurses and other health care providers can use to influence policy will be examined. The structure of the current health care system, policy initiatives, and relevant legislation will be examined in the context of emerging events. The complex factors and processes at play in the health care arena will be examined and based on broad social, economic, regulatory, health services, and cultural theoretical frameworks, health policy will be appraised and synthesized. The role of the nurse, other health care providers, policy makers, and the public in influencing the system will be examined.

560-202

Principles and Theories for Health and Disease Management in Family All Ages Nurse Practitioner Practice (NURS 5487)

Prerequisites: 560-107 Principles of Pharmacotherapy for Nurse Practitioners (NURS 5734), 560-101 Advanced Health Assessment (NURS 5740), 560-105 Principles and Theories for Nurse Practitioner Practice (NURS 5485)

This course is designed for Nurse Practitioner students who have chosen the Family All Ages focus for their future practice. Students will utilize a family focused approach in assessing clinical and research literature as a means of developing competence in health promotion, health maintenance and cultural sensitivity in caring for clients in the community setting. As well, evidence based practice in the management of illness across the life span will be one of the cornerstones of the course. Health issues and common illnesses which are frequently seen in primary health care settings will be discussed. Students will be expected to critically analyze the current literature in order to develop health care plans for clients from the prenatal period to the geriatric period of life.

Utilizing the principles of primary health care as well as those of change theory and adult learning, students will develop expertise in how to work collaboratively with other health professionals as well as volunteers and community groups. Addressing health concerns by using diverse approaches including pharmacotherapeutics, health education and community development is an integral component of the course.

560-203

Pharmacotherapeutics for Nurse Practitioners (NURS 5735)

The focus of this course will be on clinical applications of drug therapies relevant to Nurse Practitioner practice. Students will be given the opportunity to gain knowledge in order to integrate pharmacokinetic and pharmacodynamic concepts for a chosen client population/discipline in their clinical setting and practicums. Students will gain therapeutic knowledge that includes the mechanism of actions, usual dosages, absorption, distribution, metabolism, elimination, and therapeutic use of medications. Principles of management for side effects and drug interactions of medications frequently encountered by specialty and primary health care nurse practitioners will be reviewed and applied. Additionally, students will be provided with the opportunity to identify and utilize timely and appropriate drug information resources that are applicable to their daily practice. Legal and ethical responsibilities related to pharmacotherapeutic interventions are addressed.

560-204

Advanced Practice Role Practicum (NURS 5620)

Prerequisite: All other courses in the program must be completed.

This graduate course provides the student with the opportunity to integrate, synthesize and analyze previously developed knowledge and skills in an intensive clinical practice experience directly related to the student's chosen client population/discipline in an advanced nursing practice role. Students will prepare an Individual Learning Plan (ILP) in consultation with the professor and clinical preceptor. The plan will define learning objectives for the student's experience based on course objectives, personal and professional learning needs, detail strategies for achieving objectives, outline resources to be utilized, deliverables, and evaluation criteria.

Practice settings will offer experiences with clients experiencing acute and chronic illness states with multiple and complex care needs. These will be used to consolidate skill development related to the comprehensive management of clients' needs across the continuum of health. These include advanced skills related to health assessment, diagnostic testing and treatment planning with emphasis on systems thinking, developmental issues and collaboration with clients, families and other healthcare professionals. The student will work closely with a clinical preceptor negotiated by the student and professor. While implementing the advanced practice role, students will consider the organizational, political and healthcare policy related issues that relate to advanced nursing practice and change in healthcare delivery that affect role development and implementation.

BACHELOR OF SCIENCE IN NURSING

Offered at Yellowknife Campus

The Nursing program will be implementing revised curriculum as it undergoes program development.

PROGRAM DESCRIPTION

Aurora College recognizes the partners of the Collaboration for Academic Education in Nursing (CAEN) for their help and assistance in developing the course outlines and learning activities used in the curriculum.

The overall purpose of this program is to educate nurses to work with individuals, families, groups and communities in a variety of settings guided by a health promotion perspective with an ethic of caring. The program will assist students to develop sensitivity to people's experiences of health, healing and health promotion by being cognizant of nurse's professional roles. Students will learn to work as partners with clients and other health care providers. Through their understanding of, and participation in, the changing health care system, graduates will be active participants in creating health for all.

PROGRAM ELIGIBILITY

Applicants must have Grade 12 English ELA 30-1 (Eng30) or ELA 30-2 (Eng33), or ALBE English equivalent; Math 20 Pure or Math 20 Applied or ALBE Math equivalent; Biology 30; and one level 20 or 30 science (Physics, Biology or Chemistry) or ALBE equivalent. Students must have a grade of 65 per cent or higher in the above courses, or the passing grade required for the ALBE equivalent course, to meet the requirements.

Aurora College recognizes prior learning experience, whether from an institution or from a work-related setting. Licensed Practical Nurses and other health professionals should speak to the Registrar or the Chair of Health Programs and Human Services Programs regarding advanced credits and Prior Learning Assessment and Recognition.

Note: A criminal record check is required. A record of certain offences may prevent candidates from completing all elements of the program, in particular, securing work practicum placements.

Post RN Diploma BSN Bridge-In Option

Registered Nurses who have graduated from a hospital or community college nursing program may apply for this bridge-in option offered in collaboration with the University of Victoria. Applicants taking the Bridge-in option must be able to provide verification of active practicing registration as a registered nurse with RNANT/NU.

APPLICANT ASSESSMENT

Applicants will apply to the Registrar to ensure that they meet the program eligibility requirements. As well, applicants must:

- Complete a College entrance application;
- Submit two letters of reference, one work-related, one personal; and
- Submit official transcripts.

Post RN Diploma BSN Bridge-In Option

This is a dual application process to both the University of Victoria as well as Aurora College. Aurora College will require the following:

- Aurora College Application form
- Proof of active registration or eligibility to register with the Registered Nursing Association of Northwest Territories and Nunavut
- Proof of current CPR
- Proof of current immunization, including TB screening

PROGRAM ADMISSION

Applicants will be admitted to the program based on how well they meet the program eligibility requirements and on space availability. Aboriginal persons, long-term residents of the NWT*, and graduates of the Nursing Access Program will be given priority in the selection process.

Prior to working with clients, students must submit proof of current Health Care Professional CPR and a current immunization record.

*Preference will be given to longer-term residents before short-term residents of one year or less.

PROGRAM INFORMATION

This is a four-year baccalaureate program. In some cases, due to the limited availability of clinical placements, students may have to relocate for the consolidated clinical semesters.

The nursing practice work environment requires demanding lifting and moving techniques and extensive hand washing. Applicants with serious injury, skin disorder, significant health challenge or latex allergy should consider carefully how they will manage in this physically and mentally challenging environment, before applying to this program.

The nursing program is a praxis based program and clinical experiences are mandatory. This may include evening and/or weekend hours.

Post RN Diploma BSN Bridge-In Option

The program is comprised of approximately 16 courses. This includes nine core nursing courses, three of which are practice, one non-nursing elective, and between three and five nursing electives. The number of nursing electives in the program is determined by the number of hours/units completed in the final core nursing practice course. Students must meet the UVIC English requirements.

PROGRAM OBJECTIVES

Upon completion of the program students will have the knowledge and skills needed to:

- Practice nursing, with a health promotion perspective and an ethic of caring, within a variety of contexts and with diverse client populations.
- Be an independent, self-directed, self-motivated, and life-long learner with a questioning mind and a familiarity with inquiry approaches to learning.
- Be self-reflective, self-evaluative, accountable, and make clinical judgments based on different ways of knowing, including critical thinking, intuition, research and evaluation.
- Create and influence the future of nursing practice at a political, social, and professional level by responding to and anticipating the changing needs of society.
- Be prepared to meet the professional practice requirements as identified by the Registered Nurses Association of the Northwest Territories and Nunavut (RNANT/NU).

COMPLETION REQUIREMENTS

Students are required to complete all courses and assignments in the program. The pass mark for all courses is 60% and students must maintain a grade point average of 65% for the duration of the program.

The baccalaureate degree must be completed within seven years of commencing the program.

Post RN Diploma BSN Bridge-In Option

Post diploma students have six years to complete their degree. The program may be completed full or part time depending on your employment and other commitments, and course availability. Full time is considered four-five courses per semester making it possible to complete the entire degree in 12-16 months. Part time varies for everyone and is considered one-three courses per semester. Most part time students complete in about three years.

DOCUMENT OF RECOGNITION

4-year University of Victoria at Aurora College Bachelor of Science in Nursing

CURRICULUM

Post RN Diploma BSN Bridge-In Option

Registered Nurses who have graduated from a hospital or community college nursing program may apply for the bridge-in option. Upon acceptance to the program the student must successfully complete the following three (3) courses and then go on to take approximately 16 additional third and fourth year courses to complete their degree. Course requirements will be determined in consultation with the Chair, Health and Human Services Programs.

*Note: courses identified with an asterisk * may be taken to fulfill some of the requirements of the Post RN Diploma BSN Bridge-In Option*

- 360-325 Exploration of Nursing Knowledge and Practice (NURS 325)
- 360-345 Family Nursing (NURS 345)
- 360-495 Nursing Practice Synthesis (NURS 495)

BSN Program

- 360-101 Health and Healing I: Living Health
- 360-111 Professional Practice I: Introduction to the Profession of Nursing
- 360-121 Relational Practice I: Self and Others
- 360-131 Nursing Practice I: Introduction To Nursing Practice
- 187-109 Critical Reading and Writing I (ENGL 100)
- 360-141 Health Sciences I
- 360-102 Health and Healing II: Health Indicators
- 360-112 Professional Practice II: Introduction to the Discipline of Nursing
- 360-132 Nursing Practice II: Coming to Know the Client
- 360-142 Health Sciences II
- 193-289 Psychology 289 or
- 360-151 Non-Nursing Elective
- 360-161 Consolidated Practice Experience I
- 360-203 Health and Healing III: Health Challenges/Healing Initiatives
- 360-222 Relational Practice II: Creating Health-Promoting Relationships
- 360-233 Nursing Practice III: Promoting Health and Healing
- 360-243 Health Science III
- 360-204 Health and Healing IV: Health Challenges/Healing Initiatives
- 360-213 Professional Practice III: Nursing Ethics
- 360-234 Nursing Practice IV: Promoting Health and Healing
- 360-244 Health Sciences IV
- 193-435 Abnormal Psychology or
- 360-152 Non-Nursing Elective
- 360-262 Consolidated Practice Experience II
- 360-305 Health and Healing V: Complex Health Challenges/Healing Initiatives
- 360-323 Relational Practice III: Connecting Across Difference
- 360-335 Nursing Practice V: Promoting Health and Healing
- 440-211 First Peoples of the NWT or
- 360-352 Non-Nursing Elective
- *360-306 Health and Healing VI: Global Health Issues
- *360-307 Health and Healing VII: Promoting Community and Societal Health
- *360-314 Professional Practice IV: Nursing Inquiry
- *360-336 Nursing Practice VI: Promoting Health of Communities and Society
- 360-363 Consolidated Practice Experience III
- *360-415 Professional Practice V: Leadership In Nursing
- *360-416 Professional Practice VI: Nursing Research
- *360-437 Nursing Practice VII: Engaging in Leadership
- *360-471 Nursing Elective
- 360-438 Nursing Practice VIII: Transitioning to BSN Graduate

COURSE DESCRIPTIONS

Post Rn Diploma BSN Bridge-In Option

360-325 Explorations of Nursing Knowledge and Practice (NURS 325)

This introductory course focuses on socio-historical context and philosophical underpinnings informing nursing practice. Participants explore how they know about practice and how they enact their practice.

360-345 Family Nursing (NURS 345)

Building on existing knowledge of registered nurses, students have the opportunity to develop an understanding of health-promoting family nursing. Four major domains are explored theoretically and experientially. These domains include health, family and relational practice and ethics.

360-495 Nursing Practice Synthesis (NURS 495)

This final practice course is designed to foster integration and synthesis of prior course work. The focus is on research and theory-based nursing practice. This course may be taken in different practice areas in different terms to a maximum of 234 hours (4.5 units).

BSN Program

360-101 Health and Healing I: Living Health

(Semester One)

This course is an introduction to the meaning of health including personal health, family health, community health and societal health. Participants examine significant theoretical and conceptual frameworks of health including health promotion, primary health care, prevention and determinants of health. By reflecting on personal experiences, participants have the opportunity to identify personal resources and/or challenges which impact health as well as recognize the diversity of beliefs, values and perceptions of health held by others. Opportunities to learn basic health assessment skills are included in this course.

360-111 Professional Practice I: Introduction to the Profession of Nursing

(Semester One)

This course is an introduction to the profession of nursing. Participants examine the foundational concepts of the curriculum and how the concepts relate to nursing practice. Participants also explore the history of the profession of nursing and have the opportunity to explore and critically reflect upon the political and socioeconomic forces that have shaped the status of women in society and the evolution of the nursing profession. Standards of nursing practice and responsibility for safe and ethical nursing practice are also explored.

360-121

Relational Practice I: Self and Others

(Semester One)

The premise underlying this course is that nursing is an experience lived between people (Paterson & Zderad, 1976). Students explore the multiple factors that influence their own capacity to be in caring relation to others (individual, family, groups, populations, communities). They learn to question personal perspectives of experience; to uncover attitudes, beliefs and values; and to share and acknowledge differences. Emphasis is placed on a phenomenological attitude to view the structure and experiences that make up one's own and other people's lives (Hartrick, 1997).

360-131 Nursing Practice I: Introduction to Nursing Practice

(Semester One)

This course is an opportunity for participants to integrate their learning from other Semester One courses with their beginning understanding of nursing practice. Participants are engaged with healthy families in the community and with nurses in practice to explore the breadth of nursing practice.

187-109 Critical Reading and Writing I (ENGL 100)

(Semester One)

This course develops students' proficiency in critical reading and writing through the study of a wide range of non-literary and literary texts, and the study of composition, with emphasis on connections between modes of reading and writing. (University of Regina, Undergraduate Course Catalogue)

360-141 **Health Sciences I**

(Semester One)

This course provides an overview of human anatomy and physiology. Topics include microbiology, cell biology and the organization of cells into tissues. Selected body systems will be examined.

360-102 **Health and Healing II:** **Health Indicators**

(Semester Two)

Building on Health and Healing I, this course focuses on individual, family and community health assessment. Participants will have opportunities to explore and critique various theoretical and conceptual frameworks in relation to health assessment including early childhood development, family development, healthy aging and community development. The concept of assessment within the context of decision-making is explored. Opportunities to learn basic health assessment skills are included in this course.

360-112 **Professional Practice II:** **Introduction to the Discipline** **of Nursing**

(Semester Two)

This course is an introduction to the discipline of nursing. Participants explore the historical development of nursing knowledge and theory as well as contemporary understandings of nursing as a discipline and the body of knowledge that defines it. Relationships between practice, theory and research are explored.

360-132 Nursing Practice II: **Coming to Know the Client**

(Semester Two)

This nursing practice experience provides opportunities to develop caring relationships with groups, families and individuals across the lifespan. Emphasis will be placed on health assessment and coming to know how clients understand and promote their health, and the role of the nurse in partnering with the client in this process. Participants work with groups, families and individuals in the home and community, in agencies and in care facilities to incorporate concepts and learning from all courses in this semester into nursing practice.

360-142 Health Science II **(Semester Two)**

This course deals with control and integrative mechanisms (neural, endocrine) and the maintenance of homeostasis (oxygen and nutrient requirements, waste removal, fluid dynamics).

193-289 Psychology 289 **(Semester Two)**

This course introduces the broad areas of biological bases of behaviour, sensation and perception, learning and memory, and variations in consciousness. Specific topics covered include the brain, sleep, drugs, altered states of consciousness, touch, taste, smell, hearing, seeing, attention, visual perception, emotion, Pavlovian conditioning, operant conditioning, memory, and hypnosis (Athabasca University, Undergraduate Course).

or

360-151 **Non-Nursing Elective**

Students may transfer in previous university level courses as transfer credit to meet this program requirement. Course work can be completed at the college or university level post-basic certificate/diploma programs and/or approved university-level nursing and/or non-nursing courses. The University of Victoria deems acceptability for transfer credit.

360-161 **Consolidated Practice** **Experience I**

(Spring Semester)

The Consolidated Practice Experience (CPE) is designed to assist students to integrate the health and wellness focus of year one and prepare them for the health challenges focus of year two. CPE I is divided into two components. First, students spend five days in the Learning Resource Centre (LRC) to practice skills that are foundational to providing personal care. For the remainder of the course, students are in a practice setting where they will have the opportunity to practice personal care while continuing to develop their assessment skills and their understanding of health and health promotion.

360-203

Health and Healing III: Health Challenges/Healing Initiatives

(Semester Three)

Building on the learners' understanding of health, the focus of this course is on people's experience with healing for both chronic and episodic health challenges. Participants integrate theory and concepts of health as they relate to healing. This course is complementary to Health Sciences III and provides opportunities for learners to integrate pathophysiology with their understanding of health and healing and the nursing approaches that accompany this understanding.

360-222

Relational Practice II: Creating Health-Promoting Relationships

(Semester Three)

Building on Relational Practice I, in this course participants move beyond personal discovery to a focus on relational caring. The major emphasis of the course is relational practice with individuals, families, and groups from diverse backgrounds of age, culture, and experience. This is an experiential course designed to deepen the participants' understanding of caring and how the connection between caring and relationship provides the context for health and healing. Participants explore theories and processes of caring, relational identity, development of self as nurse, and relational practice as enacted across a range of settings and contexts.

360-233

Nursing Practice III: Promoting Health and Healing

(Semester Three)

This nursing practice experience provides opportunities to develop caring relationships with individuals and families for the purpose of health promotion while coming to understand their unique health and healing processes. Participants will have opportunities to practice nursing approaches that accompany this understanding. Participants work with families and individuals experiencing common health challenges (both episodic and chronic), Learning Resource Centre (LRC), in the home and community, in agencies, and in care facilities to incorporate concepts and learning from all the courses in this semester into their nursing practice. The community and society are considered as contextual influences on the promotion of health and healing for the individual and the family.

360-243

Health Science III

(Semester Three)

The major emphasis of this introductory course is to gain a foundational knowledge of concepts related to human pathophysiology. This course will examine the presentation and pathogenesis of health challenges across the life span including pharmacology, microbiology, diagnostics, epidemiology, genetics, and nutrition. Topics will be closely coordinated with practice, nursing learning centre and the health courses.

360-204

Health and Healing IV: Health Challenges/Healing Initiatives

(Semester Four)

Participants in this course continue to develop an understanding of people's experience with healing related to a variety of increasingly complex chronic and episodic health challenges within a variety of practice contexts. This course is complementary to Health Sciences IV and provides opportunities for learners to integrate pathophysiology with their understanding of health and healing and the nursing approaches that accompany this understanding.

360-213

Professional Practice III: Nursing Ethics

(Semester Four)

Building on previous Relational Practice and Professional Practice courses, this course focuses on the growing body of knowledge related to nursing ethics. Beginning with an understanding of bio-medical ethics that have dominated nursing ethics in the past and moving to an understanding of developing ethical theory related to nursing and nursing issues, participants will have opportunities to explore nursing ethics in the context of their nursing practice.

360-234**Nursing Practice IV:
Promoting Health and Healing**
(Semester Four)

This nursing practice experience continues to provide opportunities for learners to develop caring relationships with individuals and families for the purpose of health promotion while coming to understand their health and healing processes when experiencing more complex health challenges, both episodic and chronic. Participants will have opportunities to practice nursing approaches that accompany this understanding. Participants work with families and individuals in the home and community, in agencies, and in care facilities to incorporate concepts and learning from all the courses in this semester into their nursing practice. The community and society are considered as contextual influences on the promotion of health for the individual and the family.

360-244**Health Science IV**
(Semester Four)

A continuation of applied Health Science III, this course utilizes foundational concepts to promote an understanding of a range of common disease processes and their treatments. Particular emphasis is placed on the pathophysiologic process, microbiologic risks, and pharmacological management of these diseases.

193-435**Abnormal Psychology**
(Semester Four)

This course examines human behaviours and mental phenomena that diverge widely from the normal. (Athabasca University, Undergraduate Course)
or

360-152**Non-Nursing Elective**

Students may transfer in previous university level courses as transfer credit to meet this program requirement. Course work can be completed at the college or university level post-basic certificate/diploma programs and/or approved university-level nursing and/or non-nursing courses. The University of Victoria deems acceptability for transfer credit.

360-262**Consolidated Practice Experience II**
(Spring Semester)

In this Consolidated Practice Experience, opportunities are provided to develop caring relationships for the purpose of healing and health promotion with individuals and families experiencing increasingly complex chronic and episodic health challenges. The community and society are considered as contextual influences on the promotion of health for the individual and the family. Participants have opportunities to consolidate learning from the first and second year of the program in a variety of settings.

360-305**Health and Healing V:
Complex Health Challenges/
Healing Initiatives**
(Semester Five)

This course builds on Health and Healing I and II and Health Sciences III and IV and provides opportunities for participants to build on their nursing knowledge and understanding of health and healing in relation to complex episodic and chronic health challenges. This advanced course will focus on current topics and emerging knowledge related to a variety of health care contexts.

360-323**Relational Practice III:
Connecting Across Difference**
(Semester Five)

Building on the concepts introduced in Relational Practice I and II and other previous courses, Relational Practice III provides a synthesis of knowledge that is the basis of critical analysis. This course focuses on enhancing participants' everyday relational practice with individuals, families, and groups. The emphasis is on engaging with the complexities of difference in everyday nursing practice and the challenges these complexities might pose for being in-relation with clients.

360-335

Nursing Practice V: Promoting Health and Healing

(Semester Five)

This nursing practice experience continues to provide opportunities for learners to develop caring relationships for the purpose of health promotion with individuals, families and groups while coming to understand their unique health and healing processes. Participants will have opportunities to practice nursing approaches that accompany this understanding. Participants work with groups, families and individuals in the home and community, in agencies, and in care facilities to incorporate concepts and learning from all the courses in this semester into their nursing practice. The community and society will be considered as the context for the client's construction of health and healing.

440-211

First Peoples of the NWT

(Semester Six)

In this course, participants will learn about First Peoples histories from pre-contact to 1950. Students will gain insight, from an Aboriginal perspective, about the social, economic, cultural, linguistic, and political impacts and contributions experienced by First Peoples over this period of time. This course introduces students to the different histories and cultures of the First Peoples using oral and written sources of information shared by Aboriginal Elders; Aboriginal perspectives will be an integral part of course delivery. A general survey of relationships between First Peoples of the NWT and related Athapaskan groups may be included.

360-352

Non-Nursing Elective

Students may transfer in previous university level courses as transfer credit to meet this program requirement. Course work can be completed at the college or university level post-basic certificate/diploma programs and/or approved university-level nursing and/or non-nursing courses. The University of Victoria deems acceptability for transfer credit.

360-306

Health and Healing VI: Global Health Issues

(Semester Six)

Participants in this course continue to develop an understanding of people's experience with health and healing related to a variety of increasingly complex chronic and episodic global health challenges and issues. Emphasis is placed on the role of the nurse as care provider, community organizer/facilitator, educator and advocate within the context of the global society and the changing health care environment. Participants examine a variety of emerging health issues and trends using these as a context to further develop their personal understanding of nursing practice that supports meaningful interactions with individuals, families, groups, communities and society.

360-307

Health and Healing VII: Promoting Community and Societal Health

(Semester Six)

This course focuses on the role of the nurse in the promotion of community and societal health. Participants will continue to develop their competencies in relational practice with a focus on community and society as client. The political role of the nurse is explored as the emphasis is placed upon working with communities from a social justice and equity perspective. Community development and capacity building, as a pattern of community- health promotion practice, is explored. In addition, students will further develop their understanding of teaching and learning focusing on transformative and emancipatory approaches.

360-314

Professional Practice IV: Nursing Inquiry

(Semester Six)

Building upon concepts introduced in Professional Practice I, II, and III, this course, explores the historical and philosophical approaches to the development of nursing knowledge and inquiry. Relationships between practice, theory, and research are explored.

or

360-336**Nursing Practice VI:
Promoting Health of
Communities and Society***(Semester Six)*

This nursing practice experience provides opportunities to develop caring relationships with families, groups, and communities within a societal and global context with emphasis on health promotion and community empowerment. Participants have opportunities to work with a community (geographical, self-identified, population based, institutionally based, etc.) on a particular health issue.

360-363**Consolidated Practice
Experience III***(Spring Semester)*

This Consolidated Practice Experience is designed to provide opportunities for participants to integrate, consolidate and expand concepts from previous learning. Participants have opportunities to consolidate learning from the first, second and third years of the program in a variety of settings and with any of age or type of client.

360-415**Professional Practice V:
Leadership in Nursing***(Semester Seven)*

This course explores the ways nurses can provide leadership, influence, create and manage change for the promotion of health for individuals, families, groups and communities within the context of society and the world. Emphasis is placed on the importance of leadership roles of the nurse within all practice contexts. The role of the nurse within the current and evolving Canadian health care system is explored including considerations of the impact of global trends and issues. Issues facing nurses in the current work environment will be discussed. Collaborative and ethical approaches for working within institutional philosophies and frameworks will be explored.

360-416**Professional Practice VI:
Nursing Research***(Semester Seven)*

Building on Professional Practice II, III, and IV, the intent of this course is to enhance participants' understanding of nursing scholarship and enhance their abilities to comprehend, critique, and utilize nursing research. Participants critically reflect on various scholarly works and research methodologies. Participants experience ways to critically examine their practice in relation to nursing research and to pose research questions for evidence-informed practice.

360-437**Nursing Practice VII: Engaging
in Leadership***(Semester Seven)*

This nursing practice experience provides opportunities for participants to further develop their competencies in the areas of leadership, influencing and managing change, and the utilization of research for the purpose of promoting the health of individuals, families, communities and society, within the context of the Canadian health care system. This nursing practice experience focuses on participants' growth in their practice as professional nurses. They have opportunities to explore inter-professional practice and nursing leadership in the context of emerging Canadian and global health issues and trends.

360-471**Nursing Elective***(Semester Seven)*

This nursing elective is offered by the University of Victoria. Students may choose to take the nursing elective online. The University of Victoria offers many electives to choose from. Aurora College will offer one of the UVIC electives on-site during the fourth year fall semester.

360-438

Nursing Practice VIII:

Transitioning to BSN Graduate

(Semester Eight)

This nursing practice experience provides opportunities for participants to consolidate their learning and prepare for assuming the role of BSN graduate. Participants also explore and critique changes and issues in the health care system and the workplace that affect nurses. Students develop their nursing competencies and enhance their nursing knowledge so that they may practice in a variety of settings at a novice level. Participants may choose to focus their practice within a specific area, for example, a particular setting of practice, a certain client population, or a specific health challenge.

PRACTICAL NURSE

PROGRAM DESCRIPTION

This program provides students with the knowledge and skills needed to enter employment as beginning practitioners. Upon successful completion of the program students will be eligible to write the Canadian Practical Nurse Registration Exam (CPNRE). Upon successful completion of these examinations the student will be able to apply for licensure with the Government of Northwest Territories.

Courses are offered in a combination of settings including classroom, laboratory simulation and clinical practice in a variety of settings. The program covers concepts and skills related to health and nursing, basic microbiology, human anatomy, physiology and pathophysiology, human growth and development, psychology, and nursing theory. In recognition that the North is culturally diverse, the constructs of traditional knowledge and health/healing practices are woven throughout the curriculum. Clinical practicums occur in a wide variety of settings. Students may need to travel to meet program requirements.

PROGRAM ELIGIBILITY

Applicants must have Grade 12 English ELA 30-1 or ELA 30-2 (Eng33) or ALBE English equivalent; Math 20 Pure or Math 20 Applied or ALBE Math equivalent; and one 30 level science (biology, chemistry, physics) or ALBE equivalent.

Aurora College recognizes prior learning experience, whether from an institution or from a work related setting. Speak to the Campus Registrar for more information or refer to Aurora College Policy C.03.

A criminal record check is required. A record of certain offences may prevent candidates from completing all elements of the program, in particular, securing work practicum placements.

APPLICANT ASSESSMENT

Applicants will apply to the Campus Registrar to ensure that they meet the program eligibility requirements. As well, the applicants must:

- complete a College entrance application;
- submit two letters of reference, one work-related, one personal; and
- submit official transcripts.

PROGRAM ADMISSION

Applicants will be admitted to the program based on meeting the program eligibility requirements and on space availability. Aboriginal persons, long-term residents of the NWT*, and graduates of the Nursing Access Program will be given priority in the selection process.

Prior to working with clients, students must submit proof of current CPR-Health Care Professional Level and a current immunization record.

**Preference will be given to longer term residents before short-term residents of one year or less.*

PROGRAM INFORMATION

This is a two year diploma program, which includes fall and winter semesters in both years and finishes off Year Two with a final practicum in the spring semester. Due to the limited availability and nature of clinical placements, students may have to relocate for clinical experiences.

The nursing practice work environment requires demanding lifting and moving techniques and extensive hand washing. Applicants with serious injuries, skin disorders, significant health challenge or latex allergy should consider carefully how they will manage in this physically and mentally challenging environment before applying to the program.

The practical nurse program is a praxis based program and clinical experiences are mandatory. This may include evening, night and/or weekend hours.

PROGRAM OBJECTIVES

The purpose of the program is to prepare graduates who are able to provide health care services that meet the unique needs of the NWT. Successful completion of the practical nursing program will enable the graduate to:

- assess, plan, implement and evaluate care for clients at an entry level of nursing practice;
- demonstrate, in their nursing practice, a commitment to the concepts of primary health care;
- provide care that is culturally safe to the client population;
- pursue excellence in nursing by applying their skills and knowledge;
- meet the professional practice standards set out by the Government of Northwest Territories; and
- apply their knowledge and skills to foster a lifetime of learning and professional growth.

COMPLETION REQUIREMENTS

Students are required to complete all courses and assignments in the program. The pass mark for all courses is 60%.

The diploma must be complete within 5 years.

DOCUMENT OF RECOGNITION

Aurora College Practical Nursing Diploma

CURRICULUM

132-101	Anatomy, Physiology and Pathophysiology
132-102	Holistic Wellness, Holistic Teaching
132-103	Healthy Development
132-104	Ways of Being
132-105	Nursing Skills: Getting Started
132-106	Blending Traditions with Foundational Knowledge
132-107	English Composition (University Level)
132-108	Anatomy, Physiology and Pathophysiology II
132-109	Healing in Primary Health Care: Part I
132-110	Nursing Skills: Building Practice
132-111	Pharmacology for Health Care
132-112	Practical Nurse Practicum I
132-201	Healing in Primary Health Care: Part II
132-202	The Profession in Practice
132-203	Holistic Health Assessment
132-204	Nursing Skills: Expanding Practice
132-205	Practical Nurse Practicum II
132-206	Healthy Families
132-207	Community Focused Nursing
132-208	Transition to Graduate Nurse
132-209	Non-Nursing Elective
132-210	Practical Nurse Practicum III
132-211	Integrative Practicum

COURSE/MODULE DESCRIPTIONS

132-101 Anatomy, Physiology and Pathophysiology I

This course provides an overview of human anatomy, physiology and the pathologies relevant to each system. Topics include cell biology, the organization of cells into tissues, and microbiology. Selected body systems will also be examined.

132-102 Holistic Wellness, Holistic Teaching

This course focuses on wellness from a holistic health promotion approach which assumes individuals, families, groups and communities are an integration of the physical, emotional, mental, social and spiritual elements. Issues that have an effect on health such as culture, gender, lifestyle and environment will be explored. Basic principles of learning and the role of nurses in health teaching will also be examined.

132-103 Healthy Development

This course examines the normal growth and development of people across the lifespan, from conception to death. Selected theories of development will be examined to enhance the student's understanding of this field of study. Health promotion and injury prevention will be addressed with the ages and stages of development.

132-104**Ways of Being**

This course focuses on the student's discovery of their ways of being in relation with others. An experiential and self reflective approach aids the student to become mindful of methods he/she uses to communicate and form relationships with others in daily life and in the workplace. Attention is given to caring behaviours, perceptions, influence of culture in communication, and role of self in groups.

132-105**Nursing Skills: Getting Started**

This course includes hands-on practice of nursing skills in a laboratory setting. Basic nursing skills studied include using aseptic principles, assisting with personal hygiene and mobility, taking vital signs, promoting nutrition, reporting and documenting. Students will also learn the skills required to work safely with hostile clients.

132-106**Blending Traditions with Foundational Knowledge**

This course introduces traditional ways of healing within a primary health care model. Caring, cultural safety, nursing process, critical thinking, and an introduction to legal and ethical issues will be explored. The health care delivery system and working within a healthcare organization will be examined through a cultural perspective.

132-107**English Composition (University Level)**

This course focuses on essay writing and critical thinking at the university level. In order to refine composition skills, students examine various examples of good writing in conjunction with developing their own work.

132-108**Anatomy, Physiology and Pathophysiology II**

This course is a continuation of Anatomy, Physiology and Pathophysiology I. This course completes the study of structure, function and pathologies of selected body systems.

132-109**Healing in Primary Health Care: Part I**

This course focuses on the promotive, restorative, preventative and rehabilitative aspects of primary health care. Topics covered include the nursing role in care for clients with endocrine, gastrointestinal, neurological and musculo-skeletal health challenges. A comparison of conventional beliefs and techniques of healing to the traditional systems of knowledge of aboriginal populations of NWT will be examined.

132-110**Nursing Skills: Building Practice**

This course includes hands-on practice of nursing skills in a laboratory setting. Students will continue to study and practice nursing skills which complement the theory component of this semester.

132-111**Pharmacology for Health Care**

This course focuses on the basic principles of pharmacology. Medications, their therapeutic use and effects, the health care worker's role in the administration of medications and the management of side/adverse effects are emphasized.

132-112**Practical Nurse Practicum I**

This course is an integration of theory into clinical practice. Students will be given opportunities to deliver nursing care to individuals and families who have continuing health care needs.

132-201**Healing in Primary Health Care: Part II**

This course focuses on the promotive, restorative, preventative and rehabilitative aspects of primary health care. Topics covered include the nursing role in care for clients with metabolic, hematological, immunological, genitourinary, reproductive, sensory and integumentary challenges. The nursing care of clients with cancer will be explored. A comparison of conventional beliefs and techniques of healing to the traditional systems of knowledge of aboriginal populations of NWT will be examined.

132-202

The Profession in Practice

This course examines the professional role of the practical nurse. Particular emphasis will include an understanding of the Canadian and NWT health care system, nursing image, continuing education and involvement in research. The role of professional associations and unions, change theory, and issues of abuse will be examined.

132-203

Holistic Health Assessment

This course focuses on lifespan health assessments completed in a holistic manner. Physical, psychological and social components are included in the assessments. Students learn to gather data from a variety of sources and assess the client in a thorough, organized manner.

132-204

Nursing Skills: Expanding Practice

This course includes hands-on practice of nursing skills in a laboratory setting. Students will study and practice advanced nursing skills which complement the theory component of this semester.

132-205

Practical Nurse Practicum II

This course is an integration of theory into clinical practice. Students will be given opportunities to practice care with individuals and families who are experiencing acute health needs.

132-206

Healthy Families

This course focuses on health, healing and caring as they related to the individual and the family. Topics include the expanding family, the care of sick children and the care of clients with mental health and addiction concerns. A comparison of conventional beliefs and techniques of healing to the traditional systems of knowledge of aboriginal populations of NWT will be examined.

132-207

Community Focused Nursing

This course focuses on community health, and adapting nursing roles and activities to the needs of the community, with a specific focus on geriatric and palliative care. Levels of prevention, primary health care, determinants of health and epidemiology will be discussed. The principles of community development will be explored at a beginning level.

132-208

Transition to Graduate Nurse

This course addresses the roles and responsibilities of the graduate Practical Nurse. The issues of professionalism, ethics, legalities and leadership are emphasized. Continuing education, conflict resolution, preparation for national examinations along with self care will be explored.

132-209

Non-Nursing Elective

The Practical Nurse Program will offer one university level non-nursing course each year which will fulfill this requirement. This may be a course in psychology, sociology or anthropology. Students may also be eligible to request transfer credit from other accredited institutions. Any course considered for transfer credit must have prior approval from the Program Manager, be applicable to the field of Practical Nursing, and not have the same content as the Aurora College Practical Nurse core courses.

132-210

Practical Nurse Practicum III

This course is an integration of theory into clinical practice. Students will have opportunities to care for individuals, families and groups in community settings with a focus on maternal, child, and mental health challenges.

132-211

Integrative Practicum

This course is a consolidated clinical experience where the student integrates his/her skills and knowledge, while working as a member of the health care team to develop an entry-level skill set. In this preceptor model practicum, students work independently of a nursing instructor. This increasingly independent role facilitates the transition from student to practical nurse.

SOCIAL WORK

Offered at Yellowknife Campus

PROGRAM DESCRIPTION

The Aurora College Social Work Program offers two years of general university studies and social work curriculum leading to a Diploma in Social Work (Certificate in Social Work from the University of Regina). Graduates may apply to have their two years of credits applied toward the Bachelor of Social Work degree at the University of Regina or Yukon College.

The program is designed to be of particular relevance to the Northwest Territories and its social issues, cultural groups, and delivery systems and resources. The courses and the field practicums are planned to meet the educational needs of students who will be working in the North after completion of the program, as well as students who will be continuing their post-secondary studies. Program delivery is geared to meet the needs and characteristics of adult, multi-cultural learners.

The Social Work Program educates social workers in a northern, generalist practice, preparing them to work with individuals, families, groups and communities. The program teaches students a wide range of helping and intervention skills, with a solid foundation in social work values and ethics. Students will learn to work as agents of social change in a variety of settings.

To graduate, students must fulfil all course and program requirements.

PROGRAM ELIGIBILITY

Applicants must have a Grade 12 diploma, with English 30-1 or 30-2 (English course requires a grade of 65% or higher).

Applicants who do not possess a Grade 12 diploma must have ALBE English 150 or 160 (65% or higher) and ALBE Math 140.

Aurora College recognizes prior learning experience, whether from an institution or from a work-related setting. Applicants should speak to the Manager of Student Services, Yellowknife Campus or the Chair of Health and Human Services Programs regarding advanced credits and Prior Learning Assessment. Experience and knowledge will be considered for mature applicants, however, all applicants not meeting the entrance requirements will be required to take Aurora College Placement Exams.

APPLICANT ASSESSMENT

Applicants will apply to the Manager of Student Services, Yellowknife Campus to ensure that they meet the program eligibility requirements. As well, applicants must:

- Complete a College entrance application;
- Submit a letter of interest, indicating their reasons for applying to the program;
- Submit two letters of reference, one work-related, one personal; and
- Submit official transcripts.

Note: A criminal record check is required. A record of certain offences may prevent candidates from completing all elements of the program, in particular, securing work practicum placements.

PROGRAM ADMISSION

Applicants will be admitted to the program based on how well they meet the program eligibility requirements and on space availability. Aboriginal persons, long-term residents of the NWT*, and graduates of the Social Work Access Program will be given priority in the selection process.

**Preference will be given to longer-term residents before short-term residents of one year or less.*

PROGRAM INFORMATION

This is a two year diploma program that, upon completion, offers opportunities for block transfer of credits toward the completion of a Bachelor of Social Work (BSW) degree. Students may apply to the University of Regina or Yukon College BSW programs.

The two year diploma program is a partnership between Aurora College and the University of Regina. Graduates of the program will be provided with a block transfer directly into the University of Regina Bachelor of Social Work program. Transfer to Yukon College will be on a course by course basis, and students will be required to apply to Yukon College directly. Transfer credits to other colleges, universities and Aurora College programs are possible through the process of application and negotiation. For more information, please contact the Registrar, Aurora College or the specific institution in which you are requesting consideration of transfer credit.

PROGRAM OBJECTIVES

To produce Social Work Diploma graduates who will have the knowledge and skills needed to:

- Practise generalist social work with peoples from culturally diverse backgrounds, while maintaining a strong sense of professional values and ethics.
- Provide leadership in social change processes, using team work, community development and conflict resolution skills.
- Be a self-directed, self-motivated and life-long learner with a questioning mind and a familiarity with inquiry approaches to learning.
- Be self-reflective, self-aware and open to clinical supervision to continue learning.
- Create and influence the future of social work practice at a political, social and professional level by responding to and anticipating the changing needs of society.
- Meet the professional practice requirements as identified by the Association of Social Workers in Northern Canada (ASWNC), the Canadian Association of Social Workers (CASW) and the Canadian Association of Social Work Educators (CASWE).

COMPLETION REQUIREMENTS

Students are required to successfully complete all program courses and assignments. The pass mark for all courses is 50%. However, students must maintain a grade point average of 70% across all Social Work courses in order to be eligible for practicum placements. This is congruent with the requirements of the University of Regina.

The diploma program must be completed within five years of commencing studies. This is congruent with the requirements of the University of Regina.

DOCUMENT OF RECOGNITION

Aurora College Diploma in Social Work

University of Regina Certificate in Social Work

CURRICULUM

187-100	Introduction to Social Welfare and Social Work
187-346	Social Work Practice I
187-389	Human Relations
187-390	Communications Skills in Social Work Practice
187-414	Social Work Practice in Child Welfare
187-352	Cultural Camp
187-350	Anti-Oppressive Social Work Practice
440-211	First Peoples of the NWT
193-290	General Psychology
187-109	Critical Reading and Writing I (ENGL 100)
187-110	Critical Reading and Writing II (ENGL 110)
187-347	Social Work Practice II
187-348	Social Work Practicum I
187-440	Counselling – Theories and Skills
187-469	Contemporary Social Welfare Policy
187-448	Social Work Practicum II

Note: Students who enrol in the 2007/08 Social Work Diploma Program will be considered to have University of Regina English 100 and 110 for the purposes of the Certificate in Social Work. Students from this cohort who choose to go on to a Bachelor of Social Work at the University of Regina will be required to take one additional English course as an elective to meet BSW requirements.

COURSE DESCRIPTIONS

Year 1

187-100

Introduction to Social Welfare and Social Work

An exploration of social issues confronting the state, social welfare agencies and social workers in addressing and responding to structural inequalities and human need. Will also consist of an introduction to the functions of social work in Canada and the roles carried by social workers in delivering services.

187-100 should be taken as the first Social Work course. Effective September 1, 2007 187-100 is a required course for the completion of the University of Regina BSW program. (University of Regina, Undergraduate Course Catalogue)

187-346

Social Work Practice I

Pre-requisite: must be taken prior to or concurrently with 187-347

An examination of the principles, concepts and skills related to social work intervention with individuals, families, groups and communities. This course emphasizes a general systems approach to social work practice, providing a framework for generalist intervention. (University of Regina, Undergraduate Course Catalogue)

187 – 350

Anti-Oppressive Social Work Practice

The aim of this course is to unravel the underlying threads of multiple oppressions and the intersection of various sources and forms of oppression. The course will focus on anti-oppressive theory, laws, actions, advocacy, the Canadian Association of Social Work Code of Ethics and their application to social work practice and policy. (University of Regina, Undergraduate Course Catalogue)

187-352

Cultural Camp

Pre-requisite 187-389 Human Relations

This course is intended to provide students with an opportunity to learn about traditional Indian [sic] values, philosophy, spirituality and ceremonies. Included is a one-week experiential camp under the direction of Indian [sic] elders. (University of Regina, Undergraduate Course Catalogue)

187-389

Human Relations

Introduces students to the philosophy and practice of human relations primarily from an Indian [sic] cultural worldview. From this perspective, students will examine the principles and dynamics of self-awareness and personal development of interpersonal relationships and communications within family and community, with other tribes, nations, peoples, and with the environment. (University of Regina, Undergraduate Course Catalogue)

187-390

Communication Skills in Social Work Practice

An introduction to communication theory and skill development. Emphasis will be placed on helping the student increase his/her competence as a communicator. The course will be taught primarily in a laboratory style. Video tape practice sessions are required between classes to develop communication skills. (University of Regina, Undergraduate Course Catalogue)

187-414

Social Work Practice in Child Welfare

This course will focus on the field of child welfare and specifically on the roles played by social workers in child welfare. Emphasis will be placed on the current national and territorial legislation governing child welfare practice and current issues facing child welfare service delivery. (University of Regina, Undergraduate Course Catalogue)

187-109

Critical Reading and Writing I (ENGL 100)

This course develops students' proficiency in critical reading and writing through the study of a wide range of non-literary and literary texts, and the study of composition, with emphasis on connections between modes of reading and writing. (University of Regina, Undergraduate Course Catalogue)

187-110

Critical Reading and Writing II (ENGL 110)

Prerequisite: ENGL 100

A study of a special topic in literature, which may include non-literary texts, in conjunction with a continuation of the writing program begun in ENGL 100. (University of Regina, Undergraduate Course Catalogue)

193-290

General Psychology

This course provides an introduction to behavioural areas of study such as maturation and development, personality, and social relationships. Specific topics covered include intelligence and psychological testing, motivation and emotion, human development, personality, stress and health, psychological disorders, psychotherapy, and social behaviour. (Athabasca University, Undergraduate Courses)

440-211

First Peoples of the NWT

In this course, participants will learn about First Peoples histories from pre-contact to 1950. Students will gain insight, from an Aboriginal perspective, about the social, economic, cultural, linguistic, and political impacts and contributions experienced by First Peoples over this period of time. This course introduces students to the different histories and cultures of the First Peoples using oral and written sources of information shared by Aboriginal Elders; Aboriginal perspectives will be an integral part of course delivery. A general survey of relationships between First Peoples of the NWT and related Athapaskan groups may be included.

Year 2

187-347

Social Work Practice II

Pre-requisite 187-346 Social Work Practice I. Concurrent enrolment is allowed.

This course aims to develop an understanding of the characteristics of organizations, institutions and communities. Students will gain knowledge about practice theories and will begin to develop/enhance the social work skills used in various practice settings. Students will think critically about structural responses to social distress. (University of Regina, Undergraduate Course Catalogue)

187-348

Social Work Practicum I

Prerequisite: Completion of 187-390, 187-346, and 9 other social work credit hours.

Required of all students. Practicum is designed to meet specifically identified individual learning needs of each student. 187-348 is 195 hours or the equivalent of two days per week. 187-348 is designed to be taken with other classes over the course of the 13 week semester. Graded on a pass/fail basis. No mid-term break.

Note: All students must have a minimum GPA of 70% on the social work portion of the BSW to be eligible to register for 187-348. (University of Regina, Undergraduate Course Catalogue)

187-440

Counselling Theories and Skills

This is a survey of several counselling theories and approaches with specific emphasis on their application. The course will look at the counselling relationship and the counselling process in a variety of help situations. From a generalist orientation, focus will be on the social worker in the role of counsellor, both with individuals and groups.

Note: This course should be taken either after or in conjunction with 187-390 and 187-346. (University of Regina, Undergraduate Course Catalogue)

187-469

Contemporary Social Welfare Policy

This course focuses on the relationship between post-World War II social policy and the western Welfare state, examining the links between economic, political, and ethical views of society and outcomes in response to human needs. Consideration will be given to current social policy trends and their implications for social service programs and Social Work practice. (University of Regina, Undergraduate Course Catalogue)

187-448

Social Work Practicum II

Prerequisites: 187-100, 187-389, 187-390, 187-414, 187-350, 187-346, 187-347, 187-348, 187-440, and 187-469

This is a required course for all students. Students, with support of agency supervision, will become directly involved in social work services, systems within the community, and experience socially responsible professional practice. Seminars assist in the integration of theory and practice by broadening the professional knowledge base through sharing of experiences and knowledge.

All students must have a minimum GPA of 70% on the social work portion of the BSW to be eligible to register for 187-448.

Note: Practicum is the equivalent of 16 weeks full-time, including a mandatory skills review laboratory which is held prior to the field placement. A part-time practicum may be arranged. Graded on a pass/fail basis. No mid-term break. (University of Regina, Undergraduate Course Catalogue)

COMMUNITY HEALTH REPRESENTATIVE

PROGRAM DESCRIPTION

The Community Health Representative program is designed to provide the graduate with a sound basic knowledge in community health education, health promotion, injury prevention and community development. The Community Health Representative graduate will be able to assess community health needs, client health education needs, and will work with the community towards improving health and well-being.

PROGRAM ELIGIBILITY

Applicants must be at least 18 years of age and have successfully completed English at a grade 10 level or ALBE English equivalent.

APPLICANT ASSESSMENT

If a mature student applicant does not meet the program eligibility they may be required to write the Aurora College Placement Test to assess reading and writing skills.

PROGRAM ADMISSION

Applicants will be admitted to this program based on the program eligibility.

PROGRAM INFORMATION

The Community Health Representative program is delivered in either a 6-month full time program or in a modular format. If the student has not worked in the role of a Community Health Representative then a consolidated field practicum course is required once all course work is completed.

PROGRAM OBJECTIVES

- To prepare students for employment as a Community Health Representative.
- To assist students in developing the knowledge, skills and judgement that are required of a Community Health Representative.
- To assist students to develop skills in health promotion and disease prevention.

COMPLETION REQUIREMENTS

All course work must be successfully completed.

DOCUMENT OF RECOGNITION

Aurora College Certificate

CURRICULUM

- 163-110 Human and Community Needs in Health
- 163-320 Community Wellness
- 163-131 Communications and Professional Ethics
- 163-120 Working with Groups
- 163-235 Applied Health Promotion
- 163-241 Human Development: Infant and Child Wellness
- 163-242 Human Development: Adult and Elder Wellness
- 163-315 Healthy Lifestyles: Nutrition, Active Living and Injury Prevention
- 163-341 Environmental Health Promotion
- 163-435 Mental Health and Addictions
- 163-401 Consolidated Field Practicum

COURSE DESCRIPTIONS

163-110

Human and Community Needs in Health

This course introduces the student to the role of the Community Health Representative in the Northwest Territories. Students examine the concepts of health, wellness, basic needs and illness. Community values, traditional knowledge and cultural values are examined in relation to the role of the Community Health Representative. The principles of developing a community profile will be introduced.

163-320

Community Wellness

This course introduces the concepts of community development and change. Community issues and needs, which affect health and lifestyle, will be examined. Current community development approaches and strategies will be explored. Problem solving and health promotion strategies to enhance community wellness will be examined.

163-131

Communications and Professional Ethics

This course focuses on developing effective communication and problem solving skills. The student is introduced to the core skills used in the helping relationship. The issues of confidentiality and ethical conduct in the role of the Community Health Representative (CHR) will be explored. The importance of care for the caregiver will be examined. Through class activities the student will have the opportunity to practice written, verbal and interpersonal communication skills used in the workplace.

163-120

Working with Groups

This course introduces students to group process, group dynamics, and leadership theory. The student will explore the various aspects of teaching and learning that is necessary for the role as Community Health Representative (CHR). Through class activities, essential elements of effective presentations will be explored and applied.

163-235

Applied Health Promotion

This course introduces the student to the basic anatomy and physiology of the human body. Microbiology, the infectious cycle, the disease process and illness prevention will be examined. Diseases and health risks common to the NWT will be explored. Medical terminology for client communication will be practiced.

163-241

Human Development: Infant and Child Wellness

This course provides an introduction to the normal growth and development that occurs from conception to adolescence. Development milestones and techniques to measure these milestones will be explored in various stages. The influence of health determinants in each stage will be discussed. Traditional knowledge, values and beliefs that support healthy growth and development will be examined.

163-242

Human Development: Adult and Elder Wellness

This course provides an introduction to the normal growth and development that occurs during adult years through until death. The influence of various factors and health determinants in each stage will be discussed. Personal and cultural beliefs and attitudes surrounding death and dying will be explored.

163-315

Healthy Lifestyles: Nutrition, Active Living and Injury Prevention

This course provides the opportunity for students to explore healthy lifestyles. The relationship between health and balanced nutrition, active living, and injury prevention, as it relates to the NWT, will be examined. The role of the Community Health Representative (CHR) in facilitating health promotion strategies in the areas of nutrition, active living, and injury prevention will be reviewed.

163-341

Environmental Health Promotion

This course introduces the student to the concept of environmental health. Environmental pollution and the relationship to infection and disease will be discussed. Safe food handling, safe water supply, and proper waste disposal will also be examined. Health promotion practices and strategies that may decrease the incidence of disease and injury due to environmental factors in the community will be explored.

163-435

Mental Health and Addictions

This course examines mental wellness, mental illness, and issues of addiction. The student will identify and discuss various factors, which may be a threat to mental well-being. The role of the Community Health Representative (CHR) in promoting mental wellness and a healthy lifestyle will be reviewed.

163-401

Consolidated Field Practicum

This consolidated field practicum provides the opportunity for students, who do not have experience in working as a Community Health Representative (CHR), to integrate knowledge and skills in the community. The student will be encouraged to work with increasing independence, planning and participating in health promotion activities.

COMMUNITY HEALTH WORKER

PROGRAM DESCRIPTION

This program will prepare community members to provide basic health care services within their home community. Areas for study include: the human body; advanced first aid; common medical tests and their meaning; common medications and their side effects; and the professional role of the community health worker.

PROGRAM ELIGIBILITY

Applicants must:

- Be at least 18 years of age
- Have Grade 9 English (ABE 130 or equivalent) and Grade 8 Math (ABE 130 or equivalent)
- Pass a criminal records check and medical exam
- Have proof of current immunization
- Be fluent in the predominant local aboriginal language.

Note: Applicants who do not meet the academic requirements, but are currently working as Community Health Workers, may be accepted based on a recommendation from the regional Health and Social Services Authority.

APPLICANT ASSESSMENT

Applicants will be assessed by Aurora College and the regional Health and Social Services Authority based on the program eligibility requirements.

PROGRAM ADMISSION

Applicants will be admitted to this program based on program eligibility criteria.

PROGRAM INFORMATION

This program will prepare community members to provide basic health care services within their home community. Areas for study include: the human body; advanced first aid; common medical tests and their meaning; common medications and their side effects; and the professional role of the community health worker.

PROGRAM OBJECTIVES

- Upon successful completion of this program the student will be able to:
- Demonstrate understanding of the role of the community health worker.
- Dispense medication under the supervision of the community health nurse.
- Complete basic medical test and communicate the result to the community health nurse.
- Administer advanced first aid.
- Safely prepare patients for medevacs.
- Document care given.
- Effectively communicate patient conditions and concerns to the community health nurse.

COMPLETION REQUIREMENTS

Students are required to successfully complete all courses.

DOCUMENT OF RECOGNITION

Aurora College Certificate

CURRICULUM

- 263-001 The Human Body
- 263-002 Advanced First Aid
- 263-003 The Role of the Community Health Worker
- 263-004 Medication Administration
- 263-005 Health Communications
- 263-006 Basic Health Assessment and Procedures
- 263-007 Lifespan Development
- 263-008 Community Health and Education
- 263-009 Common Illnesses and Conditions 1
- 263-010 Common Illnesses and Conditions 2
- 263-011 Field Practice
- 263-012 Medical Interpreting for the CHW

Other Courses

- 263-020 Community Health Worker Refresher

COURSE DESCRIPTIONS

263-001

The Human Body

In this course the students will study human anatomy and physiology, including the study of bones, the nervous, renal, digestives, endocrine, cardiovascular, lymphatic, reproductive and respiratory systems.

263-002

Advanced First Aid

This course is an advanced first aid program designed for the person who would be at an emergency scene. It includes all of the theory from standard first aid and cardio-pulmonary resuscitation, plus advanced assessment and transportation skills. Scenarios will be based on northern emergencies and medivacs.

263-003

The Role of the Community Health Worker

This course forms the base upon which the program is built and important principles of care giving are established. The role and responsibilities of the caring for people in their home and community, ethics, identification of the basic human needs and skills to work with people are stressed. Students will reflect on their own experiences of health, and the meaning of health in their community.

263-004

Medication Administration

This course introduces the basic principles of pharmacology. Medications, their therapeutic use and effects, the health care worker's role in administration of medications and the management of side/adverse effects are emphasized.

263-005

Health Communications

This course focuses on developing effective communications skills and problem solving skills. Role playing and other classroom activities will give the student an opportunity to practice basic communication techniques. The issues of confidentiality and ethical conduct in the community will be examined. Basic medical terminology, medical interpreting and professional communication will be introduced.

263-006

Basic Health Assessment and Procedures

In this course the student will learn and demonstrate basic health assessment skills including vital signs, pain assessments and level of consciousness. Theory will be integrated from other courses within the program. This integration will facilitate the delivery of early detections and screening formats such as the Nippising Child development screening tool. Monitoring patients and effective charting will also be discussed.

263-007

Lifespan Development

This course examines the normal growth and development pattern throughout the lifespan. Topics include identifying the milestones associated with lifespan development and the common health and lifestyle concerns for each stage. Special topics such as suicide, palliative care and abuse will also be discussed.

263-008

Community Health and Education

In this course the students will assess what contributes to community wellness, and what role the Community Health Worker has in prevention techniques and promoting wellness. Students will learn how to make a wellness presentation and the basics of patient teaching.

263-009

Common Illnesses and Conditions 1

In this course the student will learn pathophysiology of common illness. Treatment and follow-up care will also be discussed. This course has a lifespan approach when relevant pediatric, adult and elderly common conditions will be highlighted.

263-010

Common Illnesses and Conditions 2

In this course the student will learn pathophysiology of common illness. Treatment and follow-up care will also be discussed.

263-011

Field Practice

This course provides an opportunity for the student to integrate the theory from class into a practice situation. Students will demonstrate how to make and record accurate observations about the client's health. This practicum is 60 hours in length, but may be reduced for experienced workers who are able to demonstrate competency in the monitored areas in a shorter period of time.

263-012

Medical Interpreting for the CHW

This course will focus on medical interpreting for the Community Health Worker, and will include use of specialized terminology, paraphrasing discourses, and translation techniques from the English to the target language, and from the target language to English.

263-020 Community Health Worker Refresher

This two-week (60 hour) course is designed as a professional development refresher opportunity for practicing Community Health Workers (CHWs) who have completed the Aurora College Community Health Worker Program. The course incorporates both a theoretical and practical component, and covers the renewal of First Aid certification and the renewal of CPR certification.

PERSONAL SUPPORT WORKER

PROGRAM DESCRIPTION

The Personal Support Worker program prepares people to work in a variety of community health care settings. Personal Support Workers work closely with people, helping them in their homes. They are part of a health care team that includes nurses, physicians, occupational therapists, physiotherapists and others. The support worker promotes and maintains physical, psychological, and social well-being.

Graduates may seek employment with home care services, elders' homes, group homes, daycares working as an aide with special needs children, long term care units or under the supervision of the health centre staff providing support to the community.

PROGRAM ELIGIBILITY

Applicants to the program must meet the following criteria:

- Be 18 years of age or older
- Have successfully completed Grade 10 or ABE English 130 or undergo an Aurora College placement test
- Provide a criminal record check
- Provide proof of current immunization status

Mature students with relevant work experience will be considered on an individual basis

APPLICANT ASSESSMENT

Applicant will be assessed against the program eligibility criteria.

PROGRAM ADMISSION

Students must meet program eligibility requirements.

PROGRAM INFORMATION

The program is designed to be flexible in its format. It may be offered full-time, part-time, using online courses, or in a modular format. The curriculum of the program is designed to be reflective of the program needs of the community. Each course has core curriculum, principles and theory that can accommodate the focus of the specific community needs.

PROGRAM OBJECTIVES

Upon completion of the program students will have the knowledge and skills needed to:

- Under supervision, assess, plan, implement and evaluate care for people and families in the community;
- Safely apply the knowledge and skills from the program in the practical area;
- Demonstrate organizational and time management skills;
- Practise in a safe, ethical and legally responsible manner;
- Integrate traditional knowledge in the care giving setting;
- Obtain CPR certification for infants, children and adults
- Obtain Standard First Aid Certification

COMPLETION REQUIREMENTS

Students are required to complete all courses, practicums and assignments of the program.

DOCUMENT OF RECOGNITION

Aurora College Certificate

CURRICULUM

159-101	Personal Support Worker Role
159-102	The Care Environment
159-103	Lifespan Growth and Development
159-104	Personal Care I
159-105	Personal Support Worker Practicum I
159-111	Nutrition
159-112	The Human Body and Common Illnesses
159-121	Working in a Challenging Environment
159-125	Personal Support Worker Practicum III
159-201	Personal Care II
159-205	Personal Support Worker Practicum II
159-130	Communications and Personal Development

Post Certificate

159-110	Pharmacology for Personal Support Workers
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COURSE DESCRIPTIONS

159-101

Personal Support Worker Role

Formerly 062-101 Home and

Community Support Worker Role

This course forms the base upon which the program is built. The principles of care giving are established which include the role and responsibilities of caring for people in their home and community, ethics, and knowledge to work with people. Students will reflect on their own experiences of health and the meaning of health in their community.

159-102

The Care Environment

Formerly 062-102 The Home Environment

This course introduces the students to working in the client's home/facility to protect against injury and disease and to promote health. It includes medical asepsis, universal precautions, time management skills and basic homemaking skills. Students will examine how they can promote the comfort, safety and independence of people in their home/facility.

159-103

Lifespan Growth and Development

Formerly 053-103

This course examines the normal growth and development pattern throughout the lifespan. Topics include identifying the milestones associated with lifespan development and the common health and lifestyle concerns for each stage.

159-104

Personal Care I

Formerly 062-104 Personal Care in the Home

This course focuses on meeting the personal care needs of the client. The student learns to assist the client with activities of daily living, using proper body mechanics and techniques to teach people to care for themselves. This course is a combination of theory, demonstration and practice.

159-105

Personal Support Worker Practicum 1

Formerly 062-105 Home and Community Support Worker Practicum I

110 lab/seminar/practicum hours-N/C

Pre-requisite: 159-101 Personal Support Worker Role, 159-102 The Care Environment

This course provides an opportunity for the student to integrate the theory from class into a practice situation. This practicum is three weeks in length. Students will demonstrate how to make and record accurate observations about the client's health.

159-111

Nutrition

Formerly 059-111

This is an introductory course in nutrition. The basic principles of nutrition, safe food handling, menu planning, shopping skills and food preparation will be discussed. The course focuses on healthy nutrition as described in the Northwest Territories Food Guide/Canada Food Guide as it applies across the lifespan.

159-112

The Human Body and Common Illnesses

Formerly 059-112 The Human Body

In this course students will study the basics of human anatomy and physiology. The second major component of the course focuses on common illnesses across the lifespan.

159-121

Working in a Challenging Environment

Formerly 059-121

Students will learn practical skills to be safe, prevent harm to self and others, and intervene with challenging individuals. The course will focus on working with children, clients with disabilities/mental health concerns, or the elder client, depending on the needs of the community.

159-125

Personal Support Worker Practicum III

Formerly 059-125 Home and Community Support Worker Practicum III

110 lab/seminar/practicum hours-N/C

Prerequisites: All courses and practicum must be completed before students can enroll in this final consolidated practicum.

This final practicum consolidates all previous practicum and theory. Students will practise with increased independence in the personal support worker role.

159-201

Personal Care II

Formerly 062-201 Personal Care in the Community

Prerequisites: 159-104 Personal Care I

The focus is on personal care associated with age-related changes or disabilities. The focus of the care shifts to the community. Graduates of the program can work in independent or supervised positions using advanced skills in institutional, group home or home settings. This course is a combination of theory, demonstration and practice.

159-205

Personal Support Worker Practicum II

Formerly 062-205 Home and Community Support Worker Practicum II

110 lab/seminar/practicum hours-N/C

Prerequisites: 159-201 Personal Care II, 159-105 Personal Support Worker Practicum

This course provides an opportunity for the student to integrate the theory from class into a practice situation. This practicum is three weeks in length. Students will demonstrate how to make and record accurate observations about the client's health. Working in a supervised or independent role, the personal support worker uses advanced skills that are applicable in institutional, group home or home settings.

159-130

Communications and Personal Development

Formerly 163-130

Communications and Personal Development

This course focuses on developing effective communications skills, problem solving skills and personal development. Role playing and other classroom activities will give the student an opportunity to practise basic communication techniques. The issues of confidentiality and ethical conduct in the community will be examined. The concepts of self-awareness, self-concept, self-esteem, life style and risk assessment will be discussed. Basic medical terminology and professional communication will be introduced.

Post-Certificate

159-110

Pharmacology for Personal Support Workers

New Post-Certificate Course

This course has been developed for personal support workers. It provides an introduction to some of the basic principles of pharmacology. Discussion will centre on medications, their therapeutic use, the safe administration of enteral and some selected topical medications, and responsibilities related to side/adverse effects.

BUSINESS PROGRAMS

BUSINESS ADMINISTRATION 82

OFFICE ADMINISTRATION 88

BUSINESS ADMINISTRATION

Check with the Registrar's office for specific delivery location(s).

PROGRAM DESCRIPTION

The Business Administration program is intended to provide the knowledge and skills necessary for students who want to start in entry level careers in business, government and non-profit organizations. Business courses stress applicability to small businesses in the NWT. The Business Administration program provides students with an opportunity to acquire either a certificate (one-year) or a diploma (two-year).

BUSINESS ADMINISTRATION CERTIFICATE

The Business Administration certificate program consists of 10 courses, representing 30 credit hours. This program provides the skills necessary to function in an entry-level position in business, government or industry. Roles in these areas may include payroll, finance, marketing and operations.

BUSINESS ADMINISTRATION DIPLOMA

The two-year diploma program is available in three streams:

- General Stream
- Co-op Stream
- Community Economic Development (CED) Stream

The General diploma stream consists of 20 courses: 15 core courses and 5 electives.

The Co-op stream has the same content, but also includes two work placement opportunities.

The Community Economic Development (CED) stream consists of 21 courses: 15 core courses and 6 required courses.

PROGRAM ELIGIBILITY

NWT high school diploma (general or advanced), including ABE English 150 and ABE Math 150 or equivalent. Mature students who do not have the required academic background will be considered individually. In the absence of the above listed entrance requirements, the Aurora College academic placement test may be required.

APPLICANT ASSESSMENT

Personal or telephone interviews with the Senior Instructors or a designate are encouraged for all applicants. A one-page letter of intent will be required from applicants for full time study.

PROGRAM ADMISSION

Applicants will be admitted to this program based on the program eligibility criteria, subject to space available.

PROGRAM INFORMATION

Business Administration has certificate and diploma programs. The 30-credit certificate is comprised of 10 three-credit courses. The 60-credit diploma (General Stream) is comprised of 20 three-credit courses.

The diploma program also offers a Co-operative stream in which students may register in two additional courses that will prepare them for the work environment. The student will have the opportunity to apply the theoretical knowledge they have learned.

The Community Economic Development (CED) stream includes specialized courses in community development and community economic development. This program is well suited to individuals planning to pursue entrepreneurial or business opportunities at the community level, or for individuals looking to pursue economic development positions with municipalities, hamlets or Aboriginal organizations. The Community Economic Development Stream diploma requires 63 credits, and is comprised of 21 three-credit courses.

Arrangements regarding transfer credits have been made with various universities and professional associations.

PROGRAM OBJECTIVES

- To give students knowledge and experience in the subject areas of the program.
- To prepare students to accept employment within business, industry, government or non-profit organizations in the NWT.
- To teach the administrative skills necessary to function in an entry level managerial capacity.
- To provide tools by which the graduates can make sound business decisions.
- To provide an educational base so students may continue their education.

COMPLETION REQUIREMENTS

Students must complete all course assignments. The passing mark for courses will be 50 per cent. However, students must maintain a cumulative average of 60 per cent or more in the program.

Diploma students in the General stream are required to successfully complete 20 three-credit courses. Students in the Co-op stream are required to successfully complete 22 three-credit courses, including the two work placements. Diploma students in the Community Economic Development (CED) stream are required to successfully complete 21 three-credit courses.

Certificate students are required to successfully complete a total of 10 three-credit courses specified in the program design.

DOCUMENT OF RECOGNITION

Aurora College Certificate or Diploma

CURRICULUM

Certificate (30 Credits) (10 courses)

131-111	Business Communications
131-135	Introduction to Financial Accounting A
131-147	Introduction to Computer Applications
131-151	Principles of Management
131-128	Mathematics of Business
131-129	Mathematics of Finance
131-136	Introduction to Financial Accounting B
131-161	Basic Marketing
131-181	Microeconomics
131-271	Organizational Behaviour

Year Two

Diploma – General Stream (60 Credits) Core (15 Courses)

131-111	Business Communications
131-128	Mathematics of Business
131-129	Mathematics of Finance
131-135	Introduction to Financial Accounting A
131-136	Introduction to Financial Accounting B
131-147	Introduction to Computer Applications
131-151	Principles of Management
131-191	Introduction to Government
131-281	Macroeconomics
131-251	Contract Law
131-271	Organizational Behaviour
131-221	Statistics
131-272	Human Resource Management
131-181	Microeconomics
131-161	Basic Marketing

Electives

Choose 5 Of The Following:

131-142	Spreadsheets
131-242	Automated Accounting
131-241	Database Management
131-235	Introduction to Managerial Accounting A
131-261	Marketing Management
131-252	Small Business Management
131-291	Public Policy Making
131-292	Public Finance
131-294	Land Claims and Self Government
131-293	Local, Regional and Public Issues
131-100	Practicum
131-200	Independent Studies
131-236	Introduction to Managerial Accounting B
131-133	Personal Finance and Income Tax
131-714	Community Based Economic Development
096-001	Introduction to Community Development
096-002	Development and Northern Communities
096-003	The Community Development Planning Process
187-109	Critical Reading and Writing I (ENGL 100)
187-110	Critical Reading and Writing II (ENGL 110)

Diploma – Co-op Stream

Includes all the courses listed in the General Diploma Stream, and the following two courses:

131-101	Co-op Work Placement I
131-102	Co-op Work Placement II

**Year Two
Diploma – Community
Economic Development (CED)
Stream
(63 Credits)
Core (15 Courses)**

- 131-111 Business Communications
- 131-128 Mathematics of Business
- 131-129 Mathematics of Finance
- 131-135 Introduction to Financial Accounting A
- 131-136 Introduction to Financial Accounting B
- 131-147 Introduction to Computer Applications
- 131-151 Principles of Management
- 131-191 Introduction to Government
- 131-281 Macroeconomics
- 131-251 Contract Law
- 131-271 Organizational Behaviour
- 131-221 Statistics
- 131-272 Human Resource Management
- 131-181 Microeconomics
- 131-161 Basic Marketing

Required Courses (6 Courses)

- 131-235 Introduction to Managerial Accounting A
- 131-252 Small Business Management
- 096-001 Introduction to Community Development
- 131-714 Community Based Economic Development
- 096-002 Development and Northern Communities
- 096-003 The Community Development Planning Process

COURSE DESCRIPTIONS

**131-100
Practicum**

Work experience practicum provides students with an opportunity to apply theoretical knowledge learned in first year to a work situation. A pre-approved plan is prepared by the faculty advisor in consultation with the work supervisor and the student, resulting in a final student report.

**131-111
Business Communications**

This course examines the theory and practice of communications in a business context with emphasis on both oral and written communications. The classes and assignments stress a strategic approach to business communications in order to enhance the effectiveness of professional communication. Resume writing, job search strategies and interviews for employment are also covered.

**131-128
Mathematics of Business**

(Prerequisites: NWT high school diploma (general or advanced), including ABE English 150 (or English 30-2) and ABE Math 150 (or Applied Math 30) or equivalent)
This course covers a variety of business-related math functions involving basic arithmetic and algebra. The course begins with a review of basic algebra and moves on to the study of ratios, proportions, percentages, and linear systems. The course also covers depreciation and break-even analysis, trade discounts, cash discounts, mark-ups, and markdowns. Mathematical applications to interest are also addressed, with a focus on simple interest applications.

**131-129
Mathematics of Finance**

(Prerequisites: 131-128 Mathematics of Business)
This course covers the Mathematics of Finance, with emphasis placed on the impact that time has on the value of money. Students will learn to solve both general and complex problems involving compound interest, annuities, loans and mortgage amortization, bond valuation, sinking funds, and investment decision applications. Focus will be placed on present value, net present value, and internal rate of return with respect to money.

**131-133
Personal Finance and Income Tax**

The increasing complexity of managing personal finance has made it an essential area of study. The purpose of this course is to explain the concepts and principles to make it possible for students to make an informed decision on some basic personal financial matters. The course addresses consumer credit, consumer loans, interest, vendor credit, credit reporting, debt collection, mortgages, personal spending and saving, investment vehicles, wills and the succession of property, and personal incomes taxes and tax laws in Canada.

**131-135
Introduction to Financial Accounting A**

The student is introduced to Financial Accounting A; concepts and principles are examined, including accounting for assets, liabilities, owner's equity, and the preparation of financial statements.

131-136**Introduction to Financial Accounting B**

(Pre-requisite: 131-135 Introduction to Financial Accounting A)

This course deals with reporting income, inventory, fixed assets, receivables, partnerships, corporation, bonds and Statements of Changes in Financial Position (SCFP).

131-142**Spreadsheets**

(Pre-requisites: 131-147 Introduction to Computer Applications)

This course covers the concepts from Microsoft Excel that includes working with charts, formulas, functions, managing workbooks, automating tasks, using and analyzing list data, enhancing charts and worksheets, and working with Excel and the Internet.

131-147**Introduction to Computer Applications**

The Introduction to Computer Applications course is designed as a survey of common features and functions of software applications and tools most commonly used for professional, educational, and personal computing and communication. Focusing on the Microsoft Office suite of applications because of its predominant use in the Canadian workplace, students develop essential preliminary skill sets, specifically in Microsoft Word. Students are also exposed to introductory concepts in Microsoft Excel, Microsoft Outlook, Microsoft PowerPoint, and Microsoft Access. Throughout the course, students are instructed in the interconnectivity of Internet and Web applications with client-based Microsoft software. The course provides students introductory exposure and experience with basic functions, features, cross-application commonalities, and multi-tasking.

131-151**Principles of Management**

The student is introduced to widely accepted management theories and practices. Case studies, discussions and other assignments reinforce the application of concepts introduced in the course.

131-161**Basic Marketing**

The students are introduced to marketing, fundamentally oriented around target marketing, product planning, market segmentation, pricing strategies, promotional strategies, and methods of planning, methods of implementing and controlling marketing activities. Case studies and a market simulation will reinforce the concepts presented.

131-181**Microeconomics**

This course introduces the student to the fundamental tools of economic analysis applied at the micro level of the price market economic system.

131-191**Introduction to Government**

This course will address political concepts, political ideologies, and various forms of government. The course will focus particularly on the political processes in Canada and the Northwest Territories. The political processes and government structure in Canada will be compared and contrasted with that of other countries, and the political structure and processes in the Northwest Territories will be compared and contrasted with other territories and provinces. The role of municipal and Aboriginal governments will be briefly introduced.

131-200**Independent Studies**

Students will prepare and submit an original 10,000 to 12,000 word research paper; they are also required to orally present their research to their instructor.

131-221**Statistics**

(Prerequisites: 131-128

Mathematics of Business and 131-129 Mathematics of Finance)

The student is introduced to statistical research and testing techniques as they apply to business. The course emphasizes conceptual learning by example and problem solving. Assignment projects introduce the student to statistical research methods and allow for the application of the methods taught in the course.

131-235**Introduction to Managerial Accounting A**

(Prerequisites: 131-135 Introduction to Financial Accounting A and 131-136 Introduction to Financial Accounting B).

This course presents an introduction to the main concepts and practices of management accounting. Students will acquire skills necessary to make competent managerial-financial decisions. Topics covered include cost accounting fundamentals, cost-volume-profit analysis, budgeting, decision analysis, inventory management and pricing.

131-236

Introduction to Managerial Accounting B

(Prerequisite: 131-235 Introduction to Managerial Accounting A)

This course is a continuation of 131-235 Introduction to Managerial Accounting "A". Students will acquire skills which provide them with the information they need to conduct financial managerial affairs. Topics covered include budgeting and control, inventory costing and decision analysis.

131-241

Database Management

(Prerequisite: 131-147 Introduction to Computer Applications)

The student is introduced to computer databases and is familiarized with potential management applications of this form of communications technology. Students will acquire skills in creating, developing and using databases.

131-242

Automated Accounting

(Prerequisite: 131-135 Introduction to Financial Accounting A or equivalent)

The course teaches Automated Accounting procedures and practices. The modules included in this course are General Ledger, Accounts Payable, Accounts Receivable, and Inventory and Services. This course also prepares students to complete month end and period end procedures and close the books at year end.

131-251

Contract Law

This course examines the legal system and certain legal concepts as they relate to management. The course emphasizes contract law with some examination of the Law of Tort (Negligence), Contract Law and Employment Law.

131-252

Small Business Management

This course is designed to provide participants with an overall understanding, knowledge and skill in the development and operation of a small business. The preparation of a business plan is an integral part of this course.

131-261

Marketing Management

(Prerequisite: 131-161 Basic Marketing)

This course builds upon the foundations covered in Basic Marketing (131-161) and addresses issues related to consumer behaviour, specific marketing techniques and marketing strategies. Areas covered include understanding the motivations and perceptions of consumers, and how attitudes, culture, social class and other factors influence consumer decisions. The course also addresses brand images, product management, product distribution, and product pricing.

131-271

Organizational Behaviour

The students will enhance their ability to effectively operate in organizations through the practical experience of group behaviour in the classroom. This will be accomplished by examining the Organizational Behaviour Body of Knowledge in text and web-based forms, through the completion of a number of case studies, and in through critical examination of the concepts presented in the course.

131-272

Human Resources Management

Students are introduced to the role of Human Resources Management within organizations. In addition to identifying factors that impact on Human Resources Management, other areas discussed include recruitment, selection, job evaluation, compensation, benefits and administration, training and development, and employee relations. The general principles of Human Resource Management, as well as future trends, are reviewed.

131-281

Macroeconomics

Macroeconomics uses the tools of economic analysis to study the workings of the Price Market Economic System in the Macro Environment.

131-291

Public Policy Making

The student is introduced to the practice and study of public policy in a Canadian setting, with special emphasis in practices in the NWT. Topics include a philosophical foundation and policy development.

131-294 Land Claims and Self Government

This is a unique land claims and self government course that describes the current legal and political landscape of the Northwest Territories. Many historical and political factors have influenced the development of a unique solution to land claims and self government. As comprehensive land claims continue to shape our northern landscape, Aboriginal governments work to maintain governance and stewardship of their land.

131-292

Public Finance

This course defines and explains the public financial process used by government and similar organizations. This course begins by explaining the historical significance of public finance through the role of government and its activities. In addition, the course describes the various forms and function of both the federal and territorial financial systems. This process will include an explanation of the principal form and function of territorial public finance, and explain current practices of government financial administration. The course concludes with a discussion of the needs for planning and budgeting, as well as accountability of resources and activities back to the general public.

131-714

Community Based Economic Development

Community-Based Economic Development is a course aimed at explaining the economic conditions of a community. It is focused on economic development, community development, as well as social, cultural and environmental development within a community or region. The primary focus of this course is to explain economic development and view this discipline through a northern and Aboriginal lens. This course will also address partnerships as a means of achieving enhanced economic development within communities.

131-101

Co-op Work Placement I

A work experience practicum provides students with an opportunity to apply theoretical knowledge learned from previous courses to a work environment. A pre-approved plan is prepared by the faculty advisor in consultation with the work supervisor and the student, resulting in a final student report.

131-102

Co-op Work Placement II

(Prerequisite: 131-101 Co-op Work Placement I)

A work experience practicum provides students with an opportunity to apply theoretical knowledge learned from previous courses to a work environment. A pre-approved plan is prepared by the faculty advisor in consultation with the work supervisor and the student, resulting in a final student report.

096-001

Introduction to Community Development

This course is an introduction to the theory and practice of community development. It defines and critically analyses the core concepts of community development and their application in the North, reviews models of community development and their relevance in the North, and presents a model of community development for the North. In all of the above areas, the course focuses in particular on Aboriginal and Northern communities. It also promotes the incorporation of the collective knowledge and experience of the students enrolled in the course as a critical learning tool.

096-002

Development and Northern Communities

The purpose of this course is to explore the historical and cultural context of development in the North and the impact of this context for community development in Northern and Aboriginal communities today. The course will provide an historical overview of development in the Northwest Territories, a critical analysis of current and future development issues arising from this history, and comparisons to development of other indigenous communities in the world.

096-003

The Community Development Planning Process

This course will provide students with an understanding of the overall community development planning process and will introduce and develop the skills required to successfully undertake each stage of the planning process. Community development planning will be analyzed as a process built around the centrality of community participation.

187-109

Critical Reading and Writing I

This course develops students' proficiency in critical reading and writing through the study of a wide range of non-literary and literary texts, and the study of composition, with emphasis on connections between modes of reading and writing.

187-110

Critical Reading and Writing II

A study of a special topic in literature, which may include non-literary texts, in conjunction with a continuation of the writing program begun in ENGL 100.

OFFICE ADMINISTRATION

Check with the Registrar's office for specific delivery location(s).

PROGRAM DESCRIPTION

COMPUTERS IN THE WORKPLACE PROGRAM

(Note: This program is under review)

Computers in the Workplace consists of five courses. Students will take Keyboarding 1, Word Processing, and Basic Introduction to Computers. For the additional two courses, students will take the Ready to Work North or the Project course, and Spreadsheets or Office Procedures. Students taking the Project course must also take the Spreadsheet course.

COMMUNITY OFFICE PROCEDURES PROGRAM

(Note: This program is under review)

The Community Office Procedures program is delivered, upon request, in various communities off-campus. The program is 140 days long, and offers general office courses and upgrading courses in English and Math.

OFFICE ADMINISTRATION CERTIFICATE PROGRAM

This program consists of 35 credits and provides students with the knowledge and skills needed for entry-level office positions. This program concentrates on the application of computer courses in the current office environment.

OFFICE ADMINISTRATION MINING CO-OP CERTIFICATE PROGRAM

This program consists of 35 credits and provides students with the knowledge and skills needed for entry-level office positions. This program concentrates on the application of computer courses in the current office environment. In addition to the regular elements of the Office Administration Certificate program, this program also includes two key components to prepare graduates for work in the mining environment. First, there is the inclusion of an *Orientation to the Industrial Workplace* course. Second, there are two two-week work placements with mining industry companies, with at least one placement at the mine site. The work placements replace the practicum component that is part of the regular Office Administration Certificate program.

OFFICE ADMINISTRATION DIPLOMA PROGRAM

This program consists of 65 credits. The 30 credits in the 2nd year, in addition to the 35 credits obtained in the Office Administration Certificate Program, will provide students with the advanced knowledge and skills needed for administrative level office positions. This program concentrates on the development of organizational and management skills, with additional focus on the soft and technical skills required for employment as an executive or administrative assistant in the areas of human resources, payroll, finance or other specialized office environments. Emphasis is placed on developing knowledge and skills that will enhance the unique work environment found in northern communities.

PROGRAM ELIGIBILITY

COMPUTERS IN THE WORKPLACE PROGRAM

Applicants must:

- Possess a Grade 10 education, or ABE English 130 and ABE Math 130; and
- Provide one letter of reference.

COMMUNITY OFFICE PROCEDURES PROGRAM

Applicants must:

- Possess a Grade 9 education, or ABE English 120 and Math 110; and
- Provide one letter of reference.

OFFICE ADMINISTRATION CERTIFICATE PROGRAM

Applicants must:

- Possess at least 70 high school credits, or equivalent, with a minimum of 65 per cent in English ELA 20-2 and Math 20-2 Applied, or complete an Aurora College placement package achieving ABE English 140 and ABE Math 140; and
- Provide two letters of reference.

OFFICE ADMINISTRATION MINING CO-OP CERTIFICATE PROGRAM

Applicants must:

- Possess at least 70 high school credits, or equivalent, with a minimum of 65 per cent in English ELA 20-2 and Math 20-2 Applied, or ABE English 140 and ABE Math 140;
 - Provide two letters of reference and a letter of interest; and
 - Be 18 years of age or older.
- Note: A criminal record check is required. A record of certain offences may prevent candidates from completing all elements of the program, in particular, securing work practicum placements. Prior to any work placements, students will be required to undergo a security clearance check to ensure access to the participating mining companies' sites.*

OFFICE ADMINISTRATION DIPLOMA PROGRAM

Applicants must:

- Possess an Office Administration Certificate.
- Provide a letter of interest.

APPLICANT ASSESSMENT

All applications are assessed by the Program Selection Committee, through the Registrar's Office at the appropriate Campus. Application assessment will be based on the submitted documents. A personal interview may be required.

Note: Anyone convicted of an offence for which they have not been pardoned may be ineligible for field placements and thus may not be able to fulfill completion and graduation requirements of the program.

PROGRAM ADMISSION

Students meeting the above program requirements may be admitted to the program.

PROGRAM INFORMATION

These programs may be delivered on a full-time or part-time basis depending upon the location. Successful completion of the program requires hard work, time management skills, excellent organizational skills, a positive attitude, and the ability to deal with stress. Program requirements involve working at a video display terminal.

Some courses in these programs may be transferable to other programs.

PROGRAM OBJECTIVES

COMPUTERS IN THE WORKPLACE PROGRAM

The program offers skills training in computer literacy to help adults gain confidence in the emerging technology of the workplace and education.

COMMUNITY OFFICE PROCEDURES PROGRAM

This program prepares students for employment in entry-level positions in offices as data entry clerks, receptionists, and word processing operators.

OFFICE ADMINISTRATION CERTIFICATE PROGRAM

This program trains students for employment in business, industry and government as typists, receptionists, word processing operators, finance clerks, data entry clerks, and office administration assistants.

OFFICE ADMINISTRATION DIPLOMA PROGRAM

This program trains students for employment in business, industry and government, emphasizing enhanced skills to work as administrative assistants in the areas of human resources, healthcare and finance, as well as at the executive assistant levels of business.

COMPLETION REQUIREMENTS

All programs require successful completion of all courses as specified in the course outlines. Students must have a cumulative average of 60 per cent or better to graduate.

DOCUMENT OF RECOGNITION

Aurora College Record of Achievement,
Aurora College Certificate or
Aurora College Diploma

CURRICULUM

Computers in the Workplace

(Note: this program is under review)

077-151 Keyboarding I
077-112 Word Processing
080-321 Basic Introduction to Computers
077-005 Project

or

760-101 Ready To Work North
131-142 Spreadsheets

or

077-104 Office Procedures

Note: Students planning to take the (077-005) Project course must take (131-142) Spreadsheets.

Community Office Procedures

(Note: this program is under review)

077-151 Keyboarding
077-104 Office Procedures
077-108 Practicum
077-112 Word Processing
077-140 Records Management
080-103 English 130
080-104 English 140
080-112 Math 120
080-113 Math 130
080-114 Math 140
080-142 Career/College 130: Foundations

Office Administration Certificate

077-002 Simply Accounting
077-004 Business Math
077-151 Keyboarding I
077-152 Keyboarding II
077-104 Office Procedures
077-105 Bookkeeping I
077-107 Bookkeeping II
077-112 Word Processing
077-121 Business English
131-142 (or 031-142) Spreadsheets
077-115 Presentations and Desktop Publishing
077-108 Practicum

Office Administration Mining CO-OP

002-245 Orientation to the Industrial Workplace
077-002 Simply Accounting
077-004 Business Math
077-151 Keyboarding I
077-152 Keyboarding II
077-104 Office Procedures
077-105 Bookkeeping I
077-107 Bookkeeping II
077-112 Word Processing
077-121 Business English
131-142 (Or 031-142) Spreadsheets
077-115 Presentations and Desktop Publishing
077-991 Office Admin. Industry Work Placement I
077-992 Office Admin. Industry Work Placement II
077-993 *Office Admin. Industry Work Placement III

**Course 077-991 and 077-992 are required to meet completion requirements. Course 077-993 is optional.*

Office Administration Diploma

(Note: student must have completed the Office Administration Certificate)

077-122 Business Communications
077-240 Records and Information Administration
077-241 Advanced Computer Applications
077-242 Human Resource and Payroll Administration
077-243 Financial Accounting and Reporting Procedures
077-244 Executive Office Procedures and Skills
077-245 Database Management and Custom Computer Applications
077-246 Aboriginal and Community Governments

In addition to the eight core courses above, students shall take any two (2) of the following electives:

077-247 Medical Office Procedures
077-248 Medical Terminology
131-271 (or 031-271) Organizational Behaviour
131-133 (or 031-133) Personal Finance and Income Tax

COURSE DESCRIPTIONS

077-002

Simply Accounting

Prerequisites: 077-105

Bookkeeping I and 077-107

Bookkeeping II (Bookkeeping II can run simultaneously)

This course will provide the student with experience in working with and maintaining computerized accounting records using "Simply Accounting" software. Reinforcement of accounting principles, concepts and processes covered in Bookkeeping I and II will be required. The student will apply transactions to the appropriate software modules and prepare computerized financial statements and reports. The student will interpret financial statements and make decisions concerning required adjustments to transactions they have processed. This course is presented using sample and mock data. Students will be presented with a variety of transaction types for processing. This is an intensive and in-depth course and it is expected that students will spend considerable time outside of class working on class assignments and homework.

077-004

Business Math

The Business Math course begins with a review of basic math functions and progresses to cover functions that are specific to business operations. These include percentages, ratios, proportions, inventory valuations and estimations, loan payment calculations, and interest calculations. Also covered are retail-specific calculations such as mark-up, mark-down, credit calculations, overhead, and pricing margins.

077-005

Project

Prerequisites: 080-321 Basic

Introduction to Computers,

077-151 Keyboarding I, 077-112

Word Processing, and 131-142

Spreadsheets

The final project for the Computer in the Workplace Record of Achievement Program is a practical application of skills from the three courses: Introduction to Computers, Keyboarding, and Word Processing, utilizing data and information provided by companies or agencies in the community. The student will produce a presentation in Microsoft Office PowerPoint, which includes a short analysis of data and at least one graph depicting the data, by importing text created within Microsoft Office Word and Excel.

077-104

Office Procedures

This course focuses on the skills and knowledge required to be a productive member of an office workforce. Topics covered include professionalism, interpersonal skills, time management, organizational skills, teamwork, receipt and distribution of information and correspondence, and scheduling of appointments, meetings and travel. An introduction to the use of Microsoft Outlook is also included, along with an overview of emerging technological advances in the office procedures area.

077-105

Bookkeeping I

Bookkeeping I provides students with an introduction to accounting terminology, principles and practices. The course focuses on accounting concepts and procedures, analyzing and recording business transactions, the accounting cycle, bank reconciliations, and payroll related accounting.

077-107

Bookkeeping II

Prerequisites: 077-105

Bookkeeping I and 077-004

Business Math (Business Math can run simultaneously)

This course builds upon the skills and knowledge acquired in course 077-105 Bookkeeping I. Course topics include special journals, financial statement analysis, accounting for bad debts, receivables, payables, and inventory procedures. The above concepts are reinforced as students work through the steps required to complete an accounting cycle for a merchandising company.

077-108

Practicum

Prerequisite: at least 50 per

cent of the courses in the Office

Administration Certificate

Program must be completed prior to taking the Practicum

The student is placed with an appropriate organization to perform office duties. Feedback from the student and the supervisor at the workplace is gathered for an assessment of the student's performance on the job.

077-112

Word Processing

Prerequisites: 077-151

Keyboarding I (may be taken concurrently)

This course provides a comprehensive presentation of Microsoft Office 2007. Topics include an introduction to computers, Microsoft Word features, and instruction in the use of text features, paragraph features, page formatting, tables, and columns. The course also covers the use of graphics, headers, footers, styles, font styles, templates, merge processes, document notations and citations. Also covered are printing, emailing, and special and advanced functions of Microsoft Word. During the course students will create a variety of business documents including research papers, newsletters, resumes, letters and memos.

077-115

Presentations and Desktop Publishing

Prerequisites: 077-151

Keyboarding I, 077-152

Keyboarding II and 077-112 Word Processing (077-152 Keyboarding II and 077-112 Word Processing can run simultaneously)

This course provides an introduction to desktop publishing using Microsoft Office PowerPoint 2007 and Microsoft Office Publisher 2007. This course covers basic design principles, desktop publishing fundamentals, document planning, and layout. Topics in PowerPoint include using a design template and text slide layout to create a presentation, using the outline tab and clip art to create a slide show, creating a presentation on the Web using PowerPoint, using visuals to enhance a slide show, and modifying visual elements and presentation formats. Topics in Publisher include creating and editing single-page and multi-page publications, using wizards, commercial printing considerations, editing text, colors, and graphic design objects, personal information sets, logos, the Pack and Go Wizard, and using Publisher to create flyers, newsletters, brochures, logos, calendars, and Web pages.

077-121

Business English

This course focuses on the enhancement of English reading, listening and writing skills applicable to an office environment. Students will practise writing basic business documents. Emphasis will be placed on developing a greater understanding of written materials and instructions, and writing with clarity and proper structure. Areas covered in the course include proper grammar, punctuation, spelling, and sentence structure. The course also addresses editing and proofreading, and the effective use of basic reference materials such as a dictionary and thesaurus. An introduction into the research process will also be given.

077-140

Records Management

This course will enable the student to manage documents efficiently using alphabetic, numeric, geographic and subject filing systems. The student will have realistic experiences in the application of rules, methods, and procedures.

077-151

Keyboarding I

This course focuses on an introduction to computer keyboarding skills. Students will develop proper keyboarding techniques through an emphasis on developing a touch typing system of striking keys using accuracy, speed and control. Coverage of alphabetic, numeric, symbol and command keys will be introduced. Emphasis on posture and the awareness of current ergonomic requirements will be included. Drills will focus on developing proper keyboarding techniques, employing touch-typing, accuracy, speed, character spacing, and formatting documents. The ongoing acquisition of business communication skills will be integrated throughout the course.

077-152

Keyboarding II

Prerequisites: 077-151

Keyboarding I

This course focuses on the development of advanced computer keyboarding skills and document processing. Students will concentrate on continuing the development of proper keyboarding techniques through an emphasis on accuracy, speed and control of alphabetic, numeric, symbol and command keys. Topics covered will include complex format and document styles, communication skills, decision making, mailability, composition, proofreading and production keyboarding. The ongoing acquisition of business communication skills will be integrated throughout the course.

077-991

Office Administration

Industry Work Placement I

The student is placed with a mining industry company or sub-contractor for a two-week period to perform office and administrative duties. Focus will be placed on application of skills and procedures learned in the program, and using these procedures and skills in the workplace. Feedback from the student and the supervisor at the workplace is gathered for an assessment of the student's performance on the job.

077-992

Office Administration

Industry Work Placement II

The student is placed with a mining industry company or sub-contractor for a two-week period to perform office and administrative duties. Focus will be placed on application of skills and procedures learned in the program, and using these procedures and skills in the workplace. Feedback from the student and the supervisor at the workplace is gathered for an assessment of the student's performance on the job.

077-993

Office Administration

Industry Work Placement III

The student is placed with a mining industry company or sub-contractor for a two-week period to perform office and administrative duties. Focus will be placed on application of skills and procedures learned in the program, and using these procedures and skills in the workplace. Feedback from the student and the supervisor at the workplace is gathered for an assessment of the student's performance on the job.

080-103

English 130

English 130 is designed for students who can read, write, speak, and understand basic English, but who may lack skills and confidence. English 130 uses an integrated approach to actively involve students in all processes of language. Students will develop the ability to share personal experiences and responses to literature in both oral and written forms. Students who successfully complete this course will be able to write a well-organized paragraph that has been taken through numerous drafts to a final copy. They may choose to continue their studies in English 140.

080-104

English 140

English 140 is for students who have mastered the basic skills identified in English 130. The course uses an integrated approach and is designed to increase competence in all areas of language – reading, writing, listening, speaking and viewing. The students will develop skills in writing narrative, descriptive and expository multi-paragraph compositions, as well as business correspondence and research assignments. Students who successfully complete this course will be able to write and self-edit a well-constructed expository essay with a minimum of structural, grammatical and spelling errors. They may choose to continue their studies in English 150 or an Aurora College certificate program.

080-112

Math 120

This course is designed to introduce the student to basic mathematics. It is designed for students with prior knowledge of arithmetic concepts. All ABE Math courses from the 120 level up are organized into 4 strands: Numbers, Patterns and Relations, Shape and Space, Statistics and Probability. See the Specific Learning Outcomes under Curriculum Detail.

080-113

Math 130

This course is designed to build on the learner's knowledge of basic mathematics. It is a continuation of Mathematics 120. All ABE Math courses from the 120 level up are organized into 4 strands: Numbers, Patterns and Relations, Shape and Space, Statistics and Probability. See the Specific Learning Outcomes under Curriculum Detail.

080-114

Math 140

This course is designed to build the learner's knowledge of mathematics at the intermediate level. It is a continuation of ABE Mathematics 130. All ABE Math courses from the 120 level up are organized into 4 strands: Numbers, Patterns and Relations, Shape and Space, Statistics and Probability. See the Specific Learning Outcomes under Curriculum Detail.

080-142

ABE Career/Lifework 120/130

Career/Lifework 120/130 begins with a focus on the self, allowing individual learners to explore and assess their interests, values, and personal characteristics in relation to specific career options. Learners are given the opportunity to practise skills and acquire knowledge that will allow them to have a more successful educational and work experience. A focus on techniques for communicating effectively, including a look at cultural awareness, forms an important part of the course. The culminating project is an individual career plan that will allow learners to use all of the knowledge and skills presented in the course to create a document that will help them chart a course for further study or work-related training.

080-321

Basic Introduction to Computers

This course will introduce the student to the world of computers. Beginning with a brief history of computers, an overview of the modern microcomputer and terminology, the student will proceed to working with IBM/MAC compatible computers. A hands-on approach using lectures and demonstrations will be utilized. The student is expected to spend additional time on the computer practising keyboarding skills.

131-142

Spreadsheets

(Formerly 031-142 Spreadsheets)
(Pre-requisites: 131-147)
Introduction to Computer Applications [formerly 031-147])

This course covers the concepts from Microsoft Excel that includes working with charts, formulas, functions, managing workbooks, automating tasks, using and analyzing list data, enhancing charts and worksheets, and working with Excel and the Internet.

002-245

Orientation for the Industrial Workplace

This five-session course addresses personal/life management topics targeted at assisting the participants in making a successful transition to the industrial workplace. Topics covered include employer/employee expectations, introduction to rotational work, balance and wellness, managing stress, managing money, and communication on the job.

When this course is delivered in conjunction with company-specific training, an additional session can be added so that a representative from the company's Human Resource area can address company-specific items such as the history and mission of the company, hiring policies, benefits, and other factors that will be of interest to the participants.

077-122

Business Communications

Prerequisite: 077-121 Business English

This course expands on the skills acquired in Business English, and focuses on the communication requirements found in the workplace. Areas of emphasis include communication in the workplace, writing and revising various forms of correspondence, preparing formal reports, preparing resumes, and preparing and conducting presentations. Upon completion, the student will be able to edit and proofread business correspondence, express ideas with better precision and tact, and compose clear, effective business correspondence.

077-240

Records and Information Administration

Prerequisites: 077-104 Office Procedures

This course expands the material presented in Office Procedures 077-104. Students will learn advanced procedures for filing and records management by taking an in-depth look at the rules that apply to each of the four most common filing systems used in business: Alphabetical, Geographic and Subject and Numeric. These rules are based on the Association of Records Managers and Administrators (ARMA) Filing Rules. In addition, the course will look at the processes of managing information within an office, including handling sensitive information and documentation, financial information, planning and preparing for office equipment purchases and supplies. The principles of information management in a global context and will also be examined.

077-241

Advanced Computer Applications

This course will explore the relationship between software applications and advanced computer usage. Topics to be covered include security procedures (personal and corporate), internet, utilities, and basic maintenance and installation procedures of software. Included in the course will be the integration of data created by various software applications. This course assumes that students are familiar with the fundamentals and some advanced features of Microsoft Windows Vista, Microsoft Office Word 2007, and Microsoft Office Excel 2007. The objectives of this course are to offer a comprehensive presentation of Microsoft Office Word 2007 and Microsoft Office Excel 2007; to expose students to practical examples of the computer as a useful tool; to acquaint students with the proper procedures to create and enhance documents, worksheets, databases, and presentations suitable for coursework, professional purposes, and personal use; to help students discover the underlying functionality of Office 2007 so they become more productive.

077-242

Human Resource and Payroll Administration

Prerequisites: 077-105

Bookkeeping I and 077-107

Bookkeeping II, 077-002 Simply Accounting

This course will look at how businesses and organizations use and manage the human element in the working environment. Topics examined will include discussions of human resources processes and procedures, benefits administration, payroll, personnel planning, job analysis and evaluation, staff recruitment and development, and performance evaluations and compensation. Students will examine the theories and practical practices related to human resource and labour administration in the Canadian workforce with a view to supporting these processes at an administrative level, but emphasis will also be placed on the practices and their application.

077-243

Financial Accounting and Reporting Procedures

Prerequisites: 131-142

Spreadsheets (formerly 031-142), 077-112 Word Processing, 077-105 Bookkeeping I and 077-107 Bookkeeping II, 077-002 Simply Accounting

This course aims to continue the use of bookkeeping procedures and introduce the students to advanced financial accounting and reporting procedures. Topics to be covered include Accounting for Property, Plant, Equipment and Intangible Assets; Examining and Preparing the Statement of Cash Flows, Analyzing Financial Statements, Notes Receivable and Notes Payable, Accounting for Merchandise Inventory, Partnerships and Corporations, Bonds Payable, Voucher Systems, Departmental Accounting, Manufacturing Accounting and Budgeting. Students will begin to examine the differences in Management, Financial and Corporate Accounting. Students will learn to prepare a set of financial statements using the full range of software products found in the business environment, including formatting of proper note disclosures acceptable for publication according to generally accepted accounting principles. Students will explore and evaluate financial statements in the form of published annual reports and other reporting instruments with special emphasis on different industry-specific presentation styles. Students will learn how to prepare and compile different reports and establish budgeting and financial tracking procedures for projects, and departmental accounting. Students will be expected to use Simply Accounting, Microsoft Word and Microsoft Excel to apply the principles they are using on an ongoing basis.

077-244

Executive Office Procedures and Skills

Prerequisites: 077-104 Office

Procedures

This course will explore advanced soft skills and procedures for administrative assistants, office managers and executive assistants. Students will become familiar with the core concepts necessary to assume the role as an office manager or executive assistant. They will learn key supervisory, organizational, supporting, and introductory level management skills. This course will continue to explore advanced soft skill development (supervisory and beginning skills, including interpersonal relationships, human behaviour and self-esteem, leadership and ethics, and stress management). Additional topics to be explored will include office organization and planning, event organization and management, meeting planning, and advanced minute taking and recordkeeping.

077-245

Database Management and Custom Computer Applications

This course enables learners to create and modify a database, use the query functions of sorting, filtering and indexes and maintain a database system using Microsoft Access. The fundamental concepts of creating tables, queries, forms, and reports will be taught. In addition, advanced computer topics in client/server applications, database servers and reports or forms of a similar nature will be examined as well as common procedures in the use of customized database applications.

077-246

Aboriginal and Community Governments

In this course, students will study both the foundation and structures of the Canadian government system and the fundamental aspects of Aboriginal governance systems. The course will also consider Aboriginal governance and self-government practices. Particular attention will be paid to those areas relating to Aboriginal peoples such as pertinent areas of the Constitution Act, the Department of Indian Affairs, the Indian Act, territorial governments and community governments and how these structures are managed in an office or organizational setting.

Definitions of key concepts are reviewed, as are aspects of land claims and self government policies and agreements. Aboriginal governance and self-government practices will also be considered.

077-247**Medical Office Procedures**

This course will introduce the theory and principles of the health care delivery system in a medical setting within Canada as well as exploring specific and standard medical office practices. Areas of concentration will include confidentiality, patient records, processing medical orders and billing.

077-248**Medical Terminology**

This course will teach students how to build medical terms using interchangeable word parts, combining forms, prefixes, and suffixes and to translate terms into their common meanings. Students develop skills using listening, reading, and speaking techniques. Terminology will be introduced by body system.

131-133**Personal Finance and Income Tax**

Formerly 031-133 Personal Finance/Personal Tax

The increasing complexity of managing personal finance has made it an essential area of study. The purpose of this course is to explain the concepts and principles to make it possible for students to make an informed decision on some basic personal financial matters. The course addresses consumer credit, consumer loans, interest, vendor credit, credit reporting, debt collection, mortgages, personal spending and saving, investment vehicles, wills and the succession of property, and personal incomes taxes and tax laws in Canada.

131-271**Organizational Behaviour**

Formerly 031-271 Organizational Behaviour

The students will enhance their ability to effectively operate in organizations through the practical experience of group behaviour in the classroom. This will be accomplished by examining the Organizational Behaviour Body of Knowledge in text and web-based forms, through the completion of a number of case studies, and in through critical examination of the concepts presented in the course.

760-101**Ready to Work North**

The Ready to Work North course is designed to help the student prepare for the workplace. The course includes a wide range of subjects such as: developing a positive attitude, workplace numerate skills, team work, Safety Awareness, guidelines for handling hazardous materials, First Aid with CPR, WHMIS, security, resume writing and job search skills.

LAND AND ENVIRONMENT PROGRAMS

ENVIRONMENT AND NATURAL RESOURCES TECHNOLOGY 100

ENVIRONMENTAL MONITORING TRAINING 107

CIRCUMPOLAR STUDIES 109

ENVIRONMENT AND NATURAL RESOURCES TECHNOLOGY

Offered at Thebacha Campus and Aurora Campus

PROGRAM DESCRIPTION

The Environment and Natural Resources Technology Program is a two-year Diploma program which links opportunities to learn from experience in the field with academic coursework in the classroom and skill training in the laboratory. Graduates of the program will possess the ability needed to succeed as technicians and officers in natural resource and environmental management careers including wildlife, forestry, marine and freshwater fisheries, planning, water resources, environmental protection, parks, land claim resource management, oil and gas, and mining. The program places emphasis on learning through experience.

PROGRAM ELIGIBILITY

Eligibility for the Environment and Natural Resources Technology Program will be determined on the basis of the student's abilities in English, Mathematics and Science. The applicant should possess a grade 12 diploma and must have earned credits (minimum 65%) in:

- English 30-2 or Aurora College ABE English 150
- Applied Mathematics 30 or Aurora College ABE Math 150
- Grade 12 Biology, Chemistry or Physics or Aurora College ABE Science 140/150.

Applicants are required to possess or be eligible to obtain a valid Firearms Acquisition and Possession License to successfully complete field camp requirements

Students must be motivated to work in the field of environment and natural resources and demonstrate their motivation in a letter of intent

Applicants may be asked to participate in a personal or telephone interview with the Program Head or a designate.

Mature students and students with academic equivalences will be considered on a case-by-case basis.

Applicants who do not meet the minimum requirements may be encouraged to apply for the Environment and Natural Resources Technology Access Program, if available.

APPLICANT ASSESSMENT

Among the eligible applicants, preference is given to residents of the Northwest Territories. Non residents will be considered if the available spaces are not filled by eligible Northern residents.

PROGRAM ADMISSION

Applicants will be admitted to this program based on the eligibility criteria as evaluated by the Program Admissions Committee comprised of the Campus Registrar, the Program Head or designate, and Program faculty.

PROGRAM INFORMATION

A considerable amount of the program will be delivered in field settings. Approximately 40% of class time will be spent in the laboratory or the field for most classroom based courses. In addition, significant practical learning experiences will be undertaken during the three remote field camps listed in the program design.

Field work can be physically strenuous. Applicants should be physically and mentally fit and prepared for the rigours of field work.

It is recognized that students entering the program may already possess certain required skills. Students may receive advanced credit for certain program courses on the basis of documented completion of equivalent learning and/or successfully passing a challenge examination.

In addition to College tuition and fees, the student will be required to purchase textbooks, classroom supplies, and personal field equipment as specified in course outlines and camp manuals.

Transfer agreements are in place with the University of Lethbridge and the University of Saskatchewan.

PROGRAM OBJECTIVES

Graduates of the Environment and Natural Resources Technology Program will have the technical skills and knowledge necessary to:

- Become employed at the technician and/or officer level with territorial, provincial and federal agencies, aboriginal organizations, and/or private industry;
- Apply their technical and managerial skills to the fields of environment, land, water, fisheries, forest and fire management, and wildlife;
- Understand the application of science and scientific method;
- Develop clear linkages between Traditional Knowledge and scientific education;
- Communicate technical and scientific content effectively, both orally and in writing, using language that is appropriate to the audience;
- Clearly communicate resource management policies, procedures and decisions to various stakeholders at the community and territorial level;
- Coordinate and implement field work activities in remote northern conditions;
- Utilize spatial technologies in acquiring, compiling and interpreting data;
- Apply critical thinking skills to research and resource management activities and environmental stewardship;
- Effectively manage projects such as data collection and analysis, educational outreach, and public safety;
- Pursue further academic education and other continued learning experiences;

- Actively participate in the sustainable management of northern natural resources;
- Enhance the capacity of Northerners to participate in resourced-based development and conservation opportunities of their lands;
- Participate in future northern research and long-term monitoring and analysis of environmental trends;
- Integrate Traditional Knowledge and scientific education when providing advice to local stakeholders on resource management issues;
- Model and promote professionalism in dealing with natural resource challenges at the community, territorial and federal level; and
- Become a part of an alumni legacy of northern graduates who now work as natural resource professionals.

COMPLETION REQUIREMENTS

Students are required to complete all 20 core courses in the Program. In addition, students must complete at least one elective and the required non-credit course field camps listed. The total credits required are 63 for successful completion of this diploma.

DOCUMENT OF RECOGNITION

Environment and Natural Resources Technology Diploma

Length (yrs/months/weeks) 2 years (Diploma - 63 Credits)

CURRICULUM

Core

- 120-100 Introductory Field Camp
- 120-101 Communications and Technical Writing
- 131-147 Introduction to Computer Applications
- 120-102 Ecology
- 120-103 Wildlife Biology
- 120-104 Applied Mathematics for Technicians
- 120-105 Introduction to Environmental Sciences
- 120-108 Field Safety and Preventative Maintenance
- 120-111 Communications and Project Management
- 120-112 Forest and Range Botany
- 120-113 Aboriginal Land Claims and Self Government
- 120-115 GPS and Mapping
- 120-116 Geographic Information Systems
- 120-285 Western Arctic Field Camp
- 120-211 Data Management and Statistics
- 120-213 Water Resources Management
- 120-214 Freshwater Fisheries
- 120-224 Wildlife Management
- 120-225 Wildlife Techniques
- 120-232 Environmental Stewardship
- 120-233 Environmental Assessment and the Regulatory Process
- 120-286 Winter Field Camp
- 120-295 Technical Project

ELECTIVES

- 120-207 Arctic Marine Services
- 120-222 Forest and Fire Management
- 120-240 Geology

COURSE DESCRIPTIONS

120-100

Introductory Field Camp

Required non-credit

The introductory field camp provides program staff the opportunity to orientate and prepare students for the rigours of the Environment and Natural Resources Technology Program, and to cover key introductory knowledge and skills that will be used throughout the program. Areas covered include orientation to the overall program, safety training (on campus), wilderness skills, wilderness travel, and an orientation to resource ecology.

120-101

Communications and Technical Writing

This course develops student written and oral communication skills, emphasizing research and writing, scientific and technical analysis, formal reporting requirements and working with the public. Using work-place scenarios the student must demonstrate their ability to communicate effectively and are challenged to develop their critical thinking skills and use good judgment to make decisions, develop rational arguments, resolve conflicts and persuade others. The student will learn how to communicate effectively with the media and enhance their presentation skills by using audio-visual equipment and computer software. Project management concepts are also introduced. Career development, resume writing, job search strategies, and interviews for employment are also covered.

131-147

Introduction to Computer Applications

The Introduction to Computer Applications course is designed as a survey of common features and functions of software applications and tools most commonly used for professional, educational, and personal computing and communication. Focusing on the Microsoft Office suite of applications because of its predominant use in the Canadian workplace, students develop essential preliminary skill sets, specifically in Microsoft Word. Students are also exposed to introductory concepts in Microsoft Excel, Microsoft Outlook, Microsoft PowerPoint, and Microsoft Access. Throughout the course, students are instructed in the interconnectivity of Internet and Web applications with client-based Microsoft software. The course provides students introductory exposure and experience with basic functions, features, cross-application commonalities, and multi-tasking.

120-102

Ecology

In this course students are introduced to general principles of ecology and the predominant characteristics of the ecosystems of Northern Canada. The physical and energetic raw materials of ecosystems are presented, as well as the driving forces behind ecological diversity. The organization of life from the scale of the biome to the individual is covered, with emphasis on populations, communities and ecosystems. Ecological community structure and change are covered, including the interactions between living organisms. Northern case studies and the predominant effects of Polar climatic conditions on Northern ecosystems are examined in detail through lectures, lab and field exercises.

120-103

Wildlife Biology

Wildlife Biology begins with the fundamentals of natural selection, evolution, and taxonomy. This is followed by an overview of the building blocks of life (e.g. cell, genes) and how they are organized for specific structures and functions. This course also introduces students to the evolutionary history, biology, and life-cycles of northern birds, mammals, reptiles, and amphibians. Students will also learn to identify, classify, and name the mammals and birds of boreal forest and tundra in the NWT.

120-104

Applied Mathematics for Technicians

The purpose of this course is to build the learner's knowledge of mathematics at an applied technical level and prepare the student for advanced work in statistics and database management. The course has been tailored to meet the needs of Northern students requiring applied mathematical skills.

120-105

Introduction to Environmental Sciences

This course presents students with the fundamental physical processes that shape the Earth's biological systems. Geological and atmospheric processes are introduced, as are the history and nature of the relationship between human societies and the natural resources that sustain them. Present population characteristics and pressures, patterns of resource use, and energy consumption are presented and future scenarios are examined. Contemporary environmental concerns, such as climate change, are introduced with an emphasis on Northern natural resources and energy issues.

120-108

Field Safety and Preventative Maintenance

The Field Safety and Preventative Maintenance course will familiarize students with the operation, maintenance, troubleshooting, and basic repair of small gas-engine powered equipment commonly used in resource management. The course will include care of camping equipment used by the program.

120-111

Communications and Project Management

In this course students will develop proposal writing and project management skills while utilizing communications software to produce reports; store, manipulate, and summarize data; and make presentations. Students will use audio-visual hardware and software while making an oral presentation. This course also presents students with an overview of human resources management in organizations.

120-112

Forest and Range Botany

The purpose of this course is to introduce students to the world of flora. Students will develop and nurture skills in the collection, recognition and evaluation of common plants and plant associations in boreal, taiga, and tundra habitats. The course will develop expertise in identification, classification, and distribution of northern plants in the NWT. Students will become familiar with the anatomy and general biological functions of non-vascular and vascular plants, and develop skills in plant classification, including the use of plant keys, understanding of history and structure of taxonomic systems for plants, and recognition of the major features of plant families. Students will also learn plant adaptations to northern environments, Traditional Knowledge and uses of our northern flora.

120-113 **Aboriginal Land Claims and Self Government**

This course is designed to provide students with an introduction to the issues surrounding land claim agreements and self-government in the Northwest Territories, as well as, trans-boundary jurisdictions of the Yukon, Alaska, Nunavut, and the circumpolar world. Students will be introduced to the historical context of law, Treaties and Aboriginal rights within the Canadian Constitution including the concepts of internal colonialism, decolonization, and Aboriginal self-government. This course examines, in detail, claim negotiations and settled claims in the Northwest Territories with particular reference to the management of natural resources. Finally, students will be introduced to aspects of self-government policies and agreements, probing the significance of a land-based economy to the establishment of effective and sustainable indigenous government.

120-115 **GPS and Mapping**

This course will introduce learners to the use and interpretation of maps, electronic mapping devices and software, aerial photography and remote sensing imagery. Participants will learn to collect geographic data using GPS and to create maps using software such as Oziexplorer and Google Earth. Students will examine techniques for collecting, displaying and interpreting spatially arranged data commonly used in natural resource management. Tasks will include route finding, navigation, identification of physical, cultural and vegetation features and natural resource values.

120-116 **Geographic Information Systems**

This course introduces students to the use of Geographic Information Systems (GIS), computer-based mapping systems that allow the integration of spatial data from diverse land resource management disciplines. Students will learn the basic concepts and principles of GIS and then gain a working knowledge of ARCVIEW.

120-207 **Arctic Marine Sciences**

This course introduces students to the foundational concepts of marine science and its four basic components – physics, geology, chemistry and biology. Emphasis will be placed on the Arctic Ocean and students will explore the scientific process of discovering the facts, processes and unifying principles that explain the nature of this ocean and its associated life forms. Recent case studies will be reviewed to identify and analyze the challenges of protecting and managing the Arctic marine ecosystem.

120-211 **Data Management and Statistics**

Field work in forestry, fisheries and wildlife management often involves mathematics and statistics. This course presents basic techniques and exercises related to descriptive and inferential statistics. Data collection, organization, summarization, and presentation are emphasized throughout the course. Fundamental concepts of statistical application, analysis and interpretation, including sampling, experimentation, variability, distribution, association, causation, estimation, confidence, hypothesis testing, and significance, will be used to draw conclusions from data sets. Full statistical analysis using calculators, statistical software, databases, and graphing technologies will be required in many of the applications.

120-213 **Water Resources Management**

This course is an introduction to limnology and the management of freshwater resources in Northern Canada. Subjects covered include basic physical and chemical properties of water, topography and ecology of lakes and rivers, biomonitoring, identification and control of aquatic pests and parasites, and municipal and industrial use of water. Other subjects include domestic and industrial pollution of lakes and rivers, water sampling techniques, the regulatory process, and related legislation. The course, depending on availability, includes the nationally recognized certification of students through Environment Canada's Canadian Aquatic Biomonitoring Network (CABIN).

120-214**Freshwater Fisheries**

The Freshwater Fisheries course introduces students to the basic elements of the science of ichthyology including fish evolution, systematics, taxonomy, biology, ecology, and behaviour, with emphasis placed on the Northwest Territories. Students will research the life histories of northern fish and fisheries management case studies to understand population dynamics, stock assessment, relevant legislation, and anthropogenic impacts. Lab studies will include fish identification, dissections, and field sampling methodology, and field equipment/instrument operation.

120-222**Forest and Fire Management**

This course introduces students to the concepts and techniques of managing northern forests for economic productivity, ecological integrity, and public safety. The course begins with a general study of forestry practices including logging, utilization, forest management, and silviculture. The course includes a technical component that examines methods of measurements of standing and felled timber; use of common mensuration equipment; planning, designing and carrying out an operational cruise; and computer analysis of the collected data. Finally the fire management module emphasizes the principles, concepts and scientific tools used to study fire and define its role in ecosystems. Students are exposed to a wide range of topics from modern suppression techniques to fire suppression policy.

120-232**Environmental Stewardship**

This course introduces students to the evolution of environmental philosophy and policy and the challenges faced from resource use, stewardship and ecosystem management. Relationships between humans and the environment will be investigated in order to understand the complex interactions, duties, legal obligations and responsibilities of government agencies, local communities and land claim agreements. This course also examines ecological integrity, management policy and enforcement issues in protected natural environments, such as national parks, wildlife sanctuaries, marine conservation areas and anthropological reserves, relative to various management and development pressures in the North.

120-224**Wildlife Management**

In this course students begin to develop skills in defining management problems and examine decisions and judgments involved in wildlife management. Students are introduced to wildlife population status and trend analyses and will investigate a variety of wildlife philosophies and perspectives, including Traditional Knowledge, along with alternative wildlife management strategies. Current management problems and programs are also reviewed for a variety of populations.

120-225**Wildlife Techniques**

The purpose of this course is to emphasize field skills and laboratory techniques for obtaining information used to support decisions in wildlife management. Topics include experiment design, specimen capture and evaluation, necropsy, habitat use, population abundance and distribution. Field camps and trips will permit practical application of some of the techniques discussed in the course.

120-233**Environmental Assessment and the Regulatory Process**

This course introduces students to the regulatory processes that govern the management of environmental and resource development and use in the Northwest Territories, including the relevant legislation under comprehensive claim agreements and Territorial and Federal Acts. Students will work through case studies of environmental and resource use issues incorporating biophysical environmental impacts, Traditional Knowledge, social impacts and mitigating techniques for a variety of land and water use scenarios. Students will also complete a detailed site assessment project.

120-240

Geology

This course is designed to provide students with a basic understanding and general knowledge of a broad spectrum of geological facts, processes and concepts relevant to minerals, rocks, plate tectonics, dating techniques, formation of fossils, mountains, ocean basins, and economic hydrocarbon and mineral deposits. As well, surface processes and landforms, groundwater, and environmental issues relating to resource exploration and development will be applied to northern examples.

120-285

Western Arctic Field Camp

Required non-credit

The Western Arctic Field Camp provides Second-Year Environment and Natural Resources Technology Students with field experiences related to the following ENRTP courses: Freshwater Fisheries, Water Resources Management, Environmental Assessment, Wildlife Techniques, Environmental Stewardship, Arctic Marine Sciences, Forestry and Fire Management, and Geology.

120-286

Winter Field Camp

Required non-credit

The Winter Field Camp provides Second-Year Environment and Natural Resources Technology students the opportunity to demonstrate the necessary skills required to manage a remote field camp. Students are tasked with collecting various data while using technical skills under typical northern winter conditions. Students also complete essential field experiences related to the following ENRTP courses: Statistics and Database Management, Ecology, Wildlife Biology, Freshwater Fisheries, Wildlife Techniques and Wildlife Management. Location of wildlife determines the location of winter camp.

120-295

Technical Project

This 75 hour independent study course provides the student an opportunity to demonstrate the principles and techniques needed to conduct a self-directed project, which proves an ability to apply skills learned in the program. The project will focus primarily on the process of project design, project management and project completion. In consultation with instructional staff, the student will develop and test a hypothesis, perform qualitative and quantitative analysis, and present conclusions. To complete the project the student will produce a scientific written report and formally present their findings to their instructors and their peers.

ENVIRONMENTAL MONITOR TRAINING PROGRAM

PROGRAM DESCRIPTION

The five-week Environmental Monitor Training Program provides students with the foundation, knowledge, and skills to meaningfully participate in environmental monitoring activities. This program is aimed at those individuals who are interested in working in the environmental sector and require pre-technician level training on environmental concepts and measures. The Environmental Monitor Training Program will prepare program graduates for work on various projects, such as pipeline construction, seismic, fishing, mining, oil and gas operations, and more.

This program is delivered in partnership with the Building Environmental Aboriginal Human Resources (BEAHR) Learning Institute, and the curriculum is based on the National Occupational Standards for Environmental Monitors.

Students are required to complete a three-week core skills course and a two-week regulatory course or a two-week research course.

The courses may be delivered consecutively over a five-week period, or they may be spread out over a longer period of time. This flexibility allows communities to adjust program delivery to meet their specific requirements.

Note: The curriculum used in the Environmental Monitor Training Program is the property of the BEAHR Learning Institute and is used by Aurora College as a licensed training provider.

PROGRAM ELIGIBILITY

Applicants wishing to enter the program must meet the following criteria:

- Have a desire to work as an Environmental Monitor
- Have successfully completed Grade 8 Math and English, or ABE Math 130 and ABE English 130, or equivalent.

APPLICANT ASSESSMENT

Applicants will be assessed by Aurora College against the program eligibility criteria. For third party deliveries, the College may find it appropriate to screen applicants in consultation with the program partners and host community.

PROGRAM ADMISSION

Applicants will be admitted subject to program eligibility requirements.

PROGRAM OBJECTIVES

Upon successful completion of the Environmental Monitor Training Program, the student will be able to:

- Demonstrate an understanding of the role of an environmental monitor;
- Communicate effectively;
- Demonstrate an understanding of the environmental sector and relevant legislation;
- Conduct basic field work following standard protocols;
- Effectively use communication equipment and technology, take photographs, and use global positioning systems;
- Describe and use maps;
- Comply and follow guidelines for health, safety, and environmental requirements;
- Identify the importance of local knowledge and demonstrate an understanding of how to incorporate local knowledge into environmental monitoring activities;

- (Regulatory) Follow protocol for regulatory monitoring and monitor impacts on ecosystems; and
- (Research) Assist with testing of various environmental components (air, water, soil etc.), assist with environmental surveying, follow sampling protocols and use monitor instrumentation.

METHODS OF INSTRUCTION

Practical methodology focusing on the development of technical skills through mini workshops, small group work, field work, and explain, demonstrate and imitate instructional techniques.

To ensure local appropriateness, the curriculum incorporates local and traditional knowledge components into the environmental monitoring process as a constant theme throughout the program.

METHODS OF EVALUATION

To successfully complete the program students are required to achieve an overall mark greater than 50 per cent. The curriculum contains evaluation tools to be conducted at the completion of each core skill segment and specialization courses (except Local Knowledge).

Students must attend a minimum of 90 per cent of class time.

DOCUMENT OF RECOGNITION

Aurora College record of achievement

Upon completion of the program, graduates will also receive a certificate issued by the BEAHR Learning Institute.

CURRICULUM

Core

056-001 Core Skills

Specialization - one of:

056-002 Regulatory

056-003 Research

COURSE DESCRIPTIONS

056-001

Core Skills

The core skills curriculum consists of five components to develop the skills necessary to work in the environmental sector and assist technicians in conducting monitoring work. The Foundation Skills, Introduction to Environment, Technical Skills, Health and Safety, and Local Knowledge components ensure that participants have the necessary prerequisites, knowledge, and skills required to complete one of the two specialization areas.

056-002

Regulatory

The Regulatory specialization will provide participants with knowledge of environmental protection legislation and regulatory processes in Canada and in a regional context, and the skills to identify the potential environmental effects and related monitoring requirements for each phase of a project. Potential environmental risks, mitigation measures, and additional monitoring opportunities for various project phases will be highlighted.

056-003

Research

The Research specialization expands on the concept of ecology and ecosystems as they relate to various sampling and research projects, and provides opportunities to further develop the research skills necessary to assist with environmental monitoring work in the field. The course ensures that participants understand the purpose and value of protocols in sampling programs, requirements for the preparation of environmental monitoring field research, and how to integrate local knowledge into monitoring concepts.

CIRCUMPOLAR STUDIES

The University of the Arctic offers a variety of programs aimed at increasing educational capacity and opportunities in the North. The Undergraduate program is called Bachelor of Circumpolar Studies, and the UArctic course indicator is “BCS”. There are seven courses, offered through UArctic, each one equivalent to 6 ECTS (normally 3 North American credit hours). The seven courses together are referred to as the “BCS Core”.

- BCS 100: Introduction to the Circumpolar World
- BCS 311: Land and Environment of the Circumpolar World I
- BCS 312: Land and Environment of the Circumpolar World II
- BCS 321: Peoples and Cultures of the Circumpolar World I
- BCS 322: Peoples and Cultures of the Circumpolar World II
- BCS 331: Contemporary Issues of the Circumpolar World I
- BCS 332: Contemporary Issues of the Circumpolar World II

These courses are offered online and are open to UArctic member institutions. To accommodate the variety in semester dates among UArctic member institutions, the Circumpolar Studies program team has established the following semester dates for online offerings:

- Fall Semester:
September – December
- Spring Semester:
January – April

ADVANCED EMPHASES

Advanced Emphases are programs of study generally equivalent to 30 ECTS credits/15 North American credit units, or approximately a semester worth of work, and which focus on specific issues related to the North. Advanced Emphases are meant to give students practical knowledge and experience that can be used to obtain meaningful employment in the North, or prepare them for advanced study on research topics related to northern issues.

CREDIT

The University of the Arctic is not a credit or degree granting institution. Only member institutions grant credit for Circumpolar Studies and Advanced Emphases. The Circumpolar Studies program is not in itself a degree program. The core courses plus an Advanced Emphases equal 72 ECTS or 36 standard North American credit hours.

For more information on the Circumpolar Studies program visit our website at www.uarctic.org

To register for a course in the Bachelor of Circumpolar Studies program contact:

Jason Panter
Manager, Distributed Learning,
Information Systems & Technology
Office of the President, Aurora College
(867)872-7010
jpanter@auroracollege.nt.ca

or

The University of the Arctic,
Office of Undergraduate Studies
bcs@uarctic.org

SCHOOL OF TRADES, APPRENTICESHIP AND INDUSTRIAL TRAINING

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APPRENTICESHIP PROGRAMS

OFFERED AT THEBACHA CAMPUS

GNWT Department of Education, Culture and Employment (Apprenticeship Division) in cooperation with Aurora College (Thebacha Campus) offer the following Apprenticeship training programs on an on-going basis:

- Carpenter
- Electrician (Construction)
- Heavy Equipment Technician
- Housing Maintainer
- Plumber/Gasfitter
- Oil Heat Systems Technician

All apprenticeship entrance requirements are set by the Apprenticeship Division and these, as well as complete course outlines, are available from Apprenticeship Training offices.

Apprenticeship is the method of gaining training and knowledge through working in a chosen profession and attending formal training on a yearly basis. For most trades this means finding a willing employer who will employ an individual as an apprentice for on-the-job training, supplemented by six to eight weeks of technical training at an educational institution each year.

To apply, or for further information on these or any other apprenticeship program, contact your local or regional representative of the Department of Education, Culture and Employment. You can also call one of the N.W.T. Apprenticeship Training offices listed below:

Fort Simpson (867) 695-7258
Hay River (867) 874-9200
Norman Wells (867) 587-2566
Fort Smith (867) 872-7218
Inuvik (867) 777-7165
Yellowknife (867) 766-5103
Apprenticeship Division
(867) 920-3422

OBSERVER/ COMMUNICATOR TRAINING

PROGRAM DESCRIPTION

The purpose of this program is to provide training relevant to the skills required to perform the duties of an Observer/Communicator. Training in the core program concentrates on radio simulations, radio communications and operating procedures, and weather observing and recording. Attendance is required at all scheduled classes. Students should be aware that homework will be assigned on a regular basis.

There are three required courses and three non-required courses in this program.

PROGRAM ADMISSION

Candidates are recruited from the Northwest Territories, Nunavut, Yukon and Quebec only when a position is available, and only form the community where that need exists. If there is more than one acceptable applicant for the program from a particular location, interviews will be conducted by representatives of the appropriate agencies to determine the most suitable candidate.

Grade 10 Math and English, or ABE Math 140 and ABE English 140. Equivalencies will be considered on an individual basis. Applicants will normally be tested in order to evaluate their basic Math and English comprehension skills.

Applicant may be required to undergo a physical examination in which an emphasis is placed on good vision and hearing. Specific vision, hearing and other physical criteria is available from the appropriate agencies.

PROGRAM OBJECTIVES

The objective of the program is to train Observer/Communicators to work at Community Aerodrome Radio Stations. The graduates – as employees of their respective contractor, hamlet, territorial or provincial government – will perform aviation support duties on behalf of their employer.

The Observer/Communicator may be called upon to perform the following:

- Emergency Services;
- Air and Ground Communication Services;
- Weather Observing Services;
- Flight Planning Services;
- Communications Equipment and Nav aids Services;
- Aerodrome Status Reporting Services; and
- Administration Service.

COMPLETION REQUIREMENTS

Students must pass all three of the required courses in order to successfully complete the program and receive an “Aurora College Record of Achievement” document.

The passing grade in course 211-001 is 80%

The passing grade in course 211-002 is 80%

The passing grade in course 211-003 is 75%

There are also three non-required courses offered in the program:

Course 211-100

This course is an “Observer/Communicator Refresher Workshop”. Participation in this course is coordinated through the appropriate agencies. Participants in this course will receive an Aurora College Record of Participation Certificate.

Course 211-200

This course is “Observer/Communicator On-Job Training”. While successful completion of On-Job Training (OJT) is required before an Observer/Communicator Trainee can receive temporary certification, this activity is often conducted by authorized non-College personnel. Accordingly, this activity will only be treated as an Aurora College course when it is conducted by authorized Aurora College instructors.

Course 211-300

This course is “Synoptic Weather Coding”. This course will be taken by students who will be working at Community Aerodrome Radio Stations (CARS) where Environment Canada has determined there is to be a requirement for the supplementary surface weather data that comprises a synoptic report. Course 211-001 is a prerequisite for this course. This course is 48 instructional hours.

DOCUMENT OF RECOGNITION

Aurora College Record of Achievement

INTRODUCTION TO UNDERGROUND MINING

PROGRAM DESCRIPTION

This Community-based program is designed to provide Northern students with the necessary knowledge and basic skills to consider a career in the Mineral Resource (Mining) Industry in any one of many occupations. The program consists of the *Ready To Work North* course followed by five introductory courses representing various topics related to the underground mining process: Introduction to the Mine Life Cycle, Mine Geology, Mineral Processing, Underground Mining Methods, and Mine Safety. The total of 180 hours will be covered in six weeks. Course delivery will have a theoretical as well as practical component. Students will be able to experience many of the practical specialties of the industry and from this be able to select those industry professions and occupations that best suit their personal profile and skills.

Upon completion, students will be able to confidently consider enrolling in the 14-week Underground Miner Training Program.

Note: These courses will be within the employment non-credit division.

PROGRAM ELIGIBILITY

Applicants wishing to enroll in this program must indicate an interest in working in the mining industry.

Note: Successful completion of the Ready To Work North course is mandatory for continuing with the mining related courses.

APPLICANT ASSESSMENT

Applicants:

- must submit academic transcripts or ABE upgrading;
- may be required to complete an Assessment test(s); and
- must provide a current resume.

Applicants in possession of Letters of Intent from prospective employers will receive preference

PROGRAM ADMISSION

Applicants will be admitted to the program based upon program eligibility, applicant assessment results and/or personal interviews.

PROGRAM INFORMATION

This six-week program is designed to give students a general overview of the mining industry with emphasis on underground mining. Successful completion of the *Ready To Work North* course (certificate) provides participants with transferable skills/attitudes/knowledge to seek and obtain employment. The courses presented are related to careers in the mineral resource industry e.g. engineering, geology or production (mining) including the simulated operation of underground mining equipment through the use of desk-top equipment simulators for selected underground equipment. Experiential learning activities will form key components of the program. Group work and individual projects will be undertaken and attendance in class and field activities is mandatory.

PROGRAM OBJECTIVES

The objective of the program is to provide an overview of the mining process from which participants will be able to make informed career choices with particular emphasis on underground mining and consideration for other opportunities within the mineral resources industry. Instruction will be presented using non-technical language where possible and will be sequenced to cover the theoretical components of the course in synchronization with the practical components to develop a more complete understanding of the topic.

COMPLETION REQUIREMENTS

Students must:

- complete all assignments to the satisfaction of the instructors; and
- attend classes and adhere to both Aurora College and program specific policies.

DOCUMENT OF RECOGNITION

Aurora College Record of Participation

CURRICULUM

760-101	Ready To Work North
765-001	Introduction to the Mine Life Cycle
765-002	Introduction Mine Geology
765-003	Introduction to Mineral Processing
765-004	Introduction to Underground Mining Methods
765-005	Mine Safety

COURSE DESCRIPTIONS

760-101

Ready To Work North

The *Ready To Work North* course is designed to help the student prepare for the workplace. The course includes a wide range of subjects such as: developing a positive attitude, workplace numeracy skills, team work, safety awareness, guidelines for handling hazardous materials, *First Aid with CPR*, *WHMIS*, security, resume writing and job search skills.

765-001

Introduction to the Mine Life Cycle

This course will provide an introduction to the various stages of the mine life cycle from initial mineral exploration to decommissioning (closure and reclamation). The basics of all aspects of a mining operation will be reviewed with emphasis placed on the mines currently in operation in the North. Key areas of focus will include mining terminology, mining methods and the various career options available.

765-002

Introduction to Mine Geology

This course offers an introduction to the general concepts of mine geology including basic rock types, structures, and the formation of the mineral deposits found at operating mines in the north. Students will participate in activities related to underground sampling techniques and the recognition of geologic structures and rocks found in the underground environment. Emphasis will be on how geologic structures affect mining and safety concerns. Career options related to mine geology will be explored.

765-003

Introduction to Mineral Processing

This course provides a general overview of the stages of mineral processing at mines operating in the north including diamond processing, gold milling and the processing of base metal ore. Students will construct simple flow diagrams to visualize the sequences of mineral processing and will investigate related career and employment opportunities.

765-004

Introduction to Underground Mining Methods

This course will introduce the student to the processes and systems involved in the physical extraction of mineral resources from the ground. Underground mining methods currently being used at operating mines in the north will be highlighted including mining terminology, equipment used and career possibilities. Introducing students to the operation of underground equipment will be achieved through the use of desk-top simulators. Field exposure and guest speakers will be incorporated when possible.

765-005

Mine Safety

This course focuses on the very important issue of mine safety. Students will develop an understanding of the “attitude” of safety, working safely and the relevant NWT regulations related to mine safety. Identifying the various types of hazards possible in the underground environment, preventing personal injury to self and others, and preventing damage to equipment and mine property will be included. Career and employment opportunities related to mine safety will be explored.

UNDERGROUND MINER TRAINING

OFFERED AT YELLOWKNIFE CAMPUS

PROGRAM DESCRIPTION

This program is designed to provide students with the necessary knowledge and basic skills to consider a career as an underground miner and also provide an overview of the other careers in the Mineral Resource (Mining) Industry in any one of many occupations. The program consists of the Ready To Work North course (if not previously completed) followed by four expanded courses representing various topics specific to the underground mining process: The Mine Life Cycle, Mine Geology, Underground Mining Methods, and Underground Mine Safety. The total of 420 hours will be covered in fourteen (14) weeks. Course delivery will have a theoretical as well as practical component. Students will be able to understand and experience many of the daily routines in an underground mining operation including extensive training utilizing the underground equipment simulator. From this, students will be able to select those industry professions and occupations that suit their personal profile and skills. Certificate training courses will also be presented for *Standard First Aid & CPR 'A'*, *WHMIS*, *Safety and the Young Worker*, and *Underground Mine Rescue* (Student).

PROGRAM ELIGIBILITY

Applicants wishing to enroll in this program must be 18 years of age. Depending on academic levels, individual assessments and interviews may be required.

APPLICANT ASSESSMENT

Applicants:

- Must submit a resume;
- Must submit academic transcripts or ABE upgrading; and
- May be required to complete an assessment test

Applicants in possession of letters of intent from prospective employers will receive preference

PROGRAM ADMISSION

Applicants will be admitted to the program based upon program eligibility, applicant assessment results and/or personal interviews.

PROGRAM INFORMATION

This 14-week program is designed to give students a thorough and comprehensive overview of the mining industry. Successful completion of the Ready to Work-North course provides participants with valuable transferable skills/attitudes/knowledge to seek and obtain employment. The course material will cover information related to careers in the mineral resource industry e.g. engineering, geology or production (mining) and will include the operation of underground mining equipment through the use of full-scale underground equipment simulators. Experiential learning activities will form a key component of the program. Group work and individual projects will be undertaken. Attendance in class and field activities is mandatory. Students will also receive industry recognized certificate training in *First Aid & CPR*, *Underground Mine Rescue* (student course), *WHMIS*, and *Safety and the Young Worker*.

PROGRAM OBJECTIVES

The overall objective of the program is to provide participants with a thorough overview of the underground mining process. They will also obtain exposure to other career opportunities available at a mining operation. Instruction will be presented using non-technical language where possible and will be sequenced to cover the theoretical components in synchronization with the practical components to develop the complete picture of the topic. Students will be exposed to “real life” situations by using available resources – underground equipment simulators, guest speakers from industry, field trips, classroom activities, etc. The goal is to produce job-ready underground miner trainees.

COMPLETION REQUIREMENTS

Students must:

- complete all assignments to the satisfaction of the instructors; and
- attend classes and adhere to both Aurora College and program specific policies.

DOCUMENT OF RECOGNITION

Aurora College Record of Achievement

CURRICULUM

760-101	Ready To Work North
766-001	The Mine Life Cycle
766-002	Mine Geology
766-003	Underground Mining Methods
766-004	Underground Mine Safety

COURSE DESCRIPTIONS

760-101

Ready To Work North

The Ready To Work North course is designed to help the student prepare for the workplace. The course includes a wide range of subjects such as: developing a positive attitude, workplace numeracy skills, team work, safety awareness, guidelines for handling hazardous materials, First Aid with CPR, WHMIS, security, resume writing and job search skills.

766-001

The Mine Life Cycle

This course will include all material from the Introduction to the Mine Life Cycle and the Introduction to Mineral Processing courses for those who have not taken the Introduction to Underground Mining Program. This course will challenge students to investigate each stage in more detail. The basics from all aspects of a mining operation will be reviewed with emphasis placed on the mines currently in operation in the North. Key areas of focus will include mining terminology and the various career options available throughout the cycle.

766-002

Mine Geology

This course includes the material covered in the Introduction to Mine Geology course and focuses in more detail on the geological concepts important to the underground mining process. Topics include identification of common minerals and rocks found in the NWT, exposure to regional geologic structures and why mines are where they are, and the formation and structures of the mineral deposits found at operating mines in the north. Students will participate in activities related to underground sampling techniques, ground control, and the recognition of geologic structures and rocks found in the underground environment. Career options in the field of mine geology will be explored.

766-003

Underground Mining Methods

This course will include the material covered in the Introduction to Underground Mining Methods and the Introduction to Mine Safety courses and expand the topics to provide a more detailed investigation of the processes and systems involved in the physical extraction of mineral resources from the ground. Underground mining methods currently being used at operating mines in the north will be highlighted including mining terminology, equipment used and career possibilities. Students will gain valuable experience in the operation of underground equipment through the use of a full-scale mining equipment simulator. Other topics covered will include ground control, ventilation, engineering, and blasting with aspects of mine safety emphasized throughout. Field exposure and guest speakers will be incorporated at every opportunity to provide current, up-to-date industry information. Career and employment opportunities will be investigated.

Simulator operating experience will be integrated into the overall program to allow individual student time tabling.

766-004

Underground Mine Safety

This course will expand on the material covered in the Introduction to Mine Safety course. Topics covered will include: Safety and the Young Worker, WHMIS, Standard First Aid with CPR 'A', and Student Mine Rescue training.

HEAVY EQUIPMENT OPERATOR

FULL TIME PROGRAM OFFERED AT THEBACHA CAMPUS,
PART TIME IN OTHER LOCATIONS

PROGRAM DESCRIPTION

Aurora College offers three programs in the Heavy Equipment Operator field.

Heavy Equipment Operator Program

In this full 15-week program students receive compulsory/core training in first aid, introduction to heavy equipment operation, introduction to equipment systems, preventative maintenance procedures, interpretation of construction surveys, and air brakes. This program also includes 175 hours of training on two pieces of heavy equipment (crawler, loader, motor grader, front-end loader, backhoe, track excavator swing rig, or Class 7 tandem axle dump truck).

Abridged Heavy Equipment Operator Program

This 8-week program offers the same compulsory/core training as the full-length program, but students will receive 175 hours of training on one (as opposed to two) piece of heavy equipment.

Introduction To Heavy Equipment Operator Program

This 7-week program offers the same compulsory/core training as the full-length program. Students will receive 64 hours of training on two pieces of equipment.

PROGRAM ELIGIBILITY

The eligibility requirements for all three heavy equipment operator programs are the same. Applicants must meet the following criteria:

- Be 18 years of age or older.
- Have Grade 9 level of reading, writing and mathematics (ABE English 130 and ABE Math 130).
- Be fluent in English.
- Possess a valid unrestricted Class 5 Driver's License prior to entry into the program. A temporary or restricted Class 5 Driver's License is NOT acceptable.

Based on screening in the above areas, applicants will be advised if they are "conditionally accepted".

If applicants are "conditionally accepted" into the program, they must also:

- Pass a Class 3 or Class 1 NWT Driver's Medical.
- Submit a current driver's license abstract (can be obtained from Motor Vehicles Licensing office).

NOTE 1. Applicants are not required to obtain a medical or driver's abstract for their initial application. After screening, applicants who are "conditionally accepted" will be advised to pass a Class 3 or Class 1 Driver's Medical and to submit a current driver's license abstract in order to become fully accepted in the program.

NOTE 2. For entry into the HEO program, either a Class 3 or Class 1 Medical is acceptable. The criteria for both medicals are similar, so it may be advantageous for a student to get a Class 1 Medical if they anticipate pursuing a Class 1 License in the future.

APPLICANT ASSESSMENT

Applicants will be assessed based on the program eligibility.

PROGRAM ADMISSION

Applicants will be admitted to this program based on the eligibility requirements and the applicant assessment results.

PROGRAM INFORMATION

Students must bring clothing suitable for outside equipment operation. Students must also possess and wear proper protective footwear, eye protection, CSA-approved Class 2 coveralls, or coveralls and a CSA-approved Class 2 safety vest. Headgear is provided by the College. All required manuals for the course are provided by the College. Attendance for all courses is compulsory.

PROGRAM OBJECTIVES

Upon completion of the program, students will be able to:

- Competently and safely operate specific pieces of equipment at a basic entry level for employment;
- Perform required safety checks and maintenance on the equipment;
- Perform basic construction procedures associated with the equipment;
- Describe the workings of a vehicle's systems; and
- Describe and demonstrate the attributes required by employers of heavy equipment operators.

COMPLETION REQUIREMENTS

Students must successfully complete the compulsory/core and operational courses in their respective program as well as demonstrate acceptable life skills such as punctuality, attendance and professional attitude. Students must demonstrate, to the satisfaction of the instructors, that they are safety minded and capable operators on each of the pieces of equipment they were trained on.

Students must pass all courses in their respective program in order to complete the program and be awarded the appropriate Aurora College Record of Achievement.

DOCUMENT OF RECOGNITION

Heavy Equipment Operator Program

Aurora College Record of Achievement

Abridged Heavy Equipment Operator Program

Aurora College Record of Achievement

Introduction to Heavy Equipment Operator Program

Aurora College Record of Achievement

PROGRAM(S) LENGTH/ DURATION

Heavy Equipment Operator Program

72 days (15 weeks)

Abridged Heavy Equipment Operator Program

40 days (8 weeks)

Introduction to Heavy Equipment Operator Program

35 days (7 weeks)

CURRICULUM

COMPULSORY/CORE TOPICS

All HEO students must take:

- 728-005 First Aid
- 728-100 Introduction to Heavy Equipment Operator
- 728-101 Introduction to the Knowledge and Use of Heavy Equipment
- 728-102 Introduction to Equipment Systems
- 728-103 Preventative Maintenance Procedures
- 728-104 Interpret Construction Survey Specifications
- 728-105 Dual Circuit 121 Air Brake System

Heavy Equipment Operator Program

Students of the Heavy Equipment Operator Program must take two (2) of the following:

- Operating Courses
- 728-110 Introduction to Operating a Crawler Tractor
- 728-111 Introduction to Operating a Backhoe
- 728-112 Introduction to Operating a Motor Grader
- 728-113 Introduction to Operating a Front End Loader
- 728-114 Introduction to Truck Driving – Class IIIQ
- 728-119 Introduction to Operating a Track Excavator Swing Rig

Abridged Heavy Equipment Operator Program

Students of the Abridged Heavy Equipment Operator Program must take one (1) of the following:

- Operating Courses
(Note: Course selection may be limited by availability of equipment)
- 728-110 Introduction to Operating a Crawler Tractor
- 728-111 Introduction to Operating a Backhoe
- 728-112 Introduction to Operating a Motor Grader
- 728-113 Introduction to Operating a Front End Loader
- 728-114 Introduction to Truck Driving—Class IIIQ
- 728-119 Introduction to Operating a Track Excavator Swing Rig

Introduction To Heavy Equipment Operator Program

Students of the Introduction to Heavy Equipment Operator Program must take two (2) of the following:

- Operating Courses
(NOTE: Course selection may be limited by availability of equipment)
- 728-310 Introduction to Crawler Tractor Operation
- 728-311 Introduction to Backhoe Operation
- 728-312 Introduction to Motor Grader Operation
- 728-313 Introduction to Front End Loader Operation
- 728-314 Introduction to Class III Q Truck Driving
- 728-319 Introduction to Track Excavator Swing Rig Operation

Electives

- 728-201 Class 1 Driver Training*
**see course outline for pre-requisites*

COURSE DESCRIPTIONS **Compulsory/Core Courses**

728-005

First Aid

The purpose of this course is to train each student to the Emergency or Standard level of First Aid and to the BASIC RESCUER of CPR.

728-100

Introduction to Heavy Equipment

This course is intended to give the student a basic knowledge of the Earth Moving Industry and the types of equipment that are used on a daily basis.

728-101

Introduction to the Knowledge and Use of Heavy Equipment

It is expected that the student will become extremely safety conscious and recognize the importance of using proper safety precautions and procedures. Students are introduced to the NWT Industrial Safety Regulations, rudimentary safety practices, hand signals, emergency situations, and Basic First Aid. The importance of safety cannot be over-emphasized.

728-102

Introduction to Equipment Systems

This course is designed to give the students an overview of the common systems found in most pieces of heavy equipment. Students will be expected to understand how many of the equipment systems work and their importance to the equipment. Some of the common systems to be covered include engine types and operation, fuel systems, cooling systems, lubricating systems, power train, tracks and tires.

728-103

Preventative Maintenance Procedures

This course provides the student with the knowledge and capabilities to perform preventative maintenance requirements on heavy equipment. This is an important function of heavy equipment operators to ensure the equipment is routinely checked and preventative maintenance procedures are carried out. The course concentrates on special winter maintenance requirements and basic troubleshooting.

728-104

Interpret Construction Survey Specifications

This course is designed to provide the student with a general knowledge and understanding of the many aspects of construction specifications. This is an extremely detailed course. Students are introduced to interpreting survey stakes, soils classification, road building stages, assembling and backfilling culverts, soil compaction, weights and composition. Much of the associated training on the equipment will be related directly to this section of the program. During the practical part of the program students will practice reading construction stakes, building roads and moving different soils to experience what they have been taught.

728-105

Dual Circuit 121 Air Brake System

This course is one of the most important aspects of the program if enrolled in Introduction to Truck Driving Class III Q 728-114. This course deals with all components of the Dual Circuit 121 Air Brake Systems used on today's vehicles.

HEAVY EQUIPMENT OPERATOR PROGRAM AND ABRIDGED HEAVY EQUIPMENT OPERATOR PROGRAM

Operating Courses – 175 hours per each piece of equipment

728-110

Introduction to Operating a Crawler Tractor

This course is designed to instruct the student in all aspects of the Crawler Tractor and provide ample time to practice operating this piece of equipment in actual work assignments.

728-111

Introduction to Operating a Backhoe

This course is designed to provide the student with the necessary basic skills and information to operate this piece of equipment to entry level proficiency.

728-112

Introduction to Operating a Motor Grader

This course will provide the student with the knowledge and experience to operate this piece of equipment safely and proficiently as an entry level employee in the HEO field.

728-113

Introduction to Operating a Front End Loader

This course is designed to provide the student with the necessary basic skills and information to operate this piece of equipment to entry level proficiency.

728-114**Introduction to Truck Driving – Class 3**

This course is designed to provide the student with the knowledge and experience to safely drive a Class 7 truck. Work experience is based on the skills required of a driver employed at mine sites, construction sites, hamlets, towns, and cities.

728-119**Introduction to Operating a Track Excavator Swing Rig**

This course is designed to provide the student with the necessary basic skills and information to operate a track excavator swing rig to entry level proficiency.

INTRODUCTION TO HEAVY EQUIPMENT OPERATOR PROGRAM**Operating Courses – 64 hours per each piece of equipment****728-310****Introduction to Crawler Tractor Operation**

This course is designed to instruct the student in all aspects of the Crawler Tractor and provides practice operating this piece of equipment in actual work assignments.

728-311**Introduction to Backhoe Operation**

This course is designed to instruct the student in all aspects of the Backhoe and provides practice operating this piece of equipment in actual work assignments.

728-312**Introduction to Motor Grader Operation**

This course is designed to instruct the student in all aspects of the Motor Grader and provides practice operating this piece of equipment in actual work assignments.

728-313**Introduction to Front End Loader Operation**

This course is designed to instruct the student in all aspects of the Front End Loader and provides practice operating this piece of equipment in actual work assignments.

728-314**Introduction to Class 3 Truck Driving**

This course is designed to provide the student with the knowledge and experience to safely drive a Class 7 truck. Work experience is based on the skills required of a driver employed at mine sites, construction sites, hamlets, towns, and cities.

728-319**Introduction to Track Excavator Swing Rig Operation**

This course is designed to instruct the student in all aspects of the Track Excavator Swing Rig and provides practice operating this piece of equipment in actual work assignments.

ELECTIVES**728-201****Class 1 Driver Training**

This course is designed to prepare individuals to write and pass the written and practical GNWT class 1 drivers exam. The training concentrates on the operation of a tractor tri-axle side dump trailer in a construction and/or industrial environment. Students will be exposed to various operations in a construction/industrial setting in conjunction with other heavy equipment. The course focuses on safety, maintenance, and the operation of tractor truck with tri-axle side dump equipment. This includes road safety, pre-trip planning, loading, hauling and dumping, trip planning, and effective and efficient road travel.

CAMP COOK

OFFERED AT THEBACHA CAMPUS

This program is currently under review.

PROGRAM DESCRIPTION

This 12-18 week competency-based, entry-level camp cook program is intended to prepare the student for employment as a camp cook in camp kitchens. The emphasis of the program is on food preparation, supplemented with relevant theoretical components. Upon successful completion of the Camp Cook program and with additional relevant experience/academic upgrading the student may pursue Pre-Employment Cooking.

PROGRAM ELIGIBILITY

The applicant must:

- Be at least 17 years of age
- Possess a minimum of Grade 10 recommended or English 130 and Math 120.
- Submit a medical clearance form: Be screened by Public Health for T.B. (negative Mantoux test or present an explanatory letter from Public Health stating they do not have active T.B.)
- Submit a letter of intent
- Accompany this application with a letter of reference from persons acquainted with their employment and/or study.

In addition to these requirements, a personal interview may be required.

PROGRAM INFORMATION

The student will gain the necessary skills and knowledge to work in a camp setting. The program will focus on developing practical cooking skills and basic camp attendant duties and will be supplemented with introductory level theory to support these skills. The development of positive work habits will be emphasized.

The student will gain certification in FoodSafe Level 1, First Aid/CPR, Safety Awareness, WHMIS, HACCP Training.

The student must be in good physical condition, able to withstand the long hours of standing, be prepared to work under pressure, to work a flexible schedule, deal with the requirement of being away from home for extended periods of time, and show a strong degree of self-reliance.

This program may require attendance in classes that are held outside of regular school hours and away from the student's home community, for example in a camp setting.

The Aurora College Attendance Policy C.02 Course Attendance, Academic Matters, will be strictly adhered to, as will all Aurora College Policies.

PROGRAM OBJECTIVES

A student graduating from this program shall find employment in industrial camp kitchens, tourism camps or community hotels. The student will:

- Understand sanitation and food handling regulations in order to produce wholesome foods
- Know safety regulations in order to work safely on the job-site
- Demonstrate safe food handling and practice safety regulations
- Have a general knowledge of terminology, standard cooking procedures and equipment
- Be able to produce nutritional foods appropriate to a camp setting
- Know standard camp operating procedures
- Know basic camp attendant duties
- Achieve certification in food safety, safety awareness, WHMIS, HACCP, NorthernMost Host, and First Aid/CPR

NWT (National) Occupational standards for Camp Cook will be adhered to. Program materials will be supplemented with menu plans, recipes and procedural manuals from active camp catering companies.

COMPLETION REQUIREMENTS

Students require a pass of 60% in all components of the program.

DOCUMENT OF RECOGNITION

Record of Achievement

CURRICULUM

- 748-001 Introduction to Food Service
- 748-120 Kitchen Safety
- 744-001 FoodSafe Level I
- 744-003 Practical Cooking
- 744-004 Practical Baking
- 744-005 Camp Attendant

COURSE DESCRIPTIONS

748-001

Introduction To Food Service

This course will introduce the students to the history of cooking and the scope of work involved in the food services industry. The student will become familiar with trade terminology as well as the different classifications of food service workers and be able to recognize different types of food service operations. They will also learn how to operate and maintain kitchen tools and equipment and be able to operate them in a safe manner and will be introduced to food purchasing/ordering from local suppliers. Students will learn proper etiquette for dealing with customers in the service industry through the Northern Most Host course as well as through incorporation of customer service topics throughout the program.

748-120

Kitchen Safety

The students will gain knowledge of safe operating procedures when using knives and power equipment. They will be able to identify work hazards, how to avoid burns, falls, cuts and strains and gain certification in Standard First Aid and CPR from either the Canadian Red Cross or St. John Ambulance, both of which are nationally recognised. The students will learn about the proper use of fire extinguishers and other fire equipment through a demonstration by the Fort Smith Volunteer Fire Department. They will also learn about the Work Hazard Material Information System (WHMIS) and Safety Awareness through guest speakers from Workers Compensation Board. They will also learn Hazard Analysis Critical Control Point (HACCP) delivered by Mackenzie Regional Board of Health.

744-001

Foodsafe Level I

744-003

Practical Cooking

744-004

Practical Baking

744-005

Camp Attendant

ACADEMIC UPGRADING / ACCESS PROGRAMS

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ADULT LITERACY AND BASIC EDUCATION

Offered at all Campuses and most Community Learning Centres

PROGRAM DESCRIPTION

The Aurora College Developmental Studies Department uses the Department of Education, Culture and Employment's (ECE's) Adult Literacy and Basic Education (ALBE) curriculum which includes six levels of study, ranging from basic literacy to coursework at the grade 12 level. Courses in this program enable participants to learn or relearn skills needed to meet employment, personal or educational goals. Participants in the Adult Literacy and Basic Education (ALBE) Program enrol in a program of study according to their personal needs and academic levels. Because of this, time spent in the program will vary for each individual.

Due to the extensive range of courses available, the course offerings will vary at each Aurora College location (community learning centre and campus). Participants often enrol in the program as a first step toward entering a certificate, diploma, degree or trade program. Students may take ALBE courses on a full-time or part-time basis through either classroom or distance delivery.

Aurora College works with the Department of Education, Culture and Employment (ECE) to continually update the ALBE curriculum used in the ALBE and Access Programs.

PROGRAM ELIGIBILITY

Individuals who are at least seventeen years of age.

APPLICANT ASSESSMENT

Applicants must meet the program eligibility requirements. The Adult Literacy and Basic Education Student Intake Package may be administered to determine an applicant's academic levels. Applicants complete the Adult Literacy and Basic Education Student Intake Package entrance placement tools to assess English (reading and writing) and math skills. The tools are not pass or fail, but designed to place the learner at an appropriate level. Also, as part of the placement process, Aurora College staff may interview each participant to assess suitability for the program. If secondary school (grades 10-12) transcripts can be provided, a copy of the transcript will also be used to assist with the assessment.

PROGRAM ADMISSION

Applicants will be admitted to this program based on their ability to meet the program eligibility requirements.

PROGRAM INFORMATION

- Program delivery varies at each program location (community learning centre and/or campus).
- The core program consists of English, Math, Career/Lifework, Career/College, and Prior Learning Assessment Recognition (PLAR) Portfolio Development. Social Studies, Science and Information and Communications Technology (ICT) may be offered as electives. Not all courses are available at all locations.
- An NWT Secondary School Diploma may be obtained by adult learners who complete a minimum of 100 credits, of which 55 are specified academic course credits. The balance may be made up through Prior Learning Assessment and Recognition (PLAR), to a maximum of 45 credits for accredited course equivalencies. An application must be completed and documentation must be provided to support PLAR assessment. Completed applications and supporting documentation are to be submitted to the Department of Education, Culture and Employment.
- Full-time and part-time students are placed in a program of study based on their interests and needs.
- Most courses are delivered in the classroom, but some courses may be delivered through distance delivery.
- Students attend all scheduled classes in accordance with College and/or Program policy.

PROGRAM OBJECTIVES

The ALBE Program will provide the student with the opportunity to:

- Develop basic skills in specific subject areas using Adult Literacy and Basic Education (ALBE) curriculum from the Department of Education, Culture and Employment;
- Expand critical and creative thinking skills;
- Acquire skills, knowledge and attitudes needed to meet personal, employment or educational goals;
- Explore a range of learning experiences;
- Apply new knowledge to different situations;
- Develop career paths leading directly to employment or entry into further training programs through the study of carefully chosen electives;
- Identify skills, knowledge and attitudes acquired through life experiences as well as classroom learning;
- Develop a Prior Learning Assessment and Recognition (PLAR) portfolio, which can be used for personal affirmation, employment or accredited course equivalencies;
- Explore an alternative pathway for adult learners to earn an NWT Secondary School Diploma; and
- Upgrade academic qualifications in order to gain direct admission into college/university programs or employment.

COMPLETION REQUIREMENTS

For all courses the student must achieve 60% or better to receive course credit.

Aurora College and other Colleges/Universities may require higher course pass marks for entrance into specified programs of study.

DOCUMENT OF RECOGNITION

Record of Achievement

NWT Secondary School Diploma may be awarded by the Department of Education, Culture and Employment (ECE) to an adult learner that meets the NWT Secondary School Diploma requirements. Students are required to complete and submit the application directly to ECE.

CURRICULUM

080-101 ALBE English 110
080-102 ALBE English 120
080-103 ALBE English 130
080-104 ALBE English 140
080-105 English 150 (English Language Arts 30-2)
080-106 English 160 (English Language Arts 30-1)
080-111 ALBE Math 110
080-112 ALBE Math 120
080-113 ALBE Math 130
080-114 ALBE Math 140
080-117 ALBE Math 145
080-115 ALBE Math 150
080-116 ALBE Math 160
080-121 ALBE Science 110
080-122 ALBE Science 120
080-123 ALBE Science 130
080-124 ALBE Science 140
005-011 Biology 20
005-012 Biology 30
005-016 Chemistry 20
005-017 Chemistry 30
005-112 Physics 20
005-113 Physics 30

080-131 ALBE Social Studies 110
080-132 ALBE Social Studies 120
080-133 ALBE Social Studies 130
080-134 ALBE Social Studies 140
080-135 Social Studies 150
(Social Studies 30-2)
080-126 Social Studies 160
(Social Studies 30-1)
080-142 ALBE Career/Lifework
120/130
080-143 ALBE Career/College
130/140
080-147 ALBE PLAR Portfolio
Development
080-343 ALBE Information and
Communications
Technology (ICT) 130
080-344 ALBE Information and
Communications
Technology (ICT) 140

COURSE DESCRIPTIONS

080-101

ALBE English 110

English 110 is designed for adult learners who are interested in developing basic literacy skills. The course content includes reading, writing, speaking, listening, viewing and critical thinking skills in either a one-to-one or small group instructional environment. Using the learners' knowledge and experiences, the focus is on real-life application of reading, writing and communication skills. Upon completion of this course, learners may choose to continue their studies in English 120.

080-102

ALBE English 120

English 120 is for students who are able to understand and use spoken English. Students will also demonstrate reading readiness skills outlined in ALBE English 110 and be able to write simple stories and messages based on personal experiences. English 120 uses a holistic approach. It develops reading, document literacy, writing, speaking, listening, viewing, depicting, thinking and cooperative skills based on the learner's needs and interests. Upon completion of this course, students may choose to continue their studies in English 130.

080-103

ALBE English 130

English 130 is designed for students who can read, write, speak, and understand basic English but who may lack skills and confidence. English 130 uses an integrated approach to actively involve students in all processes of language. Students will develop the ability to share personal experiences and responses to literature in both oral and written forms. Students who successfully complete this course will be able to write a well-developed paragraph which has been taken through numerous drafts to a final copy. They may choose to continue their studies in English 140.

080-104

ALBE English 140

English 140 is for students who have successfully completed English 130. The course uses an integrated approach and is designed to increase competence in all areas of language: reading, writing, listening, speaking, viewing and depicting. Students will develop skills in writing narrative, descriptive, expository and persuasive essays, as well as business correspondence and research assignments. Students who successfully complete this course will be able to write and self-edit essays in a variety of genres with a minimum of structural, grammatical, and spelling errors. Upon completion of this course, students may choose to continue their studies in English 150.

080-105

English 150

(English Language Arts 30-2 – Alberta/NWT Grade 12)

English 150 is designed to provide students with the skills necessary to succeed in college diploma programs. English 150 incorporates the six language arts; listening, speaking, reading, writing, viewing and depicting. The course uses an integrated approach to develop skills in critical reading, literacy analysis, expository writing, research and public speaking. The course requires a concentrated study of the various forms of literature. One novel or book-length nonfiction, feature film, one play, and a variety of short stories, essays, poems, visual and multimedia texts (short films, video clips and photographs), and popular nonfiction (news stories, feature articles, reviews, interviews and other forms of informative and persuasive text, including technical writing) are studied. Students who successfully complete this course will be able to write a well-constructed research paper. Students have the option to write the English 30-2 departmental examination. Upon completion of this course, students may choose to continue their studies in English 160.

080-106 **English 160**

(English Language Arts 30-1 – Alberta/NWT Grade 12)

This course is an academic literature course designed for those students wishing university entrance. English 160 incorporates the six language arts: listening, speaking, reading, writing, viewing and depicting. The course requires a concentrated study of the various forms of literature. Two novels (including book-length nonfiction), feature film or modern play, Shakespearean play, and a variety of short stories, essays, poems, visual and multimedia texts (short films, video clips and photographs), and popular nonfiction (news stories, feature articles, reviews, interviews and other forms of informative and persuasive text, including technical writing) are studied. Students have the option to write the English 30-1 departmental examination.

080-111 **ALBE Math 110**

This course is designed for students with limited prior knowledge of basic math concepts. The course content includes whole numbers, one step problem solving, and a basic introduction to geometry and metric measurement. The focus is on developing concrete and functional terms familiar to the student's environment to build the concepts of mathematical logic. Students at this level develop their literacy and numeracy skills simultaneously. This level relies more on one-to-one interaction. Upon completion of this course, students may choose to continue their studies in Math 120.

080-112 **ALBE Math 120**

This course is designed to introduce the student to basic mathematics and builds on prior knowledge of arithmetic concepts. The ALBE 120 curriculum incorporates seven interrelated mathematical processes: communication, connections, mental mathematics and estimation, problem solving, reasoning, technology, and visualization. Some topics of study are number quantities; number operations, fractions and percentages; ratio and rate; patterns and pre-algebra; perimeter, area and volume problem solving, two-dimensional shapes and three-dimensional objects; translations and reflections; and statistical data analysis. Upon completion of this course, students may choose to continue their studies in Math 130.

080-113 **ALBE Math 130**

This course is designed to build on the learner's knowledge of basic mathematics. The ALBE 130 curriculum incorporates seven interrelated mathematical processes: communication, connections, mental mathematics and estimation, problem solving, reasoning, technology, and visualization. Some topics of study are number concepts; fractions, decimals and percentages; ratio and rate; integers and one-step linear relations; area, volume, surface area, Pythagorean theorem, and transformations; and measures of central tendency, circle graphs and probability. Upon completion of this course, students may choose to continue their studies in Math 140.

080-114 **ALBE Math 140**

This course is designed to build the learner's knowledge of mathematics at the intermediate level. The ALBE 140 curriculum incorporates seven interrelated mathematical processes: communication, connections, mental mathematics and estimation, problem solving, reasoning, technology, and visualization. Some topics of study are measurement; number patterns in tables, relations and functions, line segments and linear functions; trigonometry and transformations; and statistical data analysis. Upon completion of this course, students may choose to continue their studies in Math 150.

080-117 **ALBE Math 145**

(Applied Math 20 – Alberta/NWT Grade 11)

This course is designed for the Nursing Access student to build on the students' knowledge of mathematics at an advanced intermediate level. It is a continuation of Math 140. Math 145 incorporates seven interrelated mathematical processes: communication, connections, mental mathematics and estimation, problem solving, reasoning, technology, and visualization. Some topics of study are graphing and design; regression and nonlinear equations; linear systems and programming, linear and non-linear systems and quadratic functions; finance; measurement, properties of circles and polygons, circle geometry and design; measurement and design; and analyzing data and making inferences. Upon completion of this course, students may choose to continue their studies in Math 150.

080-115

ALBE Math 150

This course is designed to build the learner's knowledge of mathematics at an advanced level. It is a continuation of Math 140. The ALBE 150 curriculum incorporates seven interrelated mathematical processes: communication, connections, mental mathematics and estimation, problem solving, reasoning, technology, and visualization. Topics of study are probability and statistics with emphasis on identification of types of data distribution and their properties; linear and non-linear functions with in-depth application to finance; use of graphing and regression analysis as can be applied to patterns in nature and to some career activities; linear and non-linear systems with application to maximization and/or minimization of resources; two-dimensional and three-dimensional geometric measurement and its use in design and/or description of familiar projects of interest; recursive and fractal patterns to formulate models for predicting and projecting outcomes of infinite and finite occurring events; the structure and operations of matrices with application to probability, to sports and to industry; and the characteristics and operations of vectors. Upon completion of this course, students have the option to write the Applied Math 30 departmental examination.

080-116

ALBE Math 160

(Pure Math 30 – Alberta/NWT Grade 12)
Pure mathematics emphasizes mathematical theory and the testing of mathematical hypotheses. Pure mathematics is often deductive and symbolic and endeavors to show concepts are valid all the time, or valid within well-defined set of restrictions. Students study real-life problems in order to apply previously learned mathematical concepts and procedures that make use of algebraic, graphic, and numeric reasoning to solve problems. The graphing calculator is the primary technological tool used by students for mathematical exploration, modeling and problem solving. The six main topics of study are transformations of functions; exponents, logarithms and geometric series; trigonometry; conic sections; permutations and combinations; and statistics. Students have the option to write the Pure Math 30 departmental examination.

080-121

ALBE Science 110

This is the most basic introductory science course and is based upon the learners' experiences. Science concepts will be explored in a context of relevant northern topics. Learners will research topics of their choice, and their reporting methods will be visual and oral as well as written. Simple hands-on experiments and exercises will reinforce the basic concepts. The four main units of study are chemistry, earth science, life science and physics. Upon completion of this course, students may choose to continue their studies in Science 120.

080-122

ALBE Science 120

This basic introductory science course is based upon the learners' experiences. Science concepts will be explored in a context of relevant northern topics. Learners will research topics of their choice, and their reporting methods will be visual and oral as well as written. Simple hands-on experiments and practice will reinforce the basic concepts. The four main units of study are chemistry, earth science, life science and physics. Upon completion of this course, students may choose to continue their studies in Science 130.

080-123

ALBE Science 130

This is an introductory overview course based upon the learners' experiences and their previous science training. Science concepts will be explored in a context of relevant northern topics. Learners will begin to work with mathematical expressions. While their reporting will be visual and oral as well as written, more practice will be given in writing than in Science 110 and 120. Learners will begin to investigate problems on their own. The four main units of study are chemistry, earth science, life science and physics. Upon completion of this course, students may choose to continue their studies in Science 140.

080-124

ALBE Science 140

This intermediate course builds on the learners' experiences from life and from previous courses in this series, and provides preparation for pre-college level science streams in Biology, Chemistry and/or Physics. Upon completion of this course, students may choose to continue their studies in Biology 20, Chemistry 20 and/or Physics 20.

005-011**ALBE Biology 20**

(Alberta/NWT Grade 11)

This course develops scientific literacy in students and builds on the student's knowledge of biology at the intermediate level. Learners explore, analyze and appreciate the interrelationships among science, technology, society and the environment. The major themes are energy, equilibrium, matter and systems. Upon completion of this course students may choose to continue their studies in Biology 30.

005-012**ALBE Biology 30**

(Alberta/NWT Grade 12)

This course increases the learner's knowledge of biology at an advanced level while continuing to build the student's scientific literacy. This course studies life and living systems from the molecular level to the biosphere. Students explore the natural world through the major themes developed in this course: change, diversity, equilibrium, and systems. Students have the option to write the Biology 30 departmental examination.

005-016**ALBE Chemistry 20**

(Alberta/NWT Grade 11)

This course develops scientific literacy in students builds on the student's knowledge of chemistry at the intermediate level. Learners explore, analyze and appreciate the interrelationships among science, technology, society and the environment. The major themes are change, diversity, energy, matter, and systems. Upon completion of this course, students may choose to continue their studies in Chemistry 30.

005-017**ALBE Chemistry 30**

(Alberta/NWT Grade 12)

This course builds on the learner's knowledge of chemistry at an advanced level. The major themes are change, energy, equilibrium, diversity, and systems. Students have the option to write the Chemistry 30 departmental examination.

005-112**ALBE Physics 20**

(Alberta/NWT Grade 11)

This course develops scientific literacy in students and builds on the student's knowledge of physics at the intermediate level. Learners explore, analyze and appreciate the interrelationships among science, technology, society and the environment. The major themes are change, energy, equilibrium, matter, and systems. Upon completion of this course, students may choose to continue their studies in Physics 30.

005-113**ALBE Physics 30**

(Alberta/NWT Grade 12)

This course builds on the learner's knowledge of physics at an advanced level. The major themes are change, diversity, energy, matter and systems. Students have the option to write the Physics 30 departmental examination.

080-131**ALBE Social Studies 110**

Using the "family perspective" the Social Studies 110 curriculum explores knowledge of and adaptations to geography, the beginning of culture and human history, politics and government, the development of an economy, and current events. Upon completion of this course, students may choose to continue their studies in Social Studies 120.

080-132**ALBE Social Studies 120**

Social Studies 120 focuses on the learners' community, region and territory. The topics covered are geography, culture and history, politics and government, economy, and current events. Upon completion of this course, students may choose to continue their studies in Social Studies 130.

080-133**ALBE Social Studies 130**

Social Studies 130 consists of five main topic areas: geography, culture and history, politics and government, economy, and current events. The focus of the course at the 130 level is on Canada with a brief examination of the world in the context of geography and current events. Upon completion of this course, students may choose to continue their studies in Social Studies 140.

080-134**ALBE Social Studies 140**

Social Studies 140 consists of five main topic areas: geography, culture and history, politics and government, economy, and current events. The course focuses on the Northwest Territories and a comparison with other Canadian territories where appropriate. A unit on Aboriginal Rights and Land Claims is included to ensure students are well versed in this important topic. The current events unit provides an opportunity to ensure learners focus on national and international events and how they impact the north providing a link to and prepare learners for higher level Social Studies courses. Upon completion of this course, students may choose to continue their studies in Social Studies 150.

080-135**Social Studies 150**

(Social Studies 30-2 – Alberta/NWT Grade 12)

Social Studies 150 has learners examining origins, values and components of competing ideologies. Students explore multiple perspectives regarding relationships among individualism, liberalism, common good and collectivism. An examination of various political and economic systems will allow students to determine the viability of the values of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues. Students have the option to write the Social Studies 30-2 departmental examination. Upon completion of this course, students may choose to continue their studies in Social Studies 160.

005-126**Social Studies 160**

(Social Studies 30-1 – Alberta/NWT Grade 12)

Social Studies 160 has learners exploring the origins and complexities of ideologies and examining perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism. Developing an understanding of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues. Upon successful completion of the course, students have the option to write the Social Studies 30-1 departmental examination.

080-142**ALBE Career/Lifework 120/130**

Career/Lifework 120/130 begins with a focus on the self allowing individual learners to explore and assess their interests, values, and personal characteristics in relation to specific career options. Learners are given the opportunity to practice skills and acquire knowledge that will allow them to have more successful educational and work experiences. A focus on techniques for communicating effectively including a look at cultural awareness forms an important part of the course. The culminating project is an individual career path which will allow learners to use all of the knowledge and skills presented in the course to create a document that will help them chart a course for further study or work related training.

080-143**ALBE Career/College 130/140**

The primary focus of Career/College 130/140 is career exploration and job preparation skills. This includes skill building in the area of team work, the development of an educational action plan, and the identification of strategies for overcoming barriers which may be encountered in a work or higher education setting. Learners are encouraged to develop career skills that will be useful to them throughout their lives.

080-147**ALBE PLAR Portfolio
Development**

The Prior Learning Assessment and Recognition (PLAR) Portfolio Development course is primarily designed to support NWT adult learners, who want to receive a NWT Secondary School Diploma (Grade 12 diploma) through the Adult Recognition Model. Adult learners taking ALBE 140 - 160 courses will use their portfolios to apply for PLAR credits that count towards their diploma. However, the process of developing PLAR portfolios will also benefit adult learners taking ALBE 110 - 130 courses. Students will develop their own personal portfolio that will help them identify their strengths, increase their self-confidence, and set goals for their futures. The seven main units of study are safe environment; introduction to Prior Learning Assessment and Recognition (PLAR); PLAR portfolios; skills statements; PLAR documentation; goal setting; and PLAR portfolio assessment. The course also consists of an eighth unit called directions for PLAR credit that should be taught to ALBE 140/150 students wanting to complete all components of the application process towards an NWT Senior Secondary School Diploma. It should be noted the NWT Senior Secondary School Diploma is awarded by the Department of Education, Culture and Employment to adult learners that meet the graduation requirements.

080-343**ALBE Information and
Communications Technology
(ICT) 130**

This course will introduce the learner to computers and other forms of information and communication technologies. Topics covered include the impact of technology, navigating operating systems, safety and security, Internet and email, basic word processing, and external storage devices.

080-344**ALBE Information and
Communications Technology
(ICT) 140**

This course allows students to build on basic computer competencies acquired either through successful completion of ICT 130 or prior learning. Topics covered include safe computing, internet research and resource usage, keyboarding, intermediate word processing, basic spreadsheets, and presentation software.

ADULT BASIC EDUCATION EQUIVALENCIES

Course	hours	Passing Mark	Approximate Grade Equivalency
English 110	210	60% overall	Grades1-3
English 120	210	60% overall	Grades 4-6
English 130	210	60% overall	Grades 7-9
English 140	210	60% overall	Grades 10-11
English 150	210	50% overall	Grade 12 English Language Arts 30-2
English 160	210	50% overall	Grade 12 English Language Arts 30-1
Math 110	150	60% overall, no exit exam	Grades1-3
Math 120	150	60% overall	Grades 4-6
Math 130	150	60% overall	Grades 7-8
Math 140	150	60% overall	Grade 9 and Applied Math 10
Math 145*	150	60% overall	Grade 11 Applied Math 11
Math 150	150	50% overall	Grade 11 and 12 Applied Math 20/30
Math 160	150	50% overall	Grade 12 Pure Math 30
Career/Life Work 120/130	45	60% overall	
Career/College 130/140	45	60% overall	
Science 110	75	60% overall	Grades1-3
Science 120	100	60% overall	Grades 4-6
Science 130	100	60% overall	Grades 7-8
Science 140	100	60% overall	Grades 9-10
Biology 20	125	60% overall	Grade 11
Chemistry 20	125	60% overall	Grade 11
Physics 20	125	60% overall	Grade 11
Biology 30	125	50% overall	Grade 12
Chemistry 30	125	50% overall	Grade 12
Physics 30	125	50% overall	Grade 12
Social Studies 110	75	60% overall	Grades1-3
Social Studies 120	75	60% overall	Grades 4-6
Social Studies 130	75	60% overall	Grades 7-8
Social Studies 140	75	60% overall	Grades 9-10
Social Studies 150	125	50% overall	Grade 12 Social Studies 30-2 (Old 33)
Social Studies 160	125	50% overall	Grade 12 Social Studies 30-1
Information and Communications Technology (ICT) 130	45	60% overall	Grades 7-9
Information and Communications Technology (ICT) 140	45	60% overall	Grades 10-11

*Math Course Designed for Nursing Access Program

TEACHER EDUCATION ACCESS

Check with the Registrar's office for specific delivery locations. This program is currently under review.

PROGRAM DESCRIPTION

The program is designed to prepare students academically and professionally for entry into the Teacher Education Program.

PROGRAM ELIGIBILITY

Candidates must have a desire to work with children and have completed Applied Math 10 or ABE Math 130, English ELA 20-2 or ABE English 140, ABE Science 120 or High School equivalent.

NOTE: In order to enter the Aurora College Teacher Education Program a Criminal Record check will be required.

APPLICANT ASSESSMENT

The candidate must:

- Complete a placement test;
- Submit a personal letter stating reasons why (s)he wants to enter the teaching profession;
- Submit a letter of recommendation from a community leader, Community Education Council, school principal or Director of Education;
- Participate in an interview
- Criminal Records check may be required

PROGRAM ADMISSION

Applicants will be admitted to this program based on the program eligibility requirements and the applicant assessment results.

PROGRAM INFORMATION

The core program consists of English, math, science, social studies, basic computer skills and professional issues that focus on Teacher Education and a school environment.

PROGRAM OBJECTIVES

The main objective of this program is to provide students with the opportunity to succeed in the college Teacher Education Program. Upon successful completion of this program students will:

- Read and understand a variety of texts written at the grade 12 level;
- Write a well-constructed research paper or essay;
- Demonstrate effective communication skills;
- Expand critical and creative thinking skills;
- Acquire skills, knowledge and attitudes needed to meet personal, and educational goals;
- Explore a range of learning experiences;
- Apply new knowledge to different situations;
- Develop specific skills in specific subject areas related to the teaching profession;
- Use the concepts and skills to solve abstract algebraic expressions and complex real-life trigonometric problems; and
- Perform basic word processing functions effectively.

COMPLETION REQUIREMENTS

Successful completion of core courses.

DOCUMENT OF RECOGNITION

Participants will receive a Record of Participation as the official document of recognition.

CURRICULUM

080-105 English 150 and/or
080-106 English 160
080-114 Abe Math 140 and/or
080-115 Math 150
080-123 Science 130 and/or
080-124 Science 140
080-134 Social Studies 140:
Northern Studies
080-321 Basic Introduction To
Computers
085-002 School Visits
*Observation Only

COURSE DESCRIPTIONS

080-105

English 150

English 150 is designed to provide students with the skills necessary to succeed in college diploma programs. The course uses an integrated approach to develop skills in critical reading, literacy analysis, expository writing, research and public speaking. Students who successfully complete this course will be able to write a well-constructed research paper. They are required to write the English ELA30-2 departmental examination in order to receive credit for this course.

080-106

English 160

This course is an academic literature course designed for those students wishing university entrance. The course requires a concentrated study of the various forms of literature. Two novels, two plays, and a variety of short stories, essays and poems are studied. They are required to write the English ELA30-1 departmental examination in order to receive credit for this course.

080-114

ABE MATH 140

This course is designed to build the learner's knowledge of mathematics at the intermediate level. It is a continuation of ABE Mathematics 130. All ABE Math courses from the 120 level up are organized into 4 strands: Numbers, Patterns and Relations, Shape and Space, Statistics and Probability. See the Specific Learning Outcomes under Curriculum Detail.

080-115

ABE Math 150

This course is designed to build the learner's knowledge of mathematics at an advanced level. It is a continuation of Mathematics 140 and it is based on the Applied Mathematics curriculum of the western Canadian Protocol. It leads into the Mathematics 160 level (Alberta Applied Math 30). The course follows the objectives set out in the Alberta Math Applied 30 curriculum and prepares the learner to write the Math Applied 30 diploma exam.

080-123

SCIENCE 130

This is an introductory overview course, based upon the students' experiences and their previous science training. Science concepts will be explored in a context of relevant northern topics. Students will begin to work with mathematical expressions. While their reporting methods will be visual and oral as well as written, more practice will be given in writing than in Science 110 and 120. Students will begin to investigate problems on their own.

080-124

SCIENCE 140

This intermediate course introduces the student to chemistry, genetics and evolution, and rocks and minerals. It builds on the student's experiences from life and from previous courses in this series, and prepares the way for the pre-college level science 150.

080-134

SOCIAL STUDIES 140:

NORTHERN STUDIES

ABE Social Studies was developed for use by all ABE learners. The curriculum emphasizes the 'process' of Social Studies, introducing students to key concepts and generic skills that can be applied to the study of any social phenomenon. The Social Studies curriculum is based on a multi-level approach around four themes; Your Community/Your Region, Northern Studies, Contemporary Canada and the Global Village.

080-321

BASIC INTRODUCTION TO COMPUTERS

This course will introduce the student to the world of computers. Beginning with a brief history of computers, an overview of the modern microcomputer and terminology, the student will proceed to working with IBM/MAC compatible computers. A hands-on approach using lectures and demonstrations will be utilized. The student is expected to spend additional time on the computer practicing keyboarding skills.

085-002

SCHOOL VISITS

The student is introduced to regular classroom operations and observes.

NURSING ACCESS PROGRAM

Check with the Registrar's office for specific delivery location(s).

The Nursing Access program will be implementing revised curriculum as the program is under review.

The access year is for students who would like to work in the health field, but do not meet the requirements for admission to the health program. Program courses include math, science, English and an introduction to health. Each of the courses include relevant health related materials. Upon successful completion of the Access Year students may apply to register in the Nursing Program, or other health programs.

PROGRAM ELIGIBILITY

Applicants must have completed Grade 10 or ABE English 140 and Math 120.

Mature applicants lacking the necessary entrance requirements may be admitted to the program if there is evidence of their ability to complete the program.

The Aurora College placement test may be administered to determine the applicant's academic level.

The student must meet the program eligibility requirements.

APPLICANT ASSESSMENT

Applicants must submit with their application; high school transcripts, college transcripts or the results of the placement package assessment.

PROGRAM ADMISSION

Students meeting the above program requirements may be admitted to the program. Preference is given to residents of the NWT. A waiting list may be established based on date of application.

PROGRAM INFORMATION

The program is ten months in length. Upon successful completion of the program the student will have College credits at the following levels: ABE English 150, ABE Math 130 and 140, and Biology 30. The program also includes a course in healthy lifestyles.

PROGRAM OBJECTIVES

Upon successful completion of this program students will be able to:

- Write a well constructed research paper or essay;
- Solve and graph solutions of linear and second degree expressions, radicals and trigonometry;
- Discuss basic scientific principles drawn from chemistry, physics, biology and environmental science;
- Discuss the components of healthy lifestyles;
- Explore career choices within the health field.

COMPLETION REQUIREMENTS

For ABE English 150 course, the student must achieve an average of 60% to receive course credit.

For ABE Math courses, the student must achieve an average of 80% Math 130 to receive course credit; 75% in ABE Math 140 to receive course credit.

For all other courses the student must achieve 50% to receive course credit.

DOCUMENT OF RECOGNITION

Record of Achievement

CURRICULUM

080-113 Abe Math 130

080-114 Abe Math 140

080-105 English 150

080-126 Biology 30

083-600 Nursing Access 1

083-601 Nursing Access 2

COURSE DESCRIPTIONS

080-105

English 150

English 150 is designed to provide students with the skills necessary to succeed in college diploma programs. The course uses an integrated approach to develop skills in critical reading, literacy analysis, expository writing, research and public speaking. Students who successfully complete this course will be able to write a well-constructed research paper. They may choose to write the English ELA30-2 (English 33) departmental examination and/or continue their studies.

080-113

ABE Math 130

This course is designed to build on the student's knowledge of basic mathematics. It is a continuation of ABE Math 120. All ABE Math courses from the 120 level up are organized into 4 strands: Numbers, Patterns and Relations, Shape and Space, Statistics and Probability. See the Specific Learning Outcomes under Curriculum Detail.

080-114

ABE Math 140

This course is designed to build the learners' knowledge of mathematics at the intermediate level. It is a continuation of ABE Mathematics 130. All ABE Math courses from the 120 level up are organized into 4 strands: Numbers, Patterns and Relations, Shape and Space, Statistics and Probability. See the Specific Learning Outcomes under Curriculum Detail.

080-126

Biology 30

This course is the Alberta/NWT Grade 12 Biology 30.

083-600

Nursing Access I

The focus of this course is caring in nursing relationships with individuals, families, groups and communities. This course will provide the student with the opportunity to develop their conceptual and experiential understanding of caring, explore their own understanding of caring, and actively enhance their ability in the helping professions.

083-601

Nursing Access 2

This course is designed to introduce the student to the profession of nursing, as well as the concepts of health and wellness. It continues to build on the caring framework and introduces the concept of primary health care. The emphasis in this course will be on prevention and health promotion.

SOCIAL WORK ACCESS

Check with the registrar's office for specific delivery location(s)

The Social Work Access program is currently under review.

PROGRAM DESCRIPTION

The Social Work Access Program year is for students who would like to work in the Social Work field and require additional academic preparation necessary for the rigors of College-level studies. In addition, opportunities for personal reflection and growth are considered integral to the preparation process. Program courses include English, Math, Personal Development, Computers, Introduction to Social Work, Psychology and Sociology. Each of the courses will include content relevant to Northern Social Work. Upon successful completion of the access year, students may apply to enter the Social Work Diploma Program or other human service programs.

PROGRAM ELIGIBILITY

Applicants must have completed Grade 10 or be working at the English 150 and Math 130 levels. Mature applicants lacking the necessary entrance requirements may be admitted to the Program if there is evidence of their ability to complete the Program. The Aurora College placement test may be administered to determine the applicant's academic level. The student must meet the Program eligibility requirements.

Please note: A criminal record check is required for acceptance into the Social Work Diploma Program.

APPLICANT ASSESSMENT

Applicants must submit a personal statement of interest which includes their career goals or aspirations and three letters of reference* with their application and a copy of their high school transcripts, college transcripts or the results of the placement package assessment.

**Please Note: Your references may be contacted for further discussion.*

PROGRAM ADMISSION

Students meeting the above Program requirements may be admitted to the program. Preference will be given to Aboriginal and long term residents of the NWT. A waiting list may be established based on date of application.

PROGRAM INFORMATION

The program is 10 months in length. In order to successfully complete the program, the student will successfully complete all of the courses as indicated below.

PROGRAM OBJECTIVES

- The main objective of this Program is to provide students with the academic preparation and tools necessary for the rigors of College level study. Upon successful completion of this program students will:
- Write a well-constructed research paper or essay;
- Read and understand a variety of texts written at the Grade 12 level;
- Collect, display and analyze data to make predictions;
- Demonstrate an understanding of and proficiency with calculations involved in budget development and analysis;
- Use algebraic and graphical models to solve problems in multiple ways;
- Demonstrate effective communication skills;
- Describe what Social Work is; list motivations for entering the profession; outline expectations of Social Workers; and highlight the ways in which Social Work is practiced;
- Utilize strategies to enhance self-awareness and self-reflection skills;
- Create a self-care plan and outline strategies for creating self-care plans for others;
- Build personal support systems;
- Perform basic word processing functions effectively and;
- Explore career choices in the human service field.

COMPLETION REQUIREMENTS

Students need to obtain a passing grade of 60% in English ELA30-1 (ABE English 160) and ABE Math 140 in order to successfully complete the program. They must also obtain an overall grade point average of 65% in all courses.

DOCUMENT OF RECOGNITION

Record of Participation

CURRICULUM

080-001 Computer Labs
080-105 English 150
080-106 English 160
080-113 Abe Math 130
080-114 Abe Math 140
080-134 Social Studies 140
080-142 Career/Life Work
080-321 Basic Introduction to Computers
086-003 Introduction to Social Work

COURSE/MODULE DESCRIPTIONS

080-105 English 150

English 150 is designed to provide students with the skills necessary to succeed in college diploma programs. The course uses an integrated approach to develop skills in critical reading, literacy analysis, expository writing, research and public speaking. Students who successfully complete this course will be able to write a well-constructed research paper.

Note: Students are required to write the English ELA30-2 departmental examination in order to receive credit for this course.

080-106 English 160

(ENGLISH 30-1 – ALBERTA/NWT GRADE 12)

This course is an academic literature course designed for the student wishing university entrance. The course requires a concentrated study of the various forms of literature. Two novels, two plays, and a variety of short stories, essays, and poems are studied.

Note: Students are required to write the English ELA30-1 Departmental Examinations in order to receive credit for this course.

080-113

ABE Math 130

This course is designed to build on the learners' knowledge of basic mathematics. It is a continuation of Mathematics 120 and covers metric measurements, introductory algebra, geometry, graphs and introductory statistics.

080-114

ABE Math 140

This course is designed to build the learners' knowledge of mathematics at the intermediate level. It is a continuation of Mathematics 130 and covers: intermediate algebra, statistics, coordinate geometry and introductory trigonometry.

080-134**Social Studies 140**

This course consists of five main topic areas; geography, culture and history, politics and government, economy and current events. The focus of the course at the 140 level is on the territory in which the learners reside and a comparison with other Canadian territories where appropriate. A unit on Aboriginal Rights and Land Claims is included to ensure students are well versed in this important topic. The course will provide learners with the knowledge and critical thinking skills necessary to better understand their territory and its relationship to the other territories and the rest of Canada. The current events unit provides an opportunity to ensure learners focus on national and international events and understand how they impact the north. This course is a link to and prepares learners for higher level Social Studies courses. A skills component is integrated throughout the course helping to reinforce and build on research and critical thinking skills begun in ABE English 120, 130 and 140.

080-142**Career/Life Work**

This course focuses on the self, allowing individuals to explore and assess their interests, values, and personal characteristics in relation to specific career options. Learners will be given the opportunity to practice skills and acquire knowledge relevant to education and employment experiences. A focus on techniques for communicating effectively and cultural awareness forms a significant portion of this course. The course will include Small group work and class discussions. Curriculum objectives are based on the current Aurora College Career Life Work curriculum. The second half of the course will focus more on strengthening students' academic and employment related writing skills.

080-321**Basic Introduction to Computers**

This course will introduce the student to the world of computers. Beginning with a brief history of computers, an overview of the modern microcomputer and terminology, the student will proceed to working with IBM/MAC compatible computers. A hands-on approach using lectures and demonstrations will be utilized. The student is expected to spend additional time on the computer practicing keyboarding skills.

086-003**Introduction to Social Work**

This course introduces students to the philosophical and practical basis of social work in the aboriginal and non-aboriginal community. Attention will be given to the values, concepts and ethics involved in social work. There will also be an overview of the areas in which social workers become involved and an introduction to the role of the social worker.

BUSINESS ADMINISTRATION ACCESS

Check with the Registrar's office for specific delivery location(s).

PROGRAM DESCRIPTION

The Business Administration Access Program is designed to provide students with the knowledge and skills necessary to enter the Business Administration Program.

PROGRAM ELIGIBILITY

NWT grade 11 (with English 23 and Math 23) or Aurora College ABE English 140 and ABE Math 140.

APPLICANT ASSESSMENT

The applicant must:

- Submit a personal letter of intent, stating reasons why (s)he wants to enter the program.
- Participate in a personal interview.

PROGRAM ADMISSION

Applicants will be admitted to this program based on the program eligibility criteria and the applicant assessment results. Admission is also subject to space availability.

PROGRAM INFORMATION

The Business Administration Access Program will be offered to applicants who do not meet the entrance requirements to the Business Administration Program. The program will consist of five courses from various disciplines. Upon successful completion of the Access Program, the student must apply for admission to the Business Administration Program.

PROGRAM OBJECTIVES

Upon successful completion of this program students will:

- Read and understand a variety of texts written at the Grade 12 level;
- Write a well constructed research paper or essay;
- Demonstrate effective communication skills
- Expand critical and creative thinking skills;
- Acquire skills, knowledge and attitudes needed to meet personal, and educational goals;
- Explore a range of learning experiences;
- Apply new knowledge to different situations;
- Use the concepts and skills to solve abstract algebraic expressions and complex real-life trigonometric problems;
- Perform basic word processing functions effectively;
- Be prepared for entry into the Business Administration Program.

COMPLETION REQUIREMENTS

Students must complete all course assignments. The passing marks are as follows:

- 080-105 English 150 - 60%
- 080-115 Math 150 - 70%
- 131-147 Introduction to Computer Applications 50% or
- 080-321 Basic Introduction to Computers 50%
- 077-105 Bookkeeping - 50%
- 080-143 Career/College Preparation – Pass

DOCUMENT OF RECOGNITION

Aurora College Record of Achievement

CURRICULUM

- 080-321 Basic Introduction to Computers or
- 131-147 Introduction to Computer Applications
- 077-105 Bookkeeping I
- 080-105 English 150
- 080-115 ABE Math 150
- 080-143 ABE Career/College 130/140

COURSE DESCRIPTIONS

080-321

Basic Introduction To Computers

This course will introduce the student to the world of computers. Beginning with a brief history of computers, an overview of the modern microcomputer and terminology, the student will proceed to working with IBM/MAC compatible computers. A hands-on approach using lectures and demonstrations will be utilized. The student is expected to spend additional time on the computer practising keyboarding skills.

OR

131-147

Introduction To Computer Applications

The course introduces students to the foundational processes of computer operations. The primary focus of the course is on the use of Microsoft Word, PowerPoint and Outlook. The course also covers use of the Internet, with an emphasis on its applications for research.

077-105

Bookkeeping I

Bookkeeping I provides students with an introduction to accounting terminology, principles and practices. The course focuses on accounting concepts and procedures, analyzing and recording business transactions, the accounting cycle, bank reconciliations and payroll related accounting.

080-105

English 150

(English 30-2 – Alberta/NWT Grade 12 General)

English 150 is designed to provide students with the skills necessary to succeed in college diploma programs. The course uses an integrated approach to develop skills in critical reading, literacy analysis, expository writing, research and public speaking. Students who successfully complete this course will be able to write a well-constructed research paper.

Note: Students are required to write the English 30-2 departmental examination in order to receive credit for this course.

080-115

ABE Math 150

This course is designed to build the learner's knowledge of mathematics at an advanced level. It is a continuation of Mathematics 140 and it is based on the Applied Mathematics curriculum of the western Canadian Protocol. It leads into the Mathematics 160 level (Alberta Applied Math 30). This course follows the objectives set out in the Alberta Math Applied 30 curriculum and prepares the learner to write the Math Applied 30 diploma exam.

080-143

ABE Career/College 130/140

The primary focus of Career/College 130/140 career exploration and job preparation skills. This includes skill building in the area of teamwork, the development of an educational action plan, and the identification of strategies for overcoming barriers which may be encountered in a work or higher education setting. Learners are encouraged to develop career skills that will be useful to them throughout their lives.

ENVIRONMENT AND NATURAL RESOURCES TECHNOLOGY ACCESS

Check with the Campus Registrar's office for specific delivery location(s).

PROGRAM DESCRIPTION

This program is designed to prepare students to meet the academic admission requirements for Aurora College's Environment and Natural Resources Technology Program (ENRTP). The program includes courses in English, Math, Science and Introduction to Computers. Also, in order to provide students with a broad introduction to the ENRTP program, this program includes an Environment Natural Resources Technology Foundations course.

PROGRAM ELIGIBILITY

Applicants must have completed English 20/23 with a minimum of 65% or Aurora College ABE English 140 and Math 20/23 or Grade 11 Pure or Applied Math with a minimum 65% or Aurora College ABE Math 140. Also, applicants must have completed Biology, Physics, Chemistry or Science to a 20 Level or Aurora College ABE Science 140. Mature applicants lacking the necessary entrance requirements may be admitted to the program if there is evidence of their ability to complete the program. The Aurora College placement test may be administered to determine the academic level. The student must meet the program eligibility requirements.

APPLICANT ASSESSMENT

Applicants must submit with their application; high school transcripts, college transcripts or the results of the placement package assessment, a personal statement of interest and two letters of reference.

PROGRAM ADMISSION

Students meeting the above program requirements may be admitted to the program. Preference is given to residents of the NWT. A waiting list may be established based on date of application.

PROGRAM INFORMATION

The program is 10 months in length. Upon successful completion of the program, the student will have Aurora College credits at the following levels: English 150, Math 150, and Science 140/150. The program also includes an Introduction to Microcomputers course and an ENRTP Foundations I course.

PROGRAM OBJECTIVES

Upon successful completion of the program students will meet the academic requirements for acceptance to the Environment and Natural Resources Technology Program.

COMPLETION REQUIREMENTS

Passing grade in all courses.

DOCUMENT OF RECOGNITION

Record of Achievement

CURRICULUM

115-001 ENRTP Foundations I
080-105 English 150
080-115 Math 150
080-124 Science 140
080-127 Science 150A
080-128 Science 150B
080-143 ABE Career/College 130/140
080-321 Introduction to Microcomputers

COURSE DESCRIPTIONS

115-001

NRTP Foundations I

ENRTP Foundations I introduces students to the art and science of natural resource management. Its purpose is to prepare students for careers in Environmental Science. From an academic perspective, the course covers the basic concepts of ecology and the scientific method. Student exercises will stress group work and cooperation since teamwork is a very important aspect of future success in the workplace. Class presentations will be a requirement of many assignments so that students gain experience discussing scientific issues in a public forum. Short field trips, laboratory work and library skills will be emphasized so that students develop some of the data collection, survey and research skills needed for achieving success in ENRTP.

080-105

English 150

English 150 is designed to provide students with the skills necessary to succeed in college diploma programs. The course uses an integrated approach to develop skills in critical reading, literacy analysis, expository writing, research and public speaking. Students who successfully complete this course will be able to write a well-constructed research paper. They may choose to write the English 33 departmental examination and/or continue their studies.

080-115

Math 150

This course is designed to build the learner's knowledge of mathematics at an advanced level. It is a continuation of Mathematics 140 and it is based on the Applied Mathematics curriculum of the western Canadian Protocol. It leads into the Mathematics 160 level (Alberta Applied Math 30). The course follows the objectives set out in the Alberta Math Applied 30 curriculum and prepares the learner to write the Math Applied 30 diploma exam.

080-124

Science 140

This intermediate course introduces the student to chemistry, biology and physics. It builds on the learners' experiences from life and from previous courses in this series, and prepares the way for the pre-college level Science 150.

080-127

Science 150 A

This course is a preparation for further certificate and diploma programs related to science or for entry into 30 (Grade 12, ABE 160) level science courses. It focuses on the fields of Life Science - Ecology, Biology, and Chemistry.

080-128

Science 150 B

This course is a preparation for further certificate or diploma programs related to science or 30 level (Grade 12, ABE 160) level science courses. It focuses on the fields of Physics and Earth Science.

080-143

Career/College 130/140

The primary focus of Career/College 130/140 is career exploration and job preparation skills. This includes skill building in the area of teamwork, the development of an educational action plan, and the identification of strategies for overcoming barriers which may be encountered in a work or higher education setting. Learners are encouraged to develop career skills that will be useful to them throughout their lives.

080-321

Introduction to Microcomputers

This course will introduce the student to the world of computers. Beginning with a brief history of computers, an overview of the modern microcomputer and terminology, the student will proceed to working with IBM/MAC compatible computers. A hands-on approach using lectures and demonstrations will be utilized. The student is expected to spend additional time on the computer practicing keyboarding skills.

TRADES ACCESS

Check with the Registrar's office for specific delivery location(s).

PROGRAM DESCRIPTION

The Trades Access Program intends to prepare the student for entry into trades related programs. The student will gain a foundation in physical science. She/he will have the opportunity to improve their skills in communications and technical mathematics.

This is a twenty to twenty-six week program when the four core courses are delivered. The program can be lengthened by offering other appropriate electives. These additional electives will enhance the program and may provide the student with the necessary skills to challenge the St. John's Ambulance Standard First Aid Certificate, training for a class 5 driver's license and the Trades Entrance Exam.

This program is designed to be flexible to ensure that individualized programming will meet students' needs. This flexibility will meet students' career goals, not only in Math, English and Science, but may also include First Aid, occupational health and safety, driver's education and computer skills training. It also provides the opportunity to lengthen the program delivery time to accommodate the student entering the program with academic levels lower than the recommended ABE levels.

Potential employers of the student completing the Trades Access Program must realize that the course is intended to be an introduction to the working industry. Because proficiency can only be attained through an apprenticeship program, the student is provided with all the necessary information, guidance, and incentives to pursue the trade of his/her choice.

PROGRAM ELIGIBILITY

Admission to the Trades Access Program is open. Completion of Grade 8/9 or ABE Math 120 and English 130 is recommended for the twenty week program.

The program shall be lengthened for the student who demonstrates reading, writing and math skills at a lower level than the recommended completion of Grade 8/9 or ABE 120 in Math and English 130.

APPLICANT ASSESSMENT

Each applicant must complete the Aurora College assessment tests in English and math. Also applicants must submit a letter of intent, as well as three letters of reference from former employers or community groups.

PROGRAM ADMISSION

Applicants will be admitted to this program based on the program eligibility criteria and subject to space available.

PROGRAM INFORMATION

As the aim of this program is to combine educational upgrading with the acquisition of relevant knowledge and credits, it is anticipated that students will be challenged. To ensure a high success rate, supplemental instructors/tutors will be available to assist students through the program.

PROGRAM OBJECTIVES

Upon successful completion of the program, student will have:

- Determined his/her personal suitability for work and continued study in the trades sector.
- Increased his/her formal education level while gaining credits and pertinent knowledge in the chosen field of study.
- Gained knowledge and skills that will enhance his/her ability to function effectively within a science setting.
- Developed valuable employment and study skills.

COMPLETION REQUIREMENTS

Students must complete all course assignments and examinations with a minimum grade as specified in each course outline.

Students must adhere to Aurora College policies.

At the conclusion of these upgrading courses, Education, Culture and Employment administers a Trades Entrance examination. Successful candidates (those who achieve 65% or higher) are notified and apprenticeship contracts drawn up if the candidate has secured employment in his/her trade. Time credits (if any) are allocated at this time, the procedure for indenturing can now be completed and the apprenticeship begins. If a successful candidate is NOT employed in their specific trade, employment must be secured, then a contract will be drawn up.

CURRICULUM

CORE

- 080-412 Trades Math
- 080-413 Trades Science
- 080-414 Trades English (4 Modules X 70)
- 080-321 Basic Introduction to Computers

ELECTIVE COURSES DEEMED APPROPRIATE BASED ON NEEDS OF STUDENTS.

- 031-145 Introduction to Microcomputers
- 080-142 ABE Career/Lifework 120/130
- 080-143 ABE Career/College 130/140
- 080-416 Driver Education Class 5
- 080-418 Northern Government (077-191 on PO)
- 080-419 Occupational Health & Safety
- 080-420 First Aid
- 080-421 Work Experience

COURSE DESCRIPTIONS

080-412

Trades Math

Trades Math is a 145 hour course (for the student who has completed math 120) and is intended to prepare learners to challenge the Trades Entrance Exam. The course is designed within a technical-vocational framework.

080-413

Trades Science

The Trades Science course is a 145 hour course and is intended to prepare learners to challenge the Trades Entrance Exam, in order to enter apprenticeship training. The curricular objectives for science are very similar on each of the four series of the Trades Entrance Examination. Therefore, the materials in this course prepare learners equally well, for any one of the four examinations.

080-414

Trades English

The Trades English course is intended to prepare learners to challenge the Trades Entrance Exam. The four modules in the Trades English course are designed within a technical-vocational framework. Each module is expected to take approximately 70 hours to complete (for the student who has completed English 130). The instructor is expected to choose from the units those materials which meet the individual and class learning needs and interests.

080-321

Basic Introduction To Computers

This course will introduce the student to the world of computers. Beginning with a brief history of computers, an overview of the modern microcomputer and terminology, the student will proceed to working with IBM/MAC compatible computers. A hands-on approach using lectures and demonstrations will be utilized. The student is expected to spend additional time on the computer practicing keyboarding skills.

ELECTIVES

As deemed by the needs of students in their goals and level of academics and experience at the time of acceptance into the program.

031-145

Introduction To Microcomputers

The student is introduced to microcomputer hardware, software and operations. The course is designed to give students a conceptual and operational understanding of operating systems, Windows, an emphasis on word processing and an introduction to spreadsheets and databases. There is sufficient reinforcement to enable students to acquire useable skills in the production of letters, memos and formal reports and documents. It is recommended that a working knowledge of keyboarding is an asset.

080-142

Career/Life Work 120/130

Career/Life Work 120/130 begins with a focus on the self, allowing individual learners to explore and assess their interests, values, and personal characteristics in relation to specific career options. Learners are given the opportunity to practise skills and acquire knowledge that will allow them to have more successful educational and work experiences. A focus on techniques for communicating effectively including a look at cultural awareness, forms an important part of the course. The culminating project is an individual career plan that will allow learners to use all of the knowledge and skills presented in the course to create a document that will help them chart a course for further study or work-related training.

080-143**ABE Career/College 130/140**

The primary focus of Career/College 130/140 is career exploration and job preparation skills. This includes skill building in the area of teamwork, the development of an educational action plan, and the identification of strategies for overcoming barriers which may be encountered in a work or higher education setting. Learners are encouraged to develop career skills that will be useful to them throughout their lives.

080-416**Driver Education Class 5**

This 25-hour course will provide theory and practical instruction in the operation of Class 5 motor vehicles. Emphasis will be on the development of defensive driving attitudes and habits.

080-418**Northern Government**

This is a study of politics and the structure of governments with special application to the emerging structures of the Government of the Northwest Territories. This examination will include a look at aboriginal organizations, hamlets, housing associations, boards and agencies, regional and tribal band councils. Land claims and the Nunavut Territory will be of special interest.

080-419**Occupational Health and Safety**

The Occupational Health and Safety segment is a 10 lesson course in the classroom that covers all aspects of safety in the working industry. Safety plays a very important role in our working environment and it is our intention to encourage the student to become more aware of the role he/she plays in becoming a confident and productive worker on the job site.

080-421**Work Experience**

Work experience provides the student with on the job learning experience in various trades in the working industry. The student will be introduced to practical and theoretical application, as well as the use of various types of equipment. Some of these trades may include: Carpentry, Plumbing, Electrical, Electronics, Welding, Small Engine Mechanics, Garage Mechanics and Heavy Equipment Operation. The work experience will be dependent on the availability of the trades in the particular community in which the Trades Access Program is being delivered. The student will also receive on site training regarding all safety aspects of the working industry enabling her/him to understand the importance of becoming a safe and competent worker on the job site. The student will be scheduled to work 2 days per week on a rotating basis each week the full length of the program. This scheduling will allow the student to fully perceive and comprehend the working knowledge of the various trades he/she is assigned to.

TRADES ACCESS II

Offered at Aurora Campus

PROGRAM DESCRIPTION

The Trades Access II program integrates courses from an existing Aurora College program, 093 Trades Access, with courses incorporating practical, hands-on Career and Technology Studies (CTS) modules from Alberta Education.

The Trades Access component is designed to give students the skills and knowledge necessary to write the Cluster 1 or 2 or 3 Trades Entrance Exam. Trades-specific Math, Science and English will be taught.

The CTS modules will provide students with basic carpentry, automotive, plumbing, welding, and electrician skills.

Students who successfully complete this 10-month program will receive an Aurora College Record of Achievement.

PROGRAM ELIGIBILITY

Admission requirements to the Trades Access II program are: Completion of Grade 7 or 8; or ABE Math 130 and English 130

APPLICANT ASSESSMENT

Each applicant must complete the Aurora College assessment tests in English and math. Also, applicants must submit a letter of intent, as well as two letters of reference.

PROGRAM ADMISSION

Applicants will be admitted to this program based on the program eligibility criteria and subject to space availability.

PROGRAM INFORMATION

This program combines educational upgrading with practical, hands-on experience to prepare students to continue their education in a trades-related field, or for entry-level employment opportunities in the construction industry.

PROGRAM OBJECTIVES

Upon successful completion of the program, students will have:

Determined their personal suitability for work and continued study in the trades sector.

Increased their formal education level while gaining credits and knowledge in the chosen field of study.

Developed valuable employment and study skills.

Acquired the knowledge and skills necessary to successfully write the Clusters 1 or 2 or 3 Trades Entrance Exam.

Note 1: Students must complete the Trades Access program prior to writing one of the Trades Entrance Exams.

COMPLETION REQUIREMENTS

To complete this program, students must successfully complete each course by completing all course assignments and examinations. The pass mark for each course is 50 per cent, unless otherwise stated in the course outline.

Students who successfully complete the Trades Access program (students who achieve 70 per cent or higher in the program) are eligible to write a Trades Entrance Exam (one of Cluster 1, Cluster 2 or Cluster 3).

DOCUMENT OF RECOGNITION

Aurora College Record of Achievement

CURRICULUM

CORE COURSES

- 080-412 Trades Math
- 080-413 Trades Science
- 080-414 Trades English
(70 hours x 4 modules)
- 080-321 Basic Introduction to Computers
- 760-101 Ready To Work North
- 080-220 Work Experience

Shop Components Using Alberta Education CTS Modules:

- 002-781 Applied Shop –Carpentry
- 002-782 Applied Shop –
Automotive/Small Engines
- 002-783 Applied Shop –
Plumbing
- 002-784 Applied Shop – Welding
- 002-785 Applied Shop – Electrical

ELECTIVES

- 002-387 Safety Awareness
- 002-662 Internal Response and
Due Diligence
- 002-664 Incident and Accident
Investigation
- 002-199 Class 7 Driver Training

COURSE/MODULE **DESCRIPTIONS**

080-412

Trades Math

Trades Math is a 145-hour course (for the student who has completed Math 120) and is intended to prepare learners to challenge the Trades Entrance Exam. The course is designed within a technical-vocational framework.

080-413

Trades Science

The Trades Science course is a 145-hour course and is intended to prepare learners to challenge the Trades Entrance Exam, in order to enter apprenticeship training. The curricular objectives for science are very similar on each of the four series of the Trades Entrance Examinations. Therefore, the materials in this course prepare learners equally well, for any one of the four examinations.

080-414

Trades English

The Trades English course is intended to prepare learners to challenge the Trades Entrance Exam. The four modules in the Trades English course are designed within a technical-vocational framework. Each module is expected to take approximately 70 hours to complete (for the student who has completed English 130). The instructor is expected to choose from the units those materials that meet individual and class learning needs and interests.

080-321

Basic Introduction to Computers

This course will introduce the student to the world of computers. Beginning with a brief history of computers, an overview of the modern microcomputer and terminology, the student will proceed to working with IBM/MAC compatible computers. A hands-on approach using lectures and demonstrations will be utilized. The student is expected to spend additional time on the computer practising keyboarding skills.

760-101

Ready to Work North

The Ready To Work North course is designed to help the student prepare for the workplace. The course includes a wide range of subjects such as: developing a positive attitude, workplace numerate skills, team work, Safety Awareness, guidelines for handling hazardous materials, First Aid with CPR, WHMIS, security, resume writing and job search skills.

080-220

Work Experience

This course is designed to give the student actual On -the - Job experience in a chosen trade, working for a local contractor. The course will be split into two, seventy hour modules. The first will occur prior to the first semester end and the second will occur at year end (June). This will assist the student in choosing the Trade that they are most suitable for and interested in.

Shop Components Using Alberta Education CTS Modules:

002-781

Applied Shop – Carpentry

In this course, students will develop basic hand tool and production skills to transform, safely, common building materials into useful products. Students will also examine common building systems, develop basic skills related to building a simple model or full-size system/structure, and develop basic framing knowledge and skills associated with the construction of a floor and wall system, and with framing and finishing a simple roof system.

002-782

Applied Shop – Automotive/ Small Engines

In this course, students will develop knowledge, skills, and attitudes to care for and service a motor vehicle. Students will also investigate and describe operating principles, construction, and applications of engines, perform the basic service requirements necessary to ensure adequate maintenance of a motor vehicle, and learn to diagnose the condition of an engine for worn or damaged parts and/or improper adjustments.

002-783

Applied Shop – Plumbing

In this course, students will develop basic knowledge and skills to fabricate and make repairs to residential drainage, waste, vent (DWV), and water supply systems. Students will also learn about the uses of pipes, basic piping principles, and fabrication skills.

002-784**Applied Shop – Welding**

In this course, students will develop knowledge and skills in the use of basic hand tools and materials used in fabrication processes, and safely transform common metals into useful products. Students will also develop basic skills in the safe handling and operation of oxyacetylene equipment, the safe use and operation of one or more common electric welding processes, and the safe and efficient use of thermal cutting equipment and supplies.

002-785**Applied Shop – Electrical**

In this course, students will apply electrical principles, and develop an understanding of residential electrical code requirements and installation procedures. Students will also experiment and work with principles of electrical energy conversion and distribution, as well as demonstrate the fundamental concepts of repairing, servicing, and maintaining electrical and electronic equipment, and demonstrate the fundamentals of branch circuit wiring used in residential/commercial buildings.

Electives:**002-387****Safety Awareness**

This course is designed to inform both the employee and employer of their rights and requirements, under WCB legislation. The rationale is accident prevention and developing a safe work environment.

002-662**Internal Response and Due Diligence**

The purpose of this course is to enable all participants to come away with a clear understanding of the Internal Responsibility System (IRS), Due Diligence, and how it affects each and every person in the workplace throughout the NWT and NU. By increasing the awareness and knowledge of the IRS and Due Diligence as it applies to all workplaces, all employers and workers will be better prepared to meet the challenges of regulation compliance for Occupational Health and Safety (OHS) workplace.

002-664**Incident and Accident Investigation**

The first step to preventing the recurrence of an accident and, therefore, further injury is to identify its cause. This course will teach incident and accident investigators how to perform a thorough and complete investigation.

002-199**Class 7 Driver Training**

This course will prepare the student to take the Class 7 Learners Permit test. It includes 2 days of classroom time.

OTHER AREAS

TRADITIONAL ARTS 154

SMALL BUSINESS DEVELOPMENT 158

TRADITIONAL ARTS

OFFERED AT AURORA CAMPUS

PROGRAM DESCRIPTION

The Traditional Arts Certificate Program is open to all learners interested in developing artistic skills in traditional and contemporary Aboriginal arts and crafts. The program consists of three (3) modules. After completion of all three (3) modules students will be able to design and produce unique, innovative products. They will have the skills to create, and market, high quality Aboriginal arts and crafts for local, national and international markets. Students will have the expertise necessary for self-employment, as independent artists and/or as managers of arts and crafts outlets. Students will receive certification upon completion of all three (3) modules.

Throughout the program students will learn from 'hands-on' instruction in traditional and contemporary Aboriginal art forms, including: Moose Hide Tanning; Carving; Beadwork; Traditional Footwear; Northern Embellishments (embroidery, quill work and tufting); Sewing (hand and machine); Tool Making; Tanning Fur; and Bush and Tundra Crafts. Courses in the History of Aboriginal Art will give students a comprehensive appreciation of the culture, and the traditional arts and crafts, which inspire and inform their own artistic efforts.

The artistic courses will also be supplemented with computer and marketing courses. Marketing instruction will include practical experience in display and sales. A Product Development Small Crafts Course will encourage students to perfect their skills, and apply them to the production of high quality traditional and contemporary arts and crafts.

PROGRAM ELIGIBILITY

Applicants to the program must meet the following criteria:

- Be 17 yrs of age or older;
- Have a strong interest in northern Aboriginal arts and culture;
- Undergo a placement test to determine an entry level of English 130;
- Provide a portfolio, or samples, of their art work; and
- Possess a desire to be self-employed in the arts and crafts field.

APPLICANT ASSESSMENT

Applicants must submit an Aurora College Application Form to the Registrar of the campus to which they are applying.

Applicants will be assessed against the program eligibility criteria.

All applicants will undergo an interview for the program.

PROGRAM ADMISSION

Students must meet program eligibility requirements.

PROGRAM OBJECTIVES

- To provide individuals with the skills necessary to design, develop and produce traditional and contemporary Aboriginal arts and crafts.
- To appreciate, strengthen and utilize local, and regional, traditional arts and crafts skills.
- To promote artisan self-employment as a viable employment option.
- To supply local, regional, national and international markets with high-end products which reflect the unique arts and crafts history of the Beaufort Delta and Sahtu regions.

METHODS OF INSTRUCTION

Teaching methods will include formal classroom teaching and extensive lab work. Some lab work will take place on the land.

METHODS OF EVALUATION

Methods of evaluation will vary according to the requirements of each course. Evaluation could include term papers, projects, assignments, presentations, exhibitions, journals, demonstrations and final exams. The highest weight in terms of evaluation will be placed on demonstrated skill development. All projects must be completed in a timely fashion.

DOCUMENT OF RECOGNITION

For individual modules, students will receive an Aurora College Record of Achievement. Students who complete Module I, II and III will receive an Aurora College Certificate in Traditional Arts.

CURRICULUM

Module I

- 435-101 Moose Hide Tanning
- 435-102 Carving (Elective)
- 435-103 Sewing (Elective)
- 435-104 Marketing I
- 435-105 History Of Aboriginal Art I
- 435-106 Computers I

Module II

- 435-204 Marketing II
- 435-205 History Of Aboriginal Art II
- 435-206 Computers II
- 435-207 Beadwork
- 435-208 Traditional Footwear
- 435-209 Tool Making I
- 435-210 Product Development Small Crafts
- 435-211 Tanning Fur

Module III

- 435-304 Marketing II
- 435-305 History Of Aboriginal Arts III
- 435-306 Computers III
- 435-309 Tool Making II
- 435-312 Northern Embellishments
- 435-313 Bush And Tundra Crafts

COURSE DESCRIPTIONS

MODULE I

435-101

Moose Hide Tanning

The Moose Hide Tanning course will focus on the traditional methods used by the Dene of the NWT to prepare, tan and smoke hides. Specific techniques as practiced by the Sahtu Dene will be employed. Some traditional living skills activities will be included during the Moose Hide Tanning course.

435-102

Carving

In the Carving course students will become familiar with a variety of carving materials including: stone, bone, antler, and ivory. Students will learn carving design and appropriate tool usage. They will bring a carving project to completion using various finishing techniques. Students will also acquire a basic understanding of geology.

435-103

Sewing

Students will learn measuring, pattern drafting and basic sewing techniques. Hand sewing skills will include the decorative techniques of appliqué, and embroidery. Projects will include 'delta braid', parka making and mittens. Students will learn to operate a sewing machine, an embroidery machine and a serger.

435-104

Marketing I

The Marketing I course will teach the concepts of marketing as they apply to the production and selling of Aboriginal arts and crafts. Students will have the opportunity to understand these concepts from both a theoretical and a practical point of view.

435-105

History of Aboriginal Art I

The History of Aboriginal Art I course will focus on the history and development of traditional northern art forms: hide tanning, sewing, and carving. Through stories, films and presentations students will explore the cultural significance of these Aboriginal art forms.

435-106

Computers I

Students will be introduced to keyboarding. They will study the parts of the computer and a short tour of Windows XP will be completed. This course will emphasize the use of Word 2002. Students will learn to create and edit various documents. Electronic artistic design methods will also be explored. Students will develop an awareness of the internet as a marketing tool.

MODULE II

435-204

Marketing II

The Marketing II course focuses on personal and business promotion. Students will develop an artist profile and portfolio for small business and/or employment purposes. Course work will also include small business development and the design of promotional material. Students will take part in exhibits of their work.

435-205

History of Aboriginal Art II

The History of Aboriginal Art II course will focus on the historical development of the following traditional art forms: beadwork, Aboriginal footwear, skin and fur clothing, and tool making. Through stories, films and presentations, students will explore the history and cultural significance of these Aboriginal art forms.

435-206

Computers II

Building on Computers I students will learn to keyboard with improved speed and accuracy. They will become more adept in their use of Windows XP and Word 2002. Students will create and edit various documents, and further their ability to use the internet as a marketing tool. Electronic design methods will be further developed.

435-207

Beadwork

The focus of this course is the traditional practice of beadwork in the Northwest Territories. Students will complete projects using four main styles of beadwork: loom, lazy stitch, knitting with beads and appliqué. A number of related bead working techniques will also be presented.

435-208

Traditional Footwear

The focus of this course is designing, decorating and constructing traditional northern Aboriginal footwear. Each student will make a pair of moccasins and a pair of mukluks. The 'uppers', fur, hide, beadwork and sewing produced in previous courses will be utilized in the construction of the footwear.

435-209

Tool Making I

Students will learn how to make hide tanning tools. They will make scrapers and awls utilizing the bone and antler from caribou and moose.

435-210

Product Development Small Crafts

Students will learn to design and construct a variety of original small craft items. Emphasis will be placed on product development for the market place. Students will plan and produce projects that employ traditional skills, materials and techniques. Stringent quality control standards will be developed. The goal of this course is to create high quality products at a standard that increases the overall inventory of desirable, affordable and marketable northern artistic products.

435-211

Tanning Fur

During this course students will learn to 'home tan', stretch and cut the raw fur of beaver, fox, lynx and rabbit. They will transform these skins into valuable artistic resources and marketable products. Products will be developed which utilize traditional skills such as knitting with fur and making trim for parkas.

MODULE III

435-304

Marketing III

Students will learn how to write proposals, and how to develop and write a business plan.

435-305

History of Aboriginal Art III

The History of Aboriginal Art III course will focus on the historical development of the traditional art forms practiced in the Northern Embellishments course. These art forms include tufting and quillwork, and bush crafts that employ materials such as roots and willow. Through stories, films and presentations students will explore the cultural significance of these Aboriginal art forms.

435-306

Computers III

Building on Computers II students will learn to keyboard with improved speed and accuracy. They will become more adept in their use of Windows XP and Word 2002. Students will learn how to operate Microsoft Excel XP and Microsoft Front Page XP. Students will learn how to create web pages, and further their ability to use the internet as both a research and a marketing tool.

435-309

Tool Making II

Students will learn how to make fishhooks and a miniature braided dog whip. They will use traditional materials including bone, grasses, hide, wool and roots.

435-312

Northern Embellishments

Students will be instructed in the traditional arts of moose hair and caribou hair tufting and embroidery. They will learn horsehair embroidery, porcupine quillwork and fish scale art. Instruction will include the collection, cleaning and dyeing of the hair, fur, scales and quills.

435-313

Bush and Tundra Crafts

This course provides instruction in the collection, preparation and conservation of natural materials used to make crafts. Students will construct projects using a variety of materials, including: willow, birch bark, branches, roots and grasses. Students will be required to produce a variety of products including willow baskets, furniture, dolls, and a product of choice.

SMALL BUSINESS DEVELOPMENT

PROGRAM DESCRIPTION

The Small Business Development program is a 16-week program designed for individuals wanting to start a small business in the Northwest Territories. The program addresses areas essential for the successful start-up and operation of a small business, including the structure of small businesses, developing a business plan, sales and marketing, financial management, human resource management, strategic planning, business management and leadership, and business expansion. The program integrates a special project to provide participants with hands-on experience in starting and running a small business. This program focuses on the practical development of a small business from start to finish and participants will have the opportunity to work on their own business idea in this program.

PROGRAM ELIGIBILITY

Applicants must have:

- A desire to be self-employed and start a small business
- Grade 9 or English 120 and Math 120

APPLICANT ASSESSMENT

Applicants must submit an Aurora College application form to the registrar at the campus to which they are applying.

A written personal statement of interest explaining their business concept must be submitted.

Two letters of reference should be included with the application.

Student suitability will be assessed during a required screening interview.

PROGRAM ADMISSION

Applicants will be admitted to the program based on their meeting entrance eligibility requirements, references, space availability, their personal statement of interest and responses to the admissions interview.

PROGRAM INFORMATION

The Small Business Development program is a 16-week program designed for individuals wanting to start a small business in the NWT. The program addresses areas essential for the successful start up and operation of a small business, including the structure of small businesses, developing a business plan, sales and marketing, financial management, human resource management, strategic planning, business management and leadership, and business expansion. The program integrates a special project to provide participants with hands-on experience in starting and running a small business. This program focuses on the practical development of a small business from start to finish and participants will have the opportunity to work on their own business idea in this program.

PROGRAM OBJECTIVES

This program will:

- Prepare individuals to launch a small business in the North
- Prepare individuals to work within a small business
- Help students gain practical skills, knowledge and abilities in starting, growing and maintaining a small business
- Provide a skills base for participants wishing to learn more about small business in Canada
- Provide tools and resources by which graduates can make decisions within the areas of the programs expertise

COMPLETION REQUIREMENTS

Students must successfully complete all course and program activities in order to meet the requirements of this program.

DOCUMENT OF RECOGNITION

Aurora College Record of Achievement

CURRICULUM

- 054-001 Small Business Concept Development and Assessment
- 054-002 Business Start Up and Planning
- 054-003 Focus and Consolidation of Business
- 054-004 Partnering and Growth
- 054-005 Integrated Special Project

COURSE DESCRIPTIONS

054-001

Small Business Concept Development and Assessment

This course is designed to assist participants in determining their personal suitability for small business success and the feasibility of their business concept. The course includes three units. The first unit provides an orientation to small business, and addresses business versus self-employment, types of business, skills for business owners/leaders, business decision-making, assessing risk and other areas. The second unit addresses the world of self-employment, and covers personal suitability for self-employment, personal money management, measuring and controlling household finances, the use and abuse of credit, and personal cash flow forecasting and management. The third unit address business opportunities and ideas, and helps participants get their idea ready for business. Participants look at their business idea from four perspectives: company, customer, competitor and collaborator and use a SWOT analysis to determine feasibility.

054-002

Business Start-up and Planning

This course will help participants develop the skills and abilities to start up and execute their own personal business success. This course includes three units. The first unit addresses start up decision-making, the structure of a small business and introduces the basic legal knowledge entrepreneurs need to protect themselves and their businesses, including information on taxes, contracts, labour relations, insurance, risk, liability, ethics and others areas. The second unit focuses on building a business plan, communication basics, market research, operations planning, financial forecasting, and human resource planning. Unit three addresses the resources and assistance required for entrepreneurs. This unit helps participants determine the small business resources available in the North and in their communities. A particular focus will be on accessing funding.

054-003

Focus and Consolidation of Business

This course teaches participants the basics necessary for the day to day running of their small business. This course contains four units. Unit one addresses marketing and provides participants with practical and detailed tips for marketing their business. In addition to traditional small business marketing techniques, participants will also explore Internet sales, advertising and promotion. Unit two addresses financial management and covers the concepts and application of bookkeeping, financial reporting and management, business math, preparation and/or reading of basic financial documents, and record keeping. Unit three addresses staffing and human resources. Participants learn about essential human resource responsibilities, including hiring and staffing, performance appraisals, compensation and benefits, training and development, labour relations issues and legal concerns, payroll and employment policies. Unit four addresses operations and supply chain management. This unit will explore strategies to improve overall business efficiency. Participants also examine the activities necessary to set up the operations of a small business, including filing systems, office equipment and supplies and the basics of staying in control of the day to day operations of the business.

054-004

Partnering and Growth

This course is designed to enable participants to successfully maintain and grow their small business. The course contains four units. The first unit addresses barriers to small business success and covers the identification of personal barriers to success and business risk factors. Unit two addresses strategic planning. Participants will develop realistic 3-5 year strategic plans for their business as well as benchmarks and measures for success. Unit three covers business management and leadership. The unit includes management characteristics, delegating, decision-making, problem solving, leadership, group dynamics and networking. This unit also looks at image, professionalism and diversity issues. The fourth unit addresses business expansion. This unit examines specific strategies for growing a small business from finding expansion capital, determining resource priorities, bringing in partners/investors to succession planning for business owners.

054-005

Integrated Special Project

This course is designed to assess participant's ability to successfully launch their small business and will be integrated with other course work to run concurrently with other courses. The focus on this project is the successful launch of participants own small business and the "extra" skills, knowledge and training needed for their unique or specialized business.



Aurora Campus

1 (866) 287-2655

Thebacha Campus

1 (866) 266-4966

**Yellowknife/North Slave
Campus**

1 (866) 291-4866

www.auroracollege.nt.ca



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