



AMBROSE
UNIVERSITY

UNDERGRADUATE

ACADEMIC CALENDAR

2026-2027

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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. The Academic Calendar also contains some of the policies and regulations all Ambrose University students are required to observe. By registering with Ambrose, each student agrees to be bound by the policies and regulations of Ambrose University and of the program in which the student is enrolled as well as any Faculty or School rules, regulations, policies and the Ambrose community standards. 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 the completeness and accuracy of their registrations, completion of specified program requirements, including course selections.

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 General Faculties Council or President's Cabinet, the version of such material as passed by the General Faculties Council or President's Cabinet will prevail. In the event of a discrepancy between a print/downloaded version and the Web version, the Web version of the Calendar will apply.

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.

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

Welcome to Ambrose University!

We are so glad that you have chosen to study here. At Ambrose, we are deeply committed to learning in a Christ-centered community with a mission-focused education. Whatever your educational and vocational goals may be, we are committed to helping you integrate faith and learning in all areas of your Ambrose experience as you prepare to engage in God's mission with your life and vocation.

At Ambrose, your experience will include the classroom, but it also includes community, worship, athletics, music, and arts. Whether you live on campus, study from a distance, or commute, the community you experience will be formational to your life and educational journey. Thus, we want you to know that we are here to support you and are committed to creating an environment where you will learn and thrive.

Rev. Dr. Bryce Ashlin-Mayo

President, Ambrose University

2026-2027 ACADEMIC SCHEDULE

Spring Semester

Classes*	May 4 - July 30
Victoria Day (no classes, campus closed)	May 18
Graduation application deadline (for August degree conferral)	June 1
Canada Day (no classes, campus closed)	July 1

Fall Semester

Graduation application deadline (for January degree conferral)	September 1
Classes begin	September 9
Convocation Chapel	September 15
Last day to add/drop with tuition refund	September 20
National Day for Truth and Reconciliation (no classes)	September 30
Deeper Life Conference (no daytime classes until 5pm)	October 6
Thanksgiving (no classes, campus closed)	October 12
Academic Advising Week	October 19-23
School of Education Program Day	TBD
Last day to request revised time for a final exam	November 1
Reading Week/Fall Module classes*	November 9-14
Remembrance Day (no classes, campus closed)	November 11
Graduation application deadline (for April degree conferral)	November 15
Last day to withdraw from courses without academic penalty	November 16
Last day to apply for a course work extension	December 11
Last day of classes	December 11
Final Exams (including Saturday)	December 14-21

Winter Semester

Classes begin	January 11
Convocation Chapel	January 12
Last day to add/drop with tuition refund	January 24
Program Day, Undergraduate & Seminary (no daytime classes)	January 28
Family Day (no classes, campus closed)	February 15
Reading Week/Winter Module classes*	February 16-20
Last day to request revised time for a final exam	March 19
Registration opens for next year	March 24
Last day to withdraw from courses without academic penalty	March 25
Good Friday (no classes, campus closed)	March 26
Easter Monday (no classes, campus closed)	March 29
Academic Advising Weeks	March 30 - April 9
Ambrose Research Conference (no daytime classes)	April 1
Last day of classes	April 16
Last day to apply for extension for course work	April 16
Final Exams (including Saturday)	April 19-26
Graduation - Convocation Ceremony (all programs)	May TBD

Spring Semester 2027

Classes*	May 3 - July 30
Victoria Day (no classes, campus closed)	May 24
Canada Day (no classes, campus closed)	July 1

**NOTE: non-standard schedule courses (modules and spring term) have different drop, add and withdrawal deadlines. Please refer to individual course syllabi.*

GENERAL INFORMATION

Contact Information

Phone: 403-410-2000 | **Email:** enrolment@ambrose.edu | **Website:** 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, in the south portion of the province. The Calgary International Airport is Canada's fourth 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 world-class 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 of the Rocky Mountains. The heart of the campus is the Academic Centre, with its central gathering place. The building features three science 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. There are two Residence buildings, including one that houses our School of Education programming. A School of Business with classrooms and office space opened during the 2024-25 academic year.

Library

Ambrose Library supports the educational programs of Ambrose University by serving student and faculty learning, teaching, and research activities. The library is a bright and welcoming space with areas for quiet reading and interactive group work, and students have access to a diverse collection of print and electronic resources. Library resources and staff serve students' academic needs, whether on or off campus, including students who are studying at a distance. The library expands its offerings through partnerships with other libraries across Canada, including reciprocal borrowing privileges at some local institutions such as the University of Calgary. The Ambrose Archives, which includes records from The Christian and Missionary Alliance in Canada and the Church of the Nazarene Canada, is housed in the Ambrose Library.

For more information, go to ambrose.edu/library.

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 diploma of the Faculty of Theology:

- Diploma in Christian Ministries

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

Accreditation Agreements with:

- Association of Biblical Higher Education
- Association of Theological Schools
- Chartered Professionals in Human Resources of Alberta Association
- Chartered Professional Accountants of Alberta
- International Board of Education, Church of the Nazarene

Academic Quality Assurance Oversight of Undergraduate Programs:

- Campus Alberta Quality Council

Ambrose University holds membership/affiliation with the following associations:

- Alberta Association of Academic Libraries (AAAL)
- Alberta Association of Deans of Education
- Alberta Colleges Athletic Conference
- The Alberta Council on Admissions and Transfer (ACAT)
- The Alberta Library (TAL)
- The Alberta Teachers' Association
- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- American Theological Library Association (ATLA)
- 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)
- Calgary Health Region and the Regina Qu'Appelle Health Region as a seminary of register for clinical pastoral education
- Canadian Association of Student Financial Aid Administrators
- Canadian Council of Christian Charities (CCCC)

- Christian Higher Education Canada
- Council of Christian Colleges and Universities (CCCU)
- North America Coalition for Christian Admissions Professionals (NACCAP)
- Society of the Advancement of Continuing Education in Ministry (SACEM)
- 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.

AMBROSE INSTITUTES

Ambrose Institutes are dedicated to research that simultaneously contributes to current academic discussions and directly benefits external stakeholders, organizations, industries and communities that intersect with our scholarly work. The Institutes draw together internal and external scholars and practitioners with a view to strengthen and enhance teaching and research, while also extending the value and reach of Ambrose to communities and resources outside the university. Further, our Institutes are premised on providing students with first-hand research training and experience.

Ambrose's three institutes are engaged in key functions of universities which include knowledge creation and knowledge dissemination in their particular area of excellence: the global mission of the church (Jaffray Centre), initiatives to address poverty (Canadian Poverty Institute), and factors encouraging parish life to thrive (Flourishing Congregations). All three Institutes attract notable funding dollars through grants, donations, and awards.

Canadian Poverty Institute

The Canadian Poverty Institute is an interdisciplinary Institute housed within Ambrose University that seeks to overcome poverty through research and teaching. Established in 2014, it is the only national academic institute dedicated to the elimination of poverty in Canada.

Leadership Team

Derek Cook, Director

Contact: povertyinstitute@ambrose.edu

Website: www.povertyinstitute.ca/

Flourishing Congregations Institute

The Institute sets out to define and understand what flourishing congregations look like in a uniquely Canadian context and how local congregations from various traditions may move towards and maintain a flourishing ethos. The Flourishing Congregations Institute was established in 2015.

Leadership Team

Joel Thiessen, PhD

Director, Flourishing Congregations Institute

Professor of Sociology

Contact: flourishingcongregations@ambrose.edu

Website: www.flourishingcongregations.org

Jaffray Centre for Global Initiatives

The Jaffray Centre is a collaborative project development, training and research centre at Ambrose University that seeks to develop new initiatives that support the mission and purpose of Ambrose as it seeks to make a difference in the lives of its students, its community, the church and its partners around the world.

Leadership Team

Lauren Umbach

Senior Coordinator, Research and Program

Director - TBD

Contact: jaffray@ambrose.edu

Website: <https://jaffrayglobal.com/>

AMBROSE REGULATIONS

MISSION STATEMENT

Ambrose University is a Christ-centred educational community that forms students intellectually and spiritually, prepares them for vocational success, and empowers them for redemptive engagement with the Church for the world.

Educational Principles

Ambrose's mission-related values (in italics) provide direction for our teaching and learning practices. Ambrose University follows five guiding principles by which we create learning opportunities for students.

1. Christian Faith

- a. *We integrate faith and learning and anchor our teaching and research within the Christian intellectual and spiritual tradition.*
 - i. We follow after God, and in so doing we pursue the true, the good, and the beautiful.
 - ii. We educate students for Christian formation, believing that scholarship is a means to wisdom, joy, and love.
- b. *We believe that every person is created in the image of God and worthy of dignity and respect.*

2. Pursuing Excellence

- a. *We provide high-quality education as well as co-curricular experiences that prepare students for their future lives and vocations.*
 - i. We foster learning environments that give students opportunities to:
 - improve their understanding of humanity and the world;
 - become creative and critical thinkers;
 - identify and solve significant problems;
 - communicate effectively in written, oral, and artistic forms;
 - situate their learning in diverse practical contexts (e.g., practica, internships, capstone courses, travel study);
 - grow in curiosity and develop a desire for lifelong learning.
 - ii. Within the breadth of the liberal arts tradition, undergraduate students acquire competence in one particular scholarly or professional discipline.
 - iii. Seminary students acquire competence in theological disciplines, personal formation, and vocational effectiveness for redemptive action in the world.
- b. *We pursue excellence in all that we do. Our efforts evidence love, wisdom, thoughtfulness, knowledge, scholarship, and skill.*
 - i. We pursue excellence in teaching, scholarship, and artistic expression.
 - ii. We embrace academic freedom to uphold honesty, integrity, and intellectual independence in the pursuit of truth.
- c. *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.*
 - i. We are in good accountability relationships with our stakeholders.

3. Holistic Formation

- a. *We create intentional, holistic, formational, experiences in and out of the classroom.*
 - i. We help students to discern their vocation.
 - ii. We nurture the development of the whole person: intellectual, creative, relational, physical, and spiritual.
 - iii. We foster character formation and the development of Christian virtue.
- b. *We model lifelong perseverance in intellectual and spiritual formation.*
 - i. We remain committed to growing intellectually within the scholarly community at Ambrose and within the scholarly communities of our academic and professional disciplines.
 - ii. We remain committed to growing spiritually within the Christian community at Ambrose and within the Christian communities of our church congregations.

4. Service

- a. *We commit to shaping servant leaders who will honour Christ in their vocations.*
 - i. We prepare students to pursue redemptive engagement in the church, society, and the created order.
 - ii. We foster a commitment to active and engaged citizenship both locally and globally.
- b. *We shape culture through our scholarship, research, and artistic expression.*
 - i. We pursue partnerships with other organizations: ecclesiastical professional, educational, or community based.
 - ii. We work to bridge theory and practice and to provide opportunity for students to serve others humbly and compassionately in Christ's name.

5. Community

- a. *We collaborate to foster a welcoming, hospitable, generous, just, and truth-telling community that strives to fulfill the university's mission.*
 - i. We are committed to learning in community.
 - We create safe campus environments that value healthy relationships between students, faculty, and staff.
 - ii. We are a vibrant and diverse academic and spiritual community.
 - We welcome students from all walks of life, and do not discriminate on the basis of race, religion, gender, or sexual orientation.
 - iii. We promote the health and wellness of our community members.
 - iv. We celebrate the flourishing of diversity, and in the face of systemic injustice, we affirm that in Christ there is hope for redemptive change and reconciliation.
 - We work to recognize and repent of systemic injustice so we can adjust behaviours and systems to promote healing, justice, and reconciliation.
 - We listen to, learn from, and support those who are marginalized and suffer injustice.

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. This information forms part of a student's record.

Information collected is used to determine eligibility for admission and financial assistance, to advise students about academic programs and to provide university services.

The student record is disclosed to academic and administrative units. Specific information is disclosed to the federal and provincial governments and external accrediting bodies to meet reporting requirements.

Students are required to inform Ambrose of changes in personal information, including contact information, name, citizenship, etc. Students can change their legal/primary name, address, phone number, or alternative email address through their portal. Legal name or citizenship/immigration status changes must be supported with acceptable documentation.

STUDENT COMMUNITY LIFE STANDARDS POLICY

By registering with Ambrose, you are also expected to be familiar with and follow the [Student Community Life Standards policy](#) and procedures. These documents describe the behavioural expectations for all students, the sanctions that can be placed on a student, along with the appeal process. Students who accept the invitation to join the distinctly Christian academic community at Ambrose are expected to be familiar with and follow these standards. Each student must accept these responsibilities to remain part of the Ambrose community.

GENDER-BASED AND SEXUAL VIOLENCE RESPONSE AND AWARENESS POLICY

Ambrose takes gender-based and sexual violence seriously. The [Gender-based and Sexual Violence policy](#) and procedure establish the processes by which Ambrose will respond to allegations of gender-based and sexual violence. Students who have experienced violence will find support.

COPYRIGHT

Ambrose relies on the [Canadian Copyright Act](#) (and especially its fair dealing provisions) to govern decisions with respect to copyright. The Ambrose Library continues to monitor developments in Canadian copyright legislation and will update the Ambrose Library's copyright pages to incorporate any changes.

The best way to understand the implications of Canadian copyright law for teaching and learning at Ambrose is to review Ambrose's [Fair Copying Guidelines](#). These guidelines are for the education of the Ambrose community and should not be construed as legal advice.

We will update these pages as new developments occur. Any copyright-related questions or concerns should be directed to the Copyright Officer.

COMMUNICATION POLICIES

Check Your Email

Your Ambrose email account is the University's primary and official mode of communication with you. All Ambrose students are provided with a MyAmbrose email address. Official notifications and communications from Ambrose will only be sent to your MyAmbrose address. Students are responsible for ensuring their MyAmbrose email address is set up prior to the start of their first term at Ambrose and are accountable for reading messages sent to their MyAmbrose email account, or delivered through their student portal, on a regular basis to ensure important information is not missed. 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.

ADMISSION

Ambrose University admits students of any race, gender, colour and national or ethnic origin. 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 the complete application for admission is unacceptable, notwithstanding admissions standards.

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

Application Supporting Documents

Students seeking admission to an undergraduate program must complete the following prior to a review for admission:

- Application form
- Application fee (see [Application Fees](#))
- Official transcripts (academic records) submitted in English, or accompanied with notarized English translation.
 - Official transcripts are documents which are sent directly to the Admissions office from the institution.
 - Official transcripts must indicate the courses studied; the grades obtained in each course along with high school graduation and/or degree conferred where applicable.
- Proof of English language proficiency (if required)

Faculty of Theology applicants must also complete the following:

- Reference Form
 - Employer/Professional/Academic contact
 - Pastor/Denominational Leader from Christian congregation or organization
- Personal Statement including spiritual journey and educational goals

Bachelor of Education (After-Degree) applicants must also complete the following:

- Application Form
- Non-refundable application fee (see [Application Fees](#))
- 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>.
- Completed official criminal record check with vulnerable sector search, to have been issued within a year of intended start date.

- Resumé to include all work and volunteer experience, including experience working with children.
- Two reference forms to be completed and submitted online by referee, at least one of whom has overseen the applicant in a role working with children. See <https://ambrose.edu/form/education-epareference>.
- Written Statement (500-750 words): Please explain why you are interested in pursuing an elementary education focused degree at Ambrose University.
- 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.
- Applicants who have completed all requirements will be invited to an interview.

All application supporting documents received by the Admissions office become the property of Ambrose and will not be photocopied or returned to students or forwarded to other institutions.

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.

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 or conditional Admission (see Admission Types). If your official transcripts are in a language other than English, it is your responsibility to provide a certified English translation.

Application Deferral

Students who have received an offer of admission may defer their application for one year from the date of acceptance. Students who attend another post-secondary institution during the deferral period must re-apply for admission.

Residence

We highly recommend all first year students under 21 years of age to live in Residence.

English Language Requirement

Students whose first language is not English, and who have not studied in a recognized English-speaking post-secondary institution (where the language of instruction is English), must demonstrate English proficiency for academic purposes by fulfilling the English language proficiency requirement in one of the following ways:

- TOEFL* (Test of English as a Foreign Language)
 - a minimum score of 560 on the paper-based; or
 - a minimum score of 83 on the internet-based TOEFL; or
 - a minimum score of 5.0 on the Test of Written English (TWE); or
- IELTS (International English Language Testing System)
 - a minimum score of 6.5 on the IELTS Academic test; or
- MELAB (Michigan English Language Assessment Battery)
 - a minimum score of 85; or
- CAEL (Canadian Academic English Language Assessment)
 - a minimum score of 70 with no section less than 60; or
- PTE (Pearson Test of English)
 - a minimum score of 58 on the Academic version.

One or more of the above may be required, and you may be asked to provide an additional writing sample.

*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 Admission Requirements](#).

Partnership with Mount Royal University on English Proficiency Program: If you do not meet our English proficiency requirements, there is still a way for you to join us. We have partnered with Mount Royal University, where they offer a full-time English Language Program, known as LEAP. LEAP has an academic focus, including instruction on reading, writing, listening, speaking, grammar, vocabulary and literature. Successful completion of LEAP will prepare students for further academic study at Ambrose University and meet the English language requirement for admission.

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 Office of the Registrar. 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.

GENERAL ADMISSION REQUIREMENTS

In addition to meeting the English Language Proficiency requirements, the following general admission requirements are required for admission:

Alberta High School Curriculum Students

Students may be granted Full Admission to an undergraduate program as a Regular Student by meeting the general admission requirements:

Alberta Grade 12 matriculation or equivalent, and the completion of five courses at the 30 level (or equivalent). A minimum 60% average in the five courses used for admission is required.

All applicants must demonstrate English language proficiency. Program-specific admissions courses may be required.

Five courses at the 30 level* include:

1. English 30-1
2. Approved core course
3. Approved core course
4. Approved core course
5. Approved core course or approved option courses

**Two courses in the same subject area may not be presented to satisfy entrance requirements unless the courses are Mathematics 30-1, Mathematics 30-2 or Mathematics 31.*

**Only one grade 12 level course in a language stream may be used.*

"Approved Core Courses" are a selection of provincially authorized senior high school courses at the 30-level within English Language Arts, Fine Arts, Mathematics, Physical Education, Science and Social Studies and five advanced credits in Career and Technology Studies (CTS).

Approved Core Courses

Aboriginal Studies 30

Biology 30

Chemistry 30

Career and Technology (CTS) Computing Science 30 (5 credits)

Fine Arts (Art 30, Art 31, Choral Music 30, General Music 30, Instrumental Music 30, Drama 30, Dance 35)

Mathematics 30-1, 30-2 and 31

Physical Education 30

Physics 30

Science 30

Social Studies 30-1

Any approved grade 12 IB diploma or AP academic subject

Any 5-credit second language or language and culture course at the 30-level

Approved Option Courses

“Approved Option Courses” are a selection of provincially authorized senior high school complementary courses at the 30-level.

Social 30-2

Social Science grouping courses

Career and Technology (CTS) courses at the advanced level (3000-level) within:

Criminal Justice Studies, Design Studies, Electro-technologies, Enterprise and Innovation, Environmental Stewardship, Financial Management, Human and Social Services, Legal Studies, Logistics, Management and Marketing, Networking, Primary Resources and Recreation Leadership

All dual credit courses

Locally developed courses will be evaluated on a case-by-case basis

See open.alberta.ca/publications/provincially-authorized-senior-high-school-courses-and-course-codes for the Alberta Government list of provincially authorized senior high school courses and codes.

United States High School Curriculum Students

In addition to meeting the English Language Proficiency requirements, the following general admission requirements are required for admission:

- Graduation from an accredited high school; **and**
- Alberta High School Curriculum Students requirements equivalence; **or**
- An American College Testing (ACT) composite minimum score of 22, **or**
- A Scholastic Assessment Test (SAT) Reasoning Test minimum score of 1030 on the current two-component SAT test.

Other International Curriculum Students

Applicants educated in other countries may be considered for admission on their academic merits and Alberta High School curriculum equivalencies. All application supporting documentation must be submitted with English translation.

Home-Schooled Students

A home-based learner may be admitted to Ambrose with the following academic requirements:

- Meet the general admissions requirements for high school students according to their province; **or**
- Complete an educational portfolio **and**
- An American College Testing (ACT) composite minimum score of 22, **or**
- A Scholastic Assessment Test (SAT) Reasoning Test minimum score of 1030 on the current two-component SAT test, **or**
- A Classic Learning Test (CLT) score of 75.

Applicants will also be required to submit a letter of intent outlining educational goals and objectives, along with a home-based learner transcript (educational portfolio). Program-specific course requirements are required.

Home-schooled admissions requirements is restricted to Canadian or US citizens or Permanent Residents only.

**The SAT institution code for Ambrose is 5672.*

International Students

Applicants who are not Canadian citizens or permanent residents of Canada require a study permit issued by Immigration, Refugees and Citizenship Canada (IRCC) to study in a program that is longer than six months at Ambrose. Ambrose is a Designated Learning Institution (DLI) recognized by the Alberta Government and IRCC – DLI# O18713147522.

Admitted international students are solely responsible for all arrangements relating to their immigration status and entry into Canada.

Dual Credit Students

High school applicants who have completed dual credit courses at Ambrose will be assessed for admission on the basis of the general admissions requirements.

All students seeking dual credit course enrolment must contact their school board directly.

International Baccalaureate (IB)

Applicants who have completed the International Baccalaureate diploma can be considered for admission as a high school student on the basis of their diploma score. A minimum total score of 24 points, including the Extended Essay and Theory of Knowledge, will be required for Regular Student admission.

Applicants who have successfully completed one or more Certificate courses will be evaluated for admission based on their high school transcript and IB Certificate grades and may be eligible for transfer credit at Ambrose.

**The IB institution code for Ambrose is 03552*

Advanced Placement (AP)

Applicants who have successfully completed AP courses may use applicable AP courses for the purpose of admission and/or transfer credit.

**The AP institution code for Ambrose is 5672.*

Open Studies Students

This is a status granted to eligible students taking courses without enrolling in a particular academic program. This is a temporary designation only and students in this category are limited in the number of courses in which they can register (5 in undergraduate programs). Students enrolling as an Open Studies student are expected to meet the English language proficiency requirements. To continue past Open Studies, students who have completed the maximum number of courses must apply and be accepted into an academic program. Students do not graduate from Open Studies.

Visiting Students

Students who are enrolled in a degree program at another post-secondary institution may enrol at Ambrose with the following requirements:

- A Letter of Permission (LOP) from their home institution indicating the specific courses approved to take and the semester approved to attend Ambrose; **and**
- A copy of home institution transcript.
- English language proficiency may be required.

Suspended and Required to Withdraw Students

Students who have been required to withdraw or suspended for academic reasons from Ambrose or another post-secondary institution will not be permitted to enrol at Ambrose until at least twelve months have elapsed since the students was suspended.

In addition to meeting current admission requirements, students may be asked to submit a letter of explanation of their suspension, outline their education plan, and why they are now likely to be successful.

Admission consideration will be based on current admission requirements. Admission is considered on a case-by-case basis in consultation with the relevant Dean.

Students who have been suspended twice from Ambrose or any other post-secondary institution will not normally be considered for admission.

ADMISSION STATUS

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

Regular Student

This is an admissions status applied to a student admitted to an undergraduate program that fulfills the high school general admissions requirements and applicable program-specific admissions requirements.

Mature Student

This is an admissions status applied to a student admitted to an undergraduate program who is 21 year of age or older by the first day of classes and:

- does not meet the general admissions requirements; **or**
- has not completed 15 or more post-secondary credit from a recognized/accredited institution to be considered a transfer status.

Mature students must present English Language Arts 30-1 with a 60% grade or an acceptable equivalent in addition to program-specific admissions courses. Mature student status is restricted to Canadian Citizens or Permanent Residents.

Transfer Student

This is an admissions status applied to a student who has completed 15 credits or more at another recognized post-secondary. Applicants must have a cumulative GPA of 2.0 on a 4.0 grade scale to be considered as a transfer student.

Dean's Recommendation

This is an admissions status applied to a student who does not meet the regular, mature or transfer student requirements. An applicant may submit a letter of appeal for admission. Students admitted as a Dean's Recommendation student must attain a minimum 2.0 GPA in first 12 credits in order to continue. Dean's Recommendation is restricted to Canadian Citizens or Permanent Residents.

Former Student

This is an admissions status applied to a student who has been absent from the Ambrose University for one year and one semester or who has been suspended from Ambrose University. Former students must submit a new application for admission and be considered for re-admission to a program.

ADMISSION TYPES

Students are admitted to an undergraduate program under the following categories:

Full Admission

Students receive Full Admission upon satisfying all admission requirements.

Conditional Admission

Students may be offered conditional offers of admission while certain application documents or final grades are outstanding. Conditional Admission is a temporary admission category and students must satisfy the conditions of admission by the end of the first semester of enrolment.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admissions requirements, applicants are required to have the following:

Bachelor of Arts: Behavioural Science

- Math 30-1 or Math 30-2 or its equivalent with a passing grade

Agreement with Bow Valley College: 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.

Bachelor of Arts: Business Administration and Bachelor of Business Administration

- Math 30-1 or Math 30-2 or its equivalent with a final grade of 60% or higher

Bachelor of Arts: Music and Bachelor of Music

- Advanced Rudiments (Royal Conservatory Music) with a minimum 70% grade
- Pass an entrance audition with the following instrument proficiency:
 - Piano: prepared to begin Grade 9 level (RCM)
 - Strings, Brass, Woodwinds, Percussion: prepared to work at a Grade 8 level (RCM)
 - Voice: demonstrate strong vocal potential
 - Guitar: demonstrate strong, basic guitar skill; jazz and classical is available

Agreement with Mount Royal University: 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.

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

Bachelor of Arts: Psychology

- Math 30-1 or Math 30-2 or its equivalent with a passing grade

Bachelor of Science: Biology

- Five grade 12 level courses including English 30-1, Math 30-1 (or its equivalent), Biology 30, Chemistry 30
- Physics 30 and Math 31 are recommended but not required

Diploma in Christian Ministry and Certificate in Christian Discipleship

Five courses at the 30 level* include:

1. English 30-1
2. Approved core course
3. Approved core course
4. Approved core course or approved option courses
5. Approved core course or approved option courses

**Two courses in the same subject area may not be presented to satisfy entrance requirements unless the courses are Mathematics 30-1, Mathematics 30-2 or Mathematics 31.*

**Only one grade 12 level course in a language stream may be used.*

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

FINANCIAL INFORMATION

The following tuition and fee rates and financial policies are valid between May 1, 2026 and April 30, 2027. The fees as stated are correct at the time of publication. Ambrose reserves the right to change tuition and fees without notice. Students are responsible to pay tuition and fees as per the approved tuition and fees for the academic year they are registered in regardless of when they received their letter of admission to the program.

Student Bursaries 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 office assists with scholarship applications, emergency relief, student employment and budget outlines. Visit <https://ambrose.edu/financial-aid>.

Definitions

The following definitions are used for tuition and fees assessment only.

Domestic Student

- A Canadian citizen as defined in the Citizenship Act; or
- An Indigenous person of Canada who is recognized as First Nations (status or nonstatus), Metis, or Inuit or;
- A permanent resident, or Protected Person and Convention Refugee within the meaning of the Immigration and Refugee Protection Act.

International Student

- A student who does not meet the Domestic Student definition; and
- Has obtained the necessary authorization (study permit) from Immigration, Refugees and Citizenship Canada (IRCC) that authorizes a foreign national to study at an educational institution in Canada for the duration of the program of study.

General Information and Policies

Tuition Deposit

In order to register for classes at Ambrose, you must pay a non-refundable deposit.

- Domestic: \$250
- International: \$1500 (\$1250 is refundable when Government issued proof of the rejection of Study Permit is submitted)

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 and due on the following dates:

- Spring/Summer Semesters: First Day of Classes
- Fall Semester: August 15
- Winter Semester: December 31

Statement of Account

Student account statements are available online via the student registration system and updated every forty-eight hours. It is your responsibility to ensure your account is up-to-date.

Outstanding Student Account Balances

Where a student has neglected or refused to pay amounts owed to the University, the Registrar, in consultation with the Director of Finance, has been empowered and directed by the Board of Governors to deny or terminate registration and withhold official transcripts and degree parchments until the student has settled the account with the University. Unpaid balances include amounts owing for tuition, mandatory, departmental, and incidental fees, for library penalties or fines, purchases at the University bookstore, for breakage or damage to laboratory facilities or supplies, residence and meal plan fees, fines imposed for disciplinary matters by the University.

Failure to make full payment according to the alternate payment arrangements will result in the assignment of an "I" (incomplete) grade, instead of a final course grade. The student will be denied access to final grades, transcripts, further course registrations, and graduation until full payment is made. The I grade will be converted to the earned letter grade upon full payment of the account.

Students who have been withdrawn from courses and seek reinstatement into courses must pay any outstanding balance in full at the time of reinstatement. No exceptions will be permitted. The deadline for reinstatement will be posted on the website.

A reinstatement fee will apply for reregistration once the account is paid.

Graduation

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.

Accepted Methods of Payment

Payment is considered made to Ambrose on the date it is received by Ambrose University, either in the university bank account or at the finance office. For detailed information on how to pay fees, visit <https://ambrose.edu/payment>.

Students who are expecting payments through third party organizations (e.g., government student aid) are required to provide confirmation of funding, while funds are in transition.

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 as per the academic schedule.

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 after the Add/Drop period are not eligible for a tuition and/or fee refund (including Residence and Meal Plan fees). Scholarships and other financial awards will be withdrawn.

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/situations beyond the student's control that arise after the start of the semester may appeal for an exception to the aforementioned policies. Supporting documentation from a physician or Registered Health Professional may be required for the appeal. Students will appeal to the Registrar. The Registrar will consult with the Director of Finance and if appropriate with the Dean of Student Life and the Director of Campus Services before making the final decision to grant an exception. Financial reimbursement will only be considered for appeals typically received during the same semester of the extenuating circumstance.

Over Payment

Any eligible payment received on a student account that exceeds non-refundable fees incurred will be refunded to the student upon their request to the Finance office. Restrictions may apply to scholarship refunds.

Income Tax Forms and Receipts

The T2202 forms are issued based on eligible tuition and fees paid for each calendar year. T2202s will be available via the [Student Portal](#) or mailed to address on file. The Canada Revenue Agency (CRA) requires all students include their social insurance number (SIN) on the T2202 form which can be done through the student portal.

Educational Travel Tuition and Fees

An administrative fee will be charged for all educational travel.

When a course includes international travel studies, tuition will be charged at 50%. No other course fees will apply, however, travel related costs are in addition to tuition.

Guests traveling with the study group will not pay the course tuition or fees provided they are not registered in the class for credit. Guests will pay the study travel fee.

Special Discounts

Audit Discount

Students who audit courses (as per the Academic Calendar) typically receive a 50% discount on tuition as indicated in the Tuition and Fees Schedule. Other audit discounts may be applied on a course-by-course basis with approval from the Provost.

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. All other fees may apply.

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 the add/drop date. Late application forms will not be processed.

TUITION AND FEES

See [Tuition and Fees](https://ambrose.edu/undergrad-academic-calendar/financial-information/tuition-fees) (<https://ambrose.edu/undergrad-academic-calendar/financial-information/tuition-fees>).

STUDENT LIFE

Student Life cultivates a Christ-centered hospitable learning environment that promotes a flourishing community, faith formation and holistic well-being. To that end we offer a number of co-curricular programs, activities and services.

ambrose.edu/student-life.

Spiritual Development

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

- Chapel Worship Services
- One-on-one time with the Campus Chaplain
- Deeper Life and Faith, Life & Learning Days
- Prayer Retreats
- Campus mid-day prayers
- Discipleship Community Groups
- Regular learning events (lectures, discussion nights, etc.)
- 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 offer 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 among our highest priorities.

Our two Ambrose Residence buildings have the capacity to house students in single and double occupancy rooms (limited availability), 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 with the adjoining room. 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. Students who choose to live in Residence should be familiar with the Residence Life Community Standards.

<https://ambrose.edu/student-life/residence-life/community-standards>

There are no family units on Ambrose's campus. Rental and housing information can be accessed on the International Student Services website.

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 help build connections between commuters and contribute to learning by providing opportunities to interact with faculty, grow spiritually, connect to community, and develop academically.

Athletics and Campus Recreation

Ambrose University varsity teams compete in the Alberta Colleges Athletic Conference (ACAC) as the Ambrose Lions. Competing in the Lion's Den, which has capacity for 400 spectators, we are proud of the black, white and gold. The Ambrose Lions compete in Volleyball, Basketball, Outdoor Soccer, Futsal, and Cross Country Running. 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, whether it be weekly drop-in events or team organized tournaments. Students are encouraged to get involved, be active, have fun, build community, and be physically and mentally healthy through our athletics and campus recreation programs.

International Students

It is our desire to make our international students' transition to Calgary a positive experience and to support students as they navigate university life. The International Student Advisor is here to support students in this journey. Students will receive Information about entering and transitioning into Canada as well as supports and community once they arrive.

[ambrose.edu/student-life/international-student-services](https://www.ambrose.edu/student-life/international-student-services)

Health and Dental Insurance

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. Students are encouraged to apply for this as soon as possible upon entry into Canada. Supplemental Health and Dental insurance is available for all full-time students and all part-time seminary students.

[ambrose.edu/ambrose-student-council/services](https://www.ambrose.edu/ambrose-student-council/services)

Wellness Services and Counselling

Confidential personal counselling is available to you through the Student Life department. Counselling is free for the first seven and a nominal fee is applied for further sessions. For more information or to book an appointment, please visit our counselling page:

[ambrose.edu/student-life/counselling](https://www.ambrose.edu/student-life/counselling).

Students are provided with a variety of opportunities to learn about health and wellness through the Ambrose Wellness Services.

[ambrose.edu/wellness](https://www.ambrose.edu/wellness)

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.

[ambrose.edu/student-life/community-values/community-standards](https://www.ambrose.edu/student-life/community-values/community-standards)

Gender-based and Sexual Violence Response and Awareness

Ambrose takes gender-based and sexual violence seriously. Students who have experienced violence will find support. There are also avenues to file a formal report. You will find our Gender-Based and Sexual Violence policy and procedures and on and off-campus resources on our website: [ambrose.edu/student-life/sexual-violence-response-and-awareness](https://www.ambrose.edu/student-life/sexual-violence-response-and-awareness).

Student Government

Ambrose Student Council members are elected and appointed to serve the holistic needs of the undergraduate student body as part of the Student Life division and, in collaboration with Ambrose University, to represent your interests to the Ambrose administration. Ambrose Student Council facilitates student clubs and the health and dental plan on behalf of the whole student body.

[ambrose.edu/ambrose-student-council](https://www.ambrose.edu/ambrose-student-council)

STUDENT 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.

Learning Services

[Learning Services](#) offers support in two primary areas:

1. **research and communication skills**, including academic reading, writing, listening, and public speaking; and
2. **subject-specific skills**, including numeracy skills and discipline-specific knowledge, especially in high-demand fields like business, chemistry, statistics, philosophy, and theology.

Throughout the academic year, students can meet with a research and communication tutor or a subject-specific tutor for personalized support, or they can attend a variety of workshops offered by Student Academic Success. All of these services are free to students currently enrolled at Ambrose University.

Career Services

Our [Career Services](#) team supports students in all fields – business, the arts, ministry, health sciences, education, and more! – as they pursue their calling for redemptive engagement in the world. Students can meet with a career counsellor for help with, among other things:

- career planning,
- job searches,
- feedback on a resume or cover letter, and
- networking strategies (informational interviews, social media, etc.).

We also host a job board and run frequent workshops throughout the year. Our services are free to current students and recent graduates (within six months of graduation).

Academic Accountability

Students can also meet with an academic coach for help with setting and meeting their academic goals. Our coaches help students identify their unique strengths and areas for improvement and choose strategies and resources that work for them. Academic coaches can also support students with time management and study skills.

We especially encourage students to meet with an academic coach near the beginning of the term, but we also invite students to meet with a coach throughout the semester to track their success. This type of support is open to all current students but may be especially helpful to student athletes, as they balance many demands on their time, and those struggling academically.

Student Information and Confidentiality

Information about Ambrose students that has come to the attention of Student Life and Student Academic Success 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.

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.

DEFINITIONS

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. A course may be repeated only once with the highest grade used for grade calculations, academic standing and determining eligibility to graduate.

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.

Cross-leveled courses

These are courses taught with both seminary and undergraduate students in the same classroom. The courses are listed in both the Undergraduate Academic Calendar and course listing, and in the Seminary Academic Calendar and course listing. It is possible for a course to be both cross-leveled and cross-listed.

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-levelled and cross-listed.

Directed Study

A Directed Study is a privilege for students enrolled in a degree program whereby they may attempt a course which is either not currently offered, or is offered but for which you cannot register due to unavoidable circumstances. Directed studies will be considered when the student has a) a cumulative GPA of 2.0 or higher; b) completed 50% of a degree program, c) the course is a required course in the

degree program (i.e., elective courses are not normally eligible), and d) the course has been unavailable due to unavoidable circumstances.

Dual Credit

This is a course delivered in collaboration with school districts that allows students to complete an Ambrose University course and simultaneously receive high school credit.

Educational Travel

Educational travel study means any trip (e.g., a Travel Study or other similar trip) offered for educational credit at Ambrose or otherwise offered by an academic program or sanctioned by Ambrose, involving Ambrose students, and including at least one overnight stay. This definition applies both to international and domestic educational travel. This applies to all Ambrose sanctioned educational travel study, offered through academic programs, with the exception of:

- Travel related to Internship programs
- Research-related travel with a faculty member
- Athletic team travel and student leadership travel

Electives

These are courses that are not prescribed in the program requirements.

- **Arts and Science electives:** These are included in the Bachelor of Arts program and mean an Arts and Science course chosen by the student, provided the necessary prerequisites have been met. Courses approved for this category are listed in the Academic Calendar.
- **Open electives:** This means any course chosen by the student, provided any necessary prerequisites have been met. All Accounting (ACC), Business (BUS), Professional Studies (PST) and selected Kinesiology (KIN) 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.
- **Discipline specific electives:** These are courses chosen by the student within a specified discipline.

Experiential Learning

Experiential Learning at Ambrose is defined as learning by doing. Knowledge is translated into action and with critical reflection these experiences transform perspectives, capacities and dispositions. The experiences are intentionally designed and assessed. Experiential learning includes work-integrated learning, co-curricular learning activities, research-based learning, culminating senior experiences and travel study. We measure experiential learning using the National Survey of Student engagement (NSSE) survey which describes these as high-impact practices. All Ambrose degrees include at least one element of experiential learning.

High-Impact Practices (HIPS)

This is an overarching term used by NSSE to describe learning activities such as service learning, learning communities, research with faculty, internship, field experience, study abroad and culminating senior experiences which share the following traits:

- demand considerable time and effort,
- facilitate learning outside of the classroom,
- require meaningful interactions with faculty and students,
- encourage collaboration with diverse others, and provide frequent and substantive feedback.

Independent Study

This is an individual research project which investigates an area or topic not treated extensively in a regular course. It is designed in consultation with the instructor who supervises the independent study. A maximum of 6 credits in this type of study may be undertaken in a degree program. Students must have completed half of the degree program before undertaking this type of study. This is a privilege for students enrolled in a degree program who meet the minimum GPA degree requirements.

Laboratory (Lab)

A course component in which students engage in practical projects (e.g., experiments, surveys, observations), testing and applying course concepts in a controlled and supervised setting. Labs are normally 2-3 hours in length.

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.

Minor

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. Students may declare up to two minors. 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. Courses at the 400-level cannot apply to a minor for students enrolled in a ministry program.

Modular class

A course that is offered in a compressed schedule.

Program requirements

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

Semester

The major semesters are Fall and Winter. Each of these semesters is 13 weeks plus reading week and additional days for final exams. Spring semester is flexible in terms of length, occurring between graduation and July 31.

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.

Tutorial

A course component in which students review and/or receive supplemental instruction relating to in-class learning, discussing and/or applying theories, methods, concepts, or data. Tutorials normally involve small groups of students and are normally between 60 and 90 minutes in length.

Withdrawal from Courses

A formal application through the Office of the Registrar to be removed from a course prior to the Withdrawal deadline (see [Academic Schedule](#)) with the exception of students in the School of Education who must obtain approval from their faculty to withdraw from a course. Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program.

Time Limitation for Completion of Credits

1. Normally, there is no time limitation for the application of credit toward an Ambrose credential for any Course completed at Ambrose or at any recognized accredited post-secondary institution.
2. Time limitations (stale dating) may be imposed if the Course content is particularly time-sensitive. Any such time limitations must be approved by the Dean of the appropriate Faculty upon recommendation from the Chair.
3. All graduation requirements for a baccalaureate degree must be completed within eight (8) years of admission to the program. Exemptions may be granted.
4. All graduate requirements for a masters degree must be completed within ten (10) years of admission to the program. Exemptions may be granted.
5. There is no limit on the number of years for completion of a certificate or diploma.
6. Students unable to complete a credential within the stated time limits will be removed from the program and be required to apply for readmission.

RECORDING OF LECTURES

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Students must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

PROGRAM INFORMATION

Certificate Credentials

Credit Certificate: Generally, this credential will be a minimum of 5 courses (15 credits) in length. The program may include program requirements, core and elective courses.

Credit-free Certificate or Designation: Programs of this type must have a minimum of 50 instructional hours.

Diploma Programs

Undergraduate diploma programs will have a minimum of 20 courses (minimum of 60 credits and a maximum of 24 courses (maximum of 80 credits).

Baccalaureate Degree Programs

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.

Faculty of Theology Programs

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

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.

Program Time Limits

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

- Baccalaureate degrees must be completed within 8 years of admission to the program
- There is no limit on the number of years for completion of a certificate or diploma.
- Students unable to complete a credential within the stated time limits will be removed from the program and be required to apply for readmission.

Change of Program

Students who wish to change their academic program, may do so by submitting a Change of Program Application (in your Student Portal) prior to the Add/Drop deadline (see [Academic Schedule](#)), meet any applicable program admission requirements and receive the approval of the Registrar. These changes may include changing, adding, or removing major(s), minor(s), concentration or double major/double degrees.

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.

Please note that:

- Any completed courses that satisfy your new program's requirements will be applied to the new program.
- Not all courses previously completed will meet your new program's requirements, and therefore, 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.

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.

Students are unable to complete a (4-year) major and a (3-year) concentration within the same degree. See [Definitions](#).

Earning a Major and Concentration

You may earn a major and concentration from different subject areas by fulfilling all the requirements of both programs as listed in the current Academic Calendar. While you may earn a major and a concentration, 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 within four academic years. In addition, be aware that meeting the requirements of both concentration and major could require completion of more than 120 credits. General Studies is not available as part of a double concentration. Psychology and Behavioural Science are not available as a major and concentration together.

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 pay a non-refundable deposit before registration (see [General Information and Policies](#)). 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.

An Advising Worksheet is available to you through the Student Portal, which outlines your requirements and is updated automatically as you progress in your program.

Course Substitution

A Course Substitution request determines whether an Ambrose University course that is not included in the list of required courses of a program can be used to fulfill a specific course requirement. A course substitution does not replace prerequisite requirements needed to enrol in courses. To request approval for a Course Substitution, submit a Course Substitution Request form to the Office of the Registrar. (See ambrose.edu/registrar/request-forms.)

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.

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.

Full-time/Part-time Classification

Undergraduate students are considered full-time when they register in nine credits or more per semester for the fall and winter semesters, and six credits or more during the spring semester. Students are considered part-time when they register in fewer than nine credits per semester for the fall and winter semesters, and three credits during the spring semester. The exception is students who have an approved accommodation for a reduced course load.

Graduate students registered in thesis-based master's programs will be considered full-time.

Graduate students in course-based credentials (i.e., certificates, diplomas or master's degrees) will be considered full-time if they enrol in 9 credits or more per term during each of the Fall and Winter semesters and 6 credits or more per term during each of the Spring semester.

Graduate students enrolled in course-based credentials (i.e., certificates, diplomas or master's degrees) are considered part-time when they register in fewer than 9 credits per term in the Fall and Winter semesters or fewer than 6 credits per semester in the Spring semester.

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.

Directed Study

See Definitions. The Directed Study course will not be officially registered until all necessary approvals, signatures and a course syllabus have been obtained. (See ambrose.edu/registrar/request-forms.)

Independent Study

See Definitions. 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. (See ambrose.edu/registrar/request-forms.)

Auditing a Class

See Definitions. To audit a class, submit a *Request to Audit* form to the Office of the Registrar. (See ambrose.edu/registrar/request-forms.)

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.

Repeating a Course

Students may repeat a course only once. The course for each attempt is noted on the student transcript. Only the higher grade awarded is used to determine the cumulative and semester GPA, eligibility to graduate and academic standing. The original attempt will appear with the final grade 'FR' (failed, repeated) or 'R' (passed, repeated), as appropriate.

Special permission by the Office of the Registrar for a third attempt may be considered. 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

A formal application through the Office of the Registrar to be removed from a course prior to the Withdrawal deadline (see [Academic Schedule](#)) with the exception of students in the School of Education who must obtain approval from their faculty to withdraw from a course.

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty.

After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.)

Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline.

Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course.

Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

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.

CATEGORIES OF EXPERIENTIAL LEARNING EXPERIENCES

Work-Integrated Learning (WIL)

Built by Ambrose, these kinds of activities introduce students to the world of work as part of their post-secondary program. This is a model and process of curricular experiential learning which formally and intentionally integrates a student's academic studies within a workplace or practice setting. WIL experiences include an engaged partnership of at least: an academic institution, a host organization and a student. WIL can occur at the course or program level and includes the development of learning outcomes related to employability, personal agency and life-long learning. WIL activities include internships, coaching, mandatory professional practice, field experience, field placements, service learning, and community and industry research projects (CIRPS). (This definition is consistent with Alberta Advanced Education's definition published 9 November 2020.)

Internship

Supervised, structured work experience, typically lasting a semester or more, at or near the end of a study program.

- In the School of Business, students can participate in an extended learning experience in a company or community organization. Internships can be unpaid or paid and may be full-time or part-time. They are typically between 2 - 4 months in duration, with a minimum of 90 contact hours, but can involve more, depending upon the placement. Supervision is provided by the workplace practitioner with the guidance of an Ambrose faculty member.

Mandatory Professional Practice

Supervised work arrangement required for a professional license or designation. These experiences are under the supervision of an experienced registered or licensed professional.

- In the School of Education, all professional training, full-time or part-time, supervised by certified teachers, is referred to as a practicum or field experience. This training is mandatory for the degree and guided by their Handbook and other procedures.

Field Placement

Work-related experiences that prepare students for professional or occupational fields, but are not required for a professional license. Field placement courses give students opportunities to apply their growing knowledge and skills in diverse workplace settings, under the guidance of a faculty member and the supervision of a workplace mentor.

Community Service Learning

Activities designed by Ambrose to achieve specific community goals. Combines classroom instruction and critical reflection to enrich the learning experience and strengthen communities. Students work in partnership with a community-based organization to address a challenge identified by the community.

- In the Certificate of Christian Discipleship, required community service learning courses combine theory, practice, and reflection to give students experience in church and community settings.
- In other Arts and Science programs, elective community service learning courses combine theory, practice, and reflection to give students experience in church and community settings.

Community and Industry Research Project

Activities within courses in which students apply their growing knowledge and skills to solve real-world problems, serving partners in business, industry, the non-profit sector, or the community.

Research-Based Learning

Students whose career plans involve professional research work with a faculty member on a research project (independent research or student-faculty collaborative research) within a mentorship model that includes structured learning outcomes. When an external partner is involved, these experiences may include a WIL component.

- Independent Research Projects in the School of Business and in Arts and Science programs, including Behavioural Science, Biology, Chemistry, Christian Studies, English, History, Music, and Psychology.
- Entrepreneurial Incubator in the School of Business, in which teams of students learn by starting companies based on business plans they have developed previously.
- Case Competitions or Challenges in the School of Business, which bring students from multiple post-secondary institutions together to solve challenging problems.

Indigenous and Land-Based Learning

Learning experiences undertaken in collaboration with Indigenous partners. When an external partner is involved, these experiences may include a WIL component.

- Activities and projects embedded in courses in Education, Theology, Business, and Arts and Science.
- Specific Indigenous Studies (INDG) courses, typically taught by Indigenous instructors.

Culminating Senior Experience

Capstone course, senior project or thesis, comprehensive exam, Personal Growth Portfolio, etc. When an external partner is involved, these experiences may include a WIL component.

Travel Study/International Travel Program/Study Abroad

Several programs offer opportunities to travel as part of the experience of education at Ambrose (e.g. History, Biology, Business Administration). This experiential learning experience is guided by course syllabi. When an external partner is involved, these experiences may include a WIL component.

RECOGNITION OF PRIOR LEARNING

Formal Prior Learning is assessed through the process of [Transfer Credit](#) for individual courses, institutional agreements that recognize transfers of a block of courses, and Letters of Permission.

At the present time, Ambrose University does not have the capacity to recognize Informal Prior Learning.

The application for recognition of prior learning is made to the Office of the Registrar, who will bring a recommendation to the appropriate Academic Affairs committee. There is a fee for this assessment (see Tuition and Fees).

Transfer Credit

New students are evaluated for transfer credit for previous undergraduate-level studies at recognized accredited institutions. The Office of the Registrar, in consultation with the relevant faculty as needed, will evaluate the application for transfer credit and official transcripts upon a student's admission to a program. The student is responsible to provide Ambrose with an official English translation of a transcript and course syllabus.

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 a degree. The earned grade in the transferring course must meet the minimum grade requirements of the degree. While there is no limitation to the age of courses accepted for transfer credit, older course content may be assessed to be out of date, rendering certain courses inadmissible for transfer credit.

Ambrose has formal agreements for transfer with other institutions in Alberta which may be found on the Alberta Council on Admissions and Transfer (ACAT) website: www.transferalberta.ca.

Transfer credit may be given for International Baccalaureate (IB) or Advanced Placement (AP) courses taken in high school. 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.

Transfer credit may be given for College Level Examination Program (CLEP) examinations, administered by The College Board in the USA.

Transfer credit will be considered for courses taken at an ABHE accredited institution for Faculty of Theology programs and is subject to the conditions of transfer. Transfer credit for courses students have taken at an ABHE accredited institution will be considered on a case-by-case basis for Ambrose Arts and Science programs. The criteria provided in the Recognition of Prior Learning: Unaccredited Institutions policy (below) will be the basis for such transfer decisions. If Ambrose grants transfer credit from ABHE accredited institutions, other qualification certification boards may not recognize it.

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.

Letters of Permission

A current degree-seeking student may apply for a Letter of Permission, which permits them to take a course at another accredited institution for transfer into an Ambrose degree program. Such permission is subject to approval by the Office of the Registrar. To be eligible for a Letter of Permission, a student must have earned at least 15 credits at Ambrose and be in Good Standing.

In any given semester, a student may not enroll in more credits as a visiting student in other institutions than they do at Ambrose University without special permission.

Conditions of Transfer Credit and Letters of Permission

Credit is given for formal prior learning at accredited institutions through transfer credit or letters of permission subject to the following limitations:

- A student must meet Ambrose's residency requirement to graduate from Ambrose: the completion of a minimum of 45 credits for all three year degrees and 60 credits for all four year degrees;
- 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;
- An earned grade of not less than 'C' (according to the Ambrose grade scale) in the course being transferred is required for transfer eligibility;
- Experiential learning courses such as practicums, internship, and field placements may be considered as specialized or open electives only, but not as practicum or field placement credit;
- Transfer credits will not be awarded towards undergraduate diploma programs;
- Letters of Permission will not be granted during the final semester of study;
- Grades from transfer credits are not noted on transcripts and are not considered when calculating the student's semester or cumulative GPA.
- The Bachelor of Education (B.Ed.) degree does not allow for prior learning through credit transfer.

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.transferalberta.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 Faculty of Theology programs 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. 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 Faculty of Theology classes. These agreements are reviewed every five years.

Currently, we have agreements with:

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

North American Institute for Indigenous Theological Studies (NAIITS): An Indigenous Learning Community

An agreement between Ambrose and NAIITS: An Indigenous Learning Community provides Indigenous-specific courses for Ambrose students that are designed and taught by qualified, primarily Indigenous instructors, using Indigenous methodologies within a contemporary context. For further information, see the course descriptions or contact the [Office of the Registrar](#).

Recognition of Prior Learning: Unaccredited Institutions

Courses from unaccredited programs or non-credit courses will be considered for transfer on a course-by-course basis, based on course descriptions, learning outcomes, and other components of the course syllabus, as compared to the most recent offering of the equivalent

Ambrose course. Typically, a qualifying course would require a Grade 12 entrance requirement, an instructor with a minimum of a Master's degree, at least 60% of the course content in common with Ambrose course content, equivalent reading requirements, and assessments which demonstrate mastery of the skills and content in the course.

The B.Th. degree may include up to 9 credit hours of prior learning. Arts and Science degrees may include up to 6 credit hours. No recognition of prior learning in the B.Ed. program will be considered.

Capernwray Prior Learning Credit and Youth with a Mission

Students who have successfully completed Capernwray or Youth with a Mission (YWAM) studies, may be awarded up to nine (9) credits of Prior Learning Assessment and Recognition (PLAR). This is evaluated at the point of admission.

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.

ACADEMIC RECORDS

Student academic records, known as transcripts, are maintained by the Office of the Registrar and are considered confidential. The transcript is a permanent record of the student's complete academic history at Ambrose including courses, grades, program of enrolment and/or conferred, 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 academic record. 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.

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.

Retention of Student Records

Academic Records, including all information appearing on a Transcript, are retained indefinitely. Notations of student discipline are retained according to the terms of the penalty imposed. Materials supporting applications for admission, correspondence and transcripts from other institutions and similar material may be destroyed five years after a student's last registration. Other material may be destroyed sooner.

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.

ACADEMIC ACCOMMODATIONS

Ambrose recognizes its legal duty to provide reasonable academic accommodation to the point of undue hardship. This duty arises from human rights legislation, and failure to provide reasonable academic accommodation to a student with a documented disability may amount to discrimination under the [Alberta Human Rights Act, RSA 2000, C A-25.5](#). Students with a disability who wish to have an academic accommodation should contact Accessibility Services in the Student Academic Success office without delay.

See Accommodations and Accessibility Policy.

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.

Take-home examinations must start on or after the first day of final exams and not extend beyond the last day of final exams. Instructors must provide a minimum 72-hour time for completion.

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	Failure	0.00

Grade	Interpretation	Grade Points
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' (AE) when course requirements are not met due to prolonged illness or other circumstances beyond a student's control. Students are permitted to continue in their program with an AE grade.

ACADEMIC STANDING

Definitions

Academic Standing refers to matters such as continuation in a program, graduation and academic suspension of a student and is generally calculated within 14 days of a semester concluding.

Good Standing is awarded to a student unless another notation is indicated on their record.

Academic Probation is assigned to students who have completed eighteen credits but have not met academic requirements within a certain semester.

Academic Suspension is removal of a student from Ambrose for a minimum of twelve months from the date of suspension.

Expulsion is permanent removal of a student from Ambrose for academic or non-academic causes. Expulsion is permanently noted on a student's official transcript.

Good Standing

In the Faculty of Arts and Science, School of Business and Faculty of Theology, a student is considered in 'Good Standing' with a cumulative GPA of 2.0 or higher. Students in good standing are eligible to continue in their program of study.

Academic Warning

Students will be placed on Academic Warning (AW) when their cumulative GPA is below 2.0 and a minimum of nine credits have been completed at Ambrose. Students on Academic Warning are eligible to continue in their program of standing.

Students on Academic Warning will be contacted by the Student Academic Success office to engage in learning supports.

Academic Warning is not noted on a student's official transcript.

Academic Probation

In the Faculty of Arts and Science, School of Business and Faculty of Theology, a student is placed on Academic Probation when their cumulative GPA is below 2.0 and a minimum of eighteen credits have been completed at Ambrose.

Academic Probation is reviewed following the completion of the Fall semester and Winter semester and is in effect for the subsequent semester of enrolment or until the next academic review is completed. Students on academic probation are eligible to continue in their academic program.

While on Academic Probation, students are not permitted to:

- participate in competitive Lions' Athletics team games (including team travel) but are permitted to participate in team practices

- and related activities or
- participate in the Ambrose Student Council.

Students on Academic Probation are required to meet with the Student Academic Success team to develop a learning plan.

Academic Probation is permanently noted on a student's official transcript. Students are required to achieve a minimum 2.0 semester GPA in the next semester of enrolment or they will be eligible for academic suspension.

There is no appeal process for Academic Probation.

Academic Suspension

Students are reviewed for Academic Suspension when:

- they have been on Academic Probation and
- their cumulative GPA is less than 2.0, and
- they did not demonstrate a semester GPA of 2.0 while on Academic Probation;

or

- due to academic misconduct; or
- misconduct in the learning environment.

Academic Suspension is permanently noted on a student's official transcript.

Students on Academic Suspension are not permitted to register at Ambrose for a minimum of twelve months from the date of the suspension. Following academic suspension students must re-apply to Ambrose (Refer to Admissions Policy - Former StudentSuspended and Required to Withdrawn Students).

There is an appeal process for Academic Suspension (Refer to [Procedures for Appeal](#)).

Dean's List

Credential-seeking students (excluding School of Education) with a minimum 3.5 semester GPA on a minimum of twelve graded credits in a semester at Ambrose will be placed on the Dean's List for that semester.

Students assessed by the Accessibility office to be equivalent to full-time studies will be considered for the Dean's List.

Placement on the Dean's List is permanently noted on the student's official transcript.

President's Honour Roll

Credential-seeking students (excluding School of Education) with a minimum of 3.8 GPA on a minimum of 30 credits at Ambrose in an academic year (spring, fall, and winter) will be placed on the President's Honour Roll. The President's Honour Roll is calculated upon the completion of the academic year (i.e., following Winter semester).

Students assessed by the Accessibility office to be equivalent to full-time studies in the academic year will be considered for the President's Honour Roll.

President's Honour Roll is permanently noted on the student's official transcript.

ACADEMIC MISCONDUCT AND MISCONDUCT IN THE LEARNING ENVIRONMENT

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.

1. The University expects Students to conduct Academic Activities with integrity and intellectual honesty and to recognize the importance of pursuing and transmitting knowledge ethically.
2. Students who participate in, or encourage the commission of, Academic Misconduct will be subject to disciplinary action in accordance with this policy.
3. Students are expected to cooperate in investigations of allegations of Academic Misconduct. Obstructing an investigation may result in penalties under the Student Non-Academic Misconduct Policy.
4. The Registrar maintains exam regulations for all examinations administered by the Registrar's Office. Exam invigilators or proctors are proxies for the course instructor. A Student's failure to comply with these regulations will be investigated as an appeal of a Final Grade.

5. Instructors will clearly communicate their expectations regarding conduct required of Students completing academic assessments in their courses. A Student's failure to comply with those expectations will be investigated as potential Academic Misconduct.
6. In the Learning Environment (e.g., classroom setting), 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.
7. Standards of behaviour in the learning environment are understood to apply to all environments where learning activities occur (e.g., laboratories, classrooms, field trips, practicum settings). 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 learning environment.

Students who have been found responsible for committing Academic Misconduct or Misconduct in the Learning Environment may appeal the decision, and in some cases the sanctions, in accordance with the Academic Appeals Policy. However, sanctions requiring attendance at educational seminars and sanctions that are simply written warnings may only be appealed if the Student is also appealing the decision that they committed Academic Misconduct or Misconduct in the Learning Environment.

If an appeal is unsuccessful the original date of Suspension or Expulsion may take effect. If the Academic Appeals Committee decides that the original date is the appropriate one for a Suspension or Expulsion to take effect, the Student will not receive credit for Academic Activities completed pending the appeal decision.

Definitions

Academic Activities means critical inquiry, research and learning in the pursuit of official recognition at the University. Examples include:

- course or program requirements;
- examinations, tests, or quizzes; and interactive online tutorials, or other computer-assisted instruction.

Academic Achievement Decisions means the determinations of academic standing in the absence of Academic Misconduct. This may include the assignment of grades, credit or fail designations, assessments of professional behavior in accordance with a course syllabus or outline, requirements to withdraw, and any other matter where the measurement of achievement, or academic progress, is not directly connected to an instance of Academic Misconduct.

Academic Misconduct refers to all instances of academic dishonesty. It includes any behaviour that undermines the University's ability to evaluate fairly students' academic achievements, or any behaviour that a student knew, or reasonably ought to have known, could gain them or others unearned academic advantage or benefit. Whether or not a student intended to commit academic misconduct is not relevant for a finding of academic misconduct. (Examples: plagiarism, cheating, accessing unauthorized assistance, buying or otherwise obtaining term papers or assignments, contributing to academic misconduct, falsifying, fabricating, misrepresenting, or forging an academic record or document, damaging, tampering or interfering with the scholarly environment, misrepresentation of personal identity or performance, unauthorized use of intellectual property, violations of specific course requirements, failure to comply with exam regulations applied by the Registrar.)

Cheating is a serious form of academic misconduct. It means trying to give or gain an improper advantage in Academic Activities. Some examples of Cheating include:

- copying from another Student's work;
- conversing with another Student (or other Students) during an examination;
- having, using, or attempting to use unauthorized materials or devices for assistance in completing Academic Activities;
- attempting to read another Student's examination papers or allowing another student to read an examination paper;
- obtaining assistance from another person in completing coursework, such that there is a real question whose work is being assessed;
- sitting for an examination by surrogate or acting as a surrogate; and
- tampering or attempting to tamper with examinations, grades or class records.

Classroom occasionally used interchangeably with Learning Environment. It means any learning environment associated with the course (e.g. labs, dance studio, art performances, experiential learning settings, field trips, faculty advising).

Disciplinary Probation means a period of time during which a Student's Transcript retains a note about Disciplinary Probation for Academic Misconduct. Students may continue in their program or course of studies while on Disciplinary Probation.

Fabrication means creating or using false records, including a transcript or other document, or citing work which does not actually exist.

Falsification means altering or attempting to alter work or records for academic gain. Some examples of Falsification include:

- altering transcripts or other third party documents;
- changing, or attempting to change, recorded grades;
- a Student impersonating another Student, or a Student allowing another individual to impersonate the Student; and manipulating, changing, or omitting source material, data, methods, or findings.

Instructor means the Academic Staff Member, Appointee, or other individual teaching a course or section of a course.

Learning Environment means any learning environment associated with the course (e.g. labs, dance studio, art performances, experiential learning settings, field trips, faculty advising).

Misconduct in the Learning Environment 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 learning environment; or violate the ethical standards of one's intended profession (e.g., clinical settings, practice, directed field studies, internship, etc.).

Plagiarism occurs when a Student presents the ideas, expression of ideas or work of another individual as the Student's own. Plagiarism is a serious academic offence and is considered fraud or theft. Some examples of Plagiarism include:

- using all or a portion of someone else's work in an assignment or for other Academic Activities, without appropriate acknowledgement, which includes using someone else's words without quotations marks around those words, inappropriate paraphrasing, or referencing someone else's idea without appropriate attribution;
- purchasing, or otherwise acquiring work and submitting it as the Student's own original work;
- submitting the Student's prior work for evaluation in another course, or in a subsequent attempt of the same course, without the express approval of the Instructor teaching the second course, or subsequent attempt;
- using text written by a generation system as one's own (e.g., entering a prompt into an artificial intelligence tool and using the output in your work); and conducting any act that defrauds the academic process.

Procedural Fairness means the opportunity to be heard by an unbiased decision maker and to be made aware of the evidence considered by the decision maker. Procedural Fairness is about the procedures used to make a decision, not the actual outcome of the decision.

Required Withdrawal refers to a student in the School of Education that is not permitted to participate in academic activities due to academic achievement decision or academic misconduct.

Rescission of credit or credential results from fraudulent documentation or academic misconduct. The Dean (or designate) of the appropriate Faculty may make the recommendation for rescission to the Vice President Academic. 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.

Student means an individual registered in a University course or program of study, or an individual who is no longer registered at the University and is alleged to have committed Academic Misconduct while they were registered in a course or program of study at the University. A Student who has been suspended, expelled or banned is referred to as a "Respondent".

Student Record means information about a Student's University activities maintained by the Registrar.

Teaching Faculty means the faculty responsible for the delivery of a course (this applies to credit and non-credit courses or programs).

Transcript means the official summary of a Student's permanent academic record at the University.

Unauthorized Assistance means cooperating, collaborating, or otherwise giving or receiving assistance in completing Academic Activities without the Instructor's permission.

University means Ambrose University.

Please consult the Academic Misconduct and Misconduct in the Learning Environment policy for more information.

ACADEMIC APPEALS

A Student may appeal a decision made in response to final grades, academic misconduct, misconduct in the learning environment, or academic progression matters on one or more of the following grounds:

- a. there is evidence available that was not considered in the decision and that may have otherwise affected the decision being appealed; or
- b. the decision being appealed was made in a procedurally unfair way; or
- c. the appropriate process, as outlined in the Academic Calendars, was not followed; or
- d. the decision contained an error in the application of the relevant Academic Regulations.

In general, Final Grade decisions and decisions regarding Academic Misconduct, or Misconduct in the Learning Environment, or Academic Progression Matters should be made as close as possible to the level at which the academic competence resides.

Dissatisfaction with a decision or with a University, Faculty or School policy, procedure, regulation, or standard is not a Ground of Appeal.

In general, events or academic performance that occur after the date of the decision being appealed are not considered to be relevant new information.

A Student must exhaust all decision making and appeal processes at each level before submitting an appeal to the Academic Appeals Committee.

Appeal of Final Grade

There are two levels to a final grade appeal. The first level is adjudicated on the academic merit of a students' work. The second level of the appeal process is based solely on the process by which the academic appeal decision was reached.

Before commencing an appeal for change of final grade, the Student should contact 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.

Appeal of Academic Misconduct Matters

There are two levels to an academic misconduct appeal.

The matter of academic misconduct is initiated by an Instructor and will be reported to the Dean of the program regardless of whether an appeal is made. A written record of the violation will be kept in the student's permanent file.

Appeal of Misconduct in the Learning Environment

There are two levels of appeal to decisions about misconduct in the learning environment.

Management of behavior in the learning environment primarily rests with the Instructor. The Instructor may direct a Student to leave the class if the Student engages in any behavior that disrupts the learning environment.

All misconduct in a learning environment will be reported to the Dean. The Dean will investigate the situation and has the authority to take any action they determine is appropriate to in response to the misconduct and will determine sanctions.

Appeal of Academic Progression

There is one level of appeal for matters related to Academic Progression.

Decisions made by an Academic Affairs committee related to progression in a program, specifically academic probation and suspension, may be appealed.

Please consult the Academic Appeals policy for more information.

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.

The responsibility of the granting of degrees, diplomas and certificates rests with the Faculty.

Graduation Application

All students expecting to receive a credential are required to submit an 'Application to Graduate' on the student portal, whether you are planning to attend the convocation ceremony or not.

Ambrose confers credentials three times in the academic year: August 10, January 30, and April 30, with one convocation ceremony in the Spring.

Deadlines for application and graduation fees are noted in the Academic Schedule.

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.

Degree Parchment

The wording on parchments is standardized and approved by GFC and includes the credential, major, conferral date, and where applicable the honours standing and valedictorian notation. An Ambrose University parchment is an official legal document and only the student's official full legal name (first, middle, last) will be printed on the parchment. Concentrations, streams, career domains and minors will not be indicated on your parchment, but will be noted on your official transcript.

Posthumous Credentials

A posthumous degree, certificate, or diploma allows the university to recognize the efforts of an Ambrose Student who dies before being granted their degree.

General Faculties Council has the authority to award posthumous degrees that have been recommended by a Faculty or School Council. Each case will be determined on its own merits. Posthumous credentials will be noted on the transcript and parchment.

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.

Deferring Ceremony Attendance

Students who are unable to attend the ceremony held immediately following completion of their degree requirements may provide a written request to the Registrar's Office requesting the ability to attend the following Convocation Ceremony. The student's parchment will be issued for the original Convocation and the names will appear in the program at the original Convocation. Their names will not appear in the program for the Convocation Ceremony they attend.

Academic Regalia

Students participating in the Convocation Ceremony are required to wear academic regalia. All graduates will wear the academic dress (gown, mortarboard, and hood) in accordance with the North American Intercollegiate Code for the degree they are receiving at the Convocation Ceremony.

Students receiving a certificate and/or diploma do not wear a hood. Students graduating with a double degree wear a hood for each degree.

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

Hoods: Students graduating with a bachelors degree wear the colours relevant to specific disciplines:

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

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

North American Indigenous Students

In the spirit of reconciliation, Ambrose welcomes all North American Indigenous graduating students to celebrate their heritage through wearing ceremonial dress at their Convocation ceremony along with the Academic gown. All graduands who participate in Convocation must wear an academic hood as it represents the specific degree earned and the Faculty or School awarding the degree. Graduands choosing to wear cultural dress should advise the Office of the Registrar two weeks prior to the Convocation ceremony.

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.

Parchment Replacement

In extraordinary circumstances, a replacement parchment may be issued upon request to the Office of the Registrar. The replacement parchment will be marked "duplicate" with the date it was reprinted. Replacement degrees will usually not have original signatures.

Honours

Baccalaureate degree students (excluding Bachelor of Education (after degree)) 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 |

Awards and Scholarships

Delta Epsilon Chi: 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.

Phi Delta Lambda Honour Society: Up to 15% of Arts and Science and School of Business 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. Bachelor of Education (after degree) graduates are also eligible for the Alberta Teachers' Association (ATA) Gold Medal in Education award.

FACULTY OF ARTS AND SCIENCE

Why a Christian Liberal Arts Education?

Arts and Science degrees draw on the centuries-old Liberal Arts educational tradition, which began when Christian scholars began teaching and pursuing knowledge and truth across a range of academic subject areas. The term “Liberal Arts” meant a well-rounded education for free people – not simply training for a particular job, but education in critical thinking, effective communication, and personal character meant to prepare students for service, leadership, and a life of purpose and meaning.

Ambrose University pursues the Liberal Arts in a particular way, linking it with a 2000-year-old Christian intellectual tradition, devoted to discipling hearts and minds into the image of Christ – in short, teaching to think Christianly. We welcome students from many different backgrounds to join us in this educational journey.

Personal Formation

Arts and Science degrees focus on personal formation. They all share an interdisciplinary dynamic: students learn the knowledge and skills they need for their future careers, but also gain a theologically and biblically robust education. As models and mentors, our desire is to guide students towards loving God with all their heart, soul, strength, and mind, and loving others as themselves. Put another way, our degrees are designed for spiritual and character formation.

Career

We live in a world in motion – a world that is but is not yet. Experts anticipate a coming skills revolution in which up to half of the jobs we now work at will be transformed by automation and artificial intelligence (AI). But human skills – analysis, communication, research, teamwork, judgment – will be more important than ever. All Ambrose Arts and Science degrees – whatever their area of specialization – focus on these essential career skills.

Arts and Science Learning Outcomes

In a Christian Liberal Arts education, students learn about the Christian faith, about the world in which they live, and about how those two things come together. To accomplish this, all Arts and Science degrees and diplomas are designed to develop the following five Arts and Science Learning Outcomes.

1. Understanding

The knowledge and expertise needed for career success, social responsibility, and global citizenship.

2. Research

The skills needed to solve problems, find answers, and advance knowledge.

3. Analysis

The ability to think clearly, manage complexity, develop creative solutions, and make sound judgments.

4. Communication

The skills of listening and speaking, reading and writing, and collaborating on teams.

5. Character

A love of neighbour, eagerness to serve, and courage to act, mixed with the integrity, humility, and wisdom modelled by Jesus Christ.

Arts and Science Work-Integrated Learning

All students in the Faculty of Arts & Science at Ambrose University have the opportunity to participate in work-integrated learning (WIL) experience(s). Work-integrated learning (WIL) is a model and process of curricular experiential learning which formally and intentionally integrates a student’s academic studies within a workplace or practice setting. WIL experiences involve a signed agreement that clearly outlines the roles of the institution supervisor, the employer and the student. Work-integrated opportunities may be paid or unpaid, depending on category and circumstances. See [Work-Integrated Learning at Ambrose University](#) for more information.

Arts and Science Programs

Arts and Science programs at Ambrose University derive from our mission statement, educational principles, and learning outcomes. 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 departments:

Fine and Performing Arts

Music

Humanities

Christian Studies
English
General Studies
History
University Studies Diploma

Science

Biology

Social Sciences

Behavioural Science
Psychology

Degree and Diploma Programs

Bachelor of Arts (3 year – 90 credits)

Behavioural Science 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 Music (4 year – 120 credits)

Bachelor of Science (4 year – 120 credits)

Biology Major

Admission to the following programs has been suspended.

Diploma in Acting (2 year – 90 credits)
Post-Diploma Certificate in Advanced Acting (18 credits)

University Studies Diploma (2 year – 60 credits)

Certificate of Completion (Inclusive Post-Secondary Education)

Minors

Behavioural Science	Ecology
Biblical Languages	English
Biology	History
Business Administration	Industrial and Organizational Psychology
Canadian Studies	Kinesiology
Chemistry	Music
Christian Studies	Non-Profit Management
Christianity and Culture	Philosophy
Community Development	Psychology
Dance	Sociology
Data Analytics	Worship Arts

GENERAL ACADEMIC REQUIREMENTS FOR ARTS AND SCIENCE

Core Curriculum

The Arts and Science Core Curriculum is the foundation for all Arts and Science degree programs. The Core Curriculum is comprised of a series of introductory courses in a variety of academic disciplines. At Ambrose, our experience has shown us that this combination of subject-specific courses serves as a solid base on which students build towards their chosen major and prepare for a lifetime of career success, personal growth, and productive citizenship.

The Core Curriculum includes courses in five areas:

1. **Christian Formation** – designed as a spiritual foundation, courses in the Bible and Christian Theology
2. **Humanities** – designed to explore human culture, courses in English, History, and Philosophy
3. **Social Sciences** – designed to study people and society, courses in Psychology, Sociology, or Economics
4. **Science** – designed to explore our natural world, courses in Astronomy, Biology, Botany, Chemistry, Computer Science, Ecology, Geography, Geology, Kinesiology, Medical Science, Mathematics, Physics, or Zoology
5. **Fine and Performing Arts** – designed around creative expression, courses on Acting, Art, Dance, Fine Arts, or Music

Foundational Learning

Taken together, the courses in the Ambrose University Arts and Science Core Curriculum form a solid foundation. The Core Curriculum prepares students to understand both the Christian faith and the world around them. It enables them to build towards the Ambrose University mission – to prepare for a life of wise, joyful, and redemptive engagement in the church, society, and the created order.

Four- and Three-Year Baccalaureate Degree Programs

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

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

- The Ambrose Experience (UNI 101) (This course is required for all programs, and must be completed within the first two semesters of enrolment. Students who do not complete UNI 101 may not be permitted to continue in their program.)
- 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

- Normally, 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 of 63 credits

Core course requirements of 27 credits:

- The Ambrose Experience (UNI 101) (This course is required for all programs, and must be completed within the first two semesters of enrolment. Students who do not complete UNI 101 may not be permitted to continue in their program.)
- 9 credits in Christian Formation
- 3 credits in Science
- 3 credits in Science or Mathematics
- 6 credits in Social Sciences
- 6 credits in Humanities

Music Ensemble 9 credits
 Applied Music 18 credits
 Cognate Requirements 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

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 and Performing 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)
 Indigenous Studies (INDG)
 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

Development Studies (DVST)
Intercultural Studies (ICS)
Interdisciplinary (IND)
Political Science (POLI)
University (UNI)

Open Electives

The term Open Elective means any course chosen by the student, provided any necessary prerequisites have been met. All [Accounting \(ACC\)](#), [Business \(BUS\)](#), [Professional Studies \(PST\)](#) and selected [Kinesiology \(KIN\)](#) 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.

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.

FINE AND PERFORMING ARTS PROGRAMS

MUSIC PROGRAM

Music at Ambrose consists of three distinct degree credentials that enable young musicians to deepen their creativity, explore their passion, and develop the skills to succeed in a wide range of culture-shaping careers. Students choose opportunities in different musical fields, from the performance-intensive Bachelor of Music with its classical and jazz pathways, to a broad-based and flexible Bachelor of Arts with a major in Music. Additionally, each degree pathway provides students with a range of co-curricular experiences that shape character, engage with diverse communities, and support students in their unique vocational journey.

There are four primary facets to all Music degree credentials:

- **Academic Coursework** (music theory, music history and elective coursework)
- **Applied Study** (aural skills, applied music lessons, solo literature interpretation, masterclasses/workshops, recital performances, conducting, composition, digital musicianship)
- **Ensemble Rehearsals** (group practice and performance, public concerts)
- **Career Preparation** (vocational training, community engagement, character formation)

The Music Program is part of Ambrose Arts, an interdisciplinary department that is home to programs of study in Music, Theatre, and Dance, as well as offering a range of fine arts electives.

Bachelor of Arts: Music Concentration (3 year)

Bachelor of Arts: Music Concentration degree offers a broad-based, liberal arts music education as a foundation for studio or classroom teaching 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 basic playing proficiency on one's instrument;
- possess an understanding of rudimentary music pedagogical practices;
- understand the demands and rewards of music as a vocational endeavour.

Career Paths

The Bachelor of Arts: Music Concentration prepares students for the following:

- Entry-level positions in private music teaching, the retail music industry, church music, group music instruction, and performance groups.
- Further educational pursuits including after-degree programs like a Bachelor of Education, or additional music studies through a Bachelor of Music, Master of Music, Master of Church Music, etc.

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

UNI 101 The Ambrose Experience (non-credit)

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)

(ASTR, BCH, BIO, BOT, CHE, ECOL, GEO, GEOG, KIN*, MED, PHY, SC, ZOO)

Note: Not all KIN courses can be used as Science credits; check the course descriptions.*Science or Mathematics (3 credits)**

(the above, plus MA)

Social Science (6 credits)

PS 101 Introduction to Psychology I or PS 102 Introduction to Psychology II

SO 121 Principles of Sociology

Music Requirements (33 credits)

MU 124 Aural Skills I (1.5 credit)

MU 125 Aural Skills II (1.5 credit)

MU 136 Music Theory I

MU 185 Music as Vocation I (1.5 credit)

MU 203 Music History to 1825

MU 207 Music History since 1825

MU 212 Basic Conducting

MU 216 Studio Pedagogy

MU 236 Music Theory II

MU 275 Fundamentals of Music Technology

MU 285 Music as Vocation II (1.5 credit)

MU 309 Music and Culture

MU 485 Music Capstone Seminar

Music Ensemble (3 credits)**Cognate Requirements (3 credits)**

3 credits non-music Fine Arts elective (ART, DA, FA, TH)

Electives

To meet senior level requirements in the program, 16.5 credits of electives must be taken at the senior level.

Arts and Science Electives (9 credits, maximum 6 credits in Applied Music)**Open Electives (12 credits)****General Requirements for Completion and Graduation**

- Completion of The Ambrose Experience (UNI 101) (This course is required for all programs, and must be completed within the first two semesters of enrolment. Students who do not complete UNI 101 may not be permitted to continue in their program.)
- 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 Music (MU) courses.
- Must complete piano proficiency requirement - see Music Department for details
- Must participate in University Singers in the first two semesters of the program
- Must participate in ensemble each semester registered as a full-time student
- Must complete the ten-hour service requirement each semester registered as a full-time student

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

The Bachelor of Arts: Music Major degree offers a broad-based, liberal arts music education as a foundation for a diverse range of career pathways in music. Students are afforded a high degree of elective choice and flexibility to pursue their unique study interests.

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 understanding and familiarity with a diverse range of musical literature, genres, and eras;
- be prepared for leadership roles requiring musical decisions and understanding;
- be knowledgeable in various methodologies of music research;
- understand the demands and rewards of music as a vocational endeavour

Career Paths

The Bachelor of Arts: Music Major prepares students for the following:

- Critical thinking, analytical proficiency, clear communication, complex problem-solving, and the ability to apply knowledge in real-world settings
- Entry into graduate programs in musicology, music theory, composition, music education, music therapy, and many other fields
- Entry-level positions in private music teaching, the retail music industry, church music, group music instruction, and performance groups.
- Further educational pursuits including after-degree programs such as a Bachelor of Education degree.

Bachelor of Arts: Music Major Program Requirements (4 year – 120 credits)**UNI 101 The Ambrose Experience (non-credit)****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)

([ASTR](#), [BCH](#), [BIO](#), [BOT](#), [CHE](#), [ECOL](#), [GEO](#), [GEOG](#), [KIN](#)*, [MED](#), [PHY](#), [SC](#), [ZOO](#))

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

Science or Mathematics (3 credits)

(the above, plus [MA](#))

Social Science (6 credits)

PS 101 Introduction to Psychology I or PS 102 Introduction to Psychology II

SO 121 Principles of Sociology

Music Requirements (48 credits)

MU 124 Aural Skills I (1.5 credits)

MU 125 Aural Skills II (1.5 credits)

MU 136 Music Theory I

MU 185 Music as Vocation I (1.5 credit)

MU 203 Music History to 1825

MU 207 Music History since 1825

MU 236 Music Theory II

MU 237 Music Theory III

MU 275 Fundamentals of Music Technology

MU 285 Music as Vocation II (1.5 credit)

MU 309 Music and Culture

MU 485 Music Capstone Seminar

6 credits in Music History at the senior level, *may include*:

MU 272 Jazz History

MU 307 World Music

MU 308 Popular Music Since 1945

MU 352 History of Music and Worship

MU 403 Methods in Music Research

MU 405 Special Topics

12 credits of electives will count towards one of the following Career Pathways:

Composition (15 credits)

Note: If this Career Pathways is chosen, the number of Arts and Science Electives (below) is reduced by 3 credits.

MU 276 Fundamentals of Music Production

MU 320 Applied Music (Composition)

MU 321 Applied Music (Composition)

MU 337 Composition and Arranging

MU 475 Recital

Conducting

MU 212 Basic Conducting

MU 312 Advanced Conducting

3 credits in Music History and Culture

Music Education (15 credits)

Note: If this Career Pathways is chosen, the number of Arts and Science Electives (below) is reduced by 3 credits.

MU 120 Applied Lessons – Instrumental Techniques

MU 121 Applied Lessons – Instrumental Techniques

MU 212 Basic Conducting

MU 216 Studio Pedagogy

MU 283 Theory and Practice of Music Education

MU 444 Field Placement in Music

Music Theatre

TH 201 Acting I: Meisner

TH 202 Acting II: Meisner

DA 213 Modern Technique I (1.5 credits)

DA 214 Modern Technique II (1.5 credits)

MU 475 Recital

Musicology

3 credits in Music History and Culture at the senior level

3 credits in Music History and Culture at the 400-level

MU 403 Methods in Music Research

MU 490 Independent Study

Pedagogy

MU 216 Studio Pedagogy

3 additional credits in Applied Lessons

MU 212 Conducting

Worship Arts

MU 212 Basic Conducting

MU 352 History of Music and Worship

PST 382 Worship Leadership Strategies

One of the following:

MU 337 Composition and Arranging

MU 276 Fundamentals of Music Production

Music Ensemble (6 credits)

3 credits in Music Ensemble at the junior level

3 credits in Music Ensemble at the senior level

Cognate Requirements (6 credits)

HUM 101 Reading and Writing for University

3 credits non-music Fine Arts elective ([ART](#), [DA](#), [FA](#), [TH](#))

Electives

To meet senior level requirements in the program, 25.5 credits of electives must be taken at the senior level.

Arts and Science Electives (12 credits, maximum 6 credits in Applied Lessons)

Open Electives (18 credits)

General Requirements for Completion and Graduation

- Completion of The Ambrose Experience (UNI 101) (This course is required for all programs, and must be completed within the first two semesters of enrolment. Students who do not complete UNI 101 may not be permitted to continue in their program.)
- 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 Music (MU) courses
- Must complete piano proficiency requirement - see Music Department for details
- Must participate in University Singers in the first two semesters of the program
- Must participate in an ensemble for at least 6 semesters registered as a full-time student
- Must complete ten-hour service requirement each semester registered as a full-time student

Bachelor of Music (4 year – 120 credits)

The Bachelor of Music (BMus) is a professional music degree with a focus on music performance. Students follow a rigorous program of practice, performance, and study that includes a range of liberal arts courses designed to broaden the performer's experience as a musician.

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 including composing and arranging;
- have the ability to hear, identify, and work conceptually with the elements of music;
- have understanding and familiarity with a diverse range of significant musical literature, genres, and eras;
- have excellent playing proficiency on one's instrument;
- be prepared for leadership roles requiring musical decisions and understanding;
- be knowledgeable in various methodologies of music research;
- be a skilled musical collaborator;
- possess a range of performance skills that facilitate engagement with audiences;
- understand the demands and rewards of music as a vocational endeavour

Career Paths

The BMus degree prepares students for the following:

- Careers in solo or ensemble music performance
- Critical thinking, Analytical proficiency, Clear communication, Complex problem-solving, and the ability to apply knowledge in real-world settings
- Entry into graduate programs in music performance, conducting, composition, or many other fields
- Entry-level positions in private music teaching, the retail music industry, church music, and group music instruction.
- Further educational pursuits including after-degree programs such as a Bachelor of Education degree.

Bachelor of Music Program Requirements (4 year – 120 credits)**UNI 101 The Ambrose Experience (non-credit)****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

Humanities Requirements (6 credits)

6 credits in Humanities (**EN, HI, HUM, GR, HEB, LING, FRE, PH, REL**)

Science (3 credits)

(**ASTR, BCH, BIO, BOT, CHE, ECOL, GEO, GEOG, KIN***, **MED, PHY, SC, ZOO**)

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

Science or Mathematics (3 credits)

(the above, plus **MA**)

Social Science (6 credits)

PS 101 Introduction to Psychology I or PS 102 Introduction to Psychology II

SO 121 Principles of Sociology

Music Requirements (63 credits)

MU 124 Aural Skills I (1.5 credits)

MU 125 Aural Skills II (1.5 credits)

MU 136 Music Theory I

MU 185 Music as Vocation I (1.5 credit)

MU 203 Music History to 1825

MU 207 Music History since 1825

MU 212 Basic Conducting

MU 224 Aural Skills III (1.5 credits)

MU 225 Aural Skills IV (1.5 credits)

MU 236 Music Theory II

MU 237 Music Theory III

MU 275 Fundamentals of Music Technology

MU 285 Music as Vocation II (1.5 credit)

MU 309 Music and Culture

MU 336 Music Theory IV

One of the following:

MU 274 Jazz Theory (*Jazz Pathway*)

MU 337 Composition and Arranging (*Classical Pathway*)

6 credits Music History at the senior level, *may include:*

MU 272 Jazz History

MU 307 World Music

MU 308 Popular Music Since 1945

MU 352 History of Music and Worship

MU 403 Methods in Music Research

MU 405 Special Topics in Music

MU 485 Music Capstone Seminar

15 credits in **Music (MU)** at the senior level. If they wish, students may choose to organize their senior Music credits into one of the following Career Pathways (9 credits):

Performance (Classical)

3 credits additional Applied Lessons

3 credits MU 475 Recital

3 credits MU 259 Collaborative Music

Performance (Jazz)

3 credits additional Applied Lessons

3 credits MU 475 Recital

3 credits MU 259 Collaborative Music

Music Ensemble (9 credits)

3 credits in Music Ensemble at the junior level

6 credits in Music Ensemble at the senior level

Applied Music (18 credits)

Cognate Requirements (3 credits)

HUM 101 Reading and Writing for University

General Requirements for Completion and Graduation

- Completion of The Ambrose Experience (UNI 101) (This course is required for all programs, and must be completed within the first two semesters of enrolment. Students who do not complete UNI 101 may not be permitted to continue in their program.)
- Completion of a total of 120 credits (as outlined above)
- A Cumulative Grade Point Average (CGPA) of at least 2.0, with a CGPA of at least 2.0 in MU
- Piano proficiency requirement - see Music Department for details
- Must participate in University Singers in the first two consecutive semesters of the program
- Must participate in an ensemble in each semester registered as a full-time student
- Must complete ten-hour service requirement in each semester registered as a full-time student

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 three optional streams, enabling them to specialize in biblical studies, Christian theology, or Christianity and Culture.

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 (3 year – 90 credits)

UNI 101 The Ambrose Experience (non-credit)

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 or Performing Arts (3 credits)

(**ART, DA, FA, MU, TH**, EN 100, EN 200, EN 350)

History (3 credits)

HI 140 Themes in World History

Philosophy (3 credits)

PH 125 Introduction to Philosophy

Science (3 credits)

([ASTR](#), [BCH](#), [BIO](#), [BOT](#), [CHE](#), [ECOL](#), [GEO](#), [GEOG](#), [KIN](#)*, [MED](#), [PHY](#), [SC](#), [ZOO](#))

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

Science or Mathematics (3 credits)

(the above, plus [MA](#))

Social Science (6 credits)

PS 101 Introduction to Psychology I or PS 102 Introduction to Psychology II

SO 121 Principles of Sociology

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

One of:

PH 302 Ethics

REL 372 Christian Ethics

9 credits at the senior level in [Christian Studies \(REL\)](#), Church History (HI 313, 323, 333, 362, or 363), Greek (GR), Hebrew (HEB), 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 The Ambrose Experience (UNI 101) (This course is required for all programs, and must be completed within the first two semesters of enrolment. Students who do not complete UNI 101 may not be permitted to continue in their program.)
- 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 Religion (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 (4 year – 120 credits)**UNI 101 The Ambrose Experience (non-credit)****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 or Performing Arts (3 credits)

([ART](#), [DA](#), [FA](#), [MU](#), [TH](#), EN 100, EN 200, EN 350)

History (3 credits)

HI 140 Themes in World History

Philosophy (3 credits)

PH 125 Introduction to Philosophy

Science (3 credits)

([ASTR](#), [BCH](#), [BIO](#), [BOT](#), [CHE](#), [ECOL](#), [GEO](#), [GEOG](#), [KIN](#)*, [MED](#), [PHY](#), [SC](#), [ZOO](#))

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

Science or Mathematics (3 credits)

(the above, plus [MA](#))

Social Science (6 credits)

PS 101 Introduction to Psychology I or PS 102 Introduction to Psychology II

SO 121 Principles of Sociology

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

One of:

PH 302 Ethics

REL 372 Christian Ethics

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

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)**Optional Bachelor of Christian Studies (Major) Streams**

If they wish, students may choose to organize their Christian Studies, Arts and Science or Open Electives into 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)

Christianity and Culture (18 credits)

Two of the following:

IND 287 Science and Faith

IND 288 Art and Faith I

IND 289 Art and Faith II

PH 203 Philosophy of Religion

PS 344 Psychology of Religion
SO 277 Sociology of Religion

Four of the following:

ART 200 Art History: Prehistory to Early Renaissance
EN 210 The Bible in Literature
EN 245 C.S. Lewis, J.R.R. Tolkien, and the Inklings
EN 421 The Medieval Imagination
EN 452 Milton
HI 220 Medieval Europe
HI 313 Christianity in Canada
HI 323 The Protestant Reformation
HI 333 Early Christianity
HI 362 Alliance History and Thought
HI 363 History of Evangelicalism
HUM 201 Reading and Writing in the Christian Intellectual Tradition
IND 287 Science and Faith
IND 288 Art and Faith I
IND 289 Art and Faith II
MU 352 History of Music and Worship
PH 203 Philosophy of Religion
PS 344 Psychology of Religion
REL 329 Residential Schools and Christian Theology
REL 358 History and Polity of the Church of the Nazarene
REL 362 Alliance History and Thought
REL 367 Theologies from the Margins
REL 377 Theology and Popular Culture
REL 380 Political Theology
SO 277 Sociology of Religion
SO 333 Religious Diversity in North America
SO 340 Religion and Culture in Canada

General Requirements for Completion and Graduation

- Completion of The Ambrose Experience (UNI 101) (This course is required for all programs, and must be completed within the first two semesters of enrolment. Students who do not complete UNI 101 may not be permitted to continue in their program.)
- 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 Religion (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 (3 year – 90 credits)

UNI 101 The Ambrose Experience (non-credit)

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 or Performing Arts (3 credits)

(**ART, DA, FA, MU, TH, EN 100, EN 200, EN 350**)

History (3 credits)

HI 140 Themes in World History

Philosophy (3 credits)

PH 125 Introduction to Philosophy

Science (3 credits)

([ASTR](#), [BCH](#), [BIO](#), [BOT](#), [CHE](#), [ECOL](#), [GEO](#), [GEOG](#), [KIN](#)*, [MED](#), [PHY](#), [SC](#), [ZOO](#))

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

Science or Mathematics (3 credits)

(the above, plus [MA](#))

Social Science (6 credits)

PS 101 Introduction to Psychology I or PS 102 Introduction to Psychology II

SO 121 Principles of Sociology

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 the following minimum requirements:

- 6 credits in literature before 1850
- 6 credits in literature after 1850
- 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 The Ambrose Experience (UNI 101) (This course is required for all programs, and must be completed within the first two semesters of enrolment. Students who do not complete UNI 101 may not be permitted to continue in their program.)
- 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 English (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 (4 year – 120 credits)**UNI 101 The Ambrose Experience (non-credit)****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 or Performing Arts (3 credits)

([ART](#), [DA](#), [FA](#), [MU](#), [TH](#), EN 100, EN 200, EN 350)

History (3 credits)

HI 140 Themes in World History

Philosophy (3 credits)

PH 125 Introduction to Philosophy

Science (3 credits)

([ASTR](#), [BCH](#), [BIO](#), [BOT](#), [CHE](#), [ECOL](#), [GEO](#), [GEOG](#), [KIN](#)*, [MED](#), [PHY](#), [SC](#), [ZOO](#))

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

Science or Mathematics (3 credits)

(the above, plus [MA](#))

Social Science (6 credits)

PS 101 Introduction to Psychology I or PS 102 Introduction to Psychology II

SO 121 Principles of Sociology

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 the following minimum requirements:

- 9 credits in literature before 1850
- 9 credits in literature after 1850
- 9 credits at the 300-level or higher
- 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 The Ambrose Experience (UNI 101) (This course is required for all programs, and must be completed within the first two semesters of enrolment. Students who do not complete UNI 101 may not be permitted to continue in their program.)
- 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 English (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 (3 year – 90 credits)

UNI 101 The Ambrose Experience (non-credit)

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 or Performing Arts (3 credits)

(ART, DA, FA, MU, TH, EN 100, EN 200, EN 350)

History (3 credits)

HI 140 Themes in World History

Philosophy (3 credits)

PH 125 Introduction to Philosophy

Science (3 credits)

([ASTR](#), [BCH](#), [BIO](#), [BOT](#), [CHE](#), [ECOL](#), [GEO](#), [GEOG](#), [KIN](#)*, [MED](#), [PHY](#), [SC](#), [ZOO](#))

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

Science or Mathematics (3 credits)

(the above, plus [MA](#))

Social Science (6 credits)

PS 101 Introduction to Psychology I or PS 102 Introduction to Psychology II

SO 121 Principles of Sociology

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 and 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 The Ambrose Experience (UNI 101) (This course is required for all programs, and must be completed within the first two semesters of enrolment. Students who do not complete UNI 101 may not be permitted to continue in their program.)
- 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 (3 year – 90 credits)

UNI 101 The Ambrose Experience (non-credit)

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 or Performing Arts (3 credits)

([ART](#), [DA](#), [FA](#), [MU](#), [TH](#), EN 100, EN 200, EN 350)

History (3 credits)

HI 140 Themes in World History

Philosophy (3 credits)

PH 125 Introduction to Philosophy

Science (3 credits)

([ASTR](#), [BCH](#), [BIO](#), [BOT](#), [CHE](#), [ECOL](#), [GEO](#), [GEOG](#), [KIN](#)*, [MED](#), [PHY](#), [SC](#), [ZOO](#))

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

Science or Mathematics (3 credits)

(the above, plus [MA](#))

Social Science (6 credits)

PS 101 Introduction to Psychology I or PS 102 Introduction to Psychology II

SO 121 Principles of Sociology

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 The Ambrose Experience (UNI 101) (This course is required for all programs, and must be completed within the first two semesters of enrolment. Students who do not complete UNI 101 may not be permitted to continue in their program.)
- 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 History (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 field placement.

Bachelor of Arts: History Major Program Requirements (4 year – 120 credits)**UNI 101 The Ambrose Experience (non-credit)****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 or Performing Arts (3 credits)

([ART](#), [DA](#), [FA](#), [MU](#), [TH](#), EN 100, EN 200, EN 350)

History (3 credits)

HI 140 Themes in World History

Philosophy (3 credits)

PH 125 Introduction to Philosophy

Science (3 credits)

([ASTR](#), [BCH](#), [BIO](#), [BOT](#), [CHE](#), [ECOL](#), [GEO](#), [GEOG](#), [KIN](#)*, [MED](#), [PHY](#), [SC](#), [ZOO](#))

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

Science or Mathematics (3 credits)

(the above, plus [MA](#))

Social Science (6 credits)

PS 101 Introduction to Psychology I or PS 102 Introduction to Psychology II

SO 121 Principles of Sociology

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 The Ambrose Experience (UNI 101) (This course is required for all programs, and must be completed within the first two semesters of enrolment. Students who do not complete UNI 101 may not be permitted to continue in their program.)
- 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 History (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 (2 year - 60 credits)

UNI 101 The Ambrose Experience (non-credit)

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 or Performing Arts (3 credits)

(ART, DA, FA, MU, TH, EN 100, EN 200, EN 350)

History (3 credits)

HI 140 Themes in World History

Philosophy (6 credits)

PH 125 Introduction to Philosophy

3 credits in **Philosophy (PH)** at the senior level

Science (3 credits)

(ASTR, BCH, BIO, BOT, CHE, ECOL, GEO, GEOG, KIN*, MED, PHY, SC, ZOO)

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

Science or Mathematics (3 credits)

(the above, plus MA)

Social Science (6 credits)

(BHS, ECO, INDG, PS, SO)

Open Electives (24 credits)

General Requirements for Completion and Graduation

- Completion of The Ambrose Experience (UNI 101) (This course is required for all programs, and must be completed within the first two semesters of enrolment. Students who do not complete UNI 101 may not be permitted to continue in their program.)
- Completion of a total of 60 credits
- A Cumulative Grade Point Average (CGPA) of at least 2.0

SCIENCE PROGRAM

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.

If they wish, students may choose one of two streams that suit their career goals: Ecology or Molecular Health Sciences. 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 develop:

- **Understanding:** Graduates will be able to articulate scientific epistemology, the scientific process, and knowledge of the biological world and the place of humanity within its systems.
- **Research:** Graduates will be able to apply skills for framing scientific study, investigation, and problem solving to advance biological knowledge.
- **Analysis:** Graduates will be able to use academic judgement to think critically and objectively evaluate knowledge.
- **Communication:** Graduates will be able to communicate clearly, concisely, and compellingly to disseminate knowledge at a level appropriate to the audience.
- **Character:** Graduates will exemplify, with maturity of character, the best of the Christian intellectual traditions and a liberal arts education, expressing itself in wisdom, integrity, and service to the Church, society, and the created order.

Practically speaking, BSc (Biology) graduates 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 (4 year – 120 credits)

UNI 101 The Ambrose Experience (non-credit)

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 or Performing Arts (3 credits)*(ART, DA, FA, MU, TH, EN 100, EN 200, EN 350)***History (3 credits)**

HI 140 Themes in World History

Philosophy (3 credits)

PH 125 Introduction to Philosophy

Social Science (6 credits)*(BHS, ECO, INDG, PS, SO)***Biology/Biochemistry Requirements (24 credits)**

BCH 297 Biochemistry

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 241 General Microbiology

BIO 310 Quantitative Methods for Biology

Chemistry (9 credits)

CHE 101 General Chemistry I

CHE 103 General Chemistry II

CHE 251 Organic Chemistry I

Mathematics (3 credits)*One of the following:*

MA 111 Linear Algebra

MA 149 Introductory Calculus

Physical Sciences (6 credits)

PHY 111 Mechanics

*3 credits from ASTR, GEOG, GEO***Science (3 credits)**

SC 498 Science Capstone

Senior Biology Electives (24 credits)*(BCH, BIO, BOT, CHE[^], ECOL, KIN^{*^}, MED, ZOO)***Note: Not all KIN courses can be used as Biology electives; check the course descriptions.**^Note: No more than three credits of CHE or non-science KIN can be applied to Senior Science Electives, in order to meet minimum major requirements of 42 credits.***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.

Arts Electives (3 credits) (non-Science)**Open Electives (21 credits)****Optional Bachelor of Science Streams:**

If they wish, students may choose to organize their senior Biology electives into one of two streams as indicated below (24 credits):

Ecology

BIO 301 Principles of Evolutionary Biology

CHE 333 Environmental Chemistry and Sustainability Studies OR ZOO 379 Introduction to Marine Biology

ECOL 351 Conservation Biology

ECOL 419 Terrestrial Communities and Ecosystems

Two of the following:

BOT 203 The Botany of Plants
ZOO 275 Invertebrate Zoology
ZOO 277 Biology of Vertebrates

Two of the following:

BIO 493 Independent Research Study in Biology (Ecology-based)
BIO 495 Independent Research Study in Biology I (Ecology-based)
BIO 497 Independent Research in Biology II (Ecology-based)
ECOL 235 Introduction to Environmental Science
ECOL 483 Animal Behaviour
ECOL 489 Field Course in Ecology
ZOO 405 Special Topics in Zoology

Molecular Health Sciences

BIO 329 Molecular Genetics and Omics
CHE 253 Organic Chemistry II
MED 261 Human Physiology I
MED 263 Human Physiology II
MED 363 Human Anatomy and Histology
MED 469 Current Topics in Health and Medicine

One of the following:

BCH 357 Medical Pharmacology
BIO 301 Introduction to Evolution
MED 327 Medical Genetics
MED 361 Pathophysiology

One of the following:

BIO 438 Developmental Biology
BIO 455 Cancer Biology
MED 450 Foundations of Molecular Medicine

General Requirements for Completion and Graduation

- Completion of The Ambrose Experience (UNI 101) (This course is required for all programs, and must be completed within the first two semesters of enrolment. Students who do not complete UNI 101 may not be permitted to continue in their program.)
- 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 minimum of 12 credits taken from 300-level courses in BCH, BIO, ECOL, KIN, MED, and ZOO
- A minimum of 6 credits taken from 400-level courses in BIO, ECOL, KIN, MED, and ZOO
- A Cumulative Grade Point Average (CGPA) of at least 2.0, with a CGPA of at least 2.0 from courses taken in ASTR, BCH, BIO, CHE, GEO, GEOG, KIN, MA, MED, PHY, SC, and ZOO

Graduate School Partnership

[Saint George's University](#), Grenada, West Indies, (SGU) and Ambrose University agree to offer qualified students the opportunity to pursue a career in medicine or veterinary medicine at Saint George's University, following successful graduation with a degree in a pre-medicine or pre-veterinary medicine program at Ambrose, allowing the students to obtain the BS/MD or BS/DVM degree.

Ambrose students, after successfully completing the Bachelor of Science, having met all prerequisite coursework for entry into SGU's School of Medicine or SGU's School of Veterinary Medicine and meeting the requirements for promotion, qualified students who meet the standards of admission at SGU will enter the first year of SGU's School of Medicine or SHU's School of Veterinary Medicine.

Upon admission to SGU, Ambrose students are eligible for scholarships and campus visit subsidy.

Contact Chair, Science or the Office of the Registrar for more information.

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. 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 the field placement 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 field placement 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

Understanding: Graduates should be able to articulate their understanding of individual and group attitudes and behaviours, drawing upon foundational concepts, theories, methods, ethics, and data in Psychology and Sociology, including the interplay between these two disciplines.

Research: Graduates should be able to showcase their comprehension of research ethics as well as quantitative and qualitative methodology in Psychology and Sociology that includes designing, gathering, interpreting, and communicating primary and secondary social scientific research.

Analysis: Graduates should be able to engage in scientific inquiry, critical thinking, and problem solving by integrating and applying foundational disciplinary knowledge when analyzing and evaluating diverse and complex social scientific literature, ‘real-world’ problems, and their own experience, showcasing original ideas in the process.

Communication: Graduates should be able to communicate their knowledge and express themselves in written and verbal forms, doing so clearly, concisely, and compellingly.

Character: Graduates should be able to demonstrate ethical, socially responsible, and Christian attitudes and behaviours in a pluralistic global context, maintaining the dignity and respect for all people via practices attentive to equity, diversity, and inclusion. This includes proven proficiency in areas of self-discovery, intellectual and cultural humility, and awareness of the limits of one’s knowledge.

Professional Competence: Graduates should be able to demonstrate critical self-reflexivity of their vocation alongside professional development knowledge and abilities for working in a variety of human service fields or continue to graduate work or after-degree programs. These competencies include the total sum of knowledge and skills detailed in outcomes #1-5, plus knowledge and application of ethical and professional standards, self-efficacy, self-regulation, and teamwork.

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 (3 year – 90 credits)

UNI 101 The Ambrose Experience (non-credit)

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 or Performing Arts (3 credits)

([ART](#), [DA](#), [FA](#), [MU](#), [TH](#), EN 100, EN 200, EN 350)

History (3 credits)

HI 140 Themes in World History

Philosophy (3 credits)

PH 125 Introduction to Philosophy

Science (3 credits)

([ASTR](#), [BCH](#), [BIO](#), [BOT](#), [CHE](#), [ECOL](#), [GEO](#), [GEOG](#), [KIN](#)*, [MED](#), [PHY](#), [SC](#), [ZOO](#))

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

Science or Mathematics (3 credits)

(the above, plus [MA](#))

Behavioural Science (12 credits)

BHS 240 Research Methods

BHS 310 Quantitative Methods for Social Sciences

BHS 320 Field Placement 1

BHS 400 Behavioural Science Capstone

Psychology (12 credits)

PS 101 Introduction to Psychology I

PS 102 Introduction to Psychology II

PS 250 Social Psychology

PS 300 Personality

Sociology (9 credits)

SO 121 Principles of Sociology

SO 210 Classical Social Theory

SO 220 Social Problems

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 (18 credits)

General Requirements for Completion and Graduation

- Completion of The Ambrose Experience (UNI 101) (This course is required for all programs, and must be completed within the first two semesters of enrolment. Students who do not complete UNI 101 may not be permitted to continue in their program.)
- 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 Behavioural Science (BHS) /Psychology (PS) /Sociology (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 field placement 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 that prepare them for the following broad career domains: Education, Counselling, Criminology and Criminal Justice, Child and Youth Work, Supporting Vulnerable Populations, Working with Racially Diverse Populations, Chaplaincy, and Church and Denominational Settings. 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 Department Chair early in their studies.

Profile of the Graduating Student

Understanding: Graduates should be able to articulate their understanding of individual and group attitudes and behaviours, drawing upon foundational concepts, theories, methods, ethics, and data in Psychology and Sociology, including the interplay between these two disciplines.

Research: Graduates should be able to showcase their comprehension of research ethics as well as quantitative and qualitative methodology in Psychology and Sociology that includes designing, gathering, interpreting, and communicating primary and secondary social scientific research.

Analysis: Graduates should be able to engage in scientific inquiry, critical thinking, and problem solving by integrating and applying foundational disciplinary knowledge when analyzing and evaluating diverse and complex social scientific literature, 'real-world' problems, and their own experience, showcasing original ideas in the process.

Communication: Graduates should be able to communicate their knowledge and express themselves in written and verbal forms, doing so clearly, concisely, and compellingly.

Character: Graduates should be able to demonstrate ethical, socially responsible, and Christian attitudes and behaviours in a pluralistic global context, maintaining the dignity and respect for all people via practices attentive to equity, diversity, and inclusion. This includes proven proficiency in areas of self-discovery, intellectual and cultural humility, and awareness of the limits of one's knowledge.

Professional Competence: Graduates should be able to demonstrate critical self-reflexivity of their vocation alongside professional development knowledge and abilities for working in a variety of human service fields or continue to graduate work or after-degree programs. These competencies include the total sum of knowledge and skills detailed in outcomes #1-5, plus knowledge and application of ethical and professional standards, self-efficacy, self-regulation, and teamwork.

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 (4 year – 120 credits)

UNI 101 The Ambrose Experience (non-credit)

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 or Performing Arts (3 credits)

(**ART, DA, FA, MU, TH, EN 100, EN 200, EN 350**)

History (3 credits)

HI 140 Themes in World History

Philosophy (3 credits)

PH 125 Introduction to Philosophy

Science (3 credits)

([ASTR](#), [BCH](#), [BIO](#), [BOT](#), [CHE](#), [ECOL](#), [GEO](#), [GEOG](#), [KIN](#)*, [MED](#), [PHY](#), [SC](#), [ZOO](#))

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

Science or Mathematics (3 credits)

(the above, plus [MA](#))

Behavioural Science (21 credits)

HUM 101 Reading and Writing for University

BHS 240 Research Methods

BHS 310 Quantitative Methods for Social Sciences

BHS 400 Behavioural Science Capstone

BHS 410 Basic Multivariate Statistics or BHS 311 Qualitative Research

BHS 320 Field Placement 1

BHS 420 Field Placement 2

Psychology (12 credits)

PS 101 Introduction to Psychology I

PS 102 Introduction to Psychology II

PS 250 Social Psychology

PS 300 Personality

Sociology (9 credits)

SO 121 Principles of Sociology

SO 210 Classical Social Theory

SO 220 Social Problems

Psychology and Sociology Electives by Career Domain (18 credits)

9 credits in Psychology (PS) and 9 credits in Sociology (SO) in each career domain.

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.

INDG 229 Indigenous Ways of Knowing I

INDG 329 Indigenous Ways of Knowing II

PS 220 Child Development

PS 230 Adolescent Development

PS 310 Motivation and Emotion

PS 320 Developmental Psychopathology

PS 333 Play Therapy

PS 342 Culture and Psychology

PS 350 Cognitive Psychology

PS 430 Social Development: Child, Family, School, Community

SO 200 Sociology of Families

SO 201 Sociology of Youth

SO 240 Sociology of Education

SO 275 Sociology of Racialization and Ethnicity

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.

PS 220 Child Development
PS 230 Adolescent Development
PS 240 Adulthood and Aging
PS 270 Introduction to Neuroscience
PS 285 Abnormal Psychology
PS 305 Psychology of Family
PS 310 Motivation and Emotion
PS 320 Developmental Psychopathology
PS 336 Health Psychology
PS 342 Culture and Psychology
PS 345 Interpersonal Communication
PS 350 Cognitive Psychology
PS 400 Narrative Psychology
PS 403 Human Sexuality
PS 420 Introduction to Counseling
SO 200 Sociology of Families
SO 206 Sociology of Gender
SO 207 Sociology of Health
SO 225 Sociology of Deviance
SO 273 Sociology of Aging
SO 275 Sociology of Racialization and Ethnicity
Related special topics courses in [Psychology \(PS\)](#) or [Sociology \(SO\)](#)

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)

PS 285 Abnormal Psychology
PS 320 Developmental Psychopathology
PS 450 Forensic Psychology
SO 203 Introduction to Criminology
SO 225 Sociology of Deviance
SO 303 The Sociology of Youth Crime and Deviance
SO 304 The Canadian Criminal Justice System
SO 315 Global Criminology
SO 322 Human Trafficking
Related special topics courses in [Psychology \(PS\)](#) or [Sociology \(SO\)](#)

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)

PS 220 Child Development
PS 230 Adolescent Development
PS 306 Working with Vulnerable Persons
PS 320 Developmental Psychopathology
PS 333 Play Therapy
PS 354 Culture and Human Development
PS 403 Human Sexuality
PS 430 Social Development: Child, Family, School, Community
SO 200 Sociology of Families
SO 201 Sociology of Youth
SO 203 Introduction to Criminology
SO 206 Sociology of Gender
SO 225 Sociology of Deviance
SO 240 Sociology of Education
SO 303 The Sociology of Youth Crime and Deviance
Related special topics courses in [Psychology \(PS\)](#) or [Sociology \(SO\)](#)

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

BHS 350 Poverty in Western Society

BHS 450 Social Policy and Government

PS 306 Working with Vulnerable Persons

PS 307 Psychological Impacts of Poverty

PS 441 Drugs and Behaviour

SO 203 Introduction to Criminology

SO 206 Sociology of Gender

SO 207 Sociology of Health

SO 273 Sociology of Aging

SO 275 Sociology of Racialization and Ethnicity

SO 370 Nationalism, Populism, and Democracy

Related special topics courses in **Psychology (PS)** or **Sociology (SO)**

Careers working with Racially Diverse Populations

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

INDG 229 Indigenous Ways of Knowing I

INDG 329 Indigenous Ways of Knowing II

PS 342 Culture and Psychology

PS 346 Language, Culture and Communication

PS 354 Culture and Human Development

PS 402 Psychology of Immigration

SO 207 Sociology of Health

SO 240 Sociology of Education

SO 273 Sociology of Aging

SO 275 Sociology of Racialization and Ethnicity

SO 303 The Sociology of Youth Crime and Deviance

SO 370 Nationalism, Populism, and Democracy

Related special topics courses in **Psychology (PS)** or **Sociology (SO)**

Careers in Chaplaincy

Note: students will need to take a minor in Christian Studies if they plan to complete further training in Chaplaincy.

PS 220 Child Development

PS 230 Adolescent Development

PS 240 Adulthood and Aging

PS 285 Abnormal Psychology

PS 320 Developmental Psychopathology

PS 336 Health Psychology

PS 345 Interpersonal Communication

PS 400 Narrative Psychology

PS 403 Human Sexuality

PS 420 Introduction to Counselling

SO 206 Sociology of Gender

SO 207 Sociology of Health

SO 273 Sociology of Aging

SO 275 Sociology of Racialization and Ethnicity

SO 277 Sociology of Religion

SO 340 Religion and Culture in Canada

Related special topics courses in **Psychology (PS)** or **Sociology (SO)**

Careers in Church and Denominational Settings

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

PS 305 Psychology of Family

PS 310 Motivation and Emotion

PS 342 Culture and Psychology
PS 344 Psychology of Religion
PS 345 Interpersonal Relations
SO 200 Sociology of Families
SO 273 Sociology of Aging
SO 277 Sociology of Religion
SO 333 Religious Diversity in North America
SO 340 Religion and Culture in Canada
SO 480 Internship with Flourishing Congregations Institute
Related special topics courses in **Psychology (PS)** or **Sociology (SO)**

Electives

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

Open Electives (33 credits)

General Requirements for Completion and Graduation

- Completion of The Ambrose Experience (UNI 101) (This course is required for all programs, and must be completed within the first two semesters of enrolment. Students who do not complete UNI 101 may not be permitted to continue in their program.)
- 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 Behavioural Science (BHS) /Psychology (PS) /Sociology (SO) courses combined

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

Understanding: Graduates should be able to articulate their understanding of foundational concepts, theories, methods, ethics, and data in Psychology, especially regarding (a) sociocultural and diversity issues; (b) human development; (c) cognition, learning and information processing; and (d) biological bases of behaviour.

Research: Graduates should be able to demonstrate their comprehension of research ethics as well as quantitative and qualitative methodology in Psychology that includes designing, gathering, interpreting, and communicating primary and secondary social scientific research.

Analysis: Graduates should be able to engage in scientific inquiry broadly conceived, critical thinking, and problem solving by integrating and applying foundational knowledge in Psychology when analyzing and evaluating diverse and complex scientific literature, 'real-world' problems, and their own experience, showcasing original ideas in the process.

Communication: Graduates should be able to communicate their knowledge and express themselves in written and verbal forms, doing so clearly, concisely, and compellingly.

Character: Graduates should be able to demonstrate ethical, socially responsible, and Christian attitudes and behaviours in a pluralistic global context, maintaining the dignity and respect for all people via practices attentive to equity, diversity, and inclusion. This includes proven proficiency in areas of self-discovery, intellectual and cultural humility, and awareness of the limits of one's knowledge.

Professional Competence: Graduates should be able to demonstrate critical self-reflexivity of their vocation alongside professional development knowledge and abilities for working in a variety of human service fields or continue to graduate work or after-degree programs. These competencies include the total sum of knowledge and skills detailed in outcomes #1-5, plus knowledge and application of ethical and professional standards, self-efficacy, self-regulation, and teamwork.

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 (4 year – 120 credits)

UNI 101 The Ambrose Experience (non-credit)

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 or Performing Arts (3 credits)

(**ART, DA, FA, MU, TH, EN 100, EN 200, EN 350**)

History (3 credits)

HI 140 Themes in World History

Philosophy (3 credits)

PH 125 Introduction to Philosophy

Science (3 credits)([ASTR](#), [BCH](#), [BIO](#), [BOT](#), [CHE](#), [ECOL](#), [GEO](#), [GEOG](#), [KIN](#)*, [MED](#), [PHY](#), [SC](#), [ZOO](#))**Note: Not all KIN courses can be used as Science credits; check the course descriptions.***Science or Mathematics (3 credits)***(the above, plus [MA](#))***Social Sciences (3 credits)**

SO 121 Principles of Sociology

Foundational Learning in Psychology (24 credits)

PS 101 Introduction to Psychology I

PS 102 Introduction to Psychology II

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 274 History of Psychology

PS 350 Cognitive Psychology

PS 485 Psychology Capstone

Research and Methodology (15 credits)

BHS 240 Research Methods

BHS 310 Quantitative Methods for Social Sciences

BHS 311 Qualitative Research

BHS 410 Basic Multivariate Statistics

PS 415 Tests and Measurement

Psychology Electives* (27 credits)**Note: Students can structure their electives according to areas of orientation. Details are below.***Open Electives* (24 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. These areas include Clinical Studies, Culture and Psychology, Human Development, and Neuropsychology. 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 are not formally noted on a degree. 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 The Ambrose Experience (UNI 101) (This course is required for all programs, and must be completed within the first two semesters of enrolment. Students who do not complete UNI 101 may not be permitted to continue in their program.)
- 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 is permitted in any one discipline
- A Cumulative Grade Point Average (CGPA) of at least 2.0, with a CGPA of at least 2.5 in Psychology (PS) courses

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.

GENERAL ACADEMIC REQUIREMENTS FOR SCHOOL OF BUSINESS

Four- and Three-Year Baccalaureate Degree Programs

Bachelor of Arts

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:

- The Ambrose Experience (UNI 101) (This course is required for all programs, and must be completed within the first two semesters of enrolment. Students who do not complete UNI 101 may not be permitted to continue in their program.)
- 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

- Normally, Arts and Science Electives constitute a maximum of 18 credits from the total number of a 90 credit degree; 3 of which may be Open 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.

Bachelor of Business Administration

Business requirements: not more than 63 credits

Core course requirements of 33 credits:

- The Ambrose Experience (UNI 101) (This course is required for all programs, and must be completed within the first two semesters of enrolment. Students who do not complete UNI 101 may not be permitted to continue in their program.)
- 9 credits in Christian Formation
- 3 credits in Fine and Performing Arts
- 3 credits in Science
- 3 credits in Science or Mathematics
- 6 credits in Social Sciences
- 9 credits in Humanities
- Pre-Professional Requirements

Electives

- Business and Society Elective
- Normally, Open Electives constitute a maximum of 15 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.

Business Courses

Accounting (ACC)

Business (BUS)

BUSINESS ADMINISTRATION PROGRAMS

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 (3 year – 90 credits)

UNI 101 The Ambrose Experience (non-credit)

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 or Performing Arts (3 credits)

([ART](#), [DA](#), [FA](#), [MU](#), [TH](#), EN 100, EN 200, EN 350)

History (3 credits)

HI 140 Themes in World History

Philosophy (3 credits)

PH 125 Introduction to Philosophy

Science (3 credits)

ECOL 235 Introduction to Environmental Science

Science or Mathematics (3 credits)

MA 110 Introduction to Mathematics for Business

Social Science (3 credits)

PS 102 Introduction to Psychology II or SO 121 Principles of Sociology

Pre-Professional Requirements (9 credits)

ECO 100 Introductory Microeconomics

ECO 101 Introductory Macroeconomics
 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 (33 credits)

ACC 200 Introduction to Financial Accounting
 ACC 210 Managerial Accounting
 BUS 100 Introduction to Business Administration
 BUS 211 Business Ethics and Sustainability
 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 **Accounting (ACC)** or **Business (BUS)** at the 300-level or higher

Electives

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

Arts and Science Electives (12 credits)

Open Electives (3 credits)

General Requirements for Completion and Graduation

- Completion of The Ambrose Experience (UNI 101) (This course is required for all programs, and must be completed within the first two semesters of enrolment. Students who do not complete UNI 101 may not be permitted to continue in their program.)
- 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 (4 year – 120 credits)

UNI 101 The Ambrose Experience (non-credit)

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 or Performing Arts (3 credits)

(ART, DA, FA, MU, TH, EN 100, EN 200, EN 350)

History (3 credits)

HI 140 Themes in World History

Philosophy (3 credits)

PH 125 Introduction to Philosophy

Social Science (3 credits)

PS 102 Introduction to Psychology II or SO 121 Principles of Sociology

Science (3 credits)

ECOL 235 Introduction to Environmental Science

Science or Mathematics (3 credits)

MA 110 Introduction to Mathematics for Business

Pre-Professional Requirements (9 credits)

ECO 100 Introductory Microeconomics

ECO 101 Introductory Macroeconomics

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

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

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 211/DVST 211 Business Ethics and Sustainability

BUS 220 Finance

BUS 250 Organizational Behaviour

BUS 272 Introduction to Business Analytics

BUS 280 Marketing

BUS 290/DVST 290/IND 290 Innovative and Entrepreneurial Thinking

BUS 330 Human Resource Management

BUS 342/DVST 342 Leadership in the Global Context

BUS 350 Business Law

BUS 371 Operations Management

BUS 410 Advanced Strategy

BUS 499 Capstone Seminar in Business

15 credits in **Accounting (ACC)** or **Business (BUS)** at the 300-level or higher. May include STA 220 Introduction to Business Statistics II

Electives**Open Electives (15 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 370 Management Information Systems
BUS 372 Data Analysis for Business
BUS 470 Project Management
BUS 472 Business Analytics
STA 220 Introduction to Business Statistics II

Entrepreneurship and Innovation *(option suspended May 2022)*

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 382 Consumer Behaviour
BUS 384 Brand Management
BUS 385 Special Topics in Marketing
BUS 386/DVST 386 Marketing Communications & Societal Marketing
BUS 495 Special Topics in Entrepreneurship and Innovation

Human Resource and Organization Development

BUS 440 Strategic 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 445 Special Topics in Leadership

Marketing

BUS 380 Marketing Research
BUS 480 Strategic Marketing

Three of the following:

BUS 382 Consumer Behaviour
BUS 384 Brand Management
BUS 385 Special Topics in Marketing
BUS 386/DVST 386 Marketing Communications and Societal Marketing
BUS 485 Special Topics in Marketing

General Requirements for Completion and Graduation

- Completion of The Ambrose Experience (UNI 101) (This course is required for all programs, and must be completed within the first two semesters of enrolment. Students who do not complete UNI 101 may not be permitted to continue in their program.)
- 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 (ACC/BUS combined)
- A Cumulative Grade Point Average (CGPA) of at least 2.0, with a CGPA of at least 2.0 in Accounting (ACC) /Business (BUS) courses combined

FACULTY OF THEOLOGY

Graduates of the Faculty of Theology 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.

Faculty of Theology Programs

Undergraduate Faculty of Theology 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.

Certificate of Christian Discipleship (1 year – 27 credits)

Diploma in Christian Ministry (2 year – 60 credits)

Faculty of Theology Courses

Professional Studies (PST)

Field Education (FE)

Horizon College & Seminary, Saskatoon, Saskatchewan

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

CERTIFICATE OF CHRISTIAN DISCIPLESHIP

The Certificate of Christian Discipleship is designed to deepen students' knowledge of the Christian faith, to challenge them to understand the world around them in Christian ways, and to practice their faith in service and devotion.

Profile of the Graduating Student

The graduates of this program will be able to:

- Develop meaningful and variegated devotional practices.
- Understand fundamental biblical knowledge and theological beliefs.
- Translate devotion and knowledge into service in the church and society.

Certificate of Christian Discipleship (18 credits)

Studies in Bible and Theology (6 credits)

REL 105 Introduction to the Bible

REL 161 Introduction to Christian Theology

Studies in Christian Spirituality (6 credits)

REL 211 Spiritual Formation in the Christian Tradition

One of:

REL 299 Special Topics in Christian Studies (*depending on Topic*)

REL 311 The Craft and Discipline of Spiritual Writing

REL 364 Prayer Paths to God

Studies in Christian Service (6 credits)

ICS 205 Intercultural Competence

One of:

DVST 100 Fundamentals of Community Service
PST 212 Pastoral Theology

General Requirements for Completion and Graduation

- Completion of a total of 18 credits (as outlined above)
- A Cumulative Grade Point Average (CGPA) of at least 2.0

DIPLOMA IN CHRISTIAN MINISTRY

The Diploma in Christian Ministry 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.

Diploma in Christian Ministry Program Requirements (2 year – 60 credits)

UNI 101 The Ambrose Experience (non-credit)

Studies in Bible (9 credits)

REL 105 Introduction to the Bible

3 credits in New Testament

3 credits in Old Testament

Studies in Theology (12 credits)

REL 161 Introduction to Christian Theology

REL 261 Issues in Systematic Theology

6 credits in Theology

Studies in Spirituality (9 credits)

REL 211 Spiritual Formation in the Christian Tradition

6 credits in Spirituality

Studies in Pastoral Theology (12 credits)

ICS 205 Intercultural Competence

PST 212 Pastoral Theology

6 credits in Pastoral Theology

Field Education (3 credits)

FE 200.1 Practicum and Reflection I (1.5 credits)

FE 201.1 Practicum and Reflection II (1.5 credits)

Arts and Science Electives (15 credits)

General Requirements for Completion and Graduation

- Completion of The Ambrose Experience (UNI 101) (This course is required for all programs, and must be completed within the first two semesters of enrolment. Students who do not complete UNI 101 may not be permitted to continue in their program.)
- Completion of a total of 60 credits (as outlined above)
- A Cumulative Grade Point Average (CGPA) of at least 2.0

MINORS

See [Definitions](#). Minors represent a second discipline as a complement to a major or concentration. 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. Students are not permitted to complete a minor in the same discipline as their major.

Students may declare up to two minors. 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. Courses at the 400-level cannot apply to a minor for students enrolled in a ministry program.

To gain admission to a minor in any discipline, students must apply online using the application form available at ambrose.edu/registrar/request-forms.

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 101 Introduction to Psychology I or PS 102 Introduction to Psychology II
 PS 250 Social Psychology
 PS 300 Personality
 SO 121 Principles of Sociology
 SO 210 Classical Social Theory
 SO 220 Social Problems

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 221 New Testament Greek I
 GR 222 New Testament Greek II
 GR 321 New Testament Greek III
 HEB 211 Biblical Hebrew I
 HEB 212 Biblical Hebrew II
 HEB 322 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
 6 credits at the 200-level or higher in [Biochemistry \(BCH\)](#), [Biology \(BIO\)](#), [Botany \(BOT\)](#), [Ecology \(ECOL\)](#), [Kinesiology \(KIN\)*](#), [Medical Science \(MED\)](#), or [Zoology \(ZOO\)](#)
 6 credits at the 300-level or higher in [Biochemistry \(BCH\)](#), [Biology \(BIO\)](#), [Botany \(BOT\)](#), [Ecology \(ECOL\)](#), [Kinesiology \(KIN\)*](#), [Medical Science \(MED\)](#), or [Zoology \(ZOO\)](#)

**Note: Not all 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, and to introduce them to a mindset of innovation, creativity and how to lead diverse, multi-cultural organizations effectively. Such knowledge allows students to gain a better understanding of today's world, which seems driven more and more by business and economic factors.

Business Administration (18 credits)

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

BUS 290/DVST 290/IND 290 Innovative and Entrepreneurial Thinking

BUS 342/DVST 342 Leadership in the Global Context

One of the following:

ACC 200 Introduction to Financial Accounting

BUS 250 Organizational Behaviour

BUS 280 Marketing

ECO 100 Introductory Microeconomics

6 credits in **Business (BUS)** or **Accounting (ACC)** at the 200-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 333 Religious Diversity in North America

3 credits in **Political Science (POLI)** at the senior level

Two of the following:

INDG 229 Indigenous Ways of Knowing I

INDG 329 Indigenous Ways of Knowing II

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 275 Sociology of Racialization and Ethnicity

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

6 credits at the 200-level or higher in **Chemistry (CHE)**

6 credits at the 300-level or higher in **Biochemistry (BCH)** or **Chemistry (CHE)**

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

CHRISTIANITY AND CULTURE MINOR

The Christianity and Culture Minor offers students the opportunity for a broad, holistic, and interdisciplinary study of Christianity in light of culture in its various manifestations.

Christianity and Culture (18 credits)

Two of the following:

IND 287 Science and Faith
 IND 288 Art and Faith I
 IND 289 Art and Faith II
 PH 203 Philosophy of Religion
 PS 344 Psychology of Religion
 SO 277 Sociology of Religion

Four of the following:

ART 200 Art History: Prehistory to Early Renaissance
 EN 210 The Bible in Literature
 EN 245 C.S. Lewis, J.R.R. Tolkien, and the Inklings
 EN 421 The Medieval Imagination
 EN 452 Milton
 HI 220 Medieval Europe
 HI 263 History of Christianity
 HI 313 Christianity in Canada
 HI 323 The Protestant Reformation
 HI 333 Early Christianity
 HI 362 Alliance History and Thought
 HI 363 History of Evangelicalism
 HUM 201 Reading and Writing in the Christian Intellectual Tradition
 IND 287 Science and Faith
 IND 288 Art and Faith I
 IND 289 Art and Faith II
 MU 352 History of Music and Worship
 PH 203 Philosophy of Religion
 PS 344 Psychology of Religion
 REL 329 Residential Schools and Christian Theology
 REL 358 History and Polity of the Church of the Nazarene
 REL 362 Alliance History and Thought
 REL 367 Theologies from the Margins
 REL 377 Theology and Popular Culture
 REL 380 Political Theology
 SO 277 Sociology of Religion
 SO 333 Religious Diversity in North America
 SO 340 Religion and Culture in Canada

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. This unique, interdisciplinary minor provides students with

a range of course options related to poverty, inequality, and oppression, in both domestic as well as international community development contexts.

Community Development (18 credits)

ICS 205 Intercultural Competence

BHS 350/DVST 350 Poverty in Western Society or DVST 306/PS 306 Working with Vulnerable Persons

DVST 210 Introduction to Community Development

DVST 301 Intermediate Domestic Community Development or DVST 302 Intermediate International Community Development

Two of the following:

BHS 350/DVST 350 Poverty in Western Society

BHS 450 Intersections Between Poverty and Government Policy

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

DVST 306/PS 306 Working with Vulnerable Persons

DVST 322/SO 322 Human Trafficking

ICS 202 Cultural Anthropology

ICS 303 Global Forms of Violence Against Women

ICS 308 Applied Intercultural Competence

PS 307 Psychological Impacts of Poverty

SO 220 Social Problems

SO 315 Global Criminology

DANCE MINOR

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 performance courses.

Dance (18 credits)

DA 103 Dance Fundamentals (3 credits)

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)

9 credits from the following:

DA 230/231/232 Dance Practice I/II/III (1 credit each)

DA 303 Selected Styles (3 Credits)

DA 322 Introduction to Choreography (3 credits)

DA 423 Variations in Contemporary Choreography (3 credits)

DA 484 Field Placement in Dance (3 credits)

IND 288 Art and Faith I (3 credits) or IND 289 Art and Faith II (3 credits)

DATA ANALYTICS MINOR

Analytics involves the translation of data into meaningful and actionable insights. The Data Analytics minor addresses the knowledge, skills, and ability to answer data-driven questions within a student's discipline or industry, complementing their degree and major. Students will have the opportunity to prepare data for analysis, draw conclusions based on data, and present the results of data analysis. This minor may not be declared with the Bachelor of Business Administration degree.

Data Analytics (18 credits)

BUS 272 Introduction to Business Analytics

BUS 372 Data Analysis for Business

BUS 472 Business Analytics

CS 115 Introduction to Computers and Programming

CS 401 Artificial Intelligence and Emergent Technologies

STA 220 Introduction to Business Statistics II OR BHS 410 Basic Multivariate Statistics

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

6 credits at 200-level or higher in [Botany \(BOT\)](#), [Ecology \(ECOL\)](#), or [Zoology \(ZOO\)](#)

6 credits at 300-level or higher from:

BIO 301 Principles of Evolutionary Biology

BIO 489 Field Placement in Biology (Ecology-based)

BIO 493/495/497 Independent Research Study in Biology (Ecology-based)

CHE 333 Environmental Health and Toxicology

[Ecology \(ECOL\)](#)

[Zoology \(ZOO\)](#)

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 \(EN\)](#) at the 200-level or higher

6 credits in [English \(EN\)](#) at the 300-level or higher

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 \(HI\)](#) at the 200-level or higher

6 credits in [History \(HI\)](#) 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

PS 300 Personality

PS 345 Interpersonal Communication

Two of the following:

BUS 330 Human Resource Management

BUS 331 Organization Development and Change

BUS 342 Leadership in the Global Context

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 445 Special Topics in Leadership
 PS 335 Personnel Psychology

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

3 credits of the following:

KIN 101 Fundamentals of Court-Based Sports

TH 203 Movement I

9 credits at the 200-level or higher in [Kinesiology \(KIN\)](#) **OR**

6 credits at the 200-level or higher in [Kinesiology \(KIN\)](#) plus 3 credits of the following:

DA 203 Ballet Technique I (1.5 credits)

DA 204 Ballet Technique II (1.5 credits)

DA 303 Selected Styles

TH 203 Movement I

TH 204 Movement II

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: No audition is required for entrance into the music minor. However, chosen courses within the music minor may require passing a music theory RCM Level 8 placement exam and/or a musical instrument or voice audition.

Music (18 credits)

Music Foundations (3 credits)

One of the following:

MU 100 Introduction to Music

MU 136 Music Theory I*

Music Ensemble (3 credits)

Music Requirements (6 credits)

MU 309 Music and Culture

MU 275 Fundamentals of Music Technology

Music History (3 credits)

One of the following:

MU 203 Music History to 1825

MU 207 Music History since 1825

Music Electives (3 credits)

3 credits of the following:

MU 121* Applied Music (audition required)

3 credits in [Music \(MU\)](#) at the senior level

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

NON-PROFIT MANAGEMENT MINOR

This track equips students for the process of managing non-profit 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. Courses in innovative and entrepreneurial thinking, and leading in diverse, multi-cultural organizations help prepare students to lead more effectively to achieve an organization's mission.

Non-profit Management (18 credits)

BUS 290/DVST 290/IND 290 Innovative and Entrepreneurial Thinking
 BUS 305/DVST 305 Management of Non-Profit Organizations
 BUS 342/DVST 342 Leadership in the Global Context
 BUS 386/DVST 386 Marketing Communications and Societal Marketing

Two of the following:

Any [Accounting \(ACC\)](#), [Business \(BUS\)](#), or [Economics \(ECO\)](#) courses (*not for students in the BA (Business) or BBA programs*)
 (*BA (Business) and BBA: Choose from any [Community Development Minor](#) courses*)

BHS 450 Intersections Between Poverty and Government Policy
 DVST 210 Introduction to Community Development
 DVST 301 Intermediate Domestic Community Development
 DVST 302 Intermediate International Community Development
 DVST 304/BUS 304 or DVST 404/ BUS 404 Travel Study
 DVST 306/PS 306 Working with Vulnerable Persons
 DVST 322/SO 322 Human Trafficking
 DVST 350/BHS 350 Poverty in Western Society
 ICS 202 Cultural Anthropology
 ICS 205 Intercultural Competence
 ICS 303 Global Forms of Violence Against Women
 ICS 308 Applied Intercultural Competence
 PS 307 Psychological Impacts of Poverty
 SO 220 Social Problems
 SO 315 Global Criminology

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 \(PH\)](#) at the 200-level or higher
 6-credits in [Philosophy \(PH\)](#) 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 101 Introduction to Psychology I or PS 102 Introduction to Psychology II
 PS 300 Personality
 3 credits in [Psychology \(PS\)](#) at the 200-level or higher
 9 credits in [Psychology \(PS\)](#) 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 210 Classical Social Theory

6 credits in **Sociology (SO)** at the 200-level or higher

6 credits in **Sociology (SO)** at the 300-level or higher

WORSHIP ARTS MINOR

The Worship Arts minor offers students an opportunity to complement their Major or Concentration with the interdisciplinary study of Worship Arts, with a particular focus on music. Grounded in Christian practice, this minor provides an opportunity to study both 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.

Worship Arts (18 credits)

IND 288 Art and Faith I or IND 289 Art and Faith II

MU 276 Fundamentals of Music Production

MU 352 History of Music and Worship

REL 370 Theology and Practice of Worship

Two of the following (3 credits) with a minimum 1.5 credits in Worship Band:*

MU 147 Small Instrumental Ensemble (Worship Band)

MU 148 Small Instrumental Ensemble (Worship Band)

MU 190 Large Vocal Ensemble – University Singers

**or a minimum of one semester participation in Worship Band as an extra-curricular.*

One of the following:

MU 120 Applied Music

MU 121 Applied Music

MU 212 Basic Conducting

MU 275 Fundamentals of Music Technology

SCHOOL OF EDUCATION

Education Programs

Bachelor of Education (After Degree) (60 credits)

School Leadership Quality Standard Certification (2 noncredit courses)

Extended Learning

These courses are designed for practicing teachers who may be thinking about returning for a Master's degree while working or 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 60-credit program designed to prepare teachers with an accredited university degree to work in the public school system. The Ambrose School of Education offers two pathways to obtain a Bachelor of Education (After Degree) for degree holders or for those about to complete their degree: (1) The traditional pathway takes place during the weekdays, Monday to Friday, and is completed in 2 years. (2) The blended pathway takes place on evenings and weekends and is completed in 2.5 years. 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 Professional 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 have partnerships with Calgary and area school divisions including the Calgary Board of Education, Rocky View Schools, Palliser School Division, Calgary Catholic Schools, Foothills School Division, Golden Hills Division, and Charter schools in which students are placed for their 18 weeks of in-school experiences.

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 interdisciplinary in a developmental and graduated (cumulative) way.

Program Outcomes

The following outlines the program outcomes for the After Degree Bachelor of Education Program at Ambrose University:

- **Character:** a deep commitment to fostering transformative and inclusive learning environments and pedagogical communities guided by Christian values such as hope, grace, empathy, integrity, humility, justice, and compassion along with a commitment to serving neighbour and society and a sense of responsibility towards the world.

- **Communication:** the ability to communicate clearly, concisely, and compellingly to impart knowledge and express themselves within the educational context.
- **Understanding:** the relational, collaborative, and professional attributes to show understanding of the processes of teaching and learning in diverse communities and a range of educational contexts.
- **Professional Disposition:** the commitment to professional standards through active engagement in lifelong learning practices and consistently applying legal frameworks effectively in educational contexts.
- **Application:** the ability to apply professional standards across contexts including intercultural knowledge and Foundational Knowledge of First Nations, Métis, and Inuit.
- **Analysis:** the critical thinking skills to make informed decisions, apply relevant methods, strategies, and theories to foster inclusive learning environments with a focus on universal design.
- **Research:** the disposition of pedagogical curiosity to understand the evolving knowledge of learning theory, curriculum design, and culture and society to support an ever-changing profession and understanding of teaching and learning.

Guiding Principles – What Informs Our Teaching Philosophy

At the School of Education, teaching is embraced as a joyful calling, an invitation to serve others with hope and grace. Rooted in the Christian tradition and informed by the liberal arts, our work is grounded in a commitment to the common good through public education.

The following guiding principles inform our learning and teaching:

1. We foster relational and inclusive learning environments grounded in a Christian understanding of community and the inherent dignity of every person. We support our students in cultivating empathy, critical reflection, and meaningful dialogue, engaging in practices support the holistic formation of self and others within diverse educational contexts.
2. Teaching and learning reflect the emphasis on lifelong learning, intellectual humility and curiosity, and the formation of the whole person in the context of academic and school community. Through critical reflection understood as both a spiritual and intellectual discipline, we support the development of habits of discernment and growth that support ongoing personal and professional development.
3. Through thoughtful reflection and holistic planning, instruction, and assessment, we support our students in cultivating wisdom, and responding to diverse learning needs with love, integrity, and grace.
4. We affirm a deep commitment to justice, compassion, and the inherent dignity of every person, reflecting the Christian call to love one's neighbour and to act justly. We include diverse perspectives and ask our students to design inclusive learning experiences that honour the uniqueness of each child.
5. We aim to honour Indigenous knowledge and perspectives as part of a Christian commitment to reconciliation and justice. Our teaching and learning are informed by an approach that values intercultural understanding and historical awareness.
6. We aim to inspire our students to grow in their capacity to be visible expressions of God's love and compassion in service to society and the culture in which they live.
7. We affirm our student's growth in integrity and ethical responsibility; virtues rooted in Christian formation. By promoting knowledge of and learning to respect laws, policies, and professional standards, we aim to inspire students to become hope-filled educators committed to seeking the good of society through public education.

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 outlined below:

- **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.

Teaching Quality Standards (TQS)

The integrated design of the B.Ed. program components and courses gives students an opportunity to develop the competencies of the Teaching Quality Standards of Alberta which provides a framework for the preparation, professional growth, supervision and evaluation of all teachers.

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 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) 60 credits

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
- Living Exhibition 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 complex learners and learners from various cultural backgrounds, including First Nations learners, can be engaged in meaningful and engaging learning communities. 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 curriculum, 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. 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 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 Alberta curriculum and professional practice of translating the Alberta curriculum 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**

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
- all courses are asynchronous and fully online

ELQS 001 Becoming a Transformative Leader (non-credit)

Begin to develop your personal vision of leadership through guided inquiry, case studies and journaling. 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.

Note: This course is eligible for transfer to [Yorkville University Master of Education in Educational Leadership](#) (online) program, equivalent to 100 hours.

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 through the creation of a LQS Growth Plan.

Prerequisite: ELQS 001

Note: This course is eligible for transfer to [Yorkville University Master of Education in Educational Leadership](#) (online) program, equivalent to 100 hours.

The full non-credit certificate program comprises 78 hours.

2026 – 2027 EDUCATION ACADEMIC SCHEDULE**Spring Semester**

ELQS 001 Spring Dates	April 11 – May 16
ELQS 002 Spring Dates	May 19 – June 19
CDPD 600 – Blended Pathway	April 14 – June 27
LTA 700 – Blended Pathway	May 2 – June 30
FE 500A Blended Pathway – Orientation	April 11
FE 500A Blended Pathway	April 20-28
SCMP 500 – Blended Pathway	May 2 – June 20
SCMP 600 – Blended Pathway	June 16 – July 28

Fall Semester

Orientation for all first year students – Traditional Pathway	September 8 (subject to change)
FE 700 begins (Attend teacher planning days; first day of school with students)	August 26 (school-dependent)
FE 500 Orientation – Traditional Pathway	September 8
Regular classes begin for first year students – Traditional Pathway	September 9
Regular classes begin for second year students – Traditional Pathway	September 9
FE 700 Seminar (Wednesdays)	September 2-23
FE 500 Seminar (Fridays) – Traditional Pathway	September 9 – December 11
Convocation Chapel	September 15
FE 500 – Blended Pathway	September 9 – October 21
FE 500 Seminar (Saturdays) – Blended Pathway	September 12-26
ELQS 001 dates	September 19 – December 4
Last day to add/drop with tuition refund	September 20
National Day for Truth and Reconciliation (no classes)	September 30
LTA 600 – Blended Pathway	October 3 – December 8
Deeper Life Conference (no daytime classes until 5pm)	October 6
CDPD 500 – Blended Pathway	October 10 – December 12
Thanksgiving (no classes, campus closed)	October 12
School of Education Program Day	TBD
Reading Week	November 9-14
Remembrance Day (no classes, campus closed)	November 11
Graduation application deadline	November 15
Last day to withdraw from courses without academic penalty	November 16
FE 600 Orientation	December 11 (during FE 500 seminar)
Last day of classes	December 11

Winter Semester

FE 600 Practicum	January 4 – February 12
FE 700 Practicum	January 4 – February 12
FE 700 Seminar (Wednesdays)	January 4 – February 12
FE 600 Seminar (Fridays)	January 4 – February 12
Orientation for all first year students – Blended Pathway	January 9
LTA 500 – Blended Pathway	January 9 – April 3
Convocation Chapel	January 12
ELQS 002 dates	January 16 - March 27
Last day to add/drop with tuition refund	January 24
FE 600 Combined Callback	February 12 – see syllabus (one time only)
Family Day (no classes, campus closed)	February 15
Reading Week	February 16-20
First Year Classes – Traditional Pathway	February 22 – April 16
Second Year Classes (CDPD 700 and SCMP 700) – Traditional Pathway	February 22 – April 16
CDPD 700 – Blended Pathway	February 23 – April 24
FE 700 Combined Callback	February 26 – see syllabus (one time only)
LTA 600 – Blended Pathway	March 9 – April 6
Last day to withdraw from courses without academic penalty	March 25
Good Friday (no classes, campus closed)	March 26

Easter Monday (no classes, campus closed)	March 29
Graduation – Convocation Ceremony (all programs)	May TBD
Spring Semester 2027	
ELQS 001 Spring Dates	April 10 – May 15
ELQS 002 Spring Dates	May 18 – June 18
CDPD 600 – Blended Pathway	April 13 – June 26
FE500A Blended Pathway Orientation	April TBC
FE 500A – Blended Pathway	April TBC
LTA 700 – Blended Pathway	May 1 – June 29
SCMP 500 – Blended Pathway	May 4 – June 19
SCMP 600 – Blended Pathway	June 15 – July 27

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 those who are qualified to legally work in Canada. Recommendations by the Dean are forwarded upon completion of the Bachelor of Education (After-Degree) (Elementary) program. Candidates are evaluated based on all data relating to their readiness to assume the responsibilities of a professional teacher, as defined in the Teaching Quality Standard. The School of Education Academic Policy and Procedures supersedes academic misconduct in the learning environment and the appeals policy.

As a professional degree, the Bachelor of Education (After-Degree) requires that students abide by a high standard of professionalism in every aspect of the program. The School of Education recognizes that teacher preparation and learning occurs both inside and outside the classroom and has the responsibility to ensure that its student teachers and graduates are competent and conduct themselves in accordance with the standards and expectations of the profession. The School of Education adheres to the Code of Professional Conduct for Teachers and Teacher Leaders as regulated by the Province of Alberta and the Alberta Education's Teaching Quality Standard (TQS), which describes the professional expectation for teachers. As such, lack of professionalism may be grounds for determining whether the student should continue in the program or be dismissed from the Bachelor of Education.

Definitions Specific to the School of Education

The Dean is responsible for recommending 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. A student may initiate the appeals process with any course grade.

Academic Intervention

A student is placed on Academic Intervention when they have not met academic requirements within a course in the School of Education and this is used to identify challenges and create a plan to improve academic success.

Academic intervention is not noted on the student's official transcript.

Students are placed on Academic Intervention and are issued a Notification of Concern by the School of Education's Dean or Director of Field Experience if they are not meeting academic requirements as outlined below:

- The student receives a grade lower than 2.70 in any course.
- The student is not meeting the requirements of Field Experience.
- The student's placement is terminated by the Principal during FE 600 or 700 and a suitable placement is available.
- The student is unsuccessful in FE700 at midpoint.

Notification of Concern

A written plan provided by the Dean or Director of Field Experience to the student that details:

- area(s) of concern to be addressed
- summarizes 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, course instructor, partner teacher, university consultant and Dean of Education. Initial Notification of Concern documents during **Academic Intervention** will be held in the School of Education. If Academic Intervention occurs in relation to Field Experience, it may remain active until the completion of the final practicum (FE700). If the student is unable to meet the requirements and is placed on **Academic Rustication**, the Notification of Concern will then be filed and kept in the student's file.

Academic Rustication

A student placed on Academic Rustication is required to step down from the program for a period of up to a year. Academic rustication is noted on the student's official transcript. A student is placed on Academic Rustication from the Bachelor of Education if the following occurs:

- The student is unsuccessful in achieving a grade of 2.70 in all required coursework during semester two or semester three.
- The student fails any course or component of the program.

- The student's placement is terminated by the Partner Teacher, or the Principal during FE 600 or FE 700 and an additional practicum is unavailable.
- The student's placement is terminated by the Dean of the School of Education if they have reasonable grounds.
- The student fails to meet the Standards of Professional Conduct as referenced by the Alberta Teaching Code of Professional Conduct and the Alberta Education Teaching Quality Standard. The student may be assigned a failing grade for the component where the Standards of Professional conduct was not met.

Students placed on **Academic Rustication** are informed in writing and must:

- Meet with the Dean and other appointed faculty, including the Director of Field Experience, to discuss professional growth plan outlining an action plan including volunteering, engaging with a mentor, and participating in additional coursework or prescribed professional learning.
- Students must provide evidence of activities that demonstrate how they have addressed the goals to the Dean and Director of Field Experience to be considered for readmission.

Required Withdrawal

Required Withdrawal is assigned in the School of Education to students who meet specific criteria and are not permitted reentry to the Bachelor of Education program, they are however permitted to apply for admission in a different Ambrose program. 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 midpoint.
- The student is unable to unsuccessfully achieve a grade of 2.70 or higher in any course that is attempted a second time.
- Students who are unable to present an acceptable criminal record check for any reason and are unable to take their placement.
- The student is convicted of a crime under the criminal code that would prohibit them from working with a vulnerable sector.

Termination of Field Experience

In the case of termination by the school principal prior to the completion of any Field experience component or the student's requested withdrawal from the practicum, the student may be placed on **Academic Intervention** with a Notification of Concern by the Director of Field Experience. If a suitable placement is available, the student must complete the required weeks in the new placement in order to meet attestation requirements, on a case-to-case basis. There is no guarantee of additional placement. If there is not a suitable placement available, the student's program may be paused, without being placed on **Academic Rustication**.

There is no appeal process for a terminated Field Experience.

Achieving a grade of 2.70 or Higher

Upon completion of the program and 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. A grade of 2.70 or higher is required in all semester coursework to proceed in the program.

If the student is successful in completing a Field Experience component but unsuccessful in achieving a grade of 2.70 in all required semester coursework, the student is placed on **Academic Rustication** and can apply for readmission to return in February of the following year to redo their coursework in the appropriate sequence in the program.

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.

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.

Leave of Absence (LOA)

This provision is only available to Bachelor of Education students. It is a means of interrupting a program of study with the approval of the faculty and Registrar. Only one LOA is permitted for a period of up to one year after successful completion of one term in the Bachelor of Education (After-Degree) program. Students who have not registered in a given academic year without an approved Leave of Absence will be removed from the program and will be required to re-apply.

Field Experience

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 duration of the program 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 there may be a conflict of interest including but not limited to 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 Dean of Education reserves the right to deny or terminate a placement in any practicum course to any student if the 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 Teaching Code of Professional Conduct and the Alberta Education Teaching Quality Standard;
- the student is unable to carry out the classroom responsibilities of that practicum; or
- the 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.

There is no appeal process for a terminated Field Experience.

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 an acceptable Vulnerable Sector Record Check dated after July 10 for the traditional pathway and dated after January 10 for the blended pathway of the year of admission. The student is responsible for the cost of obtaining and maintaining this required documentation for the duration of the program. Vulnerable Sector Record Checks are submitted to the School of Education and are required for field experience. Students will also carry a copy to all school visits for the duration of the Bachelor of Education program. Students are required to maintain an acceptable Criminal Record Check with a Vulnerable Sector Search for the entire 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 this 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.

CONTINUING EDUCATION

Non-credit Courses and Programs

Ambrose Arts

There are several opportunities at Ambrose for non-credit involvement in music ensembles: Ambrose University Singers, Ambrose Chamber Orchestra and Ambrose Jazz Band. See [Ambrose Music Ensembles](#) for information.

Education Program Extended Learning

These courses are designed for practicing teachers who may be thinking about returning for a Master's degree while working or 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. See [Education Extended Learning](#) for further information.

Inclusive Post-Secondary Education

The Inclusive Post-Secondary Education initiative supports students with developmental disabilities to be fully included in their studies, campus life, pursuit of career aspirations, development of lifelong friendships, gaining of independence, and building of life-enriching experiences. Jointly supported by a non-profit organization, Inclusion Alberta, and the provincially-funded Persons with Developmental Disabilities (PDD) program, inclusive education opportunities are available at Ambrose University. See [Inclusive Education at Ambrose University](#) for further information.

School Leadership Quality Standard Certification (2 noncredit courses)

Take your personal leadership journey and realize your passion for education. Comprising two non-credit courses, the Certificate program is your opportunity to get informed, get real about yourself, get going as a school leader — and get the accreditation required to become a Principal in Alberta. See [School of Education Leadership Certificate](#) for further information.

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.

In-person

Delivered in-person (e.g. on campus) at scheduled times. Students must participate at the scheduled times and location.

Online Synchronous

Delivered online at scheduled times. Students must participate at the scheduled times.

Online Asynchronous

Delivered online with no scheduled specific time. Students must participate at their own schedule.

Blended

Delivered with a combination of both in-person and online meetings.

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.

Antirequisites

Certain courses carry the notation "Students can only earn credit for one of the following: course number XXX or course number XXX." Students may take these courses if they wish, but credit for both courses will not be granted towards their degree. Cross-listed courses are antirequisites of each other.

Corequisites

Can be completed at the same time as this class.

May Be Repeated for Credit if the Topic is Different

If this notation is present, students are allowed to take multiple topics belonging to one course number and normally receive credit for each topic taken.

Not Included in GPA

A course with this notation is graded as P (Pass) or F (Fail). The course is not included in the calculation of the grade point average.

Note

This contains any information that may be helpful regarding enrolment in the course.

Prerequisites

Courses that must be completed or currently registered in before a student may be able to register in this course.

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-Levelled Courses

See Definitions.

Cross-Listed Courses

See Definitions.

Educational Travel

See Definitions.

Laboratory (Lab)

See Definitions.

Tutorial

See Definitions.

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) B

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 supplementary fee may be assessed to cover additional costs associated with 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

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

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) A**

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.

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

BEHAVIOURAL SCIENCE**BHS 240 Research Methods (3-1.5L) 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 and in the text readings.

Prerequisite: Math 30-1 or Math 30-2, and 3 credits in Psychology at the 100-level 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 Social Sciences (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 (jamovi) to analyze data. Lecture and laboratory components.

Prerequisite: BHS 240

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

BHS 311 Qualitative Research (3) A

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 Psychology or Sociology at the 300-level

Note: Students can only earn credit for one of the following: BHS 311 or BHS 415.

BHS 320 BHS Field Placement 1 (3-3L) A

Students complete a supervised field placement of 125 hours 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 and completion of 45 credits. Restricted to students in BA: Behavioural Science (Concentration or Major) with a CGPA of not less than 2.0. Permission of the department required.

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

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: DVST 210 or SO 220

Note: This course is cross-listed as DVST 350 and cross-leveled as PV 501.

BHS 399 Special Topics in Behavioural Science (3) O

Special studies in Behavioural Science, as announced.

Prerequisite: Permission of the department

BHS 400 Behavioural Science Capstone (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.

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

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

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

BHS 420 BHS Field Placement 2 (3–3L) A

Students continue a supervised field placement of an additional 125 hours with a community or social agency closely 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: BHS 350

BIOCHEMISTRY

BCH 297 Biochemistry (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

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

BCH 357 Medical Pharmacology (3) O

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 399 Special Topics in Biochemistry (3) O

Special studies in Biochemistry, as announced.

Prerequisite: Permission of the department

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

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

BIO 133 The Diversity of Life (3–3L) A

This course will survey the classification, morphology, ecology, and evolution of the major lineages of life on Earth, including prokaryotes, protists, fungi, plants, and animals.

Prerequisite: Biology 30 or Chemistry 30

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

BIO 211 Principles of Genetics (3–3L) A

This course explores the discovery, organization and behaviour of genes and chromosomes, as well as associated applications and technologies, through the lenses of Mendelian, molecular, and population genetics.

Prerequisite: BIO 131

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

BIO 213 Principles of Ecology (3–3L) A

This course explores the central questions of ecology: what are the mechanisms influencing the abundance and distribution of species across time and space? Ecology will be explored from the level of the individual, population, community, and ecosystem, through such topics as niche theory, organismal interactions, population dynamics, biodiversity assessments, and ecosystem services.

Prerequisite: BIO 133

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

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 211, CHE 101, and CHE 103

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

BIO 245 Research Methods in Biology (3) O

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 101

Note: This course is cross-listed as PS 270.

BIO 299 Special Topics in Biology (3) O

Special studies in Biology, as announced.

Prerequisite: Permission of the department

BIO 301 Principles of Evolutionary Biology (3-1.5T) 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: PH 125

Note: This course is cross-listed as PH 320. Bachelor of Science students may take this course for Science credit. Non-BSc students must take the course as PH 320.

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 and the study of omics. Students in this course also learn the important molecular techniques, such as quantitative PCR, molecular cloning, and gene silencing.

Prerequisite: BIO 211, BIO 231, and BIO 241

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

BIO 330 Brain and Behaviour (3) B

An introduction to the neural basis of learning, memory, language, thought, motivation, emotion and behaviour.

Prerequisite: BIO 270 or PS 270

Note: This course is cross-listed as PS 330.

BIO 352 Introduction to Cognitive Neuroscience (3) B

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: BIO 270 or PS 270

Note: This course is cross-listed with PS 351

BIO 399 Special Topics in Biology (3) O

Special studies in Biology, as announced.

Prerequisite: Permission of the department

BIO 404 Biology Educational Travel Study (3) O

This course is an educational travel study.

Prerequisite: Permission of the department

BIO 438 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

Note: Students can only earn credit for one of the following: BIO 338 or BIO 438.

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 489 Field Placement in Biology (3) A

A field placement to be arranged with a local business, non-profit agency, or other community partner, in which students apply their biological knowledge and/or laboratory and research skills in the workplace.

Prerequisite: Permission of the department

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) and permission of the department

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

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), a minimum cumulative GPA of 3.0 and permission of the department

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

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, a minimum cumulative GPA of 3.0 and permission of the department

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

BIO 499 Special Topics in Biology (3) O

Special studies in Biology, as announced.

Prerequisite: 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: Students can only earn credit for one of the following: BOT 204 or BOT 203.

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

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.

BUS 211 Business Ethics and Sustainability (3) A

A course applying concepts, theories, and moral decision procedures found in moral philosophy to a broad range of issues currently encountered in the business context, including: “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 BUS 100, BUS 305, DVST 305, PS 102 and completion of 18 credits

Note: This course is cross-listed as DVST 211. Students can only earn credit for one of the following: BUS 211 or BUS 210.

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 102

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: One of: MA 110, MA 111, or MA 149 and one of: STA 210, BIO 310, or BHS 310

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

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

BUS 290 Innovative and Entrepreneurial Thinking (3) A

An exploration of creativity and innovation processes from ideation to problem solution and implementation. The course develops an entrepreneurial mindset through design thinking, creativity exercises, creative problem-solving strategies, and other approaches. Highly practical in nature, this course develops habits of thought that promote initiative, responsibility, and empowering passion.

Prerequisite: Completion of 18 credits or permission of the department

Note: Students can only earn credit for one of the following: BUS 290, DVST 290, IND 290, BUS 390, or DVST 390

Note: This course is cross-listed as DVST 290 and IND 290

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 304 Business 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: 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 or 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.

Prerequisite/Corequisite: 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.

Prerequisite: One of the following: BUS 100, BUS 305, DVST 305, PS 102

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 342 Leadership in the Global Context (3) A

A seminar examining leadership theories and approaches to leadership practice in various global contexts. Students will explore the ways multi-cultural influences shape non-profit and for-profit organizations. Various self-assessments will heighten students' awareness of their personality characteristics, current leadership strengths, and areas for growth. Students will develop a personal philosophy of leadership and prepare a personal leadership development plan.

Prerequisite: Completion of 60 credits or permission of department

Note: Students can only earn credit for one of the following: BUS 342, DVST 342 or BUS 341

Note: This course is cross-listed as DVST 342

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 BUS 305 or completion of 30 credits

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) B

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 business intelligence 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 (3-1T) 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 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 384 Brand Management (3) B

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 386 Marketing Communications and Societal Marketing (3) B

An exploration of theories, concepts, and applications of integrated marketing communications. Examining ways organizations can communicate strategically with their customers and other stakeholders, the course covers advertising, sales promotion, public relations, personal selling, direct marketing, societal marketing, and digital (interactive) marketing. The course also examines the ways social media and internet-based platforms help to shape consumer behaviour, and teaches effective and professional use of those platforms.

Prerequisite: BUS 280, BUS 305, or DVST 305

Note: Students can only earn credit for one of the following: BUS 386, DVST 386, or either or both BUS/DVST 381 and BUS 383.

Note: This course is cross-listed as DVST 386

BUS 392 Business Planning for Social Entrepreneurs (3) O

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 290

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.

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

BUS 420 Business Internship (3) O

A course in which students apply their academic knowledge while acquiring and expanding transferable skills through work experience. Throughout the course, students make connections between the work experience, their program of study, and their career plans.

Prerequisite: Completion of 60 credits and permission of the department.

BUS 431 Learning and Performance Management (3) B

This course 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 or BUS 330

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

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 or BUS 330

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 440 Strategic Human Resource Management (3) B

An exploration of human resource management strategies with two central themes: systematic, strategic thought about managing an organization's human assets, and practical implementation of human-resources policies to achieve competitive advantage. Adopting the strategic perspective of a general manager, the course addresses topics including reward systems, performance management, high-performance human resource systems, training and development, recruitment, retention, equal employment opportunity laws, work-force diversity, and union-management relationships.

Prerequisite: BUS 330 and completion of an additional 6 credits in Human Resources

BUS 441 Advanced Leadership (3) O

Building upon the foundation of BUS 342, 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 342

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 342 and completion of 60 credits

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 471 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 472 Business Analytics (3-1.5T) 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 object-oriented program language 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 272

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) O

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) O

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

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

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

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

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

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

CHE 253 Organic Chemistry II (3–3L) B

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

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

CHE 333 Environmental Health and Toxicology (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 405 Special Topics in Chemistry (3) O

Special studies in Chemistry as announced.

Prerequisite: CHE 101 or CHE 103

CHE 489 Field Placement in Chemistry (3) A

A field placement to be arranged with a local business, non-profit agency, or other community partner, in which students apply their chemistry knowledge and/or laboratory and research skills in the workplace.

Prerequisite: Permission of the department

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) and permission of the department

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

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), a minimum CGPA of 3.0 and permission of the department

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

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, a minimum CGPA of 3.0 and permission of the department

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

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 115 Introduction to Computers and Programming (3-1T) A**

An introduction to basic computing concepts, including operating systems, productivity and presentation software, internet navigation, and file management, followed by an introduction to machine learning, Large Language Models, and a brief introduction to AI. The course will then explore fundamentals of logic, Boolean operations, basic command prompts and an introduction to programming as

students consider how computers can be used as a tool to analyze and solve problems.

CS 401 Artificial Intelligence and Emerging Technologies (3) B

An examination of the nature, use, and implications of AI & emergent technologies. This course extends prior computer science and data analytics courses with a future focus that equips students with the skills to critically engage with the ethical issues of cutting-edge technologies shaping today's world. With a strong emphasis on the philosophical principles that inform ethical use of technologies for the betterment of humanity, this course explores how emerging tools – from artificial intelligence to immersive technologies and digital automation – are transforming our world (i.e. in science, business, customer experiences, and decision-making). Students will enhance their strategic thinking, creativity, and problem-solving skills.

Prerequisite: BUS 372 or BUS 472

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.

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

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: DA 103 or TH 203

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

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

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

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

DA 484 Field Placement in Dance (3) A

A supervised, experiential activity related to the student's interest and/or future plans in dance. The field placement includes a minimum of 100 hours of placement or project activity over 1-2 terms in a local institution such as a dance company, research or arts administration institution, dance education facility, or place of worship.

Prerequisite: Permission of the department

DEVELOPMENT STUDIES

DVST 100 Fundamentals of Community Service Learning (3) A

An interdisciplinary introduction to the theory and practice of community service learning. Students will explore concepts of community and engagement, considering the relationship between theory, research, and practice. Topics will include community involvement, citizenship, and social responsibility. Students will also engage in a minimum of 30 hours of community service learning, practicing the skills of community engagement with local non-profit organizations and reflecting on their experiences.

DVST 200 Community Engagement through Service Learning (3) A

An experiential learning course in which students apply theories of community engagement through diverse community service learning projects. Students will be introduced to the principles and practices of community assessment as a way of understanding both the needs and opportunities present in their local community. Students will also engage in a minimum of 30 hours of community service learning, practicing the skills of community engagement with local non-profit organizations and reflecting on their experiences.

Prerequisite: DVST 100

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 211 Business Ethics and Sustainability (3) A

A course applying concepts, theories, and moral decision procedures found in moral philosophy to a broad range of issues currently encountered in the business context, including: "whistle-blowing," advertising, employee treatment, insider trading and accounting practices, product liability, corporate social responsibility and issues in international business.

Prerequisite: one of BUS 100, BUS 305, DVST 305, PS 102 and completion of 18 credits

Note: This course is cross-listed as BUS 211. Students can only earn credit for one of the following: DVST 211 or BUS 210.

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 290 Innovative and Entrepreneurial Thinking (3) A

An exploration of creativity and innovation processes from ideation to problem solution and implementation. The course develops an entrepreneurial mindset through design thinking, creativity exercises, creative problem-solving strategies, and other approaches. Highly practical in nature, this course develops habits of thought that promote initiative, responsibility, and empowering passion.

Prerequisite: Completion of 18 credits or permission of the department

Note: Students can only earn credit for one of the following: BUS 290, DVST 290, IND 290, BUS 390, or DVST 390

Note: This course is cross-listed as BUS 290 and IND 290

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

A foundation in community development theory and practice in the current Canadian context. This practice-based course aims to deepen practice skills introduced in DVST 210 (Introduction to Community Development), applying theory to address key issues facing Canadian communities using a range of community development approaches and strategies. The role of the community development worker will be examined to understand effective models of leadership and ethical practice. Opportunities will be provided to interact and/or collaborate with local community development organizations.

Prerequisite: DVST 210

Note: Students can only earn credit for one of the following: DVST 301 or 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: Students can only earn credit for one of the following: DVST 302 or 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 Working with Vulnerable Persons (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: 3 credits in Psychology at the 100-level or SO 121

Note: This course is cross-listed as PS 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 322 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: SO 121

Note: This course is cross-listed as SO 322.

Note: Students can only earn credit for one of the following: DVST 322 or DVST 402.

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.

Prerequisite/Corequisite: BUS 220

Note: This course is cross-listed as BUS 323

DVST 342 Leadership in the Global Context (3) A

A seminar examining leadership theories and approaches to leadership practice in various global contexts. Students will explore the ways multi-cultural influences shape non-profit and for-profit organizations. Various self-assessments will heighten students' awareness of their personality characteristics, current leadership strengths, and areas for growth. Students will develop a personal philosophy of leadership and prepare a personal leadership development plan.

Prerequisite: Completion of 60 credits or permission of department

Note: Students can only earn credit for one of the following: BUS 342, DVST 342 or BUS 341

Note: This course is cross-listed as BUS 342

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: DVST 210 or SO 220

Note: This course is cross-listed as BHS 350 and cross-leveled as PV 501

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 386 Marketing Communications and Societal Marketing (3) B

An exploration of theories, concepts, and applications of integrated marketing communications. Examining ways organizations can communicate strategically with their customers and other stakeholders, the course covers advertising, sales promotion, public relations, personal selling, direct marketing, societal marketing, and digital (interactive) marketing. The course also examines the ways social media and internet-based platforms help to shape consumer behaviour, and teaches effective and professional use of those platforms.

Prerequisite: BUS 280, BUS 305, or DVST 305

Note: Students can only earn credit for one of the following: DVST 386, BUS 386, or either or both BUS/DVST 381 and BUS 383.

Note: This course is cross-listed as BUS 386

DVST 399 Special Topics in Development Studies (3) O

Special studies in Development Studies, as announced.

Prerequisite: Permission of the department

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 (3-1T) A

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 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

Note: Students can only earn credit for one of the following: ECOL 351 or BIO 351.

ECOL 419 Terrestrial Communities and Ecosystems (3-3L) B

This course will utilize a state factor approach to explore variation in such ecosystem processes as soil formation and transformation, water cycling, primary and secondary productivity, and nutrient use in plants, as it relates to biomes, ecosystems impacted by human activity, and ecosystem restoration.

*Prerequisite: BIO 213 and BIO 310**Note: Students can only earn credit for one of the following: ECOL 319 or ECOL 419.*

ECOL 483 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

Note: Students can only earn credit for one of the following: ECOL 383 or ECOL 483.

ECOL 489 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

Note: Students can only earn credit for one of the following: ECOL 389, 489 or BIO 389.

ECONOMICS

ECO 100 Introductory Microeconomics (3-1T) A

The determination of consumption, production, and distribution in the economy, and the behaviour of firms under various market structures. Microeconomics is the study of the choices that individuals and businesses make, the way those choices interact in markets, and the influence of governments – it attempts to understand the decision-making behaviour of smaller units within society.

Note: Students can only earn credit for one of the following: ECO 100 or ECO 110

ECO 101 Introductory Macroeconomics (3-1T) A

Macroeconomics is a study of economic ideas and the operation of the economy on a national scale. Topics of study include aggregate performance and policy, the determinants of national income, employment and the price level, the role of monetary and fiscal policies in stabilizing the economy and promoting economic growth.

Prerequisite: ECO 100 or ECO 110

Note: Students can only earn credit for one of the following: ECO 101 or ECO 120

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 100, 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 100

ECO 203 Intermediate Macroeconomics (3) O

Building on the basic principles covered in ECO 101, 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 101

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 100 and ECO 101

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 100, ECO 101 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 with the Alberta Curriculum to understand its structure and the essence of each subject discipline. Students 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 Curriculum. 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 an authentic narrative of curriculum and teaching over the course of a year? Using this question as a frame, students will consolidate and integrate knowledge about curriculum design and program developments 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 with an emphasis on literacy and assessment practices.

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.

Note: PASS/FAIL – not included in GPA.

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

Note: PASS/FAIL – not included in GPA.

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

Note: PASS/FAIL – not included in GPA.

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

ENGLISH

Course list for Literature before 1850: English 335, 338, 350, 380, 421, 452

Course list for Literature after 1850: English 230, 235, 240, 245, 363, 365, 370, 491

Course list for courses in either Literature before 1850 or Literature after 1850: English 210, 235, 360

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 (Corequisite 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 (Corequisite 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 tragedy and comedy originated in Ancient Greece, yet they continue to occupy 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: EN 130

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 or 3 credits in English and HUM 201

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

A survey of the ancient Greek and Roman mythological and literary texts that constitute the background of the English literary tradition. Students will read in translation the poetry, drama, and prose of a number of the following authors: Hesiod, Homer, Aeschylus, Sophocles, Euripides, Virgil, Ovid, and Apuleius.

Prerequisite: 6 credits in English or 3 credits in English and HUM 201

EN 338 The Renaissance Imagination (3) B

A survey of the literature of the sixteenth and early seventeenth centuries. Situating this literature in its historical and theological contexts, this course will consider examples of poetry, drama, and prose that are by turns profound, beautiful, devout, and witty. Authors will include the Sidneys, Spenser, Donne, Jonson, Wroth, and Herbert, among others, and will exclude Shakespeare and Milton.

Prerequisite: 6 credits in English or 3 credits in English and HUM 201

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 or 3 credits in English and HUM 201

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 or 3 credits in English and HUM 201

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 or 3 credits in English and HUM 201

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 or 3 credits in English and HUM 201

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 or 3 credits in English and HUM 201

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 or 3 credits in English and HUM 201

EN 389 Early Literary Theory (3) B

A seminar course that examines seminal ideas from the classical era to the late nineteenth century about the nature and effect of literature. Charting a middle course between readings of particular literary texts and broader theories of art and aesthetics, we will consider the writings of Plato, Aristotle, St Augustine, Dante, Sidney, Wordsworth, and Arnold, among others.

Prerequisite: 6 credits in English or 3 credits in English and HUM 201

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: 6 credits in English or 3 credits in English and HUM 201

EN 399 Special Topics in English Literature (3) O

Special studies in Literature, as announced.

Prerequisite: 6 credits in English or EN 130 and HUM 201

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

An advanced course exploring medieval perspectives on the imagination, its nature, common objects, and typical modes of expression, most notably, allegory. Students will read several of the following genre-defying authors: Prudentius, Boethius, Dante, Chaucer, Langland, the "Pearl poet," and Christine de Pizan.

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

An advanced course on the works of John Milton (1608-74). Milton's writing uniquely combined formidable learning and literary genius with Christian devotion and political advocacy. This course focuses on his major poetry, particularly Paradise Lost, but also considers his political prose, both of which are situated in their biographical, historical, and theological contexts.

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: Completion of 60 credits, minimum 3.0 CGPA in English (EN) courses and 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

EN 491 Advanced Literary Theory (3) B

A continuation of EN 390, this course will explore more deeply several late twentieth- and twenty-first-century theories, including feminism, intersectionality, ecocriticism, postcolonialism, and indigenous and race theories. All theories will be taught in conjunction with readings from literature.

Prerequisite: EN 390

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 200.1 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 201.1 Practicum and Reflection II (1.5) A

This course is a continuation of FE 200.1.

Prerequisite: FE 200.1

FE 300a/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 Ministry Internship (6) A

Prerequisites: FE 201.1, PST 212, REL 315

Note: PASS/FAIL – not included in GPA.

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

Prerequisites: FE 201.1, ICS 202, ICS 205, PST 161, PST 212

Note: PASS/FAIL – not included in GPA.

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 Coordinator 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

Note: PASS/FAIL – not included in GPA.

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.

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

GEOLOGY**GEO 109 Introduction to Geology (3) A**

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.

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

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: Students can only earn credit for one of the following: HI 140 or HI 141 and HI 140 or HI 142.

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: HI 140

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/THEO 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) B

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) B

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: HI 140

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: Completion of 60 credits, minimum 3.0 CGPA in History (HI) courses, and 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

INDIGENOUS STUDIES

INDG 101 Introduction to Indigenous Studies (3) O

A survey course of Indigenous peoples and issues from their origins in North America to the contemporary period, highlighting the central place of Indigenous peoples and issues within historic and contemporary Canada. Utilizing Indigenous and non-Indigenous literature, research, and theory, this course will explore Indigenous cultures in Canada, including Indigenous histories, worldview, knowledge and belief systems, subjectivities, and identities, as well as concepts including post-Indigeneity, Indigenous experience in everyday life, cultural production, culture as socially constructed, and performativity. In addition, the course will examine the impact of colonization, including residential schools, intergenerational trauma and healing, wellbeing, lifeways, and cultures.

INDG 201 Colonization and Decolonization (3) O

A study of contemporary theories regarding colonization and decolonization emerging out of Indigenous Studies, Critical Ethnic Studies, and Postcolonial Studies. Attention is paid to the relationship between race, colonialism, and gender. Students will explore how these theories intersect with Christian theologies and spiritual practice. This course will consider the critiques made by Indigenous and postcolonial scholars of the methodological approaches used in the humanities and social sciences for their complicity in colonialism. It will examine various attempts to “decolonialize” methodology and to construct Indigenous and postcolonial methodological approaches to society and community. Students will work to develop their own philosophical and methodological approaches to decolonization.

Prerequisite: INDG 101 or SO 121 or permission of the department

INDG 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: 3 credits in Psychology at the 100-level and SO 121

Note: Students can only earn credit for one of the following: INDG 229 or BHS 229

INDG 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: INDG 229

Note: Students can only earn credit for one of the following: INDG 329 or BHS 329.

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.

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

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 200.1, FE 201.1, 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) O

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: 3 credits in Psychology at the 100-level or ICS 205

Note: This course is cross-listed as PS 354.

ICS 402 Psychology of Immigration (3) B

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 Religion

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.

IND 290 Innovative and Entrepreneurial Thinking (3) A

An exploration of creativity and innovation processes from ideation to problem solution and implementation. The course develops an entrepreneurial mindset through design thinking, creativity exercises, creative problem-solving strategies, and other approaches. Highly practical in nature, this course develops habits of thought that promote initiative, responsibility, and empowering passion.

Prerequisite: Completion of 18 credits or permission of the department

Note: Students can only earn credit for one of the following: BUS 290, DVST 290, IND 290, BUS 390, or DVST 390

Note: This course is cross-listed as BUS 290 and DVST 290

IND 405 Special Topics (3) A

An exploratory interdisciplinary course designed to provide senior Ambrose students with the opportunity to reflect critically and from diverse perspectives upon one of life's enduring concerns. Professors from five academic disciplines will collaborate to teach this course through individual lectures, discussion, and debate. The topic will vary from year to year, but potential topics include death and dying, friendship, conflict and resolution, suffering, and the passing of time.

Prerequisite: Completion of 60 credits

KINESIOLOGY

KIN 101 Fundamentals of Court-Based Sports (3) B

An introduction to court-based sports, with a focus on basketball, futsal, a selection of racquet sports, and volleyball. Topics include rules of the game, fundamental skills, tactics used in game situations, as well as principles of biomechanics, motor learning, detection and correction of errors and safety considerations in playing, teaching and/or coaching court-based sports.

Note: This course does not fulfill a Science elective in any program. This course can only apply as Open Elective in any program.

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

KIN 201 Introduction to Kinesiology (3) B

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.

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

KIN 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

Note: This course is cross-listed as SO 205

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.

Note: This course does not fulfill a Science elective in any program. This course can only apply as Open Elective in any program.

KIN 255 Growth and Development (3) B

This course will cover human development from fertilization to senescence, with a focus on how physiology, anatomy, pathophysiology, and physical therapy changes with age.

Prerequisite: BIO 131 and BIO 133

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: 3 credits in Psychology at the 100-level

Note: 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 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: MED 263

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

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: PHY 111 and MED 263

LANGUAGES - ANCIENT**GR 221 New Testament Greek I (3) B**

An introduction to the grammar, syntax and vocabulary of biblical Greek.

Note: Students can only earn credit for one of the following: GR 100 or GR 221. This course is cross-leveled as BL 521.

GR 222 New Testament Greek II (3) B

A continuation of GR 221. Basic principles of exegesis are introduced.

Prerequisite: GR 221

Note: Students can only earn credit for one of the following: GR 201 or GR 222. This course is cross-leveled as BL 522.

GR 321 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 222

Note: Students can only earn credit for one of the following: GR 300 or GR 321. This course is cross-leveled as BL 621.

HEB 211 Biblical Hebrew I (3) B

An introduction to the grammar, syntax and vocabulary of biblical Hebrew.

Note: Students can only earn credit for one of the following: HEB 200 or HEB 211. This course is cross-leveled as BL 511.

HEB 212 Biblical Hebrew II (3) B

A continuation of HEB 211. Basic principles of exegesis are introduced.

Prerequisite: HEB 211

Note: Students can only earn credit for one of the following: HEB 201 or HEB 212. This course is cross-leveled as BL 512.

HEB 322 Biblical Hebrew III (3) B

A reading course involving extensive reading in Biblical Hebrew and further study of grammar, syntax, and vocabulary.

Prerequisite: HEB 212

Note: Students can only earn credit for one of the following: HEB 300 or HEB 322. This course is cross-leveled as BL 622.

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

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 261 Human Physiology I (3-3L) A

A systems approach to human physiology. Basic biochemistry and cell biology as well as integumentary, skeletal muscular, nervous, and endocrine systems will be covered. Function will be emphasized in both lecture and laboratory components.

Prerequisite: BIO 131

Note: Students can only earn credit for one of the following: MED 261 or [ZOO 261 and ZOO 265].

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

MED 263 Human Physiology II (3-3L) A

A systems approach to human physiology. The endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems will be covered. Physiological function will be emphasized in both lecture and laboratory components. This is a continuation of MED 261.

Prerequisite: MED 261

Note: Students can only earn credit for one of the following: MED 263 or [ZOO 263 and ZOO 265].

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

MED 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 231

Note: Students can only earn credit for one of the following: MED 327 or BIO 327.

MED 361 Pathophysiology (3) B

This course covers the diseases and dysfunction of each body system, at the cellular, organ, and system level.

Prerequisite: MED 263

Note: Students can only earn credit for one of the following: MED 361 or ZOO 361.

MED 363 Human Anatomy and Histology (3-3L) B

This course provides an in-depth study of the gross anatomy of visceral organs using a regional, functional approach and introduces students to human histology. The lecture and lab explore the anatomy of the head and neck, thorax, abdomen, and pelvis. In the lab, students engage with cadaveric images, full-body models, and other anatomical learning materials.

Prerequisite: MED 261 and MED 263

MED 399 Special Topics in Molecular Health Science (3) O

Special studies in Molecular Health Science, as described, which are not otherwise covered in-depth in regular courses.

Prerequisite: MED 263 or permission of the department

MED 450 Foundations of Molecular Medicine (3) B

This course provides an in-depth analysis of the current advances in molecular medicine. Topics include organization and regulation of the human genome, basic principles of molecular medicine, inherited diseases and molecular aspects of major common diseases, applications of molecular diagnostics and therapeutics, drug development and the use of stem cells and organoids, biomedical ethics, and personalized medicine.

Prerequisite: MED 261

Corequisite: One of BIO 329, BIO 338, or MED 327

MED 469 Current Topics in Health and Medicine (3) B

This seminar course will discuss current topics, applications, and controversies in the medical field. It will include journal paper reviews and student presentations.

Prerequisite: MED 263

MUSIC**MU 016 Rudiments of Music Theory (non-credit) A**

This introductory 6-lesson directed study in basic music theory prepares students for future studies in the elements of Western art music. Course components include music notation, scales, intervals, key signatures, time signatures, chords, cadences, and rudimentary concepts of harmony and analysis.

Prerequisite: Permission of the Department

Note: PASS/FAIL – Not included in GPA.

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

MU 036 Rudiments of Music Theory (non-credit) A

This introductory 12-lesson directed study in basic music theory prepares students for future studies in the elements of Western art music. Course components include music notation, scales, intervals, key signatures, time signatures, chords, cadences, and rudimentary concepts of harmony and analysis.

Prerequisite: Permission of the Department

Note: PASS/FAIL – Not included in GPA.

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

MU 100 Introduction to Music (3) B

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 120/121/220/221/320/321/420/421 Applied Music (3) A

Private lessons in voice, instrument, conducting, or composition; 60 minutes per week for one semester.

Note: Applied Music courses must be taken in numerical succession.

Note: Applied Music does not satisfy the Fine Arts credit requirement for non-music majors.

Pre-requisite: Permission of the Department. Applied Composition at the 320-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.

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

MU 124 Aural Skills I (1.5–1.5L) B

This course is devoted to the development of basic musical skills related to the comprehension and performance of tonal music. Skills covered include rhythm and conducting patterns in simple meters, intervals, triads, scales, sight-singing non-modulating tonal melodies, and dictation of basic harmonic progressions and melodies.

Prerequisite: MU 036 or Level 8 RCM Theory

Note: Students can only earn credit for one of the following: MU 124 or MU 125a.

MU 125 Aural Skills II (1.5–1.5L) B

This course is devoted to the further development of basic musical skills related to the comprehension and performance of tonal music. Skills covered include two-part rhythms in simple and compound meters, intervals, triads and inversions, scales and modes, sight-singing non-modulating tonal melodies; and dictation of longer harmonic progressions and melodies.

Prerequisite: MU 124

Note: Students can only earn credit for one of the following: MU 125 or MU 125b.

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 complementary piano proficiency skills in an additional 1-hour lab.

Prerequisite: MU 036 or level 8 RCM theory

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, instrument, conducting, or composition; 30 minutes per week for one semester.

Prerequisite: Permission of the department

Note: Applied Music courses must be taken in numerical succession.

Note: Applied Music does not satisfy the Fine Arts credit requirement for non-music majors.

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

MU 147/148/247/248/347/348/447/448 Small Instrumental Ensemble - Classical/Jazz (1.5) A

Participation in small instrumental ensemble. Students explore representative literature and styles, while developing musicianship and collaboration abilities.

Note: Ensembles must be taken in numerical order.

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

MU 157/158/257/258/357/358/457/458 Large Instrumental Ensemble – Chamber Orchestra/Jazz Big Band (1.5) A

Participation in large instrumental ensemble. Students explore representative literature and styles, while developing musicianship and collaboration abilities.

Note: Ensembles must be taken in numerical order.

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

MU 185 Music as Vocation I (1.5) A

A personal formation course focused on vocation. The course includes an overview of professions in music and the varied career paths leading from a music degree. In addition to career discernment, the course will address matters of personal mission, character formation, service, community engagement, and effective collaboration. To be taken in the first year of study.

Prerequisite: Student must be registered in a Music Degree

MU 190/191/290/291/390/391/490/491 Large Vocal Ensemble – University Singers (1.5) A

Participation in large vocal ensemble. Students explore representative literature and styles, while developing musicianship and collaboration abilities.

Note: Ensembles must be taken in numerical order.

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

MU 195/196/295/296/395/396/495/496 Small Vocal Ensemble – Ambrose University Voices (1.5) A

Participation in small vocal ensemble. Students explore representative literature and styles, while developing musicianship and collaboration abilities.

Prerequisite: An audition is required for MU 195.

Note: Ensembles must be taken in numerical order.

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

MU 203 Music History to 1825 (3) B

A survey of Western music history and style from the Medieval era to 1825. This course situates musical genres and concepts in their historical, social, and artistic contexts, and focuses on the development of listening, critical thinking, research, and communication skills.

Prerequisite: Permission of the department. Some music background required.

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 Music History since 1825 (3) B

A survey of Western music history and style from 1825 to the present. This course situates musical genres and concepts in their historical, social, and artistic contexts, and focuses on the development of listening, critical thinking, research, and communication skills.

Prerequisite: Permission of the department. Some music background required.

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) B

A study and application of the fundamental skill of conducting: conducting gesture, score study and ensemble pedagogy. Students will be introduced to the concepts of collaboration and leadership in ensemble performance.

Prerequisite: MU 125

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

MU 216 Studio Pedagogy (3) B

An introductory study of the principles, methods, and administration of instrumental and vocal studio teaching. The course includes teaching observation, practice teaching, and approaches for resourcing curriculum.

Prerequisite: MU 121

MU 224 Aural Skills III (1.5 - 1.5L) B

This course is devoted to the development of advanced musical skills related to the comprehension and performance of tonal music. Skills covered include two-part rhythms in compound and irregular meters, compound intervals, seventh chords, advanced scales and modes, sight-singing longer tonal melodies, and dictation of longer harmonic progressions and melodies.

Prerequisite: MU 125

Note: Students can only earn credit for one of the following: MU 224 or MU 225a.

MU 225 Aural Skills IV (1.5 - 1.5L) B

This course is devoted to the development of advanced musical skills related to the comprehension and performance of tonal and atonal music. Skills covered include rhythms in changing meters, ninth chords, non-traditional scales, sight-singing atonal melodies, and dictation of chromatic harmonic progressions and melodies.

Prerequisite: MU 224

Note: Students can only earn credit for one of the following: MU 225 or MU 225b.

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 complementary piano proficiency skills in an additional 1-hour lab.

Prerequisite: MU 136

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) B

The art, technique, and theory of collaborative music-making. Students will develop proficiencies related to public performance while learning to offer, receive, and apply constructive criticism from colleagues.

Prerequisite: Permission of Department

MU 272 Jazz History (3) O

A historical survey of the development of jazz, from its early origins to recent trends in progressive jazz and fusion. Students will undertake directed listening and analysis, study major figures in jazz history, and explore the relationship between jazz and societal change.

Prerequisite: MU 100 or MU 207

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/Corequisite: MU 236 or Permission of Department

MU 275 Fundamentals of Music Technology (3) B

An introduction to the current technology for creating, recording, and producing music. Students will explore recording hardware and software, MIDI-based devices, Digital Audio Workstations (DAW), various audio file formats, basic acoustics, studio recording techniques, and music notation programs while learning to record their own work.

Prerequisite: MU 125 or permission of the department

MU 276 Fundamentals of Music Production (3) O

An exploration of the relationship between music production and technology with a focus on working with live musicians. Students will explore various audio hardware and software, Digital Audio Workstations (DAW), room acoustics, and the aesthetics of listening while learning to mix for live music events.

Prerequisite: MU 275 or permission of the department

MU 283 Theory and Practice of Music Education (3) O

An introduction to key questions and issues in the theory and practice of music education in school settings.

Prerequisite: Permission of the department.

MU 285 Music as Vocation II (1.5) A

A personal formation course focused on vocation. The course addresses career preparation related to the physical, mental, and professional well-being of the musician and scholar. In addition to career preparation, the course will continue to attend to personal mission, character formation, service, community engagement, and effective collaboration. To be taken in the second year of study.

Prerequisite: MU 185

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 Since 1945 (3) O

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 309 Music and Culture (3) B

A topics-based course which explores music from different genres, time periods, and styles in order to develop critical thinking skills related to music's relationship to culture.

Prerequisite: MU 203 or MU 207

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 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 352 History of Music and Worship (3) O

An introduction to the fundamental musical forms used in Christian worship from Biblical history to the present day. Attention will be placed upon relationships between historical context, theological doctrine, liturgical function, and musical expression. Contemporary issues in music and worship will be considered in light of historical developments.

Prerequisite: MU 203, MU 207, or permission of the department.

MU 359 Collaborative Performance (3) B

The art, technique, and theory of collaborative music-making. Students will develop proficiencies related to public performance while learning to offer, receive, and apply constructive criticism from colleagues.

Prerequisite: Permission of Department

MU 375 Junior Recital (3) A

Instruction and guided research that culminates in a half recital.

Prerequisite: Permission of the department. Normally open to students who are in their third year of study.

MU 399 Special Topics in Music (3) O

Special themes in Music, as announced.

Prerequisite: Permission of the department

MU 403 Methods in Music Research (3) B

This course will introduce students to a range of research methods relevant to music, and refine skills in written and aural communication. Students will complete individual research projects in an area of interest.

Prerequisite: B+ or higher in MU 203 or MU 207, HUM 101

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.

Prerequisite: Permission of Department

MU 405 Special Topics in Music (3) O

Special themes in Music, as announced.

Prerequisite: Permission of the department

MU 444 Field Placement in Music (3) A

A supervised, experiential activity related to the student's interest and/or future plans in music. The field placement includes a minimum of 100 hours of placement or project activity in a local institution such as a recording studio, research institution, music education facility, or place of worship.

Prerequisite: Permission of the Department

MU 475 Recital (3) A

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 Music Capstone Seminar (3) A

A culminating course in which students integrate knowledge from their degree and apply that knowledge to preparative tasks related to their future careers. Students will engage with themes related to music, faith, and society; undertake reflections on personal formation and vocational calling; and complete a final professional career portfolio.

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) O

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.

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 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: PH 125

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 302 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

Note: Students can only earn credit for one of the following: PH 302 or 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: PH 125

Note: This course is cross-listed as BIO 320. 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 360 World Wisdom Traditions (3) O

The course is designed to expose students to a wide variety of sacred texts and wisdom traditions that have inspired countless generations across much of the world for many centuries. Acknowledging the traditional distinction between East and West, the course seeks to examine the points of contrast and similarity in how different wisdom traditions approach metaphysical, epistemological, and axiological issues and concerns. Attention will focus on the wisdom traditions of the Abrahamic religions, as well as Hinduism, Buddhism, Confucianism, and Taoism. Wisdom traditions from feminist and indigenous perspectives will also be explored.

Prerequisite: PH 125

PH 399 Special Topics in Philosophy (3) O

Special studies in Philosophy, as announced.

Prerequisite: PH 125

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)

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) B

An introductory study of basic counselling skills and their application to personal problem solving in the local church context.

Prerequisite: PS 102

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 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) B

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 101 Introduction to Psychology I (3) A

An introductory course exploring the biological and cognitive elements within psychology, including neuroscience, sensation and perception, motivation, cognition, learning, memory, thinking, language, and intelligence.

Note: Students can only earn credit for one of the following: PS 121 or PS 101

PS 102 Introduction to Psychology II (3) A

An introductory course exploring the social and developmental elements within psychology, including personality, life-span development, psychological disorders and related therapy, language, and social psychology.

Note: Students can only earn credit for one of the following: PS 121 or PS 102

PS 215 Sensation and Perception (3) B

The psychological and physiological bases of sensory and perceptual processes, including vision, audition, taste, smell, touch and basic psychophysics.

Prerequisite: PS 101

PS 220 Child Development (3) A

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: 3 credits in Psychology at the 100-level

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: 3 credits in Psychology at the 100-level

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: 3 credits in Psychology at the 100-level

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: 3 credits in Psychology at the 100-level

PS 260 Psychology of Contemporary Society (3) O

An application of core psychological processes to the study of major social issues shaping contemporary life. Topics may include mental health and well-being, consumer culture, digital life and social media, psychological responses to uncertainty and crisis, plus other emerging research and societal developments.

Prerequisite: 3 credits in Psychology at the 100-level

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 101

Note: This course is cross-listed as BIO 270.

PS 274 History of Psychology (3) A

This course surveys historical perspectives and theoretical frameworks that form the foundations of critical and creative thinking in psychology. Students will also learn about contemporary historians of psychology and the methods they use.

Prerequisite: 3 credits in Psychology at the 100-level

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: 3 credits in Psychology at the 100-level

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: 3 credits in Psychology at the 100-level

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 Working with Vulnerable Persons (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: 3 credits in Psychology at the 100-level or SO 121

Note: This course is cross-listed as DVST 306.

PS 307 Psychological Impacts of Poverty (3) B

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: 3 credits in Psychology at the 100-level

Note: This course is cross-leveled as SPC 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 320 Developmental Psychopathology (3) A

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

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

PS 330 Brain and Behaviour (3) B

An introduction to the neural basis of learning, memory, language, thought, motivation, emotion and behaviour.

Prerequisite: BIO 270 or 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: 3 credits in Psychology at the 100-level

PS 333 Play Therapy (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: A supplementary fee may be assessed to cover additional costs associated with this course.

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: 3 credits in Psychology at the 100-level

Note: This course is cross-listed as KIN 334

PS 335 Personnel Psychology (3) O

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

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: 3 credits in Psychology at the 100-level

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) B

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 270 or BIO 270

Note: This course is cross-listed with BIO 352

PS 354 Culture and Human Development (3) O

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: 3 credits in Psychology at the 100-level or ICS 205

Note: This course is cross-listed as ICS 354.

PS 395a Preparation for Independent Research in Psychology I (1.5) O

Research project under the direction of a faculty member. Consists of conducting a literature review on a topic not treated extensively in a regular course, in preparation for a subsequent research project. Weekly seminar with instructor.

Prerequisite: BHS 311 and BHS 410. Restricted to Psychology or Behavioural Science Majors with a minimum cumulative GPA of 3.3 in their last 45 credits and the permission of the instructor.

PS 395b Preparation for Independent Research in Psychology II (1.5) O

Research project under the direction of a faculty member. Building on the PS 395a literature review, consists of completing a research project proposal, and if applicable, a submission for ethical review for research. Weekly seminar with instructor.

Prerequisite: PS 395a and a minimum cumulative GPA of 3.5 and the permission of the instructor.

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: 3 credits in Psychology at the 100-level

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 402 Psychology of Immigration (3) B

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) O

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

Note: This course is cross-leveled as PT 603

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: 3 credits in Psychology at the 100-level

PS 415 Tests and Measurement (3-1.5L) A

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

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

PS 417 Psychology Field Placement 1 (3) O

Students complete 150-200 hours in a supervised field placement in a Psychology-related field with a partner organization, under the supervision of a Registered Psychologist or someone who holds an approved cognate graduate degree (or similar).

Prerequisite: PS 415 and PS 440. Restricted to students in the BA Psychology Major with a CGPA of not less than 3.0. Permission of the department required.

Note: PASS/FAIL – not included in GPA

PS 418 Psychology Field Placement 2 (3) O

Students continue a supervised field placement of an additional 200 hours in a Psychology-related field with a partner organization, under the supervision of a Registered Psychologist.

Prerequisite: PS 417. Restricted to students in the BA Psychology Major with a CGPA of not less than 3.0. Permission of the department required.

Note: PASS/FAIL – not included in GPA

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) A

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) 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) B

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. Neuro-pharmacologic agents will be discussed as they relate to the biochemistry and physiology of neurotransmitters.

Prerequisite: BIO 270 or 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 485 Psychology Capstone (3) A

An integrative capstone seminar based on a discussion of foundational paradigms and current debates in the discipline of psychology. The course will integrate the methods, academic content, and pragmatic applications linked to such topics, which can lead to vocation and service in the world community. A variety of theoretical, methodological and practical questions will be addressed.

Prerequisite: Restricted to students in the BA Psychology in their final 15 credits of study. Permission of the department required.

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

PS 495a Independent Research in Psychology I (1.5) O

Research project under the direction of a faculty member. Building on the PS 395b research project proposal, consists of gathering, and if applicable, analyzing data. Weekly seminar with instructor.

Prerequisite: PS 395b and a minimum cumulative GPA of 3.5 and the permission of the instructor.

PS 495b Independent Research in Psychology II (1.5) O

Research project under the direction of a faculty member. Building on PS 495a data collection, consists of analyzing and disseminating (written and oral) research findings. Weekly seminar with instructor.

Prerequisite: PS 495a and a minimum cumulative GPA of 3.5 and the permission of the instructor.

PS 496 Community Research Field Placement (3) O

Students complete 150-200 hours in a supervised field placement with a community research agency.

Prerequisite: BHS 310 and BHS 311. Restricted to students in the BA Psychology Major with a minimum cumulative GPA of 3.0. Permission of the department required.

Note: PASS/FAIL – not included in GPA

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.

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

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.

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

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

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.

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: REL 105 and REL 161 or 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

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

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 334 Prophecy and Deconstructive Theology (3) O

An advanced exploration of the theology and theological impact of prophecy and prophetic literature in ancient Israel and in Christian theology. Using both historical critical and theological approaches, this course explores the ways in which prophecy and the prophetic literature functions as a deconstructive response to constructive religious systems and practices. This will also include ways in which these texts and their theological disposition can be observed serving similar disruptive functions throughout Christian history and in contemporary situations, including how they serve as instructive guides for ongoing critiques of religious practices, leaders, and institutions by peripheral insiders.

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 as THEO 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/THEO 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 CST 662.

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

REL 367 Theologies from the Margins (3) B

A study of theological work that has come from groups on the social and historical sidelines, focusing on their historical developments and biblical/theology arguments. The course will centre on Latin American Liberation, Feminist, Indigenous, and Black theologies, but may also include Minjung, Dalit, and Woman theologies, as well as the exploration of theologies of sex and gender.

Prerequisite: REL 161

Note: This course can fulfill a senior theology elective for ministry students. This course is cross-leveled as THEO 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

Note: This course can fulfill a senior theology elective for ministry students. This course is cross-leveled as THEO 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 missionologies 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

Note: This course is cross-leveled as THEO 680.

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

Note: This course is cross-leveled as THEO 681.

REL 399 Special Topics in Christian Studies (3) O

Special studies in Christian Studies, as announced.

Prerequisite: REL 105 and REL 161 or 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 489 Field Placement in Christian Studies (3) A

A field placement to be arranged with a local business, non-profit agency, religious organization, or other community partner, in which students apply their biblical and theological knowledge and/or their analytical, research, and communication skills in the workplace.

Prerequisite: Completion of 60 credits, minimum 3.0 CGPA in Religion/Christian Studies (REL) courses, and permission of the department

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 250 Science and Society (3) O**

An interactive science course 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.

Note: This course can be used as an open elective course for Science students.

SC 498 Science Capstone (3) A

Contemporary issues in science will be addressed as they pertain to the practice and communication of science, including pseudoscience, sharpening and levelling in science media, internal and external validity, research ethics, indigenous science, and peer review. Students will be encouraged to integrate their liberal arts education in a term project addressing a scientific issue with social relevance, 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.

Note: Students can only earn credit for one of the following: SC 498 or BIO 498.

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 201 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

Note: Students can only earn credit for one of the following: SO 201 or SO 301.

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

Note: This course is cross-listed as KIN 205

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 207 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 207 or SO 307.

SO 210 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

Note: Students can only earn credit for one of the following: SO 210 or SO 310.

SO 211 Contemporary Social Theory (3) O

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 210

Note: Students can only earn credit for one of the following: SO 211 or SO 311.

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 225 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

Note: Students can only earn credit for one of the following: SO 225 or SO 325.

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 273 Sociology of Aging (3) O

This course examines aging in contemporary societies, particularly Canada. Emphasis is given to how experiences of aging are shaped by social and institutional structures and processes in areas related to demography, family, health, government, law, religion, and the economy.

Prerequisite: SO 121

SO 275 Sociology of Racialization and Ethnicity (3) B

This course examines the formation and dynamics of racialized and ethnic groups in Canada and around the world. Attention is given to the construction of racialized and ethnic groups, the roles of race and ethnicity in society, and current debates involving racialization and ethnic relations.

Prerequisite: SO 121

Note: Students can only earn credit for one of the following: SO 275 or SO 300.

SO 277 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

Note: Students can only earn credit for one of the following: SO 277 or SO 320.

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 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: SO 121

Note: Students can only earn credit for one of the following: SO 303 or SO 413.

SO 304 The Canadian Criminal Justice System (3) O

An introduction to the Canadian criminal justice system, looking at its structure, guiding philosophy and function. This course will highlight

elements within the Canadian criminal justice system, including the police, courts and corrections. Students will also explore the ways that certain groups (e.g. women, racialized Canadians, people living in poverty) have negative experiences in the Canadian criminal justice system.

Prerequisite: SO 203

Note: Students can only earn credit for one of the following: SO 304 or SO 404.

SO 315 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 the International Criminal Courts and the Council of Europe's Group of Experts on Action against Trafficking in Human Beings (GRETA).

Prerequisite: SO 121

Note: Students can only earn credit for one of the following: SO 315 or SO 403.

SO 322 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: SO 121

Note: This course is cross-listed as DVST 322

Note: Students can only earn credit for one of the following: SO 322 or SO 402.

SO 330 Organizations, Power, and Inequality (3) O

A survey of organizational theory and an investigation of organizations in contemporary social life. The course content extends beyond for-profit businesses and employs sociological insight to study organizations of all kinds. There is a particular focus on organizational power dynamics, and how these dynamics interface with social inequality.

Prerequisite: SO 121

Note: Students can only earn credit for one of the following: SO 330 or SO 230.

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

Note: Students can only earn credit for one of the following: SO 340 or SO 440.

Note: This course is cross-leveled as CST 620.

SO 350 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

Note: Students can only earn credit for one of the following: SO 350 or SO 410.

SO 370 Nationalism, Populism, Religion, and Democracy (3) O

An examination of populism and nationalism in democracies worldwide. The focus is particularly on the rise of contemporary populist and nationalist leaders/movements, and placing these developments into broader historical and sociological perspective.

Prerequisite: SO 121

SO 395a Preparation for Independent Research in Sociology I (1.5) O

Research project under the direction of a faculty member. Consists of conducting a literature review on a topic not treated extensively in a regular course, in preparation for a subsequent research project. Weekly seminar with instructor.

Prerequisite: BHS 311 and BHS 410. Restricted to Behavioural Science majors with a minimum cumulative GPA of 3.3 in their last 45 credits and the permission of the instructor.

SO 395b Preparation for Independent Research in Sociology II (1.5) O

Research project under the direction of a faculty member. Building on the SO 395a literature review, consists of completing a research project proposal, and if applicable, a submission for ethical review for research. Weekly seminar with instructor.

Prerequisite: SO 395a and a minimum cumulative GPA of 3.5 and the permission of the instructor.

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 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 480 Flourishing Congregations Field Placement (3) O

Students complete 150-200 hours in a supervised field placement 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 and BHS 311, with a minimum cumulative GPA of 3.0. Permission of the Director of the Flourishing Congregations Institute required.

Note: PASS/FAIL – not included in GPA

SO 495a Independent Research in Sociology I (1.5) O

Research project under the direction of a faculty member. Building on the SO 395b research project proposal, consists of gathering, and if applicable, analyzing data. Weekly seminar with instructor.

Prerequisite: SO 395b and a minimum cumulative GPA of 3.5 and the permission of the instructor.

SO 495b Independent Research in Sociology II (1.5) O

Research project under the direction of a faculty member. Building on SO 495a data collection, consists of analyzing and disseminating (written and oral) research findings. Weekly seminar with instructor.

Prerequisite: SO 495a and a minimum cumulative GPA of 3.5 and the permission of the instructor.

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) A**

An exploration of the nature and potential of theatre. Open to all students, this course surveys elements of theatre history, genre, vocabulary, theory, research, and tradition through readings, viewings, praxis, and lectures. Students will encounter representative theatrical figures and major works and experience local, live theatre events. They will be introduced to the various components of theatre production and asked to consider the relationship between theatre, artistic expression, and society.

Note: A supplementary fee may be assessed to cover additional costs associated with this 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.

Note: Students are required to register for both TH 120a in Fall semester and TH 120b in Winter semester.

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

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

Note: Students are required to register for both TH 120a in Fall semester and TH 120b in Winter semester.

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

TH 132 Technical Theatre I (3) O

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.

Note: Students can only earn credit for one of the following: TH 132 or TH 130

TH 133 Technical Theatre II (3) O

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 students are expected to participate as technicians for program procedures.

Prerequisite: TH 132

Note: Students can only earn credit for one of the following: TH 133 or TH 131

TH 154 Script Analysis (3) A

Through analytical exercises, written critiques, lecture and discussion, students become proficient at reading plays and identifying component parts of dramatic structure and performed theatrical events.

TH 160 Theatre History I (3) O

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) O

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 185 Theatre as Vocation I (1.5) A

A personal formation course focused on vocation. The course includes an overview of professions in theatre and the varied career paths leading from a theatre credential. In addition to career discernment, the course will address matters of personal mission, character formation, service, community engagement, and effective collaboration.

Prerequisite: Permission of the department

TH 201 Acting I: Meisner (3) 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

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

TH 202 Acting II: Meisner (3) 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

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

TH 203 Movement I (3) A

A preparation of the body for use as a dramatic instrument. Students build individual body awareness by developing effective alignment, increasing flexibility, acquiring greater stamina, and utilizing appropriate breath support. Students explore expressive movement through the identification and removal of physical inhibitions, finding and following impulses, and being witnessed/seen by others in movement that has emotional meaning.

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

TH 204 Movement II (3) A

Continued preparation of the body for use as a dramatic instrument. Students begin to construct movement scores or short pieces that reveal mood, character, story, and emotional expression in order to communicate with an audience. An introduction to basic tumbling continues to build individual body awareness, develop effective alignment, increase flexibility, acquire greater stamina, and utilize appropriate breath support.

Prerequisite: TH 203

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

TH 211 Performing Shakespeare (3) O

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: Permission of the department

TH 217 The Professional Voice (3) O

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 247 Voice I (3) A

A preparation of the voice for use as a dramatic instrument. Emphasis will be placed on freeing the natural voice as it pertains to theatrical performance through exploration and awareness of the human voice and its connection to breath, vibration, resonance, articulation, sensitivity, and power. In addition, each student in the course is introduced to vocal anatomy, vocal health, phonetics, and the art of song preparation for solo sung theatrical performance.

Prerequisite: Permission of the department

Note: Students can only earn credit for one of the following: TH 247 or TH 207

TH 248 Voice II (3) A

Continued preparation of the voice for use as a dramatic instrument. Emphasis will be placed on accelerated work with phonetics and articulation sensitivity. Students will further their understanding of vocal anatomy, vocal health, phonetics, and the art of song preparation for solo sung theatrical performance while advancing their use of language in heightened forms beyond the contemporary language explored in TH 247. In addition, each student in the course will apply vocal techniques that expand the ability to make varied character choices in spoken and sung theatre performance.

Prerequisite: TH 247

Note: Students can only earn credit for one of the following: TH 248 or TH 208

TH 285 Theatre as Vocation II (1.5) A

A personal formation course focused on vocation. The course addresses career preparation related to the physical, mental, and professional well-being of the actor and theatre artist. In addition to career preparation, the course will continue to attend to personal mission, character formation, service, community engagement, and effective collaboration.

Prerequisite: TH 185

TH 301 Acting III (3) A

This course is the first semester of a year-long exploration in Stanislavsky-based and/or other acting techniques, focusing on basic scene work and monologue preparation.

Prerequisite: TH 202

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

TH 302 Acting IV (3) A

This course is the second semester of a year-long exploration in Stanislavsky-based and/or other acting techniques, focusing on advanced scene work and preparation for professional auditions.

Prerequisite: TH 301

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

TH 303 Movement III (3) A

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 more structured forms of choreographic movement such as contemporary social dance, contact improv, and dance styles that are useful for musical theatre and performance auditions like jazz, tap, and/or contemporary dance. The course includes small showcases presented throughout the semester to get students comfortable working with specific choreography, the rehearsal process, and audition/public performances.

Prerequisite: TH 204

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

TH 304 Movement IV (3) A

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 different movement styles that inform the work of an actor, such as Period Movement, Clown, Physical Theatre, and/or Theatre For Young Audiences. Continued focus on public performance will be emphasized through showcase performances, as well as the synthesis of movement in performance with voice and acting work.

Prerequisite: TH 303

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

TH 322 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 323 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 330/331/332/333 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: Permission of the department

TH 344 Stage Combat I (3) 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

Note: Students can only earn credit for one of the following: TH 344 or TH 314

TH 345 Stage Combat II (3) 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 344

Note: Students can only earn credit for one of the following: TH 345 or TH 315

TH 347 Voice III (3) A

Advanced preparation of the voice for use as a dramatic instrument. Emphasis will be placed on freeing the natural voice to safely achieve appropriate character emotion in spoken and sung vocal performance. Students will continue to develop skills in phonetics and heightened/classical text while accelerating career preparation through dialect work.

Prerequisite: TH 248

Note: Students can only earn credit for one of the following: TH 347 or TH 307

TH 348 Voice IV (3) A

Advanced preparation of the voice for use as a dramatic instrument. Emphasis will be placed on freeing the natural voice to safely achieve appropriate character emotion in spoken and sung vocal performance. Students will continue to develop skills in phonetics and heightened/classical text while accelerating career preparation through exploration of character voices and the voice acting profession.

Prerequisite: TH 347

Note: Students can only earn credit for one of the following: TH 348 or TH 308

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 130

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 or EN 130

TH 399 Special Topics in Theatre (3) O

Special topics in theatre, as announced.

Prerequisite: Permission of the department

TH 484 Field Placement in Theatre (3) A

A supervised, experiential activity related to the student's interest and/or future plans in theatre. The field placement includes a minimum of 100 hours of placement or project activity over 1-2 terms in a local institution such as a theatre company, research or arts administration institution, theatre education facility, or place of worship.

Prerequisite: Permission of the department

UNIVERSITY**UNI 101 The Ambrose Experience (non-credit) A**

An introduction to university life, focusing on the study skills, life skills, and self-knowledge vital for success as a student. Special attention is given to the community, values, and vision of Ambrose as a Christian university. Coursework will be integrated with various 100-level courses in the Ambrose Core Curriculum, and course content will be delivered through a combination of in-person class sessions, workshops, and online modules.

Note: PASS/FAIL – Not included in GPA.

Note: This course is required for all programs, and must be completed within the first two semesters of enrolment. Students who do not complete UNI 101 may not be permitted to continue in their program. Students who transfer into Ambrose and have completed 30 credits at another institution may have UNI 101 waived at the point of admission.

Note: Students who need to repeat this course will be charged a fee.

ZOOLOGY**ZOO 275 Invertebrate Zoology (3-3L) B**

This course deals with the organization and morphology of the invertebrate phyla.

Prerequisite: BIO 133

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

ZOO 277 Biology of Vertebrates (3-3L) B

This course examines the evolution, classification, comparative anatomy, and development of vertebrate groups.

Prerequisite: BIO 133

Note: A supplementary fee may be assessed to cover additional costs associated with this course.

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: 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

Ashlin-Mayo, Bryce

BTh, MDiv, DMin

Provost and Senior Vice President Academic

Nordstrom, Pam

BN, MSA, PhD

Dean of Arts and Science

Jantzen, Kyle

BA (Hons), MA, PhD

Dean of Theology

Snow, Robert

BTh, BRS, MA, PhD

Vice Dean of Theology

Williams, Stuart

BRE, MA, DMin

Dean of School of Business

MacTavish, Murray

BA, MBA, PhD

Dean of School of Education

Thomas, Christy

BEEd, MEd, EdD

Dean of Student Life

Kubinec, Colin

BA, MA

Faculty

Adingupu, Damilola

Assistant Professor of Biology

BSc, PhD

Bailey, Monetta

Associate Professor of Sociology

BA, MA, PhD

Bartel, Mark

Associate Professor of Music and Chair, Ambrose Arts

BRS, BA, MM, MSM, DMA

Caldo, Kristian

Assistant Professor, Chemistry and Lab Manager

BSc, MSc, PhD

Cresswell, James

Professor of Psychology

BA (High Hons), PhD

Dahn, Luke

Associate Professor of Music
BMus, MA, PhD

Dyck, Darren

Associate Professor of English and Chair of Humanities
BA (Hon), MA, PhD

Gatti Junior, Wilian

Associate Professor of Business
BA, MBA, MSc, PhD, PhD

Goossen, Jonathan

Associate Professor of English
BCM, BA (Hon), MA, PhD

Jantzen, Kyle

Dean of Arts and Science and Professor of History
BA (Hons), MA, PhD

Jeans, Stephen

Lecturer, Earth and Space Sciences
BSc, BEd, MEd, PhD

Karikari, Cindy

Assistant Professor of Business
BAdmin, MBA, PhD

Lawson, Kathryn

Associate Professor, School of Education
BEd, MEd, EdD

MacTavish, Murray

Dean of School of Business and Associate Professor of Leadership & International Development
BA, MBA, PhD

Michaud, Alyssa

Associate Professor of Music
BA, MA, PhD

Mopa-Egbunu, Adenike

Assistant Professor of Psychology
BSc, PGD, MSc, PhD

Morris, Matthew

Associate Professor of Biology
BSc (Hons), MSc, PhD

Neves de Oliveira, Saulo

Assistant Professor, School of Education
BPE, MSc, PhD

Nickel, Kenneth

Associate Professor of Philosophy
BPAS, MAR, MSc, PhD

Peters, Aaron

Lecturer, Humanities/History
BA, MA, PhD

Roso, Joseph

Assistant Professor of Sociology
BA, MA, PhD

Sanderson, Alexandra

Associate Professor of Psychology
BA, MSc, PhD

Sasse, Claudia

Assistant Professor, School of Education
BEd, MEd, EdD

Snow, Robert

Dean of Theology and Associate Professor of New Testament
BTh, BRS, MA, PhD

Strangway, Ric

Associate Professor of Theology, Chair of Continuing Education and Coordinator of Field Education, Theology programs
BTh, MDiv, DMin, DMin

Suthandiradas, Jemmy

Assistant Professor of Psychology
BA, MSc, MS, PhD

Thiessen, Joel

Professor of Sociology and Chair of Social Sciences
Director, Flourishing Congregations Institute
BA, MA, PhD

Thomas, Christy

Dean of School of Education and Associate Professor, School of Education
BEd, MEd, EdD

Toffelmire, Colin

Professor of Christian Studies
BTh, MA, PhD

Wang, Christopher

Associate Professor of Biology and Chair, Sciences
BSc, MSc, PhD

Wiest, John

Lecturer, Mathematics
BSc (Hons), BMus, MSc

Wilkinson, Ryan

Associate Professor of History
BA (Highest Hons), MA, PhD

Wong, Arch

Professor of Practical Theology
Associate Director, Flourishing Congregations Institute

Cross Appointment, School of Education
BA (Hons), MDiv, STM, DMin, PhD

Adjunct Faculty

Hammond, Wayne
BA (Hons), MSc, PhD

Harding, Craig
BPE, BEd, MA, PhD

Peat, Dave
BEd, MEd, PhD

Perrault, Eric
BEd, MA, EdD

Winterdyk, John
BA, MA, PhD

Executive Director, Enrolment Management & Registrar

Thiessen, Helen A.
BA, MA

University Librarian

Neufeldt, Patty
BRS, BA, MMus, MLIS

Professor Emeritus

Ayer, Sandy (Librarian)
BA, MLS, MCS

Gandt, Edwin
BMus, MMus

McAlpine, William
BA, MDiv, PhD

Neale, David
BA, MA, PhD

Nienkirchen, Charles
BTh, BA (Hons), MA, PhD

Quantz, Donald
BMUS, MMus, PhD

Smith, Gordon T.
BA, MDiv, PhD

ADVISORY COMMITTEES

Social Sciences

Pallavi Banerjee, Professor of Sociology, University of Calgary
Halle Blocha, BHS student, Ambrose University
Abby Coverdale, Food Program Coordinator, City of Calgary
Dr. Jim Cresswell, Professor of Psychology, Ambrose University
Aaron Greig, Family Counsellor, Youth Substance Use and Mental Health Services, Recovery Calgary
Dr. Harry Hiller, Professor Emeritus of Sociology, University of Calgary
Iris Keitel, Psychology student, Ambrose University
Dr. Candace Konnert, Professor Emerita of Clinical Psychology, Department of Psychology, University of Calgary
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School of Education

Jadan Barthel, Principal, Palliser School District
Sarah Blackwater, Director of Learning, Tsuut'ina Education
Brad Emery, Principal, Calgary Board of Education
Dan Grassick, Alberta Teachers' Association
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Saulo Neves de Oliveira, Faculty Representative
Crystal Pelletier, Director of Field Experience, School of Education
Dr. Jason Rogers, Head of School, Rundle
Andrea Taylor, Superintendent Yuzyk Academy
Christy Thomas, Dean, School of Education
Adam Turner, Learning Specialist, Rocky View School District

SUMMARY OF CHANGES FOR 2026 – 2027 UNDERGRADUATE ACADEMIC CALENDAR

(Minor edits, typographical or hyperlink corrections are not noted.)

Financial Information: revised

Program Changes:

- Acting Programs – suspended
- Bachelor of Arts: Behavioural Science Concentration – course requirements revised
- Bachelor of Arts: Behavioural Science Major – course requirements revised
- Bachelor of Arts: Business Administration Concentration - course requirements revised
- Bachelor of Arts: Christian Studies Concentration – course requirements revised
- Bachelor of Arts: Christian Studies Major – course requirements revised, Stream added
- Bachelor of Arts: English Concentration – course requirements revised
- Bachelor of Arts: English Major – course requirements revised
- Bachelor of Arts: General Studies Concentration – course requirements revised
- Bachelor of Arts: History Concentration – course requirements revised
- Bachelor of Arts: History Major – course requirements revised
- Bachelor of Arts: Music Concentration – course requirements revised
- Bachelor of Arts: Music Major – course requirements revised; Career Pathway added
- Bachelor of Arts: Psychology Major – course requirements revised
- Bachelor of Business Administration – course requirements revised
- Bachelor of Music – course requirements revised
- Bachelor of Science – course requirements revised
 - Ecology Stream – course requirements revised
 - Molecular Health Sciences – course requirements revised
- Bachelor of Theology degrees – suspended
- Certificate of Christian Discipleship – course requirements revised
- Acting Minor – suspended
- Behavioural Science Minor – course requirements revised
- Christianity and Culture Minor – new minor added
- Dance Minor – course requirements revised
- Data Analytics Minor – new minor added
- Ecology Minor – course requirements revised
- Intercultural Studies Minor – suspended
- Liberal Arts Minor – suspended
- Nazarene Validation Minor – suspended
- Psychology Minor – course requirements revised
- Worship Arts Minor – course requirements revised

Course Descriptions: Alternative Course Formats revised

Course additions:

- CS 401 Artificial Intelligence and Emerging Technologies
- MED 363 Human Anatomy and Histology
- MU 283 Theory and Practice of Music Education
- MU 375 Junior Recital
- PS 101 Introduction to Psychology I
- PS 102 Introduction to Psychology II
- PS 260 Psychology of Contemporary Society

Course deletions:

- CHE 440 Advances in Green Chemistry
- MU 401 Psychology of Music
- PS 121 Introduction to Psychology (replaced by PS 101 and PS 102)
- PS 401 Psychology of Music

Course revisions:

- BIO 133 title and description revised
- BIO 270 prerequisite revised
- BIO 338 renumbered to BIO 438
- BIO 352 prerequisite revised
- BUS 211 prerequisite revised
- BUS 250 prerequisite revised
- BUS 272 prerequisite revised
- BUS 330 prerequisite revised
- CDPD 500 description revised
- CDPD 600 description revised
- CS 115 title, description and frequency revised
- DVST 211 prerequisite revised
- DVST 306 prerequisite revised
- DVST 402 renumbered to DVST 322, prerequisite revised
- ECOL 319 renumbered to ECOL 419
- ECOL 383 renumbered to ECOL 483
- ECOL 389 renumbered to ECOL 489
- ICS 354 frequency and prerequisite revised
- INDG prerequisite revised
- KIN 334 prerequisite revised
- MED 261 title and description revised
- MED 263 title and description revised
- PH 125 prerequisite added
- PST 201 prerequisite revised
- PS 215 prerequisite revised
- PS 220 prerequisite revised
- PS 230 prerequisite revised
- PS 240 prerequisite revised
- PS 250 prerequisite revised
- PS 270 prerequisite revised
- PS 274 prerequisite revised
- PS 285 prerequisite revised
- PS 299 prerequisite revised
- PS 306 prerequisite revised
- PS 307 prerequisite revised
- PS 332 prerequisite revised
- PS 334 prerequisite revised
- PS 336 prerequisite revised
- PS 346 frequency revised
- PS 351 prerequisite revised
- PS 354 frequency and prerequisite revised
- PS 395a prerequisite revised
- PS 399 prerequisite revised
- PS 403 frequency revised
- PS 405 prerequisite revised
- PS 496 prerequisite revised

- SO 230 renumbered to SO 330
- SO 300 renumbered to SO 275, prerequisite revised
- SO 301 renumbered to SO 201
- SO 307 renumbered to SO 207
- SO 310 renumbered to SO 210, prerequisite revised
- SO 311 renumbered to SO 211, prerequisite revised
- SO 320 renumbered to SO 277, prerequisite revised
- SO 325 renumbered to SO 225, prerequisite revised
- SO 370 title and prerequisite revised
- SO 395 prerequisite revised
- SO 402 renumbered to SO 322, prerequisite revised
- SO 403 renumbered to SO 315, prerequisite revised
- SO 404 renumbered to SO 304, prerequisite revised
- SO 410 renumbered to SO 350, prerequisite revised
- SO 413 renumbered to SO 303, prerequisite revised
- SO 440 renumbered to SO 340, prerequisite revised
- SO 480 prerequisite revised



AMBROSE
UNIVERSITY

**150 Ambrose Circle SW
Calgary, AB T3H 0L5
www.ambrose.edu
403.410.2900**