



PACIFIC COAST UNIVERSITY  
FOR WORKPLACE HEALTH SCIENCES

# ACADEMIC CALENDAR 2024-2025

# Academic Calendar 2024-2025

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## GENERAL

The Bachelor of Disability Management program is offered under the written consent of the Minister of Advanced Education effective September 2020 having undergone a quality assessment process and been found to meet the criteria established by the Minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies or other educational institutions).

## HISTORY AND INTRODUCTION TO THE UNIVERSITY

Welcome to Pacific Coast University for Workplace Health Sciences (PCU-WHS). Founded in 2007, through an Act of the government of British Columbia, the Pacific Coast University for Workplace Health Sciences Act, PCU-WHS is a not-for-profit, special purpose University headquartered in Port Alberni, BC. The University is a statutory, degree granting, post-secondary teaching and research institution. The special purpose and mandate of PCU-WHS is for the creation and dissemination of education and research including applied research in the fields of return to work and disability management, workplace safety, health promotion, comprehensive rehabilitation and disability leadership studies.

The governance structure of the University is bi-cameral. The two governance bodies are: the Board of Governors and the Academic Council. The Board of Governors is responsible for the overall management, administration and control of the property, revenue and business of the University. The Academic Council is responsible for the University's academic governance, subject to any directions, guidelines and financial limitations set by the Board of Governors as specified in the Act. The membership of the Board and Academic Council is specified in the Act.

The University also has an International Research Advisory Council appointed by the Board of Governors which provides advice and collaboration assistance on research related to the purposes of the University. The International Research Advisory Council is responsible for:

- Advising the Board or the Academic Council on research required to address critical issues in relation to occupational health and safety, disability management and rehabilitation, and related subjects, and
- Facilitating international cooperation and the development of international collaboration and partnership for the purpose of research under the leadership and direction of the University.

## Relationship to the National Institute of Disability Management and Research (NIDMAR)

PCU-WHS has deep roots and a strong record of achievement in domestic and international disability management. Those roots are based in the National Institute of Disability Management and Research (NIDMAR). Founded in 1994, NIDMAR is a unique organization with a tripartite, collective commitment of members from employers, workers and government agencies across Canada to identify and implement institutional solutions which focus on reducing the economic and social costs of disabilities. The University has embraced this tripartite commitment and approach in its mission, goals and values.

Since its inception, NIDMAR has been involved in professional education, research and innovation in the field of disability management. Some important milestones include:

- The development of a curriculum for continuing professional development education for the field of Disability Management and Return to Work, which was first offered on site starting in 1995 until it was moved to an online format in 2001. This program is now being delivered through PCU-WHS.
- Participation in a nine-country study undertaken by the International Labour Organization (ILO) which resulted in the publication of key success strategies that organizations need to have in place for successful return to work outcomes.
- The creation of the first Code of Practice on Managing Disability in the Workplace.
- The establishment of Occupational Standards for those who work in the field of Disability Management and Return to Work, following Government of Canada guidelines, which led to the development of professional certification examinations, providing successful candidates with the professional designations of Certified Disability Management Professional (CDMP) and Certified Return to Work Coordinator (CRTWC).
- The development of the world's only psychometrically balanced and consensus-based audit / assessment tools to assist employers by providing workplaces with a calibrated gap analysis of their Disability Management initiatives.
- The organization and hosting of the first International Forum on Disability Management (IFDM) in 2002, an event that is now hosted biennially in various countries around the world.
- The formation of the International Disability Management Standards Council (IDMSC), which oversees the administration of the professional and program standards which are currently licensed in 64 countries.

- Led the creation of Guidelines on Return to Work and Reintegration, through an agreement with the International Social Security Association (ISSA), a United Nations based organization, for its 330 plus members in 158 countries.

For more on the history of NIDMAR and PCU-WHS, please visit the websites:

NIDMAR – [www.nidmar.ca](http://www.nidmar.ca) PCU-WHS – [www.pcu-whs.ca](http://www.pcu-whs.ca)

## **Today**

We invite you to study and do research with PCU-WHS on the conditions and means through which the health and safety, work capacity and well-being of people in the workforce are enhanced, maintained, supported or diminished.

As a new institution, we seek to promote scholarly excellence in the field of workplace health sciences through teaching and research. We strive to pass on to our students diverse educational perspectives to meet the ever-evolving social challenges related to the workplace environment.

We offer a unique integrated academic curriculum that was developed with extensive input from business, industry, labour and government, both nationally and internationally. We utilize an interdisciplinary approach to the study of contemporary issues in workplace health sciences through an applied focus including the fields of Disability Management, Occupational Health and Safety, Wellness Promotion, Human Resources Management, and Rehabilitation.

## **MISSION STATEMENT**

The University is a statutory, not-for-profit, post-secondary, degree granting education and research institution dedicated to the special purpose of creating and disseminating new knowledge including applied research in the fields of workplace safety, health promotion, return to work and disability management, comprehensive rehabilitation, and disability leadership studies. It is committed to excellence in teaching and research, scholarship, and service to the broader community.

## **VALUES**

The primary values inherent in this University are a strong commitment to a safer work environment, and the integration of disabled workers into the workforce through advanced education and research knowledge.

PCU-WHS embraces the principles of Honesty, Trust, Fairness, Respect and Responsibility. The policies, procedures and practices of PCU-WHS are together intended to foster an environment which inculcates and strengthens these fundamental values for members of the University Community.

## **GOALS AND OBJECTIVES**

As described in the Act, the University's purposes are to:

- Offer university education in Occupational Health and Safety, Disability Management and Rehabilitation, and related subjects;
- Offer certificate, diploma and degree programs at the undergraduate and graduate levels in Occupational Health and Safety, Disability Management and Rehabilitation, and related subjects;
- Offer continuing education programs in Occupational Health and Safety, Disability Management and Rehabilitation, and related subjects;
- Maintain teaching excellence in the University's academic programs;
- Conduct interdisciplinary research and development in relation to Occupational Health and Safety, Disability Management and Rehabilitation, and related subjects; and
- Encourage and facilitate international cooperation and collaboration for the advancement of knowledge respecting Occupational Health and Safety, Disability Management and Rehabilitation, and related subjects.

## **STATEMENT OF RESPONSIBILITY**

The PCU-WHS Academic Calendar is published online as a PDF document available for download. The University reserves the right to amend the contents of the Academic Calendar from time to time without prior notice. The University makes every endeavor to ensure that the information in the Academic Calendar is accurate at the time of publication. However, the ultimate responsibility for verifying the accuracy of such information rests with the student alone.

## IMPORTANT DATES 2024-2025

PCU-WHS welcomes applications for admission to the BDM and ACRTW at any time. However, students are encouraged to submit their application for admission and related documentation as early as possible to ensure that their application can be processed before the start of the semester in which they would like to begin their program of studies.

Registration 2023-2024	Registration Opens	Registration Closes
Fall Trimester 2024	June 4, 2024	September 3, 2024
Winter Trimester 2025	November 1, 2024	December 21, 2024
Spring/Summer Trimester 2025	March 1, 2025	April 15, 2025

Course Delivery 2023-2024	Start Date	End Date*
Fall Trimester 2024	September 9, 2024	December 1, 2024
Winter Trimester 2025	January 6, 2025	March 30, 2025
Spring/Summer Trimester 2025	April 21, 2025	July 13, 2025

\*Final assignments may be due one or two weeks following the end date of course delivery

## ADMISSIONS

There are distinct requirements and pathways for admission for each program at PCU-WHS. Admission pathways include General admission, Advanced admission, and Flexible admission.

All prospective students must apply through MY PCU-WHS, found on the University's website. See [How To Apply](#) on the PCU-WHS website.

Only complete applications accompanied by the non-refundable application fee will be processed.

The University will assess academic or other requirements to apply for a specific program and, where deemed necessary, the eligibility of the student to study in Canada.

The University will review the application to determine if the applicant is Qualified, Conditionally Qualified or Not Qualified.

All applicants who have met the University's entrance requirements prior to the close of Registration will be offered a seat if one is available and have 21 days to accept the offer by returning a signed copy of the student enrollment contract.

Conditionally Qualified Applicants will be given a timeline to complete their application. The University will assume that the applicant has terminated the process if the application is not completed by this deadline and the applicant's status will be changed to Not Qualified.

Applicants who do not meet the requirements for admission will not be admitted to the University and will be informed that they have not been admitted.

Admission decisions are made on a first-applied, first-admitted basis for qualified applicants, using the date by which applicants have met all admissions requirements.

### Application Fee

All applicants applying to the University must pay a non-refundable application fee and complete the University application process as outlined on the University's website. In the event that the applicant is not admitted, the application fee will be forfeited to the University. In the event that a student accepted into the University fails to complete their registration and/or fails to pay tuition fees on the date of registration, the application fee will be forfeited to the University.

### Flexible Admission

In order to facilitate and ensure the University's commitment to excellence in teaching and research, scholarship and service to students and the broader community, and in recognition of the likelihood that applicants will be adult learners, the University employs a Flexible Admissions policy. We welcome adult students who may not have completed secondary education but have through work experience demonstrated learning achievements. For students applying through Flexible Admissions, admission is based on a variety of factors including

academic record, employment record, and other relevant achievements pertaining to the study of workplace health sciences. Please see below for specific Flexible Admission pathways into academic programs.

### **Bachelor of Disability Management (BDM) – General Admission (4-year degree)**

For applicants who do not qualify for Admission Directly into Year 3 and who meet at least one of the following criteria:

- Have graduated from secondary education at an equivalent level to Canadian High School Grade 12, including English (Grade 12 with a grade of C), Mathematics (Grade 11) and Science (Grade 12); or
- Have at least one year (24 credits) of successful university level study at another institution; or
- Are applying through a block transfer agreement; or
- Have a current CDMP or CRTWC designation.

Applicants are required to submit a portfolio that consists of:

- Personal details;
- Written statements outlining reasons for seeking admission;
- Portfolio detailing academic and other achievements and evidence of the capacity to complete university at a degree level;
- Official Transcripts from your secondary institution or post-secondary institution of study, as applicable;
- Copies of certificates, as applicable.

### **Bachelor of Disability Management (BDM) – Flexible Admission (4-year degree)**

For applicants who do not qualify under the General Admissions Procedure (4-year degree). Flexible Admission is assessed on the basis of Prior Learning Assessment and Recognition (PLAR): **An additional PLAR assessment fee of \$400 will apply.** Applicants are required to submit a portfolio that consists of:

- Personal details;
- Written statements outlining your reasons for seeking admission;
- Portfolio detailing your academic and other achievements and evidence of the capacity to complete university at a degree level;
- Official transcripts from your secondary institution or post-secondary institution, as applicable;
- A description of relevant work experience, if applicable;
- Copies of certificates, as applicable.

Applicants applying through the Flexible Admissions procedure may be required to demonstrate an appropriate level of numeracy and literacy by undergoing standardized testing as part of the application process.

### **Bachelor of Disability Management (BDM) – Admission Directly Into Year 3 (2+2 program)**

To qualify for Admission Directly Into Year 3, prospective students must:

- Have graduated with an associate degree, 2-year diploma, or other relevant educational prerequisite which provides 60 transferable academic credits in a range of disciplines.
  - The application consists of the following:
    - Personal details;
    - Written statements by the prospective student of reasons for seeking admission;
    - Official Transcripts from the applicant's post-secondary institution of study.

OR

- Be eligible for Admission Directly into Year 3 on the basis of Prior Learning Assessment and Recognition (PLAR). A combination of professional experience and career education will be assessed under Flexible Admission policy on a case-by-case basis. Applicants under Flexible Admission should have a minimum of 5-10 years of relevant experience in a related field. **An additional PLAR assessment fee of \$400 will apply.**

OR

- Hold a verifiable Red Seal Certification (Trades To Academic (TTA) admission into Year 3):
  - Students holding a verifiable Red Seal Certification may be granted 57-60 transfer credits towards admission into the 2+2 BDM program under the Trades To Academic (TTA) policy at PCU-WHS.
  - Students granted transfer credit under Red Seal Certification will be required to enrol in WHDM 306 Applied Research unless they have achieved course equivalency.

- Pre-entry assessment of English command/Writing skills typically needed for success in BDM coursework will be required.
- Applicants are asked to apply under Admission Directly into Year 3.

### **Advanced Certificate in Return to Work (ACRTW) – General Admission**

For applicants who already have an undergraduate degree and who wish to obtain a credential in disability management. Applicants must have completed a 3- or 4-year undergraduate degree from a recognized institution with a minimum cumulative grade point average (GPA) of B-.

Applicants are required to submit a portfolio that consists of:

- Personal details;
- Personal profile that includes a written statement by the prospective student of reasons for seeking admission;
- An academic profile with Official Transcripts from the applicant's previous degree at the Bachelors level;
- If available, a description of relevant work experience;
- Copies of certificates of training.

### **Advanced Certificate in Return to Work (ACRTW) – Flexible Admission**

For applicants who have not completed an undergraduate degree. Applicants must demonstrate that they have undertaken formal and informal learning at a level comparable to university undergraduate study in the course of their career. Flexible Admission is assessed on the basis of Prior Learning Assessment and Recognition (PLAR): **An additional PLAR assessment fee of \$400 will apply.**

Applicants are required to submit a portfolio that consists of:

- Personal details;
- Written statements outlining reasons for seeking admission;
- Evidence of academic knowledge and skills such as:
  - academic courses completed or training and professional education;
  - work experience in which scholarship, research, innovation and development activities were carried out;
- Folder of evidence of high credibility supported by third party authentication including:
  - employment experience;
  - published papers;
  - formal presentations;
  - other relevant evidence of academic ability;
- A profile of work experience relevant to workplace health sciences.

### **University Studies**

Individuals may register to take academic courses without enrollment in an academic program.

Professionals from a broad range of disciplines may wish to register for an academic credit course for continuing professional education as mandated by a regulatory or professional association. Many of our courses will meet ongoing professional education needs of health, rehabilitation, insurance, safety and social services professionals. Academic courses at PCU-WHS offer both conceptual knowledge and leading-edge research to support evidence-informed application in practice domains related to work integration, retention, creation of safe work environments and advances in collaborative service delivery in disability management. Our specialized courses may also be of interest as electives for students enrolled in higher education in other universities or colleges in related health studies, social or psychology studies, occupational safety, disability or labour studies, social protection studies, apprentice or skilled trades programs and business studies. Others may take academic courses that may be of interest or as a preliminary step toward one of our degree programs.

#### Admission for University Studies

Applicants for University Studies must meet at least one of the following criteria:

- Have graduated from secondary education at an equivalent level to Canadian High School Grade 12; or
- Have a current CDMP or CRTWC designation; or
- Have a post-secondary degree.

University Studies applicants who do not have a CDMP or a CRTWC designation are required to provide information on previous secondary or previous or current post-secondary status

## International Students

International students follow the same steps as domestic students for application to PCU-WHS.

Applicants are required to provide a certified evaluation of the equivalency of your credentials in Canada.

Transcripts that are not in English must be translated by the issuing institution or a certified translator. Exception: Canadian transcripts in French do not require translation.

International applicants, meeting all other University admission requirements, must also provide evidence of proficiency in English. A list of ways that English language proficiency can be demonstrated is provided below:

- 4 consecutive years in secondary English in an English-speaking country;
- BC English or Literature 12 or Canadian equivalent; Completed international baccalaureate;
- A degree or diploma from a post-secondary institution in an English-speaking country;
- First year of Canadian university English with a grade of C or better;
- Canadian Academic English Language Assessment (CAEL) at level 60 or higher;
- International English Language Testing System (IELTS) at level 6.5 or higher;
- Michigan English Language Assessment Battery (MELAB) at level 80 or higher;
- Test of English as a Foreign Language (TOEFL) internet at level 83 or higher;
- Test of English as a Foreign Language (TOEFL) paper test – at least 50 each for Reading, Listening and Writing.

Since PCU-WHS programs and courses can be completed entirely online through the Internet, most international students can study from their home country and do not need to travel to Canada.

Proof of Permission to Study in Canada requires a visitor's visa or a study permit, depending on the length of stay, as outlined on the Canadian Government *Study in Canada* website.

Students who require a study permit may be conditionally accepted to the University. Conditions include meeting all other University admission requirements.

## Student Declaration and Responsibility

Upon registering for a course, a student has initiated a contract with PCU-WHS and is bound by the following declaration:

“I hereby accept and submit myself and agree to be bound by the academic and other policies, regulations, procedures, fees and other conditions as set out in the PCU-WHS Academic Calendar as amended from time to time and as recorded in the Course Outline and Syllabus for any specific course offered by PCU-WHS in which I enroll.”

The student declaration is important. It imposes obligations on students and affects rights and privileges. You must not enroll as a student with PCU-WHS if you do not agree to become bound by the declaration. By registering in courses at PCU-WHS, you agree to the declaration above and agree to become bound by it.

Students are required to inform themselves of the policies, procedures, rules and regulations of the University and to any amendments. For more information, please contact the Office of the Registrar or visit the Policy area of the website: <https://www.pcu-whs.ca/programs/policies-and-procedures/>

## Registration

Students are responsible for the completeness and accuracy of their registrations and for determining the requirements of their program at Pacific Coast University for Workplace Health Sciences. This Academic Calendar provides information about programs and courses that are being offered. Further information about program regulations or requirements is available from the Office of the Registrar.

Faculty or advising staff may assist in the planning of programs and your learning plan, but the final responsibility for meeting the requirements for certificates, diplomas, and degrees rests with each student.

## Provisional Registration

Students may be permitted to register provisionally provided that the Registrar:

- determines that the students did not have a reasonable chance to provide proof that they met the prerequisite at the time of registration, and
- sets reasonable deadlines for students to provide proof.

Students may be permitted to register provisionally if the Registrar cannot reasonably check the course requisites.



## STUDENT LEARNING PLAN

Each student receives an individualized learning plan which outlines the courses they will need to complete in order to satisfy the requirements of a certificate, diploma or degree at PCU-WHS. The plan reflects the student's prior learning and experience (PLAR) and previous academic achievements as relevant to the student's PCU-WHS program.

The plan will be reviewed on an annual basis or on request of the student and adjusted in light of previous academic performance and any successful PLAR applications.

Although the University will make every effort to assist students to develop a learning plan that addresses their interests and circumstances, it is the student's responsibility to verify that their learning plan will satisfy all of the requirements for the degree, diploma or certificate they are seeking. In this regard, students should take careful note of the Program Regulations set out below. The University will not offer every course during every trimester. Students should consider this when deciding whether or not to take a course when it is offered. Not taking a course when it is offered could delay graduation from a program.

### Special Program Regulations

The following new program regulations were implemented effective in the Fall 2020 trimester. Note that some of the regulations apply retrospectively. These Regulations should be reviewed carefully to ensure compliance when developing or updating a learning plan or scheduling a course of studies.

Further information or assistance can be obtained from the PCU-WHS Student Services and Records Coordinator.

### Designated Time-Sensitive Courses

Some courses included in the curriculum of the Bachelor of Disability Management (BDM) or the Advanced Certificate in Return to Work (ACRTW) address themes, knowledge and specific content that may over time lose their relevance and become out of date, i.e., they are time sensitive.

The following courses have been designated as time-sensitive courses:

WHDM 203	Disability & Society
WHDM 304	Disability, Work & the Law
WHDM 402	Unions and the Workplace
WHDM 408	Workplace Insurance and Benefits
WHDM 409	The Changing Nature of Work

In order to ensure that the knowledge and skills of graduating students are current, these designated, time-sensitive courses *must be completed within five years prior to graduating from the BDM or ACRTW program*.

Students who have completed any of the designated, time-sensitive courses more than five years prior to graduation must re-qualify by either retaking the course or undertaking a challenge assignment in lieu of re-taking a course.

This requirement came into effect at the beginning of the Fall 2020 trimester and applies to all current students retrospectively.

Whenever a designated, time-sensitive course is completed by a student, the student's learning plan will be updated by the Registrar's office to show the future date after which the student will need to re-qualify in the course before being eligible to graduate. The updated learning plan will be provided to the student.

Students are responsible to monitor their academic program to ensure that they have completed all designated time-sensitive courses within five years of their application for graduation and, where necessary, to make arrangements with the Registrar's office to either retake a course or complete a challenge exam.

Students who find that they need to re-qualify in any designated time-sensitive course may apply to do so at any time.

Students will not be required to re-qualify by retaking or challenging courses that are prerequisites to the designated time-sensitive courses.

The University may, at its discretion, not offer designated, time-sensitive courses in any particular trimester. If such a course is not offered, the student will have the option of undertaking a challenge assignment to re-

qualify.

Students should carefully consider the regulations regarding Designated Time-Sensitive Courses and Maximum Time Periods for the Completion of Programs when planning their study schedule in order to avoid needing to re-qualify in certain subject areas.

### **Maximum Time Periods for the Completion of Programs**

Students must complete their program of studies within the following time periods:

Full-Time Four-Year BDM	7 years
2+2 Full-Time BDM	6 years
Four-Year Part-Time BDM	7 years
Advanced Certificate in Return to Work	4 years

1. Current students registered for the discretionary part time option who have exceeded these limits will be offered the option of registering for one of the options.
2. Students who do not complete a program within the specified time frame will not be able to re-enroll without the approval of the Senior Academic Leader.
3. Effective Fall 2021, students who have not registered for a BDM course for a span of three academic years will be considered to have withdrawn from the program and will be required to re-enroll in order to continue in the program.
4. In the case where a student is granted permission to re-enroll, the Senior Academic Leader will specify the time frame for completion of the program.
5. Students who re-enroll in the program can at the discretion of the Senior Academic Leader be granted transfer credits for selected courses they have completed.
6. Students can request a leave of absence from a program on medical or compassionate grounds. The time limit will be paused for the period of the leave of absence and resume when the student re-enrolls. However, the requirement that designated time-sensitive courses must be completed within five years of graduating from the BDM or ACRTW program will not be waived.

### **University Studies – Limit on Maximum Number of Courses**

University Studies refers to students who register for a BDM course on a one-off basis without registering for either the BDM degree or for the Advanced Certificate in Return to Work (ACRTW). This option provides a part-time pathway for students who want to gain an introduction to disability management or an understanding of a particular area of disability management or human resources without enrolling in the BDM degree program. Subject to the regulations regarding Designated Time-Sensitive Courses, all BDM courses can be used for credit towards the BDM degree.

Prior to the 2020-2021 Academic year, students were only permitted to complete up to three BDM courses before being required to register in the BDM or the ACRTW.

As of the 2020-2021 Academic year, the requirement that University Studies students register in the BDM or the ACRTW after taking a maximum of three BDM courses has been removed. University Studies students may complete as many BDM courses as they wish without registration in another program.

However, if a University Studies student ultimately intends to transfer their course credits to either the BDM or the ACRTW, they are cautioned to consider the regulations regarding Designated Time-Sensitive Courses set out above in order to avoid the need to re-qualify in a course.

University Studies students will be deemed to have participated in the PCU-WHS academic program only in the academic year during which they complete a course.

### **Full-Time Students**

PCU-WHS accepts the definition of a full-time student to be minimally 3 courses (totaling 9 credits) per trimester or 18 credits in a calendar year.

Students who wish to register as part-time students are recommended to complete 15 credits in any year.

## Course Load Limit

Unless otherwise defined by a Program, normally a full course load for an undergraduate student is not more than five courses or 15 credits per trimester. Students may not enroll in more than five courses or 15 credits per trimester without approval from the Senior Academic Leader or designate.

## STUDENT IDENTIFICATION NUMBERS

Each student is assigned a student number upon application for admission to PCU-WHS. Each student is issued only one student number which is included on all of the student's files, including all statements of examination results and on the student's record in financial and registration services.

## TUITION AND FEES

Tuition and fees are payable by the date of registration.

Upon application to the University, students are required to pay a non-refundable application fee. In the event that the applicant is not admitted, the application fee will be forfeited to the University. In the event that a student accepted into the University fails to complete their registration and/or fails to pay tuition fees on the date of registration, the application fee will be forfeited to the University. An applicant may have the application fee returned if they can demonstrate extenuating circumstances.

<b>Table of Tuition and Other Fees*</b>	
Application Fee (Non-refundable)	\$100.00
Tuition Fees per credit	\$254.00
Fees for a 3-credit course	\$762.00
Fees for a 1.5 credit course	\$381.00
Prior Learning Assessment and Recognition (PLAR) Credits	
PLAR Credit Fees for Flexible Admission	\$400.00
PLAR Credit Fees for Specialized Credits	50% of the cost of the credit course
Graduation Fees	
Bachelor of Disability Management	\$85.00
Advanced Certificate in Return to Work	\$50.00
Challenge Exam Fee	\$100.00 per credit
Official Transcripts	\$15.00

\*Fees are under review.

Students may request to withdraw from a course prior to the course start date or during the first week of the course. If the student's request is made prior to the course start date or within the first week after the start of the course, the University will refund the course tuition less the non-refundable application fee (if applicable) and charge an administration fee of \$75.00 per course. Students may have their tuition fees reimbursed after this date if they can demonstrate extenuating circumstances such as exceptional medical or compassionate reasons. Written application for special consideration must be made to the Registrar within 30 days of the course start.

The University reserves the right to change its tuition and other fees from time to time

### Cancellation for Non Payment of Tuition

Students who fail to pay or make arrangements to pay by the deadline will be de-registered. A reinstatement process may be available and a fee will be charged for reinstatement.

### Cancellation of a Course or Program by the University<sup>1</sup>

In the case of a cancellation of a course or program by the University, a full refund of both the application fee and tuition fee for that course or program will be made to the student.

<sup>1</sup> If PCU-WHS studies are interrupted by unanticipated institutional closure or program termination an agreement is in place (until September of 2024) that students be given the opportunity to complete studies with Toronto Metropolitan University (Bachelor of Health Administration).

## **COURSE PREREQUISITES**

A course prerequisite is a requirement for certain courses which normally are necessary to complete prior to registration in the course for which it is required. Students who wish to have a waiver for a particular course prerequisite must have signed permission from the instructor or faculty member and the Registrar. Students with a waiver must still meet the University residency requirements for the degree as well as all other requirements for the degree.

## **REQUIRED COURSES**

Required courses are courses that must be completed as a requirement of the degree, certificate or diploma.

## **PROGRAM INFORMATION**

As a special purpose University, PCU-WHS offers courses through a combination of distance learning and onsite delivery, a learning environment that can accommodate the needs of working adults and students in other locations in Canada and internationally.

## **GENERAL ATTENDANCE**

Students are expected to attend scheduled classes and participate in all course requirements. The University reserves the right to cancel any student's registration in a course or program of study due to lack of attendance.

## **COURSE DELIVERY**

BDM courses are delivered fully online on a trimester basis.

Students require a computer, an internet connection (high-speed internet is recommended), and internet browser software to participate in the courses. Ideally, students will have a computer with a sound card and speakers to listen to course videos and audio and video conferencing capability to participate in class online web conferencing. All courses require a word processing application such as Microsoft Word. Individual courses may have additional software requirements. Technical assistance is available for all courses.

Courses are instructor-led, group-based, and structured around weekly sessions.

Three-credit courses last for 12 weeks. In most courses, students are given the first part of each week to finish the required readings; the last half of the week is often dedicated to online discussion exercises, completion of assignments, or work on other course activities.

Students are expected to spend about 8-9 hours per week on each course, including approximately 4 hours on the required readings and 4 hours on course assignments or activities.

Note that this is a guideline and that these time estimates may vary depending on the course, the weekly session, and the individual student.

Course discussions are facilitated by a faculty member and include student-student and student-faculty interaction. Final assignments are often due 1 or 2 weeks after the end of the course.

Most course resources are accessed on the course website. However, some courses require students to also purchase a textbook. Online course materials include study guides, required readings, academic journals, government publications, links to web articles, supplemental resources, audio, and video. Course activities and student assessments include online quizzes, online discussion exercises, and individual assignments.

For further information and clarification, please contact Student Services.

Students will have access in Moodle to a course in which the student was registered until the end of the trimester following the trimester of course offering.

## **TRANSFER CREDIT**

The University recognizes the academic knowledge and achievement of students who have undertaken post-secondary studies at other colleges, institutes, or universities. Courses or programs taken at other recognized post-secondary institutions will be considered through block or transfer credit processes. Transfer credit must be approved by the Senior Academic Leader.

Credit may be given in one of the following ways:

- Assigned Credit means credit given for a specific University course when a course or courses are recognized as equivalent.
- Unassigned Credit means credit given when a course or program is considered worthy of credit at the University but is not equivalent to a specific University course.

In order to maximize the student's ability to meet program requirements whenever possible, credit will be granted for specific courses rather than unassigned credit.

Students who seek transfer credit must provide an official transcript from each institution at which courses were taken. If an articulation agreement does not already exist for the course(s) or program, it is the student's responsibility to provide detailed course information as needed to evaluate courses. For documents that are not in English, a translation by a certified translator is required.

The PCU-WHS official transcript will indicate the transferable courses and the number of credits for which transfer credit is granted. Credits will be calculated based on a normal 3 credits per 1 trimester course from a university, college or institute. Courses that do not conform with the 3 credit per 1 trimester system will be evaluated on a case by case basis.

Recognition by the University of studies completed at a previous institution does not imply, or in any way guarantee, that the transfer credits will be recognized by a third institution.

Students who have completed the 25 modules in the Disability Management Practitioner Certificate Program (formerly the Online Return to Work Coordinator Program) within a 3-year timeframe and received a formal Certificate of Completion, or who have current CDMP or CRTWC Certification will be granted block transfer credit for the following specific courses:

- WHDM 105 Disability and Management & Return to Work (3 credits)
- WHDM 215 Human Resources and Organizational Development (3 credits)
- WHDM 309: Job Analysis, Assessment Reports, and Accommodation Technology (3 credits)
- WHDM 318 Workplace Management and Communication Skills (3 credits)

PCU-WHS has transfer agreements\* with a number of educational institutions including:

- Academy Canada, NL
- Bow Valley College, AB
- Lethbridge College, AB
- North Island College (NIC), BC
- Sheridan College, ON
- Vancouver Island University (VIU), BC

\*under review

Detailed information about these transfer agreements can be obtained from Student Services.

### **PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)**

Prior Learning Assessment and Recognition (PLAR) is a process of evaluating prior learning obtained through work or life experience. PLAR for Flexible Admission is addressed under Admissions. This section pertains to PLAR credit for individual courses.

PLAR allows applicants who have completed prior learning equivalent to one or more courses in the BDM to obtain credit for those courses that can then be applied towards completion of the BDM degree. A portfolio describing the applicant's prior learning will be assessed by a qualified specialist and expert in the relevant field. Prospective students who wish to apply for PLAR are asked to contact the University for information and assistance in developing a portfolio for evaluation.

PLAR methodology relies on evidence of learning achieved through work experience, independent reading, volunteer work, or other relevant activities. It is based on documentation that provides authenticated evidence of learning and students must demonstrate learning at a level of achievement equivalent to students who have successfully completed the specific course for which credit is being requested.

PLAR is available for all specialty and PLAR credits are only granted on the basis that applicants meet all of the learning objectives of a course. Partial credits are not granted.

Students must be admitted to the University prior to applying for any PLAR credits.

At the admission stage, an applicant should indicate the courses for which they intend to request credits on the basis of prior learning and experience. A separate PLAR request form will be forwarded to the applicant for each course for which they indicate an intention to request PLAR credits. The completed form must be accompanied by a dossier of evidence supporting the request. The same evidence can be used to support a number of requests as long as it is clearly explained how it relates to the specific learning objectives of each course.

Acceptable evidence can include:

- Professional non-credit courses for which a certificate has been awarded.
- Professional certification or accreditation.
- Teaching or training practice.
- Work or professional experience.
- Documented research.
- Papers or reports for which the applicant can be confirmed as an author.
- Copies of presentations made at professional or academic conferences.

PLAR credit requests will be charged the PLAR credit fees.

A minimum period of 12 weeks is required to process a PLAR request. PLAR will be assessed by an instructor or faculty member who is an expert in the subject area.

## **RESIDENCY REQUIREMENTS**

In order to earn a PCU-WHS certificate, diploma or degree, a student must normally complete at least forty percent (40%) of the credits necessary for the graduation award with PCU-WHS.

Residency means that a student who earns a graduation award has studied with faculty members and other students at the University whatever the means of delivery.

Credits earned through Prior Learning Assessment and Recognition (PLAR) or transfer credit do not normally meet this requirement.

## **COURSE AUDIT**

Individuals who wish to audit a course must register as an audit student. Auditing a course is attending a course for personal reasons and not for credit.

Individuals who wish to audit a course must obtain a letter of permission from the course instructor or faculty member and provide it to the Registrar.

The student and the instructor or faculty member should agree (preferably in writing) on the expectations for a successful auditing of a course including requirements for attendance and levels of participation in class activities.

An audit student must pay the full cost of tuition fees for the course or courses.

Once a student has audited a course, the course is not open to PLAR and the student cannot use the course to satisfy admission, requisite or course requirements.

If an audit student subsequently requires an audit course for credit, the audit student must re-register in the course at the next appropriate start date and successfully complete the assignments and exams for that course.

An audit student will be given an "AU" grade for courses in which a student is registered as an audit student and no credit will be awarded for that course.

## **COURSE CHALLENGE**

In appropriate circumstances, the University will permit a student to challenge a course by examination for students who have fulfilled study equivalent to requirements for a course at the University.

Course challenge is the prerogative of the University and must have the approval of the University instructor or faculty member and the Senior Academic Leader or designate.

- A student is not permitted to challenge a course previously failed.
- A student may not challenge a course more than once.
- A course challenge is suitable for students currently registered with the University.
- Students considering challenging a course are urged to obtain permission prior to commencement of classes.
- The instructor or faculty member will set the examination requirement(s) to be met for successful course challenge.
- The instructor or faculty member will set appropriate grading standards for a course challenge.
- A course challenge is not permitted for a course for which credit has already been obtained at the University or through transfer credit except in cases in which a time-sensitive course has expired.

- The Prior Learning Assessment and Recognition Policy applies to a course challenge.
- A student may appeal a course challenge decision to the Academic Student Appeals Committee.

## COURSE WITHDRAWAL

The University will permit a student to withdraw voluntarily from a course in progress without academic penalty at any time before the **voluntary withdrawal deadline** (i.e., before the half-way point (50%) of the course).

A student may withdraw from a course by notifying the Registrar's office in writing.

The effective date of a notice of course withdrawal is the date the written notification was received by the Registrar's office.

If a student voluntarily withdraws from a course during the voluntary withdrawal period, the Registrar will mark the student's academic record with a notation of "WD", a notation which is for internal use only (i.e., will not appear on the student's transcript), and this course will not be considered when calculating the student's Grade Point Average (GPA).

If the effective date of a notice of course withdrawal is after the voluntary withdrawal period, the Registrar will mark the student's academic record with a notation of "W". The student's course transcript will note "W" and this course will not be considered when calculating the student's Grade Point Average (GPA).

Students who abandon a course by failing to notify the Registrar's office that they wish to withdraw will receive a grade of F.

In the event of demonstrated exceptional circumstances, such as death in the immediate family, a student's illness or accident, serious emotional problems, or an error on the part of the University, a student may withdraw without academic penalty from a course or program, after the voluntary withdrawal period with the approval of the Registrar. Late withdrawals may be considered up to one year from completion of the course or program.

A student may appeal a course withdrawal related decision to the Academic Student Appeals Committee.

## GRADE SCALE

Letter Grades mean the following:

Letter Grade	Numerical Grade	Grade Point Equivalent	Comment
A+	90 - 100	4.33	Excellent
A	85 - 89	4.00	Excellent
A-	80 - 84	3.67	Excellent
B+	76 - 79	3.33	Very Good
B	73 - 75	3.00	Good
B-	70 - 72	2.67	Good
C+	64 - 69	2.33	Satisfactory
C	60 - 63	2.00	Satisfactory
C-	55 - 59	1.67	Poor
D	50 - 54	1.00	Poor
F	0 - 49	0.00	Fail

## Transcript Notations

Notation	Definition	Comment
I	Incomplete or in progress	Not included in GPA
WD	Course withdrawal prior to voluntary withdrawal deadline	FOR INTERNAL USE ONLY; Not included in GPA
W	Course withdrawal on or after voluntary withdrawal deadline	Not included in GPA
WE	Withdrawal under extenuating circumstances after completion of a substantial portion of course requirements.	Not included in GPA; credit not granted
AU	Audit	Not included in GPA
AEG	Aegrotat (Ungraded Pass)	Not included in GPA

DEF	Deferred	Course work not completed, but instructor and student agree on completion at a later date. Becomes a grade based on work completed if deferred work is not completed by the deadline; if most of the course requirements have been met, could result in WE or AEG
VAI	Violation of Academic Integrity	If a student has previously violated forms of academic integrity, the student may be given an "F" with the designation "VAI" on the transcript.
CH	Successful course challenge	Not included in GPA. Students may challenge expired time-sensitive courses (in which case previous grade for course stands and is included in GPA); dated for semester of successful challenge
PLAR	Credit obtained by Prior Learning Assessment and Recognition portfolio assessment	Not included in GPA

### Grade Point Average

It is the policy of the University to calculate the Grade Point Average (GPA). The GPA for each trimester and the cumulative GPA for all courses completed to date are recorded on the student's official transcript.

### Verification of Grades and Grade Point Averages

Students are encouraged to verify their grades and grade point averages at the end of each trimester in which they have taken courses. Any problems should be drawn to the attention of the Student Services & Records Coordinator within one month of the end of the trimester by email to: [education@pcu-whs.ca](mailto:education@pcu-whs.ca)

Students can view their **unofficial academic transcript** through their MY PCU-WHS account. To access your MY PCU- WHS account, please go to [www.pcu-whs.ca](http://www.pcu-whs.ca) and click on the MY PCU-WHS link in the top right-hand corner. Log in using your PCU-WHS credentials. To view your unofficial transcript, please click on "Download Academic Unofficial Transcript" under your "Transcript" tab.

### Calculation of Grade Point Average

A student's Grade Point Average is the Weighted Average of the grades awarded to the student by PCU-WHS for a specified period.

In order to calculate an average grade, PCU-WHS assigns a Grade Point Equivalent to each Letter Grade awarded to a student.

Letter grades are awarded on a scale ranging from a low of F to a high of A+

Similarly, Grade Point Equivalents fall on a scale from a grade point of 0.00 (assigned to an F) to a grade point equivalent of 4.33 (assigned to an A+).

The Table below shows the Grade Point equivalent for each Grade on the PCU-WHS grading scale.

Grade	Grade Point Equivalent
A+	4.33
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D	1.00
F	0.00

A student's trimester Grade Point Average is the weighted average of all Grade Point Equivalents assigned for all courses completed at PCU-WHS during a specific trimester.



A student's Cumulative Grade Point Average is the weighted average of all Grade Points assigned for all courses completed to date at PCU-WHS.

*Weighted* average means that when calculating a Grade Point Average, the Grade Point assigned to the grade in a specific course is weighted by the credit value of the course. That is, a Grade Point assigned to the grade in a 3-credit course carries twice the weight of a Grade Point assigned to the grade in a 1.5-credit course. For example, a Grade Point assigned to WHDM 307 (a 3-credit course) carries twice the weight of a Grade Point assigned to WHDM 303 (a 1.5 credit course).

### Example of Grade Point Average Calculation

The Table below illustrates the calculation of Grade Point Average for four courses completed in a trimester.

The formula for calculating Grade Point Average is: The sum of the Weighted Grade Point Equivalent values of the student's Grades achieved in all courses during a specific period (e.g., a trimester) divided by the total number credits attempted during the period.

Grade Point Equivalents are weighted by the number of academic credits of the course for which a Grade Point Equivalent is assigned.

For a given period:  $GPA = \text{Sum (Weighted Values of each Grade Point Equivalent)} / \text{Sum (credits attempted)}$ . In this case, during the trimester, the student attempted 10.5 credits for a total weighted Grade Point Equivalent of 37.98. Therefore, the Grade Point Average is  $37.98 / 10.5 = 3.62$

To calculate Cumulative Grade Point Average, the same calculation would be used except that it would include all grades and Grade Point Equivalents to date.

Column A	Column B	Column C	Column D	Column E	Column F
Course	Grade	Grade Point Equivalent	Total Credits Earned during the Trimester	Weighted Value (Credits X Grade Point)	Grade Point Average
WHDM 303	A	4.00	1.5	6.00	
WHDM 307	B+	3.33	3.0	9.99	
WHDM 405	B	3.00	3.0	9.00	
WHDM 406	A+	4.33	<u>3.0</u>	<u>12.99</u>	
Total			<b>10.5</b>	<b>37.98</b>	Column E / Column D
		Grade Point Average			<b>3.62</b> <b>(37.98 / 10.5)</b>

If a student repeats a course, only the highest grade received for the course will be used in calculating Cumulative GPA.

Credit awarded for any form of Credit for Prior Learning (transfer credit, challenge credit, portfolio assessment) or grades for which no Grade Point is assigned (I, WD, W, WE, AU, AEG, DEF) are not included in the calculation of a GPA

Grades awarded by another institution under a letter of permission from PCU-WHS are considered to be transfer credits and are not included in the calculation of a GPA.

### Official Transcripts

Students can view and print their **Unofficial Transcript** at any time through their My PCU-WHS Account. Students requiring **Official Transcripts** can request an Official Transcript Request form by contacting the Registrar's Office. Official transcripts are mailed directly from the Registrar's Office to the addressee indicated on the Official Transcripts Request form.

### Academic Warning and Academic Probation

Students who are considered by an instructor or faculty member to be at risk during a course will be notified in writing and may be required to undergo a performance review. At the end of the review period, the instructor or faculty member will determine the student's ongoing status in the course.

Students registered in any number of credits who earn less than an average of 2.00 (i.e., below C- or D) over two trimesters combined will be placed on probation when they register next. To have probationary status

removed; students must obtain a GPA of 2.00 (C) or better at the end of the probationary year. If a student's GPA is below 2.00 (C) at the end of a probationary year, they will be prohibited from re-registering in any University undergraduate programs at the University in the next year.

## **STUDENT SERVICES**

### **Academic Advising**

PCU-WHS has both instructors and faculty assigned as student advisors in academic matters and support personnel to assist in more personal issues. Initially, the Office of the Registrar will be the student point of contact.

### **Computing Services**

Students will receive a number of services online including:

- admissions and registration,
- access to student support,
- the Library, and
- the University's learning system.

Students may access the University's wireless network when on campus. Students are expected to provide their own hardware, internet connection, internet browser and word processing software to access the University's computing facilities.

The computing and communication facilities and services provided by the University are intended for University activities only such as teaching, research and administrative purposes.

### **Library**

PCU-WHS provides access to a comprehensive online library. The library is provided and maintained by EBSCO Information Services, a well-known provider of academic library products and services. The online library includes access to:

- HR Source which includes more than 260,000 full-text records and complete coverage of more than 100 journals. Topics include employee recruiting and retention, employee benefits and compensation.
- Academic Search Elite, which includes approximately 1,600 active full-text journals and magazines (1,300 active full-text peer-reviewed journals). Academic Search Elite covers all major academic disciplines and is a rich source of full-text journals and abstracted and indexed journals.
- Business Source Elite, which includes 600 active full-text journals and magazines, 350 of which are active full-text peer-reviewed journals.
- Online Search Tools: In addition to the specific databases described above, the EBSCO application also offers a variety of research tools.

Students will be guided by faculty to find and apply appropriate information to course assignments and to build critical information literacy skills that support independent learning and professional practice.

For students taking courses on campus, there is an onsite library commons housing a collection of national and international publications including books, periodicals and journals dealing with each of PCU-WHS's specializations.

### **Students with Disabilities**

The University makes its courses and programs accessible to students with disabilities in accordance with the Human Rights Code of British Columbia.

The University will reasonably accommodate students with disabilities on the basis of current documentation. Students are required to self-identify and bring requests for accommodation or changes in accommodation to the attention of the Registrar, allowing for reasonable time for the University to respond.

The University may offer a student provisional accommodation for a limited period of time pending submission of complete and acceptable documentation. The University may also provide accommodations for students with temporary disabilities on a case-by-case basis.

## **ACADEMIC COMPLAINTS AND APPEALS**

The University recognizes that concerns can arise from time to time with regard to academic issues. A student may make a complaint or appeal a decision respecting academic performance that affects grades or standing. A student may also make a complaint respecting quality of instruction.

Academic performance includes student evaluation, attendance, placement, transfer, accommodation of disability, admission, course challenge, course requisites, prior learning assessment and recognition, course

load, course withdrawal or any other decision made by an instructor or faculty member or committee affecting grades or standing, providing the complaint or decision being appealed was made or was purported to be made on academic grounds.

When a student has a concern or complaint respecting academic performance, the procedures to be followed are stated under the Steps in the Investigation Process for Academic Complaints and Appeals.

### **Steps in the Investigation Process for Academic Complaints and Appeals**

1. When a student has a concern or complaint respecting academic performance about the following issues, they must first informally approach the course instructor or faculty member to seek resolution: student evaluation, attendance, placement or other decisions made by an instructor or faculty member or committee member affecting grades or standing providing the complaint or decision being made was made or was purported to be made on academic grounds.
2. Complaints about the quality of instruction should be directed to the Senior Academic Leader. Contact may be obtained from the Office of the Registrar.
3. When a student has a concern or complaint respecting academic performance about the following issues, they must first informally approach the Office of the Registrar to seek resolution: accommodation of disability, admission, course challenge, course prerequisites, prior learning assessment and recognition, course load or course withdrawal.
4. If the student accepts the resolution to the matter, the matter will be deemed to be closed.
5. The student has the right to appeal to the Registrar the decision of the instructor, Senior Academic Leader, or Office of the Registrar. The Registrar will meet with the student. Students may request and will be granted the right to have the presence of a third party, such as a peer, attend the meeting. If the student does not accept the proposed resolution of the matter, the student can appeal to the Academic Student Appeals Committee through the filing of a formal written application to the Office of the Registrar. The student is to be informed in writing of the results of the meeting with the Registrar within a reasonably short timeframe.
6. Appeal to the Academic Student Appeals Committee: The Chair of the Academic Student Appeals Committee will convene the committee to review the student appeal and the decision of that committee shall be final. All material concerning the allegations will be forwarded to the committee including the student's formal appeal at least 1 week before the committee meeting.

A letter documenting the outcome of the meeting will be sent to the student and included in the student's file within a reasonably short timeframe.

### **ACADEMIC INTEGRITY AND STUDENT RESPONSIBILITIES**

Academic Integrity is a core value of Pacific Coast University for Workplace Health Sciences. Academic Integrity is fundamental to the creation of knowledge and is an essential part of the University's teaching and learning processes. Academic Integrity means being honest in the completion of all academic work. Examples of academic integrity include acknowledging others when using their work or ideas, not representing the work of others as one's own, not cheating on exams or assignments, being honest and forthright when participating in a practicum or other activities of the university, and acknowledging the work of fellow students when collaborating on assignments and projects.

A deliberate breach of academic integrity is considered to be academic misconduct. Penalties for academic misconduct may range from a letter of warning, a reduction in grade, involuntary withdrawal from a course or program through to involuntary withdrawal from the University.

#### **Student's Responsibilities**

Students have an obligation to conduct themselves with academic integrity in all aspects of their studies, including particular responsibilities related to learning, research, examination and practicum placements. They are expected to be honest, trustworthy and forthright in all of their academic endeavours. Academic integrity is a standard expectation and highly regarded value in all aspects of academic learning and inquiry.

Students are responsible for developing an appreciation and understanding of academic integrity and for understanding the expectations of their instructors and courses regarding academic integrity.

#### **Forms of Academic Wrongdoing**

There are many forms of academic wrongdoing in the field of university learning and research. The following

examples are meant to be illustrative and not exhaustive.

### **Use of ChatGPT and other AI:**

Use of any generative Artificial Intelligence, such as ChatGPT, Copilot+, Gemini, Bard, or other AI tools in course assignments and discussions is typically considered a breach of academic integrity. However, instructors have the discretion to allow it in certain instances and for specific purposes. It is the student's responsibility to read course syllabi carefully and to consult instructors if there are any questions about the use of AI in any specific course or for specific assignments and/or discussions. When permitted by an instructor, the use of generative AI in researching must be clearly referenced and supported by other non-AI references, and references obtained by research using ChatGPT or other AI must be verified and read.

### **Cheating**

*Cheating involves the use of unauthorized aids during testing or other evaluation contexts, including assignments. It also includes contracting other individuals to complete work on behalf of the student and engaging in unauthorized collaboration.*

*The term "assignment" includes any work submitted towards the course grade, including assignments, discussions, or any other graded course activity.*

#### **Examples**

- Submitting an assignment or parts thereof previously submitted in a previous course.
- Using unauthorized material or aids during the preparation of an assignment.
- Purchasing an essay or an assignment from a website or other source and submitting it as one's own work.
- Having another student complete an assignment or take a quiz/test/exam on behalf of the student.
- Purchasing or obtaining editing services that make substantial changes to an assignment to the point that it no longer represents the individual student's own capabilities.
- Communicating with someone other than the instructor or proctor during a quiz/test/exam.
- Discussing an assignment with another student and then independently writing an essay or assignment containing the same themes and ideas as the other student's work.
- Incorporating suggestions from another student into an assignment or paper.
- Working on an independent assignment (i.e., not a group assignment) with one or more other students, or other individuals.
- Asking another student or other individual to write a portion of his or her assignment.
- Reviewing a previously submitted assignment, and/or instructor's feedback, which was provided by another student in the course, to help with producing one's own assignment.
- Reviewing a previously submitted assignment, and/or instructor's feedback, which was provided by a student who took the course in a prior semester, to help with producing one's own assignment.
- Leaving a computer unattended, allowing another student to copy material and use it as his or her own.
- Communicating with someone other than the professor or proctor during a quiz/test/exam.
- Using unauthorized material or aids during a quiz/test/exam.
- Copying answers from another student during a quiz/test/exam.
- Obtaining information or answers provided by another student during a quiz/test/exam.
- Working on a take-home or online exam with others.

### **Plagiarism**

*Submitting any type of work produced by another source without acknowledging that source. This includes written text, data, tables, charts, and figures, as well as ideas that are not your own but that you have acquired from another source. "Another source" includes, but is not limited to, work or material from a previous course, another student, an online source, a webpage, a book, an article, or a library holding.*

#### **Examples**

- Submitting an assignment or parts thereof that you previously submitted for another course.
- Submitting an assignment or parts thereof previously submitted by *another* student in the same course or in another course.
- Failing to include quotation marks around word-for-word quotes, despite citing and/or referencing source(s).
- Copying work from another student.
- Failing to cite and reference paraphrased passages taken from other sources.
- Failing to cite and reference ideas taken from other sources.
- Copying part, or all, of a source without in-text citations or references.

- Using an online translator to convert someone else's work and then claiming it as one's own work.
- Copying material from the Internet without citations or referencing.

### **Citing and Referencing Issues**

*This category includes incidents resulting from a misunderstanding of the rules and techniques of citing and referencing.*

#### **Examples**

- Failing to include quotation marks around word-for-word quotes despite citing and referencing source(s).
- Forgetting to cite paraphrased passages taken from other sources
- Citing and referencing all sources but failing to include all the required citation or reference elements.
- Altering or inventing one or more facts, data, or references in an assignment.
- Citing references that you have not read.
- Citing a reference to support a point/idea that is not addressed in the reference cited.

### **Misrepresentation**

*Engaging in deception by falsifying information.*

#### **Examples**

- Altering or falsifying medical, academic, or other documents or records.
- Misrepresenting the reason for requesting an extension on a test or assignment.
- Misrepresenting the reason for requesting an accommodation.
- Posing as another student to take an assessment or to complete an online course.

### **Copyright Infringement**

*Copying work beyond what is allowed under Canadian Copyright law or as permitted by the copyright owner regardless of referencing.*

#### **Examples**

- Downloading an infringed copy of a textbook or other resource from a website.
- Streaming an infringed copy of a video from a website.
- Photocopying or scanning a substantial part, or in full, a copyright-protected textbook or other resource without permission.
- Selling another student an infringed electronic version of a required textbook or other resource.
- Using licensed material (e.g., material from the library) in a way that was contrary to the license or user agreement.
- Copying beyond what is allowable as established in the Canadian Copyright Act.

### **Unethical Team Behaviour**

*Interfering with the ability of another student to successfully complete academic work.*

#### **Examples**

- Withholding information from a team member.
- Excluding another student(s) from a group project.
- Intentionally missing a group presentation.
- Not participating in a group project.
- Giving a friend a higher grade than deserved in a peer-graded assignment.

### **Abetting Unethical Behaviour**

*Uploading and sharing any course materials (e.g., assignment, test, exam) that are not allowed to be distributed, to a third-party website (e.g., Course Hero, Chegg, etc.), or uploading one's own assignment to a third-party website (e.g., Course Hero, Chegg, etc.) that is then taken and submitted by another student for credit.*

#### **Examples**

- Uploading testing materials to a third-party website (e.g., Course Hero, Chegg, etc.).
- Uploading material to a third-party website (e.g., Course Hero, Chegg, etc.) that contains copyrighted material (e.g., Study guides, instructions, templates, rubrics, Course Outlines, etc.).

- Uploading work (e.g., assignment, test, exam, etc.) to a third-party website (e.g., Course Hero, Chegg, etc.); another student may take that work and submit it as their own.

## Other Forms of Academic Misconduct

### Examples

- Submitting falsified academic or professional references.
- Claiming untruthful academic or professional achievements to the University.
- Withholding information that is appropriate or supplying incorrect or fraudulent information or documentation in order to obtain an unfair academic advantage or benefit.
- Impersonation of others with regard to academic achievements or awards.
- Illicitly changing or being an accessory to the altering of any official transcript or grade.
- Knowingly breaching any University rule, policy, or regulation.
- Knowingly breaching any rule, policy, or regulation developed by bodies of competent authority and having specific application to the University.
- Breaching the law.

## Regulations and Procedures for Investigating Violations of Academic Integrity

1. When an instructor or faculty member believes that a student has violated academic integrity through an act of academic wrong-doing, the instructor or faculty member will first contact and advise the student that an issue of academic wrong-doing is suspected. The instructor or faculty member will schedule a meeting with the student and present the evidence and allegation in writing. Normally, given that curriculum is primarily delivered online, this will be an online meeting. Students may request and will be granted the right to have the presence of a third party, such as a peer, attend the meeting. Pending the results of this meeting, the matter may be dropped, or the instructor will impose a penalty under consultation with the Senior Academic Leader, advise the student of the procedures outlined below and of their right to appeal, and step 2 of the process will follow. The student is to be informed of the results of the meeting in writing within a reasonably short timeframe.
2. The instructor or faculty member will compose a letter (in pdf form) that outlines the incident, with evidence and resolution, and advises the student of their right to appeal. This letter will be sent to the student and put in their file.
3. The student has the right to appeal the instructor's decision to the Registrar. The Registrar will meet with the student. Students may request and will be granted the right to have the presence of a third party, such as a peer, attend the meeting. If the Registrar believes that a violation of academic integrity has occurred and if the student does not accept the proposed resolution of the matter, the student can appeal to the Academic Student Appeals Committee through the filing of a formal written application to the Office of the Registrar. The student is to be informed in writing of the results of the meeting with the Registrar within a reasonably short timeframe.
4. Appeal to the Academic Student Appeals Committee: The Chair of the Academic Student Appeals Committee will convene the committee to review the student appeal and the decision of that committee shall be final. All material concerning the allegations (i.e., the file created in step 1 above) will be forwarded to the committee including the student's formal appeal at least 1 week before the committee meeting.

A letter documenting the outcome of the meeting will be send to the student and included in the student's file a reasonably short timeframe.

5. If a penalty is deemed appropriate **the academic penalty will be based upon the nature of the alleged misconduct, whether it was deliberate, the number of prior offences, and other possible mitigating factors.**

Penalties at any level can include one or more of the following:

- 1) An informal warning indicating the misconduct is not acceptable to the University and that future incidents will be treated more forcefully;
- 2) A reduction in grade assigned for coursework;
- 3) Requirement of resubmission of the coursework;

- 4) Requirement of additional work, e.g., completion of an activity designed to inform the student regarding the particular academic misconduct for which they are being penalized;
- 5) A formal warning indicating the misconduct is not acceptable to the University and that future incidents will be treated more forcefully;
- 6) Assignment of a grade of 0 on the course component where misconduct is alleged;
- 7) A grade of 0 for the course where misconduct is alleged;
- 8) Placing the student on Academic Probation
- 9) Removal from the program and University.

In the event that a grade of 0 for the course is recommended, the student may be given

- a) an "F" or failure in the course. A student may not withdraw from the course in question or receive a refund for the course, or
- b) an "F" or failure in the course with the Designation Failure due to Violation of Academic Integrity (VAI). Option "b" is more likely if the student has previously violated forms of academic integrity.

## **STUDENT CODE OF CONDUCT**

Students at PCU-WHS have an obligation to conduct themselves in a respectful manner with all members of the University community. To view the detailed Student Code of Conduct policy, please contact the Office of the Registrar or visit the Policy area of the website at:

<https://www.pcu-whs.ca/programs/policies-and-procedures/>

## **HARASSMENT AND THE PREVENTION OF DISCRIMINATION**

The basis for interaction among all members of the University is mutual respect, cooperation and understanding. Harassment and discrimination, as defined by the BC Human Rights Code, violates fundamental rights, personal worth and human dignity.

The University considers harassment and discrimination to be a serious offence that is subject to a range of disciplinary means up to and including suspension from the University.

## **SEXUAL VIOLENCE AND MISCONDUCT**

Pacific Coast University for Workplace Health Sciences is committed to maintaining an environment where faculty, staff, students and others can participate in the activities of the University without fear of sexual misconduct.

The University has zero tolerance for sexual misconduct associated with any of its activities. Acts of sexual misconduct associated with any aspect of the University's activities are prohibited.

It is the responsibility of all members of the university community to contribute to ensuring that the university is free of sexual misconduct.

Any member of the university community who is concerned that they have been the victim of sexual misconduct or has become aware of sexual misconduct in the university community is encouraged to report the matter immediately in order to determine what options are available to address the problem.

## **PRIVACY**

Protecting personal information is one of the University's highest priorities. The University manages the collection, use and disclosure of personal information, uses best practices consistent with British Columbia's Personal Information Protection Acts, SBC, 2003, c. 63 as amended ("PIPA").

In the normal course, the University will inform students whose personal information it collects, why and how this personal information is being collected, used and disclosed. The University will obtain an individual's consent when such consent is required and will manage personal information in a manner that is consistent with PIPA and that a reasonable person would consider appropriate in all circumstances.

Responsibility for ensuring compliance with the Policy rests with the Registrar.

## **RESEARCH ETHICS**

Students conducting human participant research must comply with the University's policies on human participant research. Students considering research with human participants must work with a faculty member or instructor who will assist the student with compliance under the University's Research policies.

## STUDENT EVALUATION

Faculty members or instructors shall provide their students a course outline at or prior to the first session of every course. The course outline will include a clear statement of the contents and methodology of the course, the manner in which grades will be assigned, and the responsibilities of the students with respect to assignments, participation and attendance.

Course outlines will also include information as to whether their courses include final examinations or final assignments. Final examinations or final assignments shall not constitute more than 50 percent of the final grade.

## BACHELOR OF DISABILITY MANAGEMENT (BDM)

The Bachelor of Disability Management (BDM) is a unique degree with an applied focus. The degree is unique because it is the first and only degree of this nature and level internationally.

The BDM provides graduates with two key focuses:

- 1) the knowledge, skills and competencies to assist absent workers to return to work, and
- 2) the knowledge, skills and competencies to assist employing organizations, service providers and insurers in the public, private and not-for-profit sectors to introduce and operate cost-effective and responsive Disability Management (DM) and Return to Work (RTW) programs.

The Bachelor of Disability Management degree will be of interest to working adults who seek a credential related to their current field of activity – most typically health, human resources, occupational health and safety, insurance, rehabilitation, case management, union representation, disability services or government services, and to students graduating from high school, who wish to pursue a career in workplace health sciences.

In the new and evolving field of disability management, this degree is designed to give students the necessary technical skills and to empower them as leaders in reshaping the approach and systems involving workers with disabilities, injuries, illnesses or health conditions.

### Program Overview of the BDM

*WHDM 105: Disability Management & Return to Work is a required course for those entering third year*

Year One			Year Two		
Courses		Credits	Courses		Credits
<b>WHDM 102:</b>	Workplace & Workplace Health Sciences	3	<b>WHDM 203:</b>	Disability & Society	3
<b>WHDM 105</b>	Disability Management & Return to Work	3	<b>WHDM 206 (310):</b>	Decision Making & Data Analysis	3
<b>WHDM 106</b>	The Body and Mind at Work	3	<b>WHDM 207 (311):</b>	Case Analysis & Research Methods	3
<b>WHDM 107</b>	Workplace Prevention & Health Promotion	3	<b>WHDM 215</b>	Human Resources & Organizational Development	3
<b>ERDM 101:</b>	100+ Level Humanities / Social Science Elective	3	<b>ERDM 201:</b>	100+ Level Humanities / Social Science	3
<b>ERDM 102:</b>	100+ Level Business Elective	3	<b>ERDM 202:</b>	100+ Level Business or;	
<b>ERDM 103:</b>	100+ Level Health Science Elective	3	<b>WHDM 211:</b>	Independent Study in a Work Disability Issue	3
<b>EDDM 101:</b>	100+ Level Discretionary Elective	3	<b>ERDM 301:</b>	200+ Level Health Science or;	3
<b>EDDM 102:</b>	100+ Level Discretionary Elective	3	<b>WHDM 102:</b>	Workplace & Workplace Health Science	
<b>EDDM 103</b>	100+ Level Discretionary Elective	3	<b>EDDM 201:</b>	100+ Level Discretionary Elective or;	3
			<b>WHDM 212:</b>	Introduction to Professional Ethics	
			<b>EDDM 301:</b>	100+ Level Discretionary Elective or	3
			<b>WHDM 211:</b>	Independent Study in Work Disability Issue	
			<b>EDDM 302:</b>	100+ Level Discretionary Elective or	3



Total Credits 30			Total Credits 30		
Year Three			Year Four		
Courses		Credits	Courses		Credits
<b>WHDM 302:</b>	Physical Impairments and Work Retention	3	<b>WHDM 303:</b>	Introduction to Vocational Rehabilitation	1.5
<b>WHDM 304:</b>	Disability, Work & the Law	3	<b>WHDM 401:</b>	Ergonomics	3
<b>WHDM 306:</b>	Applied Research	3	<b>WHDM 402:</b>	Unions & The Workplace	3
<b>WHDM 307:</b>	Mental Health Conditions & Work Retention	3	<b>WHDM 404:</b>	Economics of Workplace Health Initiatives	3
<b>WHDM 308</b>	Case Management: Information Gathering	3	<b>WHDM 405:</b>	Ethics in Disability Management	3
<b>WHDM 309:</b>	Job Analysis, Assessment Reports & Accommodation Technology	3	<b>WHDM 406:</b>	Case Management & Service Coordination Part 2	3
<b>WHDM 318</b>	Workplace Management and Communication Skills	3	<b>WHDM 407:</b>	Conflict Resolution & Negotiation in the Workplace	3
<b>EDDM 303:</b>	100+ Discretionary Elective	3	<b>WHDM 408:</b>	Workplace Insurance & Benefits	3
<b>EDDM 304:</b>	100+ Discretionary Elective	3	<b>WHDM 409:</b>	The Changing Nature of Work	1.5
<b>EDDM 401:</b>	200+ Discretionary Elective or;	3	<b>WHDM 410a:</b>	Final Project or;	3
<b>WHDM 314:</b>	Practicum		<b>WHDM 412a:</b>	Practicum Preparation and Sectoral Study	3
			<b>WHDM 410b:</b>	Final Project or	3
			<b>WHDM 412b:</b>	Final Practicum	
Total Credits 30			Total Credits 30		

The BDM degree is comprised of 120 credits. These include 75 specialized credits related to the area and 45 credits of both required and discretionary electives. Students may use previously earned credits from one- and two-year college programs or other PCU-WHS university-level credit programs to fill the elective requirements. The degree courses can be completed by program years 1-4, as outlined in the Program Overview of the BDM table (above), and/or can be taken on an individual self-paced approach by working professionals.

## PATHWAYS TO THE BDM

### Secondary School Graduates

Students accepted to the BDM who have graduated from secondary education at an equivalent level to Canadian High School Grade 12 will be assigned a first year standing and will be required to complete Year 1, 2, 3, and 4, for a total of 120 credits. Students will also be required to complete an academic writing requirement as part of the elective requirements for the degree.

### Post-Secondary Students

Students accepted to the BDM who have completed 30 credit courses or more from another post-secondary institution will normally be assigned transfer credits and enter into second year standing. Students will be required to complete all of the specialized credits and some electives for a total of 90 credits.

### Associate or Undergraduate Degree Pathway (2+2 BDM)

Students with an Associate or Undergraduate Degree are eligible to receive advance standing in the BDM program. These degree holders will normally be deemed to have met the breadth requirement for the BDM and can complete all of the remaining requirements (60-credits) for the BDM in as little as two years.

### Trades to Academic (TTA) Pathway

Students holding a verifiable Red Seal Certification may be granted 57-60 transfer credits towards admission into the 2+2 BDM program under the Trades To Academic (TTA) policy at PCU-WHS.

### Institutional Block Transfer Agreements

There are two types of pathways for institutional block transfer agreements:

1) Students accepted into the BDM from another post-secondary institution with a block transfer agreement of 60 transfer credits or more will normally be assigned a third year standing. Students will generally be required to complete 60 credits in the BDM.

2) Students accepted into the BDM from another post-secondary institution with a specialized block transfer agreement with less than 60 transfer credits will be assigned a standing and a specified number of credit courses required to complete the BDM on an individual basis.

### **Individual Block Transfer**

Students accepted into the BDM, that are not part of an institutional block transfer agreement may be considered for Individual Block Transfer credit for courses and will be assigned a standing and a specified number of credit courses required to complete the BDM on an individual basis.

### **Professional Designation Pathway**

Students who have a current professional designation of CDMP or CRTWC and are accepted into the BDM will receive a block transfer credit for specific specialized courses.

### **Flexible Pathway**

Students who are accepted into the BDM through flexible admissions will be able to apply for PLAR credits and transfer credits if available. Students will be assigned a standing and the total number of credit courses required to complete the BDM on an individual basis.

## **ADVANCED CERTIFICATE IN RETURN TO WORK (ACRTW)**

### **Stream 1 Canadian Perspective or Stream 2 International Perspectives**

The Advanced Certificate in Return to Work is targeted at professionals who already have an undergraduate degree in a field other than disability management and some work experience related to workplace health science. It offers qualified applicants who wish to achieve a specialized academic credential in the field of return to work, and who do not wish to register for the full Bachelor of Disability Management. The Advanced Certificate in Return to Work provides students with an understanding of the required conceptual frameworks and their application to return to work, and equips them with the knowledge, skills and attitudes to enable them to work within the specific area of return to work for ill or injured workers.

Students who successfully complete the Advanced Certificate in Return to Work will have the competences for successful performance of the range of specialized activities required to achieve successful return to work outcomes in complex and non-routine settings for people with both physical and psychological health conditions. Specifically, it is designed to develop the competences that are required to help individual workers return to work after a temporary or permanent impairment and to assist the organizations and other actors to provide effective supports and interventions to retain a worker with a health condition in their current position or workplace, or to reintegrate long term absentees. The program provides skills and knowledge from the range of disciplines that contribute to the practice of disability management and engages students in a comprehensive analysis of the theory and practice that underlie the organizational structures and processes required to successfully return workers with disabilities to a job.

There are two streams of The Advanced Certificate in Return to Work: Stream 1 is focused on Canadian Perspectives and Stream 2 includes International Perspectives on return to work. Stream 1, Canadian Perspectives, comprises 30 specialized credits selected from the Bachelor of Disability Management degree that are specifically related to return to work. Stream 2, International Perspectives, comprises 24 credits selected from the Bachelor of Disability Management degree specific to return to work plus 6 credits that are specific to international issues related to return to work. Students will decide which stream of the ACRTW they wish to register in once they are accepted into the program. Students who decide to complete the full BDM program will receive credit for their studies in the Advanced Certificate in Return to Work.

In addition to a required introductory course which covers an overview of the field and practice of disability management, the program includes courses that address disability, work and the law; physical and mental health impairments and work retention; job analysis, assessment reports, accommodation technology and ergonomics; interviewing skills for helping professions, case management and service coordination and ethics; and workplace insurance and benefits. The international courses focus on international policies, international best practices and guidelines, and international systems and organizational issues that shape opportunities for return to work.

## Entry Pathways to the ACRTW

Entry criteria to the ACRTW program includes a minimum cumulative grade point average (GPA) of B- and completion of a 3 or 4 year undergraduate degree from a recognized institution.

## GRADUATION AND THE APPROVAL OF GRADUANDS

The student needs to apply to graduate. A graduand must pay any graduation fee set by the Board and published in the University Academic Calendar.

The Chancellor, or in their absence, the President of the University, will confer, on behalf of the Board of Governors, appropriate graduation awards, including degrees, diplomas and certificates, upon receiving from the Registrar a list of graduands as having satisfied the academic requirements established by the University for a graduation award.

## PRE-APPROVAL OF COURSES FOR CONTINUING EDUCATION HOURS

All courses in the BDM and the ACRTW have been endorsed for continuing education credit (CEC) hours by the Canadian Society of Professionals in Disability Management (CSPDM) for the professional designations of Certified Disability Management Professional (CDMP) and Certified Return to Work Coordinator (CRTWC).

## COURSE DESCRIPTIONS

### Bachelor of Disability Management

#### **WHDM 102: The Workplace & Workplace Health Sciences (3 credits / 36 CEC hours)**

The purpose of this course is to explore the field of workplace health sciences and to provide an understanding of the interaction between work, the workplace, workers, and society at large in creating an environment in which the health and safety, work capacity and well-being of people in the workplace is enhanced, maintained, supported or diminished. Issues that determine how workplace health is managed, contributing factors, and the role of stakeholders will be explored. The emergence of health and safety, disability management, and wellness programs in the workplace will also be examined.

#### **WHDM 105: Disability Management & Return to Work (3 credits / 36 CEC hours)**

The purpose of this course is to introduce students to three components of disability management: disability management as a discipline and the value it provides, corporate disability management programming best practice, and the role of an effective disability management practitioner in driving client experience. In each component, students will develop a broad understanding of theories and concepts that underline disability management, legislative and policy frameworks, disability benefits and financial impacts to workers and employers, working with multiple stakeholders, client experience, and strategies and practices to achieve work retention, and/or early return to work for workers who experience a work-related injury, or who are at risk of a health-related absence.

#### **WHDM 106: The Body and Mind at Work (3 credits / 36 CEC hours)**

This course provides a multidisciplinary introduction to the interaction between physiological, biomechanical and psychomotor functioning and psychological, cognitive, and emotional processes. It provides an introduction to physiological and cognitive systems from the standpoint of the work context. Students will situate their learning about the body and mind at work in different work situations. The course provides an insight into the dynamic interaction between an individual and work using a biopsychosocial perspective on mental and physical functioning. It also explores the interaction between work and physical and mental health and well-being, and the effectiveness of workplace strategies developed to maintain worker health and capacity, and to respond to problems.

<b>WHDM 107: Workplace Prevention &amp; Health Promotion (3 credits / 36 CEC hours)</b>
The purpose of this course is to provide an understanding of the major components of an occupational health & safety program and management system, as well as of health promotion and workplace wellness within the context of population health. Students will explore the processes related to identifying, measuring, and mitigating risks to health and safety as well as population health determinants with a particular emphasis on employment and employment-related factors. Students will learn about theories related to individual health behaviors, and the role of workplace wellness and culture as factors influencing the physical and mental health of workers. Students will examine the characteristics of psychologically healthy workplaces and programs to promote the mental wellbeing of workers. The course will also address the considerations that influence decisions about program components including marketing, communication, quality management & assurance, budgeting, purchasing, delivery, and evaluation.
<b>WHDM 203: Disability &amp; Society (3 credits / 36 CEC hours)</b>
The purpose of this course is to provide an in-depth analysis of the scope and focus of disability policy and legislation from a societal perspective using the UN Convention on the Rights of Persons with Disabilities as a framework. It will provide students with a grounding in the regulatory framework within which disability policy is deployed through legislation and regulation in a number of areas that are central to disability management including independent living and mobility, education, health, rehabilitation, employment, adequate living standards, and social protection. Legal cases that have set precedents in the field will be reviewed and analyzed. Students will critique the application of disability policy and legislation in terms of their impact on equality of participation and full citizenship for persons with disabilities and the role that disability management can play in achieving these aspirations.
<b>WHDM 206 (formerly 310): Decision Making &amp; Data Analysis (3 credits / 36 CEC hours)</b>
The purpose of this course is to introduce students to workplace data collection and analysis activities, and to the role of statistical analysis in general. An overview of how and why data is collected in the workplace, and the role of data analysis in organizational and program decision making will be followed by a general introduction to statistics and methods of analysis that are used to interpret data. Basic descriptive and inferential statistical techniques will be presented in the context of their use in the workplace.
<b>WHDM 207 (formerly 311): Case Analysis &amp; Research Methods (3 credits / 36 CEC hours)</b>
The purpose of this course is to provide a foundation in research skills with a focus on those that are applicable to the workplace. Topics include the literature review as an underpinning for research questions and approaches, and commonly used research methodologies including case analysis, action research, correlational research methods, and quasi-experimental and experimental research methods.
<b>WHDM 211: Independent Study in a Work Disability Issue (3 credits / 36 CEC hours)</b>
The purpose of this course is to explore a workplace health science issue relevant to a work sector. Students will be expected to identify a work sector and a relevant issue such as prevention of injury, disability or promotion of health in the workplace. Students will do a literature review of grey, policy and evidence literature, and develop a website to share that organizes knowledge and summarizes key information to promote and share the knowledge on a workplace issue within a work sector.
<b>WHDM 212: Introduction to Professional Ethics (3 credits / 36 CEC hours)</b>
The purpose of this course is to provide a foundation of professional ethics as part of preparation for practicums in the workplace. This is an introduction to professional ethics and a philosophical treatment of ethical principles and ethical theories. The course also looks at the development of applied ethics in contemporary fields like social work, medicine and healthcare, bioethics, disability management, and human resources. All material is grounded in exercises, initially within the context of reasoning, ethical theory and decision-making, and later with more specificity with respect to the field of disability management.
<b>WHDM 214: Practicum Preparation and Proposal (3 credits / 36 CEC hours)</b> <i>Prerequisite: WHDM 212</i>
The purpose of this course is to prepare students for participation in the practicum stream including how to conduct oneself appropriately in the workplace; how to search for a practicum; how to write introductory letters and negotiate the duties; how to identify the training required in the workplace; how to write a proposal for practicum processes and how they will be implemented in the third and fourth year of the program; and how to participate in physical or mental health first aid, WHMIS, or other training as appropriate preparation for going on site. Students will propose a project and presentation to be completed in the third and fourth year of the program.

<b>WHDM 215: Human Resources &amp; Organizational Development (3 credits / 36 CEC hours)</b>
The purpose of this course is to introduce the human resource management (HRM) function within organizations, and to delineate the HRM structures and processes employed to enhance employee health, safety, and well-being while maximizing work performance. Additionally, HRM principles of organizational development and change are examined along with the role of change agents in this regard when introducing new policies or procedures aimed at maximizing employee health and performance.
<b>WHDM 302: Physical Impairments &amp; Work Retention (3 credits / 36 CEC hours)</b>
The purpose of this course is to provide students with an understanding of physical disabilities, their impact on work activities, and how workers can be accommodated to mitigate the effects of work disability.
<b>WHDM 303: Introduction to Vocational Rehabilitation (1.5 credits / 18 CEC hours)</b>
In this course, students will examine vocational rehabilitation processes that can be implemented when a physical or mental health condition prevents workers from returning to the job that they carried out prior to incurring a disability. These processes include providing appropriate assessments and counselling to identify an optimum career/job direction; a search for resources including training opportunities, job coaching, the development of job search skills, and supportive assistive devices and technologies; and identifying funding sources for implementing the vocational rehabilitation plan.
<b>WHDM 304: Disability, Work &amp; the Law (3 credits / 36 CEC hours)</b>
The purpose of this course is to examine the legal underpinnings of disability management established in international treaties, national, federal, and provincial laws, and regulation. Workplace practices that are commonly governed by statutes and regulations in most jurisdictions and the issues and rationale underlying the legislation will be analyzed. Common provisions developed in response to workplace issues and the legislative requirements that underpin the source or cause of the workplace disability, the legal boundaries within which employers and unions are required to operate, and the requirements on the employee will be compared. Students will examine the specific employment and workplace legislation in their own jurisdictions, the regulations through which the legislation is implemented, and how these affect organizational practices. Processes related to identifying, measuring and mitigating risks to health and safety will be explored.
<b>WHDM 306: Applied Research (3 credits / 36 CEC hours)</b> <i>Prerequisites: WHDM 206 (or 310) and WHDM 207 (or 311)</i>
Disability management professionals are expected to interpret scientific literature and translate academic knowledge into their professional practice. They may also be involved in primary data collection to answer complex research questions and to evaluate the impact of work disability management interventions. This course aims at building real-world competences in the design and implementation of research methodologies within the workplace. Throughout the course, real-life examples from research in the field of work disability will be utilized as examples. This course is designed to build on previous BDM courses which introduce research methods and statistical analytical techniques. The skills developed in this course include the practical skills and insights required to undertake an independent research project in the final year of the program. The course places a particular emphasis on research that is most relevant to workplace health and disability management such as needs analysis, program evaluation, or implementation research. This course is also relevant to preparing students for additional research training at the postgraduate level.
<b>WHDM 307: Mental Health Conditions &amp; Work Retention (3 credits / 36 CEC hours)</b>
The purpose of this course is to develop an understanding of adverse mental health conditions in general, and, more specifically, from a workplace perspective. Students will examine the concept of mental illness and explore common mental health impairments including their impact on the workplace, potential treatments, and strategies for retention and return to work.
<b>WHDM 308: Case Management: Information Gathering (3 credits / 36 CEC hours)</b>
The purpose of this course is to introduce students to case management and its principles, models, and phases from a return-to-work focus. Disability case management is the process whereby one individual acts as the central liaison and facilitator for the delivery to clients of a range of services that can facilitate a return to work. Data gathering is an essential component of case management and requires skilled interviewing techniques, not only to obtain relevant information, but also to uncover challenges and opportunities in order to develop effective responses to both. Models of helping and the potential and limitations of the helping role will be explored. Students will practice strategies to ensure that case management approaches are worker-centred and that differences in background and situation are recognized and respected. The process of interview techniques and skills that enable disability management professionals to return to work will be explored through an inter-disciplinary approach.

<b>WHDM 309: Job Analysis, Assessment Reports &amp; Accommodation Technology (3 credits / 36 CEC hours)</b>
The purpose of this course is to provide students with the theoretical and practical background to identify and record job demands, interpret assessment reports, determine when there is a mismatch between individual capacity and job demands, and eliminate these through accommodation planning.
<b>WHDM 314: Practicum (3 credits / 36 CEC hours)</b>
The purpose of this course is to gain 150 hours in the workplace in the field of disability management at an introductory level.
<b>WHDM 318: Workplace Management and Communication Skills (3 credits / 36 CEC hours)</b> <i>Prerequisite: WHDM 209 or WHDM 215</i>
The purpose of this course is to examine the skills, roles, and knowledge central to being an effective manager. We will also explore management functions including concepts of return to work and occupational health and safety wellness programs. Since communication is one of the essential skills for managers in all areas, including workplace health programs, an introduction to the theory and practice of communication is provided. The course focuses on effective communication in individual and group workplace situations in order to support employees with health and disability challenges. Students will learn more about the role of effective communication and management in order to plan, organize, lead, and influence workplace health and safety programs.
<b>WHDM 401: Ergonomics (3 credits / 36 CEC hours)</b>
The purpose of this course is to introduce students to the scope of ergonomics and the application of ergonomic principles to work organization. It includes an overview of concepts and related theory and ergonomic assessment processes, and the identification and application of solutions.
<b>WHDM 402: Unions and the Workplace (3 credits / 36 CEC hours)</b>
The purpose of this course is to provide an understanding of the international, national, and regional frameworks of the labour movement and how unions operate in representing workers and interacting with management. The focus of the course is on how the union movement has contributed to improving working conditions and occupational health and safety on behalf of injured workers; training and advocacy initiatives; labour efforts in return to work and accommodation; mechanisms of participation, labour's critique of employer wellness and behaviour-based safety programs. Factors affecting the potential for cooperation between the employers and labour and critical issues for labour in occupational health and safety, accommodation, and return to work are reviewed.
<b>WHDM 404: Economics of Workplace Health Initiatives (3 credits / 36 CEC hours)</b>
This course introduces students to the application of economic concepts to workplace health initiatives. Students will consider the costs and benefits to individuals, organizations, and society (as represented by governments and quasi-governmental agencies) when occupational health and safety programs, disability management programs, and wellness programs are in place or are improved.
<b>WHDM 405: Ethics in Disability Management (3 credits / 36 CEC hours)</b>
The purpose of this course is to introduce students to the field of ethics, the role of the Disability Management Professional and the application of ethics to workplace issues. There will be a focus on the CDMP Ethical Standards and Professional Conduct document and how it applies to providing disability management services. The course will cover concept specific information in ethics and examples or points of contact between concept specific information and the disability management profession. Through individual work and group discussions, students will move from obtaining information to potential application in their professional work lives. Students will work through the CDMP Ethical Standards and Professional Conduct document to determine the potential application to disability management services.
<b>WHDM 406: Case Management &amp; Service Coordination Part 2 (3 credits / 36 CEC hours)</b> <i>Prerequisite: WHDM 403 or WHDM 308</i>
The purpose of this course is to examine the skills and knowledge required for case management and service coordination, along with problem solving processes used in complex situations. The client's role as the center of the process will be explored. Students will also consider issues related to diversity, lack of client commitment to the process, and ethics and law.
<b>WHDM 407: Conflict Resolution &amp; Negotiation in the Workplace (3 credits / 36 CEC hours)</b>
The purpose of this course is to provide participants with a background in theories, models, tools, and strategies to manage workplace conflict. Modules will be designed to provide theoretical grounding in conflict management models and also to move past theory in order to use models based on those theories to strategically manage workplace conflict.

**WHDM 408: Workplace Insurance and Benefits (3 credits / 36 CEC hours)**

The purpose of this course is to explore the types of workplace insurance that are commonly available along with questions about how insurance is funded, how benefits are calculated, and who provides the insurance – whether private, public, or some combination of the two. Participants will be expected to apply concepts of their own jurisdictions.

**WHDM 409: The Changing Nature of Work (1.5 credits / 18 CEC hours)**

The purpose of this course is to examine factors that affect the nature of work and how it is performed. This will include technological change, work organization, the divide between rote work and more cognitively complex tasks, globalization and organizational mobility, and the use of outsourcing and temporary employees. There will be an emphasis on how the transformation of work in the contemporary world of work impacts upon the field and practice of disability management.

**WHDM 410a: Final Research Project Proposal (3 credits / 36 CEC hours)**

*Prerequisite: Students must be in the final year of the program*

The purpose of WHDM 410a and 410b is to provide students with the opportunity to consolidate their learning in the BDM by developing and implementing a research project under the supervision of a faculty advisor. The student selects a theme or topic in consultation with the advisor, reviews the relevant literature, and generates a working research question. The faculty advisor facilitates the student to focus the research question and to consider the most appropriate approach to exploring it using appropriate research design and methodologies. The project can involve documenting practical experience or critical analysis of workplace health practice at a system, organizational, or individual level. In addition to standard qualitative or quantitative research or evaluation designs, both personal practice and single case study designs in collaboration with another person are acceptable. The student produces a structured proposal and formulates a project management plan which is submitted to the PCU-WHS Research Ethics Committee (PCUREC) for approval. The proposal is revised based on the feedback from the PCUREC and may be re-submitted if required.

**WHDM 410b: Final Research Project (3 credits / 36 CEC hours)**

*Prerequisite: Students must be in the final year of the program*

Under the supervision of the faculty advisor, the student implements the approved research project plan. This can involve recruiting participants, gaining informed consent, and collecting either qualitative, quantitative, or case study data. The student prepares the data for statistical analysis or interpretative processing, implements an appropriate data reduction procedure, and summarizes the results. Based on the results, the student generates a set of conclusions and recommendations in discussion with the supervisor. The student submits a detailed project report which includes a reflection on the research process and lessons learned for future research activities, for assessment.

**WHDM 412a: Practicum Preparation and Sectoral Study (3 credits / 36 CEC hours)**

This course is designed to develop a student's knowledge and understanding of a workplace health issue relevant to a work sector in which the student wishes to deepen their knowledge and prepare a proposal for a practicum placement in a workplace role under the supervision of a Certified Disability Management Professional (CDMP). Students are facilitated to identify a work sector and a relevant issue such as prevention of injury, disability management, or promotion of health in the workplace. Based on a literature review of grey, policy, and evidence literature, students produce a summary report of current practice and challenges in their selected sector. In parallel, students are assisted to identify a practicum placement opportunity in the domain of workplace health, to agree to the terms and learning objectives of the practicum with a prospective appropriately qualified supervisor, to gain required permissions from the employer and supervisor, and to submit a practicum proposal to the university for approval. Academic performance is assessed based on the quality of the sectoral study and the approved practicum proposal. Students can make a case for undertaking the practicum in their current workplace and job role if they can justify that the activities specified for the practicum genuinely support the acquisition of new knowledge and skills and if they have arranged for an independent and appropriately qualified practicum supervisor.

**WHDM 412b: Final Practicum (3 credits / 36 CEC hours)**

Students can only register for this course once all necessary approvals have been obtained. The normal duration of a practicum is 10 weeks and involves 150 hours. Progress in experiential learning and work performance is monitored by the faculty member through review meetings with the student and the supervisor. It is the student's responsibility to participate in evaluation and review meetings and to produce a written report of the practicum experience on completion of the course. This includes both a mid-term and final evaluation meeting. The practicum supervisor is responsible for providing an induction to the student into the host organization, organizing the practical work duties of the student, and supporting the student's learning experiences. The supervisor will submit a mid-term and final summary of the student's progress to the faculty member and participate in review meetings with the student and the faculty member. During the practicum, the supervisor is expected to maintain regular contact with the faculty member. The faculty member is responsible for coordinating review meetings and ensuring that academic standards and learning objectives are met. The faculty member grades the student's achievement based on the quality of the practicum reports produced by the student, the evaluation of the practicum supervisor, and student performance and participation in review meetings.

**Advanced Certificate in Return to Work Stream 1 – Canadian Perspectives****WHDM 105: Disability Management & Return to Work (3 credits / 36 CEC hours)**

The purpose of this course is to introduce students to three components of disability management: disability management as a discipline and the value it provides; corporate disability management programming best practice; and the role of an effective disability management practitioner in driving client experience. In each component, students will develop a broad understanding of: theories and concepts that underline disability management, legislative and policy frameworks, disability benefits and financial impacts to workers and employers, working with multiple stakeholders, client experience, and strategies and practices to achieve work retention and/or early return to work for workers who experience a work-related injury, or who are at risk of a health-related absence.

**WHDM 302: Physical Impairments & Work Retention (3 credits / 36 CEC hours)**

The purpose of this course is to provide students with an understanding of physical disabilities, their impact on work activities, and how workers can be accommodated to mitigate the effects of work disability.

**WHDM 304: Disability, Work & the Law (3 credits / 36 CEC hours)**

The purpose of this course is to examine the legal underpinnings of disability management established in international treaties, national, federal, and provincial laws, and regulation. Workplace practices that are commonly governed by statutes and regulations in most jurisdictions and the issues and rationale underlying the legislation will be analyzed. Common provisions developed in response to workplace issues and the legislative requirements that underpin the source or cause of the workplace disability, the legal boundaries within which employers and unions are required to operate, and the requirements on the employee will be compared. Students will examine the specific employment and workplace legislation in their own jurisdictions, the regulations through which the legislation is implemented, and how these affect organizational practices. Processes related to identifying, measuring and mitigating risks to health and safety will be explored.

**WHDM 307: Mental Health Conditions & Work Retention (3 credits / 36 CEC hours)**

The purpose of this course is to develop an understanding of adverse mental health conditions in general and, more specifically, from a workplace perspective. Students will examine the concept of mental illness and explore common mental health impairments including their impact on the workplace, potential treatments, and strategies for retention and return to work.

**WHDM 308: Case Management: Information Gathering (3 credits / 36 CEC hours)**

The purpose of this course is to introduce students to case management and its principles, models, and phases from a return-to-work focus. Disability case management is the process whereby one individual acts as the central liaison and facilitator for the delivery to clients of a range of services that can facilitate a return to work. Data gathering is an essential component of Case Management, and requires skilled interviewing techniques not only to obtain relevant information but also to uncover challenges and opportunities in order to develop effective responses to both. Models of helping and the potential and limitations of the helping role will be explored. Students will practice strategies to ensure that case management approaches are worker-centered, and that differences in background and situation are recognized and respected. The process of interview techniques and skills that enable disability management professionals to return to work will be explored through an inter-disciplinary approach.



<b>WDHM 309: Job Analysis, Assessment Reports &amp; Accommodation Technology (3 credits / 36 CEC hours)</b>
The purpose of this course is to provide students with the theoretical and practical background to identify and record job demands, interpret assessment reports, determine when there is a mismatch between individual capacity and job demands, and eliminate these through accommodation planning.
<b>WHDM 401: Ergonomics (3 credits / 36 CEC hours)</b>
The purpose of this course is to introduce students to the scope of ergonomics and the application of ergonomic principles to work organization. It includes an overview of concepts and related theory and ergonomic assessment processes and the identification and application of solutions.
<b>WHDM 405: Ethics in Disability Management (3 credits / 36 CEC hours)</b>
The purpose of this course is to introduce students to the field of ethics, the role of the Disability Management Professional, and the application of ethics to workplace issues. There will be a focus on the CDMP Ethical Standards and Professional Conduct document and how it applies to providing disability management services. The course will cover concept specific information in ethics and examples or points of contact between concept specific information and the disability management profession. Through individual work and group discussions, students will move from obtaining information to potential application in their professional work lives. Students will work through the CDMP Ethical Standards and Professional Conduct document to determine the potential application to disability management services.
<b>WHDM 406: Case Management &amp; Service Coordination Part 2 (3 credits / 36 CEC hours)</b> <i>Prerequisite: WHDM 403 or WHDM 308</i>
The purpose of this course is to examine the skills and knowledge required for case management and service coordination along with problem solving processes used in complex situations. The client's role as the center of the process will be explored. Students will also consider issues related to diversity, lack of client commitment to the process, and ethics and law.
<b>WHDM 408: Workplace Insurance and Benefits (3 credits / 36 CEC hours)</b>
The purpose of this course is to explore the types of workplace insurance that are commonly available along with questions about how insurance is funded, how benefits are calculated, and who provides the insurance – whether private, public, or some combination of the two. Participants will be expected to apply concepts of their own jurisdictions.

## Advanced Certificate in Return to Work Stream 2 – International Perspectives

<b>WHDM 105: Disability Management &amp; Return to Work (3 credits / 36 CEC hours)</b>
The purpose of this course is to introduce students to three components of disability management: disability management as a discipline and the value it provides; corporate disability management programming best practice; and the role of an effective disability management practitioner in driving client experience. In each component, students will develop a broad understanding of: theories and concepts that underline disability management, legislative and policy frameworks, disability benefits and financial impacts to workers and employers, working with multiple stakeholders, client experience, and strategies and practices to achieve work retention and/or early return to work for workers who experience a work-related injury, or who are at risk of a health-related absence.
<b>WHDM 302: Physical Impairments &amp; Work Retention (3 credits / 36 CEC hours)</b>
The purpose of this course is to provide students with an understanding of physical disabilities, their impact on work activities, and how workers can be accommodated to mitigate the effects of work disability.
<b>WHDM 307: Mental Health Conditions &amp; Work Retention (3 credits / 36 CEC hours)</b>
The purpose of this course is to develop an understanding of adverse mental health conditions in general, and, more specifically, from a workplace perspective. Students will examine the concept of mental illness and explore common mental health impairments including their impact on the workplace, potential treatments, and strategies for retention and return to work.

<b>WHDM 308: Case Management: Information Gathering (3 credits / 36 CEC hours)</b>
The purpose of this course is to introduce students to case management and its principles, models, and phases from a return-to-work focus. Disability case management is the process whereby one individual acts as the central liaison and facilitator for the delivery to clients of a range of services that can facilitate a return to work. Data gathering is an essential component of Case Management, and requires skilled interviewing techniques not only to obtain relevant information but also to uncover challenges and opportunities in order to develop effective responses to both. Models of helping and the potential and limitations of the helping role will be explored. Students will practice strategies to ensure that case management approaches are worker-centered, and that differences in background and situation are recognized and respected. The process of interview techniques and skills that enable disability management professionals to return to work will be explored through an inter-disciplinary approach.
<b>WHDM 309: Job Analysis, Assessment &amp; Accommodation Technology (3 credits / 36 CEC hours)</b>
The purpose of this course is to provide students with the theoretical and practical background to identify and record job demands, interpret assessment reports, determine when there is a mismatch between individual capacity and job demands, and eliminate these through accommodation planning.
<b>WHDM 405: Ethics in Disability Management (3 credits / 36 CEC hours)</b>
The purpose of this course is to introduce students to the field of ethics, the role of the Disability Management Professional and the application of ethics to workplace issues. There will be a focus on the CDMP Ethical Standards and Professional Conduct document and how it applies to providing disability management services. The course will cover concept specific information in ethics and examples or points of contact between concept specific information and the disability management profession. Through individual work and group discussions, students will move from obtaining information to potential application in their professional work lives. Students will work through the CDMP Ethical Standards and Professional Conduct document to determine the potential application to disability management services.
<b>WHDM 406: Case Management &amp; Service Coordination Part 2 (3 credits / 36 CEC hours)</b> <i>Prerequisite: WHDM 403 or WHDMN 308</i>
The purpose of this course is to examine the skills and knowledge required for case management and service coordination along with problem solving processes used in complex situations. The client's role as the center of the process will be explored. Students will also consider issues related to diversity, lack of client commitment to the process, and ethics and law.
<b>WHDM 408: Workplace Insurance and Benefits (3 credits / 36 CEC hours)</b>
The purpose of this course is to explore the types of workplace insurance that are commonly available, along with questions about how insurance is funded, how benefits are calculated, and who provides the insurance – whether private, public, or some combination of the two. Participants will be expected to apply concepts of their own jurisdictions.
<b>WHDM 501: The Contribution of Return to Work Programs to Economic &amp; Social Inclusion (3 credits)</b>
The purpose of this course is to critically examine the international legal and policy contributions that have shaped a context for developing and implementing return to work programs. In this course students will compare and contrast the international and national social, occupational, and economic factors that impact upon the effectiveness of programs to promote labour participation of people with disabilities.
<b>WHDM 502: Creating the System Conditions for Good Practice in Return to Work (1.5 credits / 18 CEC hours)</b>
The purpose of this course is to examine how standards at the systems level provide a foundation for achieving excellence in return to work. In this course the focus will be on examining the principles and tenets of guidelines and standards as well as the challenges in interpreting and applying them within diverse international contexts.
<b>WHDM 503: Refocusing Organizations and Systems on Return to Work Priorities (1.5 credits)</b>
The purpose of this course is the examination of change strategies at the organization and system levels that can promote international and national priorities for return to work and work retention. In this course the foci are on conceptual, social, economic, evaluative, and individual approaches that enable organizational change and the role of leadership in sustainable transformation in return to work.