



AMBROSE
UNIVERSITY

UNDERGRADUATE

ACADEMIC CALENDAR

2021-2022

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IMPORTANT INFORMATION

The Academic Calendar is a guide to Ambrose University's programs, courses, admission procedures, academic requirements, and other information. Please note that the courses listed in the Academic Calendar are not necessarily offered each year. The Academic Calendar also contains some of the policies and regulations all students of Ambrose University are required to observe. At the time of registration, each student agrees to be bound by the policies and regulations of Ambrose University and of the program in which the student is enrolled. Students are responsible for familiarizing themselves with all policies, procedures, rules and regulations by which they are bound. While academic advice is available, students are responsible for ensuring that their academic programs, including course selections, meet Ambrose University's regulations in all respects. Program Planning Guides based on the Academic Calendar are also available for students, faculty and advisors.

The publication of the Academic Calendar does not obligate Ambrose University to provide the programs, courses, or services referenced in the Academic Calendar. The contents of the Academic Calendar are subject to continuing review and revision. Ambrose University reserves the right to remove, change or amend, at any time and without notice, the information contained in the Academic Calendar, including its programs, course offerings, fee structure, policies and regulations. In this regard, revisions may be made to the online Academic Calendar to reflect changes or amendments. This Academic Calendar is considered accurate at the time of publication. If there is any inconsistency between the academic regulations and policies published in the Academic Calendar and such regulations and policies established by either the Faculty or President's Cabinet, the version of such material as passed by the Faculty or President's Cabinet will prevail.

Ambrose University reserves the right to exercise its sole, absolute and unfettered discretion in admitting individuals to the University and its programs or courses. Ambrose University is not liable to any person who may suffer any loss or damages of any type arising from the use of any information contained in the Academic Calendar or arising from any action of Ambrose University in regard to the Academic Calendar, such as, but not to limit the foregoing, any amendment, addition or withdrawal to or from the information provided. Not all Ambrose University's policies and regulations may be contained within this Academic Calendar.

Ambrose University disclaims all liability for loss or damage suffered or incurred by any student or other party as a result of delay, alteration, or termination of services, course programs, tuition or fees caused by fire, work stoppage, inability to procure materials or trades, restrictive laws or government regulations, actions taken by faculty, staff or students of the University, civil unrest or disobedience, or any other cause of any kind beyond the reasonable control of the University.

Due to the ongoing COVID-19 global pandemic Ambrose University may need to make temporary adjustments to the Academic Calendar.

Land Acknowledgement

Ambrose University is located in the traditional territories of the Niitsitapi (Blackfoot) and the people of the Treaty 7 region in Southern Alberta, which includes the Siksika, the Piikuni, the Kainai, the Tsuut'ina, and the Iyârhe Nakoda. We are situated on land where the Bow River meets the Elbow River, and the traditional Blackfoot name of this place is "Mohkinstsis" which we now call the City of Calgary. The City of Calgary is also home to Metis Nation of Alberta, Region III.

MESSAGE FROM THE PRESIDENT

At Ambrose we are committed to the education and formation of men and women for service. But what does this mean? It means that whatever your chosen path, be it business, biology, or biblical studies, you will be taught by faculty who integrate faith with learning. It means that you will be challenged to develop not only academically, but spiritually. Personal development goes hand-in-hand with professional competence, and a life of service to Christ is highlighted through each discipline of study and through each vocational opportunity.

The Ambrose community is one of shared vision and experience. The classroom is essential, of course, but you will also share together in worship, conversation, athletics, meals together, and music and the arts. And whether you live on- or off-campus, programs for residence and commuter students will contribute to your formation while at Ambrose.

So, welcome here. Your classes will be stimulating, the conversation invigorating, and the experience, if you take advantage of all that Ambrose has to offer, life-changing.

Dr. Gordon T. Smith, PhD
President, Ambrose University

2021 – 2022 ACADEMIC SCHEDULE

Fall Semester

Classes begin	September 8
Convocation Chapel	September 14
Last day to add/drop with tuition refund	September 22
Deeper Life Conference (no daytime classes until 5pm)	October 6
Thanksgiving (no classes)	October 11
Graduation application deadline	October 15
Academic Advising Week	October 25 - 29
Last day to request revised time for a final exam	November 1
Reading Week/Fall Module classes	November 8 - 13
Remembrance Day (no classes)	November 11
Last day to withdraw from courses without academic penalty	November 22
Last day to apply for a course work extension	November 23
Last day of classes	December 13
Final Exams (including Saturday)	December 15 - 21

Winter Semester

Classes begin	January 10
Convocation Chapel	January 11
Last day to add/drop with tuition refund	January 23
Continuing Student Scholarships and Bursary applications available	January 25
Program Day CANCELLED	
Family Day (no classes)	February 21
Reading Week/Winter Module classes	February 22 – 26
Continuing Student Scholarships and Bursary applications deadline	February 28
Last day to request revised time for a final exam	March 7
Last day to withdraw from courses without academic penalty	March 18
Registration opens for next year	March 21
Academic Advising Weeks	March 21 - April 1
Last day to apply for extension for course work	March 28
Ambrose Research Conference (no daytime classes)	March 30
Last day of classes	April 14
Good Friday (no classes)	April 15
Easter Monday (no classes)	April 18
Final Exams (including Saturday)	April 20 – 27
Graduation - Convocation Ceremony (School of Education)	April 29
Graduation - Convocation Ceremony (Arts & Science, School of Ministry, Seminary)	May 7

Spring Semester

Classes	May 2 - June 24
Victoria Day (no classes)	May 23

GENERAL INFORMATION

Contact Information

Main Reception: 403-410-2000

Ambrose University Hours: Monday - Friday, 8:00 a.m. - 4:00 p.m. MST (excluding holidays)

Enrolment Office:

Phone: 403-410-2900 or 1-800-461-1222 | **Email:** enrolment@ambrose.edu | **Website:** www.ambrose.edu

Address: Ambrose University, 150 Ambrose Circle SW, Calgary, AB T3H 0L5

Location

Calgary, a city of over one million people, is located in the rolling foothills of the Canadian Rockies, just a few hours from the U.S. border. The Calgary International Airport is Canada's third busiest airport. Calgary is known for its blue skies, and Alberta has more hours of sunshine in a year than any other province in Canada. A unique phenomenon called a Chinook wind can raise temperatures more than 20 degrees in one day, turning winter days into spring-like days. Calgary offers worldclass facilities for winter sports, having hosted the Winter Olympics in 1988, and the nearby Rocky Mountains provide exhilarating skiing and other recreational opportunities. The "Stampede City" is also known for its western culture, beautiful pathways along the Bow River, philharmonic orchestra and professional football and hockey teams.

Facilities

The Ambrose University campus sits on a ridge in southwest Calgary and offers unobstructed views west to the Rocky Mountains. The heart of the campus is the Academic Centre, with its central gathering place. The building features two biology labs, student lounges, classrooms, faculty and administrative offices, a cafeteria and designated areas for group and silent study. The Ambrose Athletic/Performing Arts Centre is a full-size gymnasium with a sound system, and it accommodates up to 1000 people. Banquet facilities, locker rooms and a fitness centre round out the building. Ambrose University's Ambrose Arts Department enjoys a dedicated choir room, practice rooms and a music lab space.

Library

The Ambrose Library serves Ambrose University and Ambrose Seminary. With more than 120,000 volumes it has the largest print collection of any private university library in the Prairies. It also has subscriptions to 150,000 e-books and 55,000 electronic journals. Particular strengths include theology, history, music, psychology and Islamics.

The library enhances its on-site offerings through an online catalogue; by subscribing to full-text online periodical databases in theology and biblical studies, business, psychology and the humanities; by membership in The Alberta Library consortium; and by participating in the provincial inter-library loan network. In addition, students and faculty of Ambrose have borrowing privileges at the University of Calgary Library, which is the second largest academic library in the province. Materials borrowed from the University of Calgary can be returned to the Ambrose Library.

Specialized research is further facilitated by special collections on the history of The Alliance Canada and by the Ambrose Archives, which houses the records of Ambrose's institutional predecessors and also serves as the official repository for records of The Alliance Canada and the Church of the Nazarene Canada. A professional librarian and trained staff are available to assist students, faculty and other researchers to make optimum use of this vast array of learning resources.

Institutional History

Educating young men and women for service in the church and in overseas mission fields has always been an important emphasis for The Canadian and Missionary Alliance in Canada (The Alliance Canada) and the Church of the Nazarene Canada. The Alliance Canada's commitment to higher education dates back to the vision of its founder Dr. A. B. Simpson, who established North America's first Bible school in New York. This educational emphasis resulted in the addition of two educational institutions in Canada during the 1920s. A fuller expression of these values led to the founding of Canadian Bible Institute (CBI) in 1941, with an initial class of 50 students meeting in the lower auditorium of the Alliance Tabernacle in Regina, Saskatchewan. Under the direction of the first president, Rev. Blackett, CBI commenced its primary task of training men and women for worldwide ministry and Christian living.

Nazarene University College traces its roots to the Calgary Bible Institute, which was established on January 3, 1921, in the basement of the Calgary First Church of the Nazarene, with an initial class of 29. In 1927, the school relocated to Red Deer, under the leadership of Rev. Charles Thomson, where it became known as Alberta School of Evangelism, and then Northern Bible College (NBC). The purpose

of the school was to provide a stream of workers for the Nazarene churches in western Canada and overseas. An accredited residential high school was also established to serve Christian families in rural communities.

In 1940, NBC changed its name to Canadian Nazarene College (CNC) and in 1957 CBI became Canadian Bible College (CBC). Both institutions persevered and became established with purpose-built facilities and the accreditation of Bachelor of Theology degrees. Canadian Theological College (CTC) was formed in 1970 as a graduate school of theology changing its name to Canadian Theological Seminary (CTS) in 1982. Both CNC and CBC/CTS fulfilled their mandates of training workers for ministry and soon alumni from both campuses were serving across Canada and around the globe. As the new millennium dawned, the paths of CBC/CTS and CNC converged in an unprecedented way. The goal of both institutions was to provide trained workers for the church and mission fields. Both institutions saw the opportunity for a Christian-based alternative to public universities.

The next phase of maturation saw both CBC/CTS and CNC develop relationships with Canadian universities for the purpose of expanding offerings beyond Bible and theology into the arts and sciences. In 1960, CNC was relocated to Winnipeg to become the official school of the Church of the Nazarene in Canada. CNC also became an approved teaching centre of the University of Manitoba. In that same decade, CBC/CTS developed an educational relationship with the University of Regina. During the 1990s, Dr. George Durance, President of CBC/CTS, Dr. Riley Coulter, President of CNC, and their boards looked to Alberta, where legislation existed to accredit Christian university colleges. CNC relocated to Calgary in 1995, became a university college in 1999, and changed its name to Nazarene University College (NUC). In 2003, CBC/CTS moved to Calgary, joined NUC on its downtown campus, received provincial accreditation in 2004 and adopted the name Alliance University College (AUC) forming the educational partnership AUC-NUC. In May 2007, AUC and NUC became a single institution, Ambrose University, the official Canadian school of both The Alliance Canada and the Church of the Nazarene Canada.

ACCREDITATIONS AND AFFILIATIONS

Accreditations

Ambrose University is accredited by the Campus Alberta Quality Council to offer the following degrees:

- Bachelor of Arts Degrees (3 year Concentrations and 4 year Majors)
- Bachelor of Business Administration
- Bachelor of Education (After-Degree)
- Bachelor of Music
- Bachelor of Science Degree (4 year Biology Major)

Ambrose University is also accredited by the Association for Biblical Higher Education (ABHE) to offer the following undergraduate degree/diplomas of the Faculty of Theology:

- Associate in Ministry Diploma
- Bachelor of Theology

Ambrose University is recognized by the Canadian Information Centre for International Credentials (CICIC) as a Designated Learning Institution (DLI).

Ambrose University holds membership/affiliation with the following associations:

- Alberta Colleges Athletic Conference
- The Alberta Council on Admissions and Transfer (ACAT)
- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- American Theological Library Association
- Association of Christian Continuing Education Schools and Seminaries (ACCESS)
- Association of Christian Schools International
- Association of Registrars of Universities and Colleges in Canada (ARUCC)
- Association of Schools of the American Institute of Holy Land Studies (Jerusalem University College)
- Canadian Association of Student Financial Aid Administrators
- Canadian Council of Christian Charities (CCCC)
- Christian Higher Education Canada
- Council of Christian Colleges and Universities (CCCU)

The CCCU is a higher education association of more than 150 international Christian institutions from around the world, whose mission is to advance the cause of Christ-centered higher education by faithfully relating scholarship and service to Biblical truth.

- North America Coalition for Christian Admissions Professionals (NACCAP)
- Western Association of Registrars of Universities and Colleges in Canada (WARUCC)

Denominational Affiliations

Ambrose University is the official post-secondary institution of The Alliance Canada and the Church of the Nazarene Canada. Ambrose University welcomes students from approximately 50 denominations each year, enhancing our rich and diverse campus community.

THE PURPOSE OF AN AMBROSE EDUCATION

Mission Statement

Ambrose University prepares men and women for wise, joyful and redemptive engagement in the church, society and the created order through excellent Christian post-secondary education.

Core Values

We are committed to these enduring mission-related values:

Christian Faith

- We believe that Christ is the centre of what we do. We seek to live lives devoted to serving Christ, and we pursue His will with bold confidence in His sovereign power and purposes.
- We are ecumenically minded, broadly evangelical, and rooted in the holiness traditions of the Christian and Missionary Alliance of Canada and the Church of the Nazarene.
- We believe that every person is created in the image of God and worthy of dignity and respect.
- We integrate faith and learning and anchor our teaching and research within the Christian intellectual and spiritual tradition.

From these beliefs and practices flow the rest of our institutional values:

Pursuing Excellence

- We encourage our students, faculty, and staff to be intellectually curious.
- We promote conversations about difficult issues that are marked by both courage and charity.
- We provide high-quality education as well as co-curricular experiences that prepare students for their future lives and vocations.
- We pursue excellence in all that we do. Our efforts evidence love, wisdom, thoughtfulness, knowledge, scholarship, and skill.
- We are accountable to the Government of Alberta, our accrediting bodies, and our founding denominations. We also recognize our obligation to provide students with the learning environment set forth in the Academic Calendar.

Holistic Formation

- We assert that Ambrose is a place where students develop virtues, grow in character, acquire life skills, and prepare for future vocations.
- We wrestle together with the hard questions of life and faith.
- We create intentional, holistic, formational experiences in and out of the classroom.
- We model lifelong perseverance in intellectual and spiritual formation.

Service

- We strive to integrate faith and active service to the world.
- We commit to shaping servant leaders who will honour Christ in their vocations.
- We shape culture through our scholarship, research, and artistic expression.

Community

- We believe that spiritual, personal, and academic development is best accomplished within the context of a Christian community that worships and glorifies God.
- We collaborate to foster a welcoming, hospitable, generous, just, and truth-telling community that strives to fulfill the university's mission.
- We seek the welfare of students, one another, and the external community.

ADMISSION

Ambrose University admits students of any race, gender, colour and national or ethnic origin to its programs and activities. We do not discriminate on the basis of race, gender, colour, national or ethnic origin, physical disability or religion in the administration of any of our programs or activities. Ambrose University reserves the right to deny admission if we judge your overall academic record unacceptable, notwithstanding admissions standards. Open Studies and Visiting Students please refer to Academic Policies.

You can apply to Ambrose University online at [ambrose.edu](https://www.ambrose.edu).

For more information contact the Enrolment Office
Phone: 403-410-2900 or toll free at 1-800-461-2222
Email: enrolment@ambrose.edu

Enrolment Office

Ambrose University
150 Ambrose Circle SW
Calgary, AB T3H 0L5

Application Deadlines

Your completed application form, all supporting documents, official transcript(s) and the appropriate application fee should be submitted by the following deadlines:

Canadian Applicants

- August 1 for the Fall Semester
- December 1 for the Winter Semester

USA Applicants

- July 15 for the Fall Semester
- November 15 for the Winter Semester

Applicants from outside Canada or the USA

- March 1 for the Fall Semester
- July 1 for the Winter Semester

Early Admission

If you apply before graduating from high school, please send an unofficial transcript or a mid-year report showing your grade 11 marks as well as your interim marks for grade 12 courses currently in progress. You will be considered for Early Admission when we receive a satisfactory unofficial transcript/mid-year report, a completed Application for Admission form, payment of the application fee and any necessary supporting documents.

Full Admission

You can only be fully admitted once we receive all of your supporting documents, including official transcripts showing that entrance requirements have been met. To be considered “official,” transcripts must be mailed directly to Ambrose by the issuing institution. Unofficial transcripts, such as photocopies and faxed copies of transcripts, or transcripts received directly from you, may be submitted for consideration for Early Admission but only official transcripts will qualify you for Full Admission. If your official transcripts are in a language other than English, it is your responsibility to provide a certified English translation.

Application Deferral

After a deferral of two semesters, you must reapply to study at Ambrose University.

Residence Requirement

If you are a first-year single student under 21 years of age, you are required to live in residence, unless you are from the greater Calgary area.

English Language Requirement

All applicants, including Canadian citizens and permanent residents, whose primary language is not English must provide evidence of proficiency in English by meeting one of the following requirements:

- A minimum score of 560 on the paper-based Test of English as a Foreign Language (TOEFL) test, or a minimum score of 83 on the internet-based TOEFL test
- A minimum score of 6.5 on the International English Language Testing System (IELTS) Academic test
- A minimum score of 85 on the Michigan English Language Assessment Battery (MELAB)
- A minimum score of 70 on the Canadian Academic English Language Assessment (CAEL)
- A minimum score of 58 on the Pearson Test of English Academic (PTE Academic)
- A minimum score of 110 on the Duolingo English Test
- A passing grade in English 30-1 or its equivalent

If you have attended an equivalent institution in North America or can demonstrate English proficiency by other means, this requirement may be waived at the discretion of the university. More information on TOEFL is available at www.ets.org/toefl. The TOEFL institution code for Ambrose is 8915.

For the Bachelor of Education program's English Language requirements, please see the note in Program Specific Requirements.

Fraudulent Documentation

Students seeking admission to the University must provide true, complete, and accurate information in their application. Students who falsify or omit information as part of the admission process, up to the add/drop deadline, may have their admission and registration cancelled by the Registrar's Office. After the course add/drop deadline, students who falsify or omit information may be subject to academic misconduct regulations. Students who have submitted false information may be identified to other post-secondary institutions. Falsified documents may be referred to the appropriate authorities for potential prosecution under the Criminal Code of Canada. Notwithstanding the foregoing, in the event a student becomes aware that the student has unintentionally made an error in the information submitted, or has unintentionally omitted any information, as part of the admission process, the student is required to immediately report the same to the Registrar's Office. The University will not take disciplinary action against a student that self-reports an error that was made reasonably and unintentionally. The University will only give consideration to students that self-report errors if such reports are made before the University has reason to believe that a student has falsified or omitted information as part of the admissions process.

ADMISSION REQUIREMENTS

Basic Admission Requirements

To be admitted into Ambrose under Regular Student status you must have a high school diploma or an equivalent with standing in five (5) Grade 12 level courses as follows.

A 60% average or higher in the following five subjects or their equivalent:

1. English 30-1
2. Subject from List A or B
3. Subject from List A or B
4. Subject from List A or B
5. Subject from List A, B, C or D

For a detailed list of these courses visit: ambrose.edu/enrolment/provincial-requirements. Please note that in addition to the Basic Admission Requirements listed above, specific programs may have additional requirements for admission. See Program Specific Requirements.

Canadian Home-Schooled Applicants

Submit one of the following documentations of your senior matriculation:

- An official transcript from the provincial Department of Education showing proof of the required Grade 12 courses as noted under "Regular Student," OR
- A portfolio; an SAT* Reasoning Test score of 1400 or higher on the three sections of Critical Reading, Mathematics, and Writing, with no section test below 400, or an ACT score of 22 or higher; and an official letter from the home-schooling agency verifying Grade 12 courses.

*The SAT institution code for Ambrose is 5672.

International Baccalaureate/Advanced Placement

If you have completed International Baccalaureate (IB) or Advanced Placement (AP) courses in high school, you should inquire about receiving transfer credit. More information about IB* and AP** transfer credits can be found in the Transfer Credit section.

*The IB institution code for Ambrose is 03552

**The AP institution code for Ambrose is 5672.

Expatriates and Children of International Workers

Your admission is based on your high school and/or post-secondary curriculum of study, rather your country of citizenship. For example, a Canadian citizen, living in Thailand, attending an international school with US based curriculum will be evaluated for admission on the basis of US entrance requirements. Please contact enrolment@ambrose.edu if you have questions regarding applicable entrance requirements.

International Applicants

If you are from a country other than Canada, your admission will be based on completion of the equivalent of Alberta senior matriculation (Grade 12). If your official high school transcript is in a language other than English, it is your responsibility to provide Ambrose University with a certified English translation of the transcript. You are advised to begin the application process one year prior to your anticipated enrolment. All students from countries other than Canada must possess a valid Study Permit and passport prior to entry to Canada, or be Canadian permanent residents or citizens. International students must present their letter of acceptance from Ambrose University, and proof of finances to cover costs of education and living expenses while in Canada to Canadian Immigration officials.

United States Applicants

You will be considered for admission on presentation of all of the following:

- A high school graduation diploma with a minimum grade of C or 60% or better
- A complete SAT* Reasoning Test with a score of 1400 or higher on the three sections of Critical Reading, Mathematics and Writing, with no section score below 400, or an ACT score of 22 or higher

United States Home-Schooled

You will be considered for admission on presentation of all of the following:

- An SAT* Reasoning Test score of 1400 or higher on the three sections of Critical Reading, Mathematics, and Writing, with no section score below 400, or an ACT score of 22 or higher
- A transcript from the home-schooling agency showing proof of completion of high school requirements
- A portfolio of learning

*The SAT institution code for Ambrose is 5672.

United Kingdom and Commonwealth Countries

We accept General Certificate of Education Advanced and GCSE/IGCSE/GCE Ordinary Level Certificates as senior matriculation with standing in five subjects with:

- At least two subjects at Advanced Level, one of which must be English
- No more than three subjects at Ordinary Level
- A minimum overall grade of C is required and no subject is accepted below C grade

Other International Applicants

You must present the equivalent to Alberta senior matriculation. Normally, this means official certificates or credentials that would allow admittance to a university in your home country. Contact the Admissions Office for further information.

ENTRY STATUS

You may be granted admission to Ambrose University with status in one of the following categories:

Regular Student

If you are admitted to Ambrose on the basis of your high school education, you will be granted Regular Student status. You must meet Basic Admission Requirements as well as the requirements specific to the program you have chosen.

Mature Student

If you are 21 years of age or older by September 30 (Fall Semester Entrance) or by January 31 (Winter Semester Entrance) and you do not qualify as a Regular Student, you can be considered for Mature Student status. To register as a Mature Student you must be a Canadian Citizen or a Permanent Resident, present a 60% average or higher in English 30-1 or its equivalent, and you may need to meet additional requirements for admission to specific programs. You may be asked to complete an English competency exam.

Transfer Student

If you have completed 15 credits or more at another postsecondary institution, you may be considered for Transfer Student status. You must submit official transcripts of all post-secondary studies as well as official high school transcripts.

- Transfer credit towards Ambrose programs may be granted in accordance with university transfer credit policies.
- If you have post-secondary studies with a cumulative GPA of less than 2.0, or you are on Academic Probation from the previous institution, you may apply for admission on the basis of a Dean's Recommendation.
- If you have been required to withdraw from the previous institution for academic reasons, you are not permitted to register until one year has elapsed from the date that you were required to withdraw.

Dean's Recommendation

If you do not meet regular admission requirements, you may submit a Letter of Appeal to the Academic Dean. After the Dean reviews your application and appeal, you may be granted admission on the basis of the Dean's official recommendation. Dean's Recommendation is a probationary status. While you may enter Ambrose under this status, in order to continue your studies you must achieve Regular Student status by attaining a minimum GPA of 2.0 in your first 12 credits. Thereafter, you will be subject to standard academic policies. If you do not maintain a GPA of 2.0 in your first 12 credits you may not be allowed to return for the next semester.

Former Student

To re-enter Ambrose University after an absence of one year and one semester, submit an Application for the program you wish to enter and ensure that your former finance account is paid in full. You must also submit official transcripts of any post-secondary studies undertaken during your absence. The re-application process also applies if you were suspended from Ambrose and wish to return to continue studies. Re-entry requirements do not apply to students who were absent on Internship. When you are re-admitted under Former Student status you must fulfill current degree program requirements. If you have a GPA of less than 2.0, you may be re-admitted on academic probation.

PROGRAM SPECIFIC REQUIREMENTS

Bachelor of Arts: Behavioural Science

In addition to meeting the basic admission requirements, to gain admission to the *Bachelor of Arts: Behavioural Science* (Concentration or Major) you must present Math 30-1 or Math 30-2 or its equivalent with a passing grade.

Bachelor of Arts: Business Administration and Bachelor of Business Administration

In addition to meeting basic admission requirements, to gain admission to the *Bachelor of Arts: Business Administration Concentration* or *Bachelor of Business Administration* you must present Math 30-1 or Math 30-2 or its equivalent with a grade of 60% or higher.

Bachelor of Music and Bachelor of Arts: Music

In addition to meeting basic admission requirements, to gain admission to the *Bachelor of Music* or *Bachelor of Arts: Music* you must:

- Satisfy the Advanced Rudiments (RCM) requirement (70% minimum grade)
- Pass an entrance audition in your chosen instrument

For your audition, prepare 10-12 minutes of music with varying styles represented. Auditioning in person is the preferred route, but we will accept a recorded audition if you live a considerable distance outside of Calgary. Please contact the music department for further information.

Minimum entrance proficiency:

- Piano – be prepared to begin Grade Nine level work
- Voice – demonstrate strong vocal potential. Formal vocal training is encouraged though not required.
- Guitar – demonstrate a strong, basic guitar skill. Performance is assessed on a case by case basis, and we have both jazz and classical guitar teachers.
- Strings, Brass, Woodwinds, Percussion – be prepared to work at a Grade Eight RCM or higher level

Bachelor of Arts: Psychology

In addition to meeting the basic admission requirements, to gain admission to the *Bachelor of Arts: Psychology* Major you must present Math 30-1 or Math 30-2 or its equivalent with a passing grade.

Bachelor of Education (After-Degree)

Admission is competitive. Present a completed bachelor's degree (minimum 90 credits) with a strong liberal arts component from a recognized university with a minimum average of at least 72% or a GPA of 2.7 on a 4.0 scale on your last 30 credits. Only complete applications will be considered for admission. The program has limited space and applications close when the program is filled. Early applications are encouraged and are necessary to be considered for scholarships.

If your primary language is not English, you must meet one of the following test score requirements:

- Test of English as a Foreign Language (TOEFL) 100 (iBT) with a minimum sub-score of 27 in Speaking, 25 in Writing, 24 in Listening and 24 in Reading
- International English Language Testing System Academic (IELTS Academic) – 8.0 with no bands below 7.0

Bachelor of Science: Biology

In addition to meeting basic admission requirements, to gain admission to the *Bachelor of Science: Biology* Major you must have five Grade 12 level courses including English, Math (30-1 or equivalent), Biology, and Chemistry, with a minimum overall average of 60%. Physics and Math 31 (Calculus) are recommended but not required.

Diploma in Acting

In addition to meeting the basic admission requirements, to gain admission to the Diploma in Acting, you must:

- Submit a resume and an essay
- Pass an entrance audition and interview

Auditioning in person is the preferred route, but we will accept a recorded audition if you live a considerable distance outside of Calgary. For more detailed information, visit <https://ambrose.edu/acting-program-requirements>.

APPLICATION DOCUMENTS REQUIRED

Bachelor of Arts (except Music)

Bachelor of Business Administration

Bachelor of Science

1. Application for Admission
2. Non-refundable application fee (\$70 for Canadian and US applicants, \$100 for applicants from outside North America)
3. Employer/Professional Acquaintance Reference
4. Official high school transcript
5. Official post-secondary transcript, if applicable

Bachelor of Arts in Music (3 and 4 year)

Bachelor of Music

1. Same documents as required for other BA programs
2. Music audition (in person or audio recording)
3. Proof of theory requirement

Associate in Ministry Bachelor of Theology

1. Same documents as required for BA programs
2. Reference: Pastor/Denominational Leader
3. One-page testimony

Bachelor of Education (After-Degree)

1. Application Form
2. Non-refundable application fee (\$70 for Canadian and US applicants, \$100 for applicants from outside North America)
3. Official post-secondary transcripts sent directly from the degree-granting institution to Ambrose. Students whose undergraduate degree comes from outside of Canada must have their degree transcript assessed through IQAS at <https://www.alberta.ca/iqas.aspx>
4. Completed official criminal record check with vulnerable sector search. Calgary residents can contact the Security Clearance Unit of the Calgary Police Service by email cps-securityclearance@calgarypolice.ca or phone: 403-206-2052. Residents who live outside the Calgary area, please contact the police service in your local community prior to relocating to Calgary.
5. Resumé to include all work and volunteer experience, including experience working with children.
6. Two reference forms to be completed and submitted online by referee, at least one of whom who has overseen the applicant in a role working with children.
7. Written Statement (500-750 words): Please explain why you are interested in pursuing an elementary education focused degree at Ambrose University.
8. Proof of English Proficiency may be required from applicants whose primary language is not English, or for students whose undergraduate degrees have been completed in a language other than English.
9. An interview may be required.

Diploma in Acting

1. Same documents required as for other BA programs
2. Acting audition (in person or recorded)
3. Theatrical Experience reference
4. Resumé
5. Essay

FINANCIAL INFORMATION

The following tuition and fee rates and financial policies are valid between May 1, 2021 and April 30, 2022. The fees as stated are correct at the time of publication. Ambrose reserves the right to change tuition and fees without notice.

General Information and Policies

Tuition Deposit

In order to register for classes at Ambrose, you must make a \$250 non-refundable deposit. This deposit will be applied towards tuition fees for the current academic year. The deposit must be paid in the first semester in which you are registered, either in the Spring, Summer, Fall or Winter semester.

Due Date

Tuition and fees (including residence and meal plan fees) are charged by semester.

Due dates are:

- Fall Semester: August 31, 2021
- Winter/Spring Semesters: First Day of Classes

If you are unable to meet the semester deadline, you must contact the Finance Office to set up a deferred payment plan. Failure to do so will jeopardize your registration status in all of the classes you have selected.

Statement of Account

Student account statements are available online via the student registration system. A detailed breakdown of charges and payments can be seen by clicking on the “billing” menu item once you have logged in to the registration system. Access the registration system at my.ambrose.edu. It is your responsibility to ensure your account is up-to-date.

Outstanding Student Account BalancesPrevious Outstanding Balances (prior semesters)

Outstanding student account balances from prior semesters must be settled in full before any additional registration is allowed. If you have an outstanding account balance you will not be issued any documents including degree parchments, grade reports, transcripts, income tax forms, etc.

Current Outstanding Balances (current semester)

Students with outstanding balances and no financial arrangements made:

- Will not be allowed to register in future semesters
- Current enrolment will be removed and financial charges will stand unless dropped before the Add/Drop deadline"
- Will not be permitted to sit any final exams or receive a final grade for the courses they are registered in
- Those involved in student leadership will be required to step down
- Members of the Ambrose Lions Athletics teams will not be permitted to participate

Methods of Payment

For detailed information on how to pay fees, visit <https://ambrose.edu/payment>.

Student Finance and Financial Aid

We understand that finances are a vital aspect of university life and are committed to helping you achieve your educational goals through a Financial Aid program. Our Financial Aid and Awards Coordinator assists with scholarship applications, emergency relief, student employment and budget outlines.

Late Charges and Deferred Payments**Late Fee**

An outstanding balance on the student account is considered late at the end of the first month of each semester. Late accounts will be charged a one-time late fee of \$125.

Deferred Payment Options

For detailed information on how to defer payments, visit <https://ambrose.edu/payment>.

Refunds**Prior to Add/Drop Date**

A full refund less the non-refundable registration deposit is available to students who reduce or change their course load by the last day to add/drop.

Withdrawal from course(s) after the Add/Drop Date

No refunds will be available to students who withdraw from a single course or courses after the last day to add/drop.

Withdrawal from Ambrose University

Students who withdraw from Ambrose University completely will receive a refund based on the following schedule:

Tuition Refund	Residence Refund	For total withdrawal from Ambrose before
100%	80%	By the last day to add/drop. See the Academic Schedule .
80%	80%	The end of the 1st week following the last day to add/drop
70%	70%	The end of the 2nd week following the last day to add/drop
60%	60%	The end of the 3rd week following the last day to add/drop
50%	50%	The end of the 4th week following the last day to add/drop

No refunds are available after last stated date above. Other semester fees are not refundable. Scholarships and other financial awards will be withdrawn.

Please note that the withdrawal date will be the date on which the withdrawal form is signed by the Registrar.

Extenuating Circumstances

Students who withdraw from course(s) after listed deadlines due to unexpected and uncontrollable circumstances including medical emergencies, compassionate grounds or unforeseen conditions and situations may appeal for an exception to the aforementioned policies. The VP of Finance of Ambrose University will review on a case-by-case basis.

Financial reimbursement will only be considered for appeals received during the same semester of the extenuating circumstance.

Income Taxes T2202a

T2202as are issued based on eligible fees for each calendar year. These forms will be sent to my.ambrose.edu email addresses. It is your responsibility to ensure that you have access to your school email address.

To request missing T2202a forms from a previous calendar year visit: <https://ambrose.edu/income-tax> for instructions to request another copy.

Special Discounts

Audit Volume Discount

Students who are registered in 15 or more credit hours in one semester can audit a class during the same semester and have the audit tuition fee waived.

Alumni Discount

Alumni receive a 50% tuition discount on audited courses (subject to availability, some restrictions apply). All other related fees apply.

Seniors' Discount

Senior Citizens (age 65+) receive a 50% tuition discount on audited courses (subject to availability, some restrictions apply). All other related fees apply.

Spousal Discount

When both husband and wife attend Ambrose University as full-time students, one spouse will receive a discount equal to the tuition cost of one full course (3 credit hours) during the same semester. All other related fees apply. Students must be married prior to the beginning of the semester. Students must provide a copy of their marriage certificate.

The Spousal Discount Application form is available at: <https://ambrose.edu/financial-tools-and-resources>. The due date for applications is by the add/drop date. Late application forms will not be processed.

TUITION AND FEES

Undergraduate Tuition (per credit hour)

Tuition (Domestic)	\$420
Tuition (International)	\$630
Audit Fee	\$210

Education (After-Degree) Tuition (per credit hour)

Tuition	\$425
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Mandatory Student Fees (per credit hour)

Student Services Fee	\$22
Registration Fee	\$5

Continuing Education (per course)

ELQS Tuition	\$650
FMC Tuition (for credit)	\$150
FMC Tuition (for audit)	\$50

Student Association Fee (per year)

Full time	\$90
Part time	\$45

Application Fees

Domestic Students	\$70
International Students	\$100
Late Application Fee (After August 1 for Fall and December 1 for Winter admission)	\$130

Registrar/Registration Fees

Late Registration Fee	\$50
Graduation Application Fee (final year only)	\$125
Late Graduation Application Fee	\$225
Replacement Degree	\$75
Letter of Permission	\$20
Syllabus Request	\$1 per syllabus
Official Transcript	
Per institutional addresses. Additional cost will apply for express postage. Please contact the Office of the Registrar for more details (registrar@ambrose.edu).	\$10 (regular mail)
	\$30 (xpresspost)
Note: Official transcripts are only issued when any outstanding student account balances are paid in full.	

Athletic Team Fees (annual)

Basketball	\$500
Soccer/Futsal	\$500
Volleyball	\$500

Campus Services

Lockers (available on a first-come, first-served basis)

1/2 size	\$60 per academic year
3/4 size	\$75 per academic year
Parking (residence)	\$450 per academic year
Parking (commuter)	\$498.75 per academic year

Specific Fees

Internship Administration Fee	\$350
Bachelor of Education - Memberships Fee (per year)	\$30
Bachelor of Education - Practicum Fee (per year)	\$100
Bachelor of Education – Alberta Teachers' Association Fee (per year)	\$21
School of Ministry Program Fee (per semester)	\$50
Behavioural Science Program Fee (per semester)	\$50
BSc Program Fee (per semester)	\$30
Business Program Fee (per semester)	\$30
Christian Studies Program Fee (per semester)	\$25
English Program Fee (per semester)	\$25
General Studies Program Fee (per semester)	\$25
History Program Fee (per semester)	\$25
Music Program Fee (per semester)	\$40
Psychology Program Fee (per semester)	\$50
Theatre Program Fee (per semester)	\$40
C&MA Licensing Fee	\$60
Personality Assessment Fees	\$85
Practicum Assessment and Testing Fee	\$350
Health and Dental Plan (info: https://studentvip.ca)	\$355

****Note:** Tuition and fees are subject to change without notice

RESIDENCE

Room and Board (per semester) - Includes single room, shared bathroom, WiFi, laundry, meal plan and flex dollars \$3950

Flex dollars can be spent at Origin Coffee Co. + Eatery, Domino's Pizza and Waves. Unused Fall flex dollars are carried forward to Winter Semester. Unused amounts may be credited to student accounts at the end of the school year upon request.

Deposits

Room Reservation Fee/Damage Deposit	\$400
Late Reservation Charge	\$50

When you apply to residence you must pay a \$400 deposit to reserve your spot. This room reservation deposit becomes a damage deposit once you have moved into residence.

To receive your room reservation deposit back if you are not planning on living in residence, you must notify the Residence Director prior to:

- June 15 for Fall semester admission
- Dec 1 Winter semester admission
- Refunds are subject to room inspection.

Students fully withdrawing from Ambrose University, or who are asked to leave residence due to misconduct, will be held to the same financial arrangements as stated in the Refund section. Residence students, by way of the Residence Contract, agree to a four-month lease (each semester).

STUDENT LIFE

Student Life cultivates a hospitable learning environment that promotes wisdom development through faith formation and holistic well-being. To that end we offer a number of co-curricular programs, activities and services. See the Student Handbook for more information.

Community Standards

Students who join our community and sign the Community Life Standards document (through the application process) commit themselves to following these standards. Each student must accept these responsibilities in order to remain part of the Ambrose community.

If you've been accepted to Ambrose but you feel that you cannot with integrity commit to the standards and responsibilities of Ambrose's living-learning community, we encourage you to discuss the matter with a member of the Student Development team. It might be best to consider pursuing a learning-living community that better fits your values.

If you're thinking of applying to Ambrose, we invite you to read through our Community Life Standards document.

[READ THE COMMUNITY LIFE STANDARDS](#)

Spiritual Development

We intentionally seek to help students develop their Christian faith through:

- Chapel Worship Services
- One-on-one time with the Campus Chaplain and Associate Chaplain
- Deeper Life Conference and Faith, Life & Learning Days
- Prayer Retreat
- Discipleship Small Groups
- Residence Worship Nights

Residence

The Ambrose Residence program is an integral part of the Ambrose experience. We offer a living environment that seeks to facilitate physical, emotional, relational and spiritual growth. The connections formed among students in residence significantly contribute to a sense of belonging at Ambrose and offers the opportunity to build life-long friendships. Our live-in Residence Director and Residence Assistants provide support as you make the transition from home to independent living. Building Community is our highest priority.

Our two Ambrose Residence buildings have the capacity to house 242 students in single, double and triple occupancy rooms, and it's all steps away from our academic building. Rooms are equipped with a bed, desk, chair and closet space for each student. Each room is connected to another by a bathroom which is shared between four to five students. Each floor contains a spacious lounge space equipped with couches, two refrigerators, a kitchen sink, cabinets and a microwave.

The residences were built with safety and security in mind and have programmable proximity card access systems, security cameras in the public areas and glassed stairwells with 24-hour lighting. The residence basement offers recreational space, laundry facilities, student storage, a media room and a kitchen that can be accessed for special occasions.

Commuter Life

The Commuter Life program is committed to establishing an atmosphere of community, belonging and mutual learning among commuter students. Much of this community building happens in the Commuter Collegium, a campus living room set aside for study, prayer, relaxation, reflection and connection with other Ambrose students.

The Collegium is staffed by Commuter Life leaders who always have the coffee ready, help build connections between commuters, and contribute to learning by providing opportunities, to interact with faculty, grow spiritually, connect to community, and develop academically. Undergraduate commuter students may purchase a collegium membership for \$25.00/semester.

Athletics and Campus Recreation

Ambrose University varsity teams compete under the name Ambrose Lions. The team colors are black, gold and white. The Ambrose Lions compete in the Alberta Colleges Athletic Conference (ACAC) in Volleyball, Basketball, Outdoor Soccer, and Futsal. We also have a club hockey team that competes in the Calgary Adult Hockey League. Team members are committed to excellence in character, sport and academics, and they strive to be examples in the league and in the community.

The Fitness Centre and squash courts are available to all students and intramural programming takes place throughout the year. You are encouraged to cheer on the Lions in their home gym, affectionately known as The Lions' Den, which has capacity for 400 spectators.

International Students

It is our desire to make our international students' transition to Calgary a positive experience.

International Student Employment

International students are now eligible to apply for work permits if they meet specific degree requirements. Contact the Director of Community Life for details.

Health Insurance for International Students

Alberta has a publicly administered health care system that guarantees Albertans receive universal access to medically necessary hospital and medical services. Alberta Health Care Insurance is free to all students with a study permit. Talk to the Director of Community Life for more details.

Counselling

Confidential personal, pastoral and vocational counselling is available to you through the Student Life department. There is a nominal fee for personal counselling. For more information or to book an appointment, please visit our counselling page: ambrose.edu/counselling.

Student Government

Ambrose Student Council members are elected and appointed to serve the holistic needs of the student body as part of the Student Life division and, in collaboration with Ambrose University, to represent your interests to the Ambrose administration.

ACADEMIC SUCCESS

Accessibility Services

Ambrose University celebrates diversity and welcomes the contributions, experiences and full participation of students experiencing disabilities as valued members of our community.

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes.

Accessibility Services at Ambrose serves the university and students experiencing disabilities and requesting academic accommodation in creating an accessible learning environment that encourages full participation in academic courses.

Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>.

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Academic Intervention

If you obtain a CGPA lower than 2.0 after your first semester of study, you are invited to participate in the Academic Intervention program. The program enables you to identify academic challenges, and work to create a plan to improve academic success, in order to avoid Academic Probation. Academic Intervention is not recorded on your transcript. The goal of Academic Intervention is to create a custom plan for your future success.

Harassment

Ambrose University provides an environment that supports the fair treatment of all members of the campus community. All members of the community are entitled to a learning and working environment that is pleasant, professional, spiritually uplifting and free from all forms of harassment, including sexual harassment. You will find our Sexual Violence policy and procedures on our website: ambrose.edu/sexual-violence-response-and-awareness.

Student Information and Confidentiality

Information about Ambrose students that has come to the attention of Student Life professionals is confidential; however, limits to confidentiality include three exceptions: 1) if you or another person is at risk of serious harm, 2) if your information is subpoenaed in a court of law, 3) if disclosure to other persons is reasonably necessary to care for, support and provide interventions for a student.

Personal Information Protection Act (PIPA) Policy

Ambrose University is committed to safeguarding the personal information entrusted to us. We manage your personal information in accordance with Alberta's Personal Information Protection Act and other applicable laws.

ACADEMIC INFORMATION AND POLICIES

As a student, you are responsible to familiarize yourself with all academic policies. Acceptance into Ambrose constitutes your agreement to comply with all academic policies. You are responsible for all financial and academic policies and penalties as listed in this Academic Calendar. The Academic Calendar (including official errata and addenda) is the official authority on all course and program requirements.

If you have questions about these policies, want to apply for an exception to a policy or need to ask for judgment on a situation not covered by these policies, talk to someone in the Office of the Registrar.

COMMUNICATION POLICIES

Check Your Email

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Let Us Know if You Change Personal Information

You must notify the Registrar immediately of any changes to personal information including changes in address, name or citizenship. If you wish to change either your surname or given name you must provide proof of an official name change in the form of legal documentation. Ambrose University is not responsible for incorrect mailing, missed deadlines or failure to receive information when these incidents are due to your failure to report a change of personal information.

DEFINITIONS

Academic Year

The Academic Year consists of two primary semesters, Fall and Winter, with a minimum of 13 weeks in class each semester, plus an examination period. Spring semester, consisting of several weeks of modular and weekend courses, follows the Winter semester each year. See the Academic Schedule for details.

Audit

This refers to pedagogical outcomes and fee structures. Only credit courses may be audited. There is not evaluative component, therefore, no credit is granted for completion of the course.

Concentration

This refers to a group of 36-42 credits within a three (3) year degree and represents an increased focus on a particular area of study. These courses constitute the disciplinary specialty in a three-year degree. Concentrations must be constructed with a maximum of three (3) 100-level courses and a minimum of two (2) 300-level (or above) courses.

Core Course

This is a course, or course component, which a student takes to fulfill the mission of the University and that is designed and listed as part of the principal requirements of the University's curriculum. Courses taken to satisfy this component of the program may also be used to satisfy requirements in either of the other categories (i.e., program requirements, electives).

Course

A course is an academic unit of instruction that has a credit weight, typically with a credit value of three (3), but could have a value from 1 – 6.

Course Level

Courses considered as junior level are those which have a course number in the 100s. Senior level courses are those numbered at the 200, 300 or 400 level. Courses in the 500 level are foundational in Education and the Seminary. Courses numbered 600 and 700 develop student learning within the discipline and lead to synthesis of the subject matter.

Credit

This refers to the value assigned to a course that counts toward program completion. Credit is determined by teaching mode, hours of instruction and length of semester or equivalent. The expectation is that undergraduate courses require 30 – 40 hours of academic effort per credit and Seminary courses require 40 hours of academic effort per credit, where academic effort includes class time (e.g., lectures, labs, studios, tutorials, etc.), experiential or blended components and all independent study (e.g., essays, assignments, readings, preparation, study, reflection, etc.). Education classes use a modified schedule condensing course delivery based on credit hours per course.

Course Load

A full student load is 15 credit hours (typically, five three- credit courses) per semester. If you wish to complete your degree program in the minimum time required, you must take a full load each semester. The Office of the Registrar may grant approval of loads in excess of 16.5 credit hours a semester to students who have demonstrated superior academic ability. Student athletes are strongly encouraged to take 12 credit hours per semester.

Full-time/Part-time Classification

Students enrolled in 9 or more credit hours per semester are considered full-time. Students enrolled in less than 9 credit hours per semester are considered part-time.

Open Studies Students

Open Studies Student status is granted to eligible students wishing to take courses without enrolling in a particular academic program. This is a temporary designation only and students in this category are limited to registration in five courses. To continue in studies past the fifth course, you must apply and be accepted into an academic program through another admission category. No assurance is given that courses taken as an Open Studies Student will apply to an academic program.

Visiting Students

If you are enrolled in a program at another post-secondary institution, by presenting a Letter of Permission from your home institution you may take the course(s) specified in the Letter of Permission. You are not required to complete an application but may need to submit official transcripts to meet course prerequisites.

Class Attendance

You are expected to attend all classes in which you are registered. An instructor may determine and include in the syllabus an attendance policy appropriate to the particular course.

Recording Lectures

The recording of lectures or any other classroom and academic activity is not permitted unless cleared by the instructor prior to the event. Instructors are advised to work with the Accessibility Coordinator if recordings are related to student accommodations.

PROGRAM INFORMATION**Baccalaureate Degree**

A baccalaureate degree is a provincially recognized program. A four-year degree consists of no less than 120 credits. A three-year degree requires 90 credits. A two-year after degree requires 60 credits. A degree is normally comprised of program requirements, core courses and electives. Because of accreditation or program approval requirements, the number of courses in each group may vary.

School of Ministry Program

The Association of Biblical Higher Education (ABHE) programmatic standards provide structure for these degrees.

Two (2) Year After Degree Program (B.Ed.)

60 credits in 12 required courses (across 4 curriculum components) which are designed to articulate the competencies of the Alberta Teaching Quality Standard.

Major

Majors are a minimum of 42 credits in a particular area of study in a four-year program with 30 credits taken at the senior level. The designation for Major will normally appear on the transcript and the degree parchment.

Program Requirements

This is a set of prescribed courses within a program that defines the primary area of study or major.

Concentration

A concentration contains the courses in a three-year program which are the disciplinary specialty. Students normally select their concentration when they apply to Ambrose University.

Stream

This term is used in relation to four (4) year degrees and describes a subspecialty within a degree. A stream may range between 15 – 30 credits.

Program Time Limits

The following time limits apply to the completion of degree and diploma programs at Ambrose:

- 4-year degree must be completed within 8 years of admission to the program
- 3-year degree must be completed within 6 years of admission to the program
- 2-year diploma must be completed within 4 years of admission to the program

Change of Program

To transfer from one Ambrose University degree program to another, you must submit a Change of Program Application, meet any applicable program admission requirements and receive the approval of the Registrar. You should be aware of differences in core courses and program requirements before you transfer from one program to another. We advise you to consult the Finance Office concerning your student loans before submitting your Change of Program Application.

When you switch programs, any completed courses that satisfy your new program's requirements will be applied to the new program. Be aware that transferring to a new program may extend the time needed to complete your degree, especially if you haven't completed the new program's core or prerequisite courses. If you have completed relevant course work at other institutions, it will be re-evaluated for transfer credit in light of the new program requirements.

Minors

Minors are a set of no less than 18 prescribed credits within a 120 or 90 credit program. They represent a second discipline as a complement to a major or concentration. Minors are recorded on transcripts but not degree parchments. A minimum cumulative GPA of 2.0 in all minor courses is required to earn a minor. Minors are not available to students in a diploma or certificate program. Multiple minors are permitted. Courses at the 400-level cannot apply to a minor for students enrolled in a ministry program.

Minors provide an opportunity to study a second discipline as a complement to your major or concentration. Minors are especially useful for students considering careers in education, communications, business, the social sciences, the natural sciences, history, general studies, and Christian ministry or for students enrolling in graduate programs.

Earning a Second Degree

To earn a second degree, you must submit a Second Degree Application to the Office of the Registrar. A second degree will be granted under the following conditions:

- you have met the admission requirements of the second degree program;
- your second degree is in a different area of study than your first degree;
- you meet all of the stated degree requirements for the second degree;
- at least 30 credit hours of work at Ambrose University towards your second degree has not been applied to the first degree, with at least 21 of the 30 credit hours completed at the senior level.

Ambrose University does not admit its graduates to the same degree a second time.

Earning a Double Major

You can earn a double major by fulfilling all the major requirements of both programs as listed in the Academic Calendar. You may count courses to fill program requirements in both majors, but the required number of credits in both majors must still be completed. Please note that while you may earn two majors, only one degree will be granted. It is also important to note that Ambrose University cannot guarantee that course sequencing and timetabling will accommodate all the requirements of a double major within four academic years. In addition, be aware that meeting the requirements of both major programs could require completion of more than 120 credits.

Psychology and Behavioural Science are not available as a double major.

Earning a Double Concentration

You may earn a double concentration by fulfilling all the concentration requirements of both programs as listed in the current Academic Calendar. While you may earn two concentrations, please note that only one degree will be granted. It is also important to note that Ambrose University cannot guarantee that course sequencing and timetabling will accommodate all the requirements of a double concentration within three academic years. In addition, be aware that meeting the requirements of both concentrations could require completion of more than 90 credits. General Studies is not available as part of a double concentration. Psychology and Behavioural Science are not available as a double concentration.

Upgrading a Concentration to a Major

You may upgrade an Ambrose-granted three-year concentration degree to a four-year major by fulfilling the remaining requirements of the four-year major. When you complete the four-year major the three-year concentration degree will be rescinded.

REGISTRATION

Registration is the process of selecting and enrolling in classes for upcoming semesters. You must make a \$250 non-refundable deposit before registration. This deposit will be applied toward tuition fees for the current academic year. The deposit must be paid in the first semester in which you are registered, either in the Fall or Winter semester. You become registered in a class only after the non-refundable deposit is received and your registration is submitted through the Student Portal. Only students who are registered will be permitted to attend class and receive a grade for the course. All registration for courses must be submitted through the Student Portal. If the class is

full, you will be notified through the Student Portal that you are on the waitlist for that class. If a spot becomes available in the class, you will be notified through the Student Portal and you will have the option of accepting the registration at that time.

Course Selection

You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements. Information about course prerequisites may be found in the Course Descriptions. Not all courses are offered every year, so select your courses carefully. Check the course description to see how often a course is offered.

You will be assigned a faculty academic advisor who will assist you in understanding academic requirements and course selection. You are strongly encouraged to meet with your advisor early and often in your academic career. Additional assistance may be obtained from the Office of the Registrar.

A Degree Audit is available to you through the Student Portal, which outlines your requirements and is updated automatically as your progress in your program.

Directed Study

A Directed Study is a privilege whereby you may attempt a course which is either not currently offered, or is offered but for which you cannot register due to unavoidable circumstances. An application for a Directed Study must be approved by the appropriate Academic Dean and the Registrar.

Directed Studies will be considered under the following conditions:

- your cumulative GPA is 2.0 or higher;
- the course is a required course in your degree program (elective courses are not normally eligible for Directed Study); and
- the course has been unavailable to you due to unavoidable circumstances. *

**By this it is meant that*

- a) *the course has not been offered;*
- b) *you have not had the necessary course prerequisites; or*
- c) *you have or have had an unavoidable scheduling conflict between the required course and another course necessary for the degree program.*

Scheduling convenience and work or personal conflicts do not constitute adequate grounds for a Directed Study application.

The Directed Study course will not be officially registered until all necessary approvals, signatures and a course syllabus have been obtained.

Where an undergraduate student wishes to take a seminary course that is not formally cross-leveled, the student will apply to the Registrar for a Directed Study course. Such courses require approval of the instructor and the Dean. The student will be required to meet the workload requirements of the seminary syllabus. The course will be listed on the student's transcript as an undergraduate course. Directed Studies are only open to Ambrose students who are enrolled in a degree program.

Independent Study

An Independent Study is an individual research project which investigates an area or topic not treated extensively in a regular course. It is to be designed in consultation with the instructor who supervises the Independent Study. This option is limited to third or fourth year degree students whose cumulative GPA in their major field is 3.0 or higher.

To undertake an Independent Study, you must submit a completed application form to the Office of the Registrar by April 1 for Spring semester, May 1 for Fall semester, and by December 1 for Winter semester. The course will not be officially registered until all necessary approvals, signatures and the course syllabus have been obtained.

Independent Studies are only open to Ambrose students who are enrolled in a degree program.

Auditing a Class

You may audit individual classes with the approval from the Office of the Registrar, in consultation with the course instructor. You must attend class but will not be required to complete assignments. No credit is granted for such courses. Your assignments and exams will not be graded, although reading may be required. If you do not attend an audited class regularly, an audit-fail (AUF) final grade will be assigned. Audit courses will be noted as such on your transcript. If you take 15 or more credit hours in any semester you may audit one class free of charge in that semester, subject to the approval noted above. To audit a class, submit a *Request to Audit* form to the Office of the Registrar.

Course Overloads

The Registrar may grant approval of loads in excess of 16.5 credit hours per semester to students who have demonstrated superior ability. Your cumulative GPA will be a factor in determining permission to exceed this limit. To request approval for an overload, submit a Request for Course Overload form to the Office of the Registrar.

Registration Period

Once you are admitted to an Ambrose program you may register for courses through the Student Portal after the official Course Offerings schedule is published for the semester. If you want to register for a course without being admitted to a program, submit a Registration Form for Individual Courses to the Office of the Registrar.

Changes to the course schedule, including cancellation of classes, may be made without prior notice. If a change is made, your timetable will be amended accordingly and you will be notified by email.

Add/Drop Deadline

Before the add/drop deadline you may add, drop or change a course from credit to audit through the Student Portal with no academic or financial penalty. You are responsible for any change of registration made necessary by final grades at the end of a semester. Please consult the Academic Schedule for specific dates for regular semester courses. For courses that do not follow the regular semester format, please contact the Office of the Registrar.

After the Add/Drop Deadline

You may withdraw from courses with financial penalty (no refund of tuition). If you withdraw from a course, a grade of 'W' will be recorded on your transcript. Withdrawal from a course must be requested by the final date to withdraw, which is noted in the Academic Schedule. No tuition refunds are granted for any course changes. You may not add courses to your current term schedule. You may not change from credit to audit.

Repeating Courses

You may repeat a course only once, unless special permission is granted by the Registrar for a third attempt. When a course is repeated, it will be entered a second time, along with the new grade, on your transcript. This new grade will be used to calculate your cumulative GPA and the original attempt will appear with the final grade 'FR' (failed, repeated) or 'R' (passed, repeated), as appropriate. Should permission for a third attempt of the same course be granted the earned grade on the second and third attempts will show on the transcript and be used in the calculation of the grade point average (GPA).

Withdrawal from Courses

If you intend to withdraw from a course after the Add/Drop deadline, you must apply through the Office of the Registrar by submitting a *Withdrawal from Course* form.

A grade of 'W' will be recorded on your transcript for any withdrawal from courses, regardless of cause, that you make after the Add/Drop deadline and before the Withdrawal Deadline (also noted in the Academic Schedule). 'W' grades are not included in grade point average calculations.

If you are obliged to withdraw from a course after the withdrawal deadline because of health or other reasons beyond your control, you may apply to the Registrar for special consideration. For modular courses, the withdrawal deadline is before 1 pm on the first day of class.

Withdrawal from Ambrose

To withdraw from Ambrose University, you should ensure you are not registered in classes and notify the Office of the Registrar. The Finance Office is able to make monetary adjustments to your account only if you are eligible for a refund and only after receiving notification. See Financial Information for further details.

Failure to Withdraw

You are liable for tuition and fees for all courses in which you are registered. If you register and decide not to attend, but do not cancel your registration before the Add/Drop deadline, you will be charged tuition and compulsory fees according to the Ambrose University fee assessment schedule listed under Financial Information. If you intend to withdraw from a course, but fail to do so by the applicable date, you will receive the grade you earn in the class, in accordance with the course syllabus.

TRANSFER CREDIT**New Students**

You may receive transfer credit for previous post-secondary studies at recognized institutions. The Office of the Registrar will evaluate your transfer credit once you are admitted to a particular degree program and only after your official transcripts have been sent directly to Ambrose from the institution where the credits were earned. If your transcript is in a language other than English, it is your responsibility to provide Ambrose University with an official English translation of the transcript.

To be considered for transfer, a course must be equivalent or near to the equivalent of a degree requirement, or fit within the maximum number of elective credits allowed in the particular degree program selected. Practicum, Internship and Mentoring courses are not eligible for transfer into an Ambrose program. Assessments are made on a case-by-case basis. A course taken at any time previously is eligible to be considered for recognition; some courses' content may be considered time-sensitive.

You may register for courses before we complete any necessary transfer credit evaluation. However, you may miss out on transfer credit by doing so. Credit can be granted only once for similar course work, so you could end up registering and being required to pay for a course that would have been unnecessary if we had known that you could be offered transfer credit instead. Therefore, we advise you to register after your transfer credit evaluation is complete.

Reasons Transfer Credit May be Denied

- The courses are not appropriate for your chosen Ambrose program
- You have completed more junior-level courses than your chosen program permits
- You have been taking more transfer courses than the maximum allowed by the program
- The course does not meet the minimum grade requirement for transfer courses
- The institution where the course was taken does not meet accreditation standards for transfer credit
- The course is a Practicum, Internship and/or Mentoring course

See Conditions of Transfer below for more detailed information.

Current Students: Letters of Permission

With a Letter of Permission, degree-seeking students may take courses at other properly accredited institutions for transfer into a degree program. Such permission is subject to approval by the Registrar. You can request a Letter of Permission through the Office of the Registrar. In order to meet approval for a Letter of Permission, you must have earned at least 15 credits at Ambrose, with a cumulative GPA of 2.0 or higher. If you are currently under Academic Probation, you are ineligible for Letters of Permission. Without special permission, you cannot take more courses as a visiting student in a regular semester than the number of credits you are taking at Ambrose University in a regular semester. You must observe our residency and graduation requirements if you plan to graduate from Ambrose University. Once you receive a final grade for a course taken at another institution, you must request that an official transcript be sent directly to the Office of the Registrar at Ambrose.

Conditions of Transfer and Letters of Permission

Students wishing to transfer credits or obtain Letters of Permission should take note of the following:

- You must have earned a grade of not less than C (according to the Ambrose grade scale) in all courses for which transfer credit is desired;

- You must complete a minimum of 45 credits at Ambrose University for all three-year degree programs and 60 credits for all four-year degrees;
- You will not be permitted to complete courses at another institution during your final semester of study;
- Transfer credit cannot be applied to the University Studies Diploma or Associate in Ministry diplomas;
- Transfer credit, including Letters of Permission, may not exceed half of the disciplinary courses in any Arts and Science degree program;
- All transfer credit evaluations are program specific. A change of degree program may therefore result in changes to transfer credits awarded;
- Grades from transfer credits are not noted on transcripts and are not considered when calculating your GPA or cumulative GPA;
- Credit is given for courses taken at accredited academic institutions provided such courses meet degree requirements, subject to certain limitations.

Alberta Council on Admissions and Transfer (ACAT)

Ambrose is a partner institution of Alberta's articulated transfer system and fully supports ACAT's mandate to ensure transferability of courses and programs within the province to the benefit of students. Ambrose University has formal agreements for transfer with other institutions in Alberta which may be found on the ACAT website: www.transferralberta.ca.

International Baccalaureate (IB) and Advanced Placement (AP)

Transfer credit may be given for International Baccalaureate (IB) or Advanced Placement (AP) courses taken in high school. Students who have earned IB or AP credits will be evaluated individually to determine what credit, if any, they may receive. For IB, only Higher Level courses with a grade of 4, 5, 6 or 7 will qualify for evaluation. AP grades of 3, 4 or 5 will qualify for evaluation. The application of transfer credit requires the submission of official IB or AP transcripts sent directly to the university.

College Level Examination Program (CLEP)

Transfer credit may be given for CLEP examinations, administered by The College Board in the USA. Contact the Office of the Registrar for further information.

Association of Biblical Higher Education (ABHE) Accredited Institutions

Transfer credit will be considered for courses taken at an ABHE accredited institution for the B.Th. degree and is subject to the conditions of transfer listed above. Transfer credit for courses students have taken at an ABHE accredited institution will be considered on a case-by-case basis for Arts and Science programs. The criteria provided in the non-formal learning policy (below) is the basis of the transfer decision. Note that in granting this transfer credit, Ambrose is granting credit other qualification certification boards may not recognize.

Block Transfer Agreements

Ambrose has agreements with ABHE accredited institutions whereby certain courses are accepted as equivalent to B.Th. classes. These agreements are reviewed every five years.

Currently, we have agreements with:

- Vanguard College, Edmonton Alberta
- Horizon College, Saskatoon Saskatchewan

Recognition of Prior Learning: Unaccredited Institutions

Recognition of prior learning for undergraduate credit from unaccredited educational settings will be considered on a course-by-course basis. The conditions of recognition are evaluated in consideration of the course description and learning outcomes of the syllabus of the most recent offering of the equivalent Ambrose course. The student applying for recognition of prior learning is responsible to provide documentation of these three aspects of the course (or program) being assessed for recognition:

- Entrance requirements for the non-formal program or course
- The academic credentials of the instructor(s)
- An overview of the course content including a general description of the course with a list of the topics included; time in class, description of the required reading, and outline of the assessment process

Typically, a successful application would indicate that the program had a Grade 12 entrance requirement, that the instructor had a minimum of a Masters' degree, that the course content overlapped the Ambrose course by at least 60% with equivalent reading and that the assessment process demonstrates that the student successfully accomplished the course.

Any applicable Conditions of Transfer (above) apply.

9 credit hours of prior learning will be considered for B.Th. program. 6 credit hours will be considered for any Arts and Science degree. No recognition of prior learning in the B.Ed. program will be considered.

The application for recognition of prior learning is made to the Office of the Registrar who will bring a recommendation to Undergraduate Academic Affairs. There is a fee of \$100 for this assessment.

Capernwray Prior Learning Credit

If you have completed Capernwray studies, a limited number of credits may be awarded as Prior Learning Assessment and Recognition (PLAR) credit, depending on the program you are applying to enter at Ambrose. Please contact the Office of the Registrar for further information.

Recognition of Prior Learning: Life and Work Experience

At present, Ambrose University does not have the capacity to recognize experiential learning acquired through life and work experience.

TRANSCRIPTS

Student academic history records, known as transcripts, are maintained by the Office of the Registrar. All matters relating to courses, grades, academic standing and probation will appear and remain permanently on your transcript. Partial transcripts will not be issued.

You are responsible for ensuring the accuracy and completeness of your transcript. Queries regarding errors or omissions must be made as soon as possible.

Official Transcripts

Official academic transcripts bear the signature of the Registrar and the University seal, and are printed on security paper. They are issued by the Office of the Registrar. Official academic transcripts include the terms in which registration took place and the associated grades or grade symbols that were assigned. The academic transcript also includes the student's current or most recent program degree(s), major(s), minor(s), concentration(s), and specialization(s), as appropriate.

Official copies of your transcript will be provided upon written request from you, but only when all of your fees and outstanding amounts have been paid in full. Official transcripts may be issued to you personally or to an institution you designate in writing.

Transcripts cannot be issued on the basis of a telephone or email request.

Official transcript requests are usually processed within 5 business days but may be up to 10 business days during peak academic seasons from the time of the request, provided the student's account has been paid in full and payment received. Incomplete forms may result in a delay in processing. Requests are processed in the order in which they are received.

Unofficial Transcripts

Unofficial transcripts are similar in content to official transcripts; however, they are not printed on security paper and do not bear the Registrar's signature or the University seal. Current students may access and print unofficial transcripts through their Student Portal.

Please note: As part of the admissions transfer credit process we may collect transcripts from other institutions and keep them on your student file, but legally we cannot release transcripts from another institution.

Withholding of Documents

Official and unofficial academic transcripts will not be issued if the student has any outstanding financial obligations to the University.

COURSEWORK EXTENSIONS

Should a request for a time extension on coursework exceed the end of the term, a Coursework Extension Application must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and
- all course work submitted after the revised due date provided by an approved extension to coursework.

FINAL EXAMINATIONS

Assessments and Examinations

Scheduling

All final examinations (except modular and spring semester courses) must be scheduled by the Office of the Registrar except in the case of take-home examinations, oral examinations, or term projects. Modular or alternative courses offering final examinations are scheduled by the instructor.

All other in-person assessments must be scheduled within regular class time. In-person assessments may not be held on non-instructional days (e.g. fall or winter breaks) or after the last day of classes, as indicated in the academic schedule, except in those special cases where prior approval has been obtained from the Dean of the faculty member offering the course.

Limitations

In the final 14 calendar days of class, instructors should not carry out examinations (or assessments that could reasonably be interpreted as a replacement) that total more than 15% of the final grade, except in the case of laboratory or oral testing, presentations, or summative projects/papers.

Scheduling of Final Examinations

The dates for Final Examinations are noted in the Academic Schedule. Students and instructors must be available for examinations up to the last day of the examination period. You are advised not to make travel plans outside of Calgary before the end of the Final Examination Period. The Examinations Timetable for Fall and Winter semesters will be published mid-September and mid-January. Final examinations must be taken at the time specified in the official Examinations Timetable.

Re-scheduling Examinations

If you need to write a final examination at a time other than the scheduled final examination, and you meet the criteria below, you must file a *Revised Final Exam Request* form with the Registrar's Office. This date is noted in the Academic Schedule.

Such a request will normally only be considered in one of the following circumstances:

- The scheduled final examination slot conflicts with another examination; or
- The scheduled final examination slot results in three consecutive examination periods.

Travel plans will not be considered an appropriate reason to request a revised final examination.

If you miss a final examination due to unforeseen circumstances, you must apply for a deferred final examination within 48 hours of the missed examination. If you are prevented from writing a final examination by illness or other extreme circumstances, you must apply to the Registrar for an alternate examination timeslot. Individual examinations are scheduled by the Office of the Registrar. All requests for deferral of a final examination due to health reasons must be accompanied by a letter from a physician.

Late applications for a re-scheduled examination due to examination time slot conflicts will be accepted.

Final Examination Papers

After grading, all final examination papers will be retained for a period of six months after the release of official grades. During this time, you may request to see your final examination for educational purposes. You will not, however, be permitted to remove or copy your examination papers. After six months, all final examination papers, as well as any unclaimed assignments, will be destroyed.

FINAL GRADES AND GRADE POINT AVERAGES

Grade Reports

Upon completion of each semester, you may view grades for courses in which you were officially registered through your Student Portal. You are responsible to ensure the accuracy of this information.

Grade Point Averages

Satisfactory progress toward completion of a degree program is judged on the basis of cumulative grade point average. The grade point average (GPA) is calculated on a semester basis by adding the quality points earned in each course and dividing by the number of credit hours in which you are enrolled. Pass/fail credit hours are not used in calculating GPA or cumulative GPA. Similarly, grades from transfer credits are not considered when calculating your GPA or cumulative GPA.

The cumulative GPA is the average calculated by adding the total quality points you have earned in all courses and dividing the total by the sum of all attempted credit hours in which you have been enrolled at Ambrose University.

Letter Grade and Grade Point Average

The grading system used at Ambrose University is the Alberta Common Grading Scale, also known as the Alpha 4.00 Grading Scale. Grades have the following meanings:

Grade	Interpretation	Grade Points
A+	Excellent	4.00
A		4.00
A-		3.70
B+	Good	3.30
B		3.00
B-		2.70
C+	Satisfactory	2.30
C		2.00
C-		1.70
D+	Poor	1.30
D		1.00
F		0.00
AE	Aegrotat	No grade points
AU	Audit	No grade points
AUF	Audit-Fail	No grade points
FR	Failed-Repeat	No grade points
P	Pass	No grade points
R	Repeat	No grade points
TX	Time Extension	No grade points
W	Withdrawal	No grade points

Because of the nature of the Alpha 4.00 system, there can be no uniform university-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Aegrotat Grade

The Academic Affairs Committee may authorize a final grade of 'Aegrotat' when course requirements are not met due to prolonged illness or other circumstances beyond a student's control.

Deans' List

The Deans' List recognizes superior academic achievement. Deans' List achievements at Ambrose will be recorded each semester on the student's official transcript. Students in the Bachelor of Education After-degree program are not eligible for Deans' List.

At the end of each academic semester, the Vice President, Academic Affairs of Ambrose publishes a list of students who have earned at least a 3.50 GPA during the preceding semester on a minimum of 12 graded credits at Ambrose University. This applies to students in degree programs only. Students with incomplete grades are not eligible for Deans' List.

Appeal of Final Grades

You are responsible for ensuring the accuracy of information on your transcript.

There are three levels to a final grade appeal. The first two levels are adjudicated on the academic merit of a students' work. The third level of the appeal process is based solely on the process by which the academic appeal decision was reached. During the course of the grade appeal process, a student retains the right to participate in all classes until a final decision is given.

Level 1

An appeal for change of final grade begins with the course instructor within 5 business days of receiving notification of the final grade. If the instructor agrees to change the final grade, the instructor must submit a Change of Grade form to the Office of the Registrar.

Level 2

If you are not satisfied with the decision at Level 1, you may initiate Level 2 of the process by applying for an appeal through the Office of the Registrar. An application for a final grade appeal must be submitted on the appropriate form within 15 days of receiving notice of the final grade.

If the Chair is also the instructor responsible for the course grade, the form shall be conveyed to the Dean of the faculty offering the course.

The Chair (or designate) has the authority to take any action s/he determines is appropriate in adjudicating the grade appeal. At the Chair's discretion, the final grade may be increased, decreased, or left unchanged. The Chair's decision must be recorded on the appeal form which is to be returned to the Office of the Registrar no later than 10 business days after receiving the appeal. The Chair is responsible for providing the student and instructor with written notification of the decision and ensuring the Registrar is copied on the communication.

Level 3

If you are not satisfied with the decision of the Chair, for a fee, the application will be reviewed by the Academic Appeals Committee. An appeal form must be submitted to the Office of the Registrar no later than 7 business days after a decision at Level 2. The Chair of the Academic Appeals committee must be satisfied there are grounds for a Level 3 appeal (see Procedures for Appeal section in this Calendar for grounds for appeal). If the Chair is not satisfied that the appeal has merit, s/he may deny it. If an Academic Appeals committee is convened, the meeting must occur no later than 20 working days after receipt of the original notice of appeal of the Chair's decision. The appeals committee has the authority to take any action it determines is appropriate in adjudicating the appeal. The decision of the Academic Appeals committee is final. If the appeal is successful, the fee will be reimbursed. The Chair of the Academic Appeals Committee is responsible for providing the student, chair and instructor with written notification of the decision and ensuring the Registrar is copied on the communication.

CLASSROOM COMMUNITY STANDARDS

Students are responsible to conduct themselves in a manner that enhances, respects, and does not disrupt or bring harm or disrepute to Ambrose or members of the University Community. In accordance with the Community Standards and Procedures, the following outlines the Classroom Community Standards.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting.

Management of Behaviour in the Classroom Setting

Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class.

Misconduct

Broadly defined, non-academic misconduct in the classroom setting includes behaviours that:

- Violate established civil rights, human rights, and criminal statutes
- Harm (or could be reasonably expected to harm) the mental or physical health or safety of self or others
- Bully and/or harass Members of the University Community
- Neglect or recklessly endanger the well-being of individuals, whether members of the University Community or not, that are a part of, or affected by, the classroom setting
- Damage or otherwise interfere with the physical classroom setting
- Violate the ethical standards of one's intended profession (e.g., clinical settings, practice, directed field studies, internship, etc.).

Complaints and Appeals

Please consult the [Community Life Standards: Complaints and Appeals](#) for more information.

ACADEMIC MISCONDUCT

Academic misconduct is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community.

Academic Dishonesty

Academic dishonesty is defined as any attempt to obtain credit for academic work through fraudulent, deceptive or dishonest means.

Cheating

Cheating is a serious form of academic dishonesty. Cheating includes, but is not limited to:

- sitting for an examination by surrogate or acting as a surrogate;
- tampering or attempting to tamper with examinations, grades or class records;
- communicating with another student during an examination in a dishonest way;
- bringing into an examination any textbook, note book, paper, information or electronic device not authorized by the instructor or examiner;
- consulting any person or materials outside the examination room without permission to do so;
- attempting to read other students' examination papers, or allowing another student to read an examination paper.

Plagiarism

Plagiarism involves presenting someone else's ideas, words or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words.

Plagiarism includes, but is not limited to:

- submitting work previously submitted in another course without the consent of the instructor;
- representing the words, ideas or work of another as one's own in any academic exercise;
- conducting any act that defrauds the academic process.

Nearly all forms of plagiarism can be avoided by giving credit to others whenever using:

- another person's idea, opinion or theory;
- any facts, statistics, graphs, drawings, i.e., any pieces of information that are not common knowledge;
- quotations of another person's actual spoken or written words;
- a paraphrase of another person's spoken or written words.

Penalties and Procedures for Academic Dishonesty

If an instructor finds sufficient evidence of academic dishonesty on your part, you will be subject to penalty. Any form of academic dishonesty may result in a zero grade on the assignment, loss of credit in that course, suspension or other administrative action. Where there is reason to believe you are in violation of an academic standard outlined in the academic policies, the following process will be in effect:

Normally, the respective faculty member will deal with the matter, although the Academic Dean may be involved at the request of the faculty member. Faculty members have the authority and responsibility to assess penalties for academic dishonesty, which will normally be an 'F' on the work so compromised.

In any event, the matter will be reported to the Dean, and a written record will be kept of the violation in your permanent file. The Dean has the authority to impose any penalty considered appropriate for the infraction. The most severe penalty imposed will be a recommendation to the President that you be dismissed from the University.

If your case has been referred to the Dean by your instructor, you may appear before the Dean to present your case. Whenever you appear to present your case before an individual or committee, you may bring one other person who is able to support you. However, this person may not be professional legal counsel.

You have the right to appeal a decision made in response to academic dishonesty, academic probation or suspension from Ambrose University on the following grounds (see Procedures for Appeal):

- there is evidence available that was not considered in the decision;
- there is evidence of prejudicial treatment in the decision; or the appropriate process, as outlined in the Academic Calendar, was not followed.

Credential Rescission

If Ambrose determines that credential rescission is warranted due to fraudulent documentation, the Dean (or designate) of the appropriate Faculty may make the recommendation for rescission to the Vice-President, Academic Affairs. The original conferring of a degree, diploma or certificate may be permanently deleted from the student's academic record. A notation of "<Degree/Diploma/Certificate> Rescinded" and the date of rescission will appear permanently on the student transcript.

ACADEMIC STANDING

Academic Probation

If you fail to meet a minimum 2.0 cumulative GPA in a semester, you will be placed on Academic Probation. The probation will apply to the next semester in which you are enrolled. While on Academic Probation you may not participate on intervarsity athletic teams, in student government or represent Ambrose University in extracurricular groups. Other restrictions, such as a limited course load, or completion of a learning contract may be imposed. Be aware that Academic Probation is noted permanently on your transcript.

Academic Suspension

If, while on Academic Probation, you do not meet the relevant minimum performance level in the semester in which probation occurs, you may be suspended from further studies at Ambrose University. Be aware that Academic Suspension is noted permanently on your transcript. While under Academic Suspension you must remain out of Ambrose University for at least one year from the date of suspension. You may apply for readmission after one year of absence, provided you have enough course attempts remaining to satisfy

the program requirements with an overall GPA of 2.0. See the Admission section for information on the readmission process. When you apply for readmission, in addition to meeting all readmission requirements, you must provide evidence of a changed approach to studies at Ambrose University.

You have the right to appeal a decision made in response to academic dishonesty, academic probation or suspension from Ambrose University on the following grounds (see [Procedures for Appeal](#)):

- there is evidence available that was not considered in the decision;
- there is evidence of prejudicial treatment in the decision; or the appropriate process, as outlined in the Academic Calendar, was not followed.

PROCEDURES FOR APPEAL

You have the right to appeal a decision made in response to academic dishonesty, academic probation or suspension from Ambrose University on the following grounds:

- there is evidence available that was not considered in the decision;
- there is evidence of prejudicial treatment in the decision; or
- the appropriate process, as outlined in the Academic Calendar, was not followed.

The decision of a faculty member or of an Academic Affairs Committee may be appealed to the Academic Appeals Committee of the General Faculties Council using the appropriate form. You must make this appeal in writing within seven days of having been informed of the decision, stating the basis on which the appeal is warranted. The decision of the Academic Appeals Committee is final.

GRADUATION

On the recommendation of the faculty, degrees and diplomas are conferred by the President of Ambrose University at a spring Convocation of the faculty, alumni, graduands and their guests.

Graduation Application

To receive a degree, you must submit a Graduation Application form to the Office of the Registrar no later than the date noted in the Academic Schedule.

A Graduation Application fee of \$125 must accompany the application. Applications received after the deadline may be accepted for consideration or they may be held until the next convocation ceremony. Those that are accepted will be charged a late fee of \$100 in addition to the graduation fee.

The Graduation Application form alerts the Office of the Registrar to review your academic record and recommend that the President grant your degree. If you want to graduate you must, therefore, complete the Graduation Application form by the prescribed deadline and pay the Graduation Application fee, even if you do not plan to attend the convocation ceremony.

Former students cannot apply to graduate with a degree which is no longer offered. You must be admitted into and graduate from a current Ambrose University program.

If you plan to apply courses taken at another institution toward your degree, and you have not yet been granted transfer credit for those courses, you must list them on your Graduation Application form. To receive transfer credit, you must provide official transcripts showing suitable final grades (as defined in the Transfer Credit section of this Academic Calendar) to the Office of the Registrar no later than one month prior to convocation. You are responsible for having official transcripts from other institutions sent directly to the Office of the Registrar.

If you fail to submit your official transcripts before the prescribed deadline, you cannot expect to have your name added to the graduation list or to be recommended for your degree until the following convocation.

When completing degree requirements in spring session, summer session or fall session, you will not receive your degree prior to the following convocation. However, at your request, the Office of the Registrar can issue an official letter indicating that you have completed all of the academic degree requirements of your program.

Graduation Requirements

You alone are responsible for meeting all applicable requirements for graduation. To be considered eligible for graduation, you must meet all of the following requirements:

- Your degree program requirements, as outlined in the Academic Calendar in effect at the date of registration in the program (or readmission to the program), must be completed satisfactorily. Academic credit may be earned at Ambrose University and may include transfer credit consistent with Ambrose University policy;
- A minimum of 45 credits for all three-year degree programs and 60 credits for all four-year degree programs must be completed at Ambrose University;
- Your minimum cumulative GPA must be 2.0, including a GPA of not less than 2.0 in all disciplinary requirements;
- Graduation from Ambrose University is based on the final overall CGPA, which is calculated by dividing the sum of all quality points achieved (and applied to a program credential) by the sum of all those credits.
- All music students must be working at a minimum of Grade Nine level in piano, or Grade Eight for any other instrument (based on RCM grades). In addition, all non-keyboard music students are required to pass a piano proficiency examination (Grade Four, RCM) or successfully complete two terms of applied piano studies;
- Your completed Graduation Application form must be submitted to the Office of the Registrar by the deadline listed in the Academic Schedule;
- Your graduation application fee must accompany the application;
- You must be approved for graduation by vote of the appropriate faculty.

Outstanding Accounts

If you owe the University any fees, fines or other charges you will not be permitted to graduate, which means you cannot participate in ceremonies, will not be listed in the convocation program and will not receive official transcripts or a degree parchment.

The deadline to clear all outstanding accounts in order to be permitted to graduate is two full weeks prior to the convocation ceremony.

Academic Attire

Gowns: Bachelors' gowns follow the black gown specified by the North American Intercollegiate Code.

Hoods: The colours relevant to specific disciplines are:

- Bachelor of Arts – white
- Bachelor of Business Administration – drab
- Bachelor of Education - blue
- Bachelor of Music – pink
- Bachelor of Science – gold
- Bachelor of Theology – scarlet

Headwear: Bachelors' headwear is the black mortarboard or trencher-type.

Graduating in Absentia

If you plan to miss the graduation ceremony, you still need to complete the Graduation Application form by the prescribed deadline and pay the Graduation Application fee in order to graduate. Your degree parchments will be mailed to you.

Degree Parchment

It is Ambrose University policy to use the full legal registered name of students on the degree parchment. Changes in name must be supported by legal documentation. Minors and approved concentrations will not be indicated on your degree parchment, but will be noted on your official transcript.

Replacement Degrees

If your degree parchment gets damaged, lost, stolen or destroyed, or if you request a legal name change, Ambrose University will issue a replacement degree parchment for a fee of \$75. You are responsible to pay any additional costs for courier service, insurance or other delivery options. A replacement parchment will not be issued if you have an unpaid student account.

A *Degree Parchment Replacement form* is available on our website. All replacement degree parchments will be marked “duplicate,” with the date they were reprinted. Replacement degrees usually will not have original signatures.

Honours

Baccalaureate degree students will graduate with Honours if their cumulative GPA meets these minimum standards:

- Summa Cum Laude 3.85 – 4.00
- Magna Cum Laude 3.65 – 3.84
- Cum Laude 3.40 – 3.64

A limited number of undergraduate ministry degree graduates (up to 7% of the class) may be inducted into membership in Delta Epsilon Chi, the International Honour Society of the Association for Biblical Higher Education. One member of the Alumni Association of Ambrose may also be inducted into this society annually as an honorary member.

Up to 15% of the Arts and Science graduates may be inducted into membership in the Phi Delta Lambda Honour Society.

Three annual awards are designated for Bachelor of Education graduates: Professional Leadership Award, Service Leadership Award and Academic Leadership Award.

FACULTY OF ARTS AND SCIENCE

Arts and Science Programs

Arts and Science programs at Ambrose University derive from our mission statements, philosophies of learning, goals and objectives. The following summary lists the available Ambrose University Arts and Science programs and the total credit hours required for completion of each program. Please see the specific academic program details for further information.

Arts and Science programs fit within the following:

Biology

School of Business

Business Administration

Fine Arts

Acting (Theatre)

Music

Humanities

Christian Studies

English

General Studies

History

University Studies Diploma

Social Sciences

Behavioural Science

Psychology

Degree and Diploma Programs

Bachelor of Arts (3 year – 90 credits)

Behavioural Science Concentration

Business Administration Concentration

Christian Studies Concentration

English Concentration

General Studies Concentration

History Concentration

Music Concentration

Bachelor of Arts (4 year – 120 credits)

Behavioural Science Major

Christian Studies Major

English Major

History Major

Music Major

Psychology Major

Bachelor of Business Administration (4 year – 120 credits)

Bachelor of Music (4 year – 120 credits)

Bachelor of Science (4 year – 120 credits)

Biology Major

Diploma in Acting (2 year – 90 credits)

University Studies Diploma (2 year – 60 credits)

Minors

Behavioural Science
Biblical Languages
Biology
Business Administration
Canadian Studies
Chemistry
Christian Studies
Community Development
Dance
Ecology
English
General Science
History
Industrial and Organizational Psychology
Intercultural Studies
Kinesiology
Liberal Arts
Music
Philosophy
Psychology
Sociology
Theatre
Worship Arts

GENERAL ACADEMIC REQUIREMENTS FOR ARTS AND SCIENCE

Four- and Three-Year Baccalaureate Degree Programs

Arts and Science Programs (Bachelor of Arts and Bachelor of Science)

Program requirements not more than 72 credits within a 120 credit program and 42 credits within a 90 credit program.

Core course requirements of 33 credits are required in both 120 and 90 credit programs:

- 9 credits in Christian Formation
- 3 credits in Fine or Performing Arts
- 3 credits in Science
- 3 credits in Science or Mathematics
- 6 credits in Social Sciences
- 9 credits in Humanities

Electives

- Open Electives constitute a maximum of 18 credits from the total number of a 120 credit degree.
 - Arts and Science Electives
1. A minimum of 72 credits must be at the 200-level or higher for a four-year degree, 45 credits must be taken at the 200-level or higher for a three-year degree.
 2. A maximum of 72 credits may be taken in any one discipline for a four-year degree and 42 credits for a three-year program.
 3. Every program will have a capstone course.
 4. Up to 60 credits may be transferred from another institution for a four-year degree and 45 for a three-year degree.
 5. A minimum of 60 credits for four-year degrees and 45 credits for three-year degrees must be completed at Ambrose University.
 6. A cumulative grade point average (CGPA) of at least 2.0 is required to graduate, with a CGPA of 2.0 in disciplinary courses.

Professional Programs

Bachelor of Music

Music requirements not more than 51 credits

Core course requirements of 33 credits:

- 9 credits in Christian Formation
- 3 credits in Fine or Performing Arts
- 3 credits in Science
- 3 credits in Science or Mathematics
- 6 credits in Social Sciences
- 9 credits in Humanities
- Music Ensemble 12 credits
- Applied Music 24 credits

Electives

- Open Electives 3 credits
1. A minimum of 72 credits must be at the 200-level or higher for a four-year degree, 45 credits must be taken at the 200-level or higher for a three-year degree.
 2. A maximum of 72 credits may be taken in any one discipline for a four-year degree and 42 credits for a three-year program.
 3. Every program will have a capstone course.
 4. Up to 60 credits may be transferred from another institution for a four-year degree and 45 for a three-year degree.
 5. A minimum of 60 credits for four-year degrees and 45 credits for three-year degrees must be completed at Ambrose University.
 6. A cumulative grade point average (CGPA) of at least 2.0 is required to graduate, with a CGPA of 2.0 in disciplinary courses

Bachelor of Business Administration

Business requirements not more than 63 credits

Core course requirements of 33 credits

- 9 credits in Christian Formation
- 3 credits in Fine and Performing Arts
- 6 credits in Science or Numeracy
- 6 credits in Social Sciences
- 9 credits in Humanities
- Pre-Professional Requirements

Electives

- Business and Society Elective
 - Open Electives constitute a maximum of 18 credits from the total number of a 120 credit degree.
 - Optional Business Streams
1. A minimum of 72 credits must be at the 200-level or higher for a four-year degree, 45 credits must be taken at the 200-level or higher for a three-year degree.
 2. A maximum of 72 credits may be taken in any one discipline for a four-year degree and 42 credits for a three-year program.
 3. Every program will have a capstone course.
 4. Up to 60 credits may be transferred from another institution for a four-year degree and 45 for a three-year degree.
 5. A minimum of 60 credits for four-year degrees and 45 credits for three-year degrees must be completed at Ambrose University.
 6. A cumulative grade point average (CGPA) of at least 2.0 is required to graduate, with a CGPA of 2.0 in disciplinary courses

Arts and Science Electives

The term Arts and Science elective, where it appears in a Bachelor of Arts program, means an Arts and Science course chosen by the student, provided any necessary prerequisites have been met.

Fine Arts Courses

Art (ART)
Dance (DA)
Fine Arts (FA)
Music (MU)
Theatre (TH)

Humanities Courses

English (EN)
History (HI)
Humanities (HUM)
Language – Ancient (GR, HEB, LING)
Language – Modern (FRE)
Philosophy (PH)
Religion/Christian Studies (REL)

Social Sciences Courses

Behavioural Science (BHS)
Economics (ECO)
Psychology (PS)
Sociology (SO)

Science Courses

Astronomy (ASTR)
Biochemistry (BCH)
Biology (BIO)
Botany (BOT)
Chemistry (CHE)
Computer Science (CS)
Ecology (ECOL)
Geography (GEOG)
Geology (GEO)
Kinesiology (KIN)*
Mathematics (MA)
Medical Science (MED)
Physics (PHY)
Science (SC)
Statistics (STA)
Zoology (ZOO)

**Note: Not all KIN courses can be used as Science credits; check the course descriptions.*

Other Arts and Science Courses

Communications (COM)
Development Studies (DVST)
Intercultural Studies (ICS)
Interdisciplinary (IND)
Political Science (POLI)

Open Electives

The term Open Elective means any course chosen by the student, provided any necessary prerequisites have been met. All ACC (Accounting), BUS (Business), PST (Professional Studies) and selected KIN (Kinesiology) courses will apply to Ambrose University Arts and Science degrees as Open Electives. Field Education (FE) courses cannot be applied to Arts and Science degrees.

Business Courses

Accounting (ACC)

Business (BUS)

Professional Studies

Field Education

Course Level

Courses considered as junior level are those which have a course number in the 100s. Senior level courses are those numbered at the 200, 300 or 400-level.

BIOLOGY PROGRAM

Bachelor of Science: Biology (4 year – 120 credits)

The Bachelor of Science (BSc) program strives to give students a well-rounded Biology education, with a broad-based biological background. In this way, the program allows for maximum flexibility in career choice, whether it be research, medicine, teaching, or another related discipline. The program strives to provide all the courses required for application and admission into professional programs such as Chiropractic, Dentistry, Medicine, Optometry, Pharmacology, and Veterinary Medicine.

Students may choose a stream from the following list that best suits their career goals: Cellular and Molecular Biology, Health Sciences, or Ecology. The degree program also includes course work in Biochemistry, Botany, Chemistry, Kinesiology, Math, Microbiology, Physical Sciences, Physiology, and Zoology. The program helps students develop critical thinking skills as well as practical research techniques and laboratory skills.

Profile of the Graduating Student

The graduating student will have a solid understanding of:

- the processes of life on a cellular level;
- the structure and function of human life, with an understanding of its physiological processes;
- animal life and physiology, with comparisons to human structure and function;
- the physiology, genetics, and life history of micro- organisms;
- individual and population ecology;
- plant physiology and ecology.

BSc (Biology) graduates will also be able to:

- apply biological knowledge to specific issues;
- use critical thinking skills to approach research problems;
- design experimental protocols to test hypotheses, with appropriate data collection and analysis;
- perform basic experimental laboratory techniques, such as slide preparation, spectrophotometry, dissection, and extraction;
- integrate knowledge from the Arts and Sciences with their faith;
- form values and convictions based on sound reasoning and clear methodology.

Career and Education Paths

Graduating students will have several career options open to them, including:

- further professional studies (including Dentistry, Medicine, Optometry, Pharmacy, and Veterinary Medicine)
- research in a private company (such as a pharmaceutical company or ecological group);
- entry-level work in one of the many fields of biology – from ecology to botany to microbiology to physiology;
- graduate work and research;
- further studies in the areas of kinesiology, nursing, education or engineering.

Bachelor of Science: Biology Program Requirements (120 credits)

Christian Formation (9 credits)

REL 105 Introduction to the Bible

REL 161 Introduction to Christian Theology

3 credits in Religion (REL) at the senior level or IND 287 Science and Faith

English (3 credits)

EN 130 Introduction to English Literature

Fine Arts (3 credits)

See *Arts and Science Electives in the Academic Calendar* for specific courses

History (3 credits)

HI 140 Themes in World History

Philosophy (3 credits)

PH 125 Introduction to Philosophy

Social Science (6 credits)

See *Arts and Science Electives in the Academic Calendar* for specific courses

Biology Requirements (18 credits)

BIO 131 Introduction to the Cellular Basis of Life

BIO 133 Introduction to Plant and Organismal Biology

BIO 211 Principles of Genetics

BIO 213 Principles of Ecology

BIO 231 Cellular and Molecular Biology

BIO 498 Integrated Science Capstone Seminar

Biochemistry (3 credits)

BCH 297 Biochemistry I

Chemistry (9 credits)

CHE 101 General Chemistry I

CHE 103 General Chemistry II

CHE 251 Organic Chemistry I

Math/Statistics (6 credits)

BIO 310 Quantitative Methods for Biology

One of the following:

MA 111 Linear Algebra

MA 149 Introductory Calculus

MA 153 Calculus II

Physical Sciences (6 credits)

PHY 111 Mechanics

3 credits from ASTR, GEO, GEOG, PHY, or SC 120

Electives

To meet senior level requirements in the program, you are advised to make sure you take enough senior electives (200-level or higher) to meet the required 72 senior credits in the program.

Senior Biology Electives 24 credits (BCH, BIO, BOT, ECOL, KIN*, MED, ZOO, CHE 253)

**Note: Not all KIN courses can be used as Biology electives; check the course descriptions.*

Arts Electives 3 credits (non-Science)

Open Electives 24 credits

Optional Bachelor of Science Streams:

Students may choose one or more streams as indicated below.

24 credits from one of the following streams

Cellular and Molecular Biology

BIO 241 General Microbiology

BIO 329 Molecular Genetics

BIO 425 Current Topics in Integrative Cell Biology

CHE 253 Organic Chemistry II

One of the following:

BCH 357 Medical Pharmacology

BIO 327 Medical Genetics

BIO 338 Developmental Biology

BIO 455 Cancer Biology

Three of the following:

- BIO 327 Medical Genetics
- BIO 338 Developmental Biology
- BIO 339 Introduction to Biotechnology
- BIO 445 Immunology
- BIO 455 Cancer Biology
- BIO 493 Independent Research Study in Biology (Cell-based)
- BIO 495 Independent Research Study in Biology I (Cell-based)
- BIO 497 Independent Research Study in Biology II (Cell-based)

Ecology

- BIO 245 Research Methods in Biology
- BIO 301 Principles of Evolutionary Biology
- BIO 351 Conservation Biology

Two of the following:

- BIO 241 General Microbiology
- BOT 203 The Botany of Plants
- ZOO 275 Invertebrate Zoology
- ZOO 277 Biology of Vertebrates

One of the following:

- ECOL 317 Aquatic Communities and Ecosystems
- ECOL 319 Terrestrial Communities and Ecosystems

One of the following:

- BIO 389 Field Course in Ecology
- BIO 493 Independent Research Study in Biology (Ecology-based)
- BIO 495 Independent Research Study in Biology I (Ecology-based)
- CHE 333 Environmental Chemistry and Sustainability Studies
- ECOL 235 Introduction to Environmental Science
- ECOL 383 Animal Behaviour
- ZOO 379 Introduction to Marine Biology

3 senior level Science credits in BCH, BIO, BOT, ECOL, KIN*, ZOO

**Note: Not all KIN courses can be used as Science credits; check the course descriptions.*

Health Sciences

- CHE 253 Organic Chemistry II
- ZOO 261 Human Physiology I
- ZOO 263 Human Physiology II
- ZOO 265 Human Anatomy

Four of the following:

- BCH 357 Medical Pharmacology
- BIO 241 General Microbiology
- BIO 245 Research Methods in Biology
- BIO 269 Nutrition
- BIO 320 Bioethics
- BIO 327 Medical Genetics
- BIO 329 Molecular Genetics
- BIO 338 Developmental Biology
- BIO 493 Independent Research Study in Biology (Health-based)
- BIO 495 Independent Research Study in Biology I (Health-based)
- BIO 497 Independent Research Study in Biology II (Health-based)
- CHE 333 Environmental Chemistry and Sustainability Studies
- CHE 335 Introduction to Nanoscience and Nanotechnology
- KIN 255 Growth and Development
- KIN 367 Exercise Physiology
- MED 275 Health and Wellness

ZOO 323 Integrative Physiology

ZOO 361 Pathophysiology

General Requirements for Completion and Graduation

- Completion of Core Requirements:
- Completion of a total of 120 credits (as outlined above)
- A minimum of 72 credits must be taken at the 200-level or higher
- A Cumulative Grade Point Average (CGPA) of at least 2.0, with a CGPA of at least 2.0 in science discipline courses combined

SCHOOL OF BUSINESS

The School of Business seeks to prepare well-trained transformational leaders who are equipped with the knowledge, skills, and vision to provide a positive impact in their businesses, organizations, and communities. We will do this by providing high quality, relevant curriculum and learning experiences, and by nurturing meaningful student relationships with Ambrose University faculty, staff and other aligned stakeholders. We hope to impart to our students a solid understanding of the importance of creating real value, cultivating innovation and social initiatives, developing community, and pursuing good stewardship in relationships, resources and the environment. Through curricular and co-curricular activities, students will be supported in their exploration of their vocations and Calling, as we examine the world through a Biblically-informed lens, seeking to act ethically, and with integrity, justice, and generosity. We continually strive to provide personalized, individual attention to each student to help them achieve their personal and professional goals, and enable them to succeed in and influence the many marketplaces of life.

BUSINESS ADMINISTRATION PROGRAM

Bachelor of Arts: Business Administration Concentration (3 year – 90 credits)

In keeping with the University mission to promote redemptive engagement with society and in support of its educational objectives, the goal of this concentration is to give students a broad base of Arts and Science, alongside an integrated approach to business. Business administration graduates are tomorrow's leaders who have a broad knowledge base and are well equipped to pursue careers in management.

Profile of the Graduating Student

Our graduates are:

- inquisitive life-long learners familiar with information technology;
- effective communicators, good team players, and caring individuals;
- engaged in the local community with an ethical, social, historical, and global awareness;
- critical thinkers and creative problem solvers;
- able to understand and integrate the core functional areas of business with a Christian perspective;
- people of integrity ready to serve in the marketplace in a manner consistent with their faith.

Bachelor of Arts: Business Administration Concentration Program Requirements (90 credits)

Christian Formation (9 credits)

REL 105 Introduction to the Bible

REL 161 Introduction to Christian Theology

3 credits in Religion (REL) at the senior level

English (3 credits)

EN 130 Introduction to English Literature

Fine Arts (3 credits)

See *Arts and Science Electives in the Academic Calendar* for specific courses

History (3 credits)

HI 140 Themes in World History

Philosophy (3 credits)

PH 125 Introduction to Philosophy

Science (3 credits)

MA 110 Introduction to Mathematics for Business

Social Science (3 credits)

PS 121 Introduction to Psychology or SO 121 Principles of Sociology

Pre-Professional Requirements (9 credits)

ECO 110 Microeconomics and Macroeconomics I
ECO 120 Microeconomics and Macroeconomics II
STA 210 Introduction to Business Statistics I

Business Requirements (33 credits)

ACC 200 Introduction to Financial Accounting
ACC 210 Managerial Accounting
BUS 100 Introduction to Business Administration
BUS 210 Business Ethics and Corporate Governance
BUS 220 Finance or BUS 272 Introduction to Business Analytics
BUS 250 Organizational Behaviour
BUS 280 Marketing
BUS 499 Capstone Seminar in Business
9 credits in ACC/BUS at the 300-level or higher

Electives

To meet senior level requirements of the program, 9 credits of electives must be taken at the senior level.

Arts and Science Electives (18 credits)

Open Electives (3 credits)

General Requirements for Completion and Graduation

- Completion of a total of 90 credits (as outlined above)
- A minimum of 45 credits must be taken at the 200-level or higher
- A maximum of 42 credits taken in any one discipline (ACC/BUS combined)
- A Cumulative Grade Point Average (CGPA) of at least 2.0, with a CGPA of at least 2.0 in ACC/BUS courses combined

Bachelor of Business Administration (4 year – 120 credits)

The Bachelor of Business Administration degree develops professional skills and knowledge from both an academic and practical business perspective. Students gain a strong theoretical foundation and develop a base of skills and experience in a range of business-related fields. The degree also focuses on developing ethics and management values which reflect a Christian worldview.

Profile of the Graduating Student

Graduating students will be:

- knowledgeable and functional contributors to organizations in the core areas of business;
- effective communicators, good team players, and caring individuals;
- engaged in the local community with an ethical, social, historical, and global awareness;
- critical thinkers and creative problem solvers;
- able to understand and integrate the core functional areas of business with a Christian perspective;
- good stewards of all of God's gifts including abilities, time and resources;
- people of integrity ready to serve in the marketplace in a manner consistent with their faith.

Bachelor of Business Administration Program Requirements (120 credits)

Christian Formation (9 credits)

REL 105 Introduction to the Bible
REL 161 Introduction to Christian Theology
3 credits in Religion (REL) at the senior level

English (3 credits)

EN 130 Introduction to English Literature

Fine Arts (3 credits)

See *Arts and Science Electives in the Academic Calendar* for specific courses

History (3 credits)

HI 140 Themes in World History

Philosophy (3 credits)

PH 125 Introduction to Philosophy

Social Science (3 credits)

PS 121 Introduction to Psychology or SO 121 Principles of Sociology

Science (3 credits)

MA 110 Introduction to Mathematics for Business

Pre-Professional Requirements (9 credits)

ECO 110 Microeconomics and Macroeconomics I

ECO 120 Microeconomics and Macroeconomics II

STA 210 Introduction to Business Statistics I

Business and Society Elective (3 credits)

Choose one of:

DVST 210 Introduction to Community Development

DVST 305/BUS 305 Management of Non-Profit Organizations

PS 307 Psychological Impacts of Poverty

SO 220 Social Problems

Business Requirements (63 credits)

ACC 200 Introduction to Financial Accounting

ACC 210 Managerial Accounting

BUS 100 Introduction to Business Administration

BUS 201 Business Communication

BUS 210 Business Ethics and Corporate Governance

BUS 220 Finance

BUS 250 Organizational Behaviour

BUS 272 Introduction to Business Analytics

BUS 280 Marketing

BUS 341 Leadership Theory and Practice

BUS 350 Business Law

BUS 351 Corporate Social Responsibility and Shared Value Creation

BUS 371 Operations Management

BUS 390 New Ventures and Social Entrepreneurship

BUS 410 Advanced Strategy

BUS 499 Capstone Seminar in Business

15 credits in ACC/BUS at the 300-level or higher

Electives

To meet senior level requirements of the program, 3 credits of Open Electives must be taken at the senior level.

Open Electives (18 credits)

Optional Business Streams

Students may choose one or more streams as indicated below (15 credits) with the exception of Accounting stream (18 credits).

Accounting (18 credits)

ACC 301 Intermediate Financial Accounting I

ACC 302 Intermediate Financial Accounting II

STA 220 Introduction to Business Statistics II

Three of the following:

ACC 310 Intermediate Managerial Accounting
ACC 401 Advanced Financial Accounting
ACC 403 Principles of Auditing
ACC 425 Introduction to Taxation
ACC 495 Special Topics in Accounting

Note: to fulfill all of the requirements for the CPA PREP program, students will need all of the above (with the exception of ACC 495), plus BUS 370 Management Information Systems

Business Intelligence and Analytics

BUS 372 Data Analysis for Business
BUS 470 Project Management
BUS 472 Business Analytics
STA 220 Introduction to Business Statistics II

One of the following (with the exception of core business courses):

3 credits Finance (BUS 32X or BUS 42X)
3 credits Human Resources (BUS 33X or BUS 43X)
3 credits Leadership (BUS 44X)
3 credits Business and Society (BUS 35X or 45X)
3 credits International Business (BUS 36X or 46X)
3 credits Marketing (BUS 38X)
3 credits Accounting at the 300-level or higher

Entrepreneurship and Innovation

BUS 392 Business Planning for Social Entrepreneurs
BUS 492a/b Entrepreneurship Incubator

For a total of nine credits:

One or two of the following:

BUS 441 Advanced Leadership
BUS 445 Special Topics in Leadership
BUS 449 Senior Leadership Research

At least one of the following:

BUS 380 Marketing Research
BUS 381/DVST 381 Societal and Social Marketing
BUS 382 Consumer Behaviour
BUS 383 Marketing Communications and Social Media
BUS 384 Brand Management
BUS 385 Special Topics in Marketing
BUS 495 Special Topics in Entrepreneurship and Innovation

Human Resource and Organization Development

BUS 330 Human Resource Management

Four of the following:

BUS 331 Organization Development and Change
BUS 431 Learning and Performance Management
BUS 432 Recruitment and Selection
BUS 433 Employee and Labour Relations
BUS 435 Special Topics in Human Resources
BUS 441 Advanced Leadership
BUS 445 Special Topics in Leadership
BUS 449 Senior Leadership Research

Marketing

BUS 380 Marketing Research
BUS 480 Strategic Marketing

Three of the following:

BUS 381/DVST 381 Societal and Social Marketing
BUS 382 Consumer Behaviour
BUS 383 Marketing Communications and Social Media
BUS 384 Brand Management
BUS 385 Special Topics in Marketing
BUS 485 Special Topics in Marketing

General Requirements for Completion and Graduation

- Completion of a total of 120 credits (as outlined above)
- A minimum of 72 credits must be taken at the 200-level or higher
- A Cumulative Grade Point Average (CGPA) of at least 2.0, with a CGPA of at least 2.0 in ACC/BUS courses combined

FINE ARTS PROGRAMS

ACTING PROGRAM

The acting diploma is a two-year experiential commencement into the art and industry of acting. It is a professional, conservatory-training program designed for those wishing to pursue a professional career as an actor or obtain employment in related ministry or marketplace fields. It is a high course-load, high impact program that transforms the student through a rigorous process of self-examination and hard work. Students are grounded in the tenets of Stanislavski-based acting methodologies, script analysis, and physical training of the voice and body, while encouraged to explore the intersection of their faith and art. Admission into the Diploma is by audition, and continuation into the second-year of study is by invitation only. Acting is part of Ambrose Arts, an academic department whose three arts programs (Music, Theatre, Dance) and various fine arts electives (Art History, Aesthetics, Studio Art) operate within the Faculty of Arts and Science at Ambrose University.

Diploma in Acting Program Requirements (80 credits)

Year One - Semester One (20 credits)

TH 201 Acting I: Meisner (3 credits)
 TH 203 Movement I (3 credits)
 TH 207 Voice and Speech I (2 credits)
 TH 209 Vocal Production I (1 credit)
 TH 120a Collective Creation I (3 credits)
 TH 154 Script Analysis (3 credits)
 TH 130 Technical Theatre I (2 credits)
 REL 105 Introduction to the Bible (3 credits)

Year One - Semester Two (20 credits)

TH 202 Acting II: Meisner (3 credits)
 TH 204 Movement II (3 credits)
 TH 208 Voice and Speech II (2 credits)
 TH 210 Vocal Production II (1 credit)
 TH 120b Collective Creation II (3 credits)
 TH 211 Performing Shakespeare (3 credits)
 TH 131 Technical Theatre II (2 credits)
 REL 161 Introduction to Christian Theology (3 credits)

Year Two – Semester One (20 credits)

TH 220a Collective Creation III (3 credits)
 TH 222 Rehearsal and Performance: Classical Play (3 credits)
 TH 301 Acting III: Method (3 credits)
 TH 303 Movement III (3 credits)
 TH 307 Voice and Speech III (2 credits)
 TH 309 Vocal Production III (1 credit)
 TH 314 Stage Combat I (2 credits)
 IND 288 Art and Faith I (3 credits)

Year Two – Semester Two (20 credits)

TH 220b Collective Creation IV (3 credits)
 TH 223 Rehearsal and Performance: Contemporary Play (3 credits)
 TH 302 Acting IV: Method (3 credits)
 TH 304 Movement IV (3 credits)
 TH 308 Voice and Speech IV (2 credits)
 TH 310 Vocal Production IV (1 credit)
 TH 315 Stage Combat II (2 credits)
 IND 289 Art and Faith II (3 credits)

General Requirements for Completion

- Completion of all requirements
- A Cumulative Grade Point Average (CGPA) of at least 2.0

MUSIC PROGRAM

Music study at Ambrose celebrates a long history that stretches back to the early days of both founding colleges. Our music programs are rooted in the traditions of these founding colleges which featured as a core of study sacred music performance and church music (vocal, instrumental, choral, conducting), and have expanded to include more contemporary forms of music making (jazz, musical theatre, contemporary music, and composition). Music is part of Ambrose Arts, an academic department whose three arts programs (Music, Theatre, Dance) and various fine arts electives (Art History, Aesthetics, Studio Art) operate within the Faculty of Arts and Science at Ambrose University.

The Ambrose Bachelor of Arts (in Music) is a general liberal arts degree and focus to a lesser degree on applied study, but still require a minimum level of proficiency. The Bachelor of Music degree is a professional degree, a credential modelled on guild membership and requires students to obtain a high level of proficiency in the practice of the art as well as the ability to acquire general knowledge of the subject matter.

There are three primary facets to all Music degree credentials:

- **Theoretical coursework** (theory, history/criticism and elective coursework)
- **Applied study** (aural skills, technique, including composition and conducting, lessons, solo literature interpretation, masterclasses/workshops and recital performances)
- **Ensemble rehearsals** (group practice and performance, public concerts)

Bachelor of Arts: Music Concentration (3 year) and Music Major (4 year)

Bachelor of Arts degrees offer a broad-based, liberal arts education while providing an emphasis in music.

Profile of the Graduating Student

The graduating student will:

- possess an understanding of the historical development of Western art;
- possess an understanding of the melodic, harmonic, and rhythmic resources of Western music;
- have the ability to hear, identify, and work conceptually with the elements of music;
- have a beginning understanding and familiarity with a range of significant musical literature, genres, and eras;
- have some initial preparation for leadership roles requiring musical decisions and understanding;
- be familiar with specific material and skills including the ability to perform on one's instrument;
- have an awareness of how to become a musically interactive member of society on professional, ministry and personal levels.

Career and Education Paths

The Music degrees allow students to deepen their studies in music. Elective choices give students a high degree of flexibility to pursue their unique study interests.

The graduating student will:

- be prepared to obtain entry-level positions related to a liberal arts/music education. These include the retail music industry, church music, group music instruction, private music teaching, and performance groups;
- have a foundation for further educational pursuits including further musical studies (Bachelor of Music, Master of Music), after-degree programs (Bachelor of Education), and church-related programs such as Master of Church Music.

Graduation RequirementsKeyboard Proficiency

All BMus and BA music majors are required to take Keyboard Proficiency in MU 136 and MU 236. At the end of MU 236, students will be required to play major and minor (harmonic) scales - 2 octaves, arpeggios, and chord progressions. Students will also be expected to

harmonize a given melody and play an accompaniment to an instrumental/vocal piece. More details are available from the Music Program Student Handbook.

Bachelor of Arts: Music Concentration Program Requirements (3 year – 90 credits)

Christian Formation (9 credits)

REL 105 Introduction to the Bible

REL 161 Introduction to Christian Theology

3 credits in Religion (REL) at the senior level

English (3 credits)

EN 130 Introduction to English Literature

History (3 credits)

HI 140 Themes in World History

Philosophy (3 credits)

PH 125 Introduction to Philosophy

Science (3 credits)

See *Arts and Science Electives in the Academic Calendar* for specific courses

Science or Mathematics (3 credits)

See *Arts and Science Electives in the Academic Calendar* for specific courses

Social Science (6 credits)

See *Arts and Science Electives in the Academic Calendar* for specific courses

Music Requirements (21 credits)

One of the following:

MU 212 Basic Conducting

MU 215 Piano Pedagogy

MU 125a/b Aural Skills I

MU 136 Music Theory I

MU 236 Music Theory II

MU 203 History of Music I

MU 207 History of Music II

MU 485 Faith, Music and Society

Music Ensemble (6 credits)

3 credits in Music Ensemble at the junior level

3 credits in Music Ensemble at the senior level

Applied Music (12 credits)

3 credits in Applied Music at the junior level

9 credits in Applied Music at the senior level

Electives

To meet senior level requirements in the program, 15 credits of electives must be taken at the senior level.

Arts and Science Electives (9 credits)

Open Electives (12 credits)

General Requirements for Completion and Graduation

- Completion of a total of 90 credits (as outlined above)
- A minimum of 45 credits must be taken at the 200-level or higher
- A maximum of 42 credits taken in any one discipline

- A Cumulative Grade Point Average (CGPA) of at least 2.0, with a CGPA of at least 2.0 in MU
- Must complete piano proficiency requirement - see Music Department for details
- Must participate a large choral ensemble (usually the University Singers) in the first two semesters of the program

Bachelor of Arts: Music Major Program Requirements (4 year – 120 credits)

Christian Formation (9 credits)

REL 105 Introduction to the Bible

REL 161 Introduction to Christian Theology

3 credits in REL at the senior level

English (3 credits)

EN 130 Introduction to English Literature

History (3 credits)

HI 140 Themes in World History

Philosophy (3 credits)

PH 125 Introduction to Philosophy

Science (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Science or Mathematics (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Social Science (6 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Music Requirements (33 credits)

MU 125a/b Aural Skills I

MU 136 Music Theory I

MU 203 History of Music I

MU 207 History of Music II

MU 212 Basic Conducting

MU 236 Music Theory II

MU 237 Music Theory III

MU 485 Faith, Music and Society

9 credits in Music at the senior level

Music Ensemble (9 credits)

3 credits in Music Ensemble at the junior level

6 credits in Music Ensemble at the senior level

Applied Music (12 credits)

3 credits in Applied Music at the junior level

9 credits in Applied Music at the senior level

Electives

To meet senior level requirements in the program, 27 credits of electives must be taken at the senior level.

Arts and Science Electives (18 credits)

Open Electives (18 credits)

General Requirements for Completion and Graduation

- Completion of a total of 120 credits (as outlined above)
- A minimum of 72 credits must be taken at the 200-level or higher

- A maximum of 72 credits taken in any one discipline
- A Cumulative Grade Point Average (CGPA) of at least 2.0, with a CGPA of at least 2.0 in MU
- Must complete piano proficiency requirement - see Music Department for details
- Must participate a large choral ensemble (usually the University Singers) in the first two semesters of the program

Bachelor of Music (4 year – 120 credits)

The Bachelor of Music (BMus) is a professional music degree which offers students an opportunity to prepare for careers in music. Students will also complete a range of liberal arts courses, offering them an element of breadth across a variety of disciplines. More information about the music program and policies are found in the Music Program Student Handbook.

Profile of the graduating student

The graduating student will:

- possess a good understanding of the historical development of Western art;
- possess a good understanding of the melodic, harmonic, and rhythmic resources of Western music;
- have the ability to hear, identify, and work conceptually with the elements of music including composing and arranging;
- have a good understanding and familiarity with a range of significant musical literature, genres, and eras;
- have experienced leadership development opportunities;
- have developed a strong proficiency on their instrument (lessons are required all four years of study);
- have a beginning understanding of the educational and artistic foundation in music;
- have an awareness of how to become a musically interactive member of society on professional, ministerial, and personal levels.

Career and Education Paths

Students who graduate with the BMus degree are prepared for possible careers in teaching music (with the completion of a B.Ed. degree), music-related careers, church music, and performing. A BMus graduate is well positioned for application to graduate programs in music.

Bachelor of Music Program Requirements (120 credits)

Christian Formation (9 credits)

REL 105 Introduction to the Bible

REL 161 Introduction to Christian Theology

3 credits in Religion (REL) at the senior level

English (3 credits)

EN 130 Introduction to English Literature

History (3 credits)

HI 140 Themes in World History

Philosophy (3 credits)

PH 125 Introduction to Philosophy

Science (3 credits)

See *Arts and Science Electives in the Academic Calendar* for specific courses

Science or Mathematics (3 credits)

See *Arts and Science Electives in the Academic Calendar* for specific courses

Social Science (6 credits)

See *Arts and Science Electives in the Academic Calendar* for specific courses

Music Requirements (51 credits)

MU 125a/b Aural Skills I

MU 225a/b Aural Skills II

MU 136 Music Theory I

MU 203 History of Music I
MU 207 History of Music II
MU 211 History of Music III
MU 212 Basic Conducting
MU 236 Music Theory II
MU 237 Music Theory III
MU 336 Music Theory IV
MU 337 Composition and Arranging
6 credits Music History at the senior level
May include:
MU 272 Jazz History
MU 307 World Music
MU 308 Popular Music from 1945 to the Present
MU 352 History of Music and Worship
MU 355 History of Keyboard Music
MU 404 History of Music Seminar
MU 485 Faith, Music and Society
9 credits in Music at the senior level

Music Ensemble (12 credits)

3 credits in Music Ensemble at the junior level
9 credits in Music Ensemble at the senior level

Applied Music (24 credits)

3 credits in Applied Music at the junior level
21 credits in Applied Music at the senior level

Electives

Open Electives (3 credits)

General Requirements for Completion and Graduation

- Completion of a total of 120 credits (as outlined above)
- Piano proficiency requirement - see Music Department for details
- Must participate a large choral ensemble (usually the University Singers) in the first two semesters of the program
- A Cumulative Grade Point Average (CGPA) of at least 2.0, with a CGPA of at least 2.0 in MU

Mount Royal University, Calgary, Alberta

A collaborative offering of the Mount Royal University (MRU) Conservatory's Advanced Performance Program (APP) and Ambrose University's music program presents an augmented performance-focused program of study for students that are capable of fulfilling the requirements of both institutions. Under this agreement, MRU Conservatory students will be able to apply for and complete a Bachelor of Music degree beginning in Fall 2020.

Alumni of the MRU Conservatory are able to complete a bachelor's degree at Ambrose University through the Prior Learning and Assessment Recognition (PLAR). Students currently enrolled in the APP will be given credit for up to the first two years of the degree program at Ambrose.

Through this agreement students can choose to:

- Study at Ambrose University and the Advanced Performance Program simultaneously, or
- Complete their degree at Ambrose University following completion of the APP

Contact the Office of the Registrar for more information.

HUMANITIES PROGRAMS

CHRISTIAN STUDIES PROGRAM

The Christian Studies program enables students to become life-long agents of transformative change in the world. In the program, students not only study and experience the Christian faith, but also reflect upon the relevance of this faith for their own lives and the world in which they live.

All students take a set of required courses in Bible, Christian theology and history, and world religions. In the major, students may choose to focus on one of two optional streams, enabling them to specialize in biblical studies or Christian theology.

Since Christian Studies is one of the programs in the Humanities Department, all Christian Studies students also take a series of humanities courses, which include academic writing, the Christian intellectual tradition, cognate credits in English, history, and philosophy, and a humanities capstone course.

Profile of the Graduating Student

The graduating student will develop:

- Understanding: Graduates will be able to articulate their rich understanding of the human story, as expressed in Christian texts, beliefs, and practices found in diverse Western, Indigenous Canadian, and other world cultures.
- Research: Graduates will be able to apply advanced research skills employed in biblical studies and theology to solve problems and advance knowledge.
- Analysis: Graduates will be able to apply the skill of critical thinking, using the methods, approaches, and theories appropriate to the disciplines of biblical studies and theology to analyze diverse and complex forms of information.
- Communication: Graduates will be able to communicate clearly, concisely, and compellingly to impart knowledge and express themselves.
- Character: Graduates will exemplify maturity of character which represents the best of the Christian intellectual tradition and a liberal arts education, and which expresses itself in wisdom, integrity, service to neighbour and society, and responsibility towards the world in which they live.

Career and Education Paths

The graduating student will:

- have a solid foundation for living out the Christian faith in professional vocations such as law, medicine, and education;
- be prepared to work in para-church organizations, non-governmental organizations, or some church ministry positions;
- be able to pursue graduate studies in biblical studies, theology, or church history at a seminary or university. Students who wish to pursue further Christian studies at the graduate level need to complete the four-year major and consult with the Department Chair early in their studies.

Bachelor of Arts: Christian Studies Concentration (3 year – 90 credits)

The Christian Studies concentration provides students with a broad introduction to the Bible and Christian theology.

Bachelor of Arts: Christian Studies Concentration Program Requirements (90 credits)

Christian Formation (9 credits)

REL 105 Introduction to the Bible

REL 161 Introduction to Christian Theology

3 credits in Religion (REL) at the senior level

English (3 credits)

EN 130 Introduction to English Literature

Fine Arts (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

History (3 credits)

HI 140 Themes in World History

Philosophy (3 credits)

PH 125 Introduction to Philosophy

Science (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Science or Mathematics (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Social Science (6 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Humanities Requirements (18 credits)

HUM 101 Reading and Writing for University

HUM 201 Reading and Writing in the Christian Intellectual Tradition

3 credits in English (EN) at the 300-level

3 credits in History (HI) at the 300-level

3 credits in Philosophy (PH) at the 300-level

HUM 485 Humanities Capstone

Christian Studies Requirements (27 credits)

REL 130 Introduction to World Religions

REL 211 Spiritual Formation in the Christian Tradition

REL 261 Issues in Systematic Theology

HI 263 History of Christianity

REL 315 Hermeneutics

REL 372 Christian Ethics

9 credits at the senior level in Christian Studies (REL), Church History (HI 313, 323, 333, 362, or 363), or Intercultural Studies (ICS), with a minimum of 6 credits at the 300-level or higher

Electives

To meet senior level requirements of the program, at least 3 credits of electives must be taken at the senior level.

Arts and Science or Open Electives (12 credits)

General Requirements for Completion and Graduation

- Completion of a total of 90 credits (as outlined above)
- A minimum of 45 credits must be taken at the 200-level or higher
- A maximum of 42 credits taken in any one discipline
- A Cumulative Grade Point Average (CGPA) of at least 2.0, with a CGPA of at least 2.0 in REL courses

Bachelor of Arts: Christian Studies Major (4 year – 120 credits)

Students who choose the four-year major will have the opportunity to specialize in biblical studies or Christian theology by completing an optional stream.

Bachelor of Arts: Christian Studies Major Program Requirements (120 credits)

Christian Formation (9 credits)

REL 105 Introduction to the Bible

REL 161 Introduction to Christian Theology

3 credits in Religion (REL) at the senior level

English (3 credits)

EN 130 Introduction to English Literature

Fine Arts (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

History (3 credits)

HI 140 Themes in World History

Philosophy (3 credits)

PH 125 Introduction to Philosophy

Science (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Science or Mathematics (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Social Science (6 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Humanities Requirements (18 credits)

HUM 101 Reading and Writing for University

HUM 201 Reading and Writing in the Christian Intellectual Tradition

3 credits in English (EN) at the 300-level

3 credits in History (HI) at the 300-level

3 credits in Philosophy (PH) at the 300-level

HUM 485 Humanities Capstone

Christian Studies Requirements (36 credits)

REL 130 Introduction to World Religions

REL 211 Spiritual Formation in the Christian Tradition

REL 261 Issues in Systematic Theology

HI 263 History of Christianity

REL 315 Hermeneutics

REL 372 Christian Ethics

18 credits at the senior level in Christian Studies (REL), Church History (HI 313, 323, 333, 362, or 363), or Intercultural Studies (ICS), with a minimum of 12 credits at the 300-level or higher

Christian Studies Streams

21 credits of Christian Studies electives may count towards one of the following optional streams:

Biblical Studies (21 credits)

3 credits in New Testament

3 credits in Old Testament

9 credits in Greek (GR) and/or Hebrew (HEB)

6 credits in New Testament or Old Testament at the 300-level or higher

Christian Theology (21 credits)

minimum of 15 credits in Theology (REL) at the 300-level or higher

minimum of 3 credits in Church History (HI 313, HI 323, HI 333, REL 358, HI/REL 362, HI 363)

Electives

To meet senior level requirements in the program, at least 21 credits must be taken at the senior level.

Arts and Science or Open Electives (33 credits)

General Requirements for Completion and Graduation

- Completion of a total of 120 credits (as outlined above)
- A minimum of 72 credits must be taken at the 200-level or higher
- A maximum of 72 credits taken in any one discipline
- A Cumulative Grade Point Average (CGPA) of at least 2.0, with a CGPA of at least 2.0 in REL courses

ENGLISH PROGRAM

As a discipline, English includes the study of literature and the practice of writing, in order to help students discover their own ideas and articulate them as completely and cogently as possible. The English program provides students with a strong foundation in literature, literary theory, and writing. To ensure that students gain a comprehensive understanding of English literature, the program begins with the British tradition and extends to the broader realms of Canadian, American, and other literatures in English. This approach covers foundational genres, periods, movements, and authors as well as contemporary expressions of literature. The program aims for coverage of English literary history not merely for completeness but also to teach students to think, read and listen critically, and to use language with clarity, judgment, and imagination.

Since English is one of the programs in the Humanities Department, all English students also take a series of humanities courses, which include academic writing, the Christian intellectual tradition, cognate credits in history, philosophy, and religion, and a humanities capstone course.

Profile of the Graduating Student

The graduating student will develop:

- **Understanding:** Graduates will be able to articulate their rich understanding of the human story, as expressed in literatures from diverse Western, Indigenous Canadian, and other world cultures.
- **Research:** Graduates will be able to apply advanced research skills employed in the study of literature to solve problems and advance knowledge.
- **Analysis:** Graduates will be able to apply the skill of critical thinking, using the methods, approaches, and theories appropriate to the discipline of English to analyze diverse and complex forms of information.
- **Communication:** Graduates will be able to communicate clearly, concisely, and compellingly to impart knowledge and express themselves.
- **Character:** Graduates will exemplify maturity of character which represents the best of the Christian intellectual tradition and a liberal arts education, and which expresses itself in wisdom, integrity, service to neighbour and society, and responsibility towards the world in which they live.

Career and Education Paths

The graduating student will:

- be prepared to enter a wide range of vocations that require writing competence, analytical thought, and a broad base of literary knowledge;
- be prepared to enter Education and other after-degree programs;
- be prepared to enter graduate programs after the four-year degree.

Bachelor of Arts: English Concentration (3 year – 90 credits)

The English concentration provides students with a solid introduction to the study of English literature and writing.

Bachelor of Arts: English Concentration Program Requirements (90 credits)

Christian Formation (9 credits)

REL 105 Introduction to the Bible

REL 161 Introduction to Christian Theology

3 credits in Religion (REL) at the senior level

English (3 credits)

EN 130 Introduction to English Literature

Fine Arts (3 credits)

See *Arts and Science Electives in the Academic Calendar* for specific courses

History (3 credits)

HI 140 Themes in World History

Philosophy (3 credits)

PH 125 Introduction to Philosophy

Science (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Science or Mathematics (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Social Science (6 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Humanities Requirements (18 credits)

HUM 101 Reading and Writing for University

HUM 201 Reading and Writing in the Christian Intellectual Tradition

3 credits in History (HI) at the 300-level

3 credits in Philosophy (PH) at the 300-level

3 credits in Religion (REL) at the 300-level

HUM 485 Humanities Capstone

English Requirements (33 credits)

EN 221 English Literature to 1800

EN 222 English Literature from 1800

EN 232 Reading Poetry

EN 295 Advanced Writing Skills

EN 300 Canadian Literature

EN 389 Early Literary Theory

EN 390 Modern Literary Theory

12 credits in English (EN), with a minimum of 6 credits in literature before 1850, a minimum of 6 credits in literature after 1850, and a minimum of 6 credits at the 300-level or higher

Electives

Arts and Science or Open Electives (6 credits)

General Requirements for Completion and Graduation

- Completion of a total of 90 credits (as outlined above)
- A minimum of 45 credits must be taken at the 200-level or higher
- A maximum of 42 credits taken in any one discipline
- A Cumulative Grade Point Average (CGPA) of at least 2.0, with a CGPA of at least 2.0 in EN courses

Bachelor of Arts: English Major (4 year – 120 credits)

The four-year major in English deepens and broadens the scope of the three-year degree. Students who intend to enter graduate school or other forms of post-secondary education should pursue the four-year degree, and they should also consult the Department Chair early in their studies.

Bachelor of Arts: English Major Program Requirements (120 credits)

Christian Formation (9 credits)

REL 105 Introduction to the Bible

REL 161 Introduction to Christian Theology

3 credits in Religion (REL) at the senior level

English (3 credits)

EN 130 Introduction to English Literature

Fine Arts (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

History (3 credits)

HI 140 Themes in World History

Philosophy (3 credits)

PH 125 Introduction to Philosophy

Science (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Science or Mathematics (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Social Science (6 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Humanities Requirements (18 credits)

HUM 101 Reading and Writing for University

HUM 201 Reading and Writing in the Christian Intellectual Tradition

3 credits in History (HI) at the 300-level

3 credits in Philosophy (PH) at the 300-level

3 credits in Religion (REL) at the 300-level

HUM 485 Humanities Capstone

English Requirements (42 credits)

EN 221 English Literature to 1800

EN 222 English Literature from 1800

EN 232 Reading Poetry

EN 295 Advanced Writing Skills

EN 300 Canadian Literature

EN 389 Early Literary Theory

EN 390 Modern Literary Theory

21 credits in English (EN), with a minimum of 9 credits in literature before 1850, a minimum of 9 credits in literature after 1850, and a minimum of 9 credits at the 300-level or higher and a minimum of 6 credits at the 400-level

Electives

To meet senior level requirements in the program, 12 credits of electives must be taken at the senior level.

Arts and Science or Open Electives (27 credits)

General Requirements for Completion and Graduation

- Completion of Core Requirements
- Completion of a total of 120 credits (as outlined above)
- A minimum of 72 credits must be taken at the 200-level or higher
- A maximum of 72 credits taken in any one discipline
- A Cumulative Grade Point Average (CGPA) of at least 2.0, with a CGPA of at least 2.0 in EN courses

GENERAL STUDIES PROGRAM

Bachelor of Arts: General Studies (3 year – 90 credits)

The General Studies program is the quintessential liberal arts university program. It gives students the widest array of choices from the arts and sciences curriculum and it encourages a synthetic approach to the university intellectual experience. All courses are taken in specific programs and disciplines but combine to provide students with an excellent foundational university degree. General Studies students are required to identify two specific disciplines in which they will complete a minor, in order to build depth and expertise into

their degree. The program intends to develop critical thinking skills across the spectrum of Ambrose course offerings, hoping to promote a desire for intellectual integration in the context of Christian thought.

Since General Studies is one of the programs in the Humanities Department, all General Studies students also take a series of humanities courses, which include academic writing, the Christian intellectual tradition, cognate credits in English, history, or philosophy, and a humanities capstone course.

Profile of the Graduating Student

The graduating student will develop:

- Understanding: Graduates will be able to articulate their rich understanding of the human story, as expressed in the diverse intellectual creations, scientific knowledge, and religious traditions of diverse Western, Indigenous Canadian, and other world cultures.
- Research: Graduates will be able to apply diverse research skills employed in various Arts and Science disciplines to solve problems and advance knowledge.
- Analysis: Graduates will be able to apply the skill of critical thinking, using the methods, approaches, and theories appropriate to various Arts and Science disciplines to analyze diverse and complex forms of information.
- Communication: Graduates will be able to communicate clearly, concisely, and compellingly to impart knowledge and express themselves.
- Character: Graduates will exemplify maturity of character which represents the best of the Christian intellectual tradition and a liberal arts education, and which expresses itself in wisdom, integrity, service to neighbour and society, and responsibility towards the world in which they live.

Career and Education Paths

The graduating student will:

- hold a degree suitable for entry into Education after-degree programs, as well as seminary, law school, and other professional programs for which a basic university degree is required or encouraged;
- hold a degree suitable for entry level positions in a wide variety of fields where basic university education is valued and encouraged.

Bachelor of Arts: General Studies Concentration Program Requirements (90 credits)

Christian Formation (9 credits)

REL 105 Introduction to the Bible

REL 161 Introduction to Christian Theology

3 credits in Religion (REL) at the senior level

English (3 credits)

EN 130 Introduction to English Literature

Fine Arts (3 credits)

See *Arts and Science Electives in the Academic Calendar* for specific courses

History (3 credits)

HI 140 Themes in World History

Philosophy (3 credits)

PH 125 Introduction to Philosophy

Science (3 credits)

See *Arts and Science Electives in the Academic Calendar* for specific courses

Science or Mathematics (3 credits)

See *Arts and Science Electives in the Academic Calendar* for specific courses

Social Science (6 credits)

See *Arts and Science Electives in the Academic Calendar* for specific courses

Humanities Requirements (12 credits)

HUM 101 Reading and Writing for University

HUM 201 Reading and Writing in the Christian Intellectual Tradition

3 credits at the 300-level in English (EN), History (HI) or Philosophy (PH)

HUM 485 Humanities Capstone

Electives (45 credits), within which must be completed two Arts & Science minors.

To meet senior level requirements in the program, at least 33 credits of electives must be taken at the senior level.

Arts and Science or Open Electives (45 credits)**General Requirements for Completion and Graduation**

- Completion of a total of 90 credits (as outlined above)
- A minimum of 45 credits must be taken at the 200-level or higher
- A maximum of 42 credits taken in any one discipline
- A Cumulative Grade Point Average (CGPA) of at least 2.0

HISTORY PROGRAM

History is the search for an understanding of how our world came to be as it is. Because “everything has a history,” historians study everything imaginable, from politics, economics, and the military to the world of everyday life, and all the social, cultural, intellectual, and religious developments in between. By investigating people, events, and ideas, historians learn not only what happened in the past, but more importantly who we are, how and why the past has grown into the present, and what that means for us today. In this way, the study of history teaches an important set of investigative, analytical, and communication skills that, along with a large knowledge base about past events, equip students to understand their contemporary world in all its diversity.

All students study world and Canadian history, then courses in the practice of history, public history, and applied research in history. Other courses focus on subjects as diverse as the ancient empires, the history of Christianity, Vikings, modern revolutions, Canada at war, the history of genocide, the World Wars, and depictions of history in Hollywood films.

Since History is one of the programs in the Humanities Department, all History students also take a series of humanities courses, which include academic writing, the Christian intellectual tradition, cognate credits in English, philosophy, and religion, and a humanities capstone course.

Profile of the Graduating Student

The graduating student will develop:

- Understanding: Graduates will be able to articulate their rich understanding of the human story, as expressed in the diverse histories of Western, Indigenous Canadian, and other world cultures.
- Research: Graduates will be able to apply advanced research skills employed in the study of history to solve problems and advance knowledge.
- Analysis: Graduates will be able to apply the skill of critical thinking, using the methods, approaches, and theories appropriate to the discipline of history to analyze diverse and complex forms of information.
- Communication: Graduates will be able to communicate clearly, concisely, and compellingly to impart knowledge and express themselves.
- Character: Graduates will exemplify maturity of character which represents the best of the Christian intellectual tradition and a liberal arts education, and which expresses itself in wisdom, integrity, service to neighbour and society, and responsibility towards the world in which they live.

Career and Educational Paths

The graduating student will:

- be prepared for entry-level positions in government departments, museums, historical sites, archives, or other careers that revolve around the knowledge and communication of the past;
- be prepared to enter a wide range of vocations which require skills in research, analysis, problem solving, writing and oral communication;
- be prepared to enter after-degree programs in education, law, journalism, or library science and information management;

- be prepared to enter graduate programs after the four-year degree. Students who intend to enter graduate school or other forms of post-secondary education should pursue the four-year degree, and they should consult the Department Chair early in their studies.

Bachelor of Arts: History Concentration (3 year – 90 credits)

The history concentration provides students with a broad understanding of the human past.

Bachelor of Arts: History Concentration Program Requirements (90 credits)

Christian Formation (9 credits)

REL 105 Introduction to the Bible

REL 161 Introduction to Christian Theology

3 credits in Religion (REL) at the senior level

English (3 credits)

EN 130 Introduction to English Literature

Fine Arts (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

History (3 credits)

HI 140 Themes in World History

Philosophy (3 credits)

PH 125 Introduction to Philosophy

Science (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Science or Mathematics (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Social Science (6 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Humanities Requirements (18 credits)

HUM 101 Reading and Writing for University

HUM 201 Reading and Writing in the Christian Intellectual Tradition

3 credits in English (EN) at the 300-level

3 credits in Philosophy (PH) at the 300-level

3 credits in Religion (REL) at the 300-level

HUM 485 Humanities Capstone

History Requirements (33 credits)

HI 200 Canada since Confederation

HI 280 History in Practice

HI 370 Public History

HI 380 Applied Research in History

21 credits at the senior level in History (HI), with a minimum of 9 credits at the 300-level or higher

Electives

Arts and Science or Open Electives (6 credits)

General Requirements for Completion and Graduation

- Completion of a total of 90 credits (as outlined above)
- A minimum of 45 credits must be taken at the 200-level or higher
- A maximum of 42 credits taken in any one discipline

- A Cumulative Grade Point Average (CGPA) of at least 2.0, with a CGPA of at least 2.0 in HI courses

Bachelor of Arts: History Major (4 year – 120 credits)

The history major provides students with a broad understanding of the human past, and the opportunity to specialize in one of several specific fields of history. All history majors must also complete either a senior research project or a history practicum.

Bachelor of Arts: History Major Program Requirements (120 credits)

Christian Formation (9 credits)

REL 105 Introduction to the Bible

REL 161 Introduction to Christian Theology

3 credits in Religion (REL) at the senior level

English (3 credits)

EN 130 Introduction to English Literature

Fine Arts (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

History (3 credits)

HI 140 Themes in World History

Philosophy (3 credits)

PH 125 Introduction to Philosophy

Science (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Science or Mathematics (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Social Science (6 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Humanities Requirements (18 credits)

HUM 101 Reading and Writing for University

HUM 201 Reading and Writing in the Christian Intellectual Tradition

3 credits in English (EN) at the 300-level

3 credits in Philosophy (PH) at the 300-level

3 credits in Religion (REL) at the 300-level

HUM 485 Humanities Capstone

History Requirements (42 credits)

HI 200 Canada since Confederation

HI 280 History in Practice

HI 370 Public History

HI 380 Applied Research in History

30 credits at the senior level in History (HI), with a minimum of 12 credits at the 300-level or higher and a minimum of 6 credits at the 400-level

Electives

To meet senior level requirements in the program, 12 credits of electives must be taken at the senior level.

Arts and Science or Open Electives (27 credits)

General Requirements for Completion and Graduation

- Completion of a total of 120 credits (as outlined above)

- A minimum of 72 credits must be taken at the 200-level or higher
- A maximum of 72 credits taken in any one discipline
- A Cumulative Grade Point Average (CGPA) of at least 2.0, with a CGPA of at least 2.0 in HI courses

UNIVERSITY STUDIES DIPLOMA

Some students elect to do one or two years of study at Ambrose University as a preface to further studies in another university setting. This allows students to complete one or two years of university studies in a setting with small class sizes, a strong sense of community and accessible professors.

University Studies Diploma Program Requirements (60 credits)

Christian Formation (9 credits)

REL 105 Introduction to the Bible

REL 161 Introduction to Christian Theology

3 credits in Religion (REL) at the senior level

English (3 credits)

EN 130 Introduction to English Literature

Fine Arts (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

History (3 credits)

HI 140 Themes in World History

Philosophy (6 credits)

PH 125 Introduction to Philosophy

3 credits in Philosophy at the senior level

Science (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Science or Mathematics (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Social Science (6 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Open Electives (24 credits)

General Requirements for Completion and Graduation

- Completion of a total of 60 credits
- A Cumulative Grade Point Average (CGPA) of at least 2.0

SOCIAL SCIENCES PROGRAMS

BEHAVIOURAL SCIENCE PROGRAM

Behavioural Science is the systematic study of human behaviour for the purpose of understanding and applying social scientific knowledge in both individual and social contexts. This is an interdisciplinary degree encompassing the disciplines of sociology and psychology. While the two sources of explanation: psychology examines how we individually perceive, develop within, and act upon the world, while sociology studies how groups and cultures create a complex social world and how that world then constrains them. Students will need to produce the results of a Criminal Record Check before being permitted to participate in practicum or internship experiences associated with the program.

Bachelor of Arts: Behavioural Science Concentration (3 year – 90 credits)

The three-year Bachelor of Arts: Behavioural Science Concentration focuses on building solid depth and breadth of understanding in the disciplines of psychology and sociology. Core to the BHS Concentration is a focus on developing knowledge and skill in research methods and data analysis, as well as expecting one term (3 credits) of practicum experience in experimental or applied areas within both disciplines. It also prepares students for entry-level positions in fields related to behavioural science and entrance into after-degree programs (e.g., nursing, education).

Profile of the Graduating Student

The graduating student will:

- have a sound understanding of individual and group behaviour which will assist them in dealing with people professionally and personally;
- be able to integrate knowledge of both the psychological and societal processes which bear upon human emotions, cognition and behaviour;
- have an understanding of research methodology in the behavioural sciences, including constructing and implementing quantitative and qualitative research designs, analyzing and critiquing empirical results, and presenting clear outcomes and recommendations to appropriate audiences;
- have a facility with current technology in the field of behavioural science (e.g., electronic databases, computer analysis software such as SPSS);
- perceive human needs with empathy, develop ethically responsible attitudes toward social problems and, in particular, vulnerable populations in society, and be empowered to give voice to these issues in the public and professional arena;
- be prepared to engage ethically with individuals from diverse backgrounds (i.e., racial, ethnic, religious, gender and sexual orientation) in a manner that maintains the dignity and respect for all people;
- develop a Christian view of sociological and psychological processes in conjunction with scientific study;
- be prepared to work with integrity and confidence in a variety of human service fields or continue on to graduate work or after-degree programs.

Career and Education Paths

The graduating student will:

- be able to demonstrate a holistic understanding of critical, theoretical and applied domains within psychology and sociology as they contribute to ethical research and responsible practice in each discipline;
- be prepared to obtain entry-level positions in fields related to the behavioural sciences, such as family and social services, human resources, mental health, or communication;
- have the necessary academic preparation for the pursuit of after-degrees in areas such as nursing, education, and other related professional disciplines.

Bachelor of Arts: Behavioural Science Concentration Program Requirements (90 credits)

Christian Formation (9 credits)

REL 105 Introduction to the Bible

REL 161 Introduction to Christian Theology

3 credits in Religion (REL) at the senior level

English (3 credits)

EN 130 Introduction to English Literature

Fine Arts (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

History (3 credits)

HI 140 Themes in World History

Philosophy (3 credits)

PH 125 Introduction to Philosophy

Science (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Science or Mathematics (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Behavioural Science (12 credits)

BHS 240 Research Methods

BHS 310 Quantitative Methods for Behavioural Science

BHS 320 Practicum 1

BHS 400 Seminar in Behavioural Science

Psychology (9 credits)

PS 121 Introduction to Psychology

PS 250 Social Psychology

PS 300 Personality

Sociology (9 credits)

SO 121 Principles of Sociology

SO 220 Social Problems

SO 310 Classical Social Theory

Psychology/Sociology Electives (6 credits)

Electives

To meet senior level requirements of the program, 12 credits of electives must be taken at the senior level

Arts and Science Electives (6 credits)

Open Electives (21 credits)

General Requirements for Completion and Graduation

- Completion of a total of 90 credits (as outlined above)
- A minimum of 45 credits must be taken at the 200-level or higher
- A maximum of 42 credits taken in any one discipline (PS/SO combined)
- A Cumulative Grade Point Average (CGPA) of at least 2.0, with a CGPA of at least 2.0 in BHS/PS/SO courses combined

Bachelor of Arts: Behavioural Science Major (4 year – 120 credits)

The four-year Bachelor of Arts: Behavioural Science Major focuses on building significant depth and breadth of understanding in the disciplines of psychology and sociology. Core to the BHS Major is a focus on developing knowledge and skill in research methods and data analysis, as well as allowing for two terms of practicum experience (6 credits) in experimental or applied areas within one or both disciplines. Students are able to specialize in several key areas in behavioural science, including Cognitive Studies, Culture and Society, Family and Development, Human Development, Religion and Social Science, Criminology and Aberrant Behaviours, and Health and Helping. It also prepares the student for advanced positions in fields related to behavioural science and entrance into academic graduate programs. Students intending to attend graduate school should consult the Program Chair early in their studies.

Profile of the Graduating Student

The graduating student will:

- have a sound understanding of individual and group behaviour which will assist them in dealing with people professionally and personally;
- be able to integrate knowledge of both the psychological and societal processes which bear upon human emotions, cognition and behaviour;
- understand research methodology in the behavioural sciences, including constructing and implementing research designs, analyzing and critiquing empirical results, and presenting clear outcomes and recommendations to appropriate audiences;
- have a facility with current technology in the field of behavioural science (e.g., electronic databases, computer analysis software such as SPSS);
- perceive human needs with empathy, develop ethically responsible attitudes toward social problems and, in particular, vulnerable populations in society, and be empowered to give voice to these issues in the public and professional arena;
- be prepared to engage ethically with individuals from diverse backgrounds (i.e., racial, ethnic, religious, gender and sexual orientation) in a manner that maintains the dignity and respect for all people;
- develop a Christian view of sociological and psychological processes in conjunction with scientific study;
- be prepared to work with integrity and confidence in a variety of human service fields or continue on to graduate work or after-degree programs.

Career and Education Paths

The graduating student will:

- be able to demonstrate a holistic understanding of critical theoretical and applied domains within psychology and sociology as they contribute to ethical research and responsible practice in each discipline;
- be prepared to seek employment in fields related to the behavioural sciences, such as family and social services, human resources, mental health, or communication;
- have the necessary academic preparation for the pursuit of graduate studies in the humanities, education, psychology, sociology, theology, or other fields related to behavioural science.

Bachelor of Arts: Behavioural Science Major Program Requirements (120 credits)

Christian Formation (9 credits)

REL 105 Introduction to the Bible

REL 161 Introduction to Christian Theology

3 credits in Religion (REL) at the senior level

English (3 credits)

EN 130 Introduction to English Literature

Fine Arts (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

History (3 credits)

HI 140 Themes in World History

Philosophy (3 credits)

PH 125 Introduction to Philosophy

Science (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Science or Mathematics (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Behavioural Science (15 credits)

HUM 101 Reading and Writing for University

BHS 240 Research Methods
BHS 310 Quantitative Methods for Behavioural Science
BHS 400 Seminar in Behavioural Science
BHS 410 Basic Multivariate Statistics or BHS311/PS311 Qualitative Research

Psychology (9 credits)

PS 121 Introduction to Psychology
PS 250 Social Psychology
PS 300 Personality

Sociology (9 credits)

SO 121 Principles of Sociology
SO 220 Social Problems
SO 310 Classical Social Theory

Psychology and Sociology Electives by Career Domain (30 credits)

One full stream plus 3 additional courses, each chosen from three different streams:

Careers in Education

(i.e., Teacher; Teaching assistant; BEd, MEd/MSc Educational Psychology or School and Applied psychology)

Note: Applied psychology graduate programs prefer student to have 63 credits in psychology. Please meet with your faculty advisor for course choices.

Required:

PS 220 Child Development or PS 230 Youth Development
SO 240 Sociology of Education
BHS 320 Field Practicum 1 in Related Field *(One related elective if practicum already completed)*
BHS 420 Field Practicum 2 in Related Field *(One related elective if practicum already completed)*

Three from the following:

SO 200 Sociology of Families
SO 300 Ethnic relations
SO 301 Sociology of Youth
PS 320 Developmental Psychopathology
PS 310 Motivation and Emotion
PS 333 Play therapy I
PS 350 Cognitive Psychology
PS 430 Social Development: Child, Family, School, Community
PS 342 Culture and Psychology

Careers for Counseling Field

(i.e., Graduate programs are required: MC, MEd, MA and MSc in Counseling, MSW, Guidance Counsellor, Addictions Counsellor, Mental Health Worker, Rehabilitation Counsellor, Mediator)

Note: Applied psychology graduate programs prefer student to have 21 half courses in psychology. Please meet with your faculty advisor for course choices.

Required:

PS 420 Introduction to Counseling
SO 200 Sociology of Families or SO 325 Sociology of Deviance
BHS 320 Field Practicum 1 in Related Field *(One related elective if practicum already completed)*
BHS 420 Field Practicum 2 in Related Field *(One related elective if practicum already completed)*

Three from the following:

PS 220 Child Development or PS 230 Youth Development or PS 240 Adult Development
PS 270 Introduction to Neuroscience
SO 300 Ethnic Relations
PS 320 Developmental Psychopathology or PS 285 Abnormal Psychology
PS 350 Cognitive Psychology or PS 310 Motivation and Emotion

PS 342 Culture and Psychology
SO 307 Sociology of Health
PS 400 Narrative Psychology
PS 336 Health Psychology
Related special topics courses in Psychology or Sociology

Careers in Criminology and Criminal Justice

(i.e., policing, corrections, MA in Sociology, Probation Officer, Forensics Worker, Child and Youth Worker, Community Outreach Worker, Paralegal, Surveillance Officer, Victims Advocate)

Required:

SO 203 Introduction to Criminology
PS 285 Abnormal Psychology
BHS 320 Field Practicum 1 in Related Field (*One related elective if practicum already completed*)
BHS 420 Field Practicum 2 in Related Field (*One related elective if practicum already completed*)

Three from the following:

SO 303 Sociology of Youth Crime and Deviance
SO 325 Sociology of Deviance
PS 320 Developmental Psychopathology or PS 285 Abnormal Psychology
PS 450 Forensic Psychology
SO 401 Sociology of Law
SO 402 Human Trafficking
SO 403 Global Criminology
Related special topics courses in Psychology or Sociology

Careers in Child and Youth Work

(i.e. Child and youth care, Community Outreach Worker, Child Welfare Worker, MEd School and Applied Psychology, MSc School and Applied Psychology, MSW)

Required:

PS 220 Child Development or PS 230 Adolescent Development
SO 301 Sociology of Youth
BHS 320 Field Practicum 1 in Related Field (*One related elective if practicum already completed*)
BHS 420 Field Practicum 2 in Related Field (*One related elective if practicum already completed*)

Three from the following:

SO 203 Introduction to Criminology
SO 303 Youth Crime and Deviance
PS 306 Basic Skills and Practice for Working with Individuals who are Vulnerable and Homeless
PS 320 Developmental Psychopathology
SO 200 Sociology of Families
SO 240 Sociology of Education
SO 325 Sociology of Deviance
PS 354 Culture and Human Development
Related special topics courses in Psychology or Sociology

Careers Supporting Vulnerable Populations: Intervention, Prevention and Policy (Homelessness, Poverty, Addictions)

(i.e., Front Line worker, Shelter Work, MA in Counselling; MSW Community; MSW Clinical, Community Worker, Social Policy Researcher, Non-profit Administrator, Lobbyist, Political Advisor/Analyst)

Note: Courses can be used towards Community development minor

Required:

BHS 350 Poverty in Western Society
BHS 450 Social Policy and Government
BHS 320 Field Practicum 1 in Related Field (*One related elective if practicum already completed*)
BHS 420 Field Practicum 2 in Related Field (*One related elective if practicum already completed*)

Three from the following:

SO 203 Introduction into Criminology
SO 206 Sociology of Gender
SO 300 Ethnic Relations
PS 306 Basic Skills for Working with Individuals who are vulnerable and Homeless
PS 307 Psychological Impacts of Poverty
SO 307 Sociology of Health
PS 441 Drugs and Behaviour
BHS 330 Psychology, Theology, and Indigenous Thinking
Related special topics courses in Psychology or Sociology

Careers working with Racially Diverse Populations

(Settlement Worker, Immigration Officer, competence beneficial for working in all applied fields)

Required:

SO 300 Ethnic Relations
PS 342 Culture and Psychology
BHS 320 Field Practicum 1 in Related Field (*One related elective if practicum already completed*)
BHS 420 Field Practicum 2 in Related Field (*One related elective if practicum already completed*)

Three from the following:

SO 240 Sociology of Education
SO 303 The Sociology of Youth Crime and Deviance
SO 307 Sociology of Health
BHS 330 Psychology, Theology, and Indigenous Thinking
BHS 229 Indigenous Ways of Knowing I
BHS 329 Indigenous Ways of Knowing II
PS 346 Language, Culture and Communication
PS 354 Culture and Human Development
PS 402 Psychology of Immigration
Related special topics courses in Psychology or Sociology

Careers in Chaplaincy

(A graduate certificate in Spiritual Care, can be embedded in a seminary program (i.e., Masters of Divinity or Masters in Leadership and Ministry).

Note: students will need to take a minor in Christian Studies

Required:

PS 285 Abnormal Psychology or PS 320 Developmental Psychopathology
SO 320 Sociology of Religion
BHS 320 Field Practicum 1 in Related Field (*One related elective if practicum already completed*)
BHS 420 Field Practicum 2 in Related Field (*One related elective if practicum already completed*)

Three from the following:

SO 206 Sociology of Gender
SO 300 Ethnic Relations
SO 307 Sociology of Health
SO 340 Religion and Culture in Canada
PS 420 Introduction to Counselling
PS 220 Child Development or PS 230 Adolescent Development or PS 240 Adult Development
PS 336 Health Psychology
PS 400 Narrative Psychology
Related special topics courses in Psychology or Sociology

Careers in Church and Denominational Settings

(i.e., any church-related position; parachurch settings; denominational contexts; Masters of Divinity; MA in Sociology)

Required:

SO 320 Sociology of Religion

PS 344 Psychology of Religion

BHS 320 Field Practicum 1 in Related Field (*One related elective if practicum already completed*)

BHS 420 Field Practicum 2 in Related Field (*One related elective if practicum already completed*)

Three from the following:

SO 200 Sociology of Families

PS 305 Psychology of Family

PS 310 Motivation and Emotion

SO 340 Religion and Culture in Canada

PS 344 Psychology of Religion

PS 342 Culture and Psychology

PS 345 Interpersonal Relations

SO 480 Internship with Flourishing Congregations Institute

SO 410 Religious Diversity in North America

Related special topics courses in Psychology or Sociology

Electives

To meet senior level requirements in the program, 15 credits of electives must be taken at the senior level.

Open Electives (30 credits)**General Requirements for Completion and Graduation**

- Completion of a total of 120 credits (as outlined above)
- A minimum of 72 credits must be taken at the 200-level or higher
- A maximum of 72 credits taken in any one discipline (PS/SO combined)
- A Cumulative Grade Point Average (CGPA) of at least 2.0, with a CGPA of at least 2.0 in BHS/PS/SO courses combined

Bow Valley College, Calgary, Alberta

Ambrose partners with Bow Valley College (BVC) to offer pathways for BVC students to use their Addictions Studies Diploma, Child and Youth Care Diploma, and Justice Studies Diploma towards our Behavioural Science degree. Contact the Office of the Registrar for more information.

PSYCHOLOGY PROGRAM

It is important for one to find one's calling by learning to think critically about what one is doing and why one is doing it. Learning about research methods helps one think critically about oneself because doing so teaches students about how to gain a deep understanding of topics like human thinking, emotion, biology, development, social experience, and so forth. Psychological theory exposes students to ways of seeing themselves and others in a new light because one learns to see oneself and others through the eyes of a scientist. This sort of awareness enables students to be agents of change by seeing their own biases.

The Canadian Psychological Association and American Psychological Association set the standards for undergraduate education in Psychology. This program meets and exceeds these standards. You will also have the potential to gain valuable experience working one-on-one with faculty, which is an experience that will make you exceptionally competitive if you seek further studies. The standards upheld by this program prepares you for graduate programs that make you eligible for registration with bodies like the College of Alberta Psychologists.

Profile of the Graduating Student

The graduating student will:

- Demonstrate critical self-reflexivity of one's vocation.
- Demonstrate an appropriate knowledge base in the discipline of psychology. This outcome includes demonstration of sufficient knowledge in the following content areas:
 - sociocultural and diversity issues,
 - human development,
 - learning and information processing, and
 - biological bases of behavior.
- Demonstrate the capacity to engage in scientific inquiry and critical thinking.
- Demonstrate understanding of ethical and socially responsible behaviour in a pluralistic society.
- Demonstrate effective communication skills.
- Demonstrate professional development skills for the workplace.

Career and educational paths

The Psychology program is aimed at preparing students for graduate school. It is ideal for those wanting to go into graduate school in clinical psychology or do further work in basic research. It prepares students to work in the helping profession or in an academic research profession. The program also equips you with expertise in collecting and assessing information, which is necessary in our current informational economy.

Bachelor of Arts: Psychology Major Program Requirements (120 credits)

Christian Formation (9 credits)

REL 105 Introduction to the Bible

REL 161 Introduction to Christian Theology

3 credits in Religion (REL) at the senior level

English (3 credits)

EN 130 Introduction to English Literature

Fine Arts (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

History (3 credits)

HI 140 Themes in World History

Philosophy (3 credits)

PH 125 Introduction to Philosophy

Science (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Science or Mathematics (3 credits)

See *Arts and Science Electives in the Academic Calendar for specific courses*

Foundational Learning in Psychology (18 credits)

PS 121 Introduction to Psychology

One of:

PS 220 Child Development

PS 230 Adolescent Development

PS 240 Adulthood and Aging

PS 250 Social Psychology

PS 270 Introduction to Neuroscience

PS 350 Cognitive Psychology

PS 474 History of Psychology

Research and Methodology (15 credits)

BHS 240 Research Methods
 BHS 310 Quantitative Methods for Behavioural Science
 BHS 410 Basic Multivariate Statistics
 PS 311 Qualitative Research
 PS 415 Tests and Measurement

Psychology Electives* (27 credits)

**Note: Students can structure their electives according to areas of orientation. An orientation is a way of focusing electives but orientations are not required or formally noted on a degree. Details are below.*

Open Electives * (33 credits)

**BHS practicums, FE courses, and PST courses will not fulfill this requirement.*

Orientation Areas

When selecting psychology electives above, students can focus their selections in an orientation area. That is, when selecting psychology electives, the Psychology degree offers students the opportunity to explore specific areas that can orient them to an area of study. The purpose of these focal areas is to allow students to get a sense of a potential area of interest. It is important to note that these are not professional designations and students are NOT required to take an orientation.

Orientation to Clinical Studies (15 credits)

PS 285 Abnormal Psychology
 PS 320 Developmental Psychopathology
 PS 420 Introduction to Counseling Psychology
 PS 440 Introduction to Clinical Psychology
 PS 441 Drugs and Behaviour

Orientation to Culture and Psychology (12 credits)

PS 342 Culture and Psychology
 PS 346 Language, Culture and Communication
 PS 354 Culture and Human Development
 PS 402 Psychology of Immigration

Orientation to Human Development (15 credits)

PS 220 Child Development
 PS 230 Adolescent Development
 PS 240 Adulthood and Aging
 PS 344 Psychology of Religion
 PS 430 Social Development: Child, Family, School, Community

Orientation to Neuropsychology (15 credits)

PS 215 Sensation and Perception
 PS 270 Introduction to Neuroscience
 PS 330 Brain and Behaviour
 PS 351 Introduction to Cognitive Neuroscience
 PS 441 Drugs and Behaviour

General Requirements for Completion and Graduation

- Completion of Core Requirements
- Completion of a total of 120 credits (as outlined above)
- A minimum of 72 credits must be taken at the 200 level or higher
- A Cumulative Grade Point Average (CGPA) of at least 2.0, with a CGPA of at least 2.5 in PS courses

FACULTY OF THEOLOGY (SCHOOL OF MINISTRY)

Graduates of the School of Ministry at Ambrose are engaged in God's redemptive work in the world. They are:

- Devoted disciples who have a growing passion for relationship with God. They experience life in Christ and pursue communion with the Triune God;
- Faithful interpreters who have a love of the Scriptures and seek to interpret them thoughtfully and reverently. They also love God's world and seek to apply their interpretation of the Scriptures in ways that are contextually appropriate;
- Christian thinkers who are insightful and careful theologians. They express their understanding of God in ways that engage the depth and breadth of the Christian tradition; and
- Servant Leaders who are courageous, compassionate, and humble followers of Jesus. They serve in roles such as pastor, development worker, entrepreneur, and church planter, both locally and internationally.

Ministry Programs

Ministry Programs at Ambrose University follow the mission, educational philosophy and objectives of the university. The Ministry programs are accredited by the Association of Biblical Higher Education. The following summary lists the available Ambrose University ministry programs, and the total credit hours required for completion of each program. Please see the specific academic program details for further information.

Associate in Ministry Diploma (2 year – 60 credits)

Bachelor of Theology (4 year – 120 credits)

Children and Family Ministry

Church Ministry

Intercultural Ministry

Youth Ministry

School of Ministry Programs

The Association of Biblical Higher Education (ABHE) programmatic standards provide structure for these degrees.

- A core of bible and theology studies are met by 18 credits in Biblical Foundations and 18 credits in Theology and History
- A core of professional studies is met by 21 courses in Personal and Pastoral Foundations and 15 credits in the Ministry Stream
- General education requirements are met by the two Arts and Science minors
- Field Education for 12 credits

General Academic Requirements

- A four-year bachelor's degree requires 120 credits.
- All degree requirements must be fulfilled.
- Up to 60 credits may be transferred from another institution for a four-year degree.
- The final 30 credits must normally be taken from Ambrose University.
- A cumulative grade point average (CGPA) of at least 2.0 is required to graduate, with a GPA of 2.0 in disciplinary requirements.

Ministry Internship

Preparation for ministry involves more than classroom learning. Ambrose recognizes the need for experiential learning in ministry training and requires all students to complete a ministry internship.

ASSOCIATE IN MINISTRY DIPLOMA

The Associate in Ministry (AIM) Diploma is designed to provide foundational knowledge of the Bible and Christian thought for service in the church of Jesus Christ. The diploma program develops ministry gifts for volunteer and para-professional roles in churches and Christian service organizations.

Profile of the Graduating Student

In pursuit of the ministry program objectives and the professional ministry outcomes, the graduates of this program are:

- committed to ongoing personal and spiritual growth;
- becoming Biblically literate and theologically reflective;

- able to serve in a variety of ministry and service roles.

Associate in Ministry Diploma Program Requirements (60 credits)

Christian Formation (18 credits)

REL 105 Introduction to the Bible

REL 161 Introduction to Christian Theology

REL 211 Spiritual Formation in the Christian Tradition

REL 261 Issues in Systematic Theology

3 credits in New Testament or Old Testament book study at the senior level

3 credits in Theology at the senior level

Professional Studies (18 credits)

PST 161 Introduction to Mission

PST 212 Pastoral Theology

12 credits in Professional Studies (PST) at the senior level

Field Education (3 credits)

FE 200 Practicum and Reflection I (1.5 credits)

FE 201 Practicum and Reflection II (1.5 credits)

Other (3 credits)

3 credits in Religion (REL) or Professional Studies (PST)

Arts and Science Electives (15 credits)

Open Electives (3 credits)

General Requirements for Completion and Graduation

- Completion of a total of 60 credits (as outlined above)
- A Cumulative Grade Point Average (CGPA) of at least 2.0

CHILDREN AND FAMILY MINISTRY PROGRAM

Bachelor of Theology: Children and Family Ministry (4 year – 120 credits)

In keeping with the University mission and in support of its educational philosophy, this program is designed to provide an understanding of the development of children in their families, and to equip learners with teaching, caring and administrative skills to effectively minister to children and their families. Students will need to produce the results of a Criminal Record Check before being permitted to participate in practicum or internship experiences associated with the program.

Profile of the Graduating Student

In pursuit of the ministry program objectives and the professional ministry outcomes, the graduates of this degree are:

- committed to and have mastered key components of making healthy disciples;
- aware of current thinking regarding child development and the socializing influences on families in North America;
- confident and competent in such ministry tasks as curriculum choice and design, volunteer recruitment and administration, and working in a multi-staff environment;
- prepared to evaluate their ministry, being committed to ongoing improvement to more effectively minister in today's cultural contexts.

Bachelor of Theology Children and Family Ministry Program Requirements (120 credits)

Personal and Pastoral Foundations (18 credits)

ICS 205 Intercultural Competence

PST 161 Introduction to Mission

PST 212 Pastoral Theology
PST 307 Evangelism and Discipleship in the Church
PST 320 Leadership and Leadership Development
REL 211 Spiritual Formation in the Christian Tradition

Children and Family Ministry Courses (15 credits)

PST 319 Volunteer Ministry
PST 321 Teaching Children for Faith Formation
PST 322 Leadership Essentials for Children and Family Ministry
PST 323 Family Ministry Essentials

One of the following:

BUS 305 Management of Non-Profit Organizations
PST 201 Pastoral Counselling
PS 220 Child Development
PS 305 Psychology of Family
SO 200 Sociology of Families
REL 130 Introduction to World Religions

Biblical Foundations (18 credits)

REL 105 Introduction to the Bible
REL 315 Hermeneutics
3 credits in New Testament
3 credits in Old Testament
6 credits in Old Testament or New Testament

Theology and History (21 credits)

HI 263 History of Christianity
3 senior credits in History
REL 161 Introduction to Christian Theology
REL 261 Issues in Systematic Theology
9 credits in Theology (can include REL 362 or REL 358 or REL 130)

Field Education (12 credits)

FE 200/201 Practicum and Reflection I and II (3 credits)
FE 320a/b Children and Family Ministry Internship (6 credits)
FE 400 Transition to Vocational Ministry (3 credits)

Arts and Science Minor #1 (18 credits)

One of the following:

- Behavioural Science
- Psychology
- Sociology

Arts and Science Minor #2 (18 credits)

One of the following:

- Biblical Languages
- Biology
- Business Administration
- Chemistry
- Community Development
- Dance
- Ecology
- English
- General Science
- History
- Intercultural Studies

- Kinesiology
- Liberal Arts
- Music
- Philosophy
- Psychology
- Sociology
- Theatre

**Note: Psychology or Sociology cannot be chosen for Minor #2 if Behavioural Science is Minor #1.*

General Requirements for Completion and Graduation

- Completion of a total of 120 credits (as outlined above)
- A Cumulative Grade Point Average (CGPA) of at least 2.0

CHURCH MINISTRY PROGRAM

Bachelor of Theology: Church Ministry (4 year – 120 credits)

The Bachelor of Theology (BTh) is designed to form character and develop skills in women and men called by God, enabling them to serve as reflective practitioners in the church of Jesus Christ. Students will need to produce the results of a Criminal Record Check before being permitted to participate in practicum or internship experiences associated with the program.

Profile of the Graduating Student

In pursuit of the ministry program objectives and the professional ministry outcomes, the graduates of this degree are:

- able to understand and appreciate societal trends that impinge on church ministry;
- willing to lead congregations to creative, biblically informed transformational endeavours;
- inquisitive learners and flexible thinkers able to critically and sympathetically engage new models with the historic resources of the Christian tradition.

This program of study is validated by the Church of the Nazarene's International Course of Study Advisory Committee and satisfies educational requirements for ordination in the Church of the Nazarene.

Bachelor of Theology – Church Ministry Program Requirements (120 credits)

Personal and Pastoral Foundations (18 credits)

ICS 205 Intercultural Competence

PST 161 Introduction to Mission

PST 212 Pastoral Theology

PST 307 Evangelism and Discipleship in the Church

PST 320 Leadership and Leadership Development

REL 211 Spiritual Formation in the Christian Tradition

Church Ministry Courses (15 credits)

PST 301 Homiletics

REL 370 Theology and Practice of Worship

Three of the following:

BUS 305 Management of Non-Profit Organizations

HI 313 Christianity in Canada

PST 201 Pastoral Counselling

PST 304 Advanced Homiletics

PST 319 Volunteer Ministry

PST 382 Worship Leadership Strategies

SO 340 Religion and Culture in Canada

TH 217 The Professional Voice

REL 130 Introduction to World Religions

Biblical Foundations (18 credits)

REL 105 Introduction to the Bible

REL 315 Hermeneutics

3 credits in New Testament

3 credits in Old Testament

6 credits in Old Testament or New Testament

Theology and History (21 credits)

HI 263 History of Christianity

3 senior credits History

REL 161 Introduction to Christian Theology

REL 261 Issues in Systematic Theology

9 credits in Theology (could include REL 362 or REL 358 or REL 130)

Field Education (12 credits)

FE 200/201 Practicum and Reflection I and II (3 credits)

FE 300a/b Church Ministries Internship (6 credits)

FE 400 Transition to Vocational Ministry (3 credits)

Arts and Science Minor #1 (18 credits)

One of the following:

- Behavioural Science
- Biblical Languages
- Biology
- Business Administration
- Chemistry
- Community Development
- Dance
- Ecology
- English
- General Science
- History
- Intercultural Studies
- Kinesiology
- Liberal Arts
- Music
- Philosophy
- Psychology
- Sociology
- Theatre

Arts and Science Minor #2 (18 credits)

One of the following:

- Behavioural Science
- Biblical Languages
- Biology
- Business Administration
- Chemistry
- Community Development
- Dance
- Ecology
- English
- General Science
- History
- Intercultural Studies
- Kinesiology

- Liberal Arts
- Music
- Philosophy
- Psychology
- Sociology
- Theatre

**Note: Psychology or Sociology cannot be chosen for Minor if Behavioural Science is the other Minor.*

General Requirements for Completion and Graduation

- Completion of a total of 120 credits (as outlined above)
- A Cumulative Grade Point Average (CGPA) of at least 2.0

INTERCULTURAL MINISTRY PROGRAM

Bachelor of Theology: Intercultural Ministry (4 year – 120 credits)

In keeping with the university mission and in support of its educational philosophy, this program is designed to prepare learners to effectively live and witness the grace of God in Jesus in the intercultural context of the contemporary world. Students will need to produce the results of a Criminal Record Check before being permitted to participate in practicum or internship experiences associated with the program.

Profile of the Graduating Student

In pursuit of the ministry program objectives and the professional ministry outcomes, the graduates of this program are:

- committed to making healthy disciples across a variety of cultural and social barriers;
- sensitive to the importance and value of cultural differences and committed to providing an authentic incarnational witness to the gospel to every cultural group;
- able to help the local church understand and actively engage in its missional calling.

Bachelor of Theology: Intercultural Ministry Program Requirements (120 credits)

Personal and Pastoral Foundations (18 credits)

ICS 205 Intercultural Competence
 PST 161 Introduction to Mission
 PST 212 Pastoral Theology
 PST 307 Evangelism and Discipleship in the Church
 PST 320 Leadership and Leadership Development
 REL 211 Spiritual Formation in the Christian Tradition

Biblical Foundations (18 credits)

REL 105 Introduction to the Bible
 REL 315 Hermeneutics
 3 credits in New Testament
 3 credits in Old Testament
 6 credits in Old Testament or New Testament

Theology and History (21 credits)

HI 263 History of Christianity
 3 senior credits History
 REL 161 Introduction to Christian Theology
 REL 261 Issues in Systematic Theology
 9 credits in Theology (can include REL 362 or REL 358)

Intercultural Ministry Courses (15 credits)

**Note: Students must choose either the short-term or long-term option*

Option #1 - Short Cross-Cultural Experience

ICS 202 Cultural Anthropology
REL 130 Introduction to World Religions
REL 367 Theology from the Margins or REL 378 Global Missiologies
3 credits in Spanish or French
3 credits DVST or ICS

Option #2 – Long Cross-Cultural Internship

ICS 202 Cultural Anthropology
REL 130 Introduction to World Religions
REL 367 Theologies from the Margins or REL 378 Global Missiologies
6 credits in relevant language

Field Education (12 credits)

**Note: Students pursue the short-term or long-term option chosen above*

Option #1 - Short Cross-Cultural Experience

FE 200/201 Practicum and Reflection I and II (3 credits)
FE 365 a/b Cross-Cultural Experience (6 credits)
FE 400 Transition to Vocational Ministry (3 credits)

Option #2 – Long Cross-Cultural Internship

FE 200/201 Practicum and Reflection I and II (3 credits)
FE 360a/b Intercultural Internship (6 credits)
FE 400 Transition to Vocational Ministry (3 credits)

Arts and Science Minor #1 (18 credits)

One of the following:

- Behavioural Science
- Biblical Languages
- Biology
- Business Administration
- Chemistry
- Community Development
- Dance
- Ecology
- English
- General Science
- History
- Kinesiology
- Liberal Arts
- Music
- Philosophy
- Psychology
- Sociology
- Theatre

Arts and Science Minor #2 (18 credits)

One of the following:

- Behavioural Science
- Biblical Languages
- Biology
- Business Administration
- Chemistry
- Community Development
- Dance

- Ecology
- English
- General Science
- History
- Kinesiology
- Liberal Arts
- Music
- Philosophy
- Psychology
- Sociology
- Theatre

**Note: Psychology or Sociology cannot be chosen for Minor if Behavioural Science is the other Minor.*

General Requirements for Completion and Graduation

- Completion of a total of 120 credits (as outlined above)
- A Cumulative Grade Point Average (CGPA) of at least 2.0

YOUTH MINISTRY PROGRAM

Bachelor of Theology: Youth Ministry (4 year – 120 credits)

In keeping with the University mission and in support of its educational philosophy, this academic program prepares students to relate their understanding of God's Word to a rapidly changing youth culture. They will be equipped with tools to gain teaching, counselling, administrative and programming skills that will prepare them to serve the church and community in the area of youth ministry. Students will need to produce the results of a Criminal Record Check before being permitted to participate in practicum or internship experiences associated with the program.

Profile of the Graduating Student

In pursuit of the ministry program objectives and the professional ministry outcomes, the graduates of this program are:

- committed to and have mastered key components of making healthy disciples;
- aware of individual and group differences, enabling them to minister to culturally diverse persons at all age levels;
- able to plan (both long term and short term) a ministry that will meet the needs of young people from junior high to young adults;
- able to exercise wisdom when considering program structure, program components and customizing the local church's youth ministry;
- prepared to evaluate their ministry, being committed to ongoing improvement to minister more effectively in today's cultural contexts.

This program of study is validated by the Church of the Nazarene's International Course of Study Advisory Committee and satisfies educational requirements for ordination in the Church of the Nazarene.

Bachelor of Theology: Youth Ministry Program Requirements (120 credits)

Personal and Pastoral Foundations (18 credits)

ICS 205 Intercultural Competence

PST 161 Introduction to Mission

PST 212 Pastoral Theology

PST 307 Evangelism and Discipleship in the Church

PST 320 Leadership and Leadership Development

REL 211 Spiritual Formation in the Christian Tradition

Youth Ministry Courses (15 credits)

PST 341 Strategies of Youth Ministry

PST 342 Contemporary Youth Issues

Three of the following:

PST 201 Pastoral Counselling
PST 301 Homiletics
PST 319 Volunteer Ministry
PST 382 Worship Leadership Strategies
REL 130 Introduction to World Religions
SO 301 Sociology of Youth
TH 217 The Professional Voice

Biblical Foundations (18 credits)

REL 105 Introduction to the Bible
REL 315 Hermeneutics
3 credits in New Testament
3 credits in Old Testament
6 credits in Old Testament or New Testament

Theology and History (21 credits)

HI 263 History of Christianity
3 senior credits in History
REL 161 Introduction to Christian Theology
REL 261 Issues in Systematic Theology
9 credits in Theology (can include REL 362 or REL 358 or REL 130)

Field Education (12 credits)

FE 200/201 Practicum and Reflection I and II (3 credits)
FE 340a/b Youth Ministry Internship (6 credits)
FE 400 Transition to Vocational Ministry (3 credits)

Arts and Science Minor #1 (18 credits)

One of the following:

- Behavioural Science
- Psychology
- Sociology

Arts and Science Minor #2 (18 credits)

One of the following:

- Biblical Languages
- Biology
- Business Administration
- Chemistry
- Community Development
- Dance
- Ecology
- English
- General Science
- History
- Intercultural Studies
- Kinesiology
- Liberal Arts
- Music
- Philosophy
- Psychology
- Sociology
- Theatre

**Note: Psychology or Sociology cannot be chosen for Minor #2 if Behavioural Science is Minor #1.*

General Requirements for Completion and Graduation:

- Completion of a total of 120 credits (as outlined above)
- A Cumulative Grade Point Average (CGPA) of at least 2.0

Horizon College & Seminary, Saskatoon, Saskatchewan

Ambrose partners with Horizon College & Seminary (Horizon) to offer a transfer block of courses into an Ambrose Bachelor of Theology degree. Contact the Office of the Registrar for more information.

THE INTERNSHIP PROGRAM**Philosophy of Internship**

Internship is an integral part of preparation for ministry. It provides the intern with an extended, in-depth practice of ministry for the purpose of integrating classroom study with field experience. In addition, Internship provides our interns with a working relationship with another person in ministry rather than just a place to carry out practical Christian service. The intern is exposed to all forms and facets of the ministry but the primary focus in this experience is on the intern as a disciple in development and on the pastor-mentor as a teacher-leader.

Objectives of Internship

By the conclusion of the Internship, students should be able to:

- explore and evaluate their personal identity as a ministering part of the Body of Christ;
- discover the areas of their greatest personal effectiveness within the ministry of the church;
- evaluate lifestyle issues and ways of relating to others as they affect personal growth and ministry;
- assess the attitudes and values they hold relating to people, ministry, culture, and life in general;
- measure their ability to relate to their fellow workers and to the programs of the church or para-church organization;
- analyze a ministry situation and set realistic goals and strategies to meet the needs discovered in the analysis;
- evaluate ministry involvement in terms of personal growth, progress toward goals, effectiveness of methods, strengths and weakness, etc.;
- integrate more fully their theological and doctrinal points of view with practical experience.

An Internship or Ministry Coaching approved by the Field Education department is required for Ministry programs. The Director of Field Education assists in locating and approves appropriate Internships.

The following prerequisites must be successfully completed by the end of Winter semester before an Internship can be considered:

- Attending the Annual Ministry Internship Seminar in late April
- Receiving approval of the Field Education Department for the Ministry Internship placement
- Maintaining a minimum Grade Point Average (GPA) of 2.0
- Completion of at least 75 credits

The minimum amount of time for an Internship is five months on a full-time basis in a ministry context, usually in a church setting. Part-time Internships are permitted with the approval of the Director of Field Education. To prepare for Internship, students must apply to the Internship program during September prior to starting an Internship. Bachelor of Theology students must begin to prepare for Internship in their third year of full time studies. All students must attend a pre-internship orientation meeting.

Prerequisites**FE 300a/b Church Ministries Internship**

FE 201 Practicum and Reflection II
PST 212 Pastoral Theology
PST 301 Homiletics

FE 320a/b Children and Family Ministry Internship

FE 201 Practicum and Reflection II
PST 212 Pastoral Theology
PST 321 Teaching Children for Faith Formation

FE 340a/b Youth Ministries Internship

FE 201 Practicum and Reflection II
 PST 212 Pastoral Theology
 PST 341 Strategies of Youth Ministry

FE 360a/b Intercultural Ministries Internship or FE 365a/b Cross-Cultural Experience

FE 201 Practicum and Reflection II
 ICS 202 Cultural Anthropology
 ICS 205 Intercultural Competence
 PST 161 Introduction to Mission
 PST 212 Pastoral Theology

All potential ministry interns are given an assessment packet to assess readiness for Internship at the pre- internship orientation meeting. An interview with the director of Field Education is required in October to discuss and review the assessment packet. The appointment of an Internship field site will be approved usually in February. This is followed by a compulsory 3-day Internship Seminar in late April/early May for all ministry interns and mentors. There is an additional fee associated with the Internship Seminar, please refer to the Financial Information section. The purpose of the Internship Seminar is to prepare the intern and mentor for an effective internship.

The goals of the Internship Seminar are:

- to build healthy relationships with the mentor, intern and Ambrose;
- to help the intern and mentor understand the importance of soul nurture;
- to address ministry practice and theological reflection issues.

In order to make the most of the Internship experience, student interns meet weekly with their mentor for evaluation and feedback sessions. To ensure that the student is actively involved in ministry, an Internship contract, which specifies types and frequency of an intern's ministry involvement, is signed by both the intern and supervising mentor before Internship begins. Moreover, field advisors will visit the internship site to give formative assessments.

The intern receives a monthly allowance, room and board, travel allowance while ministering, and a love offering at the end of Internship from the assigned church. Churches from various denominations participate in the Ambrose University Internship program. Ambrose reserves the right to place students in participating churches.

Ministry with The Alliance Canada

Students who desire to minister with The Alliance Canada must complete the licensing process, which is facilitated by the Field Education Department during the final year of study of a degree program. Once the application for licensing is completed, a personal interview with a licensing committee is arranged. During this interview a candidate is examined for biblical knowledge, doctrinal stance, personal lifestyle, philosophy of ministry, etc. The candidate is notified of the result of the licensing process shortly after the interview. Whether becoming licensed to minister in North America or internationally, licensing candidates are expected to be or become members of church of The Alliance Canada. There is a fee associated with the licensing process.

Generally, degree programs at Ambrose University meet the educational requirements for licensing with The Alliance Canada. Other courses may be required for those going into overseas ministry with The Alliance Canada.

For further information regarding the accreditation process or serving with The Alliance Canada in a ministry in Canada or overseas, visit www.cmacan.org or contact:

The Christian and Missionary Alliance in Canada

Suite 100, 30 Carrier Drive
 Toronto, ON M9W 5T7
 Phone: 416.674.7878
 Fax: 416.674.0808
 Email: nationaloffice@cmacan.org

MINORS

Minors exist to provide students with the opportunity to study a second discipline as a complement to their degree. Minors are especially useful for students considering careers in education, communications, business, the social sciences, the sciences, history, general studies, Christian ministry, or for students who are considering future graduate programs.

Minors do not feature on student degree parchments, but are recorded on student transcripts. To earn a minor in any discipline, a minimum cumulative GPA of 2.0 in all minor courses will be required. Students must meet all prerequisites of the courses required for the minor. Transfer credit is permitted without limitation.

To gain admission to a minor in any discipline, students must apply using the application form available through the Office of the Registrar. A minor cannot be earned by students in a diploma or certificate program. Multiple minors are allowed provided that the requirements of each minor are fulfilled. Courses at the 400-level cannot apply to a minor for students enrolled in a ministry program.

BEHAVIOURAL SCIENCE MINOR

The Behavioural Science minor offers students the opportunity to complement their major or concentration with the study of Psychology and Sociology. The minor is useful for students considering careers in education, business, Christian service, or for students enrolling in graduate programs.

Behavioural Science (18 credits)

PS 121 Introduction to Psychology

PS 250 Social Psychology

PS 300 Personality

SO 121 Principles of Sociology

SO 220 Social Problems

SO 310 Classical Social Theory

BIBLICAL LANGUAGES MINOR

The Biblical Languages minor offers students the opportunity to complement the BA major or BTh Specialization with studies in the ancient languages in which the Bible was written. The minor is useful for students preparing for pastoral ministry or graduate programs in Bible or Theology.

Biblical Languages (18 credits)

GR 100 New Testament Greek I

GR 201 New Testament Greek II

GR 300 New Testament Greek III

HEB 200 Biblical Hebrew I

HEB 201 Biblical Hebrew II

HEB 300 Biblical Hebrew III

BIOLOGY MINOR

The Biology minor offers students an opportunity to complement their Bachelor of Arts Major or Concentration with the study of Biology. The minor provides an overview of subjects within the field of Biology and is useful for students considering a career in Education, Business (e.g. Biotechnology), graduate programs, or further professional training in the science or healthcare field. Students must have completed Biology 30 or Chemistry 30 in order to be eligible for the Biology minor. The Biology minor is not open to students in the Bachelor of Science degree.

Biology (18 credits)

BIO 131 Introduction to the Cellular Basis of Life

BIO 133 Introduction to Plant and Organismal Biology

12 credits at the 200-level or higher in Biology (BIO), Biochemistry (BCH), Botany (BOT)*, Ecology (ECOL), Kinesiology (KIN)*, Medical Science (MED), or Zoology (ZOO)

**Note: Not all BOT or KIN courses can be used as Science credits; check the course descriptions.*

BUSINESS ADMINISTRATION MINOR

The Business Administration minor offers a group of core courses to students taking other majors or concentrations. The minor is helpful to give students some basic understanding in Business Administration and the economy. Such basic knowledge allows students to gain a better understanding of today's world, which is stated more and more in relation to business and economic news.

Business Administration (18 credits)

BUS 100 Introduction to Business Administration or BUS 305 Management of Non-Profit Organizations

Two of the following:

ACC 200 Introduction to Financial Accounting

BUS 250 Organizational Behaviour

BUS 280 Marketing

BUS 341 Leadership Theory and Practice

BUS 390 New Ventures and Social Entrepreneurship

ECO 110 Microeconomics and Macroeconomics I

6 credits in Business, Economics or Accounting at the 200-level or higher

3 credits in Business, Economics or Accounting at the 300-level or higher

CANADIAN STUDIES MINOR

The Canadian Studies minor directs students to work in an interdisciplinary fashion to think holistically about Canadians and Canadian society. The Canadian Studies minor also guides students to think about Canada and its position relative to the world around it by studying Canada's influence on the rest of the world as well as the ways in which Canada is influenced by the rest of the world. Opportunities for travel study in Canada also exist that would give students an experiential and grounded appreciation for, and understanding of, Canadian politics, history, literature, culture, and social life.

Canadian Studies (18 credits)

EN 300 Canadian Literature

HI 200 Canada since Confederation

SO 340 Religion and Culture in Canada or SO 410 Religious Diversity in North America

3 credits in Political Science at the senior level

Two of the following:

BHS 330/REL 330 Psychology, Theology, and Indigenous Thinking

HI 313 Christianity in Canada

HI 314 Western Canada

HI 412 Canada During the World Wars

SO 200 Sociology of Families

SO 220 Social Problems

SO 300 Ethnic Relations

TH 363 Canadian Drama

CHEMISTRY MINOR

The Chemistry minor complements the Biology degree and is useful to students considering careers in biotechnology, research, or education. Students must have completed Chemistry 30 (or its equivalent) in order to be eligible for the Chemistry minor.

Chemistry (18 credits)

CHE 101 General Chemistry I

CHE 103 General Chemistry II

12 credits at the 200-level or higher in Biochemistry (BCH)* or Chemistry (CHE)

Note: BCH 297 cannot be counted in the minor for students in the Bachelor of Science program.*CHRISTIAN STUDIES MINOR**

The Christian Studies minor is designed to encourage students taking other majors and concentrations to move beyond introductory survey courses in Christian Studies into more advanced courses in this field. This minor is valuable for any student interested in a more nuanced understanding of Christian thought and practice, as well as for students using other degree programs in a church or para-church vocation.

Christian Studies (18 credits)

REL 161 Introduction to Christian Theology

REL 211 Spiritual Formation in the Christian Tradition

REL 315 Hermeneutics

3 credits in Bible (REL) at the 200-level or higher

3 credits in Theology (REL) at the 200-level or higher

3 credits in Bible or Theology (REL) at the 300-level or higher

COMMUNITY DEVELOPMENT MINOR

Community development involves community members working in collaboration with churches and other nonprofit organizations, governments, businesses, and academia to engage the community in hearing the community's stories and challenges, revealing and mobilizing its resources, and engaging in solutions and opportunities together.

The Community Development Minor is a unique, interdisciplinary minor providing students opportunities to experience and explore community development through three distinct tracks. Each track combines a mix of theory and practice as students directly observe and experience community development.

Canadian Poverty

This track introduces students to the nature, causes, and consequences of poverty. Consideration will be given to the impact of poverty and the ways in which social and economic policy, along with social enterprises, work to address poverty elimination in a Canadian context.

International Development

This track prepares students for involvement in international communities and economic development, as well as in missional organizations in poorer communities and regions of the world. Issues of social justice such as poverty, inequality and oppression will be addressed.

Nonprofit Management

This track equips students for the process of managing nonprofit organizations and their ever-changing external environments, in areas such as strategic leadership and governance, marketing and communication, fundraising and financial management, as well as human resource and volunteer management.

Community Development (18 credits)

(If a course is chosen in one category, it may not be chosen again in a subsequent category)

Canadian Poverty Track

DVST 210 Introduction to Community Development

BUS 301/DVST 301 Intermediate Domestic Community Development

BHS 350/DVST 350 Poverty in Western Society

Three of the following:

BHS 330/REL 330 Psychology, Theology, and Indigenous Thinking

BHS 450 Intersections Between Poverty and Government Policy

PS 306/DVST 306 Basic Skills and Practice for Working with Individuals who are Vulnerable and Homeless

PS 307 Psychological Impacts of Poverty

SO 220 Social Problems

International Development Track

DVST 210 Introduction to Community Development

BUS 302/DVST 302 Intermediate International Community Development

BUS 304/DVST 304 or BUS 404/DVST 404 Travel Study

ICS 205 Intercultural Competence

Two of the following:

BUS 305/DVST 305 Management of Nonprofit Organizations

DVST 402/SO 402 Human Trafficking

ECO 110 Microeconomics and Macroeconomics I

ICS 202 Cultural Anthropology

ICS 303 Global Forms of Violence Against Women

SO 403 Global Criminology

Nonprofit Management Track

DVST 210 Introduction to Community Development

BUS 305/DVST 305 Management of Non-Profit Organizations

Two of any 100-level or higher ECO courses, or 200-level or higher BUS or ACC courses

One of:

BUS 301/DVST 301 Intermediate Domestic Community Development

BUS 302/DVST 302 Intermediate International Community Development

One course from either the Canadian Poverty track or the International Development track

DANCE

The Dance minor offers students in other majors and disciplines an alternate expression and/or concentrated study of creativity and physical activity. The minor is useful to students studying other artistic mediums, worship arts, kinesiology, education, and any other field where creative, interdisciplinary problem solving is required. Students start with foundation and technique courses before choosing how to apply their skills in upper level performative courses.

Dance (21 credits for Arts and Science students or 18 credits for BTh students)

3 credits in Introductory Dance, one of:

DA 103 Dance Fundamentals (3 credits)

TH 203 Movement I (3 credits)

9 credits in Technique:

DA 203 Ballet Technique I (1.5 credits)

DA 204 Ballet Technique II (1.5 credits)

DA 213 Modern Technique I (1.5 credits)

DA 214 Modern Technique II (1.5 credits)

DA 303 Selected Styles (3 Credits)

6 credits in Applied Performance:

DA 322 Introduction to Choreography (3 credits)

DA 423 Variations in Contemporary Choreography (3 credits)

TH 120a and TH 120b Collective Creation I and II (6 credits)

3 credits in Faith and Dance: (this requirement is optional for BTh students)

IND 288 Art and Faith I (3 credits)

IND 289 Art and Faith II (3 credits)

ECOLOGY MINOR

The Ecology minor focuses on conservation, bio-diversity, and ecosystems. It would benefit those students looking to expand their studies beyond General Biology or Zoology, or students who are looking towards a career in education, environmental studies, or a graduate program in related fields. The Ecology minor is not available to Bachelor of Science students in the Ecology stream. For Bachelor of Science students, only three elective credits from this minor can be applied to streams.

Ecology (18 credits)

BIO 133 Introduction to Plant and Organismal Biology

BIO 213 Principles of Ecology

One of the following:

BIO 351 Conservation Biology

CHE 333 Environmental Chemistry and Sustainability

ECOL 235 Introduction to Environmental Science

One of the following:

ECOL 317 Aquatic Communities and Ecosystems

ECOL 319 Terrestrial Communities and Ecosystems

One of the following:

BIO 241 General Microbiology*

BOT 203 The Biology of Plants

ZOO 275 Invertebrate Zoology

ZOO 277 Biology of Vertebrates

One of the following:

BIO 301 Principles of Evolutionary Biology*

BIO 389 Field Course in Ecology

ECOL 383 Animal Behaviour

ZOO 379 Introduction to Marine Biology

**Note: This course has pre-requisites which are not included in the minor.*

ENGLISH MINOR

The English minor offers students the opportunity to complement their major or concentration with the study of English literature and writing. The minor is useful for students considering careers in education, business, Christian service, or for students enrolling in graduate programs.

English (18 credits)

EN 130 Introduction to English Literature

EN 221 English Literature to 1800

EN 222 English Literature from 1800

3 credits in English at the 200-level or higher

6 credits in English at the 300-level or higher

GENERAL SCIENCES MINOR

The General Sciences Minor has breadth into the physical sciences which complements the Science (Biology) degree well. The General Science also supports the philosophy of a liberal arts university by exposing the student to a wider variety of disciplines than other minors. This minor would be beneficial for those students looking towards work in Education, Environmental Sciences, Engineering, or a graduate program in Natural Sciences or Physical Biological Sciences. The General Science minor is not open to students in the Bachelor of Science degree.

General Science (18 Credits)

One of the following:

BIO 131 Introduction to the Cellular Basis of Life

BIO 133 Introduction to Plant and Organismal Biology

One of the following:

SC 215 Controversies in Science

SC 250 Science and Society

12 credits of the following. 6 credits must be at a senior level*

Astronomy (ASTR), Biochemistry (BCH), Biology (BIO), Botany (BOT), CHE (Chemistry), ECOL (Ecology), Geology (GEO),

Geography (GEOG), Kinesiology (KIN)**, Mathematics (MA), Medical Science (MED), Physics (PHY), Science (SC), Statistics (STA), Zoology (ZOO)

*Note: Students cannot take more than 6 credits from any one discipline.

**Note: Not all KIN courses can be used as Science credits. Check the course description for eligibility.

HISTORY MINOR

The History minor exists to guide students into a sustained study of history for the purposes of complementing their major or concentration. This minor is particularly useful for students considering careers in education, communications or journalism, public administration, Christian ministry, or for students enrolling in graduate programs in Christian studies or English.

History (18 credits)

HI 140 Themes in World History

HI 280 History in Practice

6 credits in History at the 200-level or higher

6 credits in History at the 300-level or higher

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY MINOR

The Industrial and Organizational Psychology minor offers students an opportunity to complement their major or concentration with the study of psychology and business in an organizational/workplace context. The minor is useful for students considering careers in human resources, personnel psychology, organizational and career development, or graduate programs.

Industrial and Organizational Psychology (18 credits)

BUS 250 Organizational Behaviour

PS 250 Social Psychology

Two of the following:

BUS 330 Human Resource Management

BUS 331 Organization Development and Change

BUS 341 Leadership Theory and Practice

BUS 431 Learning and Performance Management

BUS 432 Recruitment and Selection

BUS 433 Employee and Labour Relations

BUS 435 Special Topics in Human Resources

BUS 441 Advanced Leadership

BUS 445 Special Topics in Leadership

BUS 490 Independent Study*

Two of the following:

PS 300 Personality

PS 335 Personnel Psychology

PS 345 Interpersonal Communication

PS 490 Independent Study*

*Students choosing to do an independent study may take either PS 490 or BUS 490, but not both

INTERCULTURAL STUDIES MINOR

Intercultural competence is important for effective relationships in an increasingly globalized world. The Intercultural Studies Minor is designed to introduce students to the knowledge, skills, and abilities necessary to understand and cultivate thriving multicultural relationships in appropriate and effective ways to engage redemptively in work of the Kingdom of God.

Intercultural Studies (18 credits)

ICS 205 Intercultural Competence

ICS 204/ICS 304/ICS 404 Intercultural Travel Study (3 credits)

ICS 310 Applied Intercultural Competence

3 credits of ICS elective

6 credits Behavioural Science Focus or Theology Focus

Behavioural Science Focus

- PS 250 Social Psychology and PS 342 Culture and Psychology OR
- SO 220 Social Problems and SO 300 Ethnic Relations

Theology Focus

- REL 130 Introduction to World Religions or 3 credits in non-Christian religion AND
- REL 367 Theologies from the Margins or REL 378 Global Missiologies

KINESIOLOGY MINOR

The Kinesiology minor offers students the opportunity to complement their area of study with exposure to the art and science of human movement. This minor is useful for students considering careers in education, community development or planning, a health and wellness-related field, or further professional training in a healthcare field.

Kinesiology (18 credits)

KIN 201 Introduction to Kinesiology

BIO 269 Nutrition*

One of the following:

KIN 241 Introduction to Coaching

KIN 334 Sports Psychology*

PH 211 Philosophy of Sport*

PS 336 Health Psychology*

SO 205 Sociology of Sport*

SO 307 Sociology of Health*

6 credits of the following:

DA 103 Dance Fundamentals

DA 203 Ballet Technique I* (1.5 credits)

DA 204 Ballet Technique II* (1.5 credits)

DA 213 Modern Technique I* (1.5 credits)

DA 214 Modern Technique II* (1.5 credits)

DA 303 Selected Styles*

KIN 121 Physical Activity Skills – Basketball Fundamentals (1.5 credits)

KIN 122 Physical Activity Skills – Volleyball Fundamentals (1.5 credits)

KIN 123 Physical Activity Skills – Futsal Fundamentals (1.5 credits)

KIN 124 Physical Activity Skills – Group Fitness (1.5 credits)

TH 203 Movement I

TH 204 Movement II*

TH 314 Stage Combat I* (2 credits)

TH 315 Stage Combat II* (2 credits)

One of the following:

KIN 255 Growth and Development*

KIN 323 Integrative Physiology*

KIN 335 Sports Injuries and Rehabilitation*

KIN 367 Exercise Physiology*
 KIN 385 Biomechanics*
 MED 275 Health and Wellness*
 ZOO 265 Human Anatomy*

**Note: This course has pre-requisites which are not included in the minor.*

LIBERAL ARTS MINOR

The Liberal Arts minor seeks to provide the student with the greatest amount of flexibility and variation in course selection. The celebrated virtue of a Liberal Arts education is the contribution it makes to an open and receptive mind. The Liberal Arts Minor is an excellent academic complement for students seeking breadth and variety in their intellectual experience and development. Students in an Arts or Science program cannot earn a Liberal Arts minor; this minor is for School of Ministry students only.

Liberal Arts (18 credits)

Only School of Ministry Students may choose this Minor

6 credits from the Humanities (EN, HI, LANG, PH)
 6 credits from the Social Sciences (BHS, ECO, ICS 202, ICS 205, POLI, PS, SO)
 6 credits in Science, Development Studies (DVST) or Fine Arts (ART, DA, FA, MU, TH)

**Note: Not all KIN courses can be used as Science credits; check the course descriptions.*

MUSIC MINOR

The Music minor offers students the opportunity to complement their major or concentration with the study of Music. The minor is useful for students considering careers in education, church music and other vocational programs which have some connection to music. Requires permission of the department. Please note: Admission to the Music Minor will require a minimum Royal Conservatory of Music Level 8 Theory (formerly called 'Advanced Rudiments') and an entrance audition.

Music (18 credits)

MU 125a/b Aural Skills I
 MU 136 Music Theory I
 3 credits of Applied Music
 3 credits of Music Ensemble or equivalent and Grade 5 Royal Conservatory equivalency in one instrument
 3 credits in Music at the senior level

One of the following:

MU 201 Musics of the Western World
 MU 203 History of Music I
 MU 207 History of Music II

PHILOSOPHY MINOR

A Philosophy minor has significant value, particularly in the context of Christian liberal arts and sciences. The study of philosophy helps students to probe beyond the obvious, to recognize presuppositions, and to analyze assumptions. Because of its emphasis on rational argumentation and logical precision, philosophy also helps develop a student's thinking and writing skills—necessary skills for success whatever the student's degree program. A minor in Philosophy is an excellent complement for majors in English, History, and Christian Studies, and is also valuable to students considering careers in law, business, ministry, and other fields of social service.

Philosophy (18 credits)

PH 125 Introduction to Philosophy
 9 credits in Philosophy at the 200-level or higher
 6-credits in Philosophy at the 300-level or higher

PSYCHOLOGY MINOR

The minor in Psychology allows a student to gain knowledge of the systematic study of human behaviour with an emphasis on the integration of knowledge, including theories and best practices. Introduction to Psychology and one theory course are required. Additionally, students may choose electives from at least one of the following four areas; human development, interpersonal psychology, clinical studies, or neuropsychology.

Psychology (18 credits)

PS 121 Introduction to Psychology

3 credits in Psychology at the 200-level or higher

PS 300 Personality

9 credits in Psychology at the 300-level or higher

SOCIOLOGY MINOR

The Sociology minor offers students an opportunity to complement their major or concentration with the study of Sociology. The minor provides students with flexible course options in line with personal interests and is useful for those considering careers in law, the police force, politics, education, social services, business or marketing, Christian service (e.g., pastoral or missionary ministry), or for students enrolling in graduate programs.

Sociology (18 credits)

SO 121 Principles of Sociology

SO 310 Classical Social Theory

6 credits in Sociology at the 200-level or higher

6 credits in Sociology at the 300-level or higher

THEATRE MINOR

The Theatre minor offers students in other majors and disciplines an alternate expression and/or concentrated study of creativity. The minor is useful to students studying other artistic mediums, worship arts, education, and any other field where creative, interdisciplinary problem solving is required. Students may choose an acting stream, a technical theatre stream, or a more flexible stream that allows them to combine various theatrical interests. Approval from the department is required for admission.

Theatre (18 Credits)

Acting Stream

TH 154 Script Analysis

One of the following:

TH 100 Introduction to Theatre

TH 160 Theatre History I

TH 161 Theatre History II

Two of the following Theatre Skill Disciplines:

TH 201 Acting I: Meisner

TH 202 Acting II: Meisner

One of the following Applied Theatre Practices:

TH 222 Rehearsal and Performance: Classical Play

TH 223 Rehearsal and Performance: Contemporary Play

TH 120a/b Collective Creation

3 credits in Theatre at the 200-level or above

Technical Theatre Stream

TH 154 Script Analysis

One of the following:

TH 100 Introduction to Theatre

TH 160 Theatre History I

TH 161 Theatre History II

Two of the following Theatre Skill Disciplines:

TH 130 Technical Theatre I

TH 131 Technical Theatre II

One of the following Applied Theatre Practices:

TH 330/331/332/333 Technical Theatre Practice I/II/III/IV

6 credits in Theatre at the 200-level or above

General Stream

TH 154 Script Analysis

One of the following:

TH 100 Introduction to Theatre

TH 160 Theatre History I

TH 161 Theatre History II

Two of the following Theatre Skill Discipline (4-6 credits):

TH 201 Acting I: Meisner and TH 202 Acting II: Meisner or

TH 130 Technical Theatre I and TH 131 Technical Theatre II

One of the following Applied Theatre Practices:

TH 222 Rehearsal and Performance: Classical Play

TH 223 Rehearsal and Performance: Contemporary Play

TH 120a/b Collective Creation I/II

TH 330/331/332/333 Technical Theatre Practice I/II/III/IV

3 credits in Theatre at the 200-level or above

WORSHIP ARTS MINOR

The Worship Arts minor offers students an opportunity to complement their Major or Concentration with the interdisciplinary study of Worship Arts. Grounded in the Christian Tradition, this minor provides an opportunity to study both pastoral theology as it relates to congregational worship, and the fine arts as they relate to Christian history and worship. This minor is a good fit for students considering either vocational or volunteer roles leading congregational worship. The Worship Arts minor is not open to Bachelor of Theology students.

Worship Arts (21 credits)

IND 288 Art and Faith I

IND 289 Art and Faith II

PST 212 Pastoral Theology

PST 382 Worship Leadership Strategies

REL 332 Psalms

REL 370 Theology and Practice of Worship

3 credits from the following praxis Fine Arts electives:

MU 140/141/240/241/340/341 Applied Music Lessons

MU 180/280/281/282/380/381/480/481 Applied Music Lessons, Applied Conducting, or Applied Composition

MU 190/191/290/291/390/391/490/491 University/Chamber Singers

MU 157/158/257/258/357/358/457/458 Instrumental Ensembles

DA 213/214 Modern Dance Technique I/II

DA 203/204 Ballet Technique I/II

ART 141 Drawing I

TH 201/202 Acting: Meisner I & II

SCHOOL OF EDUCATION

Education Programs

Bachelor of Education (After Degree) (2 year – 60 credits)

School Leadership Quality Standard Certification (2 noncredit courses)

Education Program Extended Learning

These courses are designed for practicing teachers who may be thinking about returning for a Master's degree while working. Also, for students in teacher preparation programs who want to augment what is currently covered in program courses. These courses balance theory and practice with major assignments geared towards the teachers' own classroom work. Courses are also eligible on TQS (Teacher Qualification Service) as Senior Undergraduate Courses worth .100.

Education Courses

Curriculum Design and Program Development (CDPD)

Field Experience (FE)

Learning Theory and Application (LTA)

Society and Culture: Methodology and Practices (SCMP)

EDUCATION PROGRAM (AFTER-DEGREE)

Education Program (After-Degree)

Vision

Shaped by a Christian Liberal Arts tradition, we prepare outstanding educators to joyfully take up teaching and learning through a transformative mindset of hope and grace as a means of serving the common good in public education.

Mission

We will provide a rigorous, competency-based curriculum that will engage students to become reflective, innovative and engaging teachers.

The Bachelor of Education (After Degree) (B.Ed.) is a two-year, 60-credit program designed to prepare teachers with an accredited university degree to work in the public school system. Our goal as professors and leaders in the program is for a successful graduate to have met the requirements of the competencies of the Government of Alberta's Teaching Quality Standard (TQS) so to be eligible for an Alberta Interim Teaching Certificate.

The B.Ed. program includes a number of distinctive features. The program is competency based, grounded in research, and designed to prepare students to teach effectively in classrooms made up of diverse learners. Our main program goal is to prepare a successful graduate who can design inclusive learning experiences to accommodate all children, including those with exceptional learning needs and cultural diversity. We include an informal mentorship program in which our students will be nurtured by current or retired classroom teachers. We have partnerships with Calgary and area school districts including the CBE, Rocky View Schools, Palliser, Calgary Catholic, Foothills, Golden Hills, and Charter schools in which students are placed for their 19.5 weeks of in-school experiences over the two years of the program. In addition, we provide bursary opportunities for students who wish to volunteer in schools in/out of the country.

There are four distinct and integrated Program Components: Learning Theory and Application; Curriculum Design and Program Development; Society and Culture – Methodologies and Practices; and Field Experience. Each Program Component is made up of three distinct but not separate courses, and each course is integrated with the other courses in the Program Component in a developmental and graduated (cumulative) way.

Profile of the Graduating Student

The successful graduate:

- holds a high view of teaching as a vocation;

- holds Christian values;
- believes strongly in the primacy of learning for children in schools;
- has a thorough understanding of, and confidence to work with, inquiry-based learning;
- possesses knowledge of curriculum and learning theory;
- displays a readiness to engage in shared praxis;
- possesses an ability to build positive relationships with children, parents, and colleagues;
- believes in the intrinsic value and uniqueness of each child;
- is confident with inclusive learning and teaching practices;
- is sensitive to cultural realities and differences;
- can articulate a clear philosophy of learning and teaching.

Program Competencies

The Teaching Quality Standard

Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.

1. **Fostering Effective Relationships**
A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.
2. **Engaging in Career-Long Learning**
A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.
3. **Demonstrating a Professional Body of Knowledge**
A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.
4. **Establishing Inclusive Learning Environments**
A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe
5. **Applying Foundational Knowledge about First Nations, Métis and Inuit**
A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.
6. **Adhering to Legal Frameworks and Policies**
A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

Program Conformity to Competencies

Courses in the B.Ed. program are designed and sequenced to articulate the connection between the competencies of the Teaching Quality Standard and theory/research.

Teaching Quality Standards (TQS)

The integrated design of the B.Ed. program components and courses gives students an opportunity to develop the knowledge, skills and attributes (KSAs) of the Teaching Quality Standards of Alberta.

Teacher Qualifications for Salary Purposes

How students are evaluated for salary purposes is determined by the Teacher Qualification Service of the Alberta Teachers' Association, not by Alberta Education or Ambrose University. In some cases, courses may not be considered for salary purposes. To determine how qualifications may be considered, please refer to the Principles for the Evaluation of Years of Teacher Education for Salary Purposes available on the Alberta Teachers' Association website, or by writing to the address supplied below. Forms used to apply for evaluation of qualifications for salary purposes may be obtained on the Alberta Teachers' Association website or by writing to:

Teacher Qualifications Service

The Alberta Teachers' Association
Barnett House, 11010 - 142 St.
Edmonton, AB Canada T5N 2R1

Career Paths

Teachers with Interim Professional Certification awarded upon completion of the B.Ed. (After-degree) in Elementary Education from Ambrose are certified to teach Kindergarten through to, and including, Grade 12. Students who graduate from Ambrose and are awarded Interim Professional Certification to teach will be eligible to teach in other provinces or International schools in similar ways as any graduate from any other accredited education degree program in Alberta. Graduates will be eligible for Teaching Qualification Services assessment in similar ways as any graduate from any other accredited education degree program in Alberta.

Bachelor of Education (After-Degree) 2 year – 60 credits

Two (2) Year After Degree Program (B.Ed.)

- 60 credits in 12 required courses (across 4 curriculum components) which are designed to articulate the competencies of the Alberta Teaching Quality Standard
 - 18 credits in Curriculum Design and Program Development
 - 18 credits in Learning Theory and Application
 - 12 credits in Society and Culture: Methodologies and Practices
 - 12 credits in Field Experience
 - Exit Capstone Portfolio

Required Courses

Learning Theory and Application

The B.Ed. program includes three graduated and integrated courses in Learning Theory and Application (LTA). These are courses about how people learn, individually and in groups, and how teachers can design experiences and create conditions so that diverse learners, including learners with special learning needs and learners from various cultural backgrounds, including First Nations learners, can learn in an elementary school's nine main disciplines (Program of Studies, Elementary Education—language arts, social studies, mathematics, science, physical education, fine arts, second or additional languages, health and life skills and information and communication technology). Students will examine the relationship between learning and children's growth and development, human behaviour, and assessment in elementary schools.

Curriculum Design and Program Development

The B.Ed. program includes three graduated and integrated courses in Curriculum Design and Program Development based on Alberta Education's Program of Studies, Elementary Education. The CDPD courses develop students' understanding of the requirements of curriculum design and program development in elementary school classrooms, the role of the teacher in translating the requirements into lesson and unit plans for teaching so that all learners can learn, including learners with special learning needs and those from various cultural backgrounds, and an exploration of the various orientations and methods regarding curriculum decision-making in schools. Students will examine the role of technologies in education, as well as community, societal, political and school variables that influence curriculum design and program development in elementary schools.

Society and Culture: Methodology and Practices

The B.Ed. program includes three graduated and integrated courses in Society and Culture: Methodologies and Practices (SCMP) designed to provide students of education and teaching with opportunities to understand the professional, ethical, administrative, and social foundations and practices of education in Canada and other socio- cultural contexts, including First Nations and international contexts. The courses are intended to sensitize students to perspectives and issues regarding First Nations learners, as well as children and families representing various cultures. The courses are designed for B.Ed. students to gain an understanding of various familial and societal perspectives and issues regarding inclusion of all learners, including students with special learning needs, in elementary schools. Students will examine current and past societal and cultural perspectives and practices that have influenced educational practices and children's learning.

Field Experience

The B.Ed. program includes three (3) graduated Field Experience (FE) courses integrated throughout the two-year program designed to augment and support the course work in the core education courses in the program. The FE courses are designed to give students a developmental and systematic experience in understanding the life of the school (FE 500), the life of teachers and teaching (FE 600), and an introduction to curriculum design and program planning (FE 700). The FE courses are integrated with the core education courses to give students a progressive and applied (theory to practice) understanding of the role of the teacher in a school, in teaching with other teachers and with responsibilities to the Program of Studies and professional practice of translating the Program of Studies requirements into programs and instruction in the elementary school.

Bachelor of Education (After-Degree) Program Requirements (60 credits)

Curriculum Design and Program Development (18 credits)

CDPD 500 Introduction to the Principles and Practices of Curriculum Design and Program Development (6)

CDPD 600 Understanding and Application of Principles and Practices of Curriculum Design and Program Development (6)

CDPD 700 Synthesis of Principles and Practices in Curriculum Design and Program Development (6)

Field Experience (12 credits)

FE 500 Introduction to Field Experience (3)

FE 600 An Understanding and Application of Field Experience (3)

FE 700 A Synthesis of Field Experience (6)

Learning Theory and Application Requirements (18 credits)

LTA 500 Introduction to Principles and Applications of Learning Theory (6)

LTA 600 An Understanding and Application of Learning Theory (6)

LTA 700 A Synthesis of Learning Theory (6)

Society and Culture: Methodology and Practices (12 credits)

SCMP 500 An Introduction to Society and Culture: Methods in Practice (6)

SCMP 600 An Application of Society and Culture: Methodology and Practices (3)

SCMP 700 A Synthesis of Society and Culture: Methodology and Practices (3)

General Requirements for Completion and Graduation:

- Completion of a total of 60 credits (as outlined above)
- A Cumulative Grade Point Average (CGPA) of at least 2.7

SCHOOL LEADERSHIP QUALITY STANDARD CERTIFICATION

School Leadership Quality Standard Certification • Associate Dean: Dr. Sherry Martens

Take your passion for education and embark on your personal leadership journey. Comprised of two noncredit courses, the Certificate program is your opportunity to get real, get informed about yourself, get going as a school leader — and get the accreditation required to become a Principal in Alberta.

Advance your knowledge and skills to make a positive difference in the lives of students. Forge personal and professional connections that will enrich your personal and professional life. Benefit from Ambrose University's expertise in preparing passionate educators through a program intentionally designed to give you:

- the flexibility to choose how and when to complete the program's two courses, in the way that works best for you
- courses that can be completed simultaneously or in sequence
- blended face-to-face and online delivery methods

ELQS 001 Becoming a Transformative Leader (non-credit)

Begin to develop your personal vision of leadership through guided inquiry, case studies and journalling. Reflect and question our personal beliefs about leadership through a focus on research and best practices about transformative leadership, interwoven with personal reflection and narrative.

ELQS 002 Being a Transformative Principal (non-credit)

Consolidate theory, your personal beliefs and contextual knowledge by focusing on instructional leadership, managing school operations, vision building and fostering effective relationships for a flourishing school culture. You will curate a personal leadership portfolio that showcases your ongoing growth as a leader.

The full non-credit certificate program comprises 78 hours.

2021 – 2022 EDUCATION ACADEMIC SCHEDULE

Fall Semester

Orientation for all first year students	September 7
Regular classes begin for first year students	September 8
Second year Students FE 700	September 8 (First day of school with students. Must also attend teacher planning days in late August, school-dependent)
Convocation Chapel	September 14
Last day to add/drop with tuition refund	September 22
FE 500 Seminar (Fridays)	September 10 – December 10
FE 700 Seminar (Wednesdays)	September 8 – 29
Spiritual Emphasis Day (no classes)	October 6
Thanksgiving (no classes)	October 11
Reading Week	November 8 – 13
Last day to withdraw from courses without academic penalty	November 22
Last day of classes	December 10

Winter Semester

FE 600 Practicum	January 3 – February 4
FE 700 Practicum	January 3 – February 18
FE 700 Seminar (Wednesdays)	January 5 – February 9
FE 600 Seminar (Fridays)	January 7 – February 4
Convocation Chapel	January 11
Last day to add/drop with tuition refund	January 23
First Year Classes (SCMP 600 and CDPD 600)	February 7 – April 8
FE 600 Combined Callback	February 12
Family Day (no classes)	February 21
Reading Week	February 22 – 26
FE 700 Combined Callback	February 26
Second Year Classes (CDPD 700 and LTA 700)	February 28 – April 14
Last day to withdraw from courses without academic penalty	March 18
Good Friday (no classes)	April 15
Easter Monday (no classes)	April 18
Graduation – Convocation Ceremony (School of Education)	April 29

Note: While the class dates for Education students differ from other programs on campus, all other campus dates apply. For more information, please refer to the [Academic Schedule](#).

EDUCATION ACADEMIC POLICIES

School of Education Academic Policy and Procedures

School of Education students are recommended to Alberta Education for certification by the Ambrose University School of Education. Only Alberta Education is empowered to grant Alberta Teaching Certificates. Based on the recommendation of the School of Education, Alberta Education grants the Interim Professional Certificate to individuals who are Canadian citizens or Permanent Residents. Recommendations by the Associate Dean are forwarded upon completion of the Bachelor of Education (After-Degree) (Elementary) program. Candidates are evaluated on the basis of all data relating to their readiness to assume the responsibilities of a professional teacher, as defined in the Teaching Quality Standard.

Definitions Specific to the School of Education

Academic Dismissal

A student may be dismissed from the School of Education if they are convicted of a crime under the Criminal Code that would prohibit them from working with a vulnerable sector. This is noted permanently on the student's official academic record (i.e. transcript).

Academic Intervention

A program that enables students to identify academic challenges, and work to create a plan to improve academic success, in order to avoid Academic Probation. Academic Intervention is not recorded on your transcript. The goal of Academic Intervention is to create a custom plan for the student's future success.

Academic Rustication

A student placed on Academic Rustication is asked to step down from the program for a period of up to a year and they must:

- meet with the Associate Dean and other appointed faculty, including the Director of Field Experience, to discuss a professional growth plan outlining action planning for a variety of components, including volunteering, engaging with a mentor and participating in additional coursework or prescribed professional learning.
- provide evidence of activities that demonstrate how they have addressed the goals set as readmission into the program.

This is noted on the student's official academic record (i.e. transcript) until the student re-enrolls in the program.

Academic Standards Policy

Upon completion of the program and in order to graduate, students must present a grade of 2.70 or higher in each and every course taken after admission to the School of Education.

Notification of Concern

A written plan provided by a Faculty Member to the student that details:

- area(s) of concern to be addressed
- any feedback previously provided
- required improvement(s)
- timelines
- expected outcomes and assessments

The document is signed by all parties involved, including but not limited to the student, faculty member, partner teacher, university consultant and Associate Dean of Education. All notification of concern documents will be filed with the Registrar's Office and kept in the student's file, without reference on the student's transcript.

Required Withdrawal

A student is required to withdraw from the School of Education if the following occurs:

- The student is in the second round of any field experience (600 or 700) and is not successful at the midpoint.
- The student is unable to successfully achieve a grade of 2.70 or higher in any course that is attempted a second time.
- This is noted on the student's official academic record (i.e. transcript).

Procedures

Students who receive a grade lower than 2.70 in any course will be placed on Academic Intervention. Students who receive a failing grade in any course, will be placed on Academic Rustication and return in the semester of the following year to redo the failed course(s). If the student is unable to meet a minimum grade of 2.70 in a course upon the second attempt, they will be subject to a Required Withdrawal and this will be indicated on the official transcript. If the terms of an Academic Intervention or Rustication are met, no indication

of either will appear on the official transcript. The Associate Dean is responsible to recommend any students who may be placed on Academic Intervention, Academic Rustication and Required Withdrawal to the Registrar, who makes the final decision of student academic status.

YEAR ONE

In year one, semester one, a student must meet the required grade of 2.70 in all three courses: CDPD 500, LTA 500 and SCMP 500. Field Experience 500 (FE 500) is a pass/fail course and attendance at both field placements and seminars is a requirement to pass. A student who is not meeting the attendance requirements will be issued a **Notification of Concern** by the seminar instructor. A student who achieves a grade lower than 2.70 at the completion of semester one is eligible to participate in FE 600 under a **Notification of Concern**, which is completed by the Director of Field Experience and Associate Dean of Education. This document is in force for the duration of semester two and places the student on **Academic Intervention** until the following is met:

- successful completion of FE 600; and
- a grade of 2.70 in all semester two courses: CDPD 600 and SCMP 600.

If the student is successful in meeting these two requirements, the **Notification of Concern** and **Academic Intervention** status is removed and the student prepares for year two, semester three.

If the student is unsuccessful in completing FE 600, the student is placed on **Academic Rustication** and can return in January of the following year to redo FE 600. **Academic Rustication** requires the student to complete a professional growth plan outlining action planning for a variety of components, including volunteering, engaging with a mentor and participating in additional coursework or prescribed professional learning. Students must provide evidence of their activities to the Associate Dean of Education in order to be considered for readmission.

If the student is successful in completing FE 600 but unsuccessful in achieving a grade of 2.70 in all required semester two coursework, the student is placed on **Academic Rustication** and can apply for readmission to return in February of the following year to redo CDPD 600 and SCMP 600.

YEAR TWO

In year two, semester three, students must pass the midpoint assessment in FE 700 in order to move on to semester three coursework.

If the student is unsuccessful in FE 700 at the midpoint, the student will be placed on **Academic Intervention** and a **Notification of Concern** will be completed by the Director of Field Experience and the Associate Dean of Education, which will remain in force until the completion of FE 700 in semester four.

In order to have an **Academic Intervention** removed, the student must complete the following:

- meet the required grade of 2.70 in both LTA 600 and SCMP 700; and
- successfully meet the requirements for a pass in FE 700 semester four.

If the student is successful in meeting these two requirements, the **Notification of Concern** and **Academic Intervention** status is removed and the student prepares for year two, semester four coursework.

If the student is unsuccessful in meeting the required grade of 2.70 in either LTA 600 or SCMP 700, the student is placed on **Academic Rustication** and can return in September of the following year to redo FE 700 semesters three and four, and all coursework. If the student is unsuccessful in completing FE 700 semester four, the student is placed on **Academic Rustication** can return in September of the following year to redo FE700 semesters three and four and all coursework. **Academic Rustication** requires the student to complete a professional growth plan outlining action planning for a variety of components including volunteering, engaging with a mentor and participating in additional coursework or prescribed professional learning. Students must provide evidence of their activities to the Associate Dean of Education in order to be considered for readmission.

To move on to year two, semester four coursework, the student must have a successful completion of FE 700.

In year two, semester four, the student must achieve a grade of 2.70 in both CDPD 700 and LTA 700. Successful completion of all semester four coursework is required to graduate.

Any student who requires a second field experience placement for any reason will be levied a one-time \$500 course fee to off-set the costs incurred in creating additional field experience partnerships.

Field Experience

Field Experience Standards

Standards in Field Experience are in-keeping with memorandums of agreement between Ambrose University, individual school districts and the Alberta Teachers Association. These include:

- All school practicum and field experience placements will be made by the Director of Field Experience in agreement with an Administrator from the receiving school.
- Students must not contact schools with the intent of procuring a practicum placement.
- Students may complete only one practicum with any one partner teacher.
- Students will complete only one practicum in any specific school.
- Practicum placements over the course of the four semesters will provide a variety of experiences including but not limited to different grade levels, different divisions, different school boards or districts and faith-based education vs. non-faith-based education.
- Students will not be placed in schools where family members are employed or where family members are pupils. No student will be placed in a school in which the student attended, graduated from or was employed.

Ambrose University School of Education reserves the right to place students in practicum experiences up to 50 km from the student's primary residence. Students who refuse a placement may be required to withdraw from the practicum and reapply for admission to resume their studies in a subsequent year.

Students who do not provide all relevant information at the time a placement is made may be required to withdraw from the practicum and reapply for admission to resume their studies in a subsequent year.

Students who provide false information at the time a placement is made may be required to withdraw from the practicum and reapply for admission to resume their studies in a subsequent year.

There may be times when a student chooses to reject a practicum placement. Students who refuse a placement, must do so in writing to the Director of Field Experience, and may be required to withdraw from the practicum and reapply for admission to resume their studies in a subsequent year.

The following list of reasons a student may choose to reject a practicum placement does not encompass all situations and should not be considered exhaustive:

- refusal to travel/drive
 - planned personal travel or vacation that creates an absence from the practicum placement in excess of two days
 - philosophical disagreement with the program philosophy of the practicum placement
 - interpersonal tension with the partner teacher
 - interpersonal tension with the university consultant
 - unwillingness to participate in a specific grade level classroom
 - unwillingness to participate in a specific classroom structure such as team-teaching
 - The Associate Dean of Education reserves the right to deny or terminate a placement in any practicum course to any student if the Associate Dean of Education has reasonable grounds, such as:
 - the student has violated any part of the School of Education's Standards of Professional Conduct, as referenced by the Alberta Teachers' Association Professional Code of Conduct and the Alberta Education Teaching Quality Standard
 - the student is unable to carry out the classroom responsibilities of that practicum; or
 - the Associate Dean of Education believes denial or termination of a placement is necessary in order to protect the public interest.
- Students whose practicum placements have been denied or terminated will be informed of the reasons in writing.

Criminal Record Check with a Vulnerable Sector Search (or Equivalent)

All school jurisdictions require vulnerable sector record checks from all individuals (including student teachers) working with children and adolescents. Consequently, all students accepting an *Offer of Admission* from Ambrose University must make application for a criminal record check, including a Vulnerable Sector Record Check after June 1 of the year of admission. The student is responsible for the cost of obtaining such documentation. Vulnerable Sector Record Checks are submitted to the School of Education and must be available for the student to present at field experience orientation. Students will also carry a copy to all school visits for the duration of the Bachelor of Education program. Students will be required to complete a new Vulnerable Sector Record Check in the June prior to year two of the program.

Students who are unable to present an acceptable Vulnerable Sector Record Check for any reason may be denied a placement by the partner school, the school jurisdiction or the Director of Field Experience. In the instance, the School of Education does not guarantee an alternate placement. In the event a student cannot be placed, the student will be unable to complete the program and thus will be required to withdraw from both the practicum and the program.

COURSE DESCRIPTIONS

Alternative Course Formats

Most Ambrose University courses are offered in a semester, appropriate for the majority of full-time and part-time students. It is not possible, therefore, to complete an Ambrose University degree entirely or even substantially through alternative course formats. However, a limited number of classes are offered regularly in alternative formats. The following alternative course format opportunities are available:

Modular Class

A course that is offered in a compressed schedule. All class sessions are condensed into either a one-week period or two weeks of mornings or afternoons or spread over a number of weekends, with additional course work completed later. Module courses are offered in this format on campus during the winter, fall and spring semester breaks.

Online and Hybrid Courses

Online and hybrid courses are offered during the general time frame of regular semester classes. The start and finish dates may be outside the usual semester timetable.

General Course Information

The following pages contain brief descriptions of the courses taught at Ambrose University. Not all courses are offered every academic year. Core courses are taught yearly, others on a two-year cycle and some offered occasionally. When specified, some courses cannot be taken unless certain prerequisites have been taken. These prerequisites are stated at the end of the course description. A passing grade will be required in order for a course to meet the requirements of a prerequisite. Students should consult the class schedule for the upcoming semester when selecting courses. Registration is completed through the Student Portal.

Courses are numbered as follows:

Junior-Level Courses

- 100-level courses are open to most students, have no registration restrictions, and normally should be taken during the student's first year and before attempting higher numbered courses in the same area of study.

Senior-Level Courses

- 200-level courses which generally require prerequisite(s)
- 300-level courses are not normally open to first year students and require prerequisite(s)
- 400-level courses generally are open only to upper-year students with relevant prerequisite(s)

Course Credit

The credit value for each course is listed in parentheses beside the course name and number, e.g., (3). Where a lab or tutorial is required, a second number indicates the number of hours per week required in a lab setting beyond class hours. Thus, (3–3L) means a course requires three hours per week in class and three hours per week in lab. Such a course would still have a credit value of 3.

Course Frequency

The frequency of a course is indicated with a letter code listed after the credit value. Courses offered annually are indicated with an A, courses offered biennially (every other year) with a B, and occasional courses are indicated with an O. *Ambrose University reserves the right to cancel or revise any of the courses listed or to withdraw for the semester any course for which there is insufficient demand.*

Cross-Leveled Courses

Cross-leveled courses* are courses taught with both seminary and undergraduate students in the same classroom. These courses are listed in both the Undergraduate Academic Calendar and course listing, and in the Seminary Academic Calendar and course listing.

Cross-Listed Courses

These are courses listed within either the Undergraduate or the Seminary Calendar, but in more than one discipline within that Calendar.

**It is possible for a course to be both cross-leveled and cross-listed.*

ACCOUNTING

ACC 200 Introduction to Financial Accounting (3-1T) A

This course focuses on the accounting concepts and procedures involved in recording and reporting the organization and operation of business corporations. In addition to accounting principles, students also learn how to read and interpret financial statements.

Prerequisite: BUS 100

ACC 205 Introduction to Financial Accounting II (3-1T) A

This course builds on the concepts and skills learned in introductory accounting and prepares the student for the more conceptual approach required for Intermediate Accounting. Students learn to apply the accounting framework and further develop skills for recording transactions and events and analyzing financial statements. In addition, generally accepted accounting principles are introduced and applied. Topics include revenue recognition, long-term liabilities, partnership accounting, shareholders' equity, investments, notes to the financial statements, and the cash flow statement.

Prerequisite: ACC 200

ACC 210 Managerial Accounting (3) A

Based on the concepts learned in ACC 200, this course explores the applications of accounting including information in the management context. Topics include: management planning and control, inventory and cost flow analysis, job order costing, standard costs and variance analysis, budgeting, break-even analysis, relevant costs and decision-making.

Prerequisite: ACC 200

ACC 301 Intermediate Financial Accounting I (3-1T) B

This course examines current conventional accounting standards with respect to asset and liability measurement and income determination with a particular emphasis on the asset side of the balance sheet. Specific topics include case, receivables, inventories, short and long-term investments, intangible assets and capital assets.

Prerequisite: ACC 200

ACC 302 Intermediate Financial Accounting II (3-1T) B

This course examines current accounting standards with a particular emphasis on the liability/equity side of the balance sheet and some specialized areas of financial statement presentation. Specific topics include short and long-term liabilities, statement of changes in financial position, pensions, leases, income taxes, earnings per share, and accounting changes and error corrections.

Prerequisite: ACC 200

ACC 310 Intermediate Managerial Accounting (3) B

This course provides advanced coverage of managerial accounting concepts and the use of accounting information for management and decision making. Topics to be covered include accumulating and analyzing costs using various costing approaches and then, through case studies, exploring the application of cost data in areas such as strategy formulation, organizational performance evaluation, and pricing, revenue, and investment analysis.

Prerequisite: ACC 210

ACC 401 Advanced Financial Accounting (3) A

This senior level accounting course analyzes the concepts and practices underlying financial reporting in complex areas such as business combinations and intercompany investments; joint ventures; translation of foreign currency transactions and financial statements; bankruptcy; partnerships; and nonprofit organizations.

Prerequisite: ACC 301 and ACC 302

ACC 403 Principles of Auditing (3) B

Introduces students to the fundamental concepts and principles used by the Canadian auditing profession. It explores the role of the auditor, as well as the legal and ethical environment of auditing. In addition to examining the methods and procedures used in auditing and reporting with respect to financial statements, other topics to be covered include internal control and computerization, risk and materiality, and audit planning.

Prerequisite: ACC 301 and ACC 302

ACC 425 Introduction to Taxation (3-1T) B

This course provides an introduction to personal and corporate Canadian income tax systems. The impact of taxes on business decisions will be examined. Students will be required to analyze personal and business tax problems and apply the concepts learned to resolve these situations.

Prerequisite: ACC 200

ACC 495 Special Topics in Accounting (3) O

Special studies in Accounting, as announced.

Note: this course is normally taken by students who have completed at least 18 credits in BUS or ACC.

ART**ART 141 Drawing I (3–3L) O**

An introduction to the formal and creative language of drawing with an emphasis on improving technical drawing skills and developing the ability to identify concepts related to visual perception and expression.

Note: A lab fee applies to this course.

ART 143 Drawing II (3–3L) O

A continuation of study of the formal and creative language of drawing with an emphasis on more advanced topics like colour theory, conceptualizing and effectively communicating ideas visually, image generating and research, and working with advanced drawing techniques.

Prerequisite: ART 141 or permission of the department

ART 200 Art History: Prehistory to Early Renaissance (3) B

This course provides a chronological and historical survey examining painting, sculpture, and architecture of Western cultures beginning with prehistory to the fifteenth century. This course will focus on significant developments in the visual arts and their connection to and reflection of the political, religious and social influences of the time. In addition, the course will consider how art can be interpreted through a Christian worldview.

ART 201 Art History: Late Renaissance to Contemporary Art (3) B

This course provides a chronological and historical survey examining painting, sculpture, and architecture of Western cultures beginning with the Renaissance to the present day. This course will focus on significant developments in the visual arts and their connection to and reflection of the political, religious, and social influences of the time. In addition, the course will consider how art can be understood through a Christian worldview.

ASTRONOMY**ASTR 120 Introduction to Astronomy (3) O**

A survey of modern astronomy and current views on the Universe, Solar System, and other fundamental cosmic phenomena. This course includes out-of-class tutorials and field trips including a trip to the Rothney Astrophysical Observatory.

Note: Students can only earn credit for one of the following: ASTR 120 or SC 120.

BEHAVIOURAL SCIENCE**BHS 229 Indigenous Ways of Knowing I (3) B**

Students will explore Indigenous ways of knowing, the characteristics of this knowledge, and how these understandings influence interactions with the world and others. Discussion will consider the sources of Indigenous knowledge, the Indigenous ontology, epistemology and axiology as well as related values and ethics. Comparisons will be made between Indigenous and Western forms of knowledge to consider how these platforms can be used together in helping and teaching fields.

Prerequisite: PS 121 and SO 121

BHS 240 Research Methods (3–2L) A

This course is an introduction to the concepts and processes of quantitative and qualitative research. Research processes include problem definition, designing a study, selection and development of theory, literature review, data collection, interpretation and analysis of data, and writing the research report. Students will develop research skills through the practical application of material covered in class, in the text readings, and in weekly labs.

Prerequisite: Math 30-1 or Math 30-2, PS 121 or SO 121

BHS 299 Special Topics in Behavioural Science (3) O

Special studies in Behavioural Science, as announced.

Prerequisite: Permission of the department

BHS 304 Behavioural Science Education Travel Study (3) O

This course provides an introduction to international community development incorporating the disciplines of community psychology and the sociology of development. It involves pre-reading assignments as well as post-travel written assignments that allow students to apply both theoretical and practical understandings of international community development. The practical component of the course involves volunteering for two weeks at a Two- Thirds World site, where students learn about community development first-hand. One of the main aims of the course is to help empower students to contribute to positive social change in both local and international communities.

BHS 310 Quantitative Methods for Behavioural Science (3-2L) A

This course is designed to give students a basic understanding of descriptive and inferential statistics. Emphasis is placed on practical application and students will learn to analyze and interpret basic statistical research. They will also learn to use computer software (SPSS) to analyze data. Lecture and laboratory components. Class limit of 30 students.

Prerequisite: BHS 240 or permission of the department

BHS 311 Qualitative Research (3) B

This seminar style course examines the basic techniques for collecting, interpreting, and presenting qualitative data, drawing on research methodologies in areas such as ethnography, grounded theory, case studies, interviews, and focus groups. Special emphasis is given to the epistemological and ontological undercurrents to qualitative research methodology, and "lived experience," or the process of humans constructing meaning through social interaction.

Prerequisite: BHS 240 and 3 credits in Sociology at the 300-level

Note: Students can only earn credit for one of the following: BHS 311 or BHS 415.

BHS 320 Field Practicum 1 (3–3L) A

A supervised practical experience with a community or social agency closely related to the student's interest and/or future plans. Readings, written assignments and group meetings will help students reflect on and integrate knowledge with practical experience.

Prerequisite: BHS 240. Restricted to students in BA: Behavioural Science (Concentration or Major) with a CGPA of not less than 2.0.

Permission of the department required.

BHS 329 Indigenous Ways of Knowing II (3) B

Students will continue to develop their understanding of Indigenous knowledge, perspectives and approaches, in order to further their knowledge of how Western and Indigenous approaches can be used together to support others in a culturally appropriate manner. Discussions will expand the student's knowledge of cultural, spiritual and philosophical themes in Indigenous worldviews. Students will examine how Indigenous worldviews should inform professional practice through the discussion of historical, social, and political issues in helping and teaching fields.

Prerequisite: BHS 229

BHS 330 Psychology, Theology, and Indigenous Thinking (3) O

An exploration of knowledge production in post-colonial and indigenous contexts and theology through lecture and field-based learning. Students will explore cultural, regional, and social influences on rival epistemologies and bodies of accepted knowledge.

Prerequisite: REL 161 and PS 121 or SO 121

Note: This course is cross-listed as REL 330

BHS 350 Poverty in Western Society (3) B

This course will provide an overview of the origins and understanding of poverty in western society from both a theoretical and theological standpoint. This will include a review of the sources of vulnerability that contribute to poverty and the psycho-social impacts of poverty on vulnerable populations and the broader society. Strategic approaches to poverty reduction will be explored along with the respective roles of the church, state and civil society in preventing, alleviating and reducing poverty.

Prerequisite: Completion of 60 credits or permission of department

Note: This course is cross-listed as DVST 350

BHS 399 Special Topics in Behavioural Science (3) O

Special studies in Behavioural Science, as announced.

Prerequisite: Permission of the department

BHS 400 Seminar in Behavioural Science (3) A

An integrative capstone seminar based on the contributions of both sociology and psychology for understanding human behaviour. The course will integrate the method, academic content, and pragmatic application of those fields of knowledge to the social context of human behaviour and explore the ways this can lead to vocation and service in the world community. A variety of methodological, theoretical, and practical questions will be addressed.

Prerequisite: Restricted to students in the BA: Behavioural Science (Concentration or Major) programs in their final 15 credits of study. Permission of the department required.

BHS 404 Behavioural Science Educational Travel Study (3) O

This course provides an introduction to international community development incorporating the disciplines of community psychology and the sociology of development. It involves pre-reading assignments as well as post-travel written assignments that allow students to apply both theoretical and practical understandings of international community development. The practical component of the course involves volunteering for two weeks at a Two-Thirds World site, where students learn about community development first-hand. One of the main aims of the course is to help empower students to contribute to positive social change in both local and international communities.

BHS 405 Special Topics in Behavioural Science (3) O

Special studies in Behavioural Science, as announced.

Prerequisite: Permission of the department

BHS 410 Basic Multivariate Statistics (3–2L) A

Multivariate analysis as applied to behavioural science. Correlation, simple and multiple regression, discriminant function analysis, canonical correlation, factor analysis, theories and applications of behavioural measurement, reliability, and validity will be presented.

Prerequisite: BHS 240 and BHS 310

BHS 420 Field Practicum 2 (3–3L) A

A continuation of the supervised practical experience placement within a community or social agency related to the student's interest and/or future plans. Seminars will focus on the relationship between ethical issues and practical issues and models of ethical decision-making as related to the behavioural sciences.

Prerequisite: BHS 240. Restricted to students in the BA: Behavioural Science (Concentration or Major) with a CGPA of not less than 2.0. Permission of the department required.

BHS 450 Intersections between Poverty and Government Policy (3) B

This course will examine the intersection of social policy and government. Students will discover how governments work, the role of a lobbyist, how a law is formed, how a law is passed and what happens after the law is passed. The impact of a law, both positive and negative consequences, will be considered. The course will look at current Canadian social programs to determine if they empower people to move out of poverty. It will examine competing theories of anti-poverty and a range of approaches to research on poverty. Consideration will be given to welfare reform and alternative models such as Basic Income and Negative Income Tax. Students will visit the municipal council chambers to observe both council and standing policy committees. Finally, students will consider the structure of a National Poverty strategy.

Prerequisite: Completion of 60 credits or permission of the department

BIOCHEMISTRY**BCH 297 Biochemistry I (3-3L) A**

This course will encompass the structure and function of major biomolecules, such as carbohydrates, amino acids, proteins, lipids and nucleic acids, as well as energy transduction, enzyme mechanisms and regulation of metabolic pathways. The accompanying laboratory component will introduce some techniques commonly used in the study of biomolecules and enzymology.

Prerequisite: BIO 131, BIO 211 and CHE 251

BCH 357 Medical Pharmacology (3) B

This course covers the physical and chemical properties of drugs, their biochemical and physiological effects, mechanisms of action, absorption, distribution, metabolism, elimination and adverse effects. With each classification of drugs covered, their mode of action, their clinical effects and side effects will be emphasized.

Prerequisite: BCH 297

BCH 397 Biochemistry II (3) B

This course will discuss the current trends in biochemistry research and techniques through a seminar style using journal reviews and research papers. Students will be presenting several research papers as part of this course.

Prerequisite: BCH 297

BIOLOGY**BIO 131 Introduction to the Cellular Basis of Life (3–3L) A**

This course will cover the fundamental principles of cellular biology including organelle structure and function, metabolism, genetics, cell division, protein synthesis, and molecular biology of eukaryotic cells.

Prerequisite: Biology 30 or Chemistry 30

BIO 133 Introduction to Plant and Organismal Biology (3–3L) A

This course will comparatively survey the diversity of the major lineages of eukaryotic organisms – including vertebrate and invertebrate animals, plants, protists, and fungi. It will also discuss the ecological principles of organismal survival and interactions.

Prerequisite: Biology 30

BIO 211 Principles of Genetics (3–3L) A

This course examines the principles of heredity, Mendelian laws, as well as basic concepts of gene structure and function, gene regulation and genetic recombination. Principles from prokaryotes, eukaryotes and viruses will be explored. The accompanying laboratory component contains experiments and exercises to illustrate key genetic principles and molecular genetic techniques.

Prerequisite: BIO 131

BIO 213 Principles of Ecology (3–3L) A

The dynamics and maintenance of biological diversity are examined in terms of ecological processes, conservation of species, habitats, and evolutionary principles. Ecological principles and organism interactions at individual, population, community and ecosystem levels will be explored.

Prerequisite: BIO 133

BIO 231 Cellular and Molecular Biology (3–1T) A

This course examines the principles of cellular structure and function, molecular organization, regulation of cellular functions, as well as the interaction of cells with neighbouring cells and their environment.

Prerequisite: BIO 131 and BIO 211

BIO 241 General Microbiology (3-3L) B

Microbiology explores the biology of microorganisms, namely viruses, bacteria, unicellular and microscopic multicellular eukaryotes. The course will review fundamental information about the biology of these organisms and will expand this knowledge base with microbial genetics, diversity and ecology. The field of applied microbiology will also be explored in topics regarding health, industry and the environment. The accompanying laboratory component will introduce a variety of laboratory techniques to identify microorganisms.

Prerequisite: BIO 131, BIO 133, BIO 211 and CHE 251

BIO 245 Research Methods in Biology (3) B

An introduction to research in Biology with an emphasis on understanding the research process, including literature searches, experimental design, data collection, basic statistical knowledge, and its relationship to critical thinking.

Prerequisite: BIO 131 and BIO 133

BIO 269 Nutrition (3) B

This course covers the basics of nutrition, the processing of carbohydrates, fats, and proteins, vitamins and minerals, as well as discussing energy balance, fasting, and weight control.

BIO 270 Introduction to Neuroscience (3) A

An introduction to the study of neuroscience and neuropsychology. Attention is given to the foundational issues of studying neurochemistry and experimental techniques related to the structure and function of the nervous system and brain.

Prerequisite: PS 121

Note: This course is cross-listed as PS 270.

BIO 301 Principles of Evolutionary Biology (3-1T) B

An introduction to the evolutionary processes that shape variation, within and between, populations and species. Topics include heredity, mutation, genetic drift, natural selection and adaptation, sexual selection, speciation, macroevolution, and implications for conservation and medicine.

Prerequisite: BIO 211 and BIO 213

BIO 310 Quantitative Methods for Biology (3-1T) A

This course is designed to give students a basic understanding of descriptive and inferential statistics. Emphasis is placed on practical application and students will learn to analyze and interpret basic statistical research. Topics include collection and presentation of data, descriptive statistics, introduction to probability theory, estimation, hypothesis testing, and linear regression. Students will also learn how to use computer software to analyze data.

Prerequisite: Math 30-1

BIO 320 Bioethics (3) B

This course examines the moral concerns related to a variety of health related sciences, research programs, and medical interventions. Issues to be examined include, but are not limited to, abortion, euthanasia, genetic engineering, stem cell research, reproductive technology, commodification of organs and body tissue, patient consent, and the distribution of scarce medical resources.

Prerequisite: BIO 131 or BIO 133

Note: Bachelor of Science students may take this course for Science credit. This course is cross-listed as PH 320. Non-BSc students must take the course as PH 320.

BIO 327 Medical Genetics (3) B

An exploration of the principles of genetics in human medical context. The topics include Mendelian and multifactorial inheritance, linkage and gene mapping, pedigree analysis, molecular basis of diseases and screening, cytogenetics and developmental genetics, genomic imprinting, population and cancer genetics, gene therapy, and ethical issues.

Prerequisite: BIO 211

BIO 329 Molecular Genetics (3-3L) B

This course will study the structure of genes and the molecular mechanisms that regulate gene expression in prokaryotes and eukaryotes. Topics include gene and chromosome structures, DNA recombination and mechanisms of DNA replication and repair, transcription, post-transcriptional RNA processing, translation, and post-translational modifications. Students in this lecture-based course also learn the theory of basic molecular techniques, such as quantitative PCR and gene silencing.

Prerequisite: BIO 211 and BIO 231

BIO 330 Brain and Behaviour (3) A

An introduction to the neural basis of learning, memory, language, thought, motivation, emotion and behaviour.

Prerequisite: BIO 270

Note: This course is cross-listed as PS 330.

BIO 338 Developmental Biology (3-1.5T) B

An introduction to basic principles in vertebrate and invertebrate development. Students will study the intra- and intercellular processes that regulate cellular proliferation and differentiation. Topics include mechanisms controlling embryonic development, pattern formation, morphogenesis, and cellular differentiation in selected model organisms.

Prerequisite: BIO 211, BIO 231 and BCH 297

BIO 339 Introduction to Biotechnology (3) O

This course will introduce students to the field of bio- technology, including an overview of current techniques in the field, and their applications to cellular and environmental science.

Prerequisite: BIO 211 and BCH 297

BIO 351 Conservation Biology (3) B

This course will focus on applications of ecology to conservation and sustainability. Emphasis will be placed on human-environment interactions and their implications for biodiversity, natural resource management, and endangered ecosystems and species.

Prerequisite: BIO 213 or BIO 133 and permission of the department

BIO 389 Field Course in Ecology (3) B

This course combines educational travel, cross cultural experiences, study and reflection to examine a variety of tropical ecosystems and conservation issues. Destinations will vary from year to year.

Prerequisite: BIO 133

BIO 404 Biology Educational Travel Study (3) O

This course is an educational travel study.

Prerequisite: Permission of the department

BIO 435 Current Topics in Integrative Cell Biology (3) B

In-depth analysis of current literatures in the area of cellular and molecular biology. Selected topics may include cellular and molecular biology, developmental biology, genetics, pharmacology, and medicine.

Prerequisite: BIO 211, BIO 231 and BCH 297

BIO 445 Immunology (3) B

This course will examine the body processes involved in the immune response.

Prerequisite: BIO 231, BIO 241 and BCH 297

BIO 455 Cancer Biology (3) B

This course will cover the manifestations of cancer types, the genetic factors that contribute to them, and the cellular response to those mutations. Cancer initiation and growth, as well as diagnostic techniques and treatments will be discussed on a biochemical, cellular, and genetic level.

Prerequisite: BIO 211, BIO 231 and BCH 297

BIO 493 Independent Research Study in Biology (3) A

This course is a one-semester research project in biology. Students will design and implement a biology experiment, conduct data analysis, and disseminate this knowledge as a formal scientific report and an oral conference presentation.

Prerequisite: 15 credits of relevant senior courses in Biology (BIO, BCH, ZOO)

BIO 495 Independent Research Study in Biology I (3) A

This course is the first course of a two-semester biology research project. Students will choose a research topic of choice, conduct a literature review, and write a research proposal identifying a new research question and describing an experimental protocol.

Prerequisite: 15 credits of relevant senior courses in Biology (BIO, BCH, ZOO) and a minimum cumulative GPA of 3.0

BIO 497 Independent Research Study in Biology II (3) A

This course is the second course of a two-semester biology research project. Students will design, implement, and conduct data analysis on the research project proposed during BIO 495, and will disseminate this knowledge as a formal scientific report and an oral conference presentation.

Prerequisite: 15 credits of relevant senior courses in Biology (BIO, BCH, ZOO) and BIO 495 and a minimum cumulative GPA of 3.0

BIO 498 Integrated Science Capstone Seminar (3) A

An examination of a current science or societal problem. Each topic will have three components: an historical exploration of the problem or issue, an integrated science based exploration of the issue, and spiritual reflection of the problem or issue. Students will be encouraged to integrate the various disciplines within science to come to an understanding of what is known, what is thought, and what needs to be investigated in the problem under study in order to provide direction to society.

Prerequisite: Restricted to students in the 4 year Science degree program, to be taken in their final year. Completion of at least 90 credits, or permission of the department.

BOTANY**BOT 203 The Biology of Plants (3–3L) B**

This course focuses on the plant-person interface, examining how plants have, are and will shape our lives and society. Through this lens students will explore plant biology (anatomy, morphology and physiology) and discover how plants fulfill their many roles in health, commercial products and the natural and urban environments.

Prerequisite: BIO 133

Note: Credit in both BOT 204 and BOT 203 is not allowed.

BOT 204 Plants and People (3) O

An introduction to plant sciences for non-science majors, with a focus on the relationship between plants and people. The course will examine the role of plants in current society and the influence of plants on the success, demise, and development of past societies. Topics to be covered will include introductory plant biology and the role of plants in food and agriculture, stimulation, medicine, hallucinogens, poisons, and decoration. This course will include a field trip component.

Note: Credit in both BOT 204 and BOT 203 is not allowed. This course can fulfill a science requirement for non-science majors but cannot be used as science credit for science majors or minors. This course can only be used as an Open elective for science majors.

BUSINESS**BUS 100 Introduction to Business Administration (3) A**

This course provides an overview of business management and the business environment. It offers introduction to key functional areas in a business such as economic trends and business cycles, organization of business, human resources management, finance, and marketing. Emphasis is placed on how various functional areas are integrated to ensure a successful business operation.

BUS 201 Business Communication (3) A

This course focuses on communications in a business setting. Students will develop and strengthen their written and oral communication skills in preparation for their ongoing studies and careers. Students will also gain an understanding of the importance of communication skills in a business career. This is an experiential course where students will develop solid skills in writing, listening, problem-solving and presenting individually and within groups, both through digital and traditional media.

Prerequisite: One of the following: BUS 100, BUS 305, DVST 305

BUS 210 Business Ethics and Corporate Governance (3) A

This is a course in applied business ethics and corporate governance. As such, it takes concepts, theories, and moral philosophy and applies them to a broad range of issues encountered in the business context. Such issues may include: "whistle-blowing," advertising, employee treatment, insider trading and accounting practices, product liability, corporate social responsibility, and issues in international business. Strategies to develop ethical frameworks within businesses and good corporate governance practices are examined.

Prerequisite: One of the following: BUS 100, BUS 305, DVST 305, PS 121

BUS 220 Finance (3-1T) A

This course examines the fundamental financial concepts including time value of money, cost of capital and capital structure, capital investment decisions, budgeting and financial planning, sources and forms of financing and business valuation.

Prerequisite: One of the following: MA 110, MA 111, MA 149 and ACC 200

BUS 250 Organizational Behaviour (3) A

This course introduces students to the theory of organizational behaviour (the study of people at work in organizations). It examines the behaviours of individuals working alone or in teams, and how organizations' characteristics, management practices and other factors influence this behaviour, and ultimately organizational effectiveness. It also examines the process of organizational change.

Prerequisite: One of the following: BUS 100, BUS 305, DVST 305, PS 121

BUS 261 Global Business Practices (3) O

This course provides a survey of business practices in various regions around the world, comparing and contrasting social and cultural differences that impact business interactions and cross-cultural communication.

Prerequisite: Completion of 30 credits or permission of the department

Note: This course is cross-listed as DVST 261

BUS 272 Introduction to Business Analytics (3-1.5) A

An introduction to data and business analysis. Students will explore analytical approaches for making business decisions, including basic steps in problem solving and simple modeling. In addition, they will build quantitative skills using application software that will result in more informed and effective business decision making. Communicating and presenting quantitative data and analysis graphically will also be emphasized. Instruction will consist of lecture and tutorials.

Prerequisite: BUS 100, MA 110, STA 210

BUS 280 Marketing (3) A

This course introduces the fundamental concepts and principles of marketing including topics such as analysis of customer behaviour, market segmentation and trend analysis. The 4 Ps (Product, Price, Promotion and Place) in the marketing mix will be introduced and various marketing strategies catering to different industries will also be examined by means of case studies.

Prerequisite: One of the following: BUS 100, BUS 305, DVST 305

BUS 299 Special Topics in Business Administration (3) O

Special studies in Business Administration, as announced.

Prerequisite: BUS 100 and permission of the department

BUS 301 Intermediate Domestic Community Development (3) B

This course provides a multi-disciplinary overview of domestic community development. It will address theories and strategies of domestic community development in a variety of domestic contexts, as well as the causes and consequences of poverty and lack of development in a Canadian context, such as low-income employment; lack of community engagement; inequitable access to financial services and resources; poor health and education; and hopelessness, among others. In particular, issues such as the failure to address poverty and its impact on local economies collective impact strategies, and engagement with non-traditional partners such as businesses and social enterprises will also be explored. Opportunities will also be provided to interact and collaborate with local community development organizations.

Prerequisite: DVST 210

Note: This course is cross-listed as DVST 301

BUS 302 Intermediate International Community Development (3) B

This course provides a multi-disciplinary overview of international community development. It will address theories and strategies of community development using a variety of contexts in the developing world, as well as the causes and consequences of poverty such as: environmental degradation; insufficient food production; inequitable access to land and related resources; injustice; poor governance; civil war and other types of conflict.

Prerequisite: DVST 210

Note: This course is cross-listed as DVST 302

BUS 304 Business Travel Study (3) A

This educational travel study offers practical, experience- based learning opportunities for students and business leaders to see first-hand how business impacts individuals and communities in various regions around the world. The focus of the course varies each year, ranging from economic development in Latin America to global business in Europe and Asia. Contact the Business program for more information about specific destinations and dates for this travel course each year.

Prerequisite: Completion of 30 credits and permission of the department

BUS 305 Management of Non-Profit Organizations (3) B

This course is designed to provide current and future nonprofit managers and leaders with an overview of a range of nonprofit management concerns and practices. Course projects and discussions expand students' management skills, analytical tools, and knowledge. Students take the perspectives of nonprofit managers, volunteers, board members, policy makers, donors, and clients. This course is built on the assumption that students learn more if they are actively engaged with the material. Exercises and discussions allow students to test knowledge, formulate ideas and strategies, respond to management dilemmas, and get immediate feedback from classmates and the instructor.

Prerequisite: Completion of 30 credits and permission of the department

Note: This course is cross-listed as DVST 305

BUS 307 Sustainable Development Goals in Context (3) O

An exploration of the global Sustainable Development Goals and their historical development, their national application, and their integration into Albertan business, government, and civil society. The course will move from a broad theoretical understanding of a United Nations framework to an applied survey of how such goals and indicators can be applied to improve society through collaboration and innovation. Instruction will consist of lectures, experienced guest speakers and co-lecturers, reflective discussion, and case studies.

Prerequisite: BUS 100, DVST 210 or permission of the department

Note: This course is cross-listed as DVST 307

BUS 321 Personal Financial Management (3) B

This course examines global capital markets and relates such markets to the practical application of building a personal financial plan all through the lens of being a Christ-follower. Wealth management is much more complex than simple stewardship rules. Money and our attitude towards finances are a litmus test of our spiritual character.

Prerequisite: Completion of 30 credits

BUS 323 Responsible and Impact Investing (3) O

This course develops an understanding of the rationale for, principles of, and financial instruments available for responsible and impact investment. Substantial parts of the course consider the regulatory enablers and barriers to impact investing and responsible investing, the challenges involved in their expansion, analysis of alternative instruments, and the measurement of social return on investment.

Co-requisite: BUS 220

Note: This course is cross-listed as DVST 323

BUS 330 Human Resource Management (3) B

Human Resource Management (HRM) has become a strategic function for both private and public organizations.

This course provides an introduction to the conceptual and practical aspects of HRM. It focuses on the personnel processes involved in the procurement, development and maintenance of human resources, including job classification and description, staffing, training and compensation. The course also includes an examination of current personnel issues and trends.

Co-requisite: BUS 250

BUS 331 Organization Development and Change (3) B

For organizations desiring to operate effectively and remain competitive in a rapidly changing global market- place, they must adapt to these dynamic and challenging conditions. In this course, students will explore the concepts of organization theory and design, including the major organization forms, the idea of culture as a structure, the impact of environment on structure and the leadership, and the management of dynamic process, all in the context of how organizations best work in today's complex world.

Prerequisite: BUS 250

BUS 341 Leadership Theory and Practice (3) A

This course is innovatively designed to be experiential and theory-based. The diverse delivery approach includes: online, readings, written assignments, journaling, lectures, retreats and leadership practice. The core areas of exploration include: leadership theory, functions of leadership, leadership practice, organizational approach to leadership, leadership assessment, and teamwork.

Prerequisite: Completion of 30 credits

BUS 350 Business Law (3) B

An exploration of Canadian legal fundamentals and legal thinking essential for businesses, but also relevant to other organizations and individuals. Topics include the rule of law, organization of the Canadian legal system, torts, contracts, employment, business and non-profit organization and directors' liability, real and personal property and environmental issues, intellectual property, privacy, consumer protection, bankruptcy, e-commerce, international law, and business and human rights.

Prerequisite: BUS 100 or 305 or 30 credits

BUS 351 Corporate Social Responsibility and Shared Value Creation (3) B

Businesses are facing increasing stakeholder pressure to respond to societal expectations that businesses should operate in a more environmentally friendly and socially responsible manner. This course examines corporate social responsibility (CSR) and shared value creation (SVC) from multiple perspectives. It focuses both on identifying the tensions between business and societal goals, addressing the major social responsibilities of business in the context of globalization, and on creating value through CSR and SVC strategies. Through the use of case studies and guest lecturers from CSR/SVC industry leaders, students will be exposed to issues across various industries and countries and will be expected to develop solutions for responsible management practices.

Prerequisite: One of the following: BUS 100, BUS 305, DVST 305

Note: This course is cross-listed as DVST 351

BUS 360 International Business (3) O

This course examines how global economic, political and cultural factors affect the strategies of firms involved in international business and trade. Topics include: globalization and international business strategy, free trade and regional economic integration, foreign direct investment, currencies and exchange rates, social and cultural differences in national markets, international management and organizational structure.

Prerequisite: BUS 261

BUS 362 International Microfinance (3) O

This course will investigate the emerging field of microfinance – the provision of small loans and financial services to the poor – and its impact on addressing poverty in developing countries. Students will develop an understanding of a range of topics in the field, including the role of credit in microenterprises, lending models, sustainability and best practice for microfinance institutions (MFIs), cultural factors and regional issues. The course offers a unique mix of theory and practice as students will have the opportunity to work on projects relating to current issues and microfinance programs in various regions of the world.

Prerequisite: One of the following: BUS 100, BUS 305, DVST 305

Note: This course is cross-listed as DVST 362

BUS 370 Management Information Systems (3) B

This course provides an introduction and understanding of the value and uses of information systems for business operation and management decision-making. It concentrates on providing an understanding of the tools and basic terminology needed to understand information systems and their role in the business environment. Topics include information systems concepts, a review of information technology concepts, the fundamentals of e-business, planning and development of information systems, and the implementation and management of these systems.

Prerequisite: BUS 100 or BUS 305

BUS 371 Operations Management (3) B

An introduction to the nature and problems of operations and production management. Topics include the allocation and scheduling of resources, inventory management, quality control, operations layout and design, project planning and control, and improvement/innovation of business processes. The intent is to provide a broad overview of the subject material and an understanding of how operations management affects business strategy and interacts with the other functional disciplines.

Prerequisite: One of the following: MA 110, MA 111, MA 149 and one of the following: BUS 100, BUS 305/ DVST 305

BUS 372 Data Analysis for Business (3-1.5T) A

An exploration of business analytics through the use of data analysis techniques and tools to make data-driven business decisions. Students will learn how to build predictive models using spreadsheet software. Additional emphasis will be placed on the analysis of complex business problems and application of more advanced modelling techniques including simulation, optimization, decision-tree analysis, queuing theory, and forecasting. Instruction will consist of lecture and tutorials.

Prerequisite: BUS 272

BUS 376 Meaning and Purpose of Work in Christian Perspective (3) O

This course will explore the intersection of Christian faith and the world of work. In particular, focus will be given to several key theological themes which highlight the integral role our work plays within the Christian life and God's activity in the world. In addition to understanding the meaning and purpose of work, attention will be given to how a theological understanding of our work can impact how one engages the workplace and makes career decisions.

Prerequisite: BUS 100

BUS 380 Marketing Research (3-1) B

This course exposes students to the research process as related to marketing and consumer behaviour. Topics include defining the marketing problem, research design, focus group selection, market segmentation and target marketing, sample selection, instrument preparation, data collection and reduction, analysis, presentation and follow-up.

Prerequisite: BUS 280 and STA 210

BUS 381 Societal and Social Marketing (3) O

This course explores both societal and social marketing. The purpose of societal marketing holds that an organization should make marketing decisions by taking into account the needs of the organization and its consumers, and in particular, the long-term interests of society. The purpose of social marketing is to influence social change such as improving health, protecting the environment, and contributing to community well-being.

Prerequisite: BUS 280 or BUS 305/DVST 305

Note: This course is cross-listed as DVST 381

BUS 382 Consumer Behaviour (3) B

This course familiarizes students with the role of individual lifestyle and personality, and cultural and social influences, in consumer decision-making. These topics are examined with the goal of enabling marketers to better understand customers and meet their needs.

The course also provides a uniquely Canadian perspective on how products, services, and consumption activities shape people's social experiences.

Prerequisite: BUS 280

BUS 383 Marketing Communications and Social Media (3) B

An exploration of theories, concepts, and applications of integrated marketing communications which consist of advertising, sales promotion, public relations, personal selling, direct marketing, content marketing, digital (interactive) marketing, as well as user-generated content. The course addresses effective and professional usage of social media and internet-based platforms to reach and serve and interact with customers, and how those platforms help to shape consumer behaviour.

Prerequisite: BUS 280

BUS 384 Brand Management (3) O

Building and effectively maintaining brand equity is among the top priorities of high performing companies and is a fundamental element of competitive strategy. Provides students with insights into how effective brand strategies can be created and the implications for brand management professionals. The class blends marketing theory and practice to provide perspective on corporate marketing and the brand management function.

Prerequisite: BUS 280

BUS 385 Special Topics in Marketing (3) O

Special studies in Marketing, as announced.

Prerequisite: BUS 280 and 3 credits in Marketing at the 300-level

BUS 390 New Ventures and Social Entrepreneurship (3) A

This course is a study of the nature and background of entrepreneurship and the process involved from idea to opportunity to new business venture. Students are expected to study the environment in which entrepreneurship flourishes from both the perspective of the entrepreneur and of the economic system. The generation of ideas and opportunities is discussed. Students will transform an opportunity into a formal business plan. The course concludes with an examination of the process of implementation of the business plan and the management of the new business.

Prerequisite: Completion of 30 credits

Note: This course is cross-listed as DVST 390

BUS 392 Business Planning for Social Entrepreneurs (3) B

This is a hands-on, new venture development course. Students learn entrepreneurial planning by developing an actual business plan for a new venture using Business PlanPro Premier software. Students learn and execute tasks such as developing an initial business model using the business model canvas design template; performing thorough customer and market analysis; producing finance and operation plans and projections; creating strategies for sustainability and triple bottom line results; and effectively presenting their business plans in written and oral presentation formats. Business plans will be entered into various business plan competitions and/or presented for financing to BDC, Futurepreneur Canada, or similar organizations.

Prerequisite: BUS 390

BUS 399 Special Topics in Business Administration (3) O

Special studies in Business Administration, as announced.

Prerequisite: BUS 100 and permission of the department

BUS 404 Business Educational Travel Study (3) O

This educational travel study offers practical, experience-based learning opportunities for students and business leaders to see first-hand how business impacts individuals and communities in various regions around the world. The focus of the course varies each year, ranging from economic development in Latin America to global business in Europe and Asia. Contact the Business program for more information about specific destinations and dates for this travel course each year.

Prerequisite: Permission of the department

BUS 405 Special Topics in Business (3) O

Special studies in Business, as announced.

BUS 406 Special Topics in Business and Society (3) O

Special studies in Business and Society, as announced.

BUS 410 Advanced Strategy (3) A

This course is a challenging advanced management course for the undergraduate business student. Students will be exposed to theories, concepts, tools and skills that are used in strategy formulation and implementation. Students will develop analytical thinking through defining core activities that a business focuses on, identifying clients/customers that a business serves, and creating value in what a business offers. Students will be challenged to integrate knowledge they have gained from other business core courses and apply their accumulated knowledge to business case studies. A holistic approach to identifying organizational problems and opportunities will be developed along with the ability to focus specifically on the functional and business levels in implementing the strategies.

Prerequisite: Permission of department. Restricted to students in BA Business or Bachelor of Business Administration in their final year of study.

BUS 431 Learning and Performance Management (3) B

This course builds upon BUS 330 and focuses on how organizations create and operate performance management systems, as well as meet their organizational learning and development needs. It presents an overview of current issues in the field, such as performance assessment for individuals and teams, needs analysis, rewards and motivation, training program design, talent management, and organizational learning.

Prerequisite: BUS 250

BUS 432 Recruitment and Selection (3) B

A key step in the human resource management (HRM) process within private, public and nonprofit sectors involves the recruitment and selection of human resources. The course provides the methods, processes, and skills to design and implement strategic recruitment and selection initiatives. Topics covered include: job analysis, legal considerations, identifying sources of applicants, screening, assessment, interviewing, and decision making.

Prerequisite: BUS 330

BUS 433 Employee and Labour Relations (3) B

An exploration of effective employee and labour relations in Canada. Specific emphasis will be given to exploring the practices of effective management: employee relations, the roles and impacts of unions in organizations, and managing conflict and diversity in organizations.

Prerequisite: BUS 250

BUS 435 Special Topics in Human Resources (3) O

Advanced studies in Human Resources, as announced.

Note: this course is normally taken by students who have completed at least 18 credits in BUS or ACC.

BUS 441 Advanced Leadership (3) O

Building upon the foundation of BUS 341, this course examines in greater detail leadership theories (trans-formational, authentic, and spiritual leadership), as well as advanced leadership topics (e.g., team leadership, culture and leadership, leadership ethics, and leadership and social justice). It also explores organizational opportunities and challenges that have leader-follower interaction as a cause (such as implicit leadership, toxic leadership, among others).

Prerequisite: BUS 341

BUS 445 Special Topics in Leadership (3) O

Advanced studies in leadership, as announced.

BUS 449 Senior Leadership Research (3) O

Students survey the applicable literature, conduct original research, and develop an individual research project involving investigation of a leadership issue approved by the instructor. Each student writes a report suitable for publication, presentation at the Ambrose research conference or to a potential employer, or submission with an application to a graduate school. The course will also involve the use of qualitative and quantitative research methods and data analysis that leaders and consultants use in organizations. Students will conduct limited amount of quantitative research and use spreadsheet tools rather than statistical software packages for analysis.

Prerequisite: BUS 341 and completion of 60 credits

BUS 462 Business in the European Union (3) O

This course explores the business environment in Europe and the impact of European integration in a regional and global context. Topics include: history and development of the European Union, political institutions, economic integration and the single European market, monetary union, and the Euro currency, trade and foreign policy, enlargement and expansion into Eastern Europe.

Prerequisite: Completion of 60 credits in any Business degree

BUS 470 Project Management (3) B

This course aims to provide a comprehensive, multi- industry overview of project management, familiarizing the student with the concepts and basic functions of project management. Topics addressed will include scope, risk, resource allocation, team management and leadership, time and scheduling, cost and budgeting, and evaluation and control. Leveraging the latest project management software, the course provides a balance of hands-on practice, contemporary real-world examples and cases, and the latest theory.

Prerequisite: 18 credits in BUS or ACC

BUS 472 Business Analytics (3-1.5) B

An in-depth examination of business analytics and data analysis techniques. Students will think critically about how to frame and solve business problems, and then learn how to build predictive models using business intelligence software to address these problems. To evaluate selected cases in the fields such as, finance, marketing, and human resources, this course will teach students to apply the three dimensions of business analytics: descriptive, predictive, and prescriptive analytics. In addition, they will examine the emerging ethical guidelines that govern the use of big data. Instruction will consist of lecture and tutorials.

Prerequisite: BUS 372

BUS 475 Special Topics in Management (3) O

Special studies in Management, as announced.

Note: this course is normally taken by students who have completed at least 18 credits in BUS or ACC.

BUS 480 Strategic Marketing (3) B

An integration of all the conceptual areas in the marketing discipline. The course will explore the analytical, planning, and communication skills required of successful marketing managers amidst demanding customers, fast-changing technologies, increasing global competition, and social changes in global markets. It will emphasize practical marketing planning, along with the development and implementation of marketing strategies.

Prerequisite: 6 credits in Marketing at the 300-level

BUS 485 Special Topics in Marketing (3) B

Special studies in Marketing, as announced.

Prerequisite: BUS 280

BUS 490 Independent Study (3) O

Consists of an individual research project that investigates a problem or topic area not treated extensively in a regular course.

Prerequisite: Permission of the department and a minimum cumulative GPA of 3.0

BUS 492 a/b Entrepreneurship Incubator (1.5-1.5) B

This is a two-semester entrepreneurship practicum for teams of students starting sustainable, triple bottom line-oriented companies based on business plans previously developed in BUS 392. The practicum is focused on skill development and mentoring in startup formation, resource acquisition, business and revenue model validation, project management, debt and equity financing, and written and oral presentation of startup activities.

Prerequisite: BUS 392

BUS 495 Special Topics in Entrepreneurship and Innovation (3) O

Special studies in Entrepreneurship and Innovation, as announced.

Note: this course is normally taken by students who have completed at least 18 credits in BUS or ACC.

BUS 499 Capstone Seminar in Business (3) A

Run as an integrative capstone seminar, this course serves as an occasion for graduating students to integrate and consolidate the various dimensions of their business program. The course will explore the pragmatic application of their fields of knowledge, the ways this can lead to vocation and service in the world community, while also providing a forum to help students transition to the next season of their professional lives.

Prerequisite: Restricted to students in BBA or BA Business Administration programs in their final year of study.

Permission of the department is required.

CHEMISTRY

CHE 101 General Chemistry I (3–3L) A

Focuses on the fundamental principles and concepts necessary for understanding all aspects of chemistry. Topics include atomic and molecular structure, periodicity, bonding, basis of chemical reactions and intermolecular forces.

Prerequisite: Chemistry 30

CHE 103 General Chemistry II (3–3L) A

Focuses on the quantitative aspects of chemistry. Topics include chemical kinetics, equilibrium, acids and bases, solubility and electrochemistry.

Prerequisite: Chemistry 30

CHE 251 Organic Chemistry I (3–3L) A

Students apply the basic principles of chemical bonding to organic molecules, and are introduced to the concept of stereochemistry, spectroscopy and reaction mechanisms.

Prerequisite: CHE 101 and CHE 103

CHE 253 Organic Chemistry II (3–3L) A

A continuation of Chemistry 251, this course looks at reactions of common functional groups. Topics include electrophilic addition reactions, aromaticity, electrophilic aromatic substitution reactions, radical chemistry, nucleophilic addition reactions, nucleophilic substitution reactions, enolate chemistry and synthesis.

Prerequisite: CHE 251

CHE 333 Environmental Chemistry and Sustainability Studies (3) B

Focuses on the source, reactivity and environmental fates of toxic chemicals with a global perspective. Topics include environmental aquatic chemistry, environmental microbial chemistry, environmental health and toxicology, pollution and waste management. Instruction will consist of lecture, in-class activities and presentations.

Prerequisite: CHE 251

CHE 335 Introduction to Nanoscience and Nanotechnology (3) B

An introduction to the fundamental concepts and applications of the developing field of nanoscience and technology. The underlying principles of nanoscale science, the unique properties of nano-sized particles, and the modern applications of nanoscience will be explored. Instruction will consist of lectures, supplementary readings, in-class activities, quizzes, group projects and presentations.

Prerequisite: CHE 251

CHE 405 Special Topics in Chemistry (3) O

Special studies in Chemistry as announced.

Prerequisite: CHE 101 or CHE 103

CHE 493 Independent Research Study in Chemistry (3) O

This course is a one-semester research project in chemistry. Students will design and implement a chemistry experiment, conduct data analysis, and disseminate this knowledge as a formal scientific report and an oral conference presentation.

Prerequisite: 15 credits of senior courses in Science with a minimum of 9 credits in Chemistry (BCH, CHE)

CHE 495 Independent Research Study in Chemistry I (3) O

This course is the first course of a two-semester chemistry research project. Students will choose a research topic of choice, conduct a literature review, and write a research proposal identifying a new research question and describing an experimental protocol.

Prerequisite: 15 credits of senior courses in Science with a minimum of 9 credits in Chemistry (BCH, CHE), and minimum CGPA of 3.0

CHE 497 Independent Research Study in Chemistry II (3) O

This course is the second course of a two-semester chemistry research project. Students will design, implement, and conduct data analysis on the research project proposed during CHE 495, and will disseminate this knowledge as a formal scientific report and an oral conference presentation.

Prerequisite: CHE 495 and minimum CGPA of 3.0

COMMUNICATIONS

COM 105 Introduction to Media Communications (3) O

This course will examine many types of media and their uses in communicating a message. These media types should assist us as tools in effective communication, allowing us to meet our goals and purposes in business, teaching, self-expression, and church ministry. We will examine many different mediums and their use, including software, hardware, technology, aesthetics, theory and research in order to gain the knowledge, understanding and ability to use them to our advantage.

COMPUTER SCIENCE

CS 100 Introduction to Computers (3-1T) B

An introduction to computing concepts, computer hardware, operating systems, software and the Internet. Applications in areas such as word processing, presentations, spreadsheet and database use are included.

CS 115 Introduction to Computer Programming (3-1T) B

This course is an introduction to algorithm design and implementation using a structured programming language (C++). Discussion of, and practice with, elementary programming techniques with emphasis on good style.

DANCE

DA 103 Dance Fundamentals (3) A

A praxis and lecture-based introductory dance class open to all students. This course will explore classical, contemporary, and jazz dance techniques. The training includes barre work, centre-practice, across-the-floor, and improvisation. Students will also be introduced to basic skeletal and muscle anatomy and health. Classroom work will focus on a holistic understanding of dance genres and dance history. Studio work will emphasize rhythm, theme, and musical interpretation as applied to improvisation and choreography.

DA 203 Ballet Technique I (1.5) B

Explores the vocabulary and movement range of classical ballet technique at the intermediate level. Attention will be given to body placement, balance, flexibility and strength. Emphasis will be placed on integrated movement, alignment, classical ballet vocabulary, and artistic expression. Attendance at one assigned ballet performance is mandatory.

Prerequisite: TH 203

DA 204 Ballet Technique II (1.5) B

Part II of Ballet Technique deepens the vocabulary and movement range of classical ballet technique at the intermediate level with a focus on more complex adage and allegro work. Further attention will be given to body placement, balance, flexibility and strength. Emphasis will be placed on integrated movement, alignment, classical ballet vocabulary, and artistic expression. Attendance at one assigned ballet performance is mandatory.

Prerequisite: DA 203

DA 213 Modern Technique I (1.5) B

An introduction to the technique and philosophy of modern dance based on Limón, Graham, Horton, Cunningham and various release techniques. Students will develop a vocabulary of modern dance movements, musicality and expression. Studio based learning will grow students' overall technical skill and understanding of modern dance. Attendance at one modern dance performance is mandatory.

Prerequisite: DA 103 or TH 203

DA 214 Modern Technique II (1.5) B

Part II of Modern Technique further develops modern dance technique and philosophy based on Limón, Graham, Horton, Cunningham and various release techniques. Students will expand their vocabulary of modern dance movements, musicality, alignment and expression. Studio based learning will grow students' overall technical skill and understanding of modern dance. Attendance at one modern dance performance is mandatory.

Prerequisite: DA 213

DA 230/231/232/330/331/332 Dance Practice I/II/III/ IV/V/VI (1) O

Students assume responsibility for a specific dance performance role in a program production as designated by the director, choreographer, or department or program director. Students can take up to three credits per year for a maximum of six elective credits.

Prerequisite: DA 103

DA 303 Selected Styles (3) A

An exploration of specific dance styles outside the domain of ballet and modern technique courses. The work will be practical and include elements of theory as it pertains to the particular dance style. The course will include at least two distinct dance forms which will vary by given term, such as Hip Hop, Jazz, Musical Theatre, Acro, Aerial, Flamenco, or others. Attendance at two dance performances as assigned by the instructor.

Prerequisite: DA 103 or TH 203

DA 322 Introduction to Choreography (3) B

An introduction to the principles and application of choreography that combines both theory and praxis. Students will explore basic compositional skills and understanding through improvisational and structural approaches to choreography. Students will create original work utilizing source material, existing individual movement vocabulary, compositional structures, theme, and the revision process. Students will develop their capacities for critique through observation and articulation of each other's work. Pieces will be presented at the annual dance showcase.

Prerequisite: 6 credits in Dance

DA 423 Variations in Contemporary Choreography (3) B

In this performance-based course, advanced-level dance students will have the opportunity to work as an ensemble rehearsing and preparing a series of choreographic works created and taught by professional choreographers. Choreography will be curated by the program director and shaped around an annual showcase theme. Rehearsals outside of class time may be required.

Prerequisite: 9 credits in Dance or permission of the department

DEVELOPMENT STUDIES**DVST 210 Introduction to Community Development (3) A**

This course offers an introduction to community development theory and practice with a focus on real world experience and theory applications (both domestic and international), and the corresponding impact on local communities. Definitions, principles and approaches to community development will be discussed, with an emphasis on holistic transformation of individuals and communities from a Christian perspective. This course will also review best practices and relevant issues in the field of community development including poverty, employment, homelessness, literacy, health, environment, gender, and business development.

DVST 261 Global Business Practices (3) O

This course provides a survey of business practices in various regions around the world, comparing and contrasting social and cultural differences that impact business interactions and cross-cultural communication.

Prerequisite: Completion of 30 credits or permission of the department

Note: This course is cross-listed as BUS 261

DVST 299 Special Topics in Development Studies (3) O

Special studies in Development Studies, as announced.

Prerequisite: Permission of the department

DVST 301 Intermediate Domestic Community Development (3) B

This course provides a multi-disciplinary overview of domestic community development. It will address theories and strategies of domestic community development in a variety of domestic contexts, as well as the causes and consequences of poverty and lack of development in a Canadian context such as low-income employment; lack of community engagement; inequitable access to financial services and resources; poor health and education; and hopelessness, among others. In particular, issues such as not addressing poverty and its impact on local economies, collective impact strategies, as well as engaging with non-traditional partners such as businesses and social enterprises will also be explored. Opportunities will also be provided to interact and collaborate with local community development organizations.

Prerequisite: DVST 210

Note: This course is cross-listed as BUS 301

DVST 302 Intermediate International Community Development (3) B

This course provides a multi-disciplinary overview of international community development. It will address theories and strategies of community development using a variety of contexts in the developing world, as well as the causes and consequences of poverty such as: environmental degradation; insufficient food production; inequitable access to land and related resources; injustice; poor governance; civil war and other types of conflict.

Prerequisite: DVST 210

Note: This course is cross-listed as BUS 302

DVST 304 Development Studies Travel Study (3) A

This educational travel study offers cross-cultural, experience-based learning opportunities for students and development workers to see first-hand how international development impacts individuals and communities in various regions around the world. The focus of the course varies each year, covering aspects of community and economic development in Latin America, Africa and Asia.

Prerequisite: Completion of 30 credits

DVST 305 Management of Non-Profit Organizations (3) B

This course is designed to provide current and future nonprofit managers and leaders with an overview of a range of nonprofit management concerns and practices. Course projects and discussions expand students' management skills, analytical tools, and knowledge. Students take the perspectives of nonprofit managers, volunteers, board members, policy makers, donors, and clients. This course is built on the assumption that students learn more if they are actively engaged with the material. Exercises and discussions allow students to test knowledge, formulate ideas and strategies, respond to management dilemmas, and get immediate feedback from classmates and the instructor.

Prerequisite: Completion of 30 credits or permission of the department

Note: This course is cross-listed as BUS 305

DVST 306 Basic Skills and Practice for Working with Individuals who are Vulnerable and Homeless (3) B

This course will focus on basic skills and practice when working with individuals who are vulnerable and/or experiencing homelessness. It will explore the challenges faced by individuals who are vulnerable and homeless, such as lack of education and job skills, poor mental and physical health, and addictions. It will also address the importance of case management, its components, and effectiveness. The course is meant to prepare students interested in working with at-risk persons in this population to provide competent and client-centered help.

Prerequisite: PS 121 or SO 121

Note: This course is cross-listed as BUS 306

DVST 307 Sustainable Development Goals in Context (3) O

An exploration of the global Sustainable Development Goals and their historical development, their national application, and their integration into Albertan business, government, and civil society. The course will move from a broad theoretical understanding of a United Nations framework to an applied survey of how such goals and indicators can be applied to improve society through collaboration and innovation. Instruction will consist of lectures, experienced guest speakers and co-lecturers, reflective discussion, and case studies.

Prerequisite: BUS 100, DVST 210 or permission of the department

Note: This course is cross-listed as BUS 307

DVST 309 Community Development for Local Congregations (3) O

An introduction to how local congregations can apply the theory and practice of community development to engage their local community and be catalysts for change. Definitions, principles and practices of community development will be discussed, with special emphases on poverty reduction and holistic community transformation from a Christian perspective. Special emphasis will be on poverty and the role of congregations in local poverty reduction.

Prerequisite: BUS 100 or DVST 210 or permission of the department

DVST 323 Responsible and Impact Investing (3) O

This course develops an understanding of the rationale, principles and financial instruments for responsible and impact investment. Substantial parts of the course consider the regulatory enablers and barriers to both impact investing and responsible investing, the challenges involved in expanding these areas, analysis of alternative instruments, and the measurement of social return on investment.

Co-requisite: BUS 220

Note: This course is cross-listed as BUS 323

DVST 350 Poverty in Western Society (3) B

This course will provide an overview of the origins and understanding of poverty in western society from both a theoretical and theological standpoint. This will include a review of the sources of vulnerability that contribute to poverty and the psycho-social impacts of poverty on vulnerable populations and the broader society. Strategic approaches to poverty reduction will be explored along with the respective roles of the church, state and civil society in preventing, alleviating and reducing poverty.

Prerequisite: Completion of 60 credits or permission of the department

Note: This course is cross-listed as BHS 350

DVST 351 Corporate Social Responsibility and Shared Value Creation (3) B

Businesses are facing increasing stakeholder pressure to respond to societal expectations that businesses should operate in a more environmentally friendly and socially responsible manner. This course examines corporate social responsibility (CSR) and shared value creation (SVC) from multiple perspectives. It focuses both on identifying the tensions between business and societal goals, addressing the major social responsibilities of business in the context of globalization, and on creating value through CSR and SVC strategies. Through the use of case studies and guest lecturers from CSR/SVC industry leaders, students will be exposed to issues across various industries and countries and will be expected to develop solutions for responsible management practices.

Prerequisite: One of the following: BUS 100, BUS 305, DVST 305

Note: This course is cross-listed as BUS 351

DVST 360 Sociology of Development (3) B

This course provides a sociological analysis of development. Beginning with a critical review of competing theoretical perspectives and empirical evidence, the course examines the diverse trajectories of industrialization and economic development across nations of different political and economic systems. This course further explores key international events that have rearranged the world and shaped global stratification. Among these events are: the end of the cold war, globalization of trade and production, shifting relations among capitalist powers, the debt crisis, aid, migration, gender and development, culture, political mobilization, and revolutionary movements. By critically engaging the core issues in the field of development, students will apply their theoretical understanding to empirical examples. The aim of the course is to enable students to develop the ability to critically analyze “doing development” in a global context.

Prerequisite: Completion of 60 credits or permission of the department

Note: This course is cross-listed as SO 360

DVST 362 International Microfinance (3) O

This course will investigate the emerging field of microfinance – the provision of small loans and financial services to the poor – and its impact on addressing poverty in developing countries. Students will develop an understanding of a range of topics in the field, including the role of credit in microenterprises, lending models, sustainability and best practice for microfinance institutions (MFIs), cultural factors and regional issues. The course offers a unique mix of theory and practice as students will have the opportunity to work on projects relating to current issues and microfinance programs in various regions of the world.

Prerequisite: One of the following: BUS 100, BUS 305, DVST 305

Note: This course is cross-listed as BUS 362

DVST 381 Societal and Social Marketing (3) O

The course provides an overview of public relations theories and practical methods of gaining publicity, as well as the nature of social marketing. On the public relations (PR) front it covers fundamentals of strategic communication, organizational image-making, techniques of effective outreach, and communicating with the internal stakeholders and external publics. On the social marketing front, the course also examines how traditional marketing and public relations approaches can be used to mobilize and/or change public opinion in order to affect a variety of social causes in areas such as health, education, politics, environment, etc.

Prerequisite: One of the following: BUS 280, BUS 305, DVST 305

Note: This course is cross-listed as BUS 381

DVST 390 New Ventures and Social Entrepreneurship (3) A

This course is a study of the nature and background of entrepreneurship and the process involved from idea to opportunity to new business venture. Students are expected to study the environment in which entrepreneurship flourishes from both the perspective of the entrepreneur and of the economic system. The generation of ideas and opportunities is discussed. Students will transform an opportunity into a formal business plan. The course concludes with an examination of the process of implementation of the business plan and the management of the new business.

Prerequisite: Completion of 30 credits

Note: This course is cross-listed as BUS 390

DVST 399 Special Topics in Development Studies (3) O

Special studies in Development Studies, as announced.

Prerequisite: Permission of the department

DVST 402 Human Trafficking (3) B

This course will critically examine and contextualize the prevalent global crime of human trafficking and consider effective modes of prevention and response. It will examine the history, roots, and development of various forms of human trafficking internationally and domestically using several frameworks. In addition, it considers a variety of responses such as addressing related social and development issues, legal responses and system reform.

Prerequisite: 3 credits in Sociology or Development Studies at the 200-level

Note: This course is cross-listed as SO 402

DVST 404 Development Studies Educational Travel Study (3) A

This educational travel study offers cross-cultural, experience-based learning opportunities for students and development workers to see first-hand how international development impacts individuals and communities in various regions around the world. The focus of the course varies each year, covering aspects of community and economic development in Latin America, Africa and Asia.

Prerequisite: Completion of 30 credits

DVST 405 Special Topics in Development Studies (3) O

Special studies in Development Studies, as announced.

Prerequisite: Permission of the department

ECOLOGY**ECOL 235 Introduction to Environmental Science (3-3L) B**

This course will provide students with an overview of Environmental Science, including environmental testing, resource use by humans, pollution, biotechnology, conservation methods, industry standards, and environmental guidelines within Canada.

ECOL 255 Aquatic Biomonitoring (3) O

An introduction to aquatic ecosystem ecology with practical, hands-on training in the techniques used for the biomonitoring of aquatic macro invertebrates. Instruction will consist of in-class completion of the Canadian Aquatic Bio-monitoring Network (CABIN) training modules at the level of Field Technician. This course includes a field practicum (approximately 16 hours) in aquatic biomonitoring techniques that culminates in the student becoming a Certified CABIN Field Technician.

Prerequisite: BIO 131 and BIO 133

ECOL 317 Aquatic Communities and Ecosystems (3-3L) O

This course will examine the major components of aquatic communities, and explore how these interact to influence ecosystem function. Topics including production, nutrient flow, trophic interactions, and diversity will be discussed as they relate to conservation and management.

Prerequisite: BIO 213 and BIO 310

ECOL 319 Terrestrial Communities and Ecosystems (3-3L) B

This course will explore patterns and processes that influence biotic interactions in terrestrial systems. Topics including succession, productivity, diversity, disturbance, and nutrient dynamics will be discussed as they relate to conservation and management.

Prerequisite: BIO 213 and BIO 310

ECOL 383 Animal Behaviour (3) O

This course explores the biological basis of animal behaviour using key principles from the fields of ethology and behavioural ecology. Placed within an evolutionary framework, the unifying principles of natural and sexual selection are used to investigate the driving forces that have shaped the remarkably diverse and often strange suite of behaviours in animals that enable them to survive harsh climates, find mates, care for young, migrate across diverse landscapes, and learn to survive in their environment.

Prerequisite: BIO 213

ECONOMICS**ECO 110 Microeconomics and Macroeconomics I (3) A**

An overview of the history and theory of micro and macro- economics. The course will address the development of economic institutions from pre-capitalism to capitalism, an understanding of the evolution of ideas in economic theory, and an introduction to the principles of micro and macroeconomics. In particular, the course will introduce basic economic concepts, models, and foundations of economic policy.

ECO 120 Microeconomics and Macroeconomics II (3-1T) A

The second in a sequence of two introductory courses in Economics, this course extends the introductory nature of micro and macroeconomics covered in ECO 110. Between the two courses, the student learns the key elements in both introductory micro and macroeconomics. Topics include: examination of how markets work and the process of competition; public policy toward markets; antitrust, regulation, deregulation, public enterprise vs. privatization, etc.; distribution of income, labor-management and management-ownership-finance relations; impact of macroeconomic and international issues and policies on business, labor, and consumers.

Prerequisite: ECO 110

ECO 202 Intermediate Microeconomics (3) O

The study of the theories and techniques of price theory and its practical applications. Building on the principles covered in ECO 110 and ECO 120, topics covered include price, production, and distribution theories, the theory of the firm, risk and uncertainty, game theory, and the analysis of public goods provision and its impact on efficiency.

Prerequisite: ECO 110 and ECO 120

ECO 203 Intermediate Macroeconomics (3) O

Building on the basic principles covered in ECO 110 and ECO 120, this course explores the national economy in terms of the determination of national output, the general price level, the rate of interest, and employment. The course also analyzes the effectiveness of fiscal and monetary policies in achieving their stated goals.

Prerequisite: ECO 110 and ECO 120

ECO 299 Special Topics in Economics (3) O

Special studies in Economics, as announced.

Prerequisite: Permission of the department

ECO 310 Development Economics (3) O

This course focuses on the economic aspects of the development process in low-income countries. Students will develop an understanding of development disparity in both economic and social terms, as well as methods of promoting growth and development. Issues such as population growth, urban migration, labour markets and income and asset inequality will be discussed. Economic development policy concerns, structural problems and the broader social and cultural context will also be considered.

Prerequisite: ECO 110 and ECO 120

ECO 340 Money and Banking (3) O

This course provides an institutional approach to finance and monetary economics. It analyzes the operation of the financial markets, the principles of money creation, interest rate determination, central banking, and the role of macroeconomic policy relating to the financial markets and the banking industry.

Prerequisite: ECO 203

ECO 350 Economics of Taxation and Public Spending (3) O

This course will examine the institutions behind, and economic rationale for, Canadian government policy relating to public expenditures and taxation. Topics include the history and present structure of government spending and taxation, the effects of personal taxation, the budgetary process, issues related to budget deficit, inter-jurisdictional issues, and public spending program design.

Prerequisite: ECO 110, ECO 120 and ECO 203

ECO 399 Special Topics in Economics (3) O

Special studies in Economics, as announced.

Prerequisite: Permission of the department

ECO 405 Special Topics in Economics (3) O

Special studies in Economics, as announced.

Prerequisite: Permission of the department

EDUCATION

Please note: Only students enrolled in the Bachelor of Education program are eligible to take courses under the Education section of Course Descriptions.

Curriculum Design and Program Development

CDPD 500 Introduction to the Principles and Practices of Curriculum Design and Program Development (6) A

Explore introductory ideas and practices for designing learning experiences for children (K-6). Students will work extensively from the Alberta Program of Studies to understand its structure the essence of each subject discipline. They will consider the variables that exist in Alberta classrooms while developing lesson plans and simple assessments that use feedback as a learning tool.

CDPD 600 Understanding and Application of Principles and Practices of Curriculum Design and Program Development (6) A

Building on the general principles of CDPD 500, students will use backwards design to build units of study across the various disciplines in the Alberta Program of Studies. Students will identify “big ideas” and “essential questions” in curriculum. They will make understanding and skill development visible through formative and summative assessments, create rubrics, design performance assessments, and practice reporting.

Prerequisite: CDPD 500

CDPD 700 Synthesis of Principles and Practices in Curriculum Design and Program Development (6) A

How do teachers create and nurture collaborative and authentic partnerships, both within and external to a school? Using this question as a frame, students will consolidate and integrate knowledge about curriculum design and program development drawn from CDPD 500 and 600, and apply learning theory from LTA 600 to design and present a comprehensive framework for learning that encompasses school, home and community partnerships over a whole year.

Prerequisite: CDPD 600

Field Experience

FE 500 Introduction to Field Experience (3) A

Intended for pre-service teachers to deepen and broaden their understanding of the lives of students, teachers and principals in Alberta public schools through school visits, dialogue and novice action research. The developmental focus of the seminar will be on the interconnectedness of schools and classrooms with learners, teachers, curriculum and society. Students will visit several school sites in the Calgary area as case studies for this course.

FE 600 An Understanding and Application of Field Experience (3) A

Intended to deepen and broaden pre-service teachers’ understanding of teaching practices in Alberta public schools. Through seminar dialogue, case study development, and novice action research rooted in their field experience, pre-service teachers will unpack instructional strategies that foster relationships with students and help identify and meet student needs in inclusive classroom environments.

Prerequisite: FE 500

FE 700 A Synthesis of Field Experience (6) A

Intended to support pre-service teachers as they design learning tasks for field experience that meet diverse student needs in inclusive public school classrooms and to prepare pre-service teachers for increased pre-service teaching responsibility. Students will engage in comprehensive learning task design and engage in a professional inquiry to foster deep thinking for identity formation.

Prerequisite: FE 600

Learning Theory and Application

LTA 500 Introduction to the Principles and Applications of Learning Theory (6) A

An introduction to foundational theories of learning, drawn from cognitive and behavioural sciences, and their application to educational practices. In the first of three courses in the Learning Theory and Application stream, preservice teachers will learn how to design engaging learning experiences, creating conditions so that diverse learners can maximize their learning. The course participants will examine the relationships between learning and children’s growth and development, human behaviour and assessment practices in elementary schools.

LTA 600 An Understanding and Application of Learning Theory (6) A

Examination of foundational and current learning theories that inform teacher practice in Alberta Schools. Learning norms, exceptionalities, and executive function will be critically examined to foster understanding of strategies for differentiation and inclusive

practices in elementary classrooms. Preservice teachers will critically review methodologies used to design and implement learning experiences in elementary school classrooms.

Prerequisite: LTA 500

LTA 700 A Synthesis of Learning Theory (6) A

An examination, in particular and in greater detail, of the variety of learning requirements of children and youth with diverse needs and from diverse cultural backgrounds, including First Nations learners. Students will consider the literature and practices of educators working in inclusive, multi-cultural, and cross-cultural classrooms. High-stakes, norm-based assessment is addressed. Preservice teachers will practice communicating their understanding of the complexities of students and learning environments, including how they will apply their understanding to design of learning experiences that foster student success.

Prerequisite: LTA 600

Society and Culture: Methodology and Practices

SCMP 500 An Introduction to Society and Culture: Methods in Practice (6) A

An introduction to the ways in which society, culture, and policy shape education. In this course students will survey a wide range of influences and consider how they can build understanding and challenge thinking in the development of future teaching practice. Of specific focus, students will develop a foundation to move forward in a journey of leading reconciliation with Indigenous Peoples.

SCMP 600 An Application of Society and Culture: Methodology and Practices (3) A

A historical and philosophical examination of the ways in which society, culture and education intersect and influence teaching practice and methodology in today's classrooms. Students will build upon, integrate, and apply understanding of teachers and teaching with an emerging personal philosophy and worldview.

Prerequisite: SCMP 500

SCMP 700 A Synthesis of Society and Culture: Methodology and Practices (3) A

A synthesis of the how the impact of past and current practices in Education have informed trends in schooling. Students will examine topics in multiculturalism, technology, and Indigenous pedagogies culminating in a personal philosophy of teaching that anchors values, beliefs, and conceptualizations of teaching.

Prerequisite: SCMP 600

Education Program Extended Learning

Education Program Extended Learning. These courses are designed for practicing teachers who may be thinking about returning for a Master's degree while working. Also, for students in teacher preparation programs who want to augment what is currently covered in program courses. These courses balance theory and practice with major assignments geared towards the teachers' own classroom work. Courses are also eligible on TQS (Teacher Qualification Service) as Senior Undergraduate Courses worth .100. For more information, please contact enrolment@ambrose.edu or call 403-410-2900.

CDPD 400 Strategizing for Numeracy in the Elementary Classroom (3) A

For practicing educators, an examination of numeracy pedagogy connecting research to present day instructional practices. Students will build personal and common understandings of how children in schools engage with quantitative or spatial information to create meaning in the K-6 classroom. Instruction will build on a model of co- construction which will culminate with the development of a numeracy plan for use in their classrooms. Topics include visible numeracy practices that promote number conservation, problem-solving skills, mathematical relationships, geometrical thinking, and differentiation and assessment.

Prerequisite: One of the following: Completion of a post-secondary degree, a practicing teacher, enrolled B.Ed. student

CDPD 401 Design Thinking in the Elementary Classroom (3) A

An introduction to the theory and practical application of design thinking - interpretation, ideation, experimentation, research, and evolution of thinking - to creative instructional practice. Participants will consider the potential of design thinking strategies to foster student inquiry. Instruction will provide concrete, collaborative strategies for the application of design thinking stages resulting in the creation of classroom inquiries and tasks.

Prerequisite: One of the following: Completion of a post-secondary degree, a practicing teacher, enrolled B.Ed. student

CDPD 402 Strategizing for Literacy in the Elementary Classroom (3) A

For practicing educators, an examination of literacy pedagogy, connecting research to present day instruction for educators. Students will build personal and common understandings of how children in the K-6 classroom acquire, construct and communicate the meaning of texts. Instruction will build on a model of co-construction which will culminate in students' development of a literacy plan for use in their

classrooms. Topics will include Balanced Literacy, Guided Reading, Guided Writing, Literacy Centres, and Differentiation and Assessment.

Prerequisite: Those eligible must possess a post-secondary degree, be a practicing teacher, enrolled B.Ed. current student

CDPD 403 Strategizing for Numeracy in the Middle School Classroom (3) B

An examination of numeracy pedagogy for middle school educators that connects research to instruction. Topics include the progression of the math curriculum, numerical problem-solving, mathematical relationships, geometrical thinking, differentiation, and assessment. Instruction will employ co-construction that culminates in students' application of higher order thinking in numeracy in their classrooms.

Prerequisite: Practicing teachers or pre-service teachers with permission

LTA 400 Leading and Supporting Inclusionary Practices in the Elementary School (3) A

Designed to engage practicing teachers who wish to pursue leadership roles that support diversity and learning differences for students in the K-6 setting. Participants will learn how to construct school-wide strategies for ensuring that all students receive meaningful learning experiences. Instruction will build on a model of co-construction of knowledge that draws from a variety of sources resulting in students' creating a school-wide plan that addresses student success in their context. Topics will align to the Alberta Education Policy on Inclusion addressing, "regardless of race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, or any other factor(s), have access to meaningful and relevant learning experiences that include appropriate instructional supports."

Prerequisite: One of the following: Completion of a post-secondary degree, a practicing teacher, enrolled B.Ed. student

MU 416 Elementary Music Methods (3) O

An introduction to pedagogical practices of teaching elementary music through the lens of Orff Schulwerk. Elements of Rhythm, Melody, Harmony, Form and Expression will be explored and experienced through a variety of media; singing, movement, active listening, and instrumentation (Body percussion, Non-Pitched Percussion and Pitched Percussion). Students will experience a sequential approach to curriculum delivery using processes ranging from imitation to literacy and literature to improvisation and performance.

Prerequisite: RCM Advanced Rudiments or permission of the department

ENGLISH

EN 100 Introduction to Creative Writing (3) O

This course is an introductory workshop course in the writing of poetry and short prose fiction, emphasizing the centrality of reading and revision to successful literary composition. Students will engage in regular writing assignments and discuss the craft of creative writing. The class will also develop students' literary analytical skills through discussion of both students' own work and that of published authors. There may also be additional in-class writing exercises.

Note: This course can fulfill a Fine Arts elective in all programs. This course is not a prerequisite for upper level EN courses except EN 200.

EN 130 Introduction to English Literature (3) A

An introduction to university English studies through the exploration of poetry, fiction, drama, and the literary essay. Students will learn strategies for the close reading and analysis of texts and for writing about literature.

Note: Students can only earn credit for one of the following: EN 115 or 130.

EN 200 Intermediate Creative Writing (3) O

An intermediate workshop course in creative writing that develops the reading and revision acquired in EN 100. Students will engage in intensive writing assignments and discuss detailed aspects of the craft of creative writing. The class will also further students' literary analytical skills through discussion of both students' own work and that of published authors. Genres taught may include poetry, short fiction, and/or the novel. Contact the instructor for further information about each year's focus.

Prerequisite: EN 100 or portfolio

Note: This course can fulfill a Fine Arts elective in all programs.

EN 204 English Educational Travel Study (3) O

This course combines educational travel, study, and reflection to examine one or more topics related to English. Destinations vary from year to year.

Prerequisite: Permission of the department

EN 210 The Bible in Literature (3) O

Few books have had greater impact on the idioms, images, and structures of English literature than the Bible. This course will examine the ways in which the language, stories, themes, and characters of the Bible, influence and inhabit centuries of English literature.

Prerequisite: 3 credits in English

EN 221 English Literature to 1800 (3) A

A foundational course in literary studies, this class provides an introduction to a wide range of literary works in English from the eighth century to the late eighteenth century. The course introduces students to the breadth of genres that comprise the English literary tradition. Significant attention will be given to critical reading skills and further development of writing skills.

Prerequisite: 3 credits in English (Co-requisite for English major students)

Note: Students can only earn credit for one of the following: EN 221 or EN 220a.

EN 222 English Literature from 1800 (3) A

This course extends the examination, begun in EN 221, of the English literary tradition as it spreads to North America and other English-speaking nations. EN 222 starts with the Romantic period, approximately the 1780s, and carries its analysis of literature to the present day. A continued emphasis will be placed on improving reading and writing skills.

Prerequisite: 3 credits in English (Co-requisite for English major students)

Note: Students can only earn credit for one of the following: EN 222 or EN 220b.

EN 230 The Short Story (3) O

An overview of short stories from various cultures, this course provides a focus on the short story, one of the most condensed and forceful literary genres. Emphasis will be placed on interpreting plot, character, tone, theme and imagery, yet equal attention will be given to writing about the reading experience.

Prerequisite: 3 credits in English

EN 232 Reading Poetry (3) B

An introductory survey of the various kinds of poetry written in English, with examples from the fourteenth to the twentieth centuries, this course develops the basic principles of formal poetic analysis through the close readings of poems.

Prerequisite: 3 credits in English

Note: Students can only earn credit for one of the following: EN 232 or EN 330.

EN 235 Tragedy and Comedy (3) O

The dramatic genres of comedy originated in Ancient Greece, yet continue to populate theatre stages and screens to our time. This course will survey the long history of these genres by studying seminal representatives of each and important theoretical accounts of the literary conventions that define them.

Prerequisite: 3 credits in English

EN 240 Children's Literature (3) O

A survey of children's literature, this course aims to teach students how to read literature for children from a critical perspective. The course will examine a variety of genres, such as adaptations from traditional myths, legends, folklore, fantastic literature, verse, and nursery rhymes.

Prerequisite: 3 credits in English

EN 245 C.S. Lewis, J.R.R. Tolkien, and the Inklings (3) B

A study of the major literary works, themes, and ideas of C.S. Lewis, J.R.R. Tolkien, and their friends, the group known as the Inklings. It examines themes such as the use of myth to explore problems of modernity, the relationship between Christian faith and art, as well as the debates over literary versus popular fiction.

Prerequisite: 3 credits in English

EN 295 Advanced Writing Skills (3) B

An advanced course meant to further develop students' writing ability. Building on skills taught in introductory writing courses, it will give detailed consideration to grammar and syntax and to sentence and paragraph construction. It will also introduce students to various non-academic, professional forms of writing through a wide range of writing assignments.

Prerequisite: 3 credits in English

EN 299 Special Topics in English Literature (3) O

Special studies in Literature, as announced.

Prerequisite: Permission of the department

EN 300 Canadian Literature (3) B

A study of English Canadian literature from the early eighteenth century to the present. Students will read a wide variety of Canadian authors: settler, Indigenous, and contemporary, with a diverse spectrum of topics pertinent to Canadian writing, for example, our status as a postcolonial nation. The discussion will also contextualize Canadian writing in relation to major literary movements and trends outside and within Canada.

Prerequisite: 6 credits in English

EN 304 English Educational Travel Study (3) O

This course combines educational travel, study, and reflection to examine one or more topics related to English. Destinations vary from year to year.

Prerequisite: Permission of the department

EN 335 Ancient Myth and Literature (3) O

An exploration of the classical backgrounds of English literature through readings in Greek and Roman mythology, drama, epic, and poetry and continues through to the Renaissance. Students will study selections and entire works from Homer, Ovid, Virgil, and other major classical authors.

Prerequisite: 6 credits in English

EN 350 Shakespeare (3) B

This course studies thoroughly Shakespeare's drama: the tragedy, romance, comedy, historical play, and problem play. Shakespeare's works are placed in the context of the history and culture of the Elizabethan era.

Prerequisite: 6 credits in English

Note: This course can fulfill a Fine Arts elective in all programs.

EN 360 The Nineteenth-Century Novel (3) O

Many contemporary ideas about the individual, political economy, psychology, gender, faith, creativity, science, and art took shape during the Victorian period. The novel of the nineteenth century displays and distills the cultural and intellectual ferment that defined this remarkably prolific period in English literature. Representative novels by the major, minor, and, occasionally, quirky writers of the period will be covered.

Prerequisite: 6 credits in English

EN 363 The Twentieth-Century Novel (3) B

An overview of twentieth-century prose, this course divides the century into two periods – pre- and post-World War II – to facilitate the study of novels by representative writers such as Virginia Woolf, J.D. Salinger, Ian Fleming, Kazuo Ishiguro, and Michael Ondaatje.

Prerequisite: 6 credits in English

Note: Students can only earn credit for one of the following: EN 363 or EN 290.

EN 365 Modern World Literature (3) O

This course examines the major literary works of the world from approximately 1800 to the present by studying these texts in English translation. The course places world masterpieces of literature in their historical and cultural contexts to trace the trends or influences exerted by these works.

Prerequisite: 6 credits in English

EN 370 American Literature (3) B

This course undertakes the study of nineteenth- and twentieth-century poetry, drama, short stories, and novels by representative American writers. The categories of culture, history, gender, and race will be examined with special attention to the ways in which they define and contest the concept of nation and a national literature.

Prerequisite: 6 credits in English

EN 371 Professional Editing (3) O

A course in the skills and standards of professional editing. Professional editors have a role in producing documents that serve a wide range of audiences and purposes, from instructions on how to play a game to novels that influence how we see the world. Students will learn the fundamentals of professional editing and the first steps needed to develop their own careers as freelance editors. The standards, skills, and tools of editing taught here will build on the principles of clear, consistent, grammatically correct writing learned in junior English courses.

Prerequisite: 3 credits in English

EN 380 Romanticism (3) O

Wordsworth's and Coleridge's Lyrical Ballads (1798) began the Romantic period in English literature, a period that witnessed changes to the perception of the role of the artist and art, the effects of which are still experienced today. The Romantic phenomenon continued for the next four decades; the works of the above two poets, those of Byron, P.B. Shelley, Keats, and several less well-known writers will be studied in the context of the diverse historical, social, intellectual, and artistic climate of the period.

Prerequisite: 6 credits in English

EN 389 Early Literary Theory (3) B

This course will examine central statements about the nature and effect of language and literature from the classical era to the nineteenth century. Thinkers considered may include Plato, Aristotle, Augustine, Dante, Sidney, Schiller, Hegel and Nietzsche.

Prerequisite: 3 credits in English at the 300-level

Note: Students can only earn credit for one of the following: EN 389 or EN 391.

EN 390 Modern Literary Theory (3) A

This course introduces and examines the various theories of literary interpretation. We will begin the course by studying the history of modern literary theory and criticism. By examining major theoretical movements such as Deconstruction, Reader-Response, and Feminism the course aims to equip students with the tools of critical analysis.

Prerequisite: 3 credits in English at the 300-level

EN 404 English Educational Travel Study (3) O

This course combines educational travel, study, and reflection to examine one or more topics related to English. Destinations vary from year to year.

Prerequisite: Permission of the department

EN 405 Special Topics in English (3) O

Special studies in literature, as announced.

Prerequisite: Permission of the department

EN 421 The Medieval Imagination (3) B

This course considers the diverse literary forms of the Middle Ages, both in Britain and Europe. Works considered will range from the close of antiquity through to the dawn of the Renaissance. Authors may include Boethius, Dante, and Chaucer, along with texts like Beowulf, The Song of Roland, Roman de la Rose, and various Arthur narratives.

Prerequisite: 3 credits of English at the 300-level

Note: Students can only earn credit for one of the following: EN 421 or EN 321

EN 452 Milton (3) B

John Milton (1608-74) exerted an influence on the seventeenth century and on subsequent literature that can only be appreciated by studying his major works in some depth. Milton is all the more notable because of his role as a radical Puritan with a courageous and dissenting voice that continues to challenge conventional creative and religious thought. This course examines Milton's major poetic works and his major prose.

Prerequisite: 3 credits of English at the 300-level

Note: Students can only earn credit for one of the following: EN 452 or EN 340.

EN 489 Field Placement in English (3) O

A field placement to be arranged with a local business, non-profit agency, or other community partner, in which students apply their literary knowledge and/or writing skills in the workplace.

Prerequisite: Permission of the department

EN 490 Independent Research in English (3) O

Independent Study consists of an individual research project that investigates a problem area or topic not treated extensively in a regular course.

Prerequisite: Permission of the Department.

FIELD EDUCATION

The intent of the Field Education courses (FE) is to produce reflective practitioners who are able to integrate the art of theological reflection with professional ministry practice. While there is active ministry engagement in a practicum site, the purpose is to learn to reflect on experience, making theological and biblical connections in class and then going back into the practicum site to improve ministry practice. *Please note: FE courses may not be taken for audit. FE credits can only fulfill degree requirements in Faculty of Theology undergraduate programs.*

FE 200 Practicum and Reflection I (1.5) A

Practice in theological reflection: The use of classroom knowledge and skills to assess ministry and other life experiences. Students will assess calling and vocation, and consider the relation of spiritual life and the professional practice of ministry.

FE 201 Practicum and Reflection II (1.5) A

This course is a continuation of FE 200. Prerequisite: FE 200

FE 300a/b, FE 320a/b, FE 340a/b, FE 360a/b, FE 365a/b Internship (6) A

Internship is an integral part of preparation for ministry. It provides the intern with an extended, in-depth practice of ministry for the purpose of integrating classroom study with field experience. In addition, Internship provides interns with a working relationship with another person in ministry. The intern is exposed to all forms and facets of the ministry but the primary focus in an internship experience is on the intern as a disciple in development and on the pastor-mentor as a teacher-leader. Students must have completed 75 credits to be eligible for Internship. Care must be taken to register for the correct internship for one's degree program. Prerequisites for Internship are listed below. For more detailed information about Internship please see The Internship Program.

FE 300a/b Church Ministry Internship (6) A

Prerequisites: FE 201, PST 212, PST 301

FE 320a/b Children and Family Ministry Internship (6) A

Prerequisites: FE 201, PST 212, PST 321

FE 360a/b Intercultural Ministries Internship or FE 365a/b Cross-Cultural Experience

Prerequisites: FE 201, ICS 202, ICS 205, PST 161, PST 212

FE 340a/b Youth Ministry Internship (6) A

Prerequisites: FE 201, PST 212, PST 341

FE 390 Ministry Coaching (6) A

This course, which is an alternative to Internship, is designed for those who already have extensive ministry experience as determined by the Director of Field Education. The intent of this course is for a student to seek and build an intentional relationship with a ministry mentor for the purposes of personal and theological reflection on the practice of ministry and mutual accountability. The student will engage in evaluation with the mentor. For more detailed information about Internship please see The Internship Program.

Prerequisite: Approval of the Coordinator of Field Education

FE 400 Transition to Vocational Ministry (3) A

Clarification and integration of a personal philosophy of ministry upon completion of internship, including consideration of calling, giftedness, personal health, social trends and current practices in the contemporary church.

Prerequisite: Completion of the Internship appropriate to a student's program

FINE ARTS

FA 120 Fine Arts (3) O

This course is an introduction to three areas of the visual arts: art history of the nineteenth century to the present, art fundamentals, and art criticism. These aspects will be explored through a combination of lectures by the instructor, student presentations, simple hands-on studio activities and exposure to art and art ventures through visits to a variety of galleries and museums.

FA 240 Aesthetics (3) B

This course introduces students to the philosophical issues related to art and the apprehension of beauty. A variety of metaphysical and epistemological concerns will be addressed: What is art? What is beauty? Is art artificial or can it be natural? What is the nature and the role of the artist? Do works of art have meaning and if so, how are these meanings derived? Objectivism, formalism, subjectivism, and expressivism will be explored.

Note: This course is cross-listed as PH 240

GEOGRAPHY

GEOG 120 Physical Geography (3) A

An introduction to the science of spatial pattern, variation, process, and interrelationship of Earth's major surface systems along with their influence on human habitat and human interdependence with the planet, including elements of atmosphere, waters, landforms, soils, and biotic communities.

GEOLOGY

GEO 109 Introduction to Geology (3) B

This course looks at the composition and structure of the Earth – surface and internal processes, rocks and minerals. This course includes out-of-class tutorials and field trips including a trip to the Royal Tyrrell Museum.

HISTORY

HI 140 Themes in World History (3) A

An introductory, thematic, global overview of human history from the ancient era to the recent past. This course examines the rise of civilizations, the development and fragmentation of empires, the modern trend towards globalization, and the many points of contact between diverse peoples. Topically, it will explore questions related to power, culture, religion, environment, and society.

Note: Credit for HI 140 and either HI 141 and 142 will not be allowed.

HI 200 Canada since Confederation (3) B

A survey of the history of Canada since Confederation, considering social, cultural, environmental, economic, political, and constitutional developments between the 1860s and the 2000s, encompassing settler communities, Canada's indigenous peoples, and new Canadians.

HI 204 History Educational Travel Study (3) O

This course combines educational travel, study, and reflection to examine one or more historical periods or themes. Destinations vary from year to year.

Prerequisite: Permission of the department

HI 205 The United States since the Civil War (3) O

A survey of the history of the United States, highlighting its development as a liberal, urban industrial nation and its growth to world dominance.

Prerequisite: 3 credits in History

HI 215 Introduction to Canadian Politics (3) O

An introduction to the Canadian political system from the perspectives of political science and history. Topics will include the executive, legislative, and judicial branches of the federal government, the constitution, federal-provincial relations, the electoral process, and the role of ordinary citizens in the political process.

Note: This course is cross-listed as POLI 215

HI 220 Medieval Europe (3) B

A survey of European medieval history from the fall of the Western Roman Empire until the end of the Hundred Years War (1453).

Prerequisite: 3 credits in History

HI 225 Modern Revolutions (3) B

An examination of political revolutions—primarily in the Western world—from the eighteenth to the twentieth century. Topics include the American and French Revolutions, the struggle for representative constitutional government in the nineteenth century, the development of modern political ideologies, the emergence of political terrorism, and the rise of twentieth-century totalitarian movements.

Prerequisite: 3 credits in History

HI 230 Ancient Empires: Greece and the Near East (3) B

A survey of major societies in the ancient Near East and eastern Mediterranean that were broadly contemporary with ancient Israel. These include the Mycenaeans, Egyptians, Syro-Palestinians, Babylonians, Assyrians, Persians, and Greeks, from the Late Bronze Age to the Hellenistic monarchies after Alexander the Great. Topics include political and imperial systems, religious developments, the role of long-distance communications, and interactions between ancient societies and the physical environment.

Prerequisite: 3 credits in History

HI 232 History of the Roman World (3) B

A survey of the major developments in the history of Rome and its territorial possessions from the city's first settlements in the 8th century BC to the "fall of the Roman Empire" in late antiquity. Emphasis will be placed on the imperial period.

Prerequisite: 3 credits in History

HI 246 History of Genocide and Mass Violence (3) B

A study of genocide in the modern world, examining debates around the question of colonial genocides against indigenous peoples, the development of the modern concept of genocide, and various cases of mass violence in the twentieth century. Attention will also be given to the history of genocide prevention and post-genocide justice and reconciliation.

Prerequisite: 3 credits in History

HI 250 Military History (3) O

A survey of military history, including operations, strategies, and the relationship between war and society from the ancient world to the 19th century.

Prerequisite: 3 credits in History

HI 263 History of Christianity (3) A

An introduction to the global history of Christianity, with emphasis on the social and cultural context in which Christian beliefs, practices, and institutions developed.

HI 272 History at the Movies (3) B

An introduction to the depiction of history in popular film. Themes and films will vary from year to year.

Prerequisite: 3 credits in History

HI 280 History in Practice (3) A

An introduction to the nature, methods, and practice of history. Topics will include the nature of history as a discipline; historical sources and their analysis; library, archival, and Internet research; historical interpretation; and historical writing.

Prerequisite: 3 credits in History

HI 299 Special Topics in History (3) O

Special studies in History, as announced.

Prerequisite: Permission of the department

HI 304 History Educational Travel Study (3) O

This course combines educational travel, study, and reflection to examine one or more historical periods or themes. Destinations vary from year to year.

Prerequisite: Permission of the department

HI 313 Christianity in Canada (3) B

A seminar course exploring the history of Christianity in Canada from early missions to indigenous peoples to the present. Particular attention will be given to lived religious experience and historical-cultural factors relating to Canadian thought, politics, nationalism, Indian Residential Schools, and social action.

Prerequisite: 3 credits in History

Note: This course is cross-leveled as CH 614

HI 314 Western Canada (3) O

A study of Canada's four western provinces from the late nineteenth century to the present. Themes will include the cultural, ethnic, and economic characteristics that have resulted in a variety of regionalisms and popular dissent movements. Particular attention is paid to treaty relations and the ongoing contributions of indigenous peoples.

Prerequisite: 3 credits in History

HI 321 Vikings, Anglo-Saxons, and the Medieval North (3) B

A study of the history and archaeology of Northern Europe, the British Isles, and the North Atlantic during the early Middle Ages, from the end of Roman Britain to the Christianization of Scandinavia. Topics will include ethnic identities and cross-cultural influences, warfare and political structures, and the role of the North in the political and economic development of medieval Europe.

Prerequisite: 3 credits in History

HI 323 The Protestant Reformation (3) B

An investigation of the transition from medieval to modern Christianity through the events of the Protestant Reformation. Attention will be given to the contexts of the Renaissance, the German and Swiss Reformation movements, and the diverse expressions of sixteenth-century Christianity throughout Europe.

Prerequisite: 3 credits in History

Note: This course is cross-leveled as CH 612

HI 333 Early Christianity (3) B

An examination of the major developments in the history of Christianity from its origins to the 7th century AD. Emphasis will be placed on doctrinal and theological developments and the social and political context of the Christian churches.

Prerequisite: 3 credits in History

Note: This course is cross-leveled as CH 611

HI 345 History of the World Wars (3) B

An analysis of the causes, course, and outcomes of the First and Second World Wars, including international relations before 1914, during the interwar period, and into the Cold War.

Prerequisite: 3 credits in History

HI 362 Alliance History and Thought (3) A

A survey of the origins of The Alliance Canada in its social, cultural, and theological contexts. The course also examines and evaluates various continuities and changes in The Alliance Canada thought and practice.

Prerequisite: REL 161 or HI 263. Prerequisite will be waived for students who are in a denominational credentialing process.

Note: This course is cross-listed as REL 362 and cross-leveled as CH 610/TH 640.

Note: For the online version of the course there is a class limit of 20 students and preference is given to those living outside of Calgary.

HI 363 History of Evangelicalism (3) O

A seminar course on the ways in which Evangelicals have shaped and have been shaped by the social, political, economic, and religious culture of Britain, Canada, and the United States. Attention will be given to subjects such as revival, social reform, missions, gender, secularization and the relationship between evangelicalism and capitalism.

Prerequisite: 3 credits in History

Note: This course is cross-leveled as CH 613

HI 370 Public History (3) A

A seminar course studying the ways in which history is put to "public" use. Attention will focus on ways representations of the past are marshalled to create and reproduce "usable" meanings and how these meanings have come into conflict. Students will also be involved in a public history project applying their skills and knowledge in a community-based research initiative.

Prerequisite: 3 credits in History

HI 380 Applied Research in History (3) A

An advanced, project-based research course. Topics and projects will vary from year to year. Normally, students and faculty will work collaboratively on research projects designed to serve the needs of local museums, historical sites, and historical societies.

Prerequisite: HI 280

HI 399 Special Topics in History (3) O

Special studies in History, as announced.

Prerequisite: Permission of the department

HI 404 History Educational Travel Study (3) O

This course combines educational travel, study, and reflection to examine one or more historical periods or themes. Destinations vary from year to year.

Prerequisite: Permission of the department

HI 405 Special Topics in History (3) O

Special studies in History, as announced.

Prerequisite: Permission of the department

HI 412 Canada During the World Wars (3) B

A study of social, cultural, and political developments in an era of rapid urbanization, industrialization, international turmoil and economic depression.

Prerequisite: 3 credits in History at the 300-level

HI 422 Nazi Germany (3) B

A seminar course examining the rise and rule of the Nazi Party as well as aspects of the Second World War, the Holocaust, the German Church Struggle, and the German Resistance.

Prerequisite: 3 credits in History at the 300-level

HI 432 The Fall of Rome and the Collapse of Complex Societies (3) B

A seminar course examining historical and anthropological scholarship on how and why some societies collapse. The course focuses on the collapse of political and economic complexity in the Western Roman Empire – the so-called “Fall of Rome” (4th-6th centuries A.D.) – but also compares other collapses across history, from the cities of the Maya to the shores of Rapa Nui/Easter Island.

Prerequisite: 3 credits in History at the 300-level

HI 480 Field Placement in History (3) O

A field placement to be arranged with a local museum, historical society, or archive, in which students apply their historical knowledge and skills in the workplace.

Prerequisite: Permission of the department

HI 495 Independent Research in History (3) O

An advanced research course consisting of the production of a single, substantial research paper. After the completion of a research proposal, the final paper will be based substantially on primary sources and include a detailed historiographical discussion.

Prerequisite: Permission of the department and a minimum cumulative GPA of 3.0.

HUMANITIES

HUM 101 Reading and Writing for University (3) A

A themed introduction to critical reading and writing for university students. This course combines a systematic consideration of the elements of expository and argumentative writing, training in active reading strategies that facilitate that writing, and instruction in the fundamentals of English grammar and sentence structure.

HUM 201 Reading and Writing in the Christian Intellectual Tradition (3) A

An intermediate critical reading and writing course that introduces students to seminal texts and ideas from the Christian intellectual tradition. This course further considers the elements of active reading and academic writing introduced in HUM 101 while also instructing students in library and research skills, the research paper-writing process, and strategies to improve writing style and formal oral communication.

Prerequisite: HUM 101

HUM 485 Humanities Capstone Seminar (3) A

An integrative senior seminar course designed to give students the opportunity to reflect on, deepen, and consolidate the disciplinary knowledge gained in the course of their degree together with other students in Humanities programs (Christian Studies, English, History, and General Studies), in light of the university mission to be “a community of transformative Christian higher education with a vision for the welfare of our city and our world,” and “to prepare men and women for wise, joyful and redemptive engagement in the church, society, and the created order.”

Prerequisite: 75 credits completed for students in three-year degrees; 105 credits completed for students in four-year degrees

INTERCULTURAL STUDIES

ICS 202 Cultural Anthropology (3) B

Introduction to cultural anthropology including the concepts of culture, language, status and role, marriage and the family, kinship, legal systems, social groups. Students learn about participant-observation methods using cultural locations in and around Calgary.

ICS 204 Intercultural Studies Travel Study (3) O

Travel study provides experiential learning about issues in intercultural studies. Preparatory reading and post-travel written assignments are required. The location will depend on the expertise of the instructor.

Prerequisite: Completion of 60 credits and permission of the Dean

ICS 205 Intercultural Competence (3) A

Foundational principles and necessary skills for effective communication between people based on an understanding of culture and worldview. Attention will be given to the impact of culture on the shaping of worldview, communication, thinking, values and verbal and non-verbal behaviour and the important role of social, cultural and historical contexts in human interactions.

ICS 299 Special Topics in Intercultural Studies (3) O

Special studies in Intercultural Studies, as announced.

Prerequisite: Permission of the Dean

ICS 303 Global Forms of Violence Against Women (3) B

A study of theoretical explanations of violence against women in the Majority World and Western societies, including Female Genital Mutilation (FGM), infanticide, female foeticide, honour-killings, early child-marriage, prostitution, and Gender Based Violence (GBV). Particular attention will be given to the ways in which Christianity has been used to legitimate and counteract violence against women.

Prerequisite: REL 105 or REL 161

ICS 304 Intercultural Studies Travel Study (3) O

Travel study provides experiential learning about issues in intercultural studies. Preparatory reading and post-travel written assignments are required. The location will depend on the expertise of the instructor.

Prerequisite: Completion of 60 credits or permission of the Dean

ICS 305 Intercultural Studies Practicum (6) A

This 7-12-month practicum provides the student with immersion into another culture for the purpose of integrating classroom input with experience in a cross-cultural setting using a number of formal, informal and non-formal learning activities. The student is involved in an opportunity that complements his/her degree. The student will experience life with a local family for at least a few weeks of their time in the nation, and will engage in intentional culture and language learning. The primary focus is on the student and on the international worker-mentor as a teacher-leader.

Prerequisite: FE 200, FE 201, ICS 202, ICS 205

ICS 306 Reading Through the Eyes of the Majority World (3) B

An intercultural studies methods course focused on reading biblical and other cultural texts. The course will introduce students to various interpretive methods used by Majority World scholars, examining how post-colonial readers have re-read biblical texts to bring life to those being exploited and abused.

Prerequisite: ICS 205

ICS 308 Applied Intercultural Competence (3) B

An advanced course that builds on the major concepts covered in ICS 205 and equips students with the theory and skills required to practice intercultural competence in a variety of sectors including business, psychology, health, and education. This course will give attention to frameworks and proficiencies that lead to both intercultural flourishing and degradation, and examine ways in which students can actively cultivate intercultural competencies in order to participate in a globalized society.

Prerequisite: ICS 205

ICS 346 Language, Culture, and Communication (3) O

Introduces cultural theory in relation to interpersonal communications theory about language and how it is used in everyday life. This provides groundwork for discussing how bridging cultures is possible and the importance of developing awareness about one's own culture.

Prerequisite: 3 credits in Psychology at the 200-level or ICS 205

Note: This course is cross-listed as PS 346.

ICS 354 Culture and Human Development (3) B

Explores how basic human phenomena that are often taken as personal (e.g., emotion, values, morality, perception, cognition, and consciousness) can result from culture. Attention will be directed to the way that children are shaped to perform such phenomena in culturally constituted ways.

Prerequisite: PS 121 or ICS 205

Note: This course is cross-listed as PS 354.

ICS 402 Psychology of Immigration (3) O

An exploration of transmigration and the tensions it raises in pluralistic societies. Students will gain insight into transmigration and adjustment by discussing how culture is a meaningful part of life that cannot be reduced to trivial tokens. This course will also introduce students to the practicalities of overcoming barriers to adjustment.

Prerequisite: ICS 205 or 3 credits in Psychology at the senior level

Note: This course is cross-listed as PS 402.

ICS 404 Intercultural Studies Travel Study (3) O

Travel study provides experiential learning about issues in intercultural studies. Preparatory reading and post-travel written assignments are required. The location will depend on the expertise of the instructor.

Prerequisite: Completion of 60 credits and permission of the Dean

ICS 399 Special Topics in Intercultural Studies (3) O

Special studies in Intercultural Studies, as announced.

Prerequisite: Permission of the Dean

ICS 405 Special Topics in Intercultural Studies (3) O

Special studies in Intercultural Studies, as announced.

Prerequisite: Permission of the Dean

ICS 490 Independent Study (3) O

Independent Study consists of an individual research project which investigates a problem area or topic not treated extensively in a regular course.

Prerequisite: Permission of the Dean with a minimum cumulative GPA of 3.0

INTERDISCIPLINARY STUDIES

IND 201 Leadership Development (3) A

An experiential student leadership course which starts in the spring and includes two subsequent semesters. The course includes an online and outdoor adventure education component. Readings, assignments, journaling, seminars, and practical experiences will help students reflect on and integrate theory with practical experience to enhance leadership development.

Prerequisite: Restricted to students who hold an approved Ambrose student leadership or club position and permission of the instructor required.

IND 287 Science and Faith (3) B

This course explores the complex relationship between science and Christian faith, with a particular focus on evolutionary biology. Topics include: models of science-faith interactions; science and religion as ways of knowing; and Christian interpretations of evolution. The bulk of the course will be spent on discussing the four main contemporary Christian perspectives: Young Earth Creationism, Old Earth Creationism, Intelligent Design, and Theistic Evolution. These perspectives will be placed in their historic and contemporary contexts, and will be compared and contrasted for their theological understandings of Creation, Fall, Flood, image, and human origins.

Prerequisite: 3 credits in REL

Note: Bachelor of Science students only may use this course as a senior REL course

IND 288 Art and Faith I (3) A

This course explores the historical relationship between the Christian Church and visual and performing arts until 1899. Historical and biographical sources will be used alongside musical, dramatic, and visual art to examine this relationship. Topics may include early

Christian symbols, early liturgical use of music and theatre, the secularization of musical and dramatic presentation, the impact of the Reformation on art creation, and the shift from the patronage system to the "Artist as individual." Students will be asked to consider how artistic trends are incorporated into worship arts, the value of arts creation outside of a worship environment, and the examination of student faith traditions relating to art.

Prerequisite: REL 105 or REL 161

Note: This course can apply as a Fine Arts elective in any program but cannot apply as a senior REL course

IND 289 Art and Faith II (3) A

This course explores the historical and contemporary relationship between the Christian Church and visual and performing arts from 1827 to the present. Historical and biographical sources will be used alongside musical, dramatic, and visual art to examine this relationship. Topics include Romanticism and the dissolution of patronage, World War I and the response of modernist artists, Post-modernism, boundaries in art creation and consumption, and artists in the contemporary Church. Students will be asked to consider how artistic trends are incorporated into worship arts, the value of arts creation outside of a worship environment, and the examination of student faith traditions relating to art. Finally, students will be asked to engage in some form of artistic praxis with their home or local church community in an agreed upon artistic collaboration.

Prerequisite: REL 105 or REL 161

Note: This course can apply as a Fine Arts elective in any program but cannot apply as a senior REL course.

KINESIOLOGY

KIN 121 Physical Activity Skills – Basketball Fundamentals (1.5) B

An introductory basketball course that focuses on the fundamental skills and tactics used in game situations. The course will also involve principles of biomechanics, motor learning, rules, teaching progressions, detection and correction of errors and safety considerations in teaching and/or coaching basketball. This course will run over half of a semester.

Notes: This course does not fulfill a Science elective in any program. This course can only apply as Open Elective in any program.

KIN 122 Physical Activity Skills – Volleyball Fundamentals (1.5) B

An introductory volleyball course that focuses on the fundamental skills and tactics used in game situations. The course will also involve principals of biomechanics, motor learning, rules, teaching progressions, detection and correction of errors and safety considerations in teaching and/or coaching volleyball. This course will run over half of a semester.

Notes: This course does not fulfill a Science elective in any program. This course can only apply as Open Elective in any program.

KIN 123 Physical Activity Skills – Futsal Fundamentals (1.5) B

An introductory Futsal course that focuses on the fundamental skills and tactics used in game situations. The course will also involve principals of biomechanics, motor learning, rules, teaching progressions, detection and correction of errors and safety considerations in teaching and/or coaching Futsal. This course will run over half of a semester.

Notes: This course does not fulfill a Science elective in any program. This course can only apply as Open Elective in any program.

KIN 124 Physical Activity Skills – Group Fitness (1.5) B

An introduction to fitness activities that are taught in a group setting including (but not limited to): indoor cycling, step, kick boxing, aqua fitness, mixed aerobics, muscular conditioning, interval training and stretch classes. This course will be 24 hours in length.

Notes: This course does not fulfill a Science elective in any program. This course can only apply as Open Elective in any program.

KIN 201 Introduction to Kinesiology (3) A

This course will introduce students to the mechanics and physiology of movement, as well as the short and long term benefits of exercise. It will also discuss the role of exercise in health, disease, and physical therapy.

KIN 241 Introduction to Coaching (3) B

This course will provide the student with a foundation on which to establish their coaching skills. The course will touch on foundational topics and skills in coaching including but not exclusive to: recruitment and team selection, practice- planning and drill selection, technical skill instruction and skill error detection/correction, biomechanics, nutrition, skill acquisition, and safety management. This course will also provide some practical experience of coaching sessions and qualify students for NCCP Level #1 accreditation.

Notes: This course does not fulfill a Science elective in any program. This course can only apply as Open Elective in any program.

KIN 243 Coaching and Leadership (3) B

Coaching and Leadership is the study of influence in the sporting environment and integrates leadership lessons with athletic and coaching practices. Students will discover answers to questions such as: Who am I as a leader and coach? Why do I coach and what is my coaching philosophy? How will I effect change in my athletes? What is the purpose or vision for my athletes and team? With a term project of creating a seasonal plan for their sport and team of choice, students will be challenged to incorporate coaching and leadership strategies into an executable plan. Instruction will consist of lectures, group work, and in-sport observation.

Notes: This course does not fulfill a Science elective in any program. This course can only apply as Open Elective in any program.

Prerequisite: KIN 241

KIN 255 Growth and Development (3) B

This course will teach the physiological and anatomical in the human body through development and childhood, as well as discussing the changes seen with aging. It will teach the effects of aging on body physiology and psychology, and discuss possible physical therapies to counter these effects.

Prerequisite: BIO 131 and BIO 133

KIN 323 Integrative Physiology (3) B

This advanced physiology course will enhance previous knowledge on body systems by discussing how different body systems interact with each other – including cardio-pulmonary and cardio-renal interactions, as well the integrated body effects of stress, exercise, growth, and disease.

Prerequisite: ZOO 263

Note: This course is cross-listed as ZOO 323

KIN 334 Sports Psychology (3) O

Sport psychology is the scientific study of people involved in sport and exercise activities. In this course, students will learn about how factors such as personality, motivational and emotional states can affect sport performance and exercise. Topics covered will include: sport and exercise environments, group processes, performance improvement, enhancing health and well-being, and facilitating psychological growth and development. Students will also learn how to effectively apply the latest knowledge and theories into various real life situations. Sport psychology is a foundational course for students who plan on pursuing a career in coaching, sport and exercise psychology, as well as kinesiology.

Prerequisite: PS 121

Notes: This course cannot fulfill a Science elective for students in a Behavioural Science or Psychology program. This course is cross-listed as PS 334.

KIN 335 Sports Injuries and Rehabilitation (3-1T) O

This course will be a combination of lectures, directed study, and practical work. It can be completed over one term or two. Lectures will include topics such as the physiology of sports injuries, injury prevention and rehabilitation, and training methods. Directed study will enhance these topics and include the most up-to-date research in these areas. Hands-on practical work and tutorials will include training methods and injury rehabilitation (e.g. taping methods and rehabilitative exercises, etc.)

Prerequisite: KIN 201

KIN 351 Coaching Psychology (3) B

This course will cover various psychological principles associated with sports. Discussions will consider the psychological variables that can hinder or enhance athletic performance. Class content will illustrate numerous psychological techniques that can be used to this end. At the conclusion of the class, the student should possess a better understanding of why athletes succeed or fail based upon theoretical principles. This introductory course is ideal for students who wish to work with athletes in some capacity, pursue a career in physical education teaching and/or coaching, or plan on working in the health and fitness industry.

Prerequisite: KIN 241 or PS 121

KIN 367 Exercise Physiology (3-3L) B

This course will cover the physiological changes seen with exercise and fitness, with special focus on the muscular, nervous, cardiovascular, and respiratory systems. It will also focus on the effects of physical conditioning and training.

Prerequisite: ZOO 263

KIN 385 Biomechanics (3-3L) B

This course will cover the biomechanical properties of tissues and organs and will discuss the effects of these properties on function. Methods for the analysis of deformational mechanics will be introduced as they apply to biological tissues including bone, muscle, and connective tissues. Analysis of movement will also be discussed at a biomechanical level.

Prerequisite: ZOO 261 and ZOO 263 (PHY 111 is recommended)

LANGUAGES - ANCIENT**GR 100 New Testament Greek I (3) B**

The first half of an introduction to the grammar, syntax, and vocabulary of the Greek New Testament that is completed in GR 201.

GR 201 New Testament Greek II (3) B

A continuation of GR 100 that introduces grammar, syntax, and vocabulary not covered in GR 100. Principles of translation are introduced as New Testament passages from the gospels, Pauline epistles and 1 John are translated.

Prerequisite: GR 100

GR 300 New Testament Greek III (3) B

A reading course involving extensive reading in the Greek New Testament and further study of grammar, syntax, and vocabulary.

Prerequisite: GR 201

HEB 200 Biblical Hebrew I (3) B

An introduction to the grammar, syntax and vocabulary of biblical Hebrew taught inductively from the Book of Esther.

HEB 201 Biblical Hebrew II (3) B

A continuation of HEB 100. Basic principles of exegesis are introduced.

Prerequisite: HEB 200

HEB 300 Biblical Hebrew III (3) B

A reading course involving extensive reading in Biblical Hebrew and further study of grammar, syntax, and vocabulary.

Prerequisite: HEB 201

LANGUAGES - MODERN**FRE 101 Introductory French: Beginners' Level I (3-2L) O**

Designed for students with no previous knowledge of French, this course introduces basic grammar, conversation, reading, and writing in French.

FRE 103 Introductory French: Beginners' Level II (3-2L) O

A continuation of FRE 101, or for those learners who possess some knowledge of the French language. It is designed to further basic grammar, conversation, reading, and writing skills in French. Placement tests available.

Prerequisite: FRE 101 or French 20

FRE 201 First-Year University French I (3-2L) O

A continuation of Beginners' French with a focus on building upon the basics of the French language. This will include further development of grammar, reading, comprehension, and composition skills, as well as an introduction to French literature. Placement tests available.

Prerequisite: French 30, or FRE 103, or equivalent

MATHEMATICS**MA 110 Introduction to Mathematics for Business (3-1T) A**

Basic concepts in mathematics with applications in business. Topics include linear systems, quadratics, sequences, exponential and logarithmic functions. Applications include compound interest, annuities, and linear programming.

Prerequisite: Math 30-1 or Math 30-2

Note: This course is not intended for students majoring in Biology.

MA 111 Linear Algebra (3-1T) B

This course teaches linear equations, matrices, and vectors with elements and applications to coordinate geometry.

Prerequisite: Math 30-1

MA 149 Introductory Calculus (3–2T) B

This course teaches functions and graphing, integrals and derivatives as well as exponential, trigonometric and logarithmic functions.

Prerequisite: Math 30-1

MA 153 Calculus II (3–1T) O

This course teaches methods of integration, differential equations and their applications.

Prerequisite: MA 149

MEDICAL SCIENCE**MED 231 Medical Terminology (3) O**

This course will introduce students to the general terms, prefixes, and suffixes used in medical terminology – a valuable tool for the medical fields.

Prerequisite: BIO 133

MED 275 Health and Wellness (3) B

This course will cover the aspects of health and wellness and the importance of a healthy lifestyle. The course content includes physical fitness, stress management, nutrition, and a positive self-image. It will also address health problems related to aging, obesity, substance abuse, stress, STD's, and socio-economic status.

Prerequisite: One of the following: BIO 133, KIN 201

MED 469 Current Topics in Health and Medicine (3) O

This seminar course will discuss current topics, applications, and controversies in the medical field. It will include journal paper reviews and student presentations.

Prerequisite: ZOO 261 and ZOO 263

MUSIC**MU 036 Introduction to Music Theory (non-credit) A**

This introductory course prepares students for future studies in the elements of Western art music. It offers basic music theory studies to the music major, music minor, and non-music major. Course components include music notation, scales, intervals, key signatures, time signatures, chords, cadences, and rudimentary concepts of harmony and analysis.

MU 100 An Introduction to Music (3) O

An introductory survey of the history, genres, and composers of Western art music from the medieval era to the present. This course includes the study of musical vocabulary, musical elements, and the development of musical style in its cultural contexts. Students will encounter key musical works through regular exercises in focused listening. The development of film music, jazz, and pop will also briefly be considered. Prior musical training is not required.

MU 125a Aural Skills I (1.5–1.5L) B

A practical approach to the development of aural skills including melody, rhythm, harmony and sight-singing. Students are required to register for both MU 125a in Fall semester and MU 125b in Winter semester for a total of three credits.

Prerequisite: RCM Advanced Rudiments or equivalent

MU 125b Aural Skills I (1.5–1.5L) B

A continuation of MU 125a, providing a practical approach to the development of aural skills including melody, rhythm, harmony and sight-singing.

Prerequisite: MU 125a

MU 136 Music Theory I (3-1L) B

An introduction to the elements of Western art music and their notation with application to the design of musical lines and texture. The course will focus primarily on diatonic harmonic function and will include an introduction to species counterpoint. Students will practice complimentary piano proficiency skills in an additional 1-hour (non-credit) lab.

Prerequisite: MU 036

Note: Students can only earn credit for one of the following: MU 136 or MU 126.

MU 140/141/240/241/340/341 Applied Music (1.5) A

Private lessons in voice or instrument; one-half hour per week for one semester.

Prerequisite: Permission of the department

Note: Student must earn 3 credits at the 100-level before progressing to senior level courses.

MU 157/158/257/258/357/358/457/458 Instrumental Ensemble (1.5) A

Instrument ensemble that involves various instrumental combinations that reflect student demand and availability.

Note: Ensembles must be taken in numerical order. In addition to the requirements of the first two terms of instrumental ensemble, students will be required to participate concurrently in a large vocal ensemble for two terms. No additional credit will be given or additional fees assessed.

MU 180/280/281/282/380/381/480/481 Applied Music (3) A

Private lessons in voice, instrument or composition; one hour per week for one semester.

Note: Applied Music courses must be taken in numerical succession.

Pre-requisite: Applied Composition at the 380-level requires a pre-requisite of MU 237 and permission of the department. Upper level composition courses are normally offered to students in Bachelor of Arts: Music or the Bachelor of Music programs.

MU 190/191/290/291/390/391/490/491 University Singers (1.5) A

A choral experience that is open to all students. Participants are encouraged to complete the entire year for three credits. An audition is required.

Note: Student must earn 3 credits at the 100-level before progressing to senior level courses.

MU 201 Musics of the Western World (3) B

An experiential and historical approach to a diversity of Western musical styles. The course will normally consist of a series of segments dealing with Opera, Jazz, and Musical Theatre.

Note: This course does not satisfy a senior Music elective for music program students.

MU 202 Crossroads: The Blues in Popular Music (3) B

An introduction to the development, influence and expressions of the blues in American popular music and society.

Prerequisite: The completion of 30 credits of undergraduate study

Note: This course does not satisfy a senior Music History elective for music program students.

MU 203 History of Music I (3) B

A general survey of the genres, performance practices, composers, performers and cultural context of Western art music from early Christian music to the beginning of the Baroque period.

Prerequisite: A strong musical background is recommended for non-music majors. Permission of the department.

MU 204TS Music Educational Travel Study (3) O

This course combines educational travel, study and reflection to examine one or more themes in the area of music. Destinations vary.

Prerequisite: Permission of the department

MU 207 History of Music II (3) B

A general survey of the genres, performance practices, composers, performers and cultural context of Western art music from the Baroque period to the Classical period.

Prerequisite: MU 203 or permission of the department

MU 211 History of Music III (3) B

A general survey of the genres, performance practices, composers, performers and cultural context of Western art music from the Romantic period to the present.

Prerequisite: MU 207 or permission of the department

MU 212 Basic Conducting (3) A

A study and application of the fundamental skill of conducting.

Prerequisite: RCM Advanced Rudiments or equivalent, MU 125a and MU 125b.

MU 215 Piano Pedagogy I (3) B

A study of teaching the piano and its literature from the beginning student to the intermediate level. This course will provide an emphasis on piano teaching principles, the psychology of teaching, and problems in the teaching of private lessons.

Prerequisite: Permission of the department

MU 225a Aural Skills II (1.5 - 1.5L) B

A continuation of MU 125b, providing a practical approach to the development of aural skills including melody, rhythm, harmony and sight-singing.

Prerequisite: MU 125b

MU 225b Aural Skills II (1.5 - 1.5L) B

A continuation of MU 225a, providing a practical approach to the development of aural skills including melody, rhythm, harmony and sight-singing.

Prerequisite: MU 225a

MU 236 Music Theory II (3-1L) B

An expansion of the concepts and materials of diatonic harmony as begun and presented in MU 136 with special emphasis on modulation, diatonic seventh chords, melody writing structural analysis, and chromatic harmony and form. Students will practice complimentary piano proficiency skills in an additional 1-hour (non-credit) lab.

Prerequisite: MU 136 or equivalent

Note: Students can only earn credit for one of the following: MU 236 or MU 226.

MU 237 Music Theory III (3) B

A continuation of the concepts and materials of chromatic harmony presented in MU 236, with an emphasis on Neapolitan and augmented sixth chords, modulation to distantly related keys, and formal considerations of Western art music of the 18th and 19th centuries.

Prerequisite: MU 236

Note: Students can only earn credit for one of the following: MU 237 or MU 326.

MU 259 Collaborative Performance (3) A

The art and skill of collaborative music making. Activities will include weekly class ensemble meetings as well as supplementary rehearsals and performances with assigned instrumentalists or singers. Participants will improve musical, performance, and analytical skills related to public performance while learning to receive and apply constructive criticism from colleagues.

Prerequisite: Permission of Department

MU 270 Jazz Improvisation (3) B

An introduction to basic jazz improvisational techniques and understandings. Application to the student's chosen jazz instrument will be required.

Prerequisite: MU 136 and permission of the department

MU 272 Jazz History (3) B

This course will introduce the student to the significant historical and stylistic elements of the development of jazz, including notable personalities and their unique contributions to jazz.

Prerequisite: RCM Advanced Rudiments or equivalent

MU 274 Jazz Theory (3) B

An introduction to the elements of jazz music with emphasis on numerical analysis, jazz modes, and chord progression analysis in standard repertoire. The course will include a strong listening component and minor composition elements.

Prerequisite/Co-requisite: MU 236 or Permission of Department

MU 299 Special Topics in Music (3) O

Special themes in Music, as announced.

Prerequisite: Permission of the department

MU 304TS Music Educational Travel Study (3) O

This course combines educational travel, study and reflection to examine one or more themes in the area of music. Destinations vary.

Prerequisite: Permission of the department

MU 307 World Music (3) O

An inquiry into the various issues and practices of world music. This will include exposure to a variety of musical cultures from around the world, inquiry into the relationship between culture and musical expression, understanding the use and function of music in society, exposure to the variety of instruments and musical styles, and identification of musical elements such as melody, rhythm, harmony, timbre, texture, and form. Some performance application may be included in the course.

Prerequisite: MU 207

Note: This course will fulfill 3 credits in History of Music for Music program students.

MU 308 Popular Music from 1945 to the Present (3) B

An inquiry into the various popular music styles of North America and Europe. This course will focus on popular musical practices, the connection to cultural movements, the use of various elements of music making, and significant performers in each style.

Prerequisite: MU 207

Note: This course will fulfill 3 credits in History of Music for Music. program students.

MU 312 Advanced Conducting (3) O

A continuation of MU 212, dealing with the development of more complex conducting techniques. Topics include a study of rehearsal techniques, score preparation, repertory choice, and practical laboratory experience.

Prerequisite: MU 212 and permission of the department

MU 315 Piano Pedagogy II (3) O

A continuation of MU 215, topics will include the examination of more advanced repertoire for teaching purposes. There will be lecture demonstrations relating to various problems in the teaching of private lessons. Developing an understanding of musical style will be a significant part of the course.

Prerequisite: MU 215

MU 325 Vocal Pedagogy (3) B

An introduction to voice science, technology and pedagogical techniques used in the modern voice studio. This course is designed for voice students and vocal music educators.

Prerequisite: 12 credits of Applied Music - Voice

MU 336 Music Theory IV (3) B

An introduction to the theory and analysis of the music of the twentieth and twenty-first centuries, with an emphasis on pitch-class set theory.

Prerequisite: MU 237

Note: Students can only earn credit for one of the following: MU 336 or MU 426.

MU 337 Composition and Arranging (3) B

An applied course comprising structured composition projects for a variety of ensembles. Includes a focus on instrumental ranges, characteristics, and techniques.

Prerequisite: MU 336

Note: Students can only earn credit for one of the following: MU 337 or MU 427.

MU 344 Music Practicum I (3) O

Observation and guided participation in the practical application of music in music-making settings including schools and churches.

Prerequisite: Permission of the music department and completion of 60 credits of a Bachelor of Arts: Music or Bachelor of Music program.

MU 346 Music Practicum II (3) O

Observation and guided participation in the practical application of music in a music-making setting, including schools and churches.

Prerequisite: MU 344

MU 352 History of Music and Worship (3) B

A study of the role of music in the historical development of Christian worship: practice, philosophy, function, and purpose.

Prerequisite: The completion of 30 credits of undergraduate study

MU 355 History of Keyboard Music (3) B

A focused look into piano music beginning with the late Sixteenth- and Seventeenth-Century English Virginalists and their contemporaries, and continuing through the Baroque, Classical, Romantic, Impressionistic, and Twentieth-Century Periods. Special attention will be given to keyboard music of the Nineteenth century.

Prerequisite: Music student with minimum of 30 credits or non-music student with permission of the department.

MU 359 Collaborative Performance (3) A

The art and skill of collaborative music making. Activities will include weekly class ensemble meetings as well as supplementary rehearsals and performances with assigned instrumentalists or singers. Participants will improve musical, performance, and analytical skills related to public performance while learning to receive and apply constructive criticism from colleagues.

Prerequisite: Permission of Department

MU 399 Special Topics in Music (3) O

Special themes in Music, as announced.

Prerequisite: Permission of the department

MU 401 Psychology of Music (3) B

This course reviews important recent advancement in the interdisciplinary subject of psychology of music. It examines our current understanding on the role of human mental and brain functions in musical activities. Topics to be explored include the origins of music, the nature of sound and music, music perception, cognition and emotion, music acquisition and performance, the creative process of composing music, and the relationship of musical engagement and development of other intellectual abilities.

Prerequisite: 3 credits in Psychology and permission of the department

Note: This course is cross-listed as PS 401.

MU 404 History of Music Seminar (3) B

A seminar class which requires in-depth research into an area of music history.

MU 404TS Music Educational Travel Study (3) O

This course combines educational travel, study and reflection to examine one or more themes in the area of music. Destinations vary.

MU 405 Special Topics in Music (3) O

Special themes in Music, as announced.

Prerequisite: Permission of the department

MU 416 Elementary Music Methods (3) O

An introduction to pedagogical practices of teaching elementary music through the lens of Orff Schulwerk. Elements of Rhythm, Melody, Harmony, Form and Expression will be explored and experienced through a variety of media; singing, movement, active listening, and instrumentation (Body percussion, Non-Pitched Percussion and Pitched Percussion). Students will experience a sequential approach to curriculum delivery using processes ranging from imitation to literacy and literature to improvisation and performance.

Prerequisite: RCM Advanced Rudiments or permission of the department

MU 475 Recital (3) O

Instruction and guided research that culminates in a full recital.

Prerequisite: Permission of the department. Normally open to students who are in their final year of study.

MU 485 Faith, Music and Society (3) A

Inquiry into the use of music in faith and society including the value that is given to music as art, function, aesthetic value, and practice. Focus will be placed on a final project related to the student's interest and musical development.

Prerequisite: Completion of 75 credits (4 year Bachelor of Music or Bachelor of Arts: Music Major) or 60 credits (3 year Bachelor of Arts: Music Concentration).

MU 490.1 Independent Study (3) O

An individual research project which investigates a problem area or topic not treated extensively in a regular course.

Prerequisite: Completion of 75 credits in a Bachelor of Music or Bachelor of Arts: Music program, permission of the department and a minimum cumulative GPA of 3.0.

PHILOSOPHY

PH 125 Introduction to Philosophy (3) A

An introduction to philosophy through discussion of topics such as the criteria and limits of human knowledge, the mind/body problem, free will and determinism, the existence and nature of God, and ethics.

PH 201 Logic (3) B

A course which helps students to think clearly and critically, and to present, defend, and evaluate arguments. Topics covered include inductive and deductive arguments, elementary formal logic, good and bad reasoning, everyday fallacies in common language, and problem solving techniques.

PH 202 Ethics (3) O

This course will introduce students to both classical and contemporary perspectives on moral philosophy. In addition to normative ethics the course will examine issues in value theory and applied ethics. Students will encounter the broad range of ethical controversies including, but not limited to, biomedical and health care ethics, foreign aid, killing and letting die, and other problems of social justice.

Prerequisite: PH 125

PH 203 Philosophy of Religion (3) B

This course is a philosophical examination of issues concerning the existence of God, the immortality of the soul, the occurrence of miracles, the particularity of revelation, the validity of religious experience, and the place of religion in morality. Attention will also be given to issues concerning the relationship between faith and reason and to the relationship between religion and science.

Prerequisite: PH 125

PH 210 Business Ethics (3) O

This course applies ethical problem solving strategies to a variety of issues encountered in the business world including "whistle-blowing," honesty and advertising, affirmative action and hiring policy, employee privacy and drug testing, insider trading, product liability, corporate social responsibility, and issues in international business.

Prerequisite: PH 125

PH 211 Philosophy of Sport (3) O

This course will introduce students to moral and aesthetic issues generated within the contexts of sport, leisure and health. The course will consider a broad sweep of questions, including for example; "What is the value of competition?" "What do sport and leisure contribute to personal and social well-being?" "Is there such a thing as a good foul, i.e., justified rule-breaking, justified cheating?," and "How should we think about beauty, self-improvement, and self-perfection?"

Prerequisite: PH 125

PH 230 Philosophy of Law (3) B

This course exposes students to fundamental jurisprudential questions such as, "What is law?", "What is the relationship of morality to law and legal reasoning?", "What is the justification for punishment?" And the course examines the philosophical foundations of criminal law, tort law, contract law, property law, and constitutional law.

Prerequisite: PH 125

PH 240 Aesthetics (3) B

This course introduces students to the philosophical issues related to art and the apprehension of beauty. A variety of metaphysical and epistemological concerns will be addressed: What is art? What is beauty? Is art artificial or can it be natural? What is the nature and the role of the artist? Do works of art have meaning and if so, how are these meanings derived? Objectivism, formalism, subjectivism, and expressivism will be explored.

Prerequisite: PH 125

Note: This course is cross-listed as FA 240

PH 299 Special Topics in Philosophy (3) O

Special studies in Philosophy, as announced.

Prerequisite: Permission of the department

PH 300 Philosophy of Science (3) O

This course has three main objectives: to understand the nature of scientific reasoning and how that model has shaped and influenced our intellectual culture; to examine the ways in which science and Christian thought relate; and to evaluate the challenge of modern scientific theories and discoveries, including evolutionary biology, modern cosmology, and biotechnologies.

Prerequisite: PH 125

PH 312 Justice (3) O

This course seeks to illuminate the simple question, "What is justice?" by analyzing a breadth of moral and jurisprudential philosophy. A general survey of the traditional distinctions between corrective, distributive, and retributive justice will be undertaken. Particular attention will be paid to analyzing moral and legal justifications in cases where it seems the demands of justice are in conflict. Aristotle, Augustine, Aquinas, Kant, Rawls and Finnis (among others) will provide the theoretical foundations of the course.

Prerequisite: PH 202

PH 320 Bioethics (3) B

This course examines the moral concerns related to a variety of health related services, research programs, and medical interventions. Issues to be examined include, but are not limited to, abortion, euthanasia, genetic engineering, stem cell research, reproductive technology, commodification of organs and bodily tissue, patient consent, and the distribution of scarce medical resources.

Prerequisite: Non-BSc students must have PH 125 and can only take PH 320 for Philosophy credit. BSc students must have either BIO 131 or BIO 133 and may take BIO 320 for Science credit.

Note: Bachelor of Science students may take this course for Science credit. Non-BSc students must take the course as PH 320

PH 340 Ancient Philosophy (3) O

An examination of Ancient Western Philosophy. The course surveys Greco-Roman philosophy from the Presocratics to early Roman Stoicism and Neo-Platonism in the early Common Era. A broad range of philosophical themes will be considered including nature, change, permanence, death, justice, law, knowledge, virtue, happiness, and love.

Prerequisite: PH 125

PH 350 Political Philosophy (3) O

Students are exposed to the major historical figures and ideas relating to political legitimacy and social authority. The course examines, amongst other things, social contract theory, liberalism, libertarianism, socialism, communitarianism, and multiculturalism.

Prerequisite: PH 125

PH 399 Special Topics in Philosophy (3) O

Special studies in Philosophy, as announced.

Prerequisite: Permission of the department

PH 405 Special Topics in Philosophy (3) O

Special studies in Philosophy, as announced. *Prerequisite: Permission of the department*

PH 490 Independent Study (3) O

Independent Study consists of an individual research project which investigates a problem area or topic not treated extensively in a regular course.

Prerequisite: Permission of the department and a minimum cumulative GPA of 3.0

PHYSICS**PHY 111 Mechanics (3-2T) A**

This course teaches concepts in motion and kinematics, forces and acceleration, energy, momentum, and torque.

Prerequisite: Math 30-1 (Physics 30 is recommended)

PHY 223 Introductory Electromagnetism and Thermal Physics (3-2T) B

This course covers the areas of electric forces and circuits, Ohm's law, magnetic forces and thermal physics including gas law, energy transfer and thermodynamics.

Prerequisite: PHY 111

POLITICAL SCIENCE

POLI 101 Introduction to Politics (3) O

An introduction to major political concepts, political systems, and to the study of politics.

POLI 215 Introduction to Canadian Politics (3) O

An introduction to the Canadian political system from the perspectives of political science and history. Topics will include the executive, legislative, and judicial branches of the federal government, the constitution, federal-provincial relations, the electoral process, and the role of ordinary citizens in the political process.

Note: This course is cross-listed as HI 215.

PROFESSIONAL STUDIES

PST 161 Introduction to Mission (3) A

An exploration of key issues the church faces in its mission to the contemporary world. The basis for Christian witness is developed as a foundation for the exploration of God's call to make disciples among all nations in our global society.

PST 201 Pastoral Counselling (3) A

An introductory study of basic counselling skills and their application to personal problem solving in the local church context.

Prerequisite: PS 121

PST 212 Pastoral Theology (3) A

An examination of pastoral practices such as baptism, child dedication, funerals, communion, weddings, prayers for the sick and public prayers. Students will consider these practices in light of their own theological convictions to develop a philosophy of ministry.

Prerequisite: REL 161

Note: Students can only earn credit for one of the following: PST 212 or PST 302

PST 222 Practice of Planning and Leading Worship (3) A

This 3 credit course, over two semesters, is a supervised practical student leadership experience. The class is comprised of corporate worship leading, classroom learning and discussion, and written reflection. Only students who have been appointed to formal student worship leadership roles are eligible to participate, including: the Chapel Worship Coordinator; Word and Table Worship Leader; Chapel Worship Group Leaders; and Associate CWG Leaders. This general goal of this class is to combine theological and practical instruction with concurrent worship leading practice. That is, readings, written assignments, seminars, lectures, classroom and online discussion, and retreats, will help students understand and integrate theory with practical leading experiences.

Prerequisite: Permission of the instructor

PST 261 Missional Encounters (3) O

Principles for communicating the Christian gospel cross-culturally. Particular religion and geographical area will depend on the instructor.

Prerequisite: PST 161

PST 262 Kairos (3) A

Course Description: Kairos is an interactive module course provided by The Alliance Canada that focuses on the biblical, historical, strategic, and cultural dimensions of God's mission. Normally offered as a Directed Study, which adds readings and assignments so that this teaching module can be taken for undergraduate credit.

PST 299 Special Topics in Professional Studies (3) O

Special studies in Professional Studies, as announced.

Prerequisite: Permission of the department

PST 301 Homiletics (3-1.5L) A

Principles of constructing and delivering biblical sermons. Students will preach in class for evaluation by instructor and peers.

Prerequisite: REL 315

PST 304 Advanced Homiletics (3) O

Principles of constructing and delivering sermons in styles other than expository.

Prerequisite: PST 301

PST 307 Evangelism and Discipleship in the Church (3) B

Biblical and historical models for making disciples in changing cultural contexts. Principles of personal spiritual formation are applied using strength-based mentoring.

Prerequisite: PST 212

PST 317 The Church and Contemporary Spiritualities (3) O

This is a course designed to acquaint the learner with a number of influential alternative spiritualities within Canadian culture and to challenge the student to consider carefully the role of the Church particularly in the light of these approaches to spirituality. Beginning with a brief history of Christian spirituality, the course will then consider some major features of contemporary spirituality with special attention given to the nature and function of ritual, myth/narrative (sacred texts), symbolism and sacred space. Finally, the course will move the student towards an understanding of some of the ways in which the Church can or needs to respond to the spiritual quests within contemporary society.

Prerequisite: REL 261 or PST 212

PST 319 Volunteer Ministry (3) B

A theological rationale for ministry by nonprofessionals in the context of contemporary volunteer practices. Students are equipped to identify, recruit, train, motivate, and support volunteers for effectiveness in church and non-profit organizations.

Note: This course is cross-leveled at the graduate level as ED 626.

PST 320 Leadership and Leadership Development (3) B

Basic principles for church leadership including leadership styles, board relations, conflict management, budgeting, and strategies for effective teams.

Prerequisite: PST 212

Note: Students can only earn credit for one of the following: PST 320 or PST 220.

PST 321 Teaching Children for Faith Formation (3) B

Students will develop skills in teaching children. This course includes attention to goals, methods, classroom management, audio-visual media and use of curriculum for the church's ministry to children and families. Strategies for training and empowering volunteer teams to teach children will also be addressed.

Note: This course is cross-leveled as ED 621.

PST 322 Leadership Essentials for Children and Family Ministry (3) B

Practical leadership strategies for leading and implementing ministries to children and families in a church context.

Prerequisite: PST 212, PST 319 and PST 321

Note: This course is cross-leveled as ED 622.

PST 323 Family Ministry Essentials (3) B

An exploration of the family ministry movement and strategies for church initiatives to strengthen marriage, nurture children's faith and keep teenagers in the church.

Note: This course is cross-leveled as ED 623.

PST 341 Strategies of Youth Ministry (3) A

A comprehensive study of the principles and practices of youth ministry within the context of the history of such work. Students focus on the skills for developing and implementing effective and sustainable ministry.

Prerequisite: PST 212

Note: This course is cross-leveled as ED 641.

PST 342 Contemporary Youth Issues (3) B

Foundational skills to understand and assess the constantly changing issues of youth culture. Using various resources, students will gain an understanding of issues facing youth in order to build skills to reflect critically and create effective ministry methods and practices.

Prerequisite: PST 212

Note: This course is cross-leveled as ED 643.

PST 366 Establishing Communities of Faith in a Multicultural World (3) O

Establishing Communities of Faith in Multi-Cultural World is designed to introduce the learner to the exciting ministry of initiating vibrant communities of faith (the church) in context. Participants will discover culturally relevant ways of applying trans-cultural biblical principles

associated with evangelism and the growth of dynamic communities of faith. A theological framework for establishing these communities in their local context is accompanied by relevant methodological and strategic research that informs the way in which these communities are developed in our multi-cultural world.

Prerequisite: PST 161

PST 382 Worship Leadership Strategies (3) A

Foundational principles and practical skills for designing and implementing worship services. An opportunity to plan and direct chapel services is provided.

Prerequisite: Permission of the instructor

PST 398 Effective Online Ministry (3) O

A theological and methodological exploration of online ministry with particular attention to creating an online ministry strategy. It will examine how the internet and social media is profoundly changing culture and explore how the Church can effectively engage this new medium for the advancement of God's kingdom and mission.

Prerequisite: PST 212 or 6 credits in Professional Studies.

PST 399 Special Topics in Professional Studies (3) O

Special studies in Professional Studies, as announced.

Prerequisite: Permission of the department

PST 405 Special Topics in Professional Studies (3) O

Special studies in Professional Studies, as announced.

Prerequisite: Permission of the department

PST 490 Independent Study (3) O

Individual research project to investigate a problem or topic not treated extensively in a regular course.

Prerequisite: Permission of the Dean and a minimum cumulative GPA of 3.0

PSYCHOLOGY

PS 121 Introduction to Psychology (3) A

An introductory course exploring the nature and process of the human mind and behaviour. A survey of psychological research, physiological processes, basic principles of learning, memory, thinking, language, and intelligence, life-span development issues, personality, psychological disorders and related therapy, and social psychology.

PS 215 Sensation and Perception (3) O

The psychological and physiological bases of sensory and perceptual processes, including vision, audition, taste, smell, touch and basic psychophysics.

Prerequisite: PS 121

PS 220 Child Development (3) B

An exploration of the nature and process of normal child development as it progresses from conception to late childhood. Child development is examined as it occurs within four important areas: physical, cognitive, social-emotional, and social.

Prerequisite: PS 121

PS 230 Adolescent Development (3) B

This course focuses on normal human development as it occurs during adolescence. It looks at development by way of the physical, cognitive, and socio-emotional contexts, as well as giving special attention to prevalence, prevention, and treatment of several issues of concern most common during adolescence.

Prerequisite: PS 121

PS 240 Adulthood and Aging (3) B

An examination of normal human development as it occurs in adulthood and old-age. Students explore geriatrics as it relates to psychology by examining the physical, cognitive, and socio-emotional contexts associated with adulthood, old-age, and death.

Prerequisite: PS 121

PS 250 Social Psychology (3) A

This course seeks to understand the nature and causes of individual behaviour in social situations, for the purpose of finding ways to improve the quality of life in society. Students will explore issues such as social perception and cognition, attitude formation, prejudice and discrimination, inter- personal attraction, altruism, aggression, group behaviour, and environmental and organizational psychology.

Prerequisite: PS 121

PS 270 Introduction to Neuroscience (3) A

An introduction to the study of neuroscience and neuropsychology. Attention is given to the foundational issues of studying neurochemistry and experimental techniques related to the structure and function of the nervous system and brain.

Prerequisite: PS 121

Note: This course is cross-listed as BIO 270.

PS 285 Abnormal Psychology (3) B

This course provides an introduction to psychopathology and abnormal behaviour. Using a bio-psycho-social etiological framework, attention is given to the classification, assessment, and methods of therapy related to the major areas of psychopathology. A focus is also to understand the importance of prevention and education in the field of mental health.

Prerequisite: PS 121

PS 299 Special Topics in Psychology (3) O

Selected topics from a variety of areas in Psychology. May be repeated for credit if the topic is different.

Prerequisite: PS 121

PS 300 Personality (3) A

An examination of personality structure, dynamics and development, emphasizing major theoretical perspectives and methods of research. Attention will be given to the comparative analysis of the major theoretical models.

Prerequisite: 3 credits in Psychology at the 200-level

PS 305 Psychology of Family (3) O

This course will focus on family interaction, family dynamics, and family functioning. Using family-systems theory and a multigenerational, developmental framework, this course will explore the challenges faced by contemporary families. Several conceptual lenses will be used to assess and understand family functioning and to guide us through each successive stage of the family life cycle.

Prerequisite: 3 credits in Psychology at the 200-level

PS 306 Basic Skills and Practice for Working with Individuals who are Vulnerable and Homeless (3) B

This course will focus on basic skills and practice when working with individuals who are vulnerable and/or experiencing homelessness. It will explore the challenges faced by individuals who are vulnerable and homeless, such as lack of education and job skills, poor mental and physical health, and addictions. It will also address the importance of case management, its components, and effectiveness. The course is meant to prepare students interested in working with at-risk persons in this population to provide competent and client-centered help.

Prerequisite: PS 121 or SO 121

Note: This course is cross-listed as DVST 306.

PS 307 Psychological Impacts of Poverty (3) O

An exploration of the impacts of poverty on human psychological development. This course will examine the effects of poverty on the maturation of the brain; cognitive, social and emotional abilities; and health outcomes. Also considered will be the influence of living in poverty on the understanding of self and other and on how this influence contributes to risk and resilience. Instruction will consist of lectures, class activities and development of a targeted intervention strategy.

Prerequisite: PS 121

Note: This course is cross-leveled as SC 507.

PS 310 Motivation and Emotion (3) B

This course will consider why people do the things they do and explore where the motivational sense of “want to” originates. Content will focus on major concepts, models, theories and research in the areas of motivation and emotion. The application of the principles of motivation to applied settings, such as in schools, in the workplace, on the athletic field, in counselling, and in one’s own personal life will also be explored.

Prerequisite: 3 credits of Psychology at the 200-level

PS 311 Qualitative Research (3) B

This seminar style course examines the basic techniques for collecting, interpreting, and presenting qualitative data, drawing on research methodologies in areas such as ethnography, grounded theory, case studies, interviews, and focus groups. Special emphasis is given to the epistemological and ontological undercurrents to qualitative research methodology, and “lived experience,” or the process of humans constructing meaning through social interaction.

Prerequisite: BHS 240 and 3 credits in Sociology or Psychology at the 300-level

Note: Students can only earn credit for one of the following: PS 311 or PS 411.

PS 320 Developmental Psychopathology (3) B

An introduction to abnormal child development with a focus on three areas: behavioural disorders, emotional disorders, and developmental and learning disorders. Attention will be given to both risk and preventative factors as they pertain to individual, child, family, peer, and cultural interactions.

Prerequisite: PS 220, PS 230, or PS 285

PS 330 Brain and Behaviour (3) A

An introduction to the neural basis of learning, memory, language, thought, motivation, emotion and behaviour.

Prerequisite: PS 270

Note: This course is cross-listed as BIO 330.

PS 332 Psychology of Creativity (3) B

Human creativity generates ideas and products that are novel and valued by the society. Creativity requires both expert knowledge in various subject domains and uninhibited problem-solving power from creative individuals to creative groups and organizations. This course offers students an opportunity to learn about current scientific research and theories on creativity and its process from a bio-psychosocial perspective; recognize and assess creative ability; identify factors and tools to help promote creative thinking and understand the importance of creating and providing supportive environments to nourish creative behaviours in various social settings.

Prerequisite: PS 121

PS 333 Play Therapy I (3) B

This course provides an overview of the different theories relating to play therapy, introductory knowledge of Gestalt theory, as well as an introduction to different types and mediums of play. Participants will have opportunity engage in experiential activities. Group learning emphasizes the integration of theory and practice, along with group consultation.

Prerequisite: 3 credits in Psychology at the senior level

Note: This course has a class maximum of 25 students.

PS 334 Sports Psychology (3) O

Sport psychology is the scientific study of people involved in sport and exercise activities. In this course, students will learn about how factors such as personality, motivational and emotional states can affect sport performance and exercise. Topics covered will include: sport and exercise environments, group processes, performance improvement, enhancing health and well-being, and facilitating psychological growth and development. Students will also learn how to effectively apply the latest knowledge and theories into various real life situations. Sport psychology is a foundational course for students who plan on pursuing a career in coaching, sport and exercise psychology, as well as kinesiology.

Prerequisite: PS 121

Note: This course is cross-listed as KIN 334

PS 335 Personnel Psychology (3) B

This course will provide an overview of the methods and procedures used to select, place, and evaluate personnel. Topics considered include design of selection systems, training, job performance analysis, work motivation, work stress, legal issues involving protected classes and discrimination; measurement, interpretation and ethical use of job performance scores.

Prerequisite: PS 250 or permission of the department

PS 336 Health Psychology (3) B

A survey of health psychology, this course will take a bio-psychosocial approach to understand health and wellness, exploring the history of the discipline, research/ clinical methods used to measure wellness, underpinnings of health behaviour change and treatments and the evaluation of their effectiveness. Health issues considered will include stress, pain management, injuries, substance abuse, eating disorders, chronic and terminal illness, and the future of health research.

Prerequisite: PS 121

PS 342 Culture and Psychology (3) B

This course will examine the influence of the cultural environment on the development of psychological characteristics by exploring the fields of sensation and perception, human development, emotion, motivation, social perception and interaction, and mental disorders from a cross-cultural perspective. The strengths and limitations of the basic methodologies for cross-cultural research will be considered as well.

Prerequisite: 3 credits in Psychology at the 200-level

PS 344 Psychology of Religion (3) B

A survey of topics in the psychology of religion including but not limited to: classical and contemporary theory, the psychology of spiritual experiences, neuroscience and spirituality, conversion, atheism, and human development. Students will be given an opportunity to reflect on their own spiritual experience.

Prerequisite: 3 credits in Psychology at the 200-level

Note: Students can only earn credit for one of the following: PS 344 or PS 341 and PS 344 or PS 343.

PS 345 Interpersonal Communication (3) B

An introduction to social psychological theory and research on interpersonal relationships. A range of topics will be covered including attraction, communication, friendship and intimacy, conflict and violence, love, and sexuality. Group projects will be an integral part of the course.

Prerequisite: 3 credits in Psychology at the 200-level

PS 346 Language, Culture and Communication (3) O

Introduces cultural theory in relation to interpersonal communications theory about language and how it is used in everyday life. This provides groundwork for discussing how bridging cultures is possible and the importance of developing awareness about one's own culture.

Prerequisite: 3 credits in Psychology at the 200-level or ICS 205

Note: This course is cross-listed as ICS 346.

PS 350 Cognitive Psychology (3) B

Cognitive psychology is a branch of psychology that investigates human mental functions such as perception, memory, general knowledge, language, problem solving, and decision making. The course will focus on material related to the course text. Classes will be comprised of relevant material presented in lecture format and class discussion.

Prerequisite: 3 credits in Psychology at the 200-level

PS 351 Introduction to Cognitive Neuroscience (3) O

An examination of the neural bases of higher human cognitive or mental function. Topics will include the strengths and weaknesses of current techniques for investigating mind-brain relationships and analyzing syndromes due to neurological deficits and diseases. Such techniques may include neurophysiological recording in animals, human EEG and MEG recording, structural and functional non-invasive brain imaging, and brain stimulation methods.

Prerequisite: PS 121 and PS 270

PS 354 Culture and Human Development (3) B

Explores how basic human phenomena that are often taken as personal (e.g., emotion, values, morality, perception, cognition, and consciousness) can result from culture. Attention will be directed to the way that children are shaped to perform such phenomena in culturally constituted ways.

Prerequisite: PS 121 or ICS 205

Note: This course is cross-listed as ICS 354.

PS 395a Preparation for Independent Research I (1.5) O

Consists of conducting a literature review in preparation for subsequent research project. Students investigate a problem area or topic not treated extensively in a regular course and are expected to initialize the preparation of a research project proposal. The course includes regular meetings with instructor.

Prerequisite: 3 credits in Psychology at the 300-level and permission of the instructor. Restricted to students in the Psychology degree with a minimum cumulative GPA of 3.0.

PS 395b Preparation for Independent Research II (1.5) O

Consists of conducting a literature review in preparation for subsequent research project. Students investigate a problem area or topic not treated extensively in a regular course and are expected to initialize the preparation of a research project proposal. The course includes regular meetings with instructor.

Prerequisite: Successful completion of PS 395a and permission of the instructor. Restricted to students in the Psychology degree with a minimum cumulative GPA of 3.0.

PS 399 Special Topics in Psychology (3) O

Selected topics from a variety of areas in Psychology. May be repeated for credit if the topic is different.

Prerequisite: PS 121

PS 400 Narrative Psychology (3) B

Employing a seminar format, this course examines the various ways in which psychologists use narrative in research and applied work. Particular attention will be paid to autobiographical memory, self-narrative and identity development, narrative interpretations of psychoanalysis and psychotherapy, and the cultural and social constructionist traditions. Recent advances in narrative research methodologies will be examined.

Prerequisite: BHS 240 and 3 credits in Psychology at the 300-level

PS 401 Psychology of Music (3) B

This course reviews important recent advancement in the interdisciplinary subject of psychology of music. It examines our current understanding on the role of human mental and brain functions in musical activities. Topics to be explored include the origins of music, the nature of sound and music, music perception, cognition and emotion, music acquisition and performance, the creative process of composing music, and the relationship of musical engagement and development of other intellectual abilities.

Prerequisite: 3 credits in Psychology and permission of the department

Note: This course is cross-listed as MU 401.

PS 402 Psychology of Immigration (3) O

An exploration of transmigration and the tensions it raises in pluralistic societies. Students will gain insight into transmigration and adjustment by discussing how culture is a meaningful part of life that cannot be reduced to trivial tokens. This course will also introduce students to the practicalities of overcoming barriers to adjustment.

Prerequisite: ICS 205 or 3 credits in Psychology at the senior level

Note: This course is cross-listed as ICS 402.

PS 403 Human Sexuality (3) B

Exploration of the nature of human sexuality and related research. Gender, attraction, love, relationships, behavioural patterns and disorders will be explored from biopsychosocial and theological standpoints. The class will emphasize considerations of diversity, development of critical thinking, responsible decision-making, and sexual health. Lectures will include discussion and activities that are connected to the readings from the course text and assigned readings.

Prerequisite: 6 credits in Psychology

PS 405 Special Topics in Psychology (3) O

Selected topics from a variety of areas in Psychology. May be repeated for credit if the topic is different.

Prerequisite: PS 121

PS 415 Tests and Measurement (3-1L) B

The purpose of the course is to provide the knowledge and skills needed to understand, select, score, and interpret individual and group administered psychological and educational tests.

Prerequisite: BHS 240 and BHS 310

PS 417 Psychological Assistant Internship (3) O

Students complete an internship to support registration as a Psychological Assistant with the College of Alberta Psychologists.

Prerequisite: PS 415, PS 440, and Permission of the Department

PS 419 Visual Perception and Optical Illusions (3) O

This course examines how the human visual system processes sensory information to produce a subjective visual reality of the world. Topics include anatomy of the visual system, visual processing of brightness, colour, form, motion and depth. Implications of visual

illusion studies on the perceptual process will be discussed. Use of psychophysical techniques to generate visual sensitivity functions will also be introduced.

Prerequisite: 3 credits in Psychology at the 300-level

PS 420 Introduction to Counselling Psychology (3) B

An introductory course to counselling psychology covering historical and professional foundations, counselling process and theory, skills and specialties in the practice of counselling.

Prerequisite: 3 credits in Psychology at the 300-level

PS 430 Social Development: Child, Family, School, Community (3) B

This course explores the integration of the contexts in which children and families develop and the interactions that take place within and between these contexts. In particular, the socialization influences of the family, the school, the peer group, mass media, the church, and the community will be explored. The focus will be on understanding these sources of socialization and what we can do to empower healthy development in children and families.

Prerequisite: 3 credits in Psychology at the 300-level

PS 440 Introduction to Clinical Psychology (3-1L) B

This course offers an exploration of the major topics in clinical psychology, including assessment and intervention approaches. It addresses theoretical, professional issues and emerging trends within the field of clinical psychology.

Prerequisite: BHS 240 and one of the following: PS 285, PS 320

PS 441 Drugs and Behaviour (3) O

This course will provide an overview of the effects of drugs specifically employed to affect the nervous system, as seen in the treatment of mental disorders, behavioural disorders, and other conditions such as Parkinson's, Huntington's and Alzheimer's diseases. Neuropharmacologic agents will be discussed as they relate to the biochemistry and physiology of neurotransmitters.

Prerequisite: PS 270

PS 450 Forensic Psychology (3) O

This course will provide a broad overview of the relationship between psychology and various aspects of the legal system. A variety of topics will be discussed and critically evaluated, including offender profiling, eyewitness testimony, police issues, jury decision-making, treatment of offenders, psychopathy, risk assessment, criminal responsibility, and fitness to stand trial.

Prerequisite: PS 285

PS 474 Capstone: History of Psychology (3) A

This is a capstone course required of all Psychology majors. It surveys the history of psychological thought from antiquity to the present. Perspectives and theoretical frameworks in psychology are addressed. Current debates in the field are discussed.

Prerequisite: at least 18 credits in Psychology, of which 6 credits must be at the 300-level or higher

PS 490a Independent Study (1.5) O

Independent Study consists of an individual research project which investigates a problem area or topic not treated extensively in a regular course. Weekly seminar with instructor.

Prerequisite: 3 credits in Psychology at the 300-level. Restricted to students in the Bachelor of Arts: Behavioural Science major or Psychology major with a minimum cumulative GPA of 3.0.

PS 490b Independent Study (1.5) O

Independent Study consists of an individual research project which investigates a problem area or topic not treated extensively in a regular course. Weekly seminar with instructor.

Prerequisite: 3 credits in Psychology at the 300-level and a minimum cumulative GPA of 3.0. Restricted to students' in the Bachelor of Arts: Behavioural Science or Psychology major.

PS 495a Research in Psychology (1.5) O

Research project under the direction of a faculty member. Weekly seminar with instructor.

Prerequisite: A minimum cumulative GPA of 3.0. Restricted to students in the final year of the Bachelor of Arts Psychology major.

PS 495b Research in Psychology (1.5) O

Research project under the direction of a faculty member. Weekly seminar with instructor.

Prerequisite: A minimum cumulative GPA of 3.0. Restricted to students in the final year of the Bachelor of Arts Psychology major.

PS 496 Community Research Internship (3) O

Students complete an internship of 120 hours with a community research agency.

Prerequisite: BHS 310 and 9 credits in psychology and Permission of the department

PS 499a Independent Research in Psychology (1) O

Research project under the direction of a faculty member. Weekly seminar with instructor.

Completion of 84 credits; GPA 3.0 or higher; Permission of the department head.

PS 499b Independent Research in Psychology (1) O

Research project under the direction of a faculty member. Weekly seminar with instructor.

Completion of 84 credits; GPA 3.0 or higher; Permission of the department head.

PS 499c Independent Research in Psychology (1) O

Research project under the direction of a faculty member. Weekly seminar with instructor.

Completion of 84 credits; GPA 3.0 or higher; Permission of the department head.

RELIGION

REL 105 Introduction to the Bible (3) A

An overview of the literary genres, contents, and major themes of Biblical literature, focusing on an understanding of the Bible in its original contexts.

REL 130 Introduction to World Religions (3) B

A survey of the ideas and practices of the major world religions, including Judaism, Islam, Hinduism, and Buddhism.

REL 131 Introduction to Christian-Islamic Engagement (3) O

This course is a student of the beliefs and practices of Islam and their relationship with those of Christianity for the purpose of fostering genuine Christian-Islamic dialogue. The course begins with a study of Jesus and Muhammad according to early Christian and Muslim literary sources. It then examines connections between the historical development of both religions which involves a study of the Five Pillars of Islam against the backdrop of Christian antiquity. The course concludes with a survey of contemporary examples of Christian-Islamic engagement.

REL 161 Introduction to Christian Theology (3) A

A survey of the major Christian doctrines expressed in the Apostles' Creed, including Theology proper, Christology, Pneumatology, Ecclesiology and Eschatology.

Notes: This course cannot apply to the BA Christian Studies program or any School of Ministry programs.

REL 204 Christian Studies Educational Travel Study (3) O

This course combines educational travel, study, and reflection to examine one or more topics related to biblical studies, theology, or Christian spirituality. Destinations vary from year to year.

Prerequisite: Permission of the department.

REL 210 Life and Letters of Paul (3) B

A study of the literary and theological legacy of the apostle Paul. This course will examine his biography, the sociology of the Pauline churches in the context of the first century, and significant aspects of his thought.

Prerequisite: REL 105

REL 211 Spiritual Formation in the Christian Tradition (3) A

A study of spiritual formation in the Christian tradition, examining the nature and critical implication of Christian conversion, along with the disciplines necessary to spiritual growth.

Prerequisite: REL 161

REL 212 Wisdom Literature of the Old Testament (3) O

An exegetical study of the books of Job, Psalms, Proverbs, Song of Songs, and Ecclesiastes. These books will be examined for their content, theological messages, poetic styles, and settings within the wisdom literature genre in the Ancient Near East as well as their impact on and relevance to contemporary issues.

REL 220 Pentateuch (3) O

A study of the first five books of the Bible (Genesis, Exodus, Leviticus, Numbers and Deuteronomy), focusing on the historical and cultural contexts of these documents as well as on their literary structure, theology and contemporary relevance.

Prerequisite: REL 105

REL 231 Isaiah (3) O

An exegetical study of Isaiah with attention given to historical and social context, literary form, critical issues, and theological significance.

Prerequisite: REL 105

REL 240 The Synoptic Gospels (3) B

A study of the Synoptic Gospels of Matthew, Mark and Luke, with particular attention given to the theological contribution of each Gospel. Students will also be introduced to contemporary methodologies for studying these Gospels.

Prerequisite: REL 105

REL 261 Issues in Systematic Theology (3) A

This course consists of an overview of the historic teaching of the Christian church regarding the work of Jesus Christ, the atonement, the person and work of the Holy Spirit, soteriology, the Church, the sacraments, and the consummation of history.

Notes: This course cannot apply as a senior REL in Arts and Science programs.

Prerequisite: REL 161

REL 281 Muslim Faith and Practice (3) O

A survey of basic Muslim practice and belief paying special attention to the place of Muhammad in Muslim history and tradition, the Quran and the hadith (traditions).

REL 282 Jesus from Muslim Perspectives (3) O

In this course, students will explore orthodox and historical Muslim beliefs about Jesus based on two major sources, the Qur'an and the *hadith*, and will compare passages in both sources with the Christian Bible. In addition, students will learn about contemporary Muslim beliefs concerning Jesus not necessarily based in historical orthodox teaching. Teaching tools will include video, readings, forum discussions and assignments to reach course objectives.

REL 299 Special Topics in Christian Studies (3) O

Special studies in Christian Studies, as announced.

Prerequisite: Permission of the department

REL 301 Apologetics (3) O

This course is a survey and examination of the history of and rationale for Christian apologetics. This includes an introduction to and exploration of the key questions and arguments that have arisen in both the tradition and in the contemporary context. The course also focuses on the relation between faith and reason, revelation and knowledge, belief and unbelief, and church and culture – all with the intent of more deeply learning what it means to be a faithful and thoughtful Christian witness.

Prerequisite: REL 161

REL 304 Christian Studies Educational Travel Study (3) O

This course combines educational travel, study, and reflection to examine one or more topics related to biblical studies, theology, or Christian spirituality. Destinations vary from year to year.

Prerequisite: Permission of the department

REL 311 The Craft and Discipline of Spiritual Writing (3) O

An exploration and practice of various forms of spiritual writing, drawing on biblical genres as well as historical and contemporary examples to deepen and sharpen students' writing skills. The focus will be on the aims, strategies and craft of good spiritual writing.

Prerequisite: REL 161

REL 315 Hermeneutics (3) A

In this course students are exposed to the steps and tools for interpreting the Bible. Students will also be introduced to contemporary methods of studying the Bible.

Prerequisite: REL 105

REL 325 Topics in the Old Testament (3) O

Special exegetical studies in the Old Testament, as announced.

Prerequisite: REL 105

REL 329 Residential Schools and Christian Theology (3) B

An interdisciplinary exploration of the relationship of Christianity to the cultures in which it finds expression. In particular, this course looks at the history of residential schools in Canada as lens through which to constructively examine Christian belief and practice. We will use church responses to residential schools (before, during, and after the residential school era) to foster a critical engagement with the way sources of knowledge (such as scripture, tradition, culture and history) inform theology. This course will actively engage the findings of the Truth and Reconciliation Commission of Canada.

Prerequisite: REL 161

REL 330 Psychology, Theology, and Indigenous Thinking (3) O

An exploration of knowledge production in post-colonial and indigenous contexts and theology through lecture and field-based learning. Students will explore cultural, regional, and social influences on rival epistemologies and bodies of accepted knowledge.

Prerequisite: REL 161 and PS 121 or SO 121

Note: This course is cross-listed as BHS 330.

REL 332 Psalms (3) O

An exegetical study of the Psalms with attention given to historical and social context, literary form, critical issues, and theological significance.

Prerequisite: REL 105

REL 335 The Rise and Fall of the Israelite Monarchy (3) O

This course examines the rise and fall of the monarchy in ancient Israel through a survey of the historical books of the Old Testament.

Prerequisite: REL 105

REL 348 Luke-Acts and the Mission of God (3) O

A thematic exploration of Luke and Acts in their historical, literary, and social contexts, in which the former records the words and deeds of the Spirit-filled Jesus who ministers to “the sinners and tax collectors” and the latter records those of Spirit-filled early Christians who bear witness to the exalted Christ. The course focuses on distinct themes of the Luke-Acts narrative that relate to the mission of God for Jew and Gentile, including salvation for all, social justice, Spirit baptism, signs and wonders, and religious persecution.

Prerequisite: REL 105

REL 350 The Book of Revelation (3) O

An exegetical study of the Book of Revelation with attention given to historical and social context, literary form, critical issues, and theological significance.

Prerequisite: REL 105

REL 352 The Gospel and Letters of John (3) O

An exegetical study of the Gospel of John, and 1, 2, and 3 John with attention given to historical and social context, literary form, critical issues, and theological significance.

Prerequisite: REL 105

REL 353 Gospel of Mark (3) O

Originally, the Gospel of Mark was not read but rather heard by early Christians in the form of a dramatic re-telling. This influences how contemporary students of Mark should interpret his text. Additionally, Mark’s audience would have had a keen understanding of the Old Testament which would enable them to appreciate Old Testament terms and themes which Mark applies to Jesus. Employing the methods of aurality (Mark written for the listener) and intertextuality (Mark’s use of the Old Testament), this course is an exegetical study of Mark’s Gospel. From this analysis, the course will touch on contemporary issues such as suffering, servant leadership, and the end times.

Prerequisite: REL 105

REL 354 Romans (3) O

An exegetical study of the Epistle to the Romans with attention given to historical and social context, literary form, critical issues, and theological significance.

Prerequisite: REL 105

REL 355 Topics in the New Testament (3) O

Special exegetical studies in the New Testament, as announced.

Prerequisite: REL 105

REL 356 Corinthian Correspondence (3) O

An exegetical study of 1 and 2 Corinthians with attention given to historical and social context, literary form, critical issues, and theological significance.

Prerequisite: REL 105

REL 358 History and Polity of the Church of the Nazarene (3) A

This course traces the formative influences that led to the American Holiness movement and the Church of the Nazarene. The polity of the Church, as well as her major figures and events, are explored. Attention will be given to themes of holiness theology in the context of the growth of the Church of the Nazarene.

Note: This course is cross-leveled at the graduate level as TH 641.

REL 362 Alliance History and Thought (3) A

A survey of the origins of The Alliance Canada in its social, cultural, and theological contexts. The course also examines and evaluates various continuities and changes in The Alliance Canada thought and practice.

Prerequisite: REL 161 or HI 263. Prerequisite will be waived for students who are in a denominational credentialing process.

Note: This course is cross-listed as HI 362 and is cross-leveled as CH 610/TH 640.

Note: For the online version of the course there is a class limit of 20 students and preference is given to those living outside of Calgary.

REL 364 Prayer Paths to God (3) B

An advanced course which studies the historical theology and practice of Christian prayer as it pertains to understanding the role of prayer within the spiritual life. The course is taught from a broadly Christian perspective and includes practical opportunities to try different forms of prayer.

Prerequisite: REL 161

Note: This course is cross-leveled as CS 662.

REL 367 Theologies from the Margins (3) B

A study of the theological expressions of those groups historically sidelined by theological dialogue and development. Particular attention will be paid to Liberation, Feminist, Black and Minjung theologies, as well as the debate regarding Process and Openness theologies.

Prerequisite: REL 161

Notes: This course can fulfill a senior theology elective for ministry students. This course is cross-leveled at the graduate level as TH 667.

REL 369 Trajectories in Reformation Theology (3) O

An advanced course which does an in-depth, comparative analysis of magisterial Protestant, Catholic and Radical Reformation within the context of early modern European society. A broad spectrum of subjects will be covered including soteriological and ecclesiological themes, church/state relations, political/socioeconomic theory, structures of family life and the relationship between the Reformation and the Renaissance.

Prerequisite: REL 161

Notes: This course can fulfill a senior theology elective for ministry students. This course is cross-leveled as TH 669.

REL 370 Theology and Practice of Worship (3) A

A study of the key biblical, theological, historical and philosophical dimensions of Christian corporate worship in which students will be given opportunity to consider these aspects through the lens of various Christian traditions. Attention also is given to the planning and leading of worship gatherings and to the role that music in particular plays in the experience of community worship.

Prerequisite: REL 161

REL 372 Christian Ethics (3) B

A study of influential ethical models current in contemporary moral philosophy. An evaluation of these models provides material for the construction of a Christian ethic based on the Scriptures and the moral teaching of the church.

Prerequisite: REL 161

Note: This course can fulfill a senior theology elective for ministry students.

REL 373 Wesleyan Theology (3) O

Through an exploration of the historical and social background of the eighteenth century and, more particularly, the lives, writings, and legacies of John and Charles Wesley, this course will investigate the implications of the Wesleyan theological heritage in respect to the nature of God and humanity, salvation and sanctification, spiritual growth, church life, worship, and social witness.

Prerequisite: REL 161

Note: This course can fulfill a senior theology elective for ministry students.

REL 375 Theology of Mission (3) O

This course is the exploration of the theological issues pertaining to the mission of God. It will begin by exploring the mission of God in Christ continued by the Holy Spirit through the Church. After examining the Scriptural basis for mission, it will turn to consider the historical development of a theology of mission and, finally, the continuing significance of mission for today.

Prerequisite: REL 161

REL 377 Theology and Popular Culture (3) O

An exploration of contemporary culture for the reception of biblical literature and theological themes. Particular attention will be given to popular media like film and television, popular music, graphic novels, and mass-market books, but some attention may also be given to more consciously artistic forms of expression dating back to the mid-twentieth century. This course will be conducted as a discussion-based seminar, requiring significant preparation and engagement from students.

Prerequisite: REL 105, REL 161

REL 378 Global Missiology (3) B

An exploration of mission theologies and practices from Latin America, Africa, East and South Asia. Students will be exposed to scholars and mission practices from locations in the world where the church is thriving, and equipped with relevant skills for appropriate and effective relationships in our increasingly globalized world.

Prerequisite: REL 161

REL 380 Political Theology (3) O

This course surveys ancient and modern political systems and moral philosophies and examines them theologically, setting them in conversation with a theological and pastoral ethics of forgiveness and reconciliation. It thus provides a framework which sheds light on ecological, economic, relational, and social justice concerns.

Prerequisite: REL 161

REL 381 The Theology of Dietrich Bonhoeffer (3) O

A study of the life and thought of twentieth century theologian Dietrich Bonhoeffer. Through lectures and text discussions students will learn from his historical context, ecclesial activism, and theological ethics.

Prerequisite: REL 161 and REL 261

REL 399 Special Topics in Christian Studies (3) O

Special studies in Christian Studies, as announced.

Prerequisite: Permission of the department

REL 401 Biblical Theology (3) O

A study of both the major theological themes in the Bible, and the methodological issues related to using the Bible as a theological resource. Attention will be given to both unifying themes and to issues of dissonance between themes in the Bible. This course will operate as a discussion-based seminar.

Prerequisite: REL 315

REL 404 Christian Studies Educational Travel Study (3) O

This course combines educational travel, study, and reflection to examine one or more topics related to biblical studies, theology, or Christian spirituality. Destinations vary from year to year.

Prerequisite: Permission of the department

REL 405 Special Topics in Christian Studies (3) O

Special studies in Christian Studies, as announced.

Prerequisite: Permission of the department

REL 460 Theology Seminar (3) O

A seminar course introducing advanced students to significant texts in the Christian theological tradition. The texts to be studied will vary from time to time according to the interests and expertise of the instructor. Representative texts might include John Calvin's Institutes of the Christian Religion, part-volumes of Karl Barth's Church Dogmatics, and the works of Ambrose of Augustine, Martin Luther, Hildegard de Bingen, and Katherine Sonderegger.

Prerequisite: REL 261

Note: This course can fulfill a senior theology elective for ministry students.

REL 490 Independent Research in Christian Studies (3) O

Independent Study consists of an individual research project which investigates a problem area or topic not treated extensively in a regular course.

Prerequisite: Permission of the department and a minimum cumulative GPA of 3.0

SCIENCE**SC 215 Controversies in Science (3) O**

In this course, students will explore the science behind innovative and contemporary topics, as well as apply critical reasoning skills through the examination of controversial issues in science. Instruction will consist of lectures, student research, discussions, debates and in-class presentations.

Notes: This course cannot count as a senior science for BSc students but can count as a Science class for non-Science students. This course can count as an Arts and Science elective for BSC students and can count as a General Science minor course.

SC 250 Science and Society (3) B

An interactive science course for non-science majors, where students are introduced to topics from a range of disciplines. Within each discipline, real-world examples are used to highlight the application of science in daily life. Instruction will consist of lecture, in-class group work, and hands-on experimental activities.

SOCIOLOGY**SO 121 Principles of Sociology (3) A**

This course examines the foundations of sociology, social inequality, social institutions, and social change. It introduces students to the major concepts, theories and procedures of sociological inquiry.

SO 200 Sociology of Families (3) B

A study of the function and structure of the family and its place in society. The emphasis is on the family as a social institution and its cultural foundations.

Prerequisite: SO 121

SO 203 Introduction to Criminology (3) B

This course provides an introduction to the discipline of criminology: crime, criminal behaviour, and the criminal justice system. By engaging with criminological theories, we will examine the social processes leading to criminal behaviour, the changing definitions of deviance and criminality, the formulation of law, various ways of counting and measuring crime behaviour, and social responses to crime, including the operation of the criminal justice system.

Prerequisite: SO 121

SO 205 Sociology of Sport (3) B

This course examines sport in modern societies, with special emphasis on sport in Canada. Emphasis will be given to how sport is socially constructed and the diverse meanings that different groups associate with sport. Attention will also be given to the relationship between sport and social problems and inequality.

Prerequisite: SO 121

SO 206 Sociology of Gender (3) B

A look at how gender is socially constructed within society. By studying gender constructions, the course will identify how masculinity and femininity are defined in our culture, and the expected behaviours that are associated with these terms. We will examine how biological differences between the sexes have become linked to expected ways of being in society, and the impact this has on the lived experiences of men and women. We will also look at the issues around gender identity and how these issues have been constructed and presented in our society.

Prerequisite: SO 121

SO 220 Social Problems (3) A

This course examines a range of conditions in Canada and abroad which are generally perceived as social problems, including the consequences of these social problems for society and the social reaction to these problems.

Prerequisite: SO 121

SO 240 Sociology of Education (3) B

An examination of structures and processes of education and teaching, and the relationship of education to other social institutions. The course also examines issues in education from the sociological perspective.

Prerequisite: SO 121

SO 299 Special Topics in Sociology (3) O

Selected themes in Sociology, as announced. May be repeated for credit if the topic is different.

Prerequisite: 3 credits in Sociology

SO 300 Ethnic Relations (3) B

This course examines the forms and dynamics of relations among ethnic groups around the world. Attention will be given to the nature of ethnic groups, the role of ethnicity, and current debates involving ethnic relations.

Prerequisite: SO 121 and 3 credits in Sociology at the 200-level or ICS 202

SO 301 Sociology of Youth (3) O

This course is an examination of youth culture in Canadian society. Drawing on various theoretical and historical perspectives, topics in this course include the shifting relationship between Canadian teenagers and social institutions such as the family, religion, education, state, and market. In addition, this course addresses the social construction and prolongation of adolescence, 21st century youth marginalization, emerging adulthood, positive youth development, and possible models of social justice for youth.

Prerequisite: SO 121

SO 303 The Sociology of Youth Crime and Deviance (3) B

An investigation of youth deviance and crime in Canada. The course will explore the history, correlates, and theories of youth crime. We will also consider various legislations around and responses to youth crime, including an observation of the youth court process and discussion of restorative justice.

Prerequisite: 3 credits in Sociology at the 200-level

SO 307 Sociology of Health (3) O

An introduction to the theoretical and empirical approaches commonly used by sociologists to study health and illness. The content reflects two broad themes pursued by medical sociologists: social inequalities in health and illness, and the social processes that shape the experience of health and illness.

Prerequisite: SO 121

Note: Students can only earn credit for one of the following: SO 307 or SO 207.

SO 310 Classical Social Theory (3) A

This course is a survey of classical theories and theorists of the late 18th Century to the early 20th Century. It will involve examining the role of classical theorists and social theory in the social sciences in their application to social research, contemporary issues, and topics of concern.

Prerequisite: SO 121 and 3 credits in Sociology at the 200-level

SO 311 Contemporary Social Theory (3) B

Building on Classical Social Theory, this course examines the contributions of contemporary social theorists to social theory since about 1940. Among other theories, this course emphasizes development in functionalist, conflict, social interactionist, social exchange, and post-modernism thought.

Prerequisite: SO 310

SO 320 Sociology of Religion (3) B

This course is an introduction to the theories and concepts utilized by sociologists to interpret religious behaviour and the organization of religion. The intent is not to judge truth claims made concerning religion, but to investigate how religion contributes to social life.

Prerequisite: SO 121 and 3 credits in Sociology at the 200-level

SO 325 Sociology of Deviance (3) B

This course examines how society regulates behaviour, how individual groups are labeled as deviant, and the consequences of such a social behaviour. Topics to be explored include crime, risky delinquent behaviour, appearance issues, sexual deviance, mental illness, and substance abuse.

Prerequisite: SO 121 and 3 credits in Sociology at the 200-level

SO 340 Religion and Culture in Canada (3) B

This course explores the relationship between religion and culture in Canada from a sociological perspective. This examination will include a look at the past, present, and potential future relationship between religion and culture in Canada.

Prerequisite: SO 121 and 3 credits in Sociology at the 200-level

Note: This course is cross-leveled as CS 620.

SO 360 Sociology of Development (3) O

This course provides a sociological analysis of development. Beginning with a critical review of competing theoretical perspectives and empirical evidence, the course examines the diverse trajectories of industrialization and economic development across nations of different political and economic systems. The course further explores key international events that have rearranged the world and shaped global stratification. Among these events are: the end of the cold war, globalization of trade and production, shifting relations among capitalist powers, the debt crisis, aid, migration, gender and development, culture, political mobilization, and revolutionary movements. By critically engaging the core issues in the field of development, students will apply their theoretical understanding to empirical examples. The aim of the course is to enable students to develop the ability to critically analyze “doing development” in a global context.

Prerequisite: SO 121 and 3 credits in Sociology at the 200-level

Note: This course is cross-listed as DVST 360

SO 399 Special Topics in Sociology (3) O

Selected themes in Sociology, as announced. May be repeated for credit if the topic is different.

Prerequisite: SO 121 and 3 credits in Sociology at the 200-level

SO 400 Socio-cultural Change (3) O

An examination of theories accounting for social and cultural change. Attention will be given to views of modernity, post modernity, and globalization.

Prerequisite: SO 121 and 3 credits in Sociology at the 300-level

SO 401 Sociology of Law (3) O

This course engages students in a sociological examination of law, including theoretical understandings of law as a field of knowledge as well as critical examinations of law as a mechanism of social regulation and control. With this in mind, course topics include: the social reality of the law, law and social control, law and social change, violence and the law, and the role gender, race, and social status play in shaping legal decisions. To prepare students to examine the law from a sociological perspective, this course will also provide foundational training in reading case law, understanding legal terminology, and a basic comprehension of the Canadian criminal justice system.

Prerequisite: SO 121 and 3 credits in Sociology at the 300-level

SO 402 Human Trafficking (3) B

Human trafficking gained considerable attention in the early 21st century when it was cast alongside terrorism, arms dealing, and the drug trade as one of the most prevalent crimes in the world and the second most profitable form of organized criminal activity. Yet understandings of human trafficking remain highly contested and explanations are frequently polarized by debates concerning morality, justice, citizenship, and sexuality. Using a sociological lens, this course is designed to help students critically examine and contextualize conflicting understandings of human trafficking and to consider effective modes of prevention and response.

Prerequisite: 3 credits in Sociology or Development Studies at the 200-level

Note: This course is cross-listed as DVST 402

SO 403 Global Criminology (3) O

This course examines global criminal activities by considering crimes such as human trafficking, drug trafficking, arms dealing, international terrorism, piracy, and resource conflicts. The course will also analyze justice mechanisms and the organizations of global governance that seek to control or respond to such global crimes, such as the International Criminal Courts and the Council of Europe's Group of Experts on Action against Trafficking in Human Beings (GRETA).

Prerequisite: SO 121 and 3 credits in Sociology at the 300-level

SO 405 Special Topics in Sociology (3) O

Selected themes in Sociology, as announced. May be repeated for credit if the topic is different.

Prerequisite: SO 121 and 3 credits in Sociology at the 300-level

SO 410 Religious Diversity in North America (3) O

This course examines the growing prevalence of religious diversity in North America, including similarities and differences between the Canadian and American approaches and responses to religious diversity. Emphasis is given to how non-Christian groups adapt and negotiate their religious beliefs and practices, how Christian groups respond to religious diversity, and how the larger society responds to religious diversity in North America.

Prerequisite: SO 121 and 3 credits in Sociology at the 300-level

SO 480 Flourishing Congregations Internship (3) O

Students complete a research-based internship of 120 hours with the Flourishing Congregations Institute. This course includes a range of hands-on research training and application experiences, such as conducting literature reviews, designing testing instruments, gathering empirical data, analyzing empirical data, and communicating research data and analyses.

Prerequisite: BHS 310, nine credits in Sociology and permission of the Director of the Flourishing Congregations Institute.

SO 490a Independent Study (1.5) O

Independent Study consists of an individual research project which investigates a problem area or topic not treated extensively in a regular course. Weekly seminar with instructor.

Prerequisite: 3 credits in Sociology at the 300-level. Restricted to students in the BA: Behavioural Science (Major) program with a minimum cumulative GPA of 3.0.

SO 490b Independent Study (1.5) O

Independent Study consists of an individual research project which investigates a problem area or topic not treated extensively in a regular course. Weekly seminar with instructor.

Prerequisite: 3 credits in Sociology at the 300-level. Restricted to students in the BA: Behavioural Science (Major) program, permission of the department and a minimum cumulative GPA of 3.0.

SO 499a Independent Research in Sociology (1) O

Research project under the direction of a faculty member. Weekly seminar with instructor.

Prerequisite: Completion of 84 credits; GPA 3.0 or higher; Permission of the department head.

SO 499b Independent Research in Sociology (1) O

Research project under the direction of a faculty member. Weekly seminar with instructor.

Prerequisite: Completion of 84 credits; GPA 3.0 or higher; Permission of the department head.

SO 499c Independent Research in Sociology (1) O

Research project under the direction of a faculty member. Weekly seminar with instructor.

Prerequisite: Completion of 84 credits; GPA 3.0 or higher; Permission of the department head.

STATISTICS**STA 210 Introduction to Business Statistics I (3-1.5T) A**

This course is designed to give students a basic understanding of descriptive and inferential statistics. Emphasis is placed on practical application and students will learn to analyze and interpret basic statistical research. Topics include collection and presentation of data, descriptive statistics, introduction to probability theory, estimation, hypothesis testing, and linear regression. Students will also learn to use computer software to analyze data.

Prerequisite: Math 30-1 or Math 30-2

STA 220 Introduction to Business Statistics II (3-1.5T) A

Students will deepen their skills in data analysis and decision making under uncertainty using quantitative methods. Emphasis centers on regression analysis, modeling, time series forecasting, nonparametric methods, and statistical process control. Optimization modeling, simulation modeling, and data mining will also be introduced. These tools will be used in the context of business data and examples.

Prerequisite: STA 210, or BHS 310, or BIO 310

THEATRE**TH 100 Introduction to the Theatre (3) B**

This course provides an introduction to the nature and potential of theatre. It examines theatre as a living art form with the objective of enhancing students' enjoyment of the theatre experience. The course allows the student to identify dramatic elements found in plays and provides a fundamental understanding of the techniques of the theatrical arts. It is designed to introduce students to the work of creating theatre, to the cultural importance of theatre, including historical importance, and to the relevance of theatre in society. Through field trips students will view live theatre during the course.

TH 120a Collective Creation I (3) A

Collective Creation is a year-long course in which participants explore a variety of theatrical roles through primarily non-text based forms of stimulating theatre creation. This first-semester course focuses on generating material and learning to critique and respond to work.

TH 120b Collective Creation II (3) A

Collective Creation is a year-long course in which participants explore a variety of theatrical roles through primarily non-text based forms of stimulating theatre creation. This second-semester course furthers the exploration with a focus on material selection, refinement, and performance.

Prerequisite: TH 120a

TH 130 Technical Theatre I (2-2L) A

A hands-on journey through the world of technical theatre exploring basic technical theatre terminology, chain of command, and introductory design concepts through class lecture, field trips and assignments. All students are expected to participate as technicians for program productions.

TH 131 Technical Theatre II (2-2L) A

A hands on journey through the world of technical theatre featuring an in-depth exploration of theatrical design and construction through class lecture, field trips, guest instructors and lab assignments. All student are expected to participate as technicians for program procedures.

Prerequisite: TH 130

TH 154 Script Analysis (3) A

Through readings, written critiques, lecture and discussion, students become proficient in identifying the basic elements of both Narrative (in various manifestations) and Dramatic Structure.

TH 160 Theatre History I (3) A

A general survey of the evolution of western theatre from the Ancient Greeks to the Renaissance. This course examines cultural, political, and technological forces that have shaped the development of theatre throughout history. Students will investigate the writings of key dramatic theorists and study seminal plays from each historical period.

TH 161 Theatre History II (3) A

A general survey of the evolution of western theatre from the Renaissance to the present, including contemporary Canadian Drama. This course examines cultural, political, and technological forces that have shaped the development of theatre throughout history. Students will investigate the writings of key dramatic theorists and study seminal plays from each historical period.

TH 201 Acting I: Meisner (3-3L) A

The first semester of a year-long course includes an exploration of introductory work in Stanislavsky-based methods of acting, focusing on Sanford Meisner's repetition exercises, improvisational technique, and basic scene work.

Prerequisite: Must be enrolled in Acting diploma program or audition

TH 202 Acting II: Meisner (3-3L) A

The second of a year-long course includes additional introductory work in the Stanislavsky-based methods of acting, focusing on Sanford Meisner's emotional preparation exercises, character analysis, and advanced scene work.

Prerequisite: TH 201

TH 203 Movement I (3-1.5L) A

A preparation of the body for use as a dramatic instrument. Students will discover their full range of body movement through identification and freeing of personal physical inhibitions. The course includes an introduction to a variety of basic dance styles through movement labs.

TH 204 Movement II (3-1.5L) A

Continued preparation of the body for use as a dramatic instrument. Students will build their full range of body movement through identification and freeing of personal physical inhibitions. The course broadens student experience through an introduction to numerous additional basic dance styles in movement labs.

Prerequisite: TH 203

TH 207 Voice and Speech I (2-1L) A

This course provides an exploration and discovery of the voice and its connection to breath, vibration, resonance, articulation, sensitivity and power. Emphasis will be placed on freeing the natural voice as it pertains to theatrical performance. Students will also be introduced to vocal anatomy and health, as well as phonetics relating to voice, speech and text work.

Prerequisite: Must be enrolled in Acting diploma program

TH 208 Voice and Speech II (2-1L) A

This course provides continued exploration and discovery of the voice and its connection to breath, vibration, resonance, articulation, sensitivity and power. Emphasis will be placed on accelerated work with phonetics and articulation sensitivity. Students will further their understanding of vocal anatomy and health, as well as phonetics relating to voice, speech and text work on advanced/heightened text.

Prerequisite: TH 207

TH 209 Vocal Production I (1-.5T) A

The study of singing technique specific to actors. Through relaxation and preparation of the physical body to produce sound, each student in the course is introduced to the art of song preparation for solo sung theatrical performance.

Prerequisite: Must be enrolled in Acting diploma program

TH 210 Vocal Production II (1-.5T) A

Further study of singing technique specific to actors. Through relaxation and preparation of the physical body to produce sound, each student in the course further develops to the art of song preparation culminating in individual showcase performances.

Prerequisite: Must be enrolled in Acting diploma program

TH 211 Performing Shakespeare (3) A

Students will learn tools and techniques they can use to fully understand and embody Shakespearean text, including text analysis, personalization, the art of rhetoric, audience connection and explorative rehearsal techniques. Class work will focus on monologues and scene work. Actors are expected to explore the full-range of emotion within the life of Shakespeare's characters.

Prerequisite: TH 201 or Co-requisite: TH 202

TH 217 The Professional Voice (3) B

This course provides a praxis-based vocal-training curriculum for those who use or will use their speaking voice in their professional lives. The training explores the voice and its connection to breath, vibration, resonance, articulation, and phonation. Students will be introduced to vocal anatomy and health, as well as phonetics relating to voice, speech and the delivery and analysis of text. Emphasis will be placed on freeing the natural voice for speaking in the professional world with vocal efficiency, effectiveness and connectedness.

TH 220a Collective Creation III (3) A

Collective Creation is a year-long course in which participants explore a variety of theatrical roles, from acting to writing and directing, to all aspects of production through the lens of primarily non-textual forms of stimulating theatre creation. The first semester (TH220a) focuses on generating dramatic material and learning to critique and respond to work. The second semester (TH220b) furthers the exploration with a focus on material selection, refinement, and performance. All participants share equal responsibility for the creation and performance process.

Prerequisite: TH 120b

TH 220b Collective Creation IV (3) A

Collective Creation is a year-long course in which participants explore a variety of theatrical roles, from acting to writing and directing, to all aspects of production through the lens of primarily non-textual forms of stimulating theatre creation. The first semester (TH220a) focuses on generating dramatic material and learning to critique and respond to work. The second semester (TH220b) furthers the exploration with a focus on material selection, refinement, and performance. All participants share equal responsibility for the creation and performance process.

Prerequisite: TH 220a

TH 222 Rehearsal and Performance: Classical Play (3) A

This course provides practice in the dramatic process through the rehearsal and performance of a full-length play. The process of acting, analyzing dramatic form and the task of ensemble building in the context of live performance of a classical play will be explored. Students will develop rehearsal and performance skills and professional habits.

Prerequisite: Audition and cast by Director/Course Instructor

TH 223 Rehearsal and Performance: Contemporary Play (3) A

This course provides practice in the dramatic process through the rehearsal and performance of a full-length play. The process of acting, analyzing dramatic form and the task of ensemble building in the context of live performance of a contemporary play will be explored. Students will develop rehearsal and performance skills and professional habits.

Prerequisite: Audition and cast by Director/Course Instructor

TH 301 Acting III: Method (3-3L) A

This course is the first semester of a year-long exploration of introductory work in the Stanislavsky-based acting technique, focusing on Lee Strasberg's Sense Memory exercises, improvisational technique, and basic scene work.

Prerequisite: TH 202

TH 302 Acting IV: Method (3) A

This course is the second semester of a year-long exploration of introductory work in the Stanislavsky-based acting technique, focusing on Lee Strasberg's animal exercises, emotional recall, and advanced scene work.

Prerequisite: TH 301

TH 303 Movement III (3-1.5L) A

This course provides advanced preparation of the body for use as a dramatic instrument. Students will utilize their full range of body movement and work to eliminate remaining physical inhibitions. The course adds a focus on movement in performance through rehearsal, showcase, and synthesis labs.

Prerequisite: TH 204

TH 304 Movement IV (3-1.5L) A

This course provides advanced preparation of the body for use as a dramatic instrument. Students will utilize their full range of body movement and work to eliminate remaining physical inhibitions. The course continues the focus on movement in performance through rehearsal, showcase, and synthesis labs, while broadening student experience in additional dance styles.

Prerequisite: TH 303

TH 307 Voice and Speech III (2-1L) A

This course provides advanced exploration of the voice and its uses in theatrical performance. Emphasis will be placed on freeing the natural voice to achieve emotional truth in acting. Students will continue to develop skills in phonetics and heightened/classical text.

Prerequisite: TH 208

TH 308 Voice and Speech IV (2-1L) A

This course provides advanced exploration of the voice and its uses in theatrical performance. Emphasis will be placed on freeing the natural voice to achieve emotional truth in acting. Students will continue to develop skills in phonetics and heightened/classical text.

Prerequisite: TH 307

TH 309 Vocal Production III (1-.5T) A

This course is the study of advanced singing technique specific to actors. Through vocal and physical warm-ups, each student in the course will participate in ear training, song preparation for performance, and ensemble singing.

Prerequisite: TH 210

TH 310 Vocal Production IV (1-.5T) A

This course continues the study of advanced singing technique specific to actors. Each student in the course will participate in ensemble singing, song preparation for a group showcase performance, and applied auditioning techniques for musical theatre.

Prerequisite: TH 309

TH 314 Stage Combat I (2-1T) A

This course will cover the first half of the Basic Level of unarmed and armed combat from the syllabus of the Fight Directors of Canada, featuring a wide variety of useful stage combat techniques and the ability to properly and safely enact violence on stage.

Prerequisite: TH 204 or permission of the department

TH 315 Stage Combat II (2-1T) A

This course will cover the second half of the Basic Level of unarmed and armed combat from the syllabus of the Fight Directors of Canada, featuring a wide variety of useful stage combat techniques and the ability to properly and safely enact violence on stage.

Prerequisite: TH 314

TH 330/331/430/431 Technical Theatre Practice I/II/III/IV (1) A

Students serve a specific technical role in a program production as designated by the production manager, stage manager, or technical director.

Prerequisite: One of the following: TH 130, TH 131

TH 363 Canadian Drama (3) B

This course is an exploration of the origins and continued practice of Canadian theatre. Part theory, part history, and part analysis, students will explore the major plays and theatrical innovations in the development of Canada's theatrical voice. When available, attendance at a professional production of a Canadian play will assist students with their experiential and analytical understanding of Canadian drama.

Prerequisite: TH 154 or EN 115

TH 385 Medieval and Renaissance Drama (3) O

Despite the Church's ancient hostility to the theatre, England produced a rich dramatic literature during the Middle Ages and Renaissance. This course examines the dramatic traditions that existed between 1300 and 1642, including religious and nonreligious works by such writers as the Wakefield Master, Marlowe, Jonson, Middleton, and Webster.

Prerequisite: TH 154

ZOOLOGY

ZOO 261 Human Physiology I (3-3L) A

The basic structure and function of body systems – including cellular physiology, as well as nerve, muscle, sensory, reproductive and endocrine systems.

Prerequisite: BIO 133 or consent of instructor and department chair

ZOO 263 Human Physiology II (3-3L) A

The basic structure and function of body systems – including blood and immunity, as well as the cardio-vascular, respiratory, digestive, and urinary systems. This is a continuation of ZOO 261.

Prerequisite: ZOO 261

ZOO 265 Human Anatomy (3-3L) B

This course covers the structure and function of the human body systems, with special emphasis on the muscular-skeletal, circulatory and nervous systems.

Prerequisite: BIO 133

ZOO 275 Invertebrate Zoology (3-3L) B

This course deals with the organization and morphology of the invertebrate phyla.

Prerequisite: BIO 133

ZOO 277 Biology of Vertebrates (3-3L) B

This course examines the comparative anatomy, function, and development of the vertebrate groups.

Prerequisite: BIO 133

ZOO 323 Integrative Physiology (3) B

This advanced physiology course will enhance previous knowledge on body systems by discussing how different body systems interact with each other – including cardio-pulmonary and cardio-renal interactions, as well the integrated body effects of stress, exercise, growth, and disease.

Prerequisite: ZOO 263

Note: This course is cross-listed as KIN 323

ZOO 361 Pathophysiology (3) B

This course covers the diseases and dysfunction of each body system, at the cellular, organ, and system level.

Prerequisite: ZOO 263

ZOO 379 Introduction to Marine Biology (3) B

This course is a zoology field course to Bamfield Marine Station. It will introduce students to the organisms found in the open ocean as well as the coastal and inter-tidal zones, how these organisms adapt to the environment, and the factors that control their productivity, distribution, and abundance. It will be multi-disciplinary, including aspects of animal biology, physiology, and ecology. It will incorporate lectures and class discussions but emphasize field work with organisms found in the coastal waters off British Columbia. Independent research papers will provide further opportunity to explore specific aspects of the Pacific Northwest oceanography.

Prerequisite: BIO 133 or permission of the department

ZOO 399 Special Topics in Zoology (3) O

Special studies in Zoology, as announced.

Prerequisite: ZOO 261 or ZOO 263 or permission of the department

ZOO 405 Special Topics in Zoology (3) O

Special studies in Zoology, as announced.

Prerequisite: Permission of the department

FACULTY LIST

President

Smith, Gordon T.

BA, MDiv, PhD

Provost and Senior Vice President of Academic Affairs

Nordstrom, Pam

RN, BN, MSA, PhD

Dean of Arts and Science

Jantzen, Kyle

BA (Hons), MA, PhD

Dean of Theology

Badley, Jo-Ann

BA (Hons), MCS, PhD

Associate Dean of School of Business

MacTavish, Murray

BA, MBA, PhD

Associate Dean of School of Education

Martens, Sherry

BEd, MA, PhD

Faculty

Abraham, Liza

Associate Professor of Chemistry

BSc, MSc, PhD

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Bailey, Monetta

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BRS, BA, MM, MSM, DMA

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Coutts, Jonathan

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Crawford, Kathryn

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Dirks, Rita

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Draper, Kenneth

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Dyck, Darren

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Goossen, Jonathan

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Halas, Garrett

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BA, MA

Hileman, Barrett

Associate Professor, Theatre
BA, MFA

Hill, Joshua

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BA, BEd, MEd, PhD (Cand).

Ho, Alan

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Martens, Sherry

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Nawata, Michele

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Nickel, Kenneth

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BPAS, MAR, MSc, PhD

Pelletier, Crystal

Director of Field Experience Education Program
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Redecopp, Angie

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Snow, Robert

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Assistant Professor of Education
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Winterdyk, John

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Executive Director, Enrolment Management & Registrar

Thiessen, Helen A.

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Librarian

Neufeld, Patty

BRS, BMus, MMus, MMus, MLIS

Emeritus Faculty

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BA, MDiv, PhD

Neale, David

BA, MA, PhD

Nienkirchen, Charles

BTh, BA (Hons), MA, PhD

Quantz, Donald

BMUS, MMus, PhD

SUMMARY OF CHANGES FOR 2021 – 2022 UNDERGRADUATE ACADEMIC CALENDAR

2021 – 2022 Academic Schedule, Fall Schedule (page 3):

- Last day to add/drop with tuition refund changed to September 22, 2021 (September 17, 2021)

2021 – 2022 Academic Schedule, Winter Schedule (page 3):

- Program Day CANCELLED (January 5, 2022)
- Legacy Youth Conference – removed from schedule (January 5, 2022)

2021 – 2022 Education Academic Schedule, Fall Schedule (page 102):

- Last day to add/drop with tuition refund changed to September 22, 2021 (September 17, 2021)

Tuition and Fees (page 15): 2021-2022 information added April 26, 2021

Assessments and Examinations Policy added (page 28), approved by General Faculties Council, August 2021.

Degree and Diploma Programs:

- Bachelor of Arts in Psychology correction to number of electives (page 75) (August 2021)
- Bachelor of Theology correction to list of Minors to include Business Administration (pages 78, 80, 82, 84) (August 2021)
- Bachelor of Business Administration correction to number of senior electives (page 48) (November 2021)
- Bachelor of Arts: Music Concentration correction to number of senior electives (page 53) (November 2021)
- Bachelor of Arts: Music Major correction to number of senior electives (page 54) (November 2021)
- Bachelor of Arts: English Major correction to number of senior electives (page 62) (November 2021)
- Bachelor of Arts: History Concentration correction to number of senior electives (page 65) (November 2021)
- Bachelor of Arts: History Major correction to number of senior electives (page 66) (November 2021)
- Bachelor of Arts: Behavioural Science Major correction to number of senior electives (page 74) (November 2021)

Course changes:

- EN 130 Note added (page 129) (August 2021)
- EN 490 correction to prerequisite (August 2021)
- FE 360a/b correction to prerequisite (page 133) (August 2021)
- FE 700 correction to name (pages 100, 127) (August 2021)
- FE 700 correction to title (pages 100, 127) (August 2021)
- HI 140 Note added (page 134) (August 2021)



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