



# ACADEMIC CALENDAR

2018  
2019





## ACADEMIC CALENDAR 2018–2019

*The Board of Governors, the Senate, and the Administration of Redeemer University College reserve the right to make changes in this calendar without prior notice.*

*When academic programs and degree requirements are altered, the student must adhere to the calendar in effect for the academic year in which he or she was admitted to Redeemer, unless otherwise authorized by the university.*

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# ACADEMIC SCHEDULE 2018–19

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## Fall Term

<b>September</b>	1	Saturday	Move-in and Check-in
	3	Monday	Orientation Activities
	4	Tuesday	Orientation Activities Night classes begin
	5	Wednesday	Day classes begin Opening Convocation
	14	Friday	Last day to add a course
<b>October</b>	1	Monday	Last day to drop a course without a transcript entry
	8	Monday	Thanksgiving Day. <b>No classes</b>
	9	Tuesday	Tuesday day classes <b>Night classes run on Monday night schedule</b>
	23-24	Tues-Wed	Middle Days of Term
	24	Wednesday	<b>No night classes</b>
	25-26	Thurs-Fri	Reading Break. <b>No classes</b>
	31	Wednesday	Last day to drop a course or change to audit
<b>December</b>	3-7	Mon-Fri	Test and Quiz Free Week
	7	Friday	Last day of classes
	8&10	Sat & Mon	Study Days (to 12/10 at 2:00 pm)
	10-15	Mon-Sat	Final Examinations (starting 12/10 at 2:00 pm, ending 12/15 at 5:00 pm)
	17-18	Mon-Tues	Final Examinations (starting 12/17 at 2:00 pm, ending 12/18 at 10:00 pm)

## Winter Term

<b>January</b>	5	Saturday	Dorms/Market Open for Move-in
	7	Monday	Classes begin
	16	Wednesday	Last day to add a course
	31	Thursday	Last day to drop a course without a transcript entry
<b>February</b>	18-22	Mon-Fri	Reading Week. <b>No classes</b>
	26-27	Tues-Wed	Middle Days of Term
<b>March</b>	6	Wednesday	Last day to drop a course or change to audit
<b>April</b>	8-12	Mon-Fri	Test and Quiz Free Week
	12	Friday	Last day of classes
	13&15	Sat & Mon	Study Days (to 04/15 at 2:00 pm)
	15-18	Mon-Thurs	Final Examinations (starting 04/15 at 2:00 pm, ending 04/18 at 5:00 pm)
	19	Friday	Good Friday. <b>No exams</b>
	22	Monday	Easter Monday. <b>No exams</b>
	23-26	Tues-Fri	Final Examinations (starting 04/23 at 9:00 am, ending 04/26 at 5:00 pm)
	27	Saturday	Move out of dorms by 5:00 pm
<b>May</b>	25	Saturday	Graduation

\*Deadlines have fee implications and can affect your official academic record. Please ensure that you meet these deadlines.

# GENERAL INFORMATION

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Redeemer University College is an undergraduate Christian liberal arts and science university, offering courses and programs leading to a Bachelor's Degree.

## Mission Statement

The mission of Redeemer University College is: first, to offer a university level liberal arts and science education which is Scripturally-directed and explores the relation of faith, learning, and living from a Reformed Christian perspective; and, second, to support research and creative endeavour in this context.

Central to this mission are the following objectives: to equip students for lives of leadership and service under the Lordship of Jesus Christ; to advance knowledge through excellence in teaching and in scholarship; to be an academic community in which faculty, staff and students can develop intellectually, socially, and spiritually; to reach out through academic service to society; and in all these things to glorify God.

## Vision Statement

Redeemer's vision is to be internationally engaged as an excellent liberal arts & science university that is unabashedly Christ-centred and prepares students to reflect a distinctive worldview in any vocation and place they are called.

This vision captures the bold faith that Redeemer's leaders, faculty, staff, students and stakeholders hold for the future. There is a strong commitment to the Reformed Christian heritage and tradition upon which Redeemer was founded, and a great longing to reach out into the wider world in a way that has impact for God's glory.

## Institutional Purpose

The overall purpose of the institution is to equip students to fulfill their callings in the Kingdom of God by providing them with a post-secondary education that is grounded in the Scriptures. Such a Christian education will enable students to discern the biblical basis of a Christian worldview, to translate this worldview into a systematic framework for academic work, to acquire an understanding of the profoundly religious nature of cultural formation and an historical awareness of the conflicting spiritual roots of contemporary culture, and to apply and develop these insights in the various liberal arts and science and in an area of disciplinary specialization.

Such an education will help strengthen students' commitment to the Christian faith and better prepare them to exercise their God-given talents and abilities in the full range of life's callings and vocations. Students will be enabled to understand the times in which they are living and the direction in which their society is headed and to strive for the furtherance of the Lordship of Christ in a life of service to God and their neighbour.

The framework for this Scripturally-directed program of education is delineated in the Statement of Basis and Principles, which is part of the charter of Redeemer University College. It is given expression in a number of Educational Guidelines.

## Statement of Basis and Principles

*(This statement in its original form is a founding document adopted by the institution's membership in 1980. All references to "man" are intended to be gender inclusive.)*

Our supreme standard is the Bible. The Scriptures, both Old and New Testament, reveal some basic principles relevant to education, which we affirm:

**Scripture.** The Scriptures are the written and inspired Word of God, the infallible and authoritative rule of faith for the direction of the whole of life.

**Creation.** God created and structured the universe in all its many ways by His Word. The meaning of creation is focused in man, God's image-bearer, with whom He has established a special covenant relationship in Jesus Christ.

**Sin.** Man's disobedience, which brought God's curse upon all mankind, alienated man from his Creator, himself, his fellow man, and the rest of the creation; distorted his view of the meaning and purpose of life; and misdirected human culture and learning.

**Redemption.** Christ, the Word of God incarnate, is the only Redeemer, the Renewer of our whole life. He restores man and the rest of the creation to God and calls man back to his God-appointed task in the world.

**Human life.** Man is by nature a religious being. All of human life, including educational work, must be understood as a response to the one true God. Consequently, man serves either the Lord or a god of his own making.

**Knowledge.** True knowledge of God, ourselves, and the rest of the creation is made possible only by means of a true faith in Jesus Christ, in whom are found all the treasures of wisdom and knowledge. True knowledge is attained only when the Holy Spirit enlightens people's hearts by the integrating Word of God and sets them in the truth. However, by God's gracious providence after the fall, those who reject the Word of God do provide many valuable insights into the structure of reality.

**Teaching and Learning.** In the context of their scholarship, the instructors at Redeemer University College are called to lead students toward a deeper understanding of God's world and its history and to help them reach a cultural maturity grounded in biblical faith. In order to carry out this calling, the instructors and students should endeavour to discover God's laws and the structures of the creation so that the students may effectively take up their specific responsibilities and vocations in a way that will further the coming of the Lord's Kingdom.

We believe that this Statement of Basis and Principles is wholly in harmony not only with Scripture but also with the historic creeds of the Reformation.



## Educational Guidelines

- In all courses students should receive instruction which meets high academic standards, both in the level of understanding which is demanded and in the range of material covered.
- Students must attain a good understanding of the basic themes of biblical revelation, especially the all-embracing scope of creation, fall, and redemption.
- Students should learn the rudiments of a philosophical framework which is shaped by a biblical worldview and gives some perspective on the interrelatedness of academic disciplines.
- Students should gain a basic understanding of the main historical movements of the West, with particular sensitivity to the variety of competing religious worldviews which have gone into the making of contemporary North American and, specifically, Canadian society.
- Especially in their areas of concentration, students should develop a sensitivity to the foundational questions in their disciplines, and be able to relate them positively to a Christian philosophy and worldview.
- Especially in their areas of concentration, students should acquire some critical familiarity with the main competing schools and trends in their disciplines, both past and present.
- Students should develop a well-informed and critical awareness of the main features of contemporary Canadian society, and be able to relate their academic studies to a future vocation of Christian service in our society.

## Institutional History

As early as the mid-1950s an attempt was made to establish an undergraduate university in Ontario with a Reformed Christian basis. However, it was not until 1975 that a detailed investigation was undertaken by a feasibility study committee. The result of that investigation was the establishment of the Ontario Christian College Association which came into existence on November 13, 1976.

The Board of Governors that was elected worked toward opening such an institution in Ontario as soon as possible and in the process consulted with a committee of Classis Hamilton of the Christian Reformed Church which had a similar aim. On December 12, 1980, the Ontario Legislature passed private member's Bill 48, "An Act to Incorporate Redeemer Reformed Christian College." With the granting of this charter, Redeemer College could become a reality.

In September 1982, Redeemer College opened its doors for the first time, with 97 full-time and 63 part-time students. This number grew to about 250 for the 1985-86 academic year, the final year classes met in facilities rented from the Board of Education of the City of Hamilton. In 1985, the college purchased 78 acres of land in Ancaster for the construction of a new campus. The college occupied the new facilities in August 1986 and welcomed 279 full-time students in September. In November 1986, the college held its first graduation, with 40 students graduating.

On June 25, 1998, the Ontario Government passed Bill Pr17, which granted Redeemer College the authority to offer Bachelor of Arts and Bachelor of Science degrees. Prior to that time, the college conferred a Bachelor of Christian Studies degree which was recognized by the Association of Universities and Colleges of Canada (now Universities Canada) as comparable to the Bachelor of Arts or Bachelor of Science degree.

As a university degree granting institution, Redeemer conducts regular audits of its undergraduate programs, carried out in a Quality Assurance process paralleling that of the Council of Ontario Universities (COU). In view of its status as an undergraduate university, the Ontario Legislature approved a change in institutional name to Redeemer University College on June 22, 2000 (Bill Pr19).

On June 26, 2003, the Ontario Government passed Bill Pr14, granting Redeemer the authority to offer a Bachelor of Education (B.Ed.) degree. On December 10, 2003, this new teacher education (B.Ed.) program was granted initial accreditation by the Ontario College of Teachers and on April 4, 2008, the program was granted general accreditation by the Ontario College of Teachers.

## Memberships

In June 1986, Redeemer University College became the first Canadian institution to be received into membership in the Council for Christian Colleges and Universities, a North American association of over 100 Christian liberal arts undergraduate university institutions.

At its annual meeting in October 1987, the Association of Universities and Colleges of Canada (now Universities Canada) unanimously granted Redeemer University College ordinary membership in the AUCC after it had provisional membership for two and a half years.

## Governance

Redeemer University College is an independent, not-for-profit, membership based corporation. The membership elects a Board which governs and controls the university and its property, revenues, expenditures, business, and all other affairs. Matters involving academic standards, admissions, and other academic regulations are assigned to the Senate. The President, senior administration, faculty and staff are responsible for the implementation of policy and the direction of the university's affairs.

## Research Centres

The Centre for Christian Scholarship builds outstanding Christian scholarship and connects and applies it to the questions our neighbours are asking. It is unapologetically academic in its content, deeply Christian in its outlook, and firmly rooted in faith in our common life. The Centre for Christian Scholarship offers granting and research programs to incentivize and enable excellence for Redeemer's faculty in three ways:

Zylstra: Faith in Public Life, offers competitive grants for Redeemer faculty across the range of disciplines for outcomes with public impact and of broad social concern.

Pascal: Faith in Science, a Centre established in 1988, specializes in studies of the interaction between religion and science from a Reformed biblical perspective. Currently, the Pascal Centre houses a bibliographic database of over 28,000 items including a research library of over 25 current periodicals, 3,500 books, and about 2,000 reprints as they relate to issues in religion and science. It has also hosted three international conferences.

Dooyeweerd: Faith in Foundations, a Centre for Christian Philosophy was established in 1994. The Centre makes the works and insights of the noted Dutch Christian philosopher Herman Dooyeweerd (1894–1977) more accessible in North America and elsewhere.

## Campus and Facilities

Redeemer University College is located on Garner Road in the former town of Ancaster, amalgamated with other suburbs into the new City of Hamilton in 2001. The Redeemer campus is conveniently located near Highway 403, a major provincial route, and is also serviced by the city bus service, the Hamilton Street Railway (HSR). The campus is within ten minutes of the Hamilton International Airport and Toronto (Pearson) and Buffalo (New York) International Airports are both within approximately a one-hour drive. Maps and complete directions to Redeemer may be found at [www.redeemer.ca](http://www.redeemer.ca).

The 86-acre Redeemer campus, occupied in 1986, has a 135,000 square foot main academic building, 43 townhouse-style residences, a residence hall, independent student apartments, and a student recreation centre. Adequate parking space surrounds the main academic building and residences. Adjacent to the residences are beach volleyball courts, tennis courts, basketball courts, a sports complex, and a sports field for soccer. An interpretative nature trail is planned for an environmentally sensitive area of campus. Nearby public recreational facilities include ice skating rinks, swimming pools, arenas and fitness clubs.

Specific university facilities include administrative offices, a bookstore, dining halls, a thousand seat auditorium, extensive classroom and seminar space, four computer labs, an exercise room, a double gymnasium, squash courts, well-equipped laboratories, a new library, studios for art, music and theatre arts, and a teacher education resource centre. Students are also served by a counselling/career centre, tutoring centre, prayer room, and offices for student organizations. A cafeteria/coffee shop, dining rooms and several conference rooms are utilized by the university community and external conference clients.

# ADMISSION REQUIREMENTS

## General Requirements

In selecting students for admission, Redeemer University College looks for the capacity and readiness for learning at the university level as well as a sincere interest in the mission and purpose of the institution.

Each applicant should be acquainted with the mission, purpose, and Statement of Life and Conduct for Students at Redeemer University College as outlined in this calendar and in the application materials. In making formal application for admission, the applicant agrees to respect the institution's mission and purpose and adhere to the Statement of Life and Conduct for Students.

Prospective students are requested to submit two recommendations, one academic and one personal, which should attest to their personal readiness for university-level education in a Christian community. As part of the application, students must read and affirm the Statement of Life and Conduct for Students, and are required to complete a personal statement.

Students must submit a completed application, including recommendations, official transcripts, and the application fee before an admission decision is made. All transcripts must be presented in English, either translated directly by the school or through an approved third-party transcript translation/evaluation organization (i.e. World Education Services) at the student's expense. Applicants should be aware of the deadlines as outlined on page 16 of this calendar and as further described in the application materials.

Possession of the minimum academic requirements does not guarantee an offer of admission to Redeemer. Applicants may be asked to come for an interview with the university's Admissions Committee when it is unclear from documentation that applicants are academically admissible, have a sincere interest in the mission and purpose of the institution, or would be well-served by the university.

## Admission to Undergraduate Degree Programs

### From Canadian Secondary Schools

*Successful completion of a Secondary School Diploma, or equivalent, with a minimum average of 70% in appropriate university preparation courses is required for regular admission of students directly out of secondary school. Normally, those students with an admission average of 65-69% will be admitted to the degree program on academic probation.*

Students applying to Redeemer University College directly from secondary school are assessed on the basis of their secondary school transcript. When students apply before final completion of their secondary school program, the admission average calculation will contain Grade 12U English (if completed) and the best five Grade 12 U or M courses, for a total of six courses. When less than six Grade 12 U or M courses are presented, additional completed Grade 11 U or M courses with the highest grades will be included to reach a total of six courses. Students from outside Ontario will be assessed according to the provincial equivalent requirements.

Upon receipt of a final transcript, the admission average will be based on the Grade 12U English grade (or equivalent course for students outside of Ontario), plus five additional Grade 12 U or M courses (or equivalent university preparation courses for students outside of Ontario) with the highest grades. This average must be 65% or higher for admission into the degree program. This is the official average used to determine the awarding of Redeemer University College scholarships (see page 27).

### Provincial Admissions Chart

Applicants from Canadian provinces and territories, except Quebec, will be considered for admission on the presentation of Grade 12 university preparation courses leading to a diploma. Students from outside Ontario can assume that Grade 12 university preparation courses will be treated as the equivalent to U or M courses. Refer to the chart on page 10 for the requirements for specific majors.

<b>Alberta, NWT, and Nunavut</b>	<ul style="list-style-type: none"> <li>·ELA 30-1</li> <li>·Four additional academic 30 or 31 courses</li> <li>·No special projects or work experience courses used</li> </ul>
<b>British Columbia and Yukon Territory</b>	<ul style="list-style-type: none"> <li>·ENG 12 or ENG 12 First Peoples</li> <li>·Three additional 4 credit academic Grade 12 courses</li> <li>·One board approved course may be used (REL)</li> </ul>
<b>Manitoba</b>	<ul style="list-style-type: none"> <li>·ENG 40S</li> <li>·Four additional academic 40S courses</li> </ul>
<b>New Brunswick</b>	<ul style="list-style-type: none"> <li>·ENG 121 or 122</li> <li>·Five additional courses at the 120/121/122 level</li> </ul>
<b>Newfoundland and Labrador</b>	<ul style="list-style-type: none"> <li>·ENGL 3201</li> <li>·One of MAT 32xx</li> <li>·One of Science 32xx</li> <li>·One of Social Science or Language at the 3000 level</li> <li>·Two electives at the 3000 level</li> </ul>
<b>Nova Scotia</b>	<ul style="list-style-type: none"> <li>·ENG 12</li> <li>·Four additional Grade 12 Academic or Advanced courses</li> </ul>
<b>Ontario</b>	<ul style="list-style-type: none"> <li>·ENG 4U</li> <li>·Five additional Grade 12 U or M courses</li> <li>·No "O" level or Co-op courses used</li> </ul>
<b>Prince Edward Island</b>	<ul style="list-style-type: none"> <li>·ENG 621 or 611</li> <li>·One Social Studies or Language course</li> <li>·Three additional Grade 12 Academic courses (610/620)</li> </ul>
<b>Quebec</b>	<ul style="list-style-type: none"> <li>·Completion of one year of general CEGEP</li> <li>·Students with two years of CEGEP are eligible for admission to year two and may be eligible for a maximum of 10 transfer courses</li> </ul>
<b>Saskatchewan</b>	<ul style="list-style-type: none"> <li>·ENG A 30 or ENG B 30</li> <li>·Foundations of Math 30 or Pre-Calculus 30</li> <li>·Five additional approved Grade 12 Academic courses (30)</li> </ul>

All applicants who do not meet the minimum requirements for admission may be considered by the Admissions Committee on a case-by-case basis. In addition to providing the regular supporting documentation, applicants may be required to attend an interview with the Admissions Committee.

## Requirements for Specific Majors

Although Grade 12U English is the only required course in secondary school preparation, students wishing to enter specific programs will be expected to complete the necessary prerequisites, as follows:

<b>Biochemistry</b>	<ul style="list-style-type: none"> <li>·Grade 12 U Biology</li> <li>·Grade 12 U Chemistry</li> <li>·Grade 12 U Calculus and Vectors</li> <li>·Grade 12 U Physics (recommended)</li> </ul>
<b>Biology</b>	<ul style="list-style-type: none"> <li>·Grade 12 U Biology</li> <li>·Grade 12 U Chemistry</li> <li>·Grade 12 U Calculus and Vectors (for honours)</li> </ul>
<b>Business</b>	<ul style="list-style-type: none"> <li>·Grade 12 U Advanced Functions (recommended)</li> <li>·Grade 12 U Data Management (recommended)</li> <li>·Grade 12 Accounting (recommended)</li> </ul>
<b>Chemistry</b>	<ul style="list-style-type: none"> <li>·Grade 12 U Chemistry</li> <li>·Grade 12 U Calculus and Vectors</li> <li>·Grade 12 U Physics (recommended)</li> </ul>
<b>Education</b>	<ul style="list-style-type: none"> <li>·Grade 12 U French (recommended)</li> <li>·Grade 12 U Mathematics (recommended)</li> </ul>
<b>Environmental Science &amp; Studies</b>	<ul style="list-style-type: none"> <li>·Grade 12 U Biology</li> <li>·Grade 12 U Chemistry (for the science majors)</li> </ul>
<b>French</b>	<ul style="list-style-type: none"> <li>·Grade 12 U French</li> </ul>
<b>Health Sciences</b>	<ul style="list-style-type: none"> <li>·Grade 12 U Biology</li> <li>·Grade 12 U Chemistry</li> <li>·Grade 12 U Calculus and Vectors (for the Pre-Medicine Stream)</li> </ul>
<b>Kinesiology (B.Sc.)</b>	<ul style="list-style-type: none"> <li>·Grade 12 U Biology</li> <li>·Grade 12 U Chemistry</li> <li>·Grade 12 U Advanced Functions (recommended)</li> </ul>
<b>Kinesiology (B.A.)</b>	<ul style="list-style-type: none"> <li>·Grade 12 U Biology (recommended)</li> <li>·Grade 12 U Chemistry (recommended)</li> <li>·Grade 12 U Advanced Functions (recommended)</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>·Grade 12 U Calculus and Vectors</li> <li>·Grade 12 U Data Management or Geometry (recommended)</li> </ul>
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>·Grade 12 U Biology (recommended)</li> <li>·Grade 12 U Physics (recommended)</li> </ul>

Students without these requirements are still eligible for admission but may not be able to pursue a specific concentration, or may find that their program at Redeemer will be extended.

## Language Requirement

Applicants whose native language is not English must demonstrate proficiency in English by having satisfied one of the following requirements:

	<b>Min. Score</b>	<b>Comments</b>
<b>TOEFL:</b> <b>PBT:</b> <b>IBT:</b>	570 86	iBT: A minimum score of 20 in each of the component parts (listening, reading, speaking, and writing) is required. The TOEFL score must be submitted before an admission decision will be made. TOEFL results will be sent directly to Redeemer University College if the institution's code number of 0907 is specified. Information on the TOEFL examination is available from the Educational Testing Service, Rosedale Road, Princeton, NJ 08541 USA (609) 921-9000 FAX: 609-734-5410 or <a href="http://www.ets.org">www.ets.org</a>
<b>MELAB</b>	85	Michigan English Language Assessment Battery
<b>IELTS</b>	6.5	International Language Testing System
<b>CAEL</b>	70	Canadian Academic English Language Assessment
<b>Other</b>		<p>Attended a secondary school (academic studies) in an English speaking country (i.e. Canada, U.S., U.K., Australia, New Zealand, parts of South Africa) full-time for at least three years.</p> <p>Attended an accredited English medium university in full-time academic studies for at least one year.</p> <p>Resided in an English speaking country for at least four years immediately prior to applying to Redeemer.</p>

Upon admission, applicants whose native language is not English may be required to take Redeemer's English Writing Diagnostic Exam to determine their level of English proficiency.

## College Entrance Tests

College entrance tests are required for applicants who complete a homeschool or ACE high school program. Students from the United States or international schools using U.S. based curriculum are also required to include an approved college entrance test as part of the application.

Information on the ACT can be found at [www.act.org](http://www.act.org).

Information on the SAT can be found at [www.collegeboard.org](http://www.collegeboard.org).

Information on the CLT can be found at [www.cltxam.com](http://www.cltxam.com).

The Registrar's Office at Redeemer University College is an official testing centre for both the ACT and CLT. Please contact [reg@redeemer.ca](mailto:reg@redeemer.ca) for more information.

	<b>SAT Score</b>	<b>ACT Score</b>	<b>CLT Score</b>
Minimum Admission	980+	19+	58+
Merit Scholarship Level	1200-1230	25	79-82
Honours Scholarship Level	1240-1270	26	83-86
Presidential Scholarship Level	1280-1300	27	87-89
Board of Governors Scholarship Level	1310-1380	28-29	90-97
Academic Achievement Scholarship Level	1390+	30+	98+

## Admission From the United States (or Applicants Completing U.S. Based High School Curriculum)

Applicants from the United States will be considered for admission on the presentation of an academic program from an accredited high school or other educational institution which is the equivalent of the Ontario Secondary School Diploma and which includes appropriate university preparation courses. Satisfactory scores on the ACT, SAT, or CLT college entrance tests are also required for admission (see chart on page 10).

## Admission From Other Countries

Applicants from countries other than Canada and the United States will be considered for admission on the presentation of an academic program from an accredited high school or other educational institution which is the equivalent of the Ontario Secondary School Diploma and which includes appropriate university preparation courses. Redeemer University College is a designated learning institution, approved by Citizenship and Immigration Canada, and our number is: 019395677559.

All transcripts must be presented in English, either translated directly by the school or through an approved third-party transcript translation/evaluation organization (i.e. World Education Services) at the student's expense.

Each international student will be assessed on an individual basis. Admission to Redeemer University College will be based on a combination of the requirements for university admission in the applicant's country of residence and requirements in Canada. In all cases clear and official transcripts are required.

### Immigration Requirements

Citizens and legal residents of the United States are allowed to apply for student permits at their Canadian port of entry. It is imperative that a student be in possession of a letter of acceptance from Redeemer University College, have evidence of sufficient funds for all tuition and accommodation, and have identification establishing U.S. citizenship or a U.S. alien resident card. A document processing fee will be collected at the port of entry. Since immigration requirements are subject to change, students are strongly encouraged to contact the Canadian Consulate nearest them prior to crossing the border.

International students need to make application for a study permit with the Canadian Embassy, High Commission, or Consulate in their own countries. Application for a study permit should be made as early as possible to ensure sufficient time for processing. International students must present a study permit to the Student Life Department upon arrival. More information is available at [www.cic.gc.ca](http://www.cic.gc.ca). International students without acceptable provincial medical coverage will be required to possess medical coverage through Redeemer. Students can contact the Student Life Department for more information.

## Admission as a Mature Student

An applicant is considered a mature student if they satisfy the following conditions:

- The applicant will be at least 21 years of age during the regular academic year.
- The applicant has not attended school on a full-time basis for at least two years.
- The applicant can demonstrate through letters of reference, college entrance test scores, and/or transcripts for any high school work completed that he or she has potential for academic success at the university level.

Admission as a mature student does not apply for international students. Applicants admitted as mature students may be placed on academic probation. Some mature applicants may be asked to attend an interview with the Admissions Committee.

## Admission as a Transfer Student

Transfer students must present the same application forms and transcripts as those applying for first-year standing, including an official transcript from each post-secondary institution attended. Applicants transferring with fewer than 24 credit hours of post-secondary studies (equivalent of 8 three-credit courses) will be considered for admission on the basis of their secondary school grades plus completed post-secondary courses. Any completed post-secondary work will be evaluated for possible transfer credit.

Along with the application, transfer students may be requested to submit course outlines/syllabi for courses completed at other post-secondary institutions for which transfer credit is sought. Full evaluation of transfer credit is completed after a student has been admitted. Redeemer University College reserves the right to accept for transfer credit only those courses which comply with the academic standards and policies established by the Senate. Redeemer may not accept for transfer credit courses completed more than 10 years previously, particularly in disciplines related to computer science and technology; courses will be assessed on a case-by-case basis. A maximum of 30 courses can be accepted for transfer credit from an undergraduate institution towards a 40 course general program (see page 57 for the Residency Policy). The grades received at another institution will not be incorporated in the cumulative grade point average for the work completed at Redeemer University College.

### Transfer from Universities

Admission to Redeemer University College is decided on the basis of grades received at the post-secondary institution from which the student is transferring. The overall standing must be a C- (60% or 4.00 on a 12 point scale).

Redeemer has adopted the Pan-Canadian Protocol on the Transferability of University Credits. Students may receive credit for courses completed at another recognized university where credit was given under the following conditions:

- Courses must be acceptable in the program to which transfer is being sought either as required or elective courses.
- Grades must be of at least a C- level. Exceptions to this may be made for students who have participated in official exchange programs.

### **Transfer from Colleges of Applied Arts and Technology (CAAT)**

Admission to Redeemer University College is decided on the basis of grades received at the post-secondary institution from which the student is transferring. The overall standing must be a B- (70% or 7.00 on a 12 point scale). Transfer credits are granted for courses with a minimum grade of B- on a case-by-case scenario based on the program or courses completed. An evaluation of course outlines/syllabi will determine possible equivalency and credit will be granted based on this evaluation. Students who have completed courses in a program with a more technical or applied focus will likely receive less transfer credit.

### **Transfer from Bible Colleges**

Admission to Redeemer University College is decided on the basis of grades received at the post-secondary institution from which the student is transferring. The overall standing must be a B- (70% or 7.00 on a 12 point scale). Transfer credits are granted for courses with a minimum grade of B- on a case-by-case scenario based on the program or courses completed. An evaluation of course outlines/syllabi will determine possible equivalency and credit will be granted based on this evaluation. A maximum of 6 courses (18 credits) of Religion/Biblical Studies will be granted for transfer. Unaccredited Bible Colleges are assessed on a case-by-case basis and normally transfer credits are limited. No credit will be given for work completed in practical discipleship training programs.

### **Transfer from Augustine College (Ottawa, Ontario)**

Augustine College students who transfer to Redeemer University College to complete their degree program can receive full transfer credit for all courses completed at Augustine with a minimum grade of C. Furthermore, students who transfer to Redeemer from Augustine and who completed a minimum of six Grade 12 U or M level courses in secondary school can expect to complete a four-year undergraduate degree with three years of study at Redeemer.

### **Transfer from Our Lady Seat of Wisdom (Barry's Bay, Ontario)**

Our Lady Seat of Wisdom (OLSW) students who transfer to Redeemer University College to complete their degree program may receive full transfer credit for up to 30 three-credit courses completed at OLSW with a minimum grade of C-. With careful planning in selected majors, students can complete a four-year general B.A. in one year and an honours B.A. in two years. Students wishing to enter the Bachelor of Education program should consult the Registrar's Office.

For students who have completed the Bachelor of Catholic Studies degree, please contact the Registrar's Office for information on upgrading the degree or completing a second degree according to the articulation agreement in place between the two institutions.

### **Advanced Placement (AP) and International Baccalaureate (IB)**

Students may submit scores from an Advanced Placement Examination conducted by The College Board. Transfer credit will be considered for subject areas in which the AP exam score was 4 or 5. Students wishing to have courses considered for transfer credit must submit an official final AP report to the Registrar's Office for evaluation.

The International Baccalaureate Diploma will be used for degree program admission with a minimum total score of 28 points and passes in at least six subject areas. Higher level courses with a minimum grade of 5 will be eligible for transfer credit as determined by the Registrar's Office and the appropriate academic department.

### **Admission From an Accelerated Christian Education Program**

Applicants who have an academic background in an Accelerated Christian Education (ACE) program, or any affiliate thereof, must submit an approved college entrance test score (see page 10 for the College Entrance Tests chart) as well as up-to-date high school grade reports to be considered for admission to Redeemer. Students who do not meet the minimum admission requirements will be reviewed by the Admissions Committee on a case-by-case basis. Scholarship eligibility is based upon a combination of college entrance test scores and Grade 12 grades.

### **Admission of Homeschooled Applicants**

Applicants who have an academic background based upon home schooling may be considered for admission to Redeemer based upon satisfactory college entrance test scores and evidence of Grade 12 equivalency. Homeschooled students must complete at least five academic Grade 12 subjects including English. Students who do not meet the minimum admission requirements will be reviewed by the Admissions Committee on a case-by-case basis. Scholarship eligibility is based upon a combination of college entrance test scores and Grade 12 grades. (See page 10 for the College Entrance Tests chart).

### **Admission as a Probation Student**

Canadian applicants who possess an Ontario Secondary School Diploma or equivalent but do not meet the minimum requirements for admission may be considered for admission by the Admissions Committee on a case-by-case basis. In addition to providing the regular supporting documentation, applicants may be required to attend an interview with the Admissions Committee. The Committee may recommend probationary admission if the student shows evidence of ability to handle undergraduate university studies.

Probationary students are given special attention by advisors, faculty, and academic support staff. Students admitted on probation may be required to complete the Academic Success Program. These students may also be required to take the English Writing Diagnostic Exam to determine their level of reading and writing comprehension. The number of courses taken per term may also be limited.

Probationary students are eligible to participate in one extra-curricular activity at any one time, including a varsity sport. Work study hours are limited to five hours per week for those students on probation. The academic standing of probationary students is evaluated at the end of the term, at which time a decision is made as to whether the student is taken off probation, continues on probation, or is eligible for dismissal. Decisions with respect to probation or academic dismissal are reflected on transcripts.

When students complete a term and obtain the minimum cumulative grade point average necessary for good standing, they will be removed from probation (see page 48).

## **Readmission to Redeemer**

Students who have previously completed courses at Redeemer University College are required to apply for readmission. These students may be considered previous students or former students. Please contact the Registrar's Office to begin the process of readmission.

### **Returning to Redeemer as a Previous Student**

Previous students are those individuals who have been away from Redeemer for more than 12 consecutive months and who were in good academic standing upon their departure. Previous students must submit the Readmission Application form and include all transcripts for any college/university courses completed since the student was last enrolled at Redeemer.

Students must inform the Registrar's Office in writing if they are planning to take a one-year hiatus from studies. Upon returning, those students may then continue in the program in which they were admitted. Students who leave without informing the Registrar's Office, who have been away from Redeemer for more than 12 months, or who officially withdrew from Redeemer may be readmitted but must complete the program requirements of the year under which they were readmitted.

### **Readmission of Former Students**

Former students may reapply to Redeemer University College following academic dismissal and a 12 month absence from the institution. Former students must submit the Application for Readmission, available from the Registrar's Office, as well as a letter detailing the circumstances surrounding their lack of academic success and the changes they have made within their academic break that will allow them to succeed if readmitted. Readmission decisions will be made by the Admissions Committee. If readmitted, students will continue with their transcript as it was upon their dismissal, likely re-taking courses to improve their grade point average. Former students, if readmitted, must complete the program requirements of the year under which they were readmitted.

## **Admission to a Second Degree Program**

Students who have completed an undergraduate degree program at another university may complete a second degree at Redeemer University College. Students must apply for admission to Redeemer (similar to the process followed by transfer students).

The requirements of the second degree program are as follows:

- A minimum grade point average of 4.00 (C- or 60%) in the last year of full-time studies (10 courses or 30 credits) and a cumulative grade point average of 4.00 are required for admission.
- The second degree program must be completed in a different discipline than the first undergraduate degree. For example, if a student has previously completed a degree in psychology, he or she may not choose psychology at Redeemer.
- A minimum of 20 courses must normally be completed at Redeemer University College (either through part-time or full-time studies).
- All major and degree requirements must be met, including Redeemer's core curriculum requirements. Completing a minor is not required for this program.

Any Redeemer University College graduate may also complete a second undergraduate degree. In this case, the student must enrol in the degree program opposite to the degree he or she already holds (i.e. the student must enrol in a B.Sc. degree program if he or she already holds a B.A. degree). The student must complete all program requirements pertaining to the new degree and he or she must complete a minimum of 20 courses in addition to the courses completed for the first undergraduate degree.

## **Part-time Enrolment**

Redeemer University College serves part-time as well as full-time students. Those who wish to work towards a degree or certificate on a part-time basis must seek admission and provide the same documentation as those applying for full-time studies. Students who do not plan to complete a degree should refer to the admission requirements for continuing or occasional students.

Part-time refers to the amount of courses students are enrolled in each term (less than 4.0 courses or 12.0 credit hours per term). Part-time students have the following distinctions: tuition is charged on a per-course basis (see page 22); varsity team participation requires enrolment in 3.0 courses or 9.0 credit hours per term, not including the credit received for the varsity sport; participation in the Student Senate and theatre productions are normally reserved for full-time students; priority for on-campus employment is reserved for full-time students, although part-time students may apply; and OSAP or scholarship recipients may have their financial aid pro-rated to reflect their course enrolment.

## Admission to Non-Degree Studies

### Admission to Certificate Programs

Applicants who wish to complete one year of study at Redeemer may apply for the one-year certificate programs. Certificate programs require specific courses in core areas as well as elective courses. A full description of certificate content is found on page 68.

Applicants for a certificate program are required to satisfy the regular admission requirements. Students may pursue full-time or part-time studies. Completion of a certificate program may or may not be completed in one year.

### Admission as a Continuing Student

Those persons who have already earned a degree may be admitted as continuing students. College and university transcripts must be provided.

### Admission as an Occasional Student

An occasional student takes one course per term but is not admitted to a degree program and does not have a university degree. If the student should apply and be admitted to the university's degree program, the student may petition the university to apply the course(s) taken as an occasional student towards degree program requirements.

A student who is in the last or next to last term of secondary school may also be considered for this status, provided that the student has an 80% average or above in advanced level or Grade 12 U courses, has the permission of his or her principal, and is not using the course(s) for the completion of secondary school graduation requirements.

Students may take up to 10 courses as an occasional student. After 10 courses, students must apply to the degree program to continue studies.

## Admission to the Consecutive Bachelor of Education Program

To be considered for admission to the Consecutive Bachelor of Education degree program, applicants must hold an acceptable university degree. If applying to the junior/intermediate division, applicants are required to present a minimum of 6 courses/18 credits (progressing in academic rigour) in a teaching subject listed below. Normally a major or minor will satisfy this requirement. Students applying to the primary/junior division do not need to present a teaching subject. Teaching subjects include:

- Dramatic Arts
- English
- French as a Second Language
- Geography
- Health & Physical Education
- History
- Mathematics
- Music - Instrumental or Vocal
- Religious Education in Catholic Schools
- Science - General\*
- Visual Arts

*\*The Science - General teaching subject must include courses from three separate science disciplines. Please consult the Department of Education for more information or a complete list of recommended majors/minors and teaching subject requirements.*

To be considered for admission, an applicant must have a minimum grade point average of 7.00 (B- or 70%) in the last two years of his or her university program, satisfy the English Language requirement, and should give evidence of some experience with elementary-level students in a structured setting.

Preference will be given to applicants who have taken courses in one or more of the following areas: psychology, mathematics, Canadian aboriginal studies (First Nations, Métis, Inuit), diversity in Canadian society, and research methods.

Students complete the requirements for the Bachelor of Education degree over two academic years of full-time study.

Eligible applicants will be interviewed by education faculty concerning their interest and qualifications for a career in teaching. Meeting minimum requirements does not guarantee admission to the program.

### Language Requirement

Students applying to the Consecutive Bachelor of Education program must demonstrate proficiency in English by having satisfied one of the following requirements:

	Min. Score	Comments
<b>TOEFL:</b> <b>PBT:</b> <b>IBT:</b>	600 100	iBT: A minimum score of 27 in speaking and writing and 22 in listening and reading, including a minimum of 5.5 on the TWE (Test of Written English) is required. The TOEFL score must be submitted before an admission decision will be made. TOEFL results will be sent directly to Redeemer University College if the institution's code number of 0907 is specified. Information on the TOEFL examination is available from the Educational Testing Service, Rosedale Road, Princeton, NJ 08541 USA (609) 921-9000 FAX: 609-734-5410 or <a href="http://www.ets.org">www.ets.org</a>
<b>MELAB</b>	90	Michigan English Language Assessment Battery - with a composite score of no less than 83.
<b>IELTS</b>	7.0	International Language Testing System - with a minimum band score of 7.0.
<b>CAEL</b>	70	Canadian Academic English Language Assessment - no band less than 60.
<b>Other</b>		Hold a degree from an accredited English medium university in an English speaking country (i.e. Canada, U.S., U.K., Australia, New Zealand, parts of South Africa), with a minimum two years of full-time studies at that university.



# APPLICATION PROCEDURE

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## Application to the Undergraduate Degree Program

The online application is available at [www.redeemer.ca/apply](http://www.redeemer.ca/apply).

The application consists of:

- The Application for Admission which includes a personal statement to be completed by the applicant.
- Submission of the name of a pastor/elder/adult acquaintance for a Personal Reference. Family members cannot act as a personal reference.
- Submission of the name of a teacher/principal/counsellor for an Academic Reference.
- All necessary transcripts.
- An application fee of \$40, waived if the application is received by January 31. (A non-waivable \$120 application fee is required for international students.)

The entire online application must be completed and submitted before an admission decision will be made.

### Transcripts

Official transcripts from secondary school and any post-secondary institutions attended are required. If an applicant is currently attending a secondary school or post-secondary institution, he or she should request an official transcript for work completed to date/midterm results as well as a final transcript to be sent to Redeemer when the term or year is complete.

Students who have completed post-secondary courses will be informed about transfer credit in their offer of admission letter. Students may be asked to submit course outlines/syllabi for courses completed. Failure to include all secondary and post-secondary transcripts is considered a breach of the Academic Integrity Policy.

### Scholarship Consideration

In order to maximize consideration for scholarships, applicants should ensure that the anticipated major/program and career objectives are indicated on the application form, even if those plans are tentative. Please also ensure that secondary school transcripts are sent to Redeemer at midterm completion and also at the end of the school year. All deadlines must be met for scholarship consideration. Please refer to the *Important Deadlines* on the following page.

## Application to the Consecutive Bachelor of Education Program

A 60 credit program leading to primary/junior or junior/intermediate certification in education is available to individuals who have completed a Bachelor's Degree at an accredited undergraduate university. Students complete the requirements for the Bachelor of Education degree over two academic years of full-time study. Applications are available at [www.redeemer.ca/BEd](http://www.redeemer.ca/BEd).

The application consists of four sections:

1. The Application for Admission.
2. Official transcripts from all post-secondary institutions attended.
3. Written references from two individuals who are familiar with the applicant's volunteer experience in educational settings or who are able to describe skills and personal qualities they have observed in the applicant which would be essential to the vocation of teaching.
4. Personal Statement of Goals and Experience.

A non-refundable application fee of \$80 must accompany the completed application form.

Applicants who are completing the final term of their Bachelor's Degree should arrange for a transcript to be sent to the Recruitment Office at Redeemer once all degree requirements have been completed. Degrees must be completed and conferred before starting courses in the Bachelor of Education program.

## Application to Non-Degree Studies

Prospective students interested in admission to a certificate program follow the same application process as students applying for the degree program. Please refer to the section on *Application to the Undergraduate Program*.

Prospective students who do not plan on completing a degree program at the university can find the Occasional Studies Application at [www.redeemer.ca/registrar](http://www.redeemer.ca/registrar). If necessary, appropriate documentation may be required to prove that a prerequisite has been met.

## Important Deadlines

### For Admission in the Fall Term

#### January 15

Applications for the Consecutive Teacher Education Program must be received by this date to be assessed for the first round of admissions.

#### January 31

Applications for the undergraduate degree program received by this date will be waived from the application fee.

#### February 28

Applications for admission and financial aid must be received by this date for maximum consideration for Redeemer University College scholarships.

#### April 30

Residence applications for those who are required to live on-campus must be received by this date for optimal placement in housing.

#### May 31

The signed Notice of Acceptance and the enrolment deposit of \$250 is due. This is non-refundable after June 15. After **May 31**, the enrolment deposit increases to \$400; non-refundable after **June 15**. For those students requiring housing, \$150 of the enrolment deposit will be used as a damage deposit while \$100 will be used towards housing costs in the winter term. For students not requiring housing, the enrolment deposit is credited towards tuition for the winter term. See page 23 for more information.

#### June 28

Applications for the Consecutive Teacher Education Program must be received by this date to be assessed for the second round of admissions.

#### August 1

Deadline for final transcripts to be received.

### For Admission in the Winter Term

#### November 30

Applications for admission are encouraged to be submitted by this date in order to be considered for the January intake.

#### November 30

Residence applications must be received by this date in order to be considered for housing for the January intake.

#### November 30

Applications for financial aid must be received by this date for maximum financial aid consideration.

#### December 15

The signed Notice of Acceptance and the enrolment deposit of \$400 is due. The deposit is non-refundable after this date. For those students requiring housing, \$150 of the enrolment deposit will be used as a damage deposit while the remainder will be used towards housing costs. For students not requiring housing, the enrolment deposit is credited towards tuition.

## Summer Term

For information on summer course offerings and the application procedure and deadlines, please consult the Registrar's Office at Redeemer or visit [www.redeemer.ca/registrar](http://www.redeemer.ca/registrar).

## Offer of Admission Notification

After the university has received the student's completed application form, an admission decision will be made and the applicant will normally be notified within four weeks. Those who wish to accept the Offer of Admission must follow the "Next Steps" as indicated in the Offer of Admission. In the case of applicants who do not meet the academic admission requirements, the university may defer a decision until final secondary school grades are received. Applicants currently enrolled in secondary school are reminded that a final transcript reflecting all grades must be forwarded to the university prior to August 1.

## Registration

Registration for courses and schedule arrangement for new students is completed during a personal appointment with an academic advisor in the Registrar's Office. In order to be eligible to register for courses, a student must have filled out the Notice of Acceptance form and submitted the enrolment deposit. Details regarding registration events are communicated to students through the Recruitment Office.

*Note: While all assistance possible will be given to students, it is the sole responsibility of the student to ensure that the courses required for the granting of a degree have been satisfactorily completed. Students are therefore cautioned to make absolutely certain that the number and combination of their courses meet all requirements for the granting of a degree. Normally, students follow the degree and program requirements as outlined in the calendar that was in effect for the academic year that the student was admitted into the degree program. As program requirements change, students may opt to follow current program requirements.*

# STUDENT LIFE AND SERVICES

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## Student Conduct and Regulations

Students, staff, and faculty are jointly responsible for building up Redeemer University College as a Christian community with a Reformed perspective. Thus, all are expected to show a love for the Lord and for their neighbour in their conduct both on and off campus, as reflected in the Statement of Life and Conduct for Students.

Academically, this kind of commitment will manifest itself in conscientious and honest scholarship, in which cheating and plagiarism are scrupulously avoided. Socially, it will be manifest in the respect students show for others' feelings and property. Students are also expected to abide by the law of the land.

Standards aimed at underscoring this kind of committed Christian living are spelled out in detail in the Student Handbook and in the Statement of Life and Conduct for Students. Students are expected to interpret these standards with mature Christian judgment and to comply with them in a manner that is edifying to the Redeemer community.

## Policy on Promoting Respect of Persons

Redeemer University College has adopted a *Policy on Promoting Respect of Persons*. The objectives of this policy are:

- to promote a working environment free from harassment and discrimination, in which members of the university community treat each other with mutual respect;
- to alert all members of the university community to the fact that harassment (including sexual harassment) and discrimination are demeaning practices that constitute a profound affront to the dignity of the person, and are an offence under the law;
- to set out the types of behaviour that may be considered offensive and which will not be tolerated by the university;
- to establish a mechanism for receiving complaints of harassment and discrimination and to provide a procedure by which the university will deal with these complaints; and
- to outline the preventative, remedial and disciplinary actions that may be taken when a complaint of harassment or discrimination has been brought forward or substantiated.

Advisors have been appointed to assist anyone in the university who feels that he or she has witnessed or experienced harassing or discriminatory behaviour. The advisors' contact information and the full policy are available from the Student Life Department.

## Academic Services

### Learning Services

Learning Services offers academic support to students through a variety of services and programs. *Study Smart Seminars* are held throughout each term and address learning skills that students often struggle with such as time management, test taking, and study skills. Subject tutoring, writing tutoring, and learning skills tutoring are offered to all students, free of charge.

The Academic Success Program is offered every term and is designed to equip students with the skills and strategies to be successful in their studies. For more information, please see page 117.

Students may also meet with the Learning Strategist for individualized consultations related to academic matters.

### Services to Students with Disabilities

Redeemer is committed to assisting students with disabilities reach their full academic potential. By offering a variety of accommodations, services and resources, Redeemer is able to support and encourage students to achieve their academic and personal goals.

Documented disabilities which have been assessed by a third party professional may include the following areas:

- Mobility
- Sensory
- Learning Disability & ADD/ADHD
- Neurological
- Psychological
- Chronic Health
- Autism Spectrum Disorder
- Mental Health Concerns
- Temporary Concerns (medical/physical)

### Accommodations

Students may be eligible for academic accommodations, services and assistive technology depending on the nature of their disability. Requests for specific accommodations need to match up with the documented disability. Accommodations assist students in reaching their academic potential and meeting their goals. The purpose of an accommodation is to allow the student with a disability to learn and be evaluated on a level playing field with other students.

Accommodations do not fundamentally change the requirements or affect the integrity of the academic program.

### Documentation for Accommodations

In order to receive accommodations for a disability at Redeemer University College, a student is required to self-identify by completing the Self-Identification Form for Students with Disabilities (included in the Life@Redeemer online form) and must provide relevant, current (within three years) documentation from a registered health care professional experienced in the field of the student's disability. It should confirm a diagnosis of disability and include a description of the functional limitations that impact academic performance. All documentation must be on the practitioner's official letterhead, indicating name of practitioner, professional credentials, address, phone number, date and signature. Qualified practitioners include: Physician, Psychiatrist, Psychologist, Audiologist, Chiropractor, Occupational Therapist, Physiotherapist, and Speech-Language Pathologist. The Self-Identification Form and appropriate documentation must be submitted to the Learning Services Director prior to attending Redeemer.

Students with a Learning Disability or Attention Deficit Hyperactivity Disorder must submit a copy of the latest psycho-educational

assessment completed by a registered psychologist. The assessment should have been completed within three years.

If students are in the process of being assessed, interim accommodations can be considered.

Possible accommodations and services may include the following:

#### **Classroom Accommodations and Services**

- Use of assistive devices (computers, specialized software)
- Assistance from notetakers in the classroom
- Permission to audio record lectures
- Wheelchair accessible tables and special seating provisions
- Test and exam accommodation (extended time, reader or scribe, distraction-free environment, use of computer, etc.)
- Textbooks in alternate format

#### **Assistive Technology**

- Speech recognition software (Dragon Naturally Speaking)
- Screen reading software (JAWS for Windows, Zoom Text)
- Text to voice assistive technology (Kurzweil or Natural Reader)

#### **Responsibilities of Students with Disabilities**

Students are responsible to identify themselves to the Learning Services Director and meet with her on a regular basis in order to receive accommodations and services. Students are responsible for:

- Meeting with the Learning Services Director prior to or at the start of each academic term; accommodation does not transfer from term to term.
- Submit the relevant, professional medical or psychological documentation.
- Notify the Learning Services Director if courses are dropped or added, or if accommodations need to change.

### **Centre for Experiential Learning and Careers**

The Centre for Experiential Learning and Careers provides students with resources and professional guidance for discerning skills and abilities, searching for a job, and planning for a fulfilling career. It provides connections to employers and graduate schools via career conversations, educational events, and job postings at [www.redeemer.ca/yourcareer](http://www.redeemer.ca/yourcareer).

### **Peter Turkstra Library**

The Library supports the teaching and research of the university by providing resources and services. An information literacy program integrated into the curriculum is offered to ensure that all students know how to access and evaluate information. Research assistance is also provided to help students make more effective use of the collection. Special attention is given to pointing students to Christian resources to aid in the integration of faith and learning.

The Peter Turkstra Library, situated on the main floor of the academic building, provides space to seat 180 students, four study rooms, a Teacher Education Resource Centre, and two computer labs with a total of 65 computers. The Library houses a collection of approximately 238,000 titles, 2,010 CDs, 1,045 videos or DVDs, and

310 current journal titles. Students also have access to a number of bibliographic databases to assist them in finding materials to complete research assignments. The collection includes additional resources such as curriculum materials to support teacher education, the Pascal and Custance collections which focus on the relation of natural science and the Christian faith. Students may also use interlibrary loans.

## **Housing and Food Services**

### **Student Housing**

Redeemer University College is a residential campus. Living together as a Christian community in an academic environment is a primary focus of the living arrangement. Townhouse-style residences have four bedrooms, a kitchen, living and dining space, two full bathrooms and most have a basement (for storage). Students live in groups of up to 8 and together they cook, clean, study, and have devotions. A Resident or Housing Advisor is hired by the Student Life Department to assist students with university living.

It is required that all first-year and second-year students who were born on or after January 1, 1999 live on campus in university residences. Exceptions are made for students who wish to live at home with their parents/legal guardians. Please refer to the Student Handbook for more information.

Senior students are also invited to live on-campus. A senior student housing program provides third, fourth, and fifth year students with more independence and autonomy through on-campus housing. Flexible food plan options are available as well as a housing fee discount for eligible students.

In addition, a limited number of one and two bedroom apartments are available on campus for married students and their families and for students with disabilities. Information regarding the availability and rental costs for these units is available from Campus Services.

Student housing arrangements are governed by a set of housing regulations spelled out in detail in the Student Handbook and the Residence Life Handbook.

### **Food Service**

Redeemer's Meal Plan is unique in the sense that students prepare many of their own meals in residence. Breakfast, lunch, light dinners, snacks, and beverages may also be purchased at ReFresh or Tim Hortons. Every

Wednesday evening Communal Meal is provided in the dining hall to students on the Residence Meal Plan. Students who are not on a meal plan but wish to enjoy Communal Meal may purchase this meal in the dining hall.

Redeemer's Meal Plan encourages all members of a residence to work together in planning menus, shopping for groceries, and preparing meals. This system encourages good stewardship, healthy eating habits, and builds community.

### **R/UC Express Card**

Each student will receive a student ID card, which is also their R/UC Express Card. Students in housing must select a food plan and a set amount of dining dollars will be applied to the Express Card. Dining dollars are used for individual purchases at ReFresh, Tim Hortons, and The Market. ReFresh offers a wide selection of hot entrees, comfort foods, made-to-order pasta dishes, deli-style sandwiches, grab and go items, desserts, snack foods, and beverages. Tim Hortons, located in the Commons, offers an assortment of baked goods, coffee, tea, and specialty drinks.

All students can load campus cash on their R/UC Express Card and use it to purchase food at ReFresh, Tim Hortons, or The Market. The R/UC Express Card can also be used at the Box Office, Bookstore, photocopiers, and printers. The R/UC Express Card eliminates the need to carry cash. The R/UC Express Card is also used to access the Athletic Facilities and the Library.

## **Other Services**

### **Counselling**

If students would like to receive help to resolve personal issues, the Counselling Assistance Plan (CAP) is available for students to receive counselling, at no cost to them for up to four sessions, from a qualified Master's degree level Christian counsellor. CAP is an anonymous, confidential, and professional service. Mental health services are also available through the Mobile Mental Health Team of St. Joseph's hospital. Please speak with the Student Life Department for more details or visit [www.redeemer.ca/counselling](http://www.redeemer.ca/counselling).

The university Chaplain is also available to provide pastoral counselling. As well, staff in the Student Life Department are able to discuss personal and spiritual issues.

### **Health Services**

A sick room with basic medical supplies is located in the athletic area. For more extensive medical treatment, the Student Life Department refers students to appropriate medical facilities in the community.

### **Mail**

One of the primary ways the university communicates with students is through an on-campus mailbox. All full-time and part-time students are required to possess an on-campus mailbox. Mailboxes are located in the Commons. Mailbox keys are distributed through the Student Life Department and a deposit is required.

## **Vehicles and Parking**

Students may bring vehicles to campus but must register them with Security and purchase a parking permit. Parking at the residences is restricted to one vehicle per residential or apartment unit. Additional vehicles are permitted if space is available. Please contact Security for more information.

## **Campus Activities**

### **Athletics**

Athletics at Redeemer University College provides every student with the opportunity to get involved and stay active. The Athletic Department strives to provide the highest quality services for Christian athletic participation to as many students as possible. Whatever the interest or skill level, there is an athletic program or opportunity available at Redeemer. For more information please visit [www.redeemerroyals.ca](http://www.redeemerroyals.ca).

### **Varsity Sports**

For students who are competitive, highly skilled, and looking to get involved at a high energy level, there are Redeemer's varsity sports. With weekly practices and strength training/conditioning, teams will focus on skill development, team tactics, and a strong mental approach to the game. The Royals' coaches are men and women dedicated to helping students achieve their goals with integrity, passion, and commitment.

Redeemer University College is a proud member of the Ontario Colleges Athletic Association (OCAA) as well as the Canadian Colleges Athletic Association (CCAA). The varsity programs offered are men's and women's soccer, volleyball, basketball, indoor soccer, cross country, and badminton.

### **Intramurals**

Intramural programs are designed to get everyone involved and active on a regular basis. The aim of the program is to provide opportunities for Redeemer students to participate and have fun with their peers. Intramurals provide a wide range of games and activities at various skill levels and require low levels of time and commitment. From beach volleyball and dodgeball to soccer and baseball, intramurals provide a great opportunity for students to hang out with peers, laugh, sweat, play sports, and build relationships!

### **Extramurals**

Organized by the Ontario Colleges Committee for Campus Recreation (OCCCR), extramural sports give students the opportunity to compete against teams from other colleges without the time and skill demands of varsity athletics. Teams generally enter one tournament per season in sports such as co-ed volleyball, hockey, indoor soccer, dodgeball, and basketball. Being involved with extramural sports is a great way to maintain a healthy active lifestyle and enjoy athletic opportunities not offered by varsity or intramural sports.

### **Student Activities and Clubs**

There are opportunities available for students to get involved at Redeemer, including those activities and clubs listed below. For more information, please consult the Student Life Department or visit the *Clubs & Activities* page on DASH.

- Preparation of the student yearbook and student newspaper
- Theatre productions, choir, concerts, banquets, coffeehouse
- Service-learning trips, spiritual retreats, chapel, Bible studies
- Skating, movie nights, sporting events, music concerts, lecture series, panel discussions, game tournaments, cooking contests, mystery dinners, and socials

## **Orientation**

We believe that receiving a warm welcome, feeling a sense of belonging, and contributing to community are the first steps towards success at Redeemer University College. Through the LAUNCH Orientation Program, we hope to create these opportunities.

Opportunities include meeting faculty and staff, forming friendships with other students, participating in service-learning events, learning about facilities, and more. For further information about events and activities occurring during September and January orientation, visit [www.redeemer.ca/launch](http://www.redeemer.ca/launch).

## **Student Government**

The Redeemer University College Student Senate is the elected, representative body of the students and is primarily responsible to them. It serves as a means to foster and nurture all aspects of student life in supporting the confessional direction of Redeemer University College. In order to achieve this task, the Student Senate prayerfully seeks to ensure that the university administration and all other members of the university community remain responsive to student needs and interests. It acts on student concerns and initiates developments that benefit students.

By distributing monies allocated from student fees, the Student Senate funds the student newspaper and the yearbook, encourages and funds the initiation and continuation of various student clubs, and provides many events and activities for student participation, spiritual growth, and enjoyment. Various volunteer opportunities in the surrounding community are also made available to students through this organization.



# FEES AND EXPENSES

Redeemer University College has made every effort to keep the cost of education affordable. What follows is a detailed listing of the fees that are required for the 2018–19 academic year. It does not include books (estimated at \$300 to \$600 per term) or personal items. For more information, go to [www.redeemer.ca/fs](http://www.redeemer.ca/fs).

## Tuition, Food and Housing (2018-19)

	<b>Full Year</b> (8+ courses/24+ credits)	<b>By Term</b> (4+ courses/12+ credits)
Tuition	\$16,792	\$8,396
Housing*	\$5,244	\$2,622
Meal Plan (select one)**		
· Bronze	\$2,314	\$1,157
· Silver	\$2,514	\$1,257
· Gold	\$2,714	\$1,357

\*The housing cost is for on-campus residences.

\*\*Students living in residence are required to go online and select which meal plan best suits their needs. First and second year students who do not select a meal plan will be automatically enrolled in the Bronze Student Meal Plan. Students have the opportunity to upgrade their meal plan. Deadlines will be provided. Additional meal plans are available for 3rd and 4th year students and for commuters. Please visit [www.redeemer.ca/meal-plans](http://www.redeemer.ca/meal-plans).

## Part-time Tuition By Term (2018-19)

	<b>Part-Time Studies</b> (more than 3 credits but less than 12 credits)	<b>Occasional Studies</b> (one course/3 credits or less)
Full course (3 credits)	\$1,680	\$912
Full course (audit)	\$840	\$456
Half course (1.5 credits)	\$840	\$456
Quarter course (0.75 credits)	\$420	\$228

## Student Fees (2018-19)

	<b>Per Course</b>	<b>One Time</b>
Redeemer Student Fee*	\$24	
Ombudsman Fee	\$0.39	
Student Senate Fee	\$18	
Transit Fee (no refunds)		\$171.98
Transit Fee (winter only)		\$85.99

\*The Redeemer Student Fee covers the following areas: Student Life and Orientation, Athletics and Intramurals, Information Technology and Library Services.

## Redeemer University College Married/Independent Student Housing

A limited number of one and two-bedroom apartments on campus are designated as Independent Housing for married, mature, and senior students who qualify as full-time students. Information regarding the availability and rental costs for these units is available from Campus Services. Student housing arrangements are governed by a set of housing regulations detailed in the Student Handbook.

Students taking fewer than four courses (12 credit hours) in a term will be charged on a per-course basis, if that results in a lower total charge. Students who have been granted permission by the Registrar to take more than 6.25 courses will be charged on a per-course basis for those courses over 6.25. Students may register in more than 5.75 courses only with permission of the Registrar and are limited to overloading (six or more courses) twice during their studies. Furthermore, students are required to pay for the minimum number of courses they are required to complete, less letter of permission courses. In some cases where students take only four courses per term and spread a 40-course program over five years, it may result in the accumulation of pre-paid tuition. Students in this situation must apply for pre-paid tuition evaluation prior to the start of the academic year. Consult the Registrar's Office for more information.

Seniors (65 years of age and older) are entitled to one free course per term. Application fees will apply. Any additional courses are assessed at the regular tuition rate.

## Private Music Lesson Tuition (2018-19)

Music lessons are to be approved by, and arranged with, the Music Department. Additional tuition for private lessons will be assessed per term for the 2018–19 academic year as follows:

<b>Type of Lesson</b>	<b>Length of Lesson</b>	<b>Cost</b>	<b>Credits</b>
Primary Instrument	40 minutes/week	\$475	0.75
Secondary Instrument*	30 minutes/week	\$712.50	0.75

\*Only available to students after their first term and with the signed permission of the Chair of the Music Department.

## Co-operative Education Program Fees

Program Application Fee (no refunds)	\$100
Co-op Preparatory Course Fee	\$600
Work Term I Fee (no refunds)	\$800
Work Term II Fee (no refunds)	\$800

## Off-Campus Study Fees

Fees vary by program. Contact the Registrar's Office for more information on programs and fees.

## Special Fees (2018–19)

Application Fee	\$40
Consecutive Education Application Fee	\$80
International Application Fee	\$120

Application fees are due upon admission to the university. See page 15.

Transcripts (each copy)	\$5
Administrative Fee for Letter of Permission course	\$25
Service Charge for Replacement Degree Certificates	\$50
Service Charge for Non-Negotiable Cheques	\$20
Service Charge for Duplicate Tax Receipts	\$10



## Mandatory Medical Insurance

Mandatory Medical Insurance Fee Per Year for 12-Month Coverage	Rates subject to change ( <i>approximately \$600 depending on the provider</i> )
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All students are required to possess medical insurance. In cases where a student does not possess acceptable provincial medical insurance (typically international students), medical insurance will be automatically billed to the student's account. If international students possess acceptable provincial medical insurance, they must bring documentation to the Student Life Department and this charge will be waived. Family insurance is also an option.

## Deposits (2018–19)

Housing Deposit	\$400
Enrolment Deposit	\$250
Key Deposit (per key)	\$50

### Housing/Enrolment Deposit

**For Incoming Students:** New incoming students pay an enrolment deposit of \$250 which is due by May 31; after that date the deposit increases to \$400. No housing assignment can be made until a deposit has been received. These deposits are refundable only if a written request for the refund is received no later than June 15; after that date there will be no refund. Requests for refund of enrolment deposits must go to the Recruitment Office. Of the \$250 deposit, \$150 will be used as a damage deposit and \$100 is applied towards housing costs for the winter term (or is forfeited if the student does not return for the winter term). The \$150 damage deposit is refundable or applied to a student's account only if no damage or cleaning charges are incurred. For new incoming students who do not require housing, the enrolment deposit is applied to tuition for the winter term.

**For Returning Students:** Returning students who apply for housing pay a housing deposit of \$400, due by March 15. No housing assignment can be made until a deposit has been received. These deposits are refundable only if a written request for the refund is received no later than June 15; after that date there will be no refund. Requests for refund of housing deposits must go to the Student Life Department. Of the \$400 deposit, \$150 will be used as a damage deposit and \$250 is applied towards housing costs for the winter term (or is forfeited if the student does not return for the winter term). The \$150 damage deposit is refundable or applied to a student's account only if no damage or cleaning charges are incurred.

### Key Deposit

A refundable deposit of \$50 is required for each key provided to a student. The deposit will be refunded or applied to a student's account at the end of the year upon receipt of the key by the last day of exams or the move-out date if in housing. All full-time and part-time students are required to possess an on-campus mailbox and students in residence are required to sign out a key to their residence.

## Payments

Payment can be made to Redeemer University College by online banking, debit, or cheque. For online banking, the account number is ST followed by the seven-digit student ID number (i.e. if your student ID number is 12345, then your account number for online banking is ST0012345). Full payment for the fall term is due by August 27, 2018. Full payment for the winter term is due by December 28, 2018. Please refer to WebAdvisor for a current account statement, including all financial aid and OSAP.

If paying in U.S. funds, please check with the Business Office at [business-office@redeemer.ca](mailto:business-office@redeemer.ca) regarding the applicable exchange rate.

### Payment Plan

If full payment for the term cannot be made by the due dates noted above, a monthly installment payment plan is available and finance charges will apply. This payment plan is not available for occasional students who must pay in full by the due dates listed above. If one quarter of the term's balance is not paid by the dates noted above, a \$50 late fee will be assessed. For October through December and February through April, payment is due on the first of the month and finance charges of 1% per month will apply. Visit [www.redeemer.ca/fs](http://www.redeemer.ca/fs) and click on 'Payment Plan Options' for more information.

### Bachelor of Education Program

Due to Ministry regulations, students in the Consecutive Teacher Education Program or in year three, four, or five of the Concurrent Teacher Education Program must pay monthly. Due dates and late fees are the same as in the payment plan above. However, the monthly finance charges for October through December and February through April will not apply as long as the minimum monthly amount has been remitted.

### Deregistration

If the first payment for the term is not received by the university by the fourth day of classes, the student will be considered for deregistration. The student will be contacted and if no resolution is made, notice will be sent to the Registrar's Office to deregister the student from courses immediately.

### Outstanding Accounts

Finance charges of 1% per month, compounded monthly (12.68% per annum) will be applied to all outstanding accounts.

All balances must be paid in full by the last day of classes in the term. Failure to do so will result in the student being withdrawn from courses in any subsequent term. Students will receive a letter notifying them that the Registrar's Office has been instructed to withdraw them from courses and that the Student Life Department has been notified that they are not to be placed in housing. Grades, transcripts, and degree certificates will be withheld until full payment is received on outstanding accounts. Payments for prior terms must be made by online banking, debit, bank draft, money order, or certified cheque before a student may reregister for courses.

## Refunds

### Tuition and Fees

Refunds of tuition for the term currently enrolled in will be made from the withdrawal date on the written authorization form from the Registrar's Office based on the following table:

Days of Classes	2018 Fall Dates*	2019 Winter Dates*	Percentage Charged
0-10	Sept. 4 - 17	Jan. 7 - 18	0%
11-15	Sept. 18 - 24	Jan. 21 - 25	25%
16-20	Sept. 25 - Oct. 1	Jan. 28 - Feb. 1	35%
21-25	Oct. 2 - 9	Feb. 4 - 8	50%
26-30	Oct. 10 - 16	Feb. 11 - 15	65%
31-35	Oct. 17 - 23	Feb. 25 - Mar. 1	80%
Over 35	Oct. 24 onward	Mar. 4 onward	100%

\*These dates apply only for courses that start at the beginning of the term

Refunds of tuition, the Redeemer Student Fee, and the Student Senate Fee will be calculated according to the above table. Transit fees are non-refundable. Institutional scholarships, awards, and bursaries will be prorated at the same rate as the refund percentage for students withdrawing from the university. If there is no refund due, the student is responsible for any outstanding balance on his or her financial account caused by the withdrawal. Students dropping to part-time status (less than 3 courses/9 credit hours) will forfeit their institutional awards.

If a student changes to part-time status or withdraws from the university and has received government funding, the full value of the student's refund will be forwarded to the lending institution that negotiated their loans. Where students have used resources other than the government funding they negotiated to pay their tuition, the terms and conditions of the government funding dictate that the full value of their refund must still be forwarded to the lending institution. If the refund value exceeds the total amount of government funding that the student negotiated then the student will receive the residual refund after the government has been repaid. Students are encouraged to review their financial aid status with the Financial Aid Office prior to finalizing a decision to withdraw or change to part-time status.

### Co-operative Education Program Fees

The program application fee is non-refundable. The Co-op Preparatory course fee is refundable as per the table above. The Work Term I & II fees are not refundable after written acceptance of employment offer.

## Housing Fees

Refunds of housing fees will be allowed only in the case of withdrawal from the university. A student withdrawing from housing (but not from the university) will be charged 100% of the housing fees.

A student withdrawing from housing (and from the university) will pay a percentage of the term housing fee based on the following:

2018 Fall Dates	2019 Winter Dates	Percentage Charged
Sept. 1 - 7	Jan. 5 - 11	14%
Sept. 8 - 14	Jan. 12 - 18	22%
Sept. 15 - 21	Jan. 19 - 25	30%
Sept. 22 - 28	Jan. 26 - Feb. 1	38%
Sept. 29 - Oct. 5	Feb. 2 - 8	46%
Oct. 6 - 12	Feb. 9 - 15	54%
Oct. 13 - 19	Feb. 16 - 22	62%
Oct. 20 - 26	Feb. 23 - Mar. 1	70%
Oct. 27 onward	Mar. 2 onward	100%

## Meal Plan

Refunds of meal plan fees will be made on a pro-rated basis less the administration fee. Refunds of dining dollars will be based on usage. Although only 50% of dining dollars is billed in the fall, the full amount is loaded on the campus card. If the student does not return for the winter term, he/she will be responsible for payment of all dining dollars used, even if that amount exceeds 50%.

## Other

### Income Tax

Students who live on campus are eligible to claim only the student residence portion of the property tax credit. Students will receive a T2202A for any tuition paid during a calendar year. A T4A will be issued for any scholarships or bursaries received during the year and may include some payments for services not included on the T4. A T4 will be issued for any employment income (including work study) earned. In February, any applicable T2202A, T4A, and T4 for the prior year will be available on WebAdvisor.

### WebAdvisor

Students can view their account on WebAdvisor. To access WebAdvisor, go to the Self-Service Menu on DASH or login to [www.redeemer.ca/WebAdvisor](http://www.redeemer.ca/WebAdvisor). Under *Financial Information*, choose 'my account statement' then 'OK'. When finished viewing the statement, click 'OK'. It is important to check for account updates on a regular basis.

# FINANCIAL AID

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## Financial Aid

Financial Aid at Redeemer University College includes scholarships, bursaries, and on-campus employment opportunities. All students are encouraged to seek out all financial aid opportunities through Redeemer as well as opportunities available through local, regional, provincial, or federal sources.

Redeemer University College scholarships and bursaries are awarded on an annual basis. Applications are available at [www.redeemer.ca/financial-aid-apply](http://www.redeemer.ca/financial-aid-apply). Incoming students should have their application for admission and their application for financial aid completed and submitted before February 28 in order to be eligible for the maximum amount of financial aid. The deadline for all named awards for returning students is March 31.

## Government Financial Assistance for Canadian Students

Students enrolled in the B.A., B.Sc., and B.Ed. degree programs may be eligible for assistance under the Canada Student Loans Program and/or the provincial student loan program. Details can be sought through the student's province of residence.

### Provincial Contact Information

#### Alberta

1-855-606-2096  
[studentaid.alberta.ca](http://studentaid.alberta.ca)

#### British Columbia

1-800-561-1818  
[studentaidbc.ca](http://studentaidbc.ca)

#### Manitoba

1-800-204-1685  
[www.edu.gov.mb.ca/msa](http://www.edu.gov.mb.ca/msa)

#### New Brunswick

1-800-667-5626  
[studentaid.gnb.ca](http://studentaid.gnb.ca)

#### Newfoundland

1-888-657-0800  
[aesl.gov.nl.ca/studentaid](http://aesl.gov.nl.ca/studentaid)

#### Northwest Territories

1-800-661-0793  
[nwtsfa.gov.nt.ca](http://nwtsfa.gov.nt.ca)

#### Nova Scotia

1-800-565-8420  
[novascotia.ca/studentassistance](http://novascotia.ca/studentassistance)

#### Nunavut

1-877-860-0680  
[gov.nu.ca](http://gov.nu.ca) (FANS)

#### Ontario

[www.ontario.ca/osap](http://www.ontario.ca/osap)

#### Prince Edward Island

1-902-368-4640  
[studentloan.pe.ca](http://studentloan.pe.ca)

#### Quebec

1-877-643-3750  
[afe.gouv.qc.ca](http://afe.gouv.qc.ca)

#### Saskatchewan

1-800-597-8278  
[saskatchewan.ca/studentloans](http://saskatchewan.ca/studentloans)

#### Yukon Territory

1-867-667-5929  
[education.gov.yk.ca/student-funding-application.html](http://education.gov.yk.ca/student-funding-application.html)

## Financial Assistance for U.S. Students

Redeemer University College students who are citizens of the United States are eligible for funding through the Direct Loan Program. Students should complete the Free Application for Federal Student Aid (FAFSA) found at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Redeemer's FAFSA code is G33485. Students should then complete the Master Promissory Note and Entrance Counselling found at [www.StudentLoans.gov](http://www.StudentLoans.gov).

Based on the SAR and the student's level of study, Redeemer will certify the issuance of a Direct Loan. It can be subsidized (interest is paid by the government while you are in school), unsubsidized (you pay each month's interest on the loan while you are in school) or a portion of each. Parents may also apply for a PLUS loan. Further information is available by visiting [www.studentaid.ed.gov](http://www.studentaid.ed.gov) or by contacting the Financial Aid Office.

## Other Financial Assistance

### On-Campus Employment

A limited number of on-campus student jobs are available each year. Assignments for most positions are made based on financial need. Some placements are made by appointment and some are filled based on specific qualifications. The maximum number of hours per week that a student can work is 10, although most students work on average about 5 hours per week. Some students are restricted to fewer hours by the terms of their admission or academic standing. Possible jobs include security, custodial services, administrative, information technology, the library, and the athletic centre. Links to application forms are found at [www.redeemer.ca/financial-aid-apply](http://www.redeemer.ca/financial-aid-apply).

### Interest Relief Bursary

The Interest Relief Bursary is awarded to students who require a bank loan to help them meet the costs of Redeemer University College. Awards are made on the basis of need and can range from \$100 in the first year of application to a maximum of \$1,225. The bursary was created to help students minimize any accumulated interest debt on a bank loan.

To qualify, a student must have borrowed from a lending institution and paid interest. Applications are available from [dash.redeemer.ca](http://dash.redeemer.ca) and are due in mid-March. The student must submit documentation of being in receipt of a bank loan.

## Awards, Bursaries and Scholarships

Redeemer has established a number of awards, bursaries, and scholarships to recognize academic success and provide financial assistance to students. A scholarship is awarded solely on the basis of academic merit; a bursary is awarded on the basis of criteria which includes financial need; and an award can combine a variety of criteria including grades, program, and other specific requirements. Students are eligible for scholarships, bursaries and awards (hereafter referred to as awards) only when they are enrolled full-time in a degree program.

### Calculation of GPA for All Awards

Eligibility for awards is based on full-time enrolment (4 courses or 12 credit hours) in both terms of an academic year at Redeemer University College. Grade point average (GPA) calculation is based on the previous year's academic average (fall and winter term, full-time studies only), with the following consideration granted:

- Business Co-operative Education Program: Eligibility for all awards in year four will be determined based on the one term of full-time studies in year three.
- Approved Off-Campus Programs: Courses completed at an approved full-term (fall or winter) off-campus study program (currently Crandall-Oxford, Redeemer in the South of France, SPICE, and the CCCU programs), together with one term of full-time studies at Redeemer, will be used to create a year GPA for award eligibility. However, letter of permission courses and spring/summer courses (including those completed at Redeemer or through summer off-campus programs) are not included in the average.
- Students with Disabilities: Those students who have a disability and are enrolled in 60% of a full course load will be eligible for full consideration for all awards. Each student's situation will be reviewed on an individual basis.
- For students who begin full-time studies in the winter term, eligibility for all awards offered in the next year will be based on the one term average only.

### Disbursement of Awards

All awards are disbursed 50% in the fall term and 50% in the winter term. To receive the full value of any award, a student must be enrolled in a minimum of 4 courses (12 credit hours) in each term. A student who has received an award and enrolls in 3 courses (9 credit hours) in one term will receive the award on a pro-rated basis (60% of the award total) unless otherwise stated in the conditions of the specific award. Credits earned through participation in varsity athletics, music ensembles, and theatre practica are not included in the credit hour totals for pro-rated awards.

Students who are academically eligible for awards, but who will not be paying full-time tuition due to pre-paid courses, will be eligible for a percentage of their award in proportion to the number of courses that must be paid for. For example, a student who needs to complete ten courses, eight of which are pre-paid courses, is eligible to be considered for one-fifth of a full award.

**Deferral of Awards:** Students who take a year-long leave from their program at Redeemer will have their Redeemer University College Scholarship reinstated upon return, assuming that the student does not complete any additional post-secondary studies. Named awards will not be deferred except as follows:

- A student who is in the third year of a Co-operative Education Program will be granted 50% of the award in the fall term, and the residual will be credited to the student's account in the fall term of his or her fourth year.
- A student who is in the fifth and final year of a Co-operative Education Program and returns for the winter term will be granted the full amount of any named award in the final term, assuming full-time enrolment.
- A student who is enrolled in Environmental Science or Studies and who completes the required minimum of two courses at AuSable during the summer and in the following fall or winter term registers in a minimum of 3 courses (9 credit hours) will be eligible for the full amount of any named award. However, Redeemer University College Scholarships (page 27) will normally be pro-rated for a 3 course (9 credit hours) term.

# REDEEMER UNIVERSITY COLLEGE SCHOLARSHIPS

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## Scholarship Consideration for Incoming, First-Entry Students

Secondary school applicants (students entering directly from secondary school with no previous post-secondary education) are eligible for the scholarships listed below if they have been fully admitted to Redeemer, and if they have successfully completed all regular admission requirements. The scholarships below are based on the admission average at Grade 12 midterm time, and again at the end of Grade 12. It is the student's responsibility to ensure that transcripts are sent to Redeemer immediately after midterm grades are received for optimal consideration. Students may be eligible for a higher level of scholarship based on final grades, and will be informed at that time. Final transcripts must be received by September 1 to be awarded a scholarship.

### Academic Achievement Scholarship

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#### For Incoming Students:

- Students who have earned 95% or higher on their admission average (GPA 4.00+ and ACT of 30+ or SAT of 1390+ or CLT of 98+ for U.S. students) will be eligible and considered for an Academic Achievement Scholarship valued at \$6,000.

#### For Renewal:

- Students who earn a GPA of 11.00 or better during any year of full-time study (two terms with a minimum of four courses/12 credits per term) at Redeemer University College will be eligible and considered for a \$5,000 scholarship to be used while enrolled in full-time studies at the university during the following year.

*This is available only to students who began studies at Redeemer in September 2014 and thereafter.*

### Board of Governors Scholarship

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#### For Incoming Students:

- Students who have earned 90%-94.99% on their admission average (GPA 3.90-3.99 and ACT of 28/29 or SAT of 1310-1380 or CLT of 90-97 for U.S. students) will be eligible and considered for a Board of Governors Scholarship valued at \$3,600.

#### For Renewal:

- Students who earn a GPA of 10.50-10.99 during any year of full-time study (two terms with a minimum of four courses/12 credits per term) at Redeemer University College will be eligible and considered for a \$3,600 scholarship to be used while enrolled in full-time studies at the university during the following year.

### Presidential Scholarship

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#### For Incoming Students:

- Students who have earned 85%–89.99% on their admission average (GPA 3.70-3.89 and ACT of 27 or SAT of 1280-1300 or CLT of 87-89 for U.S. students) will be eligible and considered for a Presidential Scholarship valued at \$2,600.

#### For Renewal:

- Students who earn a GPA of 10.00–10.49 during any year of full-time study (two terms with a minimum of four courses/12 credits per term) at Redeemer University College will be eligible and considered for a \$2,600 scholarship to be used while enrolled in full-time studies at the university during the following year.

### Honours Scholarship

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#### For Incoming Students:

- Students who have earned 80–84.99% on their admission average (GPA 3.50-3.69 and ACT of 26 or SAT of 1240-1270 or CLT of 83-86 for U.S. students) will be eligible and considered for an Honours Scholarship valued at \$1,800.

#### For Renewal:

- Students who earn a GPA of 9.50–9.99 during any year of full-time study (two terms with a minimum of four courses /12 credits per term) at Redeemer University College will be eligible and considered for a \$1,800 scholarship to be used while enrolled in full-time studies at the university during the following year.

### Merit Scholarship

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#### For Incoming Students:

- Students who have earned between 77–79.99% on their admission average (GPA 3.30-3.49 and ACT of 25 or SAT of 1200-1230 or CLT of 79-82 for U.S. students) will be eligible and considered for a Merit Scholarship valued at \$1,300.

#### For Renewal:

- Students who earn a GPA of 9.00–9.49 during any year of full-time study (two terms with a minimum of four courses /12 credits per term) at Redeemer University College will be eligible and considered for a \$1,300 scholarship to be used while enrolled in full-time studies at the university during the following year.

### Leadership Scholarships

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Redeemer University College offers 20 Leadership Scholarships worth \$2,000 each for students in their first year of full-time studies.

*To be eligible, a student must:*

- Achieve a minimum admission average of 70% (GPA 2.70 and ACT of 21 or SAT of 1060 or CLT of 65 for U.S. students).
- Be in secondary school or have completed secondary school during the preceding 12 months and have no other post-secondary education.
- Satisfy regular admission requirements.
- Have demonstrated noteworthy leadership qualities in school or through Christian service in the church or community in such areas as athletics, fine arts, journalism, student government, youth work, etc.

*To apply, a student must:*

- Submit a completed scholarship application at [www.redeemer.ca/financial-aid-apply](http://www.redeemer.ca/financial-aid-apply) by February 28.
- Submit a completed application for admission to Redeemer University College by February 28.
- Submit by February 28 a resume listing personal leadership roles along with a one-page statement articulating your motivation for accepting such roles, and how Christian commitment influences one's leadership. Both the statement and resume are graded by two evaluators. Based on the results, the top 80 applicants will be invited to interview at the Redeemer University College Scholarship Night on Friday, March 29, 2019.

## Scholarship Consideration for Incoming Transfer Students

For students transferring directly from a recognized undergraduate university institution, scholarships will be awarded based on the grade point average of the last year (two terms) of full-time studies (minimum of 4 courses a term). Where necessary, the Registrar's Office will convert the institutional grading system into the 12 point scale used by Redeemer.

Academic Achievement Scholarship	Year GPA of 11.00 or better	\$5,000
Board of Governors Scholarship	Year GPA of 10.50-10.99	\$3,600
Presidential Scholarship	Year GPA of 10.00-10.49	\$2,600
Honours Scholarship	Year GPA of 9.50-9.99	\$1,800
Merit Scholarship	Year GPA of 9.00-9.49	\$1,300

*This is available only to students who began studies at Redeemer in September 2014 and thereafter.*

For students transferring directly from community college, scholarships will be made case-by-case, taking the entire college program into account. In general, the type of program will be considered (vocational programs may be excluded) along with the secondary school admission average.

Transfer students who have completed fewer than 8 courses (24 credits) at a post-secondary institution will be considered for a scholarship based on a combination of senior secondary school grades and college/university grades. This assessment will be made on a case-by-case basis.

## Scholarship Consideration for Bachelor of Education Students

Full-time students of Redeemer University College that have been admitted into the Bachelor of Education program and are entering their first year of full-time studies (minimum of 4 courses per term) of Education program requirements are no longer eligible for renewal of the academic scholarships for Incoming First-Entry Students. Education students enrolled in their first year of full-time Education courses may be eligible for the Redeemer University College Education Scholarship listed below.

Eligible recipients must have completed a minimum of 30 courses (90 credits) at Redeemer University College to receive the Redeemer University College Education Scholarship. The scholarship will be awarded based on the grade point average of the previous year (two terms) of full-time studies (minimum of 4 courses per term). This is a one-time only award that is not eligible for renewal.

Redeemer University College Education Scholarship	Year GPA of 9.00 or better	\$2,000
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# NAMED AWARDS, BURSARIES AND SCHOLARSHIPS

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Redeemer University College has been blessed with many generous donors who have enabled us to offer a wide variety of scholarships and bursaries. All scholarship or bursary awards are based on availability of funds at the time of the award.

## Awards Available to Incoming Students

### The Athletic Bursary

Each year, a renewable bursary of **up to \$2,500** will be given to an incoming female student, with preference to a student who demonstrates a high degree of proficiency in basketball, that shows the capability of academic success and demonstrates positive leadership, dedication, and Christian values. Entering students will be evaluated in a practice session and be interviewed by the coach and/or Athletic Director. This award is eligible for renewal in subsequent years provided the student has made a satisfactory contribution in the past year as well as a commitment to the coming year. Applicants must apply for financial aid at [redeemer.ca](http://redeemer.ca) by February 28 and attend one of the Athletic Department's Athlete Recruitment Events (held in conjunction with Campus Visit Days). The Athletic Department will rank the candidates and the Academic Standards Committee will select the recipient.

### The Athletic Scholarship

Renewable scholarships of **up to \$2,500** will be awarded annually to incoming or returning full-time students who best demonstrate the potential to become exemplary scholar-athletes. Applicants must have an admission average of at least 75% or a cumulative grade point average of 6.00 or better. Applicants must apply for financial aid at [redeemer.ca](http://redeemer.ca) by February 28 and attend one of the Athletic Department's Athlete Recruitment Events (held in conjunction with Campus Visit Days). Candidates will be evaluated in a practice session and be interviewed by the coach and the Athletic Director. Returning students will be evaluated throughout the year by the coach and the Athletic Director (no application required). The Athletic Department will rank the candidates and the Academic Standards Committee will select the recipients.

### The Best Hooper Award

Each year, a renewable bursary of **\$1,500**, funded by Rob Hooper, Jill Trites, Greg Best and Chris Best, will be given to an incoming female student who demonstrates financial need. Successful applicants will demonstrate abilities that will contribute to the women's varsity basketball team's success, including leadership, dedication, Christian values, and a commitment to developing their gifts through physical, mental, and technical training. Entering students will be evaluated in a practice session and be interviewed by the coach and/or Athletic Director. This award is eligible for renewal in subsequent years provided the student has made a satisfactory contribution in the past year as well as a commitment to the coming year. Applicants must apply for financial aid at [redeemer.ca](http://redeemer.ca) by February 28 and attend one of the Athletic Department's Athlete Recruitment Events (held in conjunction with Campus Visit Days). The Athletic Department will rank the candidates and the Academic Standards Committee will select the recipient.

### The Blue Jean Bursary

Funded by the staff of Redeemer University College, a bursary of at least **\$1,000** will be awarded each year to a new or returning student who is enrolled at Redeemer and has a demonstrated financial need. Interested students can apply at [redeemer.ca](http://redeemer.ca) by February 28. The Academic Standards Committee will select the recipient.

### The Bosch Rexroth Canada Bursary

A bursary of **\$500** will be awarded annually to a full-time student who has a parent employed by Bosch Rexroth Canada and who demonstrates financial need. Preference will be given to an incoming student. Interested students can apply at [redeemer.ca](http://redeemer.ca) by February 28. The Academic Standards Committee will select the recipient.

### The Christian University Bursary

Needs-based bursaries of variable amounts are disbursed annually to Canadian students of Redeemer University College with the purpose of advancing Christian university education in Canada. For maximum consideration, applications should be submitted to the Financial Aid Office by February 28 but later submissions will be considered as long as funding is available. Recipients must receive government financial aid in order to qualify for this bursary.

### The deWaard Family Endowment Bursary

One or more bursaries of **up to \$2,000** will be awarded annually to full-time students of Redeemer University College, who are members or active adherents of the Reformed Church in America (RCA). Awards will be made on the criteria of financial need, Canadian citizenship or landed immigrant status, and a recommendation by the applicant's pastor. If several students apply who are deemed equally needy, the award will be divided equally among the applicants. Interested students can apply at [redeemer.ca](http://redeemer.ca) by February 28. The Academic Standards Committee will select the recipient(s).

### The Entrance Athletic Scholarship

**\$1,000** for one male recipient, funded by Dr. Henry and Jane Feenstra  
**\$1,000** for one student, funded by **Shane Renovations**

A scholarship of **\$1,000** will be awarded annually to an incoming full-time student who best demonstrates the potential to become an exemplary scholar-athlete. Applicants must have an admission average of at least 75%. Applicants must apply for financial aid at [redeemer.ca](http://redeemer.ca) by February 28 and attend one of the Athletic Department's Athlete Recruitment Events (held in conjunction with Campus Visit Days). Applicants will be evaluated in a practice session and be interviewed by the coach and the Athletic Director. The Athletic Department will rank the applicants and the Academic Standards Committee will select the recipient.

### **The Harry and Anne Voortman Award**

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Five awards, valued at **\$1,000** each, are awarded annually to first-year students enrolled full-time at Redeemer. To qualify, a student must be a member of a Christian church, demonstrate financial need, and have contributed significantly to extra-curricular life at one's high school in such areas as drama, music, student government, or athletics. Interested students can apply at redeemer.ca by February 28. The Academic Standards Committee will select the recipients.

### **The Harry and Anne Voortman Mission Bursary**

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Five awards, valued at **\$2,000** each, may be awarded annually to students enrolled full-time at Redeemer University College and whose parents are active missionaries employed by a recognized mission agency. To qualify, a student must be a member of a Christian church and demonstrate financial need. When there are more qualified applicants than there are bursaries available, preference will be given to those students academically best qualified. Any unused funds may be awarded annually as a \$2,000 bursary to any student who enrolls as a full-time student at Redeemer University College, is a member of a Christian church, and demonstrates financial need. Interested students can apply at redeemer.ca by February 28. The Academic Standards Committee will select the recipients.

### **The John and Maria Proper Creation Care Bursary**

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This **\$1,000** bursary was established in honour of John and Maria Proper, ordinary people who were long-time supporters of Redeemer University College and who loved and cared for God's creation. The bursary will be awarded annually to a full-time student whose intended major is Environmental Science/Studies, Biology, Biochemistry, or Chemistry and who demonstrates financial need. Preference will be given to incoming students; however, if there are no eligible incoming candidates, this bursary may be awarded to a returning student. Interested students can apply at redeemer.ca by February 28, and must submit with their application a 500-word essay describing their love and care for creation, past activities that demonstrate leadership in environmental concern, and a vision of how they wish to pursue this in their future. The Sciences Division will rank the applicants and the Academic Standards Committee will select the recipient.

### **The Mephibosheth Bursary**

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Each year, bursaries will be awarded to incoming students who have a physical or sensory disability that is likely to continue indefinitely. The candidates must be accepted as full-time students in good academic standing, not on probation. Students who wish to be considered for renewal of the Mephibosheth Bursary must be in good academic standing. Preference will be given to candidates who demonstrate the greatest financial need and whose disability makes part-time employment during the academic year unlikely. Mr. P. DeKorte, who himself had a disability, established this bursary fund out of gratitude to God for all that He had done for him. Interested students can apply at redeemer.ca by February 28. The Academic Standards Committee will select the recipients.

### **The Mustard Seed Bursary**

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In the spirit of Matthew 17:20, one or more bursaries of **\$500** each will be awarded annually to students who are placed on academic probation. Priority is given to incoming students who have demonstrated financial need, although returning students may be eligible based upon the number of bursaries available and the number of eligible incoming students. Recipients must be enrolled as full-time students over both terms in the academic year. In order to be considered, students must submit an application for financial aid either to Redeemer or to a government student aid program. The Academic Standards Committee, on the recommendation of the Financial Aid Director, will make the award in the fall term.

### **Parkview Customs Brokerage Limited Business Entrance Scholarship**

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A **\$1,500** scholarship will be awarded to a first-year student who intends to pursue a major in Business and who best meets the following qualifications: an admission average of 80% or better; a demonstrated interest in the business program including registration in the appropriate first-year business and business cognate courses; contributions to high school and anticipated contributions to the life of the university. When two equally outstanding applicants meet the above criteria, financial need will be considered as well. All applicants must submit a type written 500-word essay stating his or her interest in pursuing a business major, describing why he or she is suited for the field of business, and listing relevant work and volunteer experiences. Interested students can apply at redeemer.ca by February 28. The Academic Standards Committee will select the recipient, following consultation with the Business Department.

### **The Phoenix Transfer Student Bursary**

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Two bursaries of **\$3,000** will be granted to incoming transfer students who have completed a minimum of one term at a public Canadian university, who demonstrate financial need and desire to complete their studies at Redeemer. Interested students can apply at redeemer.ca by July 31 and must submit with their application a statement that describes their reason(s) for transferring, as well as an explanation about how they would benefit by attending a supportive, Christian university. Applicants will be ranked according to financial need and the Academic Standards Committee will select the recipients.

### **Redeemer University College American Student Bursary**

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Students who are residents of the United States, and do not qualify for the Canadian government funding programs, may qualify for non-repayable bursaries from Redeemer University College of **up to \$5,000** in their first year of studies and **up to \$4,000** in subsequent years. Eligibility is determined using criteria similar to the Ontario Student Assistance Program for Ontario students. Application forms for incoming students can be found at redeemer.ca. Application forms for returning students can be found at dash.redeemer.ca. The deadline for application is February 28, but later applications from incoming students will be considered as funds permit.



### **Redeemer University College Health Sciences Award for Incoming Students**

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A **\$1,500** scholarship will be awarded annually to up to 2 full-time students who are entering their first year with the intention of majoring in Health Sciences. The recipient must have an admission average of 70% or better, and be planning to register in at least five courses that comprise the Health Sciences major or cognate requirements. Interested students can apply at [redeemer.ca](http://redeemer.ca) by February 28, and must submit with their application a short statement describing their interest in the Health Sciences and potential future career aspirations. The Health Sciences Advisory Committee will rank the applicants, and the Academic Standards Committee will select the recipients. Any scholarships not awarded to applicants who apply by February 28 will be awarded to students who apply after February 28.

### **Redeemer University College Health Sciences Excellence Award for Incoming Students**

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A **\$4,000** scholarship will be awarded annually to a full-time student entering his or her first year with the intention of majoring in Health Sciences. The recipient must have an admission average of 85% or better, and be planning to register in at least five courses that comprise the Health Sciences major or cognate requirements. Interested students can apply at [redeemer.ca](http://redeemer.ca) by February 28, and must submit with their application a short statement describing their interest in the Health Sciences, their plan for a future career, and any activities that may have provided them with exposure to the field of health and health-related issues (can include a job, apprenticeship, or volunteer experiences). The Health Sciences Advisory Committee will rank the applicants, and the Academic Standards Committee will select the recipient.

### **Redeemer University College International Student Bursary**

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Students who are residents outside of Canada and the United States, and do not qualify for the Canadian government funding programs, may qualify for non-repayable bursaries from Redeemer University College of **up to \$5,000** in their first year of studies and **up to \$4,000** in subsequent years. Eligibility is determined using criteria similar to the Ontario Student Assistance Program for Ontario students. Application forms for incoming students can be found at [redeemer.ca](http://redeemer.ca). Application forms for returning students can be found at [dash.redeemer.ca](http://dash.redeemer.ca). The deadline for application is February 28, but later applications from incoming students will be considered as funds permit.

### **Redeemer University College Quebec Student Bursary**

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Students who are residents of Quebec, and do not qualify for Canadian government funding programs from any other province of Canada, may qualify for non-repayable bursaries from Redeemer University College of **up to \$5,000** in their first year of studies and **up to \$4,000** in subsequent years. Eligibility is determined using criteria similar to the Ontario Student Assistance Program for Ontario students. Application forms for incoming students can be found at [redeemer.ca](http://redeemer.ca). Application forms for returning students can be found at [dash.redeemer.ca](http://dash.redeemer.ca). The deadline for application is February 28, but later applications from incoming students will be considered as funds permit.

### **Redeemer University College Natural Sciences and Mathematics Scholarship**

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**Two** scholarships of **\$1,000** will be awarded each year to incoming students who have: earned high grades in four senior-level high school science or mathematics courses; intend to major in a field in the natural sciences or mathematics; have demonstrated an interest in Redeemer's natural sciences or mathematics programs by registering in a minimum of four courses in this division in their first year of studies; and have written a short statement describing their interest in science or mathematics. Interested students can apply at [redeemer.ca](http://redeemer.ca) by February 28. The Sciences Division will rank the applicants and the Academic Standards Committee will select the recipients.

### **The Sodexo Canada Bursary**

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A variable number of bursaries, **up to \$3,000** annually, will be awarded to new or returning students demonstrating financial need. Preference will be given to students who contribute to the local community through volunteer participation. Interested students can apply at [redeemer.ca](http://redeemer.ca) by February 28, and must submit with their application a list of their volunteer activities. The Academic Standards Committee will select the recipients.

### **The Steven J. Kouwenhoven Mature Student Bursary**

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A bursary of **up to \$3,000** will be awarded annually to an incoming student admitted as a mature student (see Admission for Mature Students for a definition) who has demonstrated financial need and academic potential. Interested students can apply at [redeemer.ca](http://redeemer.ca) by February 28. The Academic Standards Committee will select the recipient.

### **The SunLight Foundation Leadership Scholarship**

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Each year, **two** scholarships of **\$2,000** each will be awarded to full-time incoming students who have demonstrated noteworthy leadership qualities in school, church, or community involvement. The recipients must have a minimum admission average of 65% and be in high school or have completed high school during the preceding 12 months and have no other post-secondary education. Interested students can apply at [redeemer.ca](http://redeemer.ca) by February 28 and must submit with their application a resume listing personal leadership roles along with a one-page statement articulating their motivation for accepting such roles, and how Christian commitment influences one's leadership. Applicants must also complete their application for admission to Redeemer by February 28. Candidates who qualify will be invited to Redeemer's campus for an interview on Scholarship Night. The Academic Standards Committee will select the recipients.

### **The SunLight Foundation Music Scholarship**

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Each year, **two** scholarships of **\$1,500** each will be awarded to full-time incoming students who have a good academic record and intend to major in music at Redeemer. Applicants must submit the following along with their application for admission to Redeemer: a resume of their music experience; an essay describing why they wish to study music at a Christian university; and two letters of recommendation. They will be required to do a competitive audition with the Music Department of Redeemer. Interested students must complete an online application at [redeemer.ca](http://redeemer.ca) by February 28. The letters of recommendation must be emailed to [financialaid@redeemer.ca](mailto:financialaid@redeemer.ca) by March 15. The Music Department will rank the candidates and the Academic Standards Committee will select the recipients.

### **The Vandermael Young Life Canada Award**

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This award is established by Bill and Marta Vandermael to recognize the contributions of Redeemer students to Young Life Canada. **Up to three** awards a year, valued at **\$2,000** each, will be given to students who actively participate in the ministry of Young Life Canada during the academic year. Eligible incoming students can apply at redeemer.ca by February 28 and eligible returning students can apply at dash.redeemer.ca by March 31. Applicants must submit with their application a description of their involvement with Young Life Canada and an endorsement by a Young Life Canada representative. The Student Life Department will rank the applicants and the Academic Standards Committee will select the recipients.

### **The Vision Nursing/Rest Home Bursaries**

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In honour of visionaries John De Groot Sr. and Wayne Drost, these bursaries are to be awarded to students who express an interest in pursuing a career as a health care professional in service to elderly persons. Each year, **two** bursaries of **\$1,000** each may be awarded to students who are enrolled full-time over both terms and who demonstrate financial need. Students who wish to become a physician, nurse, social worker, gerontologist, or personal support worker, and who aspire to work in the care of the elderly, are encouraged to apply. Priority will be given to incoming students, but returning students who satisfy the above criteria will also be considered. First priority will be given to students who reside in Lambton County, second in Kent County, and thereafter from other parts of Ontario. Interested students can apply at redeemer.ca by February 28, and must submit with their application a short one-page essay which describes future career goals and their interest in working with elderly persons. All documents should be submitted to the Financial Aid Office and the Academic Standards Committee will select the recipients.

### **The Voortman Foundation Bursary**

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**Five** awards, valued at **\$2,000** each, are awarded annually to full-time students at Redeemer University College. To qualify, a student must meet the entrance requirements of the university, have graduated from a Christian high school and demonstrate financial need. Priority will be given first to students from the Halton/Wentworth regions and then to students from across Canada. Interested students can apply at redeemer.ca by February 28. The Academic Standards Committee will select the recipients.

### **The Wolters Worldview Scholarship**

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A scholarship valued at **\$2,000** will be given each year to an incoming student who has graduated or will graduate from a Christian Schools International secondary school and has a minimum admission average of 85%. Applicants must submit a typewritten 1000-word essay that articulates their personal understanding of what it means to have a Reformed Christian worldview and demonstrates how their worldview affects their daily lives. Applicants may be requested to attend an on-campus interview. Preference will be given to students who show leadership ability as they live out their worldview in a secular society. Interested students can apply at redeemer.ca by February 28. The Religion and Theology Department will rank the applicants and the Academic Standards Committee will select the recipient.

### **“Yes You Can” Bursary**

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To lend a hand to a student who might otherwise not have the opportunity to experience a post-secondary education, a bursary of **\$1,500**, funded by Verheul and Associates Incorporated, will be awarded annually to an incoming student who has been placed on academic probation and demonstrates financial need. Preference will be given to a student with a strong work ethic and a desire to succeed. Interested students can apply at redeemer.ca and must submit their application by July 31, along with a brief statement illustrating their work ethic and desire to succeed. The Academic Standards Committee will select the recipient.

## **Awards Available to Returning Students**

When award descriptions specify a major, students must be officially registered in that major by the Registrar’s Office in order to receive the award.

### **The Academic Divisions Scholarship**

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Each year **up to six \$1,000** scholarships are awarded to students entering their second year of studies who have registered in a major or program, achieved a high grade point average, and made a contribution to the university. At least one student from each of the four academic divisions will receive this scholarship. Interested students must apply at dash.redeemer.ca by March 31. The Academic Standards Committee will select the recipients.

### **The Alumni Leadership Award**

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The **Redeemer University College Alumni Association** funds a leadership award valued at **\$2,000** to reward students who make a fine contribution to Redeemer University College through their volunteer and extra-curricular activities and to encourage their involvement in Alumni activities after graduation. Applicants must have and maintain a cumulative grade point average of 7.00 or better and be entering their final year of study. Preference will be given to those students who have not received other scholarships, bursaries, or awards. Interested students can apply at dash.redeemer.ca by March 31. The Alumni Association will rank the applicants and the Academic Standards Committee will select the recipient.

### **The Alumni Leadership Bursary**

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A series of bursaries, valued at **\$1,500** each, will be awarded annually to returning students who demonstrate financial need and who are making a contribution to Redeemer University College through their volunteer and extra-curricular activities. The recipients must be full-time students in good academic standing. Interested students can apply at dash.redeemer.ca by March 31. The Alumni Association will rank the applicants and the Academic Standards Committee will select the recipients.

### **The Anne De Boer Leadership Award**

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The Anne De Boer Leadership Award, funded by the De Boer Foundation, in the amount of **\$1,000**, will be awarded annually to the returning full-time student who best exemplifies the quality of exceptional leadership in their community (hometown, church, school). Students who are actively involved in meeting the needs of the community in a leadership role are encouraged to apply. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31, and must submit with their application a short essay and activity list which clearly describes how they are actively involved in meeting the needs of the community in a leadership role. The Student Life Department will rank the applicants and the Academic Standards Committee will select the recipient.

### **The Au Sable Creation Stewardship Bursary**

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This bursary was established in honour of Emeritus Professor Henry Brouwer for his deep commitment to caring for God's creation over his many years of dedicated service to Redeemer University College and the Au Sable Institute of Environmental Studies. The aim of this bursary is to aid students with demonstrated financial need to cover the costs associated with taking courses at Au Sable. Bursaries of **up to \$1,000 per course** taken at Au Sable are available, with a limit of two bursaries per student over their time at Redeemer. Preference will be given to students enrolled in an Environmental Science/Studies major. However, students enrolled in other programs are encouraged to apply as additional bursaries may be available depending on the availability of funds. Students are required to apply by emailing [financialaid@redeemer.ca](mailto:financialaid@redeemer.ca) by January 31 prior to the summer they plan to attend Au Sable. The Environmental Studies Department will rank the applicants and the Academic Standards Committee will select the recipients.

### **The Blue Jean Bursary**

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See description under *Awards Available to Incoming Students*.

### **The Bosch Rexroth Canada Bursary**

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See description under *Awards Available to Incoming Students*.

### **The Cheryl S. Buijer Scholarship For Women's Leadership**

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This **\$1,000** scholarship is established in honour of Cheryl S. Buijer who served with energy, vision, and dedication on the Board of Governors of Redeemer University College from 1982 to 1985 and from 1994 to 2000 in various capacities. It will be awarded annually to a full-time third or fourth year female student who best exemplifies visionary Christian insight and university-related leadership while having earned a cumulative grade point average of at least 9.00. If the top candidates are very evenly matched in terms of academic strength and their record of leadership, the student with the greatest financial need may be favoured. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. The Student Life Department will rank the applicants and the Academic Standards Committee will select the recipient.

### **The Christian University Bursary**

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See description under *Awards Available to Incoming Students*.

### **The Clarence and Joyce Tigchelaar Memorial Bursary**

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One or more bursaries of **\$1,000** will be awarded annually to students who are enrolled full-time in both terms of an academic year and who have the greatest financial need. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. The Academic Standards Committee will select the recipient(s).

### **The Developing Nations Ministry Award**

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A **\$2,500** award will be given annually to a full-time student entering third or fourth year of studies who has a heart for ministry in the developing world and/or with a minority ethnic or language community in North America. The recipient must have a strong Christian character and a demonstrated desire to help those in less fortunate circumstances. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. With their application, students must submit a concise statement which describes their faith and vision for their future, with a focus on how they might see themselves at work in one of the above-named situations. Preference will be given to students from a developing country or a minority group who desire to return to their homeland. When more than one equally strong candidate meets these criteria, financial need will be considered. The Academic Standards Committee will select the recipient.

### **The deWaard Family Endowment Bursary**

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See description under *Awards Available to Incoming Students*.

### **The Fluit Developing Countries Missions and Humanitarian Award**

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**Two \$1,500** awards will be given annually to full-time students entering their third or fourth year of studies who have a heart for developing countries. The recipients must have a sincere Christian character and a demonstrated desire to help those less fortunate in their areas of expertise. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31 and must submit with their application a short statement which describes their aspirations regarding missions and/or humanitarian work in developing countries. Preference will be given to students from developing countries who plan to return to their homeland. When more than two equally strong candidates meet these criteria, financial need and/or academic merit based on the candidates' cumulative grade point average will be considered. The Academic Standards Committee will select the recipients.

### **The Harry and Anne Voortman Mission Bursary**

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See description under *Awards Available to Incoming Students*.

### **The Ina Prinzen Health Sciences Bursary**

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A bursary of **up to \$1,500** will be awarded annually to a full-time returning student who demonstrates financial need and who is interested in pursuing a career in the health sciences field. This bursary is given in honour of, and out of gratitude by, Ina Prinzen who, because of a health condition since an early age, has been keenly aware of the need for students to enter the health sciences field. Preference will be given to students who intend to enter the nursing profession. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31 and must submit with their application a short statement which describes future educational and career goals in health sciences. The Health Sciences Advisory Committee will rank the applicants, and the Academic Standards Committee will select the recipient.

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### **The Lloyd Hack Memorial Scholarship**

This award was established in memory of Lloyd Hack, a man who sought to honour Jesus Christ and to authentically reflect His character in all aspects of his very active life, including athletics. Lloyd served Redeemer for many years professionally as the Vice-President of Administration, and upon retirement as a volunteer member of the Board of Governors and the Investment Committee. Each year, a scholarship of **\$1,000** will be awarded to a full-time returning student who maintains a grade point average of at least 7.00 and who meets the following criteria. The recipient of this award is actively involved in athletics at Redeemer as an athlete, as a coach's assistant, or as an organizer of either varsity teams, extramural teams, or club teams. He or she will consistently demonstrate Christ-like character in both academic and athletic endeavours, and be a determined, dedicated, coachable team player who actively encourages others from a servant heart. He or she will be known off the field as an honest, kind, respectful, and dependable Christ-follower. In order to be considered for this scholarship, candidates must be nominated by a Redeemer faculty or staff member or at least two full-time students. Nominations must be submitted to the Financial Aid Office by March 31 and should include the name(s) and contact information of the nominator(s) and a brief outline of the candidate's character qualities and athletic involvement. The Athletic Department will rank the candidates and the Academic Standards Committee will select the recipient. If no candidate meeting the aforementioned criteria is nominated for a particular year, the scholarship will not be awarded that year.

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### **The Mephibosheth Bursary**

See description under *Awards Available to Incoming Students*.

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### **The Mike and Johanna Wynands Bursary**

This award has been established by Mike and Johanna Wynands, in recognition of their commitment to Student Life at Redeemer as employees from 1988 to 1992. One bursary valued at **\$1,500** will be granted annually to a returning student who demonstrates financial need and who is making a significant contribution to student life at Redeemer through his/her extra-curricular activities. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. The Department of Student Life will rank the applicants and the Academic Standards Committee will select the recipient.

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### **The Milk and Honey Bursary**

A bursary of **\$1,000** will be awarded annually to a full-time returning student who has demonstrated financial need. This bursary has been generously funded by the participants in Redeemer's annual Milk and Honey Festival. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. The Academic Standards Committee will select the recipient.

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### **The Prins Family Bursary**

As many as two bursaries, valued up to **\$1,000** each, will be awarded annually to students enrolled full-time in both terms of an academic year and who have demonstrated financial need. Preference will be given to international students originating from developing countries. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. The Academic Standards Committee will select the recipient(s).

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### **Redeemer University College American Student Bursary**

See description under *Awards Available to Incoming Students*.

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### **Redeemer University College Environmental Stewardship Scholarship**

A scholarship valued at **\$1,000** will be given each year to a returning student who best exemplifies leadership in environmental stewardship. The recipient must have earned a good, although not necessarily an excellent, cumulative grade point average. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31 and must submit with their application a written statement which describes their understanding of "earth keeping" as part of our cultural mandate and their involvement in environmental stewardship. The Sciences Division will rank the applicants and the Academic Standards Committee will select the recipient.

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### **Redeemer University College International Student Bursary**

See description under *Awards Available to Incoming Students*.

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### **Redeemer University College Leadership Scholarships**

**Five** awards, valued at **\$2,000** each, are given annually to returning students who have a cumulative grade point average of 7.00 or better, demonstrated exceptional abilities in motivating and directing others to seek virtue and excellence, and shown strong leadership, motivated by love of God and neighbour, in Redeemer committees, activities, and projects or exercised profound influence by quiet example. To be considered, students must apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31, and must submit with their application a list of clubs/groups/activities and their degree of involvement. The Student Life Department will rank the applicants and the Academic Standards Committee will select the recipients.

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### **Redeemer University College Mission Bursary**

The Harry and Anne Voortman Missions Bursary may be renewed each year by Redeemer at a value of **\$1,000** to a student who enrolls for full-time studies at the university and whose parents continue to be active missionaries for a recognized mission agency. To qualify, a student must be a member of a Christian church and demonstrate financial need. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. The Academic Standards Committee will select the recipient.

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### **Redeemer University College Quebec Student Bursary**

See description under *Awards Available to Incoming Students*.

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### **The Robert Van Hartingsveldt Memorial Bursary**

This award has been established in memory of Robert van Hartingsveldt '95, known for his gifts in music and his ability to bring people together. One award of at least **\$1,500** will be given annually to a returning student with musical gifts and a heart for all people. Priority will be given to students demonstrating financial need. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31, and must submit with their application a statement detailing their musical experience and how they use music to create community. Preference will be given to the most deserving candidate in the area of contemporary/jazz/fusion. The Music Department will rank the applicants and the Academic Standards Committee will select the recipient.

### **The Scotiabank Community Service Award**

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A variable number of awards, funded by **Scotiabank**, will be awarded to returning students enrolled in full-time studies at Redeemer who volunteer with organizations in the Hamilton community during the academic year. Eligible students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31, and must submit with their application a description of their volunteer work and an endorsement by the supervisor of the organization for whom they are volunteering. The Student Life Department will rank the applicants and the Academic Standards Committee will select the recipients.

### **The Sodexo Canada Bursary**

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See description under *Awards Available to Incoming Students*.

### **The Student Service Award**

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**Two** awards of **\$500**, funded by **Rosa Flora Growers Limited**, will be awarded annually to returning full-time students, one male and one female, who best exemplify qualities of service and leadership within Redeemer activities and/or in the broader community. The recipients would be actively involved in, but not limited to, Athletics, Theatre Arts, or external outreach missions, and would show a good spirit and heart for others. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31, and must submit with their application a short essay highlighting their activities and clearly describing how they are involved. The Student Life Department will rank the applicants and the Academic Standards Committee will select the recipients.

### **The Sun Light Foundation Leadership Scholarship**

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**Up to two** scholarships of **\$1,500** each will be awarded annually to full-time third and fourth year students with a cumulative grade point average of 9.00 or better who have demonstrated that they are visionary leaders with commitment and talent. The recipients will have a holistic and transformational view about scholarship and their future career. Students must have financial need to qualify. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31, and must submit with their application a one-page statement describing their leadership activities, their view of scholarship and their career plans. The Student Life Department will rank the applicants and the Academic Standards Committee will select the recipients.

### **The Vandermaerl Young Life Canada Award**

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See description under *Awards Available to Incoming Students*.

### **The Vision Nursing/Rest Home Bursaries**

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See description under *Awards Available to Incoming Students*.

### **The Voortman Foundation Bursary**

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See description under *Awards Available to Incoming Students*.

## **Awards Available to Returning Students - Applied Social Sciences Majors**

### **The Case Schouten Scholarship in Applied Social Sciences**

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This scholarship is valued at **\$1,000** and will be awarded annually to a full-time student entering his or her third or fourth year as a major or honours major in Applied Social Sciences. It recognizes academic excellence in Applied Social Sciences. Priority will be given to honours majors, but general majors will also be considered. The recipient must have a grade point average of 9.00 or better in Applied Social Sciences courses taken and be judged by the department to have the potential to make a meaningful contribution to the field. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. The Applied Social Sciences Department will rank the applicants and the Academic Standards Committee will select the recipient.

### **The Department of Applied Social Sciences Scholarship**

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One scholarship valued **up to \$1,500** may be awarded annually to a full-time student entering his or her fourth year as a major or honours major in Applied Social Sciences. It recognizes academic excellence in Applied Social Sciences. Priority will be given to honours majors, but general majors will also be considered. The recipient must have a grade point average of 9.00 or better in Applied Social Sciences courses taken and be judged by the department to have the potential to make a meaningful contribution to the field. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. The Applied Social Sciences Department will rank the applicants and the Academic Standards Committee will select the recipient.

### **The Marco Oussoren Bursary**

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One or more bursaries of **up to \$2,000** each will be awarded annually to students with demonstrated financial need. They must be enrolled full-time over both terms in an academic year in one of the following programs/majors: Applied Social Sciences, Art, Business, Education, Philosophy, Political Science, Psychology, or Religion and Theology (Pre-Seminary). The candidates must live in New Brunswick, Newfoundland, Nova Scotia, Prince Edward Island, Quebec, or Ontario. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. The Academic Standards Committee, on the recommendation of the Financial Aid Office, will select the recipient(s).

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### **The Sam Miedema Memorial Bursaries**

These bursaries are awarded in loving memory of Sam Miedema and in honour of his service to persons with disabilities. Mr. Miedema cherished his son Brian and served his local Community Living Association for many years. **Two** bursaries, each valued at **\$1,000**, will be awarded annually to students entering their third or fourth year of full-time studies enrolled as a major in Psychology or Applied Social Sciences. Eligible students must have financial need, good academic standing (departmental grade point average of at least 7.00) and have a demonstrated interest in, and commitment to, a career in serving persons with developmental disabilities and special needs. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31, and must submit with their application a one-page statement describing their career plans and the work they have done with persons with developmental disabilities or special needs. The appropriate Social Sciences Department will rank the applicants and the Academic Standards Committee will select the recipients.

### **Awards Available to Returning Students - Art Majors**

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#### **The Burlington Eyecare Art Scholarship**

A scholarship of **\$2,000** will be awarded annually to a third or fourth year student enrolled full-time as a major in Art. The recipient must have a grade point average of 8.00 or better in art courses and demonstrate exceptional artistic ability in his or her studio work. The recipient would also have the opportunity to display his or her artwork at Burlington Eyecare's on-site Gallery. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. The Art Department will rank the applicants and the Academic Standards Committee will select the recipient.

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#### **The Department of Art Scholarship**

This scholarship, funded by the **Women's Art Association of Hamilton**, may be awarded annually to a full-time student entering his or her third or fourth year of studies as a major in Art. The recipient must have a cumulative grade point average of 9.00 or better in art courses and be from the Hamilton-Wentworth region. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. Preference will be given to students who intend to pursue graduate studies in art. The Art Department will rank the applicants and the Academic Standards Committee will select the recipient. For 2018-19, the scholarship value is **\$800**. The annual amount of the scholarship, if any, will be determined by the Women's Art Association of Hamilton.

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#### **The Nellie Miller Scholarship**

Each year a scholarship of **up to \$1,000** will be awarded to a third or fourth year student majoring in Art or Theatre Arts. This scholarship has been established in honour of Nellie Miller, a loving aunt to the donor. She is fondly remembered for her patient faith, good taste, and imaginative creativity, having overcome numerous hardships throughout her life. The recipient must have a cumulative grade point average of 8.00 or better. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. The Art Department and the Theatre Arts Department will rank the applicants and the Academic Standards Committee will select the recipient.

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### **The Marco Oussoren Bursary**

See description under *Awards Available to Returning Students - Applied Social Sciences Majors*.

### **Awards Available to Returning Students - Biochemistry Majors**

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#### **The John and Maria Proper Creation Care Bursary**

See description under *Awards Available to Incoming Students*.

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#### **The Steven J. Kouwenhoven Natural Sciences and Mathematics Scholarship**

Each year, a scholarship of up to **\$1,000** will be awarded to a third or fourth year student majoring in the Natural Sciences, Mathematics or Computer Science to reward excellence in academic achievement. The recipient must have a high grade point average in courses taken in the Sciences Division, achieved excellence in written work, and have made significant contributions to class discussions and laboratory work. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. The Sciences Division will rank the applicants and the Academic Standards Committee will select the recipient.

### **Awards Available to Returning Students - Biology Majors**

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#### **The John and Maria Proper Creation Care Bursary**

See description under *Awards Available to Incoming Students*.

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#### **The Steven J. Kouwenhoven Natural Sciences and Mathematics Scholarship**

See description under *Awards Available to Returning Students - Biochemistry Majors*.

### **Awards Available to Returning Students - Business Majors**

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#### **The Adriana De Wolf Van Weelden Business Scholarship**

As a tribute to Adriana Van Weelden, mother of a long-time business professor, a scholarship of at least **\$1,500** will be given annually to a returning student enrolled as a Four Year Business Major or Honours Business Major. Selection is based on performance in business and overall academic performance, with a minimum required cumulative and departmental GPA of 9.00, and a demonstrated passion for ministering to others through Bible study, prayer, and/or song. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. Nominations may also be made by faculty members in the Business Department. The Business Department will rank the applicants and the Academic Standards Committee will select the recipient.

### **The Craig Allan Vanderveen Memorial Business and Political Science Leadership Scholarship**

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A scholarship of at least **\$1,000** will be given annually to a student entering his or her third or fourth year of full-time studies as a major or honours major in Business or Politics and International Studies who best exemplifies a combination of academic excellence and leadership service. Applicants must have attained a minimum cumulative grade point average of 9.00. Preference will be given to a student who has demonstrated an interest in both business and political science. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31, and must submit with their application a one-page summary of how they have contributed to their university, church, and/or community in one or more leadership roles. The Business Department and/or the History, Politics and International Studies Department will rank the applicants and the Academic Standards Committee will select the recipient.

### **The Department of Business Finance Scholarship**

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This **\$2,000** scholarship, funded by **RockLinc Investment Partners**, will be awarded annually to the Business major or honours major entering his or her third, fourth, or fifth year of full-time studies who has attained a grade point average of at least 9.00 in business courses. The recipient of this scholarship will be interested in pursuing a career in Finance, the Capital Markets, Banking or Investment Management. When two equally outstanding candidates meet these criteria, financial need will be considered as well. Interested students must submit an application, including a brief statement of their career interests, at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. The Business Department will rank the applicants and the Academic Standards Committee will select the recipient.

### **The Department of Business Leadership Scholarship**

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This **\$1,000** scholarship, funded by **DUCA Financial Services**, will be awarded annually to the Business major or honours major entering his or her third year of full-time studies, who has shown the greatest degree of Christian leadership in the Business program, and who has obtained a minimum grade point average of 9.00 in business courses. Leadership in the Business program may be shown by involvement in business-related extra-curricular activities, involvement with Student Senate (e.g., as Treasurer) or through mentoring younger students in the program. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. The Business Department will rank the applicants and the Academic Standards Committee will select the recipient.

### **The Great-West Life, London Life, and Canada Life Scholarship**

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This scholarship, donated by **Great-West Life, London Life, and Canada Life** and valued at **\$1,000**, will be awarded annually to a full-time student entering his or her fourth or fifth year of studies as a four-year or honours major in Business. Eligible students must have attained a grade point average of at least 9.00 in business courses. In addition, in keeping with the donors' interest in building stronger communities, eligible students must have a proven record in community service. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31, and must submit with their application a one-page summary of community-related activities and a discussion of how some of these activities impacted a community. The Business Department will rank the applicants and the Academic Standards Committee will select the recipient.

### **The Hamilton District CA Association Scholarship**

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A scholarship of **\$1,000** will be given annually to a student entering his or her fourth or fifth year of studies, who has been admitted into the Honours Accounting Stream of the Business program at Redeemer University College, and who plans to pursue a Chartered Professional Accountant designation. Selection is based on performance in accounting courses and overall academic performance, with a minimum cumulative and departmental GPA of 9.00, as well as contributions to the Business Department or to the university, especially those that utilize accounting expertise. Preference will be given to students who intend to pursue full-time employment in the Hamilton area. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. Nominations may also be made by faculty members in the Business Department. The Business Department will rank the applicants and the Academic Standards Committee will select the recipients.

### **The John M. Boersema Scholarship**

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In honour of Professor Emeritus John M. Boersema, a scholarship of at least **\$1,000** will be given annually to a student entering his or her fourth or fifth year of full-time studies as a major or honours major in Business, with a minimum cumulative and departmental grade point average of 9.00. Selection is based on academic performance, class participation, and evidence that the applicant has contributed to the Business Department and to the Redeemer community, with a focus on utilizing business expertise. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31, and must submit with their application a one-page summary of how they have contributed to the Business Department and/or the university. The Business Department will rank the applicants and the Academic Standards Committee will select the recipient.

### **The Koornneef Family Bursary in Business**

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At least one bursary valued at **\$1,500** to be granted annually from the Koornneef Family Fund to a returning student who demonstrates financial need who is enrolled full-time in a Business Major. Preference will be given to a student who graduated from Smithville District Christian High School. Priority will also be given to students enrolled in the Co-operative Education Program in Business. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. The Academic Standards Committee will select the recipient.

### **The KPMG Accounting Bursary**

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A bursary of **\$1,500** will be granted each year to a returning student with demonstrated financial need who is enrolled full-time in the Accounting Stream of the Business Program. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. The Academic Standards Committee will select the recipient.

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### **The KPMG Accounting Scholarship**

A scholarship of **\$2,000** will be awarded annually to a fourth or fifth year student who has been admitted into the Honours Accounting Stream of the Business program at Redeemer University College and who is considering a career in accounting. Selections are based on these criteria: academic merit with a minimum grade point average of 9.00 in business courses; intent to pursue one of the three professional accounting designations; registration in appropriate upper-level accounting electives; and contributions to student life at Redeemer. When two equally deserving candidates meet the above criteria, financial need will become the determining factor. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. The Business Department will rank the applicants and the Academic Standards Committee will select the recipient.

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### **The Marco Oussoren Bursary**

See description under *Awards Available to Returning Students - Applied Social Sciences Majors*.

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### **The Westbrook Group Scholarship**

A scholarship of **\$2,000** will be awarded annually to a third or fourth year student enrolled full-time in the Business Program. The recipient must be a hard-working student who has a good, though not necessarily outstanding, academic record. The recipient must have demonstrated initiative and entrepreneurial skills through work experience, extra-curricular activities or community involvement, and demonstrated an interest in the marketing aspect of business, including actual or intended enrolment in Business courses related to marketing, e-business, international business, or small business formation and management. If several students are considered to be relatively equal in terms of these criteria, preference will be given to a student who has demonstrated an interest in horticultural or agricultural business. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. The Business Department will rank the applicants and the Academic Standards Committee will select the recipient.

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### **Wm. De Jong Enterprises Inc. Business Scholarship**

A scholarship of **\$1,500** will be awarded annually to a third year student enrolled full-time over both terms as a four-year or honours major in Business. Selection is based on academic merit with a minimum grade point average of 8.00 in business courses and contributions to the life of the university. When two equally outstanding applicants meet the above criteria, financial need will be considered as well. If there is no suitable candidate entering the third year, a student entering fourth year may receive the award. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. The Business Department will rank the applicants and the Academic Standards Committee will select the recipient.

## **Awards Available to Returning Students - Chemistry Majors**

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### **The John and Maria Proper Creation Care Bursary**

See description under *Awards Available to Incoming Students*.

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### **The Steven J. Kouwenhoven Natural Sciences and Mathematics Scholarship**

See description under *Awards Available to Returning Students - Biochemistry Majors*.

## **Awards Available to Returning Students - In the Education Program**

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### **The Catherine and John Byl Education Award**

This award was established on the occasion of Dr. John Byl's retirement (December 2013) after 27 years of service on Redeemer's faculty with the Departments of Physical Education and Education, and in recognition of Catherine Byl's administrative work in the Department of Education. Each January, awards will be granted to students in their final term in the Bachelor of Education Program, who have studied at Redeemer for at least three years, and have either completed all the requirements of a Physical Education or Kinesiology major, or completed all the requirements of any other major and have competed on one of Redeemer's Varsity Volleyball teams for four years. The Department of Education will nominate the candidates and the Academic Standards Committee will select the recipients.

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### **The Egbert and Gertrude Renkema Bursary**

A bursary of **up to \$1,000** will be awarded annually to a student enrolled full-time in both terms in the Education program. The recipient must have demonstrated financial need, achieved a good, but not necessarily outstanding, academic record, and have made contributions to education through their volunteer efforts. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31, and must submit with their application a statement of their volunteer activities. The Education Department will rank the applicants and the Academic Standards Committee will select the recipient.

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### **The Hendrikje Van Es Scholarship in Education**

This scholarship was established in 2010 in memory of Hendrikje Cornelia Van Es (den Daas), a loving Oma to the Hamilton grandchildren. Each year, a scholarship of at least **\$1,000** will be awarded to a full-time Education student who has studied at Redeemer exclusively and is entering his or her sixth year of study. Selection will be made based on academic excellence. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. The Education Department will rank the applicants and the Academic Standards Committee will select the recipient.



### **The JWS Teacher Education Scholarship**

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Emeritus Professor John Stronks, who has taught and served at all levels in independent Christian schools for 50 years, and Wilma Stronks have established this scholarship to encourage the brightest and best candidates to pursue a career in Christian education. Each year, two scholarships of **\$1,000** will be awarded to full-time Education students who are entering their fifth year of study at Redeemer and have a cumulative grade point average of 9.00 or better. The recipients must be committed to the cause of Christian day schools and must intend to teach in an OACS, CSI, or ASCI member school. Preference will be given to the candidates with the highest potential to become a master teacher. Interested students can apply at dash.redeemer.ca by March 31, and must submit with their application a statement entitled “Why I want to teach in a Christian School”. Applicants will be ranked by the Education Department and the Academic Standards Committee will select the recipients.

### **The Marco Oussoren Bursary**

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See description under *Awards Available to Returning Students - Applied Social Sciences Majors*.

### **The Nicolaas van Duyvendyk Memorial Bursary in Education**

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This bursary has been established in memory of Nicolaas van Duyvendyk, past Chair of Redeemer University College’s Board of Governors (1982-87 & 1993-94). This bursary, valued at **\$1,000** or more, will be awarded annually to a full-time student who is admitted to the Consecutive Teacher Education Program, who intends to teach in a Christian school, and who has the greatest financial need. Interested students can apply at dash.redeemer.ca by March 31. The Financial Aid Office will rank the applicants and the Academic Standards Committee will select the recipient.

## **Awards Available to Returning Students - English Majors**

### **The Department of English Bursary**

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A **\$1,500** bursary will be awarded annually to a full-time returning student who is enrolled as a major or honours major in English. The student should have demonstrated financial need and a good grade point average in English. Interested students can apply at dash.redeemer.ca by March 31. The English Department will rank the applicants and the Academic Standards Committee will select the recipient.

### **The Department of English Essay Prize**

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A **\$200** gift certificate to Bryan Prince, Booksellers, funded jointly by **Bryan Prince and the faculty of the English Department**, will be awarded annually for the best essay written as part of regular course requirements in English. Any student who has written an exceptionally good essay during the year will be encouraged to re-submit an unmarked copy to the Department Chair by the end of classes in April, to be considered for that year’s prize. Essays will be adjudicated by the English Department and the Academic Standards Committee will select the recipient.

### **The Department of English Scholarship**

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A **\$1,500** scholarship will be awarded annually to a full-time student entering his or her third or fourth year as a major or honours major in English. The recipient must have a grade point average of 9.00 or better in English courses taken. Interested students can apply at dash.redeemer.ca by March 31. Applicants will be ranked by the English Department and the Academic Standards Committee will select the recipient.

## **Awards Available to Returning Students - Environmental Science/Studies Majors**

### **The John and Maria Proper Creation Care Bursary**

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See description under *Awards Available to Incoming Students*.

### **The Steven J. Kouwenhoven Natural Sciences and Mathematics Scholarship**

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See description under *Awards Available to Returning Students - Biochemistry Majors*.

## **Awards Available to Returning Students - French Majors**

### **The Steven J. Kouwenhoven French Scholarship**

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Each year a scholarship of **up to \$1,000** will be awarded to a third or fourth year student majoring in French to reward excellence in academic achievement. The recipient must have a high grade point average in French courses taken, have attained excellence in written work, have achieved verbal proficiency, and have made serious contributions to class discussions. Interested students can apply at dash.redeemer.ca by March 31. The French Department will rank the applicants and the Academic Standards Committee will select the recipient.

## **Awards Available to Returning Students - Health Sciences Majors**

### **The Redeemer University College Health Sciences Award for Returning Students**

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A **\$1,500** scholarship will be awarded annually to up to 2 full-time students who are entering their second, third, or fourth year of the Bachelor of Science (Honours) in Health Sciences program. The recipients must have a cumulative grade point average of at least 7.00 in all courses taken that comprise the Health Sciences major and cognate requirements. Interested students can apply at dash.redeemer.ca by March 31, and must submit with their application a short statement which describes their future career aspirations in the Health Sciences. The Health Sciences Advisory Committee will rank the applicants, and the Academic Standards Committee will select the recipients.

### **The Redeemer University College Health Sciences Excellence Award for Returning Students**

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This **\$4,000** scholarship will be awarded annually to a full-time student formally registered in the Bachelor of Science (Honours) in Health Sciences program, entering his or her second, third, or fourth year. The recipient must have an cumulative grade point average of 9.50 or higher in all courses taken that comprise the Health Sciences major and cognate requirements. Interested students can apply at dash.redeemer.ca by March 31, and must submit with their application an essay (of approximately 500 words in length) which articulates the applicant's understanding of what it means to study health from a holistic, Christian worldview and what it means to work in a health-related profession with this worldview. The Health Sciences Advisory Committee will rank the applicants and the Academic Standards Committee will select the recipient.

### **The Steven J. Kouwenhoven Natural Sciences and Mathematics Scholarship**

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See description under *Awards Available to Returning Students - Biochemistry Majors*.

### **Awards Available to Returning Students - History Majors**

#### **The Cor Van Dyk History Scholarship**

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A **\$1,500** scholarship will be awarded annually to a student entering his or her second year of studies at Redeemer who has declared a major in History and has achieved high grades in their first-year history courses. Interested students can apply at dash.redeemer.ca by March 31. The History, Politics and International Studies Department will rank the applicants and the Academic Standards Committee will select the recipient.

#### **The Department of History Bursary**

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This **\$1,200** bursary, funded by **Clic Business Services**, is to be awarded to the History major or honours major, entering his or her third or fourth year of full-time studies, who has the greatest financial need. Interested students can apply at dash.redeemer.ca by March 31. The Academic Standards Committee will select the recipient.

#### **The Eikelboom Scholarship in History**

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A scholarship of **\$1,500** will be awarded annually to a full-time student entering his or her third or fourth year of studies as a major in History. The recipient must have a minimum cumulative and departmental grade point average of 9.00. Preference will be given to a student who intends to pursue studies at the graduate level. Interested students can apply at dash.redeemer.ca by March 31. The History, Politics and International Studies Department will rank the applicants and the Academic Standards Committee will select the recipient.

### **Awards Available to Returning Students - Kinesiology Majors**

#### **The Case Schouten Bursary in Physical Education**

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This bursary is valued at **\$1,000** and will be awarded annually to the major or honours major in Physical Education or Kinesiology entering his or her third or fourth year of full-time studies who has the greatest financial need. Interested students can apply at dash.redeemer.ca by March 31. The Academic Standards Committee will select the recipient.

#### **The Department of Physical Education Bursary**

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A **\$1,000** bursary, funded by **Directworx**, will be awarded to a returning student who is pursuing full-time studies as a major or honours major in Physical Education or Kinesiology and who has demonstrated financial need. Interested students can apply at dash.redeemer.ca by March 31. The Academic Standards Committee will select the recipient.

#### **The Steven J. Kouwenhoven Physical Education Scholarship**

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Each year, a scholarship of **up to \$1,000** will be awarded to a third or fourth year student majoring in Physical Education or Kinesiology to reward excellence in academic achievement. The recipient must have a high grade point average in Physical Education courses taken, achieved excellence in written work, and have made significant contributions to class discussions and projects. Interested students can apply at dash.redeemer.ca by March 31. The Physical Education Department will rank the applicants and the Academic Standards Committee will select the recipient.

### **Awards Available to Returning Students - Mathematics Majors**

#### **The Steven J. Kouwenhoven Natural Sciences and Mathematics Scholarship**

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See description under *Awards Available to Returning Students - Biochemistry Majors*.

### **Awards Available to Returning Students - Music Majors**

#### **The Department of Music Scholarship**

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This scholarship, funded by the **Women's Art Association of Hamilton**, may be awarded annually to a student enrolled full-time as a major in Music. The recipient must have a cumulative grade point average of 9.00 or better in music courses and be from the Hamilton-Wentworth region. Interested students can apply at dash.redeemer.ca by March 31. Preference will be given to students who intend to pursue graduate studies in music (performance or church music). The Music Department will rank the applicants and the Academic Standards Committee will select the recipient. For 2018-19, the scholarship will be valued at **\$800**. The annual amount of the scholarship, if any, will be determined by the Dufresne-Ray Family Fund of the Hamilton Community Foundation. This award is in honour of Marjolaine Richardson, Life Member of the Women's Art Association of Hamilton, Past President & Honorary Patron.

### **The Dina Van Herwerden Memorial Award**

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An award, valued up to **\$1,000**, will be given annually to a third or fourth year student who best meets the following qualifications: is actively involved in the music program and excels in various areas of the music program; will make significant contributions to the promotion of music awareness; and gives evidence of a commitment to the Christian faith. Preference will be given to a candidate who intends to continue the study of music upon completion of the music program at Redeemer. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31, and must submit with their application a short statement which describes their plans to continue the study of music. The Music Department will rank the applicants and the Academic Standards Committee will select the recipient.

### **The Edward N. Zwart Music Scholarship**

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An award of **\$1,000** will be given annually to a student of music to encourage and reward excellence in music performance. The student should have a high grade point average in music courses and have a record of giving strong contributions in both written work and classroom discussion. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. The Music Department will rank the applicants and the Academic Standards Committee will select the recipient.

### **The Marisa VanderVeen Scholarship**

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This scholarship has been established in memory of Marisa VanderVeen whose love for, and gifts in, music and athletics will shine on. The award, valued at **\$1,000** or more, will be given annually to a returning student who is majoring in Music and/or Physical Education with preference given to a student who is enrolled in or actively involved in both programs. Applicants must have attained a minimum cumulative grade point average of 9.00. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31, and must submit with their application a statement of how they are making full use of their gifts in music and physical education to further God's Kingdom. The Academic Standards Committee will select the recipient, in consultation with the Music Department and the Physical Education Department.

### **The Oussoren Music Bursary**

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A bursary of **\$1,000** will be awarded annually to one or more returning students enrolled full-time in both terms as a Music major who are studying organ, or who are pursuing some other facet of musical study if there are no eligible students who are studying organ in a given year. The student should have demonstrated financial need and earned a good, but not necessarily excellent, grade point average. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. The Music Department will rank the applicants and the Academic Standards Committee will select the recipient(s).

### **The Spoelstra Memorial Scholarship**

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This award was established in loving memory of Peter Spoelstra and his daughter Elizabeth (Betty) to celebrate their lifelong love and commitment to music, which they believed to be a God-honouring expression of one's faith. One or more awards will be given annually to returning students who are Music majors and have demonstrated financial need. The recipient must have a cumulative grade point average of 9.00 or better. In addition, the student should show evidence of, or great potential for, the following: high involvement and superior achievement in music activities, along with outstanding talent and musicianship. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. The Music Department will rank the applicants and the Academic Standards Committee will select the recipient.

### **The Willemina Blom Scholarship**

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Subject to availability of funds, a scholarship valued at **up to \$1,000** will be awarded annually to a returning student who is the best all-around student in the music program. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. The Music Department will rank the applicants and the Academic Standards Committee will select the recipient.

## **Awards Available to Returning Students - Philosophy Majors**

### **The Marco Oussoren Bursary**

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See description under *Awards Available to Returning Students - Applied Social Sciences Majors*.

## **Awards Available to Returning Students - Physical Education Majors**

### **The Case Schouten Bursary in Physical Education**

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See description under *Awards Available to Returning Students - Kinesiology Majors*.

### **The Department of Physical Education Bursary**

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See description under *Awards Available to Returning Students - Kinesiology Majors*.

### **The Marisa VanderVeen Scholarship**

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See description under *Awards Available to Returning Students - Music Majors*.

### **The Steven J. Kouwenhoven Physical Education Scholarship**

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See description under *Awards Available to Returning Students - Kinesiology Majors*.

## **Awards Available to Returning Students - Politics and International Studies Majors**

### **The CLAC International Studies Award**

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An annual award valued at **\$1,500** will be awarded to a returning student, with preference given to a student majoring in International Studies. The recipient will demonstrate, through coursework and co-curricular activities, a passion and commitment to the pursuit of economic and social justice and have vocational objectives that aim to restore positive, healthy, and co-operative workplace communities within Canada and around the world. The strongest applicant will exhibit a willingness to engage fellow students and staff about workplace justice either in the area of labour relations, labour law, or basic human rights. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. The History, Politics and International Studies Department will rank the applicants and the Academic Standards Committee will select the recipient.

### **The Craig Allen Vanderveen Memorial Business and Political Science Leadership Scholarship**

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See description under *Awards Available to Returning Students - Business Majors*.

### **The Justin D. Cooper Scholarship in International Studies**

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This scholarship is established in honour of Justin D. Cooper to recognize his contributions to Redeemer as professor of Political Science and as President of the institution. A scholarship will be awarded each year to a Politics and International Studies major entering his or her second year of studies at Redeemer who has achieved high grades in departmental courses. Preference will be given to a candidate who has demonstrated interest and abilities in the field of International Studies. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31, and must submit with their application a brief statement expressing their involvement in International Studies. The History, Politics and International Studies Department will rank the applicants and the Academic Standards Committee will select the recipient.

### **The Marco Oussoren Bursary**

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See description under *Awards Available to Returning Students - Applied Social Sciences Majors*.

### **Thesaurus tou Theou (Treasures of God) Scholarship**

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Each year, a scholarship of **up to \$2,000** will be awarded to a third or fourth year student majoring in Politics and International Studies to encourage and reward excellence in academic achievement. The recipient must have a high grade point average in departmental courses, have achieved excellence in written work, and have made serious contributions to class discussions. When two equally strong candidates meet these criteria, financial need may be considered. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. The History, Politics and International Studies Department will rank the applicants and the Academic Standards Committee will select the recipient. In any year in which there are no suitable applicants from the History, Politics and International Studies Department, the award is to be made to a student from a related field (e.g. Applied Social Sciences) following criteria analogous to those given above.

## **Awards Available to Returning Students - In Pre-Seminary Preparation**

### **The Dragt Memorial Bursary**

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Each year, one or more bursaries of **up to \$2,500** will be awarded to pre-seminary students who are Ontario residents. Financial need is the primary consideration in making this award. Mr. and Mrs. Cees Dragt, out of a desire to contribute to the growth of the Christian church, left an endowment fund designated to assist Redeemer University College students enrolled in the pre-seminary program. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. The Religion and Theology Department will rank the applicants and the Academic Standards Committee will select the recipient(s).

### **The Forest Ministry Scholarship**

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A scholarship of at least **\$1,000** will be given annually to a returning student who is an active member of a Christian church and intends to pursue a career in parish ministry, ordained or non-ordained. However, other forms of ministerial or pastoral service will be considered, such as music ministry, church counsellor, or diaconal/developmental ministry. The recipient should demonstrate authentic compassionate leadership. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31, and must submit with their application a one-page summary of their present church involvement and future ministry plans. The Religion and Theology Department will rank the applicants and the Academic Standards Committee will select the recipient.

### **H. R. De Bolster Scholarship**

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A scholarship of **\$2,000** will be awarded annually to a third or fourth year student enrolled full-time in the pre-seminary program or missions minor to encourage and reward excellence in academic achievement. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31, and must submit with their application a short statement which describes their desire to use their talents in pastoral ministry and/or mission work. When two equally strong candidates meet these criteria, financial need may be considered. The Religion and Theology Department will rank the applicants and the Academic Standards Committee will select the recipient.

### **The Marco Oussoren Bursary**

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See description under *Awards Available to Returning Students - Applied Social Sciences Majors*.

### **The Paul E. Taming Bursary**

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A bursary of up to **\$500** will be awarded annually to a pre-seminary student who has demonstrated financial need. Interested students can apply at [dash.redeemer.ca](http://dash.redeemer.ca) by March 31. The Academic Standards Committee will select the recipient.

### **The Steven J. Kouwenhoven Bursary**

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A **\$1,000** bursary, in memory of a “pioneer” pre-seminary student, will be awarded annually to a third or fourth year pre-seminary student who has financial need. In awarding this bursary, the university will consider demonstrated leadership in the church and interests in missions or youth work or both. Interested students can apply at dash.redeemer.ca by March 31, and must submit with their application a short statement which describes their leadership activities and interests in missions and/or youth work. The Religion and Theology Department will rank the applicants and the Academic Standards Committee will select the recipient.

## **Awards Available to Returning Students - Psychology Majors**

### **The Department of Psychology Scholarship**

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This scholarship, valued at **\$1,000**, may be awarded annually to a third or fourth year student enrolled full-time as an honours major in Psychology in the experimental focus, but students in the clinical focus will also be considered. The recipient must have a grade point average of 9.00 or better in Psychology courses taken. Interested students can apply at dash.redeemer.ca by March 31. The Psychology Department will rank the applicants and the Academic Standards Committee will select the recipient.

### **The Eikelboom Scholarship in Psychology**

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A scholarship of **\$1,500** will be awarded annually to a full-time student entering his or her third or fourth year of studies as a major in Psychology. The recipient must have a minimum cumulative and departmental grade point average of 9.00. Preference will be given to a student who intends to pursue studies at the graduate level. Interested students can apply at dash.redeemer.ca by March 31. The Psychology Department will rank the applicants and the Academic Standards Committee will select the recipient.

### **The Henry and Jane Feenstra Psychology Bursary**

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Dr. Henry Feenstra, a psychologist in the province of Ontario for over 30 years, and his wife Jane, who both recognize the importance of a Christian presence in psychology in the areas of instruction and therapy, are pleased to offer this bursary. One bursary, valued at **\$1,000**, may be awarded annually to the student who is entering his or her fourth year as an honours major in Psychology and who plans to pursue graduate work in order to become a counselor, clinical psychologist, or professor of psychology. Within these parameters, this bursary is to be awarded to the applicant who is considered the most financially needy. In the case where two applicants are considered equally financially needy, grades in psychology courses will be considered. Interested students can apply at dash.redeemer.ca by March 31, and must submit with their application a short statement of career goals. The Psychology Department will rank the applicants and the Academic Standards Committee will select the recipient.

### **The Marco Oussoren Bursary**

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See description under *Awards Available to Returning Students - Applied Social Sciences Majors*.

### **The Sam Miedema Memorial Bursaries**

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See description under *Awards Available to Returning Students - Applied Social Sciences Majors*.

## **Awards Available to Returning Students- Religion and Theology Majors**

### **The J.J. Van Herwerden Award**

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An award, valued **up to \$1,000**, will be given annually to a student in the final year of studies completing a major in Religion and Theology and who meets the following qualifications: openly shows a love for the Lord; is a member of a Christ-centered church; demonstrates a desire to serve the Church; demonstrates a financial need; will make a positive contribution in the area of missions; and is a hard-working student who has a satisfactory or good, though not necessarily outstanding, academic record. Interested students can apply at dash.redeemer.ca by March 31, and must submit with their application a short statement which describes their desire to serve the Church. The Religion and Theology Department will rank the applicants and the Academic Standards Committee will select the recipient.

## **Awards Available to Returning Students - Theatre Arts Majors**

### **The Nellie Miller Scholarship**

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See description under *Awards Available to Returning Students - Art Majors*.

## External Awards

### **Chaney-Ensign Bursaries**

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These bursaries, which vary in amount, are awarded to students who demonstrate financial need and are graduates of public or separate secondary schools in the City of Hamilton. The fund for these bursaries was created through the generosity and goodwill of two sisters, Genevieve A. Chaney and Cordelia C. Ensign, and is administered through The Hamilton Community Foundation. Application forms can be obtained from [www.hcf.on.ca](http://www.hcf.on.ca) or by contacting the Financial Aid Office. Deadlines for application are October 1 and February 1.

### **Universities Canada Entrance Awards**

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Students are eligible to apply for the Universities Canada Entrance Awards by virtue of their parent's employment with the relevant donor companies. All awards are tenable for any recognized full-time degree course at any Canadian university or college which is a member of Universities Canada. Candidates must have obtained a minimum average of 70% in each of the last two years of secondary school. More information about all awards, including the list of companies, is available at [www.univcan.ca](http://www.univcan.ca).

### **Other Awards**

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Awards that are communicated to Redeemer's Financial Aid Office are advertised on Dash and posted on the website. Students are encouraged to examine the descriptions of the awards to determine whether they meet the criteria required for each one.

# ACADEMIC REGULATIONS

## Attendance

The university expects students to attend all classes, seminars, tutorials, and laboratory sessions in which they are enrolled. Participation in seminars, tutorials, and laboratories may, at the instructor's discretion, count in determining the final grade. Faculty are required to inform the Registrar's Office of any students who miss classes for more than three weeks. The Registrar's Office will follow up and remind students of their obligations and the relevant policies.

## Aegrotat Standing

In exceptional circumstances, upon the recommendation of the Dean of Students or the Registrar, the Chair of the Academic Standards Committee may request aegrotat grades for a student who is unable to complete academic requirements for a term. Normally, the student must have completed at least fifty percent of the course work. If an instructor feels that an aegrotat grade would not be representative of how the student would have done in the outstanding course work, no aegrotat grade will be awarded. Aegrotat grades will be reflected on the transcript but will not be calculated into the cumulative grade point average. A statement at the bottom of the transcript will indicate the aegrotat standing.

## Evaluation and Grading

At the beginning of each course, the instructor, by way of the course syllabus, will explain the manner in which students will be evaluated, including the nature of work required, its contribution to the final grade, and the weight of the final examination in determining the final grade. The deadline for submission of coursework (excluding examinations) cannot be later than the last day of classes for the term.

After each term, students will receive a statement of grades for the term's work. For all first-year students and students on probation, a report of midterm standing will be issued to the student and the faculty advisor during their first term. Statements of grades are available on WebAdvisor. Students who wish to have a copy of grades sent to their parents or guardians must provide the Registrar's Office with a written request authorizing the university to release grades to parents or guardians.

The following system is used to record midterm and final grades in courses:

Percent	Letter Grade	Points	Status
90-100	A+	12	Excellent
85-89	A	11	
80-84	A-	10	
77-79	B+	9	Good
73-76	B	8	
70-72	B-	7	
67-69	C+	6	Satisfactory
63-66	C	5	
60-62	C-	4	
57-59	D+	3	Unsatisfactory
53-56	D	2	
50-52	D-	1	
0-49	F	0	Failure

P	Pass
W	Withdraw
AU	Audit
IN	Incomplete
IP	In Progress
NR	No Report

## Reappraisal of Final Grades

A student may apply for reappraisal of a final grade only in exceptional circumstances if he or she has good reason to believe the instructor has made an error in assigning a final grade or has treated the student unfairly.

A student who wishes to challenge a final grade shall begin by discussing that grade with the relevant instructor within 15 days of receiving the grade from the Registrar's Office. The reappraisal shall include reassessment of the final examination (if applicable), a review of the computation of weighted components used in calculating the final grade, and consideration of any allegation of unfairness to the student. The instructor shall inform the student, in writing, of any changes within 15 days. It is possible for the grade to be lowered as a result of the reassessment.

The student may appeal the instructor's reassessment if he or she still believes a mistake has been made, believes he or she has been wronged, or has some substantial new evidence that could not be presented to the instructor. The student appeals by writing to the Chair of the Academic Standards Committee within 7 days of receiving the instructor's reappraisal. The letter must state the decision that is being appealed, the grounds of appeal, and the remedy sought. If all three are not specified in the appeal letter, or if the Chair of the Academic Standards Committee, in consultation with the Dean for the division (or designate), decides that the appeal lacks sufficient grounds, the appeal will not be heard.

Reappraisals are done by the Dean for the division (or designate) and one other division member chosen by the Dean. The reappraisal of the final grade shall again involve reassessment of the final examination (if applicable), a review of the computation of weighted components used in calculating the final grade, and an evaluation of any allegation of unfairness to the student. Any review of the grading of an essay or project must be of the original. The Chair of the Academic Standards Committee shall inform the student, in writing, of the result of the appraisal. Decisions of the divisional committee are final.

## Student Grievances

### Against a Faculty Member

If a student has a grievance against a faculty member or objects to a grade assigned by a faculty member, he or she shall first discuss that complaint with the faculty member. The aggrieved student may ask another student to accompany him or her as a witness or support. It is hoped that in such a meeting, most conflicts can be resolved.

If the student is not satisfied by the ruling of the faculty member, he or she may appeal to the Dean of the faculty member concerned.

The Dean shall hear the complaint of the student, consult the faculty member and perhaps his or her departmental chair, before making a judgment. The Dean must be given a written statement of grievance by the student, a written response from the faculty member, and relevant corroborative material from both parties. The judgment of the Dean, in writing, is final (it cannot be appealed).

It is understood that in cases concerning requests for reappraisal of a final grade, the appropriate procedure will be followed and in allegations of gender or sexual harassment or other types of harassment and discrimination, the university's *Policy on Promoting the Respect of Persons* will be followed.

#### **Against a Staff Member**

If a student has a complaint against a staff member or objects to how an institutional policy has been applied by a staff member or an administrative department, he or she shall first discuss that complaint with the staff member. The aggrieved student may ask another student to accompany him or her as a witness or support. It is hoped that in such a meeting, most conflicts can be resolved.

If the complaint requires further consultation or clarification to be resolved, the staff member may request that the student put the complaint in writing either prior to or within two days of the meeting. The staff member is expected to provide a written response (personally or in consultation with his or her supervisor) within two weeks of receiving the written complaint, unless the written complaint is resolved in an initial meeting as outlined above.

If the student is not satisfied by the ruling of the staff member, he or she may appeal to the supervisor of the staff member concerned, or if the supervisor is already involved in the complaint, to the Vice-President of the relevant division of the university. In the case of a Vice-President, the appeal will go to the President, and in the case of the President to the Chair of the Board of Governors. The supervisor (or equivalent) shall hear the complaint of the student, consult the staff member and his or her supervisor as relevant, before making a judgment. The supervisor (or equivalent) must be given a written statement of the complaint by the student, a written response from the staff member, and relevant corroborative material from both parties. The judgment of the supervisor (or equivalent) is final (it cannot be appealed).

It is understood that in cases concerning allegations of gender or sexual harassment or other types of harassment and discrimination, the university's *Policy on Promoting the Respect of Persons* will be followed.

## **Ombudsman**

The Ombudsman is to provide an independent, impartial, and confidential process through which members of the university community may pursue the just, fair, and equitable resolution of any university-related concern; and to make recommendations, where appropriate, for changes in university policies and procedures and to promote discussion on institution-wide concerns. The full policy may be found at [www.redeemer.ca/ombudsman](http://www.redeemer.ca/ombudsman). The Ombudsman may be reached at [ombudsman@redeemer.ca](mailto:ombudsman@redeemer.ca).

## **Grade Point Average and Academic Standing**

A student's average is computed by multiplying the grade points for each course taken by the number of credits allowed for the course and then dividing the total number of grade points by the total number of credits. Courses in which a student receives the grades of AU, NR, P or W do not count in calculating the grade point average. Courses taken by letter of permission or for which transfer credit has been awarded are not counted in the grade point average. A course in which a low or failing grade has been given may be repeated. If a student repeats a course, the most recent grade received will be counted in computing his or her average and only this course will be credited; the earlier grade will, however, remain on the transcript. A student must maintain a minimum cumulative grade point average (CGPA) in order to be in good academic standing. The minimum CGPA necessary for good standing is dependent upon the number of terms the student has been enrolled (see page 49).

To be eligible to receive a general degree a student must have a CGPA of no less than 4.00. For a certificate, a student must have a CGPA of no less than 4.00. If a student's CGPA falls below the minimum necessary for good academic standing, the student will be placed on academic probation (see page 48). If the student's CGPA falls below the minimum CGPA necessary to remain registered, the student will be eligible for dismissal. For returning students, academic dismissals are not normally implemented after the fall term (unless otherwise specified) but will be effective after the winter term. First-year students whose CGPA falls at or below 1.00 will automatically be dismissed at the end of the fall term but these students will be given an opportunity to appeal the decision. The Academic Standards Committee shall decide each case on the basis of policies laid down by the Senate. Appeals will be referred to the Academic Appeals Committee.

## **Deans' Honour List**

Students whose GPA for a term's full-time coursework is 9.50 to 11.49 will be placed on the Deans' Honour List. Being placed on the Deans' Honour List will be reflected on transcripts. Students whose CGPA is 9.50 or higher at the time of graduation will graduate with distinction. These recognitions are available to students enrolled in a B.A. or B.Sc. degree program.

Those students who have a disability and are enrolled in 60% of a full course load (3 courses/9 credits) will be eligible to be placed on the Deans' Honour List. These students must be formally recommended by the Learning Services Director and must have proper documentation to support this.

## **Provost's Honour List**

Students whose GPA for a term's full-time coursework is 11.50 or higher will be placed on the Provost's Honour List. Being placed on the Provost's Honour List will be reflected on transcripts. This recognition is available to students enrolled in a B.A. or B.Sc. degree program.



## Absence from Coursework, Tests & Examinations

### Absence from Examinations Due to Illness

If a student is absent from a final examination, without prior notice and permission, a grade of “F” will be assigned. In the case of illness, the student should speak with the Learning Services Director to determine if an alternate writing time may be granted. Medical documentation will be required; students must submit the Student Health Certificate or a doctor’s note indicating the duration of the illness, the severity of the illness, and the functional limitations caused by the illness. Provision of valid medical documentation does not automatically grant an alternate writing time. If approved, the alternate writing time will be scheduled by Learning Services.

### Absence from Examinations Due to Significant Personal Situations

If a student is absent from a final examination, without prior notice and permission, a grade of “F” will be assigned. In the case of a significant personal situation, the student should speak with the Dean of Students or the Learning Services Director to determine if an alternate writing time may be granted. If approved, the alternate writing time will be scheduled by Learning Services.

### Missed Coursework and Tests Due to Illness

For a minor illness, lasting up to 3 days, students may submit the *Absence for Illness Form* to the Learning Services Director to determine if accommodations/extensions/alternate writing times may be granted for coursework worth 15% or more. Medical documentation is not required with the form but this form can only be submitted once per term. For more significant illnesses with a longer duration, or for missed coursework and tests due to illness after the *Absence for Illness Form* has been used, medical documentation will be required to determine if accommodations/ extensions/alternate writing times may be granted. In such cases, students must communicate with the Learning Services Director and submit the Student Health Certificate or a doctor’s note indicating the duration of the illness, the severity of the illness, and the functional limitations caused by the illness in order for accommodations/extensions/alternate writing times to be considered. The Learning Services Director, in consultation with the student and instructor(s), will grant accommodations/extensions/ alternate writing times as appropriate. Careful discretion will be exercised in all cases. Provision of valid medical documentation does not automatically grant accommodations/extensions/alternate writing times for missed coursework and tests. Students are responsible for the course material that was covered during their illness.

### Missed Coursework and Tests Due to Significant Personal Situations

For significant personal situations that cause students to miss multiple days of class, students should speak with the Dean of Students or the Learning Services Director to determine if accommodations/ extensions/alternate writing times may be granted. Students are responsible for the course material that was covered during their absence. If approved, accommodations/extensions/alternate writing times will be arranged by Learning Services.

## Missed Coursework and Tests Due to Other Situations

Students who miss class for other situations should notify individual instructors. All other requests for extensions or alternate writing times (i.e. vacation) must be addressed by individual instructors and careful discretion will be exercised. If approved, alternate writing times must be arranged and supervised by individual instructors; space will not be available in Learning Services.

### Absence Due to University Sanctioned Activities

Students who miss a quiz or test as a result of their direct participation in one of the following university-sanctioned events (varsity game, choir concert performance, mainstage theatre production, class trip, Student Life sponsored mission trip) will be allowed to write a make-up quiz or test during the next available Monday or Friday Activity Period, or at a time determined by Learning Services. It is the responsibility of the student to inform the instructor of the absence, at least two days before the day of the quiz or test, or else the opportunity to write a make-up quiz or test is forfeited. Students may not miss a final examination as a result of these events. This policy does not apply to essays, lab reports, or other assignments for which due dates were established at the beginning of the course. This policy does not apply to practices (for athletic, music, or theatre events), club sports or intramurals.

## Examination Policy

In each course there is a written final examination which is given during the examination period. Normally a final examination must count for at least 25% of the final grade. Consent for weighting the examination less must be obtained by the instructor from the Academic Standards Committee. Tests and other means of evaluation will be used throughout the term at the discretion of the instructor.

### Final Examination Schedule

The final examination schedule will be released by the Registrar’s Office in early October for the fall term and early February for the winter term. Students are required to write the examinations as scheduled and will not be granted permission to reschedule exams unless one of the following conflicts exists: (Note: The Registrar’s Office will advise those who fall into category one, two, and three.)

1. Students with examinations in three consecutive time blocks may request that one of the three examinations be rescheduled.
2. Students with **more than three** examinations in five consecutive time blocks may request that one of the three examinations be rescheduled.
3. Students with two examinations in the same time block must request that one of the two examinations be rescheduled.
4. Other types of scheduling conflicts (not including work or travel plans\*) may be considered on a case-by-case situation. Students who feel that they have extenuating circumstances may request that their situation be reviewed by the Academic Standards Committee. A written request must be submitted to the Registrar by the last day of classes in October for the fall examination period and by the last day of classes in February for the winter examination period.

\* *Requests for rescheduled examinations based on reasons of work or travel arrangements (including purchased airline tickets) are not considered to be grounds for rescheduling examinations. Students who need to make travel arrangements earlier than when the examination schedule is released are advised to book their departure dates for the day following the end of the examination period.*

All schedule changes are made by the Registrar's Office, and must be finalized a minimum of one week before the last day of classes. Faculty do not make examination schedule changes. Normally, examinations rescheduled due to an approved conflict will be assigned to one of two examination blocks outside of the examination period (i.e. on one of the study days or on the day following the examination period). Faculty may be requested to provide an alternate exam of the same format and comparable difficulty to accommodate rescheduled examinations.

### Test-Free Week

Faculty will not assign quizzes or tests during the final week of classes.

### Courses with Multiple Sections in One Term

For courses with multiple sections offered in the same term, the examination for each section will be of similar format and comparable difficulty.

### Take-Home Examinations

Due dates for take-home examinations will be included in the regular examination schedule and students are expected to follow all the submission requirements as set by the course instructor. A take-home examination which is submitted after the end of the examination block will be considered a missed examination. A take-home examination must be given to students at the last scheduled class (not earlier).

### Final Examinations

Final examinations are normally scheduled to be written in the gymnasium. Examinations with oral or visual components will be assigned an alternate room. Students should be aware of the following policies and procedures:

- Students must remain in the examination centre for a minimum of 45 minutes.
- No electronic devices (i.e. cell phones, mp3 players, etc.) are permitted. Faculty who do permit the use of a non-programmable calculator during an examination must specify this on the examination paper.
- No bags, hand bags, or pencil cases will be allowed at the examination tables and must be left at the side of the examination centre (at the student's own risk). Books and notes will only be permitted if previously approved by the instructor and noted on the examination paper. Students who wish to bring pens and pencils in a case should place them in a clear plastic bag.
- All hats will be inspected and coats must be left at the side of the examination centre (at the student's own risk).
- No student will be admitted to the examination centre 45 minutes past the start of the examination block. After this point the student is considered to be absent and will receive a grade of "F" on the examination. Appeals based on extenuating circumstances may be directed to the attention of the Registrar and must be done on the

same business day (or the following business day in the case of evening or weekend examinations). Appeals will be heard by the Chair of the Academic Standards Committee (or designate) whose decision will be final.

- Students are responsible for ensuring that the complete examination is submitted to the invigilator.
- Students who must miss an examination due to illness must contact the Learning Services Director prior to the start of the examination. A doctor's note indicating the duration of the illness, the severity of the illness, and the functional limitations caused by the illness must be submitted for an alternate writing time to be considered. Examinations which have been rescheduled due to illness will be written as soon as the student is well enough to write the examination, as scheduled by Learning Services.
- Students who must miss an examination due to a significant personal emergency (i.e. death in the family) must contact the Dean of Students or the Learning Services Director prior to the start of the examination and alternate writing times will be considered.

Students with recognized disabilities who require special accommodations to write an examination must make the appropriate arrangements in advance with the Learning Services Director.

### Year Level

Each year, students will be reviewed for progress to the next year level. Based on the following number of credits, students will be assigned the noted year level.

Year Level	Minimum Credits Required for Year Level
1	0-24 credit hours
2	24.75-51 credit hours
3	51.75-81 credit hours
4	81.75-119.25 credit hours
5	120-149.25 credit hours
6	150+ credit hours

### Probation

Students whose academic background is below the admission standards may be placed on academic probation (see pages 9-13).

In addition, students who were admitted as regular full-time students will be placed on probation if their work at the university indicates that they need special attention.

Students who are admitted or placed on academic probation are required to complete the Academic Success Program (ASP-012) which includes attendance at six learning skills seminars (called *Study Smart Seminars*) throughout the term and regular follow-up with the Learning Strategist. This program will be listed on the student's transcript and will be assigned a pass or fail grade. Students receive a passing grade if they successfully complete the program requirements (participation in seminars and one-on-one meetings).

Normally, students admitted or placed on academic probation will be limited to four courses plus ASP-012. Any year one student who attains a CGPA of less than 4.00 and has not previously completed ASP-012 must complete ASP-012 in the next term.

For students on probation in subsequent terms (as a result of a CGPA of less than 4.00), it will be strongly recommended that they meet with someone to discuss their academic progress throughout the term.

A Learning Services staff member will contact each student on probation at the beginning of the term to set them up with someone who can advise them throughout the term.

If a student is dismissed and appeals that dismissal, the student's participation in recommended and required conditions of probation and/or the Academic Success Program will be reported to the Appeals Committee.

All students on probation are expected to give priority to their studies and in addition to the reduced course load (described above) are expected to limit their part-time employment and work study hours to no more than five hours per week. They are also expected to seek help in developing their academic skills and report regularly to their faculty advisor. All students on probation may participate in one extra-curricular activity at any one time. For the purposes of probation students, the university regards the following as extra-curricular activities\*: choir, theatre practica, varsity and club sports, Student Senate, and all other activities sponsored by the university. *\*Academic requirements may apply.*

No student may continue indefinitely on probation; unless a certain amount of progress and achievement can be demonstrated, the student on probation for four consecutive terms is subject to dismissal. The academic records of all students on probation will be reviewed after each term by the Registrar, on behalf of the Academic Standards Committee, on the basis of policies established by the Senate.

For the student who has been placed on academic probation a letter will be issued by the Registrar, on behalf of the Academic Standards Committee, outlining the specific conditions of probation including the minimum term GPA required for the subsequent term. If this term GPA is not met, the student is eligible for dismissal. The conditions outlined in the letter supersede the conditions outlined in the progress schedule below. Decisions with respect to academic probation or academic dismissal are reflected on student transcripts in the appropriate terms.

#### Continuation and Academic Probation Requirements

Credits Achieved	Required to Withdraw	Minimum CGPA for Good Standing
End of term 1	1.00	4.00
< 11.25 credits	2.00	4.00
12 - 23.25 credits	2.75	4.00
24 - 35.25 credits	3.50	4.00
36 - 50.25 credits	4.00	4.00
> 51 credits	4.00	4.00

#### Year One and Year Two:

After year one, students will be placed on academic probation if their CGPA falls between a 2.75 (D+ range) and a 4.00 (C-). They will remain on academic probation for their second year at Redeemer.

#### Year Three and Year Four:

If, after year two, their CGPA is lower than 4.00, they will be subject to review. If a student had been on probation for his or her entire second year at Redeemer and his or her CGPA is still lower than 4.00, he or

she will be required to withdraw. Students in this situation may appeal, and the Appeals Committee may elect to allow the student to re-enroll and repeat courses. In this case, the student may not take new courses until the minimum CGPA for good standing (4.00) has been met unless otherwise instructed by the Appeals Committee.

However, if the student was only on probation for one previous term, and has a CGPA between 3.50 and 4.00, he or she will be allowed to continue on academic probation until the next review period in May.

A student on academic probation may not graduate.

## Dismissal From Redeemer University College

Students who are dismissed from the university are normally given an opportunity to appeal their dismissal to either the Vice-President (Academic) for academic dismissals or the Dean of Students for disciplinary dismissals. Details with respect to the appeal procedure are outlined in the letter of dismissal.

If a student is dismissed from the university for academic reasons, a statement at the bottom of the transcript will reflect this dismissal.

In the case of disciplinary dismissal, a student will be assigned a "W" for each course in which he or she is enrolled. On the transcript, a statement at the bottom of the term in question will reflect "Disciplinary Dismissal" and the date of the dismissal.

## Policy on Academic Integrity

Redeemer University College affirms that all members of the university community are obliged to maintain the highest standards of academic integrity. All students, staff, faculty, and administrators at Redeemer University College are responsible for creating and maintaining an environment where academic integrity flourishes in all areas of academic life, including instruction, learning, research, and administration. This is an integral part of our mandate to perform scholarly work under the Lordship of Jesus Christ and to serve Him.

Specifically, students must take responsibility for their own academic work, adhering to integrity standards for themselves but also encouraging and cultivating a culture of integrity among their classmates. Students are responsible for being familiar with and avoiding the academic integrity violations described below.

The faculty, staff, and administration of Redeemer University College are responsible, in particular, for encouraging students to be mindful of the need for integrity in instruction, learning, and research, and to set standards for academic work by which students must abide. It is the responsibility of the faculty and administration of Redeemer University College to ensure that expectations with respect to academic integrity are clearly communicated to students. Some departments and instructors may have specific rules designed to maintain academic integrity; if so, these are to be clearly communicated to students.

The faculty, staff, and administration of Redeemer University College believe that breaches of academic integrity significantly undermine the university's ability to fairly evaluate students and, as such, consider breaches of academic integrity to be unacceptable and counter to the learning objectives of the university.

## Types of Academic Violations

1. **Cheating on any kind of test.** Cheating involves using, or attempting to use, unauthorized materials during a quiz, test, or examination. This includes looking at the work of students near you during testing.
2. **Altering a returned assignment and then asking that it be re-graded.** If you receive an assignment back, alter the work so that it is different than what you submitted, and then ask the instructor to check the grading so that you can get a better grade, it is a violation of academic integrity.
3. **Plagiarizing.** Plagiarism is the submission of material that has been, entirely or in part, copied from, stolen from, purchased from, written by, created by, designed by, or produced by another person(s) without proper acknowledgement. When students directly quote or use material from a particular source, or when they use material indirectly (i.e. they are expressing in their own words a concept, idea, or interpretation that they have obtained from another source), they are required to provide a reference or footnote to give credit to the original source of the material. Failure to do so constitutes plagiarism, as does neglecting to use quotation marks around direct quotations, even if a citation is provided. The following points further clarify the issue:
  - The offense could stem from a deliberate attempt to deceive, which is particularly serious, or from careless scholarship, which is less serious, but still plagiarism.
  - Plagiarism applies not only to written texts but also to images, videos, music, and any other multimedia elements used without properly crediting the source.
  - Copying and submitting a classmate's homework or homework completed by a student who took the course before also constitutes plagiarism.
4. **Self-plagiarizing.** Especially in your major, you will likely have the opportunity to revisit certain topics, analytical approaches, and/or conceptual frameworks. Doing so is acceptable. However, if you submit in a course an assignment (in whole or part) that you had previously submitted for marks in an earlier course, this constitutes self-plagiarism. You may submit such work only if the instructor in the second course agrees and deems the assignment acceptable for credit in the course.
5. **Sharing confidential or restricted assignment material.** This violation refers to obtaining, distributing, and/or receiving copies of a quiz, test, or examination before the quiz, test, or examination is to be written, without the consent of the instructor. Likewise, it refers to releasing information about the content of a quiz, test, or examination, in the case where one is permitted to write it before the rest of the class.
6. **Lying to gain advantage.** This refers to providing false information in order to obtain alternate quiz/test/examination dates or an extension of deadlines.
7. **Helping another student cheat.** Whether you are in the same course as the student or outside the course, this violation is more formally known as aiding and abetting another student's misconduct. This violation includes the following:
  - Allowing your quiz, test, examination, assignment, computer program, artwork, etc. to be copied.
  - Offering your services to write or rewrite academic material to be submitted under the name of another student.

- Impersonating another student at a quiz, test, or examination.
  - Forging the signature of another student on attendance sheets.
8. **Damaging or interfering with another student's work.** This violation involves tampering with another student's work or preventing another student from completing an assignment or studying for a quiz, test, or examination.
  9. **Providing false information or documents.** This violation refers to the following:
    - Providing false information for the purpose of gaining admission to Redeemer University College, gaining transfer credits, etc.
    - Falsifying, misrepresenting, or forging an academic record, letter of reference, or any official university document.

## Record Keeping about Academic Integrity Violations

No matter what offense is committed, a note describing the offense will be placed in the student's file by the Registrar. All official records pertaining to academic integrity cases will be sealed and kept in the Registrar's Office until the student has graduated or has been away from Redeemer for one year, at which time, all official records, including the note(s) placed in the student's file by the Registrar, will be destroyed. Sealed documents are available only to the Registrar and the Chair of the Academic Standards Committee.

If a student is dismissed from the university as a result of a breach of academic integrity, a notation to this effect (*Dismissal: Academic Integrity Violation*) will appear on the student's transcript, and remain there for two years after the dismissal.

## The Procedure for Addressing Violations

If the instructor suspects that a breach of academic integrity has occurred, the following process will be followed:

1. The instructor will meet with the student to discuss the charge. The timing of this meeting should show some sensitivity to the student's situation (i.e. not immediately before an exam). In cases of plagiarism, the instructor will weigh the nature and extent of the violation. In very minor cases of carelessness, the instructor may choose to assign a grade penalty and some form of remediation. In all other cases of plagiarism and for all other violations, the instructor will refer the case to the appropriate faculty adjudicator. NOTE: In rare cases where the student cannot, or will not, meet with the instructor, the instructor may communicate by email or phone and then forward the case to the adjudicator.
2. The faculty adjudicator will determine whether a breach of academic integrity has occurred. In making this determination, the faculty adjudicator may obtain information from any person involved.
  - If the faculty adjudicator determines that a breach of academic integrity has not occurred, the matter is dropped and any documentation pertaining to the incident is destroyed.
  - If the faculty adjudicator determines that a breach of academic integrity has occurred, he or she will notify the Chair of the Academic Standards Committee in writing, informing him or her of the nature of the charge against the student and recommending an appropriate penalty for the situation (i.e. the standard penalty or a different penalty).

3. The Chair of the Academic Standards Committee will then determine, following consultation with the Registrar, whether this is the student's first, second, or third offense. Given the information from the faculty adjudicator and the Registrar, the Chair will then assign an appropriate penalty. In rare cases of a student committing simultaneous violations in separate courses, the Chair will determine whether the violations should be counted as a single violation or separate violations, based upon the nature and extent of the offenses.

4. The Chair of the Academic Standards Committee will communicate the final decision and the penalty to the student and the instructor.

5. The instructor will notify the Chair of the Academic Standards Committee and the Registrar that the penalty has been assigned.

Throughout the process, the instructor, student, faculty adjudicator, Registrar, and Academic Standards Committee will maintain the strictest confidentiality about the case by communicating in person and through printed, properly sealed documents, not through email or other electronic means.

#### **Penalties, Procedures and Appeals for a First Offense**

The standard penalty for a first offense will be a "0" on the quiz, test, examination, lab report, class assignment, etc.; however, the faculty adjudicator may recommend a greater or lesser penalty based on the circumstances of the case. If the student believes that the adjudicator's decision is in error, the student has the right to appeal that decision. The student must indicate, in writing to the Chair of the Academic Standards Committee, his or her intention to appeal within ten business days of being notified by the Chair of the right to appeal, or the right to appeal is forfeited. The student's appeal must be directed to the decision itself, not to the penalty applied, and the appeal must provide sufficient grounds for the appeal to go forward. If the Chair determines that grounds are sufficient, he or she will select another faculty member, normally from a department other than the instructor's, to review the appeal and make a decision. This faculty member's decision is considered final.

#### **Penalties, Procedures and Appeals for a Second Offense (in the same course or another course)**

Regardless of what penalty was assigned to the student for a first offense, the standard penalty for a second offense will be an "F" in the course; however, the faculty adjudicator may recommend a greater or lesser penalty based on the circumstances of the case. The student has the right to appeal the decisions and actions to the Academic Standards Committee, whose decision is final. (If the instructor involved serves on the Academic Standards Committee, the Vice-President (Academic) will appoint another faculty member to take his/her place.) The student must indicate, in writing, his or her intention to appeal to the Chair of the Academic Standards Committee within ten business days of being notified by the Chair of the right to appeal, or the right to appeal is forfeited. The appeal must provide a rationale that speaks to the adjudicator's decision (not the penalty assigned), or the appeal may be dismissed by the Chair of the Academic Standards Committee. Any grade of "F" that appears on a student's transcript as a result of a breach of academic integrity will not have any special notation after it.

#### **Penalties, Procedures and Appeals for a Third Offense (in the same course or another course)**

The student will be dismissed from the university. The student has the right to appeal the decisions and actions to the Vice-President (Academic), who will convene the Appeals Committee, whose decision is final. (If the instructor involved serves on the Appeals Committee, the Vice-President (Academic) will appoint another faculty member to take his/her place.) The student must indicate, in writing, his or her intention to appeal to the Vice-President (Academic) within ten business days of being notified by the Chair of the Academic Standards Committee of the right to appeal, or the right to appeal is forfeited.

## **Access to Student Records and Privacy of Information Policy**

When applying for admission to Redeemer University College, students accept the right of both the Recruitment Office and the Registrar's Office to collect and maintain personal information. The information is required to make an admission decision, to establish a record of students' performance in programs and courses, provide the basis for institutional financial aid and scholarships, allow for on-going communication with students' families, and assist the university in the academic and financial administration of its affairs. Students also agree that all documentation that they submit to Redeemer in support of an application for admission, residence accommodation, financial award, or any petition or appeal, becomes the property of the university.

The Registrar's Office is committed to taking every reasonable step to protect the confidentiality and privacy of the personal information contained in the records of students. Unless compelled to do so by law, or authorized by the student in writing, the Registrar's Office will not disclose the confidential contents of student records to any party outside the university. An electronic record of students' achievements at the university is preserved permanently, as is the record of academic offenses, but all other documentation contained in students' files may be destroyed when no longer required.

## **Access to Confidential Student Records and Disclosure of Information**

### **Public or Third-Party Access**

It is the policy of the Registrar's Office and of Redeemer University College that the following information may be made available:

- whether or not an individual was registered for a particular term;
- a registered student's year-level;
- whether or not an individual has graduated or completed a program of study on a particular date; and
- whether or not an individual has received particular academic or other university honours and distinctions.

Except as specified below, other information contained in the record will be disclosed only with the student's written consent. This restriction applies to requests from parents, spouses, credit bureaus, and police. Questions regarding access to student records should be directed to the Registrar.

### Student Access

- Students have the right to inspect all documents contained in their own record, with the exception of evaluations and letters of reference supplied to the university, with the understanding that they be kept confidential.
- Students have the right to request that erroneous information contained in their records be corrected and that recipients of any erroneous information be advised of the correction.
- Students wishing to inspect their record must make an appointment with the Registrar.
- Upon written request to the Registrar's Office, students whose account with the Business Office shows no outstanding balance may obtain an official transcript of their record of studies at the university to be sent to a third party.
- Transcripts issued directly to students bear the notation "Issued to Student".
- Documents pertaining to a student's achievement at another institution, which may have been received by the university, will not be returned to the student, released, or redirected.

### Employee Access

Employees of Redeemer are permitted access to information contained in student records, if they need to know the information in order to perform their official duties. As a general rule, only employees involved in some aspect of academic administration, advising, or student life are given access to the contents of student records. From time to time the university may make contracts with third parties to conduct research on its behalf. These organizations will be bound by the same policies and will not be allowed to keep the information or use it for other purposes.

### Student Organizations Access

By making a request to the Registrar, the Redeemer Student Senate (or student organizations authorized by them) may obtain listings of students for purposes of communicating with their membership. Listings will be provided upon written request, with the undertaking that the information will not be disclosed to a third party.

### Legally Mandated Access

Specified records, or portions thereof, may be provided to persons or agencies pursuant to a subpoena, warrant or court order directing the university to release information; to Statistics Canada and the Ministry of Advanced Education and Skills Development (MAESD) in connection with enrolment audits; or in accordance with the requirements of duly constituted professional licensing and certification bodies.

### Emergency Disclosure

In emergency situations involving the health and safety of an individual, or in compassionate situations, the Registrar or the Dean of Students (or designates) may, if considered to be in the best interest of the student, authorize the release of personal information about the student. The university will then inform the student of the disclosure.

## Student Records Breach of Privacy Policy

Where it is suspected or evident that an unauthorized disclosure of personal information, a privacy breach, has occurred, the individual or individuals who are aware of the potential privacy breach shall immediately notify the Chief Privacy Officer (CPO).

The CPO will forthwith strike a Privacy Breach Committee composed of appointed members of senior management to investigate the potential breach. The Privacy Breach Committee will:

- identify the scope of the potential breach and take the necessary steps to contain it;
- identify those individuals whose privacy was breached;
- evaluate the nature of the information disclosed;
- evaluate whether, and how, notification of the affected individuals should occur;
- evaluate who, in addition to the affected individuals, should be advised of the privacy breach (in the case of OSAP, including the program administrator for Redeemer at MAESD) and so advise those individuals; and
- review policies and procedures relating to the circumstances resulting in the privacy breach and provide recommendations to the appropriate persons to prevent future breaches.

### Name Changes

In accordance with the Registrar's Office's commitment to the integrity of its student records, each student is required to provide, either on application for admission or in personal data required for registration, his or her legal name. Any requests to change a name, by means of alteration, deletion, substitution, or addition, must be accompanied by appropriate supporting documentation. Upon making application for graduation a student may be asked to provide proof of his or her name.

### Transcripts

Copies of student transcripts will be issued at the student's request, subject to reasonable notice. The Transcript Request Form must be submitted to the Registrar's Office. In accordance with the Student Records Policy, the student's signature is required for the release of records. Transcripts issued directly to the student are stamped "Issued to Student". The Registrar's Office cannot be responsible for transcripts lost or delayed in the mail.

The fee for each transcript is \$5. Normally, official transcripts are sent directly to the institution or agency specified by the student. Students who request transcripts should bear in mind that it usually takes one to two weeks before the transcript is received by the institution or agency to which it is sent. Official transcripts can be faxed if necessary. The hard copy of the faxed transcript will be forwarded in the regular mail. A transcript will be released only if all accounts (i.e. tuition, library fines, etc.) have been settled.

Scholarships awarded on the basis of high academic standing (requiring a minimum grade point average of 9.50) will be reflected on a student's transcript as well as terms during which a student attained Deans' Honour List or Provost's Honour List standing. Decisions with respect to probation or dismissal (academic or disciplinary) will also be reflected on the transcript.

# REGISTRATION

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## Course Registration

Registration for courses is completed during an appointment with an academic advisor in the Registrar's Office. Incoming students will normally register for courses during the summer and returning students will register for courses during the spring registration period.

## Course Changes

All course changes are made in person with an academic advisor in the Registrar's Office. Students may add courses during the first 8-9 days of the term, may withdraw from courses without a transcript entry during the first 19 days of the term, and may withdraw from courses between days 19-38 (receiving a grade of "W" recorded on the transcript). For withdrawals after day 38, the instructor will submit the grade to date, including all of the course requirements (including any remaining assignments) which typically results in a grade of "F". Specific deadlines for the year are outlined in the *Academic Schedule* on page 5 and policies governing refunds are outlined on page 24. Students with extenuating circumstances such as serious illness may be considered for an exception to these policies and must present documentation for review by the Dean of Students or the Learning Services Director and the Registrar.

## Incompletes

Only under exceptional circumstances will a student be granted an "Incomplete" for a course. The Request for an Incomplete Form outlining the procedure to be followed is available from the Registrar's Office. The deadline to submit the form is the last day of classes of the term in question.

All remaining coursework must be completed within three weeks of the end of the examination period for the term in which the incomplete has been granted. After this point, a grade will be assigned based on all of the course requirements (including any remaining assignments). In extenuating circumstances, a student may appeal to the Learning Services Director or the Registrar for an extension to the incomplete.

## Transfer Students

Transfer students are encouraged to finalize their transfer credit as early as possible. Transfer students may not register for their final year of courses at Redeemer until all transfer credit has been finalized. In order for transfer credit to be finalized, students must submit a final transcript from all previous post-secondary institution(s) attended along with the course outlines/syllabi for the courses that are eligible for transfer credit. Courses will be evaluated and transfer credit granted according to the policy outlined on page 11.

## Credits

Credits are based on the amount of time students are expected to spend on their courses. Each credit unit involves a minimum of 43 hours of study, normally consisting of 13 classroom hours and 30 hours of out-of-class assignments; a three-credit course includes a minimum of 39 classroom hours, a three-hour examination, and a minimum of 90 hours of out-of-class assignments.

## Student Work Load

A full-time course load is four or five courses of three credits each. A sixth course may be added with the approval of the Registrar in concordance with the guidelines established by the Academic Standards Committee. A minimum CGPA of 7.00 is required for consideration. Students should note that a maximum of two overload courses may be applied to the total number of courses required for graduation. Students on academic probation may have their registration limited as a condition of their status, as instructed in their letter of admission or as determined by the Registrar's Office.

## Auditing Privileges

Full-time students may audit a course with permission of the Registrar; there is no additional tuition charge. Part-time and occasional students may also participate in one or more courses as auditors and fees for auditing will be charged as outlined on page 22. An auditor is expected to attend all classes and may submit papers and take tests. However, it is expected that an auditor will learn mainly by listening. When a course is audited, it appears on the student's transcript with "AU" recorded in place of the grade. If an auditing student withdraws from a course before the end of the term, the course is not recorded on the transcript. A student is permitted to change a course from audit to credit status before the deadline for adding courses.

## Letter of Permission

Full-time or part-time students registered at Redeemer may take courses at other institutions for credit in their certificate or degree program, if such courses are important for their program but are not offered by the university. A minimum CGPA of 6.00 is normally required. Students must submit a Letter of Permission Application and obtain permission from the Registrar's Office prior to registering for the course(s) in order to ensure that credit is received. Application forms are available from the Registrar's Office and the website. If approved, the Registrar's Office will issue a Letter of Permission. A \$25 administrative fee is levied for each course completed by letter of permission.

Courses taken via letter of permission are listed on the transcript but do not count toward the student's institutional grade point average. Students who must take courses by letter of permission in order to complete a program of study are advised to arrange their schedules so that no more than one such course is taken in any term. Students may apply up to five courses completed by letter of permission towards program and graduation requirements at Redeemer. Please refer to the Residency Policy (page 57) to ensure that those requirements are met.

A Letter of Permission may also be arranged for students who register for courses at another post-secondary institution for one or two terms; however, this normally does not include the final year of studies. Please consult the Registrar's Office for further details.

## Athletic Eligibility

Students participating in varsity teams while at Redeemer University College must meet the following requirements to be eligible to remain on the team.

- The student must be enrolled in 3 courses/9 credit hours during the term in which they are on the varsity team. These courses may not include the credit assigned for the varsity team.
- For returning students (second year or higher), the student must have passed 6 courses/18 credit hours in the previous academic year (September-August). If the student is only enrolled in the one term in which their sport is occurring, they are required to have passed 3 courses/9 credit hours in the previous term that they attended Redeemer.
- Students are also assessed at mid-year (January) and must have passed 2 courses/6 credit hours to be able to participate in the winter term of any given academic year.
- Students may not play on a varsity team once they have completed three terms on academic probation at Redeemer (these terms need not be consecutive).
- If a student does not meet the above requirements, they may be reinstated after 12 consecutive months of being away from the sport, regardless of their progress at Redeemer. Or, the student may be reinstated again after completing one term at Redeemer and successfully completing 3 courses/9 credit hours in the term prior to re-joining the varsity team.

## Independent Study Courses

Independent study courses are available in several departments for eligible, fourth year students who need to fulfill program requirements or who are preparing for graduate studies. The following policies must be satisfied in order to obtain permission to complete a course by independent study.

### Eligibility

- In order to be eligible for an independent study course, a student must have a Redeemer cumulative grade point average of 7.00 and normally be enrolled as a fourth year student.
- All independent study courses require an academically sound rationale and are limited to satisfying program requirements or to pursuing specific topics in preparation for graduate studies.
- An independent study course will normally be offered during the regular teaching terms only and will not replace or duplicate regular courses.

### Application and Course Proposal

- An independent study application form outlining all requirements is available from the Registrar's Office. Initial agreement of a supervising faculty member is required.
- The application must be accompanied by a course proposal, prepared by the student, in consultation with the supervising faculty member. The proposal should describe:
  - Learning outcomes of the course;
  - Content of the course;

- Reports, papers, presentations, or assignments to be submitted and the percentage of the final grade that each is worth, including the penalty for late submission of any coursework;
- Dates of completion of various stages of the course. The deadline for the submission of the final requirement for evaluation cannot be later than the last day of classes in the term.
- The student is expected to spend approximately 45 hours per credit hour on the course (i.e. 135 hours for a three-credit course).

### Process and Deadlines

- The application, specifically the rationale, will be reviewed by the Registrar for eligibility. If the Registrar approves the application, it will be submitted to the appropriate Dean, who reviews the course proposal for final approval.
- All applications and course proposals must be submitted to the Registrar's Office by August 30 for independent study courses in the fall term and by December 15 for independent study courses in the winter term. It is the responsibility of the student to complete the application, develop the course proposal, and submit it to the Registrar's Office by the stated deadline.

## Independent Research Projects

Independent research projects are required in several majors. In order to complete an independent research project, students must complete the application form, available from the Registrar's Office. Initial agreement from the supervising faculty member is also required.

## Internships

Internship courses are offered in several departments to provide students with an experiential learning opportunity. Internship placements will have a clear connection to the discipline and be integrated with the subject matter of a student's program. Internship courses normally require 120 hours in placement and should be completed within the four months of the fall, winter, or summer term. While summer placements are permitted, students and faculty supervisors should confirm that their mutual resources will appropriately enable the experience. Students will be required to meet with the instructor of the internship course prior, during, and after the internship placement. Students are responsible for obtaining the necessary background checks before an internship is finalized.

### Eligibility

- Except when the internship is required for an honours major, major, or minor, students must have a departmental GPA of 6.00 and permission of the instructor to take a 380 internship.
- Except when the internship is required for an honours major, major, or minor, students must have a departmental GPA of 7.00 and permission of the instructor to take a 480 internship.
- Students may complete an internship as part of a minor only when the internship is required.
- Students may only apply two internship courses towards the 40 courses required for graduation.



## **Graduation**

Students must submit an Application for Graduation in their final year of studies at Redeemer in order to be eligible for graduation. Information about graduation, and the application form, is available from the Registrar's Office. All students must complete all graduation requirements (major, minor, core, total number of courses and course levels, minimum GPA standards). Students can find a list of general graduation requirements on page 57.

## **Withdrawal From Redeemer University College**

A student who wishes to withdraw from the university must obtain the necessary withdrawal form from the Registrar's Office. Tuition refund is based on the date on which the completed withdrawal form is presented to the Registrar (see page 24). If a student withdraws prior to the last day to drop a course for the term, a grade of "W" will be recorded on the transcript for all courses in which the student is enrolled. If a student withdraws after the last day to drop a course for the term, a grade will be assigned for all courses in which the student is enrolled based on all of the course requirements (including any remaining assignments). A statement at the bottom of the transcript will indicate the date of the student's withdrawal. Any student who withdraws from the university without completing the official withdrawal form will have a grade of "F" recorded on the transcript for all courses in which he or she is enrolled. Appeals will be considered on a case-by-case basis and must be presented in writing to the Registrar.

Any student who withdraws from the university may request that the Registrar's Office complete a program audit to determine whether he or she may be eligible for the Certificate in Liberal Arts (see page 68). If eligible, a certificate will be mailed out from the Registrar's Office.

# ACADEMIC PROGRAMS

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## Christian Undergraduate University Education at Redeemer University College

Redeemer University College offers a number of undergraduate degree and certificate programs. The courses in these academic programs involve learning which is Scripturally-directed, based on Reformed Christian perspectives and focused on the various disciplines in the arts, humanities, social sciences, and natural sciences. In the degree programs, such an education is provided through:

- core curriculum, consisting of foundational courses forming the context for all other learning;
- courses in a particular area of specialization, leading to a greater depth of knowledge and understanding through more intensive study; and
- courses chosen by the student in any area, allowing the pursuit of particular interests and the fulfillment of specific needs.

## Core Requirements

The core curriculum is an integrated set of courses embedded in the heart of a student's degree program at Redeemer. As part of a university education in the Reformed Christian tradition, Redeemer's core curriculum provides students with an understanding of God's unfolding story of redemption in human history and explores the need for God's message of shalom throughout today's world, both locally and globally. The core curriculum is intended to enable students to: *Discover their World, Transform their Mind, Deepen their Faith, and Find their Calling.*

Consisting of ten courses in total, the core curriculum is a blend of required and elective courses in Religion, Humanities, Philosophy, Contemporary Studies, Local and Global Issues, Non-Western Perspectives, and two areas outside the student's major. Combined, these courses express Redeemer's commitment to a Reformed Christian vision for higher education by enabling students to:

- demonstrate knowledge of God's unfolding story and one's place within that story;
- explain the role of foundational frameworks with which students engage all learning and knowledge;
- articulate a Christian perspective on local and global issues;
- demonstrate an understanding of and engagement with cultural diversity;
- draw on interdisciplinary perspectives, experiences, and ways of knowing;
- demonstrate the development of holistic Christian character; and
- demonstrate proficiencies in key competencies in reading, writing, speaking, critical thinking, research, and analysis.

## Concentration

Students are required to have two distinct areas of concentration in their program at Redeemer. Normally, this means students complete a major and a minor or a double major. The minor concentration is optional only for students in the honours or four-year Business program. Courses in a major and minor area of concentration enable students to develop more fully their knowledge, insight, and abilities in the context of a particular discipline. Through this more intensive study, the perspective and capabilities gained in the foundational and general educational courses can be deepened and refined. Study in both a major and a minor concentration prevents overspecialization, enabling students to work in two chosen areas.

The areas of major and minor concentration which a student selects are related to the program of studies in which the student registers. Some programs allow a number of major/minor options while in others the major and minor may be prescribed. The course requirements for majors and minors are listed under each department in the section of the calendar on *Courses of Instruction*. Students may only complete one concentration per department (i.e. a student may not complete a Physical Education major and a Coaching minor) due to the overlap in courses.

## Electives

Courses chosen by the student outside of the core and concentration requirements provide some opportunity for building a unique and individualized program which can serve particular needs and interests. In some programs, majors and minors, the number of electives is reduced by cognate requirements or by required professional courses.

## Degree Programs

As authorized under its provincial charter, Redeemer University College offers five degree programs leading to a Bachelor's Degree with the designation Bachelor of Arts or Bachelor of Science. A Bachelor of Education degree is available either as a concurrent or consecutive program. Students admitted to the university start in the Bachelor of Arts, four-year general degree program and may apply to enter one of the following four-year arts or science programs during year one or two:

- Four-Year General
- Four-Year Major
- Teacher Education Track\* (concurrent with B.A. or B.Sc. degree)
- Honours
- Combined Honours

\* *The Teacher Education Track (concurrent program includes a 40-course general/major/honours degree and a 20-course program in education leading to the Bachelor of Education degree. The teacher education program can also be completed as a two-year consecutive program upon the completion of a Bachelor's Degree (see page 61)).*

Prior to 1998, Redeemer offered a Bachelor of Christian Studies degree. The Senate has approved the Bachelor of Christian Studies degree as the equivalent of the Bachelor of Arts or the Bachelor of Science degree.

## Departments and Areas of Concentration

	Service Area or Minor	4-yr General	4-yr Major	Honours/ Combined Honis
Applied Social Sciences		X		X
Art	X	X		
Biblical and Theological Studies	X	X		
Biochemistry				X
Biology	X	X		X
Business	X	X	X	X
Chemistry	X	X		
Criminal Justice	X			
Disability Studies	X			
Economics	X			
Education				
English	X	X		X
Environmental Science/Studies	X	X	X	X
French	X	X		
Geography	X			
Health Sciences		X		X
History	X	X		X
Kinesiology				X
Mathematics	X	X	X	X
Media and Communication Studies	X	X		X
Ministry	X			X
Music	X	X		
Philosophy	X	X		
Physical Education	X	X		
Physics	X			
Politics and International Studies	X	X		X
Psychology	X	X		X
Social Justice	X			
Social Work	X			
Sociology	X			
Spanish	X			
Theatre Arts	X	X		
Youth Ministry		X		

## General Graduation Requirements

(Common to all Degree Programs)

The following chart indicates the general requirements for each of the university's four-year degree programs for students who began studies in September 2016 and thereafter.

Four-Year General	Four-Year Major	Honours	Combined Honours
<b>Total Courses Required</b>			
40 (120 credits)	40 (120 credits)	40 (120 credits)	40 (120 credits)
Min. of 10 at RUC	Min. of 20 at RUC	Min. of 20 at RUC	Min. of 20 at RUC
<b>Distribution</b>			
max. of 15-100s min. of 8-200s min. of 10-300s	max. of 15-100s min. of 5-200s min. of 10-300s	max. of 15-100s min. of 5-200s min. of 10-300s min. of 4-400s	max. of 15-100s min. of 5-200s min. of 10-300s min. of 4-400s
<b>Major</b>			
10-12 (incl. 4-300s)	14-18 (incl. 8-300s)	16-20 (incl. 6-300s and 4-400s)	14 in 1st major (incl. 6-300s and 2-400s)  12 in 2nd major (incl. 6-300s and 2-400s)
<b>Minor</b>			
required	required	required	required
<b>GPA Required</b>			
Cumulative GPA: 4.00	Cumulative GPA: 4.00	Cumulative GPA: 5.00	Cumulative GPA: 5.00
Major GPA: 4.00	Major GPA: 6.00	Major GPA: 7.00	Major GPA: 7.00
Minor GPA: 4.00	Minor GPA: 4.00	Minor GPA: 4.00	Minor GPA: 4.00

*Note: Honours and Four-Year business majors are not required to complete a minor. Students enrolled in the concurrent education program must meet all B.A./B.Sc. degree requirements without using any education courses.*

## Residency

Normally, the final 10 courses of the four-year general degree program must be completed at Redeemer, normally in two successive terms of full-time registration. Normally, the final 20 courses of the four-year major, honours and combined honours degree program must be completed at Redeemer, normally in four successive terms of full-time registration.

Students who have completed a minimum of 10 (general degree) courses or 20 (four-year major/honours degree) courses at Redeemer may include in their final year up to four courses completed by letter of permission or courses completed at an approved study abroad program. 80% of the senior level (300- and 400-level) courses in a major must be completed at Redeemer. Students enrolled in majors that have an off-campus study requirement are permitted to complete these requirements in the final year.

Students with advanced standing (transfer credits) from another university must complete the minimum number of courses at Redeemer and are advised to consult with an Academic Advisor in the Registrar's Office. Any exceptions to this policy must be approved by the Registrar, through a written letter of appeal.

## Core Requirements

Students must satisfy all core requirements as outlined on page 70.

## Major Concentration

Students must complete a departmental concentration of studies (minimum of 10 courses). For graduation, the overall average required in the major is 4.00 for a general degree, 6.00 for a four-year major degree, and 7.00 for an honours degree. Students must complete a minimum of four courses at Redeemer for a general major and six courses for a four-year or honours major. No one course may count towards both a major and a second major or minor.

## Minor Concentration

The completion of a secondary area of concentration (6 or 7 courses) is required in all programs except for students in an honours or four-year major in Business. A minimum average of 4.00 must be attained in the minor for graduation. Students must complete a minimum of two courses at Redeemer for a minor.

## Electives, Major/Minor Cognates or Program Requirements

Once courses for the student's major(s), minor(s), and core requirements are chosen, students select the balance of their courses to fit their particular interests or program. For certain major or minor concentrations additional cognate courses must be completed; certain programs of study include related requirements or professional courses beyond the major or minor.

## Changing Degrees After Graduating

Students who have completed their degree at Redeemer University College are able to enrol in additional courses at Redeemer in order to complete a higher degree.

Students may change their degrees in the following ways:

- From a Four-Year General Degree to a Four-Year Major Degree or Honours Degree
- From a Four-Year Major Degree to an Honours Degree

In most situations, students will need to enrol in those courses needed to earn a higher degree in their major (i.e. from a 10 course general major in English to a 16 course honours major in English), and satisfy all degree program requirements. If a student is changing degrees, he or she is allowed to add a new major or minor into the program. All additional courses must be completed at Redeemer University College.

Students who change their degrees are required to surrender their first degree certificate before a new degree certificate will be printed and released. This policy is available only to Redeemer University College graduates, and is not extended to students who have completed their degrees at other universities.

## Core Requirements for Degree Programs

The core curriculum consists of 10 courses, which will be taken throughout the four-year program at Redeemer. Course requirements and descriptions can be found on page 70. Courses include:

- Contemporary Studies 110 - Being and Knowing in the Digital Age
- Humanities 110 - Western Culture & Tradition I
- Humanities 120 - Western Culture & Tradition II
- Religion 110 - The Drama of Scripture
- Philosophy 210 - Faith and Philosophy
- *Two of:* Humanities 210 - Understanding our World Through the Arts, Sciences 210 - Understanding our World Through the Sciences, and Social Sciences 210 - Understanding our World Through the Social Sciences
- Global/Local Issues elective
- Non-Western Perspectives elective
- Core Capstone Experience

## Programs in Arts

### General Programs in Arts

Students who wish to receive undergraduate university training in one of the disciplines of the arts, humanities, or social sciences, including business, take the four-year general Bachelor of Arts degree program.

Students may be admitted to the four-year general Bachelor of Arts degree program, majoring in any of the disciplines of the arts, humanities, or social sciences, at the time of admission to the university if an admission average of 70% has been achieved and any required prerequisite courses have been completed. To apply to the four-year general Bachelor of Arts degree program, major(s) and/or minor(s), after enrolling at the university, students must speak with an Academic Advisor in the Registrar's Office.

To maintain their status in the four-year general Bachelor of Arts degree program, major(s) and/or minor(s), students must achieve a cumulative grade point average (GPA) of 4.00 (C-) and a departmental GPA of 4.00.

To meet graduation requirements, students must have the following: (1) a cumulative GPA of 4.00; (2) a departmental GPA in any major(s) and minor(s) of 4.00; (3) have completed all core, major and minor requirements; and (4) have completed a minimum of 40 courses (120 credits).

### Four-Year Major, Honours and Combined Honours Programs in Arts

Students may be admitted to the four-year major, honours or combined honours Bachelor of Arts degree program and major at the time of admission to the university if an admission average of 80% has been achieved and any required prerequisite courses have been completed. To apply to the four-year major, honours or combined honours Bachelor of Arts degree program and major after enrolling at the university, students must speak with an Academic Advisor in the Registrar's Office.

To maintain their status in the four-year major, honours or combined honours Bachelor of Arts degree program and major, students must achieve a cumulative GPA of 4.00 for the four-year major degree program and 5.00 for the honours or combined honours degree program and have achieved a major departmental GPA of 6.00 for the four-year major degree program and 7.00 for the honours or combined honours degree program.

To meet graduation requirements, students must have the following: (1) a cumulative GPA of 4.00 for the four-year major degree program and 5.00 for the honours or combined honours degree program; (2) a departmental GPA in the major of 6.00 for the four-year major degree program and 7.00 for the honours or combined honours degree program (and a departmental GPA of 4.00 for any minors); (3) have completed all core, major and minor requirements; and (4) have completed a minimum of 40 courses (120 credits).

## Arts Program Requirements

<b>Core:</b>	Regular core requirements apply.
<b>Major:</b>	Any major option except one of the sciences. Specific courses for a major are listed under each discipline in the <i>Courses of Instruction</i> section.
<b>Minor:</b>	A minor or second major from a separate discipline.
<b>Exception:</b>	Honours or Four-Year Business majors are not required to complete a minor.
<b>Related Requirements:</b>	Only as required by the specific major, minor, or both.
<b>Electives:</b>	May be taken in any area of interest.

## Model Program in Arts

### General Major (10 courses)

Based upon 10 courses per year

<b>Year 1:</b>	Courses in Major (2); Contemporary Studies 110; Humanities 110 and 120; Religion 110; Minor (2); Cognates or Electives (2).
<b>Year 2:</b>	Courses in Major (2); courses in Minor (2); Philosophy 210; Sciences 210; Social Sciences 210 or Humanities 210; Cognates or Electives (3).
<b>Year 3:</b>	Courses in Major (3); courses in Minor (2); Global/Local Issues elective; Non-Western Perspectives elective; Cognates or Electives (3).
<b>Year 4:</b>	Courses in Major (3); courses in Minor (1-2); Core Capstone Experience; Cognates or Electives (4-5).

### Honours Major (16 courses)

Based upon 10 courses per year

<b>Year 1:</b>	Courses in Major (2); Contemporary Studies 110; Humanities 110 and 120; Religion 110; Minor (2); Cognates or Electives (2).
<b>Year 2:</b>	Courses in Major (3); courses in Minor (2); Philosophy 210; Sciences 210; Social Sciences 210 or Humanities 210; Cognates or Electives (2).
<b>Year 3:</b>	Courses in Major (5); courses in Minor (2); Global/Local Issues elective; Non-Western Perspectives elective; Cognate or Elective.
<b>Year 4:</b>	Courses in Major (6); courses in Minor (1-2); Core Capstone Experience; Cognates or Electives (1-2).

## Co-operative Education Programs

Each Redeemer University College Co-operative Education Program consists of the Co-op Preparatory course and two, eight-month (32-week) work terms (Work Term I: January to August; Work Term II: May to December). Students develop, practice, and refine skills related to their program of study during paid, full-time employment in approved opportunities. Their work experiences are vetted by the Director, Experiential Learning & Careers and the student's performance is evaluated jointly by the employer and the Director.

The program is intended to provide relevant work experience which will enhance learning from subsequent course work, assist career development, and improve post-graduation employment outcomes. This is a competitive process and students should be prepared to re-locate or commute to optimize their opportunity.

Co-operative Education Programs are available in Business (all streams) and in Urban & Intercultural Ministry.

## Admission to Co-operative Education Programs

Students must satisfy the following requirements to be considered by the Experiential Learning Committee for full admission to a Co-operative Education Program: (1) a minimum cumulative and departmental GPA of 7.00; (2) second year standing; and (3) successful completion of the Co-op Preparatory course. Applicants must present two recommendations from faculty (at least one by program faculty) and may be required to participate in an interview. Students who do not possess minimum academic requirements may be considered for probationary standing until Year 2 grades are available.

## Continuation Requirements

Students must maintain a minimum cumulative and departmental GPA of 7.00 to remain in the co-op program and satisfy the requirements as outlined in the *Co-operative Education Student Guide*. Students who do not meet the continuation requirements will be removed from the program by the Experiential Learning Committee. Students may appeal this decision to the Academic Standards Committee whose decision is final. The appeal process will be outlined in the letter of removal and will follow existing appeal processes.

## Academic Requirements for the Co-operative Education Program in Business

A major in business is required; a four-year major or honours major is recommended. The following business courses must normally be completed before a student is eligible to begin a work term: 121, 122, 127, 204, 225, 236, 241, 255 and at least two of 313, 315, 317, 345, 350 (see below for more information). BUS-340 is strongly recommended.

REQUIREMENTS SCHEDULE			
YEAR	Summer	Fall	Winter
1		Classes: BUS-121, 127, and ECO-121	Classes: BUS-122 and ECO-122
2		Classes: BUS-236, 255, and PSY-201	Classes: BUS-204, 225, 241, and Co-op 101
3		Classes (see below) and job search	Work Term 1
4	Work Term 1 Continued	Classes and job search	Classes and job search
5	Work Term 2	Work Term 2 Continued	Classes

Fall of Year 3 business courses for Management stream:

- BUS-313, 340, and 350

Fall of Year 3 business courses for Marketing stream:

- Even years: BUS-350 and 357
- Odd years: BUS-350 and 363

Fall of Year 3 business courses for Accounting stream:

- Even years: BUS-313, 315, 317, and 319
- Odd years: BUS-313, 315, and 318

## Requirements for CPA Ontario Accredited Accounting Co-operative Education Program

- Admission to the Honours Business Major, Accounting Stream
- Minimum cumulative GPA and departmental GPA of 7.00 throughout the Co-op Program

Please note that experience gained during Co-operative Education work terms may be recognized towards the Chartered Professional Accountant designation's prescribed practical experience requirements, depending on the employer and the nature of the work.

CPA Ontario does not recognize courses such as varsity sports and physical education fundamentals. It may also place limits on the number of music ensemble or theatre practica courses that can be counted towards its 40-course degree requirement even if syllabi are provided.

## Programs in Science

### General Programs in Science

Students who wish to receive undergraduate university training in one of the disciplines in the sciences take the four-year general Bachelor of Sciences degree program.

Students may be admitted to the four-year general Bachelor of Science degree program, majoring in any of the disciplines in the sciences, at the time of admission to the university if an admission average of 70% has been achieved and any required prerequisite courses have been completed.

To apply to the four-year general Bachelor of Science degree program, major(s) and/or minor(s), after enrolling at the university, students must speak with an Academic Advisor in the Registrar's Office.

To maintain their status in the four-year general Bachelor of Science degree program, major(s) and/or minor(s), students must achieve a cumulative grade point average (GPA) of 4.00 (C-) and a departmental GPA of 4.00.

To meet graduation requirements, students must have the following:

- (1) a cumulative GPA of 4.00; (2) a departmental GPA in any major(s) and minor(s) of 4.00; (3) have completed all core, major and minor requirements; and (4) have completed a minimum of 40 courses (120 credits).

### Four-Year Major, Honours and Combined Honours Programs in Science

Students may be admitted to the four-year major, honours or combined honours Bachelor of Science degree program and major at the time of admission to the university if an admission average of 80% has been achieved and any required prerequisite courses have been completed. To apply to the four-year major, honours or combined honours Bachelor of Science degree program and major after enrolling at the university, students must speak with an Academic Advisor in the Registrar's Office.

To maintain their status in the four-year major, honours or combined honours Bachelor of Science degree program and major, students must achieve a cumulative GPA of 4.00 for the four-year major degree program and 5.00 for the honours or combined honours degree program and have achieved a major departmental GPA of 6.00 for the four-year major degree program and 7.00 for the honours or combined honours degree program.

To meet graduation requirements, students must have the following:

- (1) a cumulative GPA of 4.00 for the four-year major degree program and 5.00 for the honours or combined honours degree program; (2) a departmental GPA in the major of 6.00 for the four-year major degree program and 7.00 for the honours or combined honours degree program (and a departmental GPA of 4.00 for any minors); (3) have completed all core, major and minor requirements; and (4) have completed a minimum of 40 courses (120 credits).

## Science Program Requirements

<b>Core:</b>	Regular core requirements apply.
<b>Major:</b>	Any major option from Biochemistry, Biology, Chemistry, Environmental Science, Health Sciences, Kinesiology, or Mathematics. Specific courses for a major are listed under each discipline in the <i>Courses of Instruction</i> section.
<b>Minor:</b>	A minor or second major from a separate discipline. A Chemistry minor is recommended for Biology majors. A Biology minor is recommended for Kinesiology majors.
<b>Related Requirements:</b>	Only as required by the specific major, minor, or both.
<b>Electives:</b>	May be taken in any area of interest.

## Model Program in Science

### General Major (10 courses)

Based upon 10 courses per year

<b>Year 1:</b>	Courses in Major (2); courses in Minor (2); Contemporary Studies 110; Humanities 110 and 120; Religion 110; Cognates (2).
<b>Year 2:</b>	Courses in Major (3); courses in Minor (2); Philosophy 210; Humanities 210; Social Sciences 210; Cognates or Electives (2).
<b>Year 3:</b>	Courses in Major (3); courses in Minor (1-2); Global/Local Issues elective; Non-Western Perspectives elective; Cognates or Electives (3-4).
<b>Year 4:</b>	Courses in Major (3); courses in Minor (1-2); Core Capstone Experience; Cognates or Electives (4-5).

### Honours Major (16 courses)

Based upon 10 courses per year

<b>Year 1:</b>	Courses in Major (2); courses in Minor (2); Contemporary Studies 110; Humanities 110 and 120; Religion 110; Cognates (2).
<b>Year 2:</b>	Courses in Major (3); courses in Minor (2); Philosophy 210; Humanities 210; Social Sciences 210; Cognates or Electives (2).
<b>Year 3:</b>	Courses in Major (5); courses in Minor (1-2); Global/Local Issues elective; Non-Western Perspectives elective; Cognates or Electives (1-2).
<b>Year 4:</b>	Courses in Major (6); courses in Minor (1-2); Core Capstone Experience; Cognates or Electives (1-2).

## Bachelor of Education Program

### Mission

The mission of the Bachelor of Education Program at Redeemer University College is to provide teacher education for faithful, effective, reflective, and professional practice.

Working within the worldview of the Christian faith, Redeemer University College seeks to equip educators who are faithful to their calling, effective in their work with learners, reflective on and in their practice, and who aspire to fulfill the ethical and professional standards of teaching.

### Program Options

The program is available as a concurrent, six year, program (hereafter referred to as the Education Track) and a consecutive, two year, program. Both program options are further outlined in the following pages. Students may choose to enrol in either the primary/junior (K–6) or junior/intermediate (4–10) division.

### Certification and Degree

The completion of the program leads to the Bachelor of Education degree (B.Ed.). Satisfactory completion of the program requires the following: (1) a minimum of 60 credits; (2) a 6.00 (C+) overall grade point average in those courses; (3) a minimum grade of C+ in Education 303 (Social Foundations & Introduction to Teaching); (4) a minimum grade of C+ in Education 478 or 479 (Second Term Practicum); and (5) a minimum grade of B- in each subsequent practicum or field experience.

The program has received general accreditation with the Ontario College of Teachers and meets Ontario standards for teacher education programs for the primary, junior, and intermediate levels. Successful candidates will be recommended to the Ontario College of Teachers for a Certificate of Qualification. Some students may also qualify for the Ontario Christian School Teacher's Certificate issued jointly by the Ontario Alliance of Christian Schools (OACS) and Edifide. Redeemer graduates also qualify for Teacher Certification with the Association of Christian Schools International (ACSI).

### General Information on Practicum Component

The practicum is viewed as an important interaction between theory and practice, and as a continued conversation among experienced professionals, education students, and faculty. It is planned and scheduled to provide for graduated introduction to the role of service as a classroom teacher. Throughout all the practicum experiences, the responsibility of both experienced and apprentice teachers to the students in elementary and secondary schools remains a central concern. The various components of the practicum are planned to provide extensive opportunity for guided practice and range from initial classroom observation to increased responsibility for student learning, classroom management, assessment, and instruction. The responsibility of the teacher candidate begins with assisting individual students, continues with leading small groups, and concludes with sustained periods of whole-group instruction. These opportunities facilitate the transition from being novices-in-training to becoming effective teachers ready to assume full responsibility as professional educators.

### Initial Teacher-Assisting Practicum

Education 301: Development & Learning and Education 303: Social Foundations & Introduction to Teaching are scheduled together and include a component that incorporates practical classroom experience in teacher assisting. Teacher candidates are required to spend some time each week in a school as an assistant to a classroom teacher. This experience provides 100 hours of teacher-assisting (equivalent of 20 days) in which the teacher candidates observe aspects of learning that are being introduced in their course work, begin to practice their teaching skills, and reflect with colleagues on the practice of teaching and learning. To support this close interaction between theory and practice, teacher candidates are supervised by associate teachers in the schools and by the faculty member teaching Education 303. The faculty member will make at least two assessment visits to the classroom of each teacher candidate. Successful completion of this practicum is required to be allowed to continue in the program.

### Practicum and Field Experience

In this component, teacher candidates complete 90 days in three (or four) blocks. The placements will be coordinated with the candidate's selection of a primary/junior or junior/intermediate concentration in their curriculum studies preparation. In the teaching placements, the teacher candidates will work with experienced, Ontario certified teachers to move quickly from observation and assisting to taking over the duties of being a classroom teacher. Each student is assigned a faculty associate who will also complete assessment and evaluation at on-site visits.

### Sanctions

All the policies of Redeemer University College concerning sanctions and dismissal are applicable to the Teacher Education Program. Special note should be taken that any violation by a teacher candidate of the Ethical Standards of the Ontario College of Teachers is also subject to sanctions up to and including dismissal from the program and Redeemer University College. Unprofessional behaviour or unprofessional interaction with students, particularly as addressed in the OCT professional advisories, can result in immediate dismissal from the program. Such disciplinary decisions are made by the Director of Teacher Education in consultation with the Faculty Associates and the Associate Teachers involved.

## Teacher Education Track (Concurrent Education Program)

In the Education Track, students may be introduced to education courses and to the elementary school setting starting in their fourth year of studies and finish their fifth and sixth years of study with education courses. Normally, students complete the program in six years and graduate with a four-year Bachelor of Arts or Bachelor of Science degree (general or honours) along with the Bachelor of Education degree.

### Admission to Program

After two terms at Redeemer, a student may apply for provisional admission to the teacher education program. Students can apply to the education program only if they are admitted to a degree program, major and/or minor. Students must achieve year four standing and maintain the minimum CGPA requirements to be clearly admitted to the program and enrol in education courses. A student may apply as early as the fall term of year two and as late as the winter term of year four. Specific deadlines for application are set by the Registrar's Office.

### Criteria for Admission

To be considered for admission, students must have regular admission status in the Redeemer degree program and have a minimum cumulative grade point average of 6.50 (C+). Also, it is strongly recommended that students complete the following courses: Introduction to Psychology, Canadian Native Studies, Diversity in Canada, and Social Research Methods. An introductory mathematics course is also recommended.

When applying, students must also provide evidence that they have had at least 25 hours of experience working in an elementary school setting with school-aged children. This requirement is normally met by completing Education 021: Classroom Observation. Equivalent experience may be accepted as a substitute upon approval of the Department of Education. Students who meet the minimum academic requirements will be interviewed by the Department of Education concerning their interest and qualification for studies in education. Decisions on provisional admission to the concurrent education program will be made after the interview has been conducted and will be reviewed for final approval prior to year five.

Students applying for the junior/intermediate division are required to present 6 courses/18 credits (progressing in academic rigour) in a teaching subject listed below. Normally a major or minor will satisfy this requirement. Students in the primary/junior division do not need to present a teaching subject. Teaching subjects include:

- Dramatic Arts
- English
- French as a Second Language
- Geography
- Health & Physical Education
- History
- Mathematics
- Music – Instrumental or Vocal
- Religious Education in Catholic Schools
- Science – General\*
- Visual Arts

*\*The Science - General teaching subject must include courses from three separate science disciplines.*



Students with the following teaching subjects must complete the specified curriculum methodology courses:

Dramatic Arts: EDU-210

French: EDU-329

Geography: EDU-437

History: EDU-438

Music: EDU-222

Religious Education in Catholic Schools: EDU-310

Science: EDU-449

Visual Arts: EDU-321

## Program Requirements

<b>Core:</b>	Regular core requirements apply.												
<b>Major:</b>	<p>A major in the arts or sciences from the list below is strongly recommended. For the junior/intermediate stream, 6 courses/18 credits in a teaching subject listed below must be included. Normally a major or minor will satisfy this requirement.</p> <table border="0"> <tr> <td>Dramatic Arts</td> <td>Mathematics</td> </tr> <tr> <td>English</td> <td>Music – Instrumental or Vocal</td> </tr> <tr> <td>French as a Second Language</td> <td>Religious Education in Catholic Schools</td> </tr> <tr> <td>Geography</td> <td>Science – General</td> </tr> <tr> <td>Health &amp; Physical Education</td> <td>Visual Arts</td> </tr> <tr> <td>History</td> <td></td> </tr> </table> <p>Please note that those who wish to obtain a senior certification after they have graduated from Redeemer will need to prepare for two teaching subjects (one of 10 courses and one of 6 courses). Consult the Registrar's Office for information on the structure of teaching subjects.</p>	Dramatic Arts	Mathematics	English	Music – Instrumental or Vocal	French as a Second Language	Religious Education in Catholic Schools	Geography	Science – General	Health & Physical Education	Visual Arts	History	
Dramatic Arts	Mathematics												
English	Music – Instrumental or Vocal												
French as a Second Language	Religious Education in Catholic Schools												
Geography	Science – General												
Health & Physical Education	Visual Arts												
History													
<b>Minor:</b>	Any minor option or a second major.												
<b>Electives:</b>	Students should consider taking PSY-121 or 122, MAT-114, APS-321, APS-332, and APS-455 where their program allows.												
<b>Related Requirements:</b>	<b>All B.A./B.Sc. degree requirements must be completed at the end of year four in order to proceed to year five.</b>												

## Consecutive Teacher Education Program

The Bachelor of Education program includes 60 professional education credits to be taken by qualified students in a two-year program. The program is designed to facilitate entry into the teaching profession for those who have completed a Bachelor's Degree.

### Admission to the Program

Details concerning the application process for the consecutive program are outlined in the *Application Procedures* on page 15.

To be considered for admission to the consecutive Bachelor of Education degree program, applicants must hold an acceptable university degree. If applying to the junior/intermediate division, applicants are required to present a minimum of 6 courses/18 credits (progressing in academic rigour) in a teaching subject listed below. Normally a major or minor will satisfy this requirement. Students applying to the primary/junior division do not need to present a teaching subject. Teaching subjects include:

- Dramatic Arts
- English
- French as a Second Language
- Geography
- Health & Physical Education
- History
- Mathematics
- Music – Instrumental or Vocal
- Religious Education in Catholic Schools
- Science – General\*
- Visual Arts

*\*The Science - General teaching subject must include courses from three separate science disciplines.*

To be considered for admission, an applicant must have a minimum grade point average of 7.00 (B- or 70%) in the last two years of his or her university program, satisfy the English Language requirement, and should give evidence of some experience with elementary-level students in a structured setting.

Preference will be given to applicants who have taken courses in one or more of the following areas: psychology, mathematics, Canadian aboriginal studies (First Nations, Métis, Inuit), diversity in Canadian society, and research methods.

Students complete the requirements for the Bachelor of Education degree over two academic years of full-time study.

Eligible applicants will be interviewed by education faculty concerning their interest and qualifications for a career in teaching. Meeting minimum requirements does not guarantee admission to the program.

## Model Consecutive Teacher Education Program

Students with the following teaching subjects must complete the specified curriculum methodology courses:

Dramatic Arts: EDU-210

French: EDU-329

Geography: EDU-437

History: EDU-438

Music: EDU-222

Religious Education in Catholic Schools: EDU-310

Science: EDU-449

Visual Arts: EDU-321

### Primary/Junior

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#### Year 1: Fall

- Education 210, 251, 310, or 329
- Education 301
- Education 303
- Education 332
- Education 414

#### Year 1: Winter

- Education 323
- Education 331
- Education 337
- Education 415
- Education 421
- Education 440
- Education 446
- Education 478

#### Year 2: Fall

- Education 307, 326, 334, or 426
- Education 327
- Education 340
- Education 422
- Education 432
- Education 441
- Education 490

#### Year 2: Winter

- Education 322, 325, or 404
- Education 306
- Education 407
- Education 417
- Education 488
- Education 492, 494 + 496, or 498

## Junior/Intermediate

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#### Year 1: Fall

- Education 210, 251, 310, or 329
- Education 301
- Education 303
- Education 333
- Education 414

#### Year 1: Winter

- Education 323
- Education 331
- Education 338
- Education 415
- Education 423
- Education 442
- Education 447
- Education 479

#### Year 2: Fall

- Education 222, 307, 321, 326, 426, 437, 438, or 449
- Education 327
- Education 341
- Education 424
- Education 432
- Education 443
- Education 491

#### Year 2: Winter

- Education 322, 325, or 404
- Education 306
- Education 407
- Education 417
- Education 488
- Education 493, 495 + 497, or 499

## Professional Preparation

The requirements will vary, depending on the designation pursued or the institution to which a student transfers. Students should consult their faculty advisor to determine the specific courses required. Students should be advised that certain undergraduate courses (such as theatre practica, music lessons or music ensembles) may not count towards requirements for professional certification, designation, or accreditation.

## Accounting

Business majors in the Accounting stream who wish to pursue the Chartered Professional Accountant (CPA) designation can meet the subject area coverage pre-requisites for entry into the CPA Professional Education Program (CPA PEP). Students are advised to obtain information regarding completion of coursework and experience requirements through the Accounting Program Liaison, Professor Susan Van Weelden or by consulting the CPA Ontario website ([www.cpaontario.ca](http://www.cpaontario.ca)).

## Health Fields

Redeemer offers three programs that are especially suitable for students interested in a career in health-related fields: Honours Health Sciences, Honours Biology and Honours Kinesiology. Honours Biochemistry may also be appropriate for some areas. There is a wide range of 'career overlap' possible between programs when it relates to future jobs and possible graduate studies.

The Health Sciences program has two distinct streams that offer students a wide array of experience and knowledge in whole-person health. The Pre-Medicine Stream, with a required minor in Chemistry, gives students near complete coverage of topics tested in the current MCAT, and provides a solid foundation in topics of population health. By examining the complexities of health in this program, students will gain key insights that will aid them during the application and interview process for medical school, or other professional schools. This stream is also a good option for pre-dental, pre-veterinary, or pre-pharmacy students. The Pre-Professional Stream, with a required minor in Psychology, maintains the interdisciplinary overview of health particular to the Health Sciences program while offering students more freedom in upper year science electives and also limiting the math and physics requirements that may not be required for their intended field. This stream is a good option for students interested in nursing or other health-related fields, particularly ones that involve mental and emotional health or health systems and research.

The Biology program is best suited for students interested in medical, dental, or veterinarian school, and sets up students with a strong theoretical and applied background which also provides options for graduate work in lab-based programs.

The Kinesiology B.Sc. program prepares students for a wide variety of health fields. Students in Kinesiology are well-prepared for careers in nursing, physiotherapy, occupational therapy, chiropractics, physician's assistant, podiatry/chiroprody, and health research, to name a few. Both Kinesiology programs (B.A. and B.Sc.) prepare students to become registered with the CKO (College of Kinesiologists of Ontario). Along with Health Sciences, both Kinesiology programs are good preparation for many health professions that can be entered directly after graduation.

For some professional programs in health fields that lead to particular degrees, we provide the following general undergraduate program advice, noting that the list is far from exhaustive. As well, given the competitive nature for admission into many of these programs, students are strongly advised to choose their particular undergraduate program so that it might also align with other interests. Please note that individual program requirements may vary and students should contact the program they hope to apply to for more information.

- **Medical, Dental (MD, DDS):** Most Ontario medical schools require incoming students to take the MCAT. The Ontario dental school requires the DAT. Medical schools not requiring the MCAT generally require students to have taken a spread of courses that would be necessary to do well on the MCAT, but students are advised to check with individual programs for their particular requirements. The Honours Health Sciences: Pre-Medicine Stream is suggested. Note that, unlike most other medical schools, admission to McMaster University's medical program is not based on courses taken, but on a host of other factors, including the MCAT (but only the verbal reasoning skills portion). Any undergraduate program may be suitable for admission to that particular medical school.
- **Veterinarian (DVM):** Admission to the Ontario Veterinary College may be done after a minimum of two years of studies. Honours Biology is the recommended program option, but Honours Health Sciences: Pre-Medicine Stream can also be appropriate. Students are advised to check the OVC (or other veterinary colleges) for up-to-date requirements.
- **Chiropractic (DC):** Any of the honours health-related programs with a Chemistry minor (including Organic Chemistry) should cover the recommended courses for entry to the Canadian Memorial Chiropractic College, but students should check with particular chiropractic colleges for the most up-to-date requirements.
- **Optometry (OD):** Entry to the School of Optometry and Vision Science (SOVS) at the University of Waterloo (the only English-speaking optometry school in Canada) is possible after three years of a B.Sc. program, but may be more easily done after graduation. The particular prerequisite courses can be found on the SOVS website. The Honours Health Sciences: Pre-Medicine Stream is suggested.
- **Pharmacy (PharmD):** Pharmacy programs generally require a strong chemistry and biology background. The Honours Biology or Biochemistry programs are recommended. However, it is important to note that there is a large variance in program requirements so students should review individual program requirements carefully.
- **Physiotherapy (MPT or MScPt) or Occupational Therapy (MScOT):** The Honours Kinesiology B.Sc. program is the recommended undergraduate program, but the Honours Health Sciences: Pre-Professional Stream should generally also be acceptable and provide the necessary courses. For some Occupational Therapy programs, admission is not dependent on a particular undergraduate program so students should review individual program requirements carefully.

- Nursing (2nd-entry RN programs): While specific course requirements vary for these programs, students are encouraged to take the Honours Health Sciences: Pre-Professional Stream or Honours Kinesiology program, likely with a Biology or Chemistry minor. Students are advised to check with individual programs for particular requirements.
- Physician's Assistant (BHSc(PA)): Programs for this new category of health professional are found at a few universities in Ontario and generally require two years of undergraduate study in any program. There are other non-academic admission requirements so students are advised to check individual program requirements.

## Law

Prospective law school applicants should complete a general or honours major in an arts program and should consider taking courses in areas such as English, History, Philosophy, Politics and International Studies, and Psychology, all of which will be good preparation for the study of law. Since admission to law schools is very competitive, students should also consider completing a program which will prepare them for careers in other fields.

## Pre-Seminary Preparation

Pre-Seminary preparation is designed for students who wish to pursue further studies to prepare them for ordained ministry or for a vocation in church education. This preparation provides students with a good grounding in the humanities, social sciences, the Greek language, and oral communication, enabling them to meet the admission requirements for the M.Div. program at most seminaries. Because admission requirements vary, students intending to enter a seminary are advised to consult the calendar/catalogue of the intended seminary for its specific admission requirements.

Requirements outlined below are patterned to meet admission requirements for the M.Div. program at most seminaries.

<b>Core:</b>	In addition to meeting Redeemer University College's core requirements, pre-seminary students should plan into their program the following: <ul style="list-style-type: none"> <li>• Language: one year of Greek</li> <li>• A minimum of 8 courses/24 credits from English, History, and Philosophy including a minimum of two courses from each (preferably history or philosophy courses).</li> <li>• At least two courses in Sciences and Social Sciences.</li> <li>• Some seminaries require a minimum of two years of a modern second language.</li> </ul>
<b>Major/Minor:</b>	The recommended disciplines are English, History, or Philosophy.
<b>Related Requirements:</b>	The following related requirements are recommended: Media & Communication Studies 115; Psychology 225; a course in Economics or Politics; History 311; two courses from Philosophy 222, 224, 226; two additional courses in English (222 is recommended); an additional course in History (preferably 221 or 222); and Religion 340.
<b>Electives:</b>	Any area; additional courses in Religion or a language recommended.

## Off-Campus Study for Degree Programs

Redeemer University College has developed a number of opportunities for off-campus study. To be eligible for such programs, students must have completed year one and two with a grade point average of 7.00 (B-) overall and in the intended area of off-campus study. They must have recommendations from a faculty member and a member of the Student Life Department, and they must have determined how credits earned in such a program can be applied to graduation requirements. Students must apply and be approved by the Off-Campus Program Coordinator at Redeemer before they may apply to the host institution. Application forms for off-campus study are available from the Registrar's Office. Grades earned in off-campus courses are reflected on the Redeemer transcript but are not calculated into the term or cumulative grade point average. Where appropriate, off-campus coursework satisfies requirements towards graduation, core, majors and minors, and electives. Students participating in off-campus studies should be aware that they may not be able to complete their program at Redeemer in four years as planned and should speak to an Academic Advisor in the Registrar's Office about their options.

## Au Sable Institute of Environmental Studies

Au Sable Institute of Environmental Studies provides undergraduate university courses with transferable credits to over 50 colleges and universities as well as providing the framework and services for sustainable community-building, environmental education and restoration for school children and adults, facilities for community and environmental organizations, community and regional conferences and retreats, and outreach services. The Institute offers programs in the Great Lakes Forest of northern Michigan, Pacific Rim, Costa Rica, and South India.

Courses are available during three spring/summer terms. Academic credit is earned through Redeemer. Tuition rates are approximately \$2,640 USD per course and are paid to Redeemer, along with a fee for room and board (ranging from approximately \$205 to \$490 USD per week depending on site and session). Institute Fellowships of up to \$1,500 and Institute Grants-in-Aid of \$600 are available to students of each participating college. In addition, Redeemer offers a bursary to help off-set costs for students taking courses at Au Sable as part of their Environmental Science/Studies Program.

More information about this program is available from the Environmental Science/Studies Department or at [www.ausable.org](http://www.ausable.org).

### Financial Aid at Au Sable

Au Sable offers several opportunities for financial aid, including: Au Sable Fellowships, Honors Scholarships, and Institute Grants-in-Aid. For more information on financial aid opportunities, including application details and deadlines, please visit [www.ausable.org/courses/costs\\_and\\_financial\\_aid/](http://www.ausable.org/courses/costs_and_financial_aid/).

## **Studies Program in Contemporary Europe (SPICE)**

Redeemer University College, in co-operation with Viaa Christian University of Applied Sciences (NL), provides students an opportunity to spend the winter term off-campus in the Netherlands in a unique learning situation while earning up to five courses of credit. Courses are offered in the following areas:

- Dutch Language and Literature
- Dutch Art and Architecture
- Dutch Culture and Society
- History of the Low Countries
- International Marketing

For more information, contact the Registrar's Office.

## **Redeemer in the South of France Program**

This program is administered by the French Department at Redeemer University College. It includes one or two terms of study at the Université de Montpellier III - Paul-Valéry and supported by the Institut Méditerranéen des Langues et Services. Courses are available in a number of areas in addition to French language and literature.

The following conditions apply:

- Students apply directly, through Redeemer University College, for a term or two of study abroad.
- Only Redeemer University College students are eligible to apply.
- The applicants must be enrolled in a French major or minor, have the permission of the French Department, and be in good academic standing (a cumulative GPA of 4.00 is required).
- The residency requirement (that a student must be in residence at Redeemer University College during the final year of a program) may be waived provided that a student has completed a full year of residency before the final year.
- A student who participates in this program will not satisfy graduation requirements until transfer credits from the program have been evaluated.

For more information, students should contact the program coordinator, Dr. Allan Curnew, in the French Department.

## **Crandall University Oxford Program**

A one-term program in England during the winter term designed to offer students Canadian courses with a British advantage. Participating students are registered as students of Crandall University and associate students of Regent's Park College, Oxford University. Visits to theatrical productions, museums, and historical sites in England provide an excellent context for material covered in classes, while a wide variety of professors teach their specialties in the classroom. This program provides students with four three-credit courses towards their Redeemer degree. English, History and Theatre students will have the best overlap with their major/minor requirements but the program is open to all students (who meet the prerequisites). For more information, contact the Registrar's Office, Dr. Benne Faber, or visit [www.crandallu.ca/oxford](http://www.crandallu.ca/oxford).

## **Creation Care Studies Program**

The Creation Care Studies Program offers students the chance to study for a term in either Belize or New Zealand. While primarily designed for students pursuing a Bachelor of Science degree, this program is open to anyone who has a keen interest in studying God's creation and human impact on the environment. This program provides students with four three-credit courses towards their Redeemer degree. For more information, contact the Registrar's Office or visit [www.creationcsp.org](http://www.creationcsp.org).

## **Trinity Western Laurentian Leadership Program**

This program, offered by Trinity Western University, provides students with an opportunity to live and study in Ottawa while taking advantage of unique internship opportunities. While the program is designed primarily for Politics and International Studies, History, Business, and Communications majors/minors, other students may participate in this program and use the courses as electives. Interested students should consult the Registrar's Office for more information on how this program can fit into their academic plans.

Students take three courses on Governmental Leadership, Public Affairs and Ethics, and Canadian Cultural Change. Each course is three credits and is designed to introduce students to experts in the field who enable students to see how their Christian faith can and does impact public life. Students also complete an internship worth six credits as elective credit in their program. Internships have included working in a Member of Parliament's office, a political party office, a governmental department or agency, a national and local media outlet, a business office in accordance with special interests, or a non-government agency. There is a variety of internship sites from which to choose that would help to advance the student's career interests and offer an opportunity to learn from experts in the field and meet leaders in those fields. These internships provide a learning experience that is far broader than what students would experience if they were employees of an organization. Each is designed to show the student the inner workings of the organization and how that organization interfaces with others in the National Capital Region.

The program operates out of the famous Booth House, later known as the prestigious Laurentian Club, a unique heritage site located in the heart of downtown Ottawa. It is located on Metcalfe Street, which leads directly to Parliament Hill.

### **Prerequisite:**

POL-210; knowledge of Canadian History and French are also recommended.

For more information, contact the Registrar's Office or visit [www.twu.ca/laurentian](http://www.twu.ca/laurentian).

## Council for Christian Colleges and Universities Off-Campus Programs

Redeemer University College is a member of the Council for Christian Colleges and Universities. The following off-campus programs provide a diversity of study abroad options for Redeemer students. For more information on the programs listed below, as well as other available programs, please contact the Registrar's Office or visit [www.bestsemester.com](http://www.bestsemester.com).

### American Studies Program in Washington D.C.

A one-term seminar/internship program for upper-level students in most majors who wish to explore current domestic and international issues with Washington professionals while gaining on-the-job experience.

### China Studies Program

A one-term interdisciplinary program which enables students to view China from the inside and experience its culture and diversity. Participants are able to observe the evolution of Chinese socialism in mainland China, its struggles with modernization, economic change and human rights policies, as well as its relationship to religion and the dynamics of its people.

### Latin America Studies Program

The program provides students with an opportunity to live and study in Costa Rica for a term, either in the fall or winter. The program is designed to expose students to the nature of the economic and political relations between the developing nations of Latin America and those of North America, to deepen awareness of the life of Christians in the Third World, and to develop an understanding of the Lordship of Jesus Christ in an international context while earning course credit.

### Los Angeles Film Study Center Program

This program is offered in both the fall and winter term. It is designed to expose students to the Hollywood film industry, to the many academic disciplines appropriate to it, and to critical thinking and reflection on what it means to be a Christian in film. The curriculum consists of two required seminars focusing on the role of film in culture and the relationship of faith to work in this very important industry. In addition, students choose two elective courses and participate in an internship.

### Middle East Studies Program

This program provides students with an opportunity to live and study in Cairo, Egypt for a term, either in the fall or winter. The last two weeks of the term are spent in Israel. Students study the Arabic language, serve as interns in one of several organizations in Cairo, and participate in several interdisciplinary seminars.

## Programs in Oxford

Two programs are offered: Oxford Summer Programme or the Scholars Semester in Oxford. Both provide students with an intensive academic experience as a member of Wycliffe Hall and a visiting student of Oxford University. Coursework is completed in a tutorial style and provides the equivalent of five courses towards the undergraduate degree: Classics, English and Literature, Religion & Theology, Philosophy, and History.

## Other Study Abroad Programs

Arrangements can also be made for students to take part in other study abroad programs. Students who participate in these programs will transfer appropriate courses back to Redeemer rather than having a Letter of Permission arranged. Participation in these programs requires permission of the Chair of the Academic Standards Committee. For more information, contact the Registrar's Office.

## Non-Degree Studies

### One-Year Certificate Programs

Redeemer offers two certificate programs:

- Certificate in Liberal Arts
- Advanced Certificate in Foundational Studies

### Admission and Completion Requirements

To be considered for admission to the Certificate in Liberal Arts, a student must satisfy the admission requirements for the degree program. Students in the program may pursue full-time or part-time studies. In order to receive the certificate, a cumulative grade point average of 4.00 (C-) is required.

The Advanced Certificate in Foundational Studies is designed for students who have completed an undergraduate degree and are interested in studying foundational issues of scholarship in light of the gospel. To be considered for admission to the Advanced Certificate in Foundational Studies, a student must have completed an undergraduate degree from an accredited university with a cumulative grade point average of 4.00 on a 12 point scale.

### Certificate in Liberal Arts (10 courses)

- All of the following courses: Contemporary Studies 110, Humanities 110, Humanities 120, Philosophy 121, Religion 110
- One 100-level science course (Biology, Chemistry, Environmental Studies, Mathematics, or Physics)
- One of the following courses: Art 112, Art 115, Media & Communication Studies 115, Theatre Arts 103
- One of the following courses: English 103, English 104, History 106, History 108
- One of the following courses: Applied Social Sciences 120, Business 121, Geography 121, Psychology 121, Psychology 122
- One elective course

## **Advanced Certificate in Foundational Studies (10 courses)**

- All of the following courses: Philosophy 121, Politics 121, Religion 110, Religion 201
- One of the following courses: Philosophy 222, 224, 226
- One 300-level Philosophy course
- Four elective courses

## **Continuing Teacher Education**

Redeemer is committed to providing professional development opportunities for teachers such as offering Additional Qualification (AQ) courses.

Redeemer's AQ courses are offered throughout the spring and summer terms in blended or in-class formats. More information can be found at [redeemer.ca](http://redeemer.ca).

# COURSES OF INSTRUCTION

## Understanding Course Descriptions

Courses are listed by department accompanied by requirements for the department's major(s) and minor(s).

Department Identity (see listing below)

↓  
###-### Course Title (F/W)\*

↑  
Course numbering system generally conforms to the following:

- 100-level courses are normally for Year 1 and 2 students and typically must be completed by the end of Year 2.
- 200-level courses are normally for Year 2, 3 and 4 students.
- 300-level courses are normally for Year 3 and 4 students.
- 400-level courses are normally for Year 4 students in honours programs.

- Courses offered in the 2018-19 academic year are indicated with an "F" for the fall term and a "W" for the winter term.
- Course names followed by an asterisk (\*) are typically offered on alternating years. Consult with the department chair to find out if the course will be offered in any given year.
- NOTE: Students may take 300-level courses beginning in the second term of Year 2. Students may take 400-level courses beginning in Year 3.

**Unless indicated otherwise, courses are three credits and meet for three hours each week. Some courses may have an additional one-hour tutorial or three-hour laboratory session.**

**Redeemer University College reserves the right to cancel or revise any of the courses listed or to withdraw for the term any course for which there is insufficient demand.**

### Department Identity Table

<b>APS Applied Social Sciences</b>	<b>HIS History</b>
<b>ART Art</b>	<b>HUM Humanities</b>
<b>BIO Biology</b>	<b>KPE Kinesiology &amp; Physical Educ.</b>
<b>BUS Business</b>	<b>MAT Mathematics</b>
<b>CHE Chemistry</b>	<b>MCS Media &amp; Communication</b>
<b>CSC Computer Science</b>	<b>MUS Music</b>
<b>CTS Contemporary Studies</b>	<b>PHL Philosophy</b>
<b>ECO Economics</b>	<b>PHY Physics</b>
<b>EDU Education</b>	<b>POL Politics &amp; International Studies</b>
<b>ENG English</b>	<b>PSY Psychology</b>
<b>ENV Environmental Science/Studies</b>	<b>REL Religion &amp; Theology</b>
<b>FRE French</b>	<b>SCI Sciences</b>
<b>GEO Geography</b>	<b>SPA Spanish</b>
<b>HSC Health Sciences</b>	<b>SSC Social Sciences</b>
	<b>THR Theatre Arts</b>

## Core Curriculum

**Core Curriculum (10 courses):**

**Year One:** CTS-110; HUM-110; HUM-120; REL-110

**Year Two:** PHL-210; two of HUM-210, SCI-210, SSC-210\*

\*students take the two courses outside their major area of study

**Year Three:** Local/Global Issues elective; Non-Western Perspectives elective

**Year Four:** CTS-410

### **CTS-110 Being and Knowing in the Digital Age (W)**

This course explores from an interdisciplinary perspective the ever-increasing role of digital technologies in society and in our daily lives, with an emphasis on how it shapes the way we think, the way we learn, the way we communicate, and the way we relate to each other, to creation, and to God.

*Required in Year 1*

### **HUM-110 Western Culture & Tradition I (F)**

This course explores foundational themes in the story of Western culture from its classical origins to the Renaissance through history, philosophy, literature, and the fine arts.

*Required in Year 1*

### **HUM-120 Western Culture & Tradition II (W)**

This course traces the development of Western culture from 1500 to the present through history, philosophy, literature, science, and the fine arts.

*Required in Year 1*

### **REL-110 The Drama of Scripture (F)**

This course is a survey of the progressive unfolding of the biblical story and the main theological tenets that emerge from that story. The students will see how the story of the Bible yields a view of the world from a Reformed Christian perspective. The course will help students to understand their place in this story and to live intentionally out of this story in their personal and public lives, their academic studies, and their engagement with and response to issues and challenges faced by the world in the early 21st century.

*Required in Year 1*

### **PHL-210 Faith and Philosophy (F/W)**

In this course, students will explore how the Christian faith and Scripture shape academic study. Through an examination of the diverse elements that constitute the ecology of academic study, the course will focus in on the foundational role of philosophy. Students will be introduced to key elements in Christian philosophy that will enable them to pursue integrally Christian scholarship in whatever subjects they study.

*Required in Year 2*



**HUM-210 Understanding Our World Through the Arts (F/W)**

This course introduces students in the sciences and social sciences to the modes of inquiry in the arts and humanities through an exploration of aesthetic and reflective aspects of being human.

**SCI-210 Understanding Our World Through the Sciences (F/W)**

This course explores how the human activity of science and mathematics is an important and powerful way of knowing by which we gain understanding of the natural world that God has created. The nature of scientific knowledge, its importance and impact on society, as well as its limitations and relationship to other ways of knowing and Christian faith will be examined. The course will explore scientific aspects of contemporary issues such as human health, agriculture, climate change, genetic cloning, and ecosystem degradation.

**SSC-210 Understanding Our World Through the Social Sciences (F/W)**

This course explores the ways in which social scientists understand how people function individually and collectively, and the influence of communities, institutions, and the social environment in shaping individuals.

**Local/Global Issues Elective (F/W)\***

This course requirement is designed to engage students in learning about contemporary problems. It seeks to build awareness of the relevancy and applicability of their learning for modern challenges. It will encourage greater discovery of their world and hopefully shape a sense of calling and purposefulness as they begin thinking about post-graduation life.

*Please visit the Registrar's Office for a list of courses that will satisfy this elective.*

**Non-Western Perspectives Elective (F/W)\***

This course requirement gives students an understanding of non-western perspectives and cultures. It promotes an awareness of diversity and an engagement with the relationships between western culture and the non-west. It seeks to foster students' appreciation for the perspectives and experiences of others.

*Please visit the Registrar's Office for a list of courses that will satisfy this elective.*

**CTS-410 Core Capstone Experience (W)**

This course will place 4th year students in interdisciplinary teams to wrestle with current relevant issues and challenges. Students will utilize the various disciplinary tools acquired during their university education in order to carefully analyze and explore a problem or question and to present an innovative response. The course will be open to final year students and will focus on discussion, project management, teamwork, innovation, and entrepreneurial thinking.

**Applied Social Sciences**

**Honours Major: Social Work Stream (20 courses)**

**\*\* The Honours Program requires careful planning from Year 1 \*\***

- APS-101; 120; 201; 215; 223; 235; 236; 241; 245; 321; 329; 332; 342; 351; 380; 428; 435; 480;
- Two of APS-432, 441, 455, 470, 471

**General Major: (12 courses)**

- APS-101; 120; 215; 321; 381; 428;
- Two of APS-223, 235, 241;
- One of APS-236, 332, 342;
- One of APS-245, 329, 351;
- One of APS-339, 341, 355;
- One of APS-432, 441, 455

**Minor: Sociology (6 courses)**

- APS-120; 321;
- Two of APS-223, 235, 241;
- Two of APS-339, 341, 355

**Minor: Social Work (6 courses)**

- APS-101; 215;
- Two of APS-236, 332, 342;
- Two of APS-245, 329, 351

Note: At least two courses must be at the 300-level.

**Minor: Criminal Justice (7 courses)**

- APS-120; 241; 381; 441;
- One of BIO-248, BUS-335, POL-121, PSY-321;
- Two of APS-332, APS-339, APS-341, APS-455, PSY-255

**Minor: Disability Studies (7 courses)**

- APS-120; 332; 381; 432;
- Three of APS-215, APS-236, APS-351, KPE-315, PSY-227, PSY-321, PSY-334

**Minor: Social Justice (7 courses)**

- One of APS-101 or 120;
- APS-339; 381;
- Two of APS-236, 332, 342;
- One of ENG-376, HIS-312, HIS-333, HIS-351, HIS-439, POL-246, PHL-337, REL-442;
- One of APS-455, ECO-122, POL-121, POL-208

Note: Students may request to the department other courses to meet the Humanities or Social Sciences requirement.

**APS-101 Introduction to Social Work and Social Welfare (F)**

This course identifies and critically examines the foundations of social work, its mission, purpose, knowledge, and value base, and the levels of social work practice and process, fields of practice, and social policy contexts. These topics will be examined with an emphasis on integrating theoretical and practical knowledge, as well as a Christian perspective.

**APS-120 Introduction to Sociology (W)**

An introduction to the nature and study of social relationships and social institutions. We will study human group behaviour in terms of culture, social interaction, socialization, ethnicity, and gender. We will also analyze the internal dynamics and external relations of social institutions including the family, church, school, and state.

**APS-201 Research Methods: Statistics (PSY-201) (F/W)**

**APS-215 Introduction to Social Work Practice (W)**

This course provides an introduction to social work practice in Canada. Students will explore social work practice issues within the Canadian context. Topics encompass the social work practice fields of individual, family, group and community, and the dynamic interplay between the social worker, the user of services, the agency and society. The course will emphasize the integration of theoretical and practical knowledge.

Prerequisite: APS-101

**APS-223 Sociology of Canadian Society (F)\***

This course undertakes a detailed sociological analysis of major social trends and issues in Canadian society. Topics including national identity, social inequality, Canada's relations with Quebec, multiculturalism, indigenous peoples and the United States will provide the focus for advancing our understanding of social life in Canada.

Prerequisite: APS-120

**APS-235 Sociology of Marriage and Family (F)\***

This course provides a survey of the family as part of the created order. Topics include changes to the family through history and cross-culturally, the interaction of the family with the larger society, family roles, and conflicts and tensions within the family.

Prerequisite: APS-120

**APS-236 Social Work Practice with Communities (F)**

This course explores the theories and methods of social work practice with communities. Topics to be covered include: geographic and functional communities, community assessments, theories and models of community practice, and identification skills related to community practice (such as observation, facilitation, mediation, and advocacy).

**APS-241 Sociology of Crime and Deviance \***

A sociological analysis of deviant and criminal behaviour in society. After an overview of different explanations of crime, this course will concentrate on various dimensions of deviant behaviour such as delinquency, drug abuse, and white collar crime. Police and court response to criminal behaviour will also be analyzed.

Prerequisite: APS-120

**APS-245 Social Work Practice with Families (W)**

This course explores the theories and methods of social work practice with families. Topics to be covered include: theories required to understand families in social work practice, diversity in family structure and its impact, power dynamics within a family, assessment and intervention with families, and the impact of poverty and other social concerns on families.

**APS-321 Social Research Methods (W)**

This course will provide students with an introductory understanding of social research and its relevance to sociology and social work practice. Quantitative and qualitative research methods will be examined. Students will be introduced to applied research frameworks such as practice/program evaluation, community profiles/assessments, and participatory action research.

Prerequisite: APS-120

**APS-329 Social Work Practice with Individuals (F)**

This course explores the theories and methods of social work practice with individuals. Topics to be covered include: theories pertinent to social work practice with individuals, working with individuals from diverse populations, the development of professional relationships, understanding intervention roles, and the process of intervention (engagement, assessment, intervention, termination, and evaluation).

Prerequisite: APS-215; Year 3 standing

**APS-332 Diversity In Canada: Implications for Social Work (F)**

This course provides students with the knowledge needed for practice with disadvantaged and oppressed groups. This course examines the history, demographics, and culture of various disenfranchised groups. A major theme of the course is to provide an opportunity for exploration of how prejudice, discrimination, and exclusion affect the experiences of members of these groups. Another theme is the unique strengths and capacities within each group that should be recognized and utilized in effective social work practices. Social injustice occurs and is present at individual, institutional, and societal/structural levels; professional social work ethics and values demand cultural competence and cultural sensitivity practice at the micro, mezzo, and macro levels. Critique of diversity perspectives from a Christian worldview will also be discussed.

Prerequisite: Year 3 or 4 standing

**APS-339 Peace and Conflict Studies (W)**

This course will provide an introduction to the field of Peace and Conflict Studies, including social movements which address issues of peacemaking and conflict resolution. The course will include readings and discussion of key approaches to peacemaking including, but not limited to, those from a Reformed perspective. This course will also critically analyze current global situations of conflict, examining current initiatives to peacemaking and applying theory in search of alternate forms of conflict resolution.

Prerequisite: APS-120

**APS-341 Urban Sociology \***

An investigation of the nature of contemporary urban society. The origin and growth of cities and the dynamics of urban social interaction will be central areas of attention. Urban crime, conflict, and ecology will also be part of the examination of social life in cities.

Prerequisite: APS-120

**APS-342 Social Welfare Policy and Process \***

A critical study of the nature and history of social welfare policies and systems, current federal and provincial policies, and the impact of these policies on existing social problems.

Prerequisite: Year 3 or 4 standing

**APS-351 Social Work Practice with Groups and Teams (W)**

This course explores the theories and methods of social work practice with groups and teams. Students will learn the theory underlying social work groups and understand the purposes and uses of different types of groups. Collaboration and interdisciplinary teamwork will be discussed. Students will be introduced to the skills and interventions used with groups/teams.

Prerequisite: Year 3 standing

**APS-355 Sociology of Popular Culture (F)\***

In an era of mass communication and commercialism, this course will explore the relationship between popular culture and its impact on society. This course will examine popular culture through a critical perspective which will address in particular the relationship between the Christian church and popular culture.

Prerequisite: APS-120

**APS-380 Social Work Internship and Integrative Seminar I (F/W)**

A community-based learning experience in some aspect of Social Work - personal, community, or structural work. The internship is intended to provide experience with a specific population group or field of study. Students learn beginning practice skills through experiential opportunities, applying core knowledge to direct individuals, families or groups, and macro (organizations and communities) social work practice. Each student will normally work 10 hours per week in an agency setting and complete the placement over one term. See page 54 for information on internships.

Prerequisite: APS-101, 215, and 329

**APS-381 Applied Social Sciences Internship (F/W)**

The internship course is designed to allow senior students the opportunity to apply their skills and knowledge of the discipline in an occupational setting. Internships are completed in community based or governmental organizations and students are required to observe and participate in a job-related capacity under supervision. Admission to the internship requires instructor approval. See page 54 for information on internships.

Prerequisite: Year 3 or 4 standing

**APS-428 Poverty: Problems and Perspectives (Capstone) (W)**

This course provides a comprehensive study of poverty as a critical and chronic problem plaguing societies past and present. An interdisciplinary focus will highlight multiple perspectives including sociological, political, historical, environmental, economic, theological, psychological, and biological. Both Canadian and global aspects of poverty will be examined, with a particular emphasis on various approaches to solving poverty at local, national, and global levels. Students will be encouraged to develop their capacity for critical Christian reflection and response to issues of poverty.

Prerequisite: Year 4 standing or permission of the instructor. APS-428 is the Capstone Course for the Applied Social Sciences Department and is required for all majors in the 4th year.

**APS-432 Disability and Society (W)\***

This course will provide an in-depth analysis of advanced-level topics in the field of Disability Studies. The course will examine current themes and issues in disability, including accessibility, education, human rights, and social inclusion. Disability will be examined over time and cross-culturally. The course will examine each of these areas through a critical lens based on the Reformed perspective on faith and culture, including an emphasis on social justice.

Prerequisite: Year 3 or 4 standing

**APS-435 Selected Theories of Social Work Practice (W)**

A critical examination of the theoretical bases of social work practice. Students will compare and contrast a range of theories used in social work practice and learn to effectively apply these theories to problem situations. Theories to be examined include: structural, anti-oppressive, cognitive, role and behavioral theories.

Prerequisite: APS-329; Year 4 standing

**APS-441 Advanced Issues in Criminal Justice \***

This course will provide an in-depth analysis of advanced-level topics in the field of criminal justice, specifically the roles of policing, courts and corrections. Emphasis will be placed on how these elements of the criminal justice system have changed over time, and on current issues including restorative justice, community policing, and incarceration. The course will examine each of these areas through a critical lens based on the Reformed perspective on faith and culture.

Prerequisite: APS-241; Year 3 or 4 standing

**APS-455 Canadian Indigenous Studies (F)\***

This course is an interdisciplinary study of the history and culture of Canadian indigenous peoples (including First Nations, Inuit, and Metis) with emphasis on contemporary issues surrounding Native life. The course involves lectures, films, student presentations, and field assignments.

Prerequisite: Year 3 or 4 standing

**APS-470 Crisis Intervention \***

This course offers a background in theories and strategies of intervention in crisis situations. Topics include suicide intervention, violence within families, sexual assault, child sexual abuse and incest, trauma, illness, death and loss, poverty and homelessness, the client-worker relationship, and community crisis intervention programs. Social work responses will be examined, with reference to the diverse socio-economic, racial and ethnic composition of the community, and the potential role of the church. Students will discuss the different responses to crisis within a Christian framework.

Prerequisite: APS-215; Year 3 or 4 standing

**APS-471 Child Welfare (F)\***

This course will address the issues surrounding the welfare of children in our society. The course will provide an understanding of issues regarding child abuse and neglect, poverty, the child welfare system, and the effects of the changing family structure on children's well being and development. It will address these issues in terms of social work practice, intervention, treatment, legal and social policy perspective. The Christian worldview, as well as the church's responsibility, will also be discussed.

Prerequisite: APS-215; Year 3 or 4 standing

**APS-480 Social Work Internship and Integrative Seminar II (F/W)**

This course provides students who have completed APS-380 with 150 hours of practical experience in a community or organizational setting. A field seminar will be held to develop a familiarity with social work professional ethics and to discuss the ethical issues and tensions related to field work. The purpose of the internship is to assist students in making career decisions and to prepare them for post-graduate educational and employment opportunities. See page 54 for information on internships.

Prerequisite: APS-380

**Art****General Major: (12 courses)**

- ART-112; 115; 235; 236; 313; 352; 380;
- Four of ART-212, 214, 215, 216, 218, 222, 248;
- One of ART-335 or 368

**Minor: (6 courses)**

- ART-112; 115;
- Two of ART-212, 214, 215, 216, 218, 222, 235, 236, 248;
- Two of ART-313\*, 335, 352, 368, 380\*

\*permission of the department required

Note: Some courses will include field trips to museums, galleries, artists, and/or visual arts learning contexts when appropriate and viable.

**ART-112 Introduction to Studio: Drawing (F)**

A basic introduction to concepts, techniques, and drawing media. Studio course, six hours a week.

**ART-115 Introduction to Studio: Painting (W)**

Aesthetics and techniques are examined through the study of various traditions and approaches to painting. Visual vocabulary and formal compositions are developed through practical application in studio projects, and reviewed through critical assessment. Studio course, six hours a week.

**ART-212 Figure Drawing \***

An introduction to both analytical and expressive methods of drawing the human figure. Students will study the human figure using traditional and contemporary tools and resources, including models. Studio course, six hours a week.

Prerequisite: ART-112

**ART-214 Digital Photography \***

This course is an introduction to the technical and aesthetic properties of digital photography with an emphasis on the use of a digital SLR camera as a tool for image making. Students will learn the technical aspects of photography as well as how to use the camera as a medium for art, expression, and creative problem solving. Students will learn to use their digital camera in full manual mode and will apply various editing techniques in Photoshop. This class will include hands-on studio and field location shoots as it introduces students to a new way of viewing God's world, through the lens of a camera.

**ART-215 Intermediate Painting (F)\***

As an extension of ART-115, this course will focus on problems in painting at the intermediate level, with emphasis on exploration of the nuances of the painting language. Studio course, six hours a week.

Prerequisite: ART-115

**ART-216 Concepts, Materials, and Experiments \***

This intermediate course introduces students to experimental and process based methods. Students will sharpen the conceptual foundations of their work and develop innovative processes for the production of artworks. This course incorporates non-art materials into the artistic process, understanding that materials bring their own meanings and associations. Grounded in the processes of drawing, this course extends to painting, performance, and relational aesthetics.

Prerequisite: One of ART-112 or 115

**ART-218 Illustrative Design (W)\***

The study and practice of illustration in design including a brief history, industry production process, copyright, marketing, diversity of styles, and market sectors. Using industry standard original media, students will solve illustrative problems in key market applications.

Prerequisite: ART-112, 115

**ART-222 Introduction to Media Design (F)\***

This course is an introduction to the basic principles of computer-based graphic design. Students will learn the formal, aesthetic and communicative aspects of creating effective graphic images.

**ART-235 Pre-Modern Art History (HIS-211) \***

Beginning with the era of pre-history and proceeding through Greek, Roman, Christian and non-Western art, the course concludes with the Neo-Classical period. Emphasis is placed on the understanding of the visual arts within their philosophical, theoretical, historical, and cultural context.

**ART-236 Modern Art History (HIS-212) \***

The course traces artistic expression from romanticism to modernism, post-modernism and contemporary art. Emphasis is placed on the understanding of the visual arts as expressions of their philosophical, theoretical, historical, and cultural context.

Prerequisite: ART-235 or permission of the instructor

**ART-248 Aesthetics (PHL-248) (W)\*****ART-313 Advanced Studio (F)**

In this conceptually-driven advanced studio course, students address significant themes of contemporary art and culture using the media of their choice (drawing, painting, photography, or digital). This course is structured to encourage spiritual reflection and the development of personal style through idea generation, material investigation, technical refinement, and research.

Prerequisite: ART-112 & 212 or ART-115 & 215

**ART-322 Advanced Media Design (W)\***

This course is an advanced level of study in graphic design that builds on ART-222. Students will become more independent in their use of fundamental components of graphic communication to create independent and creative solutions to a series of design problems. This course will also expose students to contemporary design issues and graphic design history. Students will be expected to expand their proficiency in all aspects of the design process, including creative brainstorming, conceptualizing, critical thinking, collaboration, and presentation. Students will be encouraged to develop a visual language of design that reflects their own artistic style and identity while communicating to various audiences with authentic Christian hospitality.

Prerequisite: ART-222

**ART-335 Contemporary Art Worldwide (W)\***

This course explores the diverse and dynamic globalization of contemporary art. Situating art practices within their cultural contexts, the course examines how non-Western religious, political, and philosophical perspectives are shaping the world today.

**ART-352 Faith and Art (Capstone) \***

How does our faith bear upon our understanding of art? What is the significance of art in our post-modern culture? How can the church become more in tune with the aesthetic dimension of life? What are the challenges facing Christian artists today? These and other questions exploring the relationship between faith and artistry will be discussed.

Prerequisite or Corequisite: ART-235. ART-352 is the Capstone Course for the Art Department and is required for all majors in the 3rd or 4th year.

**ART-368 The Business of Art (F)\***

Focusing on the business of art, this course combines business practices with art-related issues. It provides students with the skills and knowledge to progress to careers in the art community, a vital element of the so-called creative industries sector of the economy.

**ART-380 Directed Studio & Exhibition (W)**

Each student arranges, in consultation with an Art Department faculty member, the content of studio work and its exhibition or a significant project in art history, art criticism, or art education.

Prerequisite: ART-313 and permission of the department

**ART-385-86 Independent Study**

For information on setting up an independent study see page 54.

**Biology**

**For the Biochemistry Program, see page 81.**

**Honours Major: (16 courses)**

- BIO-121; 122; 232; 242; 261; 335;
  - BIO-381/382/383/384;
  - One of BIO-223 or 224;
  - One of BIO-480, 485, 490;
  - Four BIO-300-level electives;
  - Three BIO-400-level electives
- Cognate Requirements:
- CHE-121; 122; 221; MAT-121; 122; 215; SCI-310

**General Major: (11 courses)**

- BIO-121; 122; 232; 242; 261; 335;
  - BIO-381/382/383/384;
  - One of BIO-223 or 224;
  - Two BIO-300- or 400-level electives;
  - One BIO-200-, 300-, or 400-level elective
- Cognate Requirements:
- CHE-121; 122; MAT-201 or 215; SCI-310;
  - One of MAT-114, MAT-121, PHY-115, PHY-121

**Minor: (6 courses)**

- BIO-121; 122;
- Two of BIO-232, 242, 261;
- Two BIO-300- or 400-level electives (excluding 381-384, 480, 485, 490)

\*For Professional Preparation, see page 65.

Students have the option of taking 300 & 400-level courses through the Au Sable Institute of Environmental Studies. For more information visit [www.ausable.org](http://www.ausable.org).

**BIO-121 Fundamentals of Biology I (F)**

A course designed as an introduction to the discipline for biology majors and minors. This course examines biology ranging from the diversity of life and ecology down to the level of the cell. The structure and function of representative species of bacteria, protists, fungi, plants, and animals are examined in both the lecture and the laboratory, and Christian perspectives on evolutionary theory are discussed. Includes a weekly three-hour lab.

Prerequisite: Grade 12 U Biology and Chemistry or permission of the department

Corequisite: CHE-121

**BIO-122 Fundamentals of Biology II (W)**

Emphasis is placed on the molecular and cellular processes in living organisms, and how these processes are involved in the physiology of representative plants and animals. Topics examined in the lecture and laboratory include biological molecules, metabolism, genetics, biotechnology, and the structure and function of plants and animals. Includes a weekly three-hour lab.

Prerequisite: BIO-121 or permission of the instructor

Corequisite: CHE-122 or permission of the instructor

**BIO-223 Survey of the Plant Kingdom \***

Formerly BIO-225. An introduction to the major groups of living plants, with emphasis on classification. Aspects of classification include methods and principles, comparative biochemistry, structure and function, growth, development, and reproduction. The role of certain plants as a source of fundamental biological knowledge is emphasized. Includes a weekly three-hour lab.

Prerequisite: BIO-122 or permission of the instructor

**BIO-224 Invertebrate Zoology (F)\***

Formerly BIO-241. An introduction to the major groups of living and fossil animals with emphasis on classification. Aspects of classification include methods and principles, comparative biochemistry, structure, function, growth, development, and reproduction. The importance of certain animals in fundamental biological research is emphasized. Includes a weekly three-hour lab.

Prerequisite: BIO-122

**BIO-226 Medicinal Botany (offered infrequently) \***

An introduction to the medicinal properties of plants. This course explores the historic and present day use of plants and plant substances to treat disease. Emphasis will be placed on the therapeutic use of plants in the treatment of disorders involving the musculoskeletal system, nervous system, heart and circulatory system, gastrointestinal system, respiratory system and urogenital system. Plant botanicals used in the prevention and treatment of cancer, skin and oral disorders may also be examined.

Prerequisite: BIO-122

**BIO-232 Ecology and Evolution (ENV-235) (F)**

Formerly BIO-235. An introduction to organismal and physiological ecology (the inter-actions of organisms with their physical environment), population and community biology, and the structure and function of ecosystems. Includes a weekly three-hour lab or field work.

Prerequisite: BIO-122

**BIO-242 Cell and Molecular Biology (W)**

Formerly BIO-231. A study of the structure and function of cells as the fundamental building units of living organisms. Topics include cell growth and metabolism, the molecular constituents of cells, major cell organelles, and special cell functions. Methods of investigation will be examined throughout the course and the development of hypotheses and theories will be placed in a historical and contemporary context. Includes a weekly three-hour lab.

Prerequisite: BIO-122

**BIO-248 Forensic Biology (offered infrequently) \***

A course designed to explore the biological techniques used in forensic biology. Topics may include forensic serology, forensic entomology, DNA analysis, environmental issues relating to decomposition, decay rates, the collection of specimens, and the analysis of biological and physical samples. Includes a weekly three-hour lab.

Prerequisite: BIO-122

**BIO-261 Genetics (W)**

Formerly BIO-252. Discussion of the organization, replication, transmission, expression, and evolution of genetic materials. The course is organized around the levels of genes, chromosomes, organisms and populations. Topics include the expression, control and mutation of genes; the molecular organization and information coding; replication, repair, transmission and mutation of chromosomes; the relation between genes, genotype, phenotype and environment; and the genetic structure and variability of populations, including selection and speciation. Throughout the course methods of investigation will be explained. The structure and operation of genetics as a science will also receive attention. Includes a weekly three-hour lab.

Prerequisite: BIO-122

**BIO-333 Field Biology (ENV-315) \***

Formerly BIO-315. A course designed to increase the exposure of students to organisms in their field settings. Topics discussed include biogeography, the observation of the integration of structural and functional diversity in local ecosystems, techniques in taxonomy, population sampling, and hypothesis testing in the field. Some field work will be scheduled for Saturdays. Includes a weekly three-hour lab or field work.

Prerequisite: BIO-232

**BIO-335 Perspectives on Evolution (Capstone) \***

Formerly BIO-455. An examination of the history and philosophy of science as it relates to the development of the evolutionary world view from Aristotle through the 18th century to the modern era. Topics include the Modern Synthesis theory of evolution, the physiological and psychological relatedness of humans and animals, the scientific evidence for and against evolution, and evolution as the foundations for scientific thought.

Prerequisite: Year 3 or 4 standing; BIO-335 is the Capstone Course in the Biology Department and is required for all majors in the 3rd or 4th year.

**BIO-336 Physiological Psychology (PSY-336) (W)****BIO-341 Mammalian Anatomy & Physiology I (F)**

An investigation of the anatomy and physiology of mammals and their organ systems with special emphasis on the nervous, muscular, and endocrine systems in humans. Topics include the needs of an organism, the organization of the body and the physiology of nerves, muscles and glands. Includes a weekly three-hour lab.

Prerequisite: BIO-122

**BIO-342 Mammalian Anatomy & Physiology II (W)\***

An investigation of the anatomy and physiology of mammals and their organ systems with special emphasis on the homeostatic and reproductive systems of the body. Topics include cardiovascular regulation, water balance, respiration, digestion, and reproduction. Includes a weekly three-hour lab.

Prerequisite: BIO-341

**BIO-343 Plant Physiology (W)\***

Formerly BIO-322. An examination of physiological mechanisms of plant growth and development. Topics include water relations, the movement of water and solutes, photosynthesis, nutrition, the production of plant substances, plant hormones, photomorphogenesis, and periodism. Includes a weekly three-hour lab.

Prerequisite: BIO-122

**BIO-351 Microbiology (F)\***

Formerly BIO-362. An introductory course which provides an understanding of microbial structure and biochemistry and includes practical experience in the handling and maintenance of microbial cultures. Topics include the classification and identification of micro-organisms, the role of micro-organisms in health and disease, and the application of microbial processes in industry. Includes a weekly three-hour lab.

Prerequisite: BIO-242

**BIO-361 Biochemistry I: Structures and Functions of Biomolecules (CHE-361) \*****BIO-363 Developmental Biology \***

Formerly BIO-352. A study of irreversible biological phenomena at the molecular, cellular and organismal level. Topics include oogenesis, spermatogenesis, fertilization, cleavage, morphogenesis, cell interactions, induction, cell differentiation, pattern formation, and sex determination. Includes a weekly three-hour lab.

Prerequisite: BIO-261

**BIO-381 Senior Seminar I \*****BIO-382 Senior Seminar II \*****BIO-383 Senior Seminar III \*****BIO-384 Senior Seminar IV \***

These courses consist of a weekly one-hour seminar that explores the contexts for the disciplines of biology, including historical, theological, ethical, societal, and vocational dimensions. The seminars will also equip students to carry out scientific research in the fields of biology. (0.75 credits each)

Prerequisite: Year 3 or 4 standing in the Biology honours major

**BIO-441 Neurobiology (W)\***

This course provides a detailed exploration of the basic physiological processes that occur within the nervous systems of various organisms. Emphasis is placed on the invertebrate nervous systems and the manner by which simple systems can be used to gain a better understanding of the mammalian brain. Includes a weekly three-hour lab.

Prerequisite: BIO-341

**BIO-445 Toxicology (ENV-432) \***

Formerly BIO-432. Toxicology is the field of study which seeks to understand the adverse effects of toxic substances (chemical, physical, and/or biological) to living organisms. Fundamental concepts will be addressed such as dose-response relationships, mechanism of uptake, transport, distribution and storage of xenobiotics, detoxification and depuration, target organ toxicity and physiological consequences (e.g. teratogenesis, mutagenesis, carcinogenesis), and risk assessment techniques. Includes a weekly three-hour lab.

Prerequisite: BIO-242 or 261

**BIO-462 Biochemistry II: Enzymes and Metabolism (CHE-462) (F)\*****BIO-463 Advanced Techniques in Biochemistry & Molecular Biology (CHE-463) \*****BIO-467 Endocrinology (offered infrequently) \***

This course provides basic knowledge of the structure and function of the endocrine system in a variety of organisms ranging from vertebrates to man. The role of endocrine glands in growth and the reproduction and maintenance of homeostasis are described as well as the neurological pathways coordinating the timing of hormone release. Includes a weekly three-hour lab.

Prerequisite: BIO-341

**BIO-480 Internship (F/W)**

A one-term training experience in a specific area of biology. The purpose of the internship is to give students on-the-job experience and to help students in making career decisions and in preparing students for post-graduate education and for employment opportunities. See page 54 for information on internships.

Prerequisite: Year 4 standing

**BIO-485 Honours Independent Study (F/W)**

Available in areas such as developmental biology, genetics, ecology, invertebrate physiology, zoology, and toxicology.

For information on setting up an independent study see page 54.

**BIO-490 Honours Research Project (F/W)**

Students will work independently on a major research project in the field of biology. The research project may be either an extensive and critical review of the literature, a meta-analysis, or an experiment on a topic chosen in collaboration with the instructor. For more information on setting up an independent research project see page 54.

## Business

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The Business Department offers four streams of specialization: Accounting, Management, Marketing, and Not-for-Profit Management. The program also offers a general major and minor, as well as a minor in Not-for-Profit Management. The four streams do not require a minor.

**\*\*The Business Honours Programs require careful planning from Year 1\*\***

### Accounting Stream in Business

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#### Honours Major: Accounting Stream (20 courses)

- BUS-121; 122; 127; 204; 225; 236; 241; 255; 313; 315; 317; 318; 319; 336; 341; 345; 414; 417; 430; 465;
  - BUS-335, 415, and 419 are also required for the Chartered Professional Accountant (CPA) designation
- Cognate Requirements:
- ECO-121 and 122; PSY-201
  - Also see Professional Preparation on page 65.

#### Four-Year Major: Accounting Stream (18 courses)

- BUS-121; 122; 127; 204; 225; 236; 241; 255; 313; 315; 317; 318; 319; 341; 345; 414; 430; 465
  - BUS-335, 336, 415, 417, and 419 are also required for the Chartered Professional Accountant (CPA) designation
- Cognate Requirements:
- ECO-121 and 122; PSY-201

### Management Stream in Business

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#### Honours Major: Management Stream (20 courses)

- BUS-121; 122; 127; 204; 225; 236; 241; 255; 312; 340; 341; 345; 350; 430; 465;
  - Five BUS-300- or 400-level electives (at least two electives must be at the 400-level) with at least one elective from each of these areas:
    - Accounting/Finance: BUS-315, 318, 319, 336, 414
    - Marketing: BUS-352, 354, 357, 452, 455
    - Management Specialties: BUS-330, 461
- Cognate Requirements:
- ECO-121 and 122; PSY-201

#### Four-Year Major: Management Stream (18 courses)

- BUS-121; 122; 127; 204; 225; 236; 241; 255; 312; 340; 341; 345; 350; 430; 465;
  - Three BUS-300- or 400-level electives with one elective from each of these areas:
    - Accounting/Finance: BUS-315, 318, 319, 336, 414
    - Marketing: BUS-352, 354, 357, 452, 455
    - Management Specialties: BUS-330, 461
- Cognate Requirements:
- ECO-121 and 122; PSY-201

### Marketing Stream in Business

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#### Honours Major: Marketing Stream (20 courses)

- BUS-121; 122; 127; 204; 225; 236; 241; 255; 312; 341; 345; 350; 357; 363; 430; 455; 465;
  - Three of BUS-352, 354, 365, 452, 461 (at least one must be at the 400-level)
- Cognate Requirements:
- ECO-121 and 122; PSY-201

#### Four-Year Major: Marketing Stream (18 courses)

- BUS-121; 122; 127; 204; 225; 236; 241; 255; 312; 341; 345; 350; 357; 363; 430; 455; 465
  - One of BUS-352, 354, 365, 452
- Cognate Requirements:
- ECO-121 and 122; PSY-201 or MAT-201

### Not-for-Profit Management Stream in Business

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#### Honours Major: Not-for-Profit Management Stream (20 courses)

- BUS-121; 122; 127; 204; 225; 236; 241; 255; 312; 341; 345; 430; 465;
  - BUS-330; 337; 340; 365; 462; 464; 466
- Cognate Requirements:
- ECO-121, 122; PSY-201

#### Four-Year Major: Not-for-Profit Management Stream (18 courses)

- BUS-121; 122; 127; 204; 225; 236; 241; 255; 312; 341; 345; 430; 465;
  - BUS-330; 340; 466;
  - Two of: BUS-337; 365; 462; 464
- Cognate Requirements:
- ECO-121, 122; PSY-201

#### General Major: (12 courses)

- BUS-121; 122; 127; 204; 225; 236; 241; 255; 341; 345; 430;
  - One of BUS-461 or 465;
- Cognate Requirements:
- ECO-121 and 122
  - A minor is required for the general major.

#### Minor: (6 courses)

- BUS-121;
- One of BUS-122 or 127;
- Two BUS-300- or 400-level electives;
- Two BUS-200-, 300-, or 400-level electives
- ECO-121 or 122 is recommended

#### Not-for-Profit Management Minor (6 courses)

- BUS-121, 122, and 330
- Three of BUS-337; 365; 462; 464; 466

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### **BUS-121 Introduction to Business (F)**

Discover the crucial role business plays in your life as a consumer and employee. Relate the purpose and necessity of profit to a business's goals for employees, suppliers, the community, the environment, and other stakeholders. Use effective marketing, financial management, and people strategies, combined with the right form of business ownership, to achieve those goals.

Normally required in Year 1 for Business students

### **BUS-122 Decision Making for Managers (W)**

Prepare yourself for the wide range of business decisions managers make on a daily-basis. Compete against other teams as you run your own simulated business. Using case studies, practice analyzing financial reports, marketing data, and other information to make marketing, operating, human resource, accounting, and finance decisions.

Prerequisite: BUS-121

Normally required in Year 1 for Business students

### **BUS-127 Introduction to Financial Accounting (F)**

Begin to speak accounting, the "language of business". Learn how transactions and events related to cash, receivables, long-lived assets, liabilities, and equity are captured in financial terms and are compiled into financial statements. Read and interpret financial statements, and compare performance from one year to the next or one business to the next.

Prerequisite or Corequisite: BUS-121



**BUS-204 Introduction to Managerial Accounting (W)**

Apply basic tools to determine what it costs to deliver products and services, what activities drive costs up or down in your business, what volume of business you need to achieve your desired level of profit, and what costs are relevant for making decisions about special orders, make or buy decisions, product pricing, and capital investments. Prepare and use budgets to translate your business goals into monetary terms.

Prerequisite: BUS-127; Year 2 standing

**BUS-225 Management Information Systems (W)**

Discover the strategic role of information technology and management information systems in organizations. Learn about hardware and software. Gather, analyze, and use data, information, and knowledge to make well-informed business decisions.

Prerequisite: BUS-121; Year 2 standing

**BUS-236 Finance I (F)**

Learn how businesses obtain and use cash and other sources of financing. Realize the time value of money and how it impacts short- and long-term financing decisions. Apply financial statement analysis and financial forecasting techniques. Use tools to effectively obtain and manage short-term sources of financing. Look ahead to long-term investment and financing decisions that will be the focus of BUS-336, including capital budgeting.

Prerequisite: BUS-127; Year 2 standing

**BUS-241 Organizational Behaviour (W)**

Develop insight into how individuals and teams behave in organizations. Harness values, perceptions, attitudes, communication, power, conflict and change management, and organizational design to motivate and equip people to accomplish organizational goals.

Prerequisite: BUS-121 and 122; Year 2 standing

**BUS-255 Introduction to Marketing (F)**

Discover how organizations create value and connect with customers through relationships and technology. Examine market segmentation, select a target market, position a company in relation to the competition, analyze new product development and brand management strategies, and develop an effective marketing mix (e.g., product, place, promotion, pricing).

Prerequisite: BUS-121 and 122; Year 2 standing

**BUS-255 Introduction to Marketing (F)**

Explore the key assumptions, principles, and methods used to develop accounting information. Use that information to make sound marketing, operating, human resource, accounting, performance evaluation, and strategic investment decisions.

Prerequisite: BUS-122 or BUS-127

**BUS-313 Intermediate Financial Accounting I \***

Learn how to accurately and honestly measure revenue, profit, and organizational resources such as cash, inventory, property, plant, and equipment. Recognize the potential for bias and manipulation in financial reporting. Analyze and evaluate financial results in the context of organizational strategies, as well as economic, industry, and competitive trends.

Prerequisite: BUS-127; students in the Accounting or Management Stream should take this course in Year 3

**BUS-315 Introductory Assurance Services (F)**

Discover the auditor's important role in assuring users that they can rely on financial statements for decision-making purposes. Develop an audit plan based on a sound understanding of professional ethics, legal liability, types of audit evidence, and internal controls. Apply the audit process to various operating cycles.

Prerequisite or Corequisite: BUS-313; students in the Accounting Stream should take this course in Year 3

**BUS-317 Intermediate Financial Accounting II (F)\***

Learn how to accurately and honestly measure liabilities, including income tax, pension, and lease obligations; shareholders' equity; and complex instruments that contain elements of debt and equity. Calculate and interpret earnings per share. Prepare and analyze the statement of cash flows. Implement other financial reporting requirements and use the information they provide.

Prerequisite or Corequisite: BUS-313

**BUS-318 Management Control Systems \***

Discover how management control systems direct behaviour towards achievement of organizational strategies and goals. Design and evaluate control systems. Develop effective budgeting systems, incentive systems, and corporate governance systems. Evaluate progress towards organizational goals using a broad range of short- and long-term measures.

Prerequisite: BUS-204

**BUS-319 Canadian Income Taxation I (F)\***

Learn about the obligations Canadian income tax legislation places on individuals to pay tax on income from employment, business, and other sources. Use your knowledge of taxation principles and concepts related to income and allowable deductions to calculate taxable income and tax payable for individuals.

Prerequisite: BUS-127

**BUS-330 Not-for-Profit Management \***

Discover the unique management dilemmas posed by the not-for-profit—or voluntary—sector, including faith-based organizations. Learn to make effective decisions about strategic planning; financial and risk management; recruiting, training, motivating, and managing people; marketing and communications to the variety of stakeholders served; program evaluation; and governance.

**BUS-335 Business Law \***

Learn how the Canadian legal and justice system provides a framework governing contracts, negligence and other torts, property rights and obligations, employment rights and obligations, debtor-creditor relationships, forms of business, and dispute resolution.

Prerequisite: BUS-121

**BUS-336 Finance II** \*

Building on Finance I, learn about long-term investment and financing decisions, including how capital markets function, how to choose between debt and equity financing, and how to choose between public and private financing. Delve into the ever-changing world of hybrid debt/equity instruments, derivative securities, mergers and acquisitions, and international financing.

Prerequisite: BUS-236

**BUS-337 Development and Fundraising** \*

Explore the spirituality of philanthropy, the psychology of donor behaviour, and best practices in donor-centred fundraising. Translate knowledge about major gifts, planned giving, direct response fundraising, grants, and corporate fundraising into an understanding of donor development and retention.

Prerequisite: BUS-330

**BUS-340 Leadership Seminar** (F)

Develop the character, competencies, and skills required to effectively lead yourself and others through this seminar comprised of reading, reflection and journaling, discussion, guest speakers, and interactive exercises.

Prerequisite: BUS-241; Recommended in Year 3 for students in the Co-op Program

**BUS-341 Human Resource Management** (W)

Learn how to get the right people in the right jobs at the right time and for the right price. Help employees develop their gifts and abilities, assess their performance on the job, and prepare them for successful careers.

Prerequisite: BUS-241; Year 3 standing

**BUS-345 Operations Management** (F)

Learn how to manage the processes used to transform inputs into products and services. Design products, select production processes and layouts, forecast product/service demand, manage supply chains, schedule production, and ensure quality.

Prerequisite: BUS-204 and 255

**BUS-350 Marketing Communications** (F)

Create powerful and effective marketing campaigns that integrate a variety of media. Hone your skills by developing an integrated marketing communications plan for a client using appropriate advertising, personal selling, direct marketing, sales promotion, and public relations tools.

Prerequisite: BUS-255; students in the Marketing or Management Stream should take this course in Year 3

**BUS-352 Brand Management** \*

Discover the strategic role of branding and brand management in marketing practice. Identify and measure brand equity, build a new brand, manage an established brand, market a brand, and manage a portfolio of brands.

Prerequisite: BUS-255 and 350

**BUS-353 Personal Finance** (W)\*

Equip yourself with the tools and skills you need to make sound financial decisions throughout your life as you earn, save and spend money. Learn how to make wise decisions about everything from student debt to car loans to mortgages to insurance to retirement.

**BUS-354 Digital and Social Media Marketing** \*

Explore the rapidly-evolving field of digital and social media marketing. Use webanalytics to develop effective digital and social media campaigns while being cognizant of the ethical implications of increasingly-pervasive online marketing.

Prerequisite: BUS-255 and 350

**BUS-357 Consumer Behaviour** (F)\*

Explore the psychology of consumer behaviour and how it has strategic implications for marketers. Apply behavioural theories and research techniques about how consumers form and change attitudes, and how they make and evaluate purchase decisions to identify and solve marketing problems.

Prerequisite: BUS-255 and 350

**BUS-363 International Business** \*

Discover the implications of doing business internationally, including being impacted by world economies, trade tariffs and quotas, cultural differences, and government policies. Analyze how being an international business affects management of human resources, marketing, finance, and other business functions.

Prerequisite: ECO-122 and BUS-255 or POL-215

**BUS-365 Not-for-Profit Marketing** (F)\*

Discover how to craft marketing campaigns for not-for-profit organizations that influence social change. Understand the steps in the marketing planning process to focus your marketing plan; select the target audiences, establish behavioural change objectives, and determine what it will take to influence others.

Prerequisite: BUS-255

**BUS-414 Cost and Managerial Accounting** \*

Determine the cost of activities, products, and services; use that information to make management decisions. Investigate how budgets and responsibility accounting affect behaviour. Compare actual and expected results; and analyze how to improve future results. Evaluate strategic investment decisions using advanced capital budgeting techniques.

Prerequisite: BUS-204

**BUS-415 Advanced Assurance Services** \*

Translate the basic knowledge of assurance services gained in BUS-315 into a mature understanding of the auditor's responsibilities and the impact of audits on financial markets. Investigate special topics such as forensic audits, internal audits, comprehensive audits, not-for-profit audits, public-sector audits, environmental audits, and future-oriented financial information.

Prerequisite: BUS-313 and 315

**BUS-417 Advanced Financial Accounting (W)\***

Apply financial accounting concepts and techniques to three complex business situations: investments and business combinations; foreign transactions and operations; and not-for-profit and public-sector organizations.

Prerequisite: BUS-313 and 317

**BUS-419 Canadian Income Taxation II (W)\***

Learn about the obligations Canadian income tax legislation places on corporations to pay tax on income from business and other sources. Use your knowledge of taxation principles and concepts to plan and assess the tax implications of shareholder-manager remuneration, corporate distributions, wind-ups and sales, income deferral, and partnerships and trusts.

Prerequisite: BUS-127 and 319

**BUS-430 Business Ethics (Capstone) (F)**

Learn how others make ethical business decisions, and develop a framework for making your own ethical business decisions in a complex global marketplace.

Prerequisite: Year 4 standing. BUS-430 is the Capstone Course in the Business Department and is required for all majors in the 4th year.

**BUS-452 Sales Management (W)\***

Discover the strategic role of sales management and sales-force management in effective marketing. Learn about the selling process, sales strategies and tactics, sales forecasts, time and territory management, and key account management. Learn how to recruit, select, train, lead, and evaluate performance of a sales force. Predict sales volume, cost, and profitability implications of your sales strategy.

Prerequisite: BUS-255 and 350

**BUS-455 Marketing Management (W)\***

Apply a wide range of marketing concepts in real-world business situations using the case method and a client project. Analyze marketing opportunities and challenges in a variety of industries, develop alternative marketing strategies, and select an effective marketing strategy.

Prerequisite: BUS-255 and 350

**BUS-461 Entrepreneurship (W)**

Design a comprehensive business plan for a prospective business. Learn how to effectively nurture and manage a start-up venture given its unique opportunities and challenges. Pitch your business model to experienced entrepreneurs, and learn from their wisdom.

Prerequisite: BUS-127, 204, 255 and 345; Year 4 standing

**BUS-462 Social Entrepreneurship (W)\***

Discover how to integrate business skills with socially innovative opportunities to benefit and become agents of change in local and broader communities. Immediately apply course concepts during an internship with a local social enterprise.

**BUS-464 Program Design and Evaluation \***

Use program theory to design and evaluate programs. Become equipped to listen to a community's aspirations, assets, and limitations. Learn how to work with communities to develop sustainable programs that reflect a theory of change that is relevant to each community's situation.

Prerequisite: BUS-330

**BUS-465 Strategic Management Seminar (W)**

Learn how to make strategic management decisions in this hands-on course that makes extensive use of the case-study method. Integrate all of skills and knowledge gained in prior business courses to select the product/market focus, value proposition, and core activities that will successfully align with your organization's environment, resources, stakeholder preferences, and organizational structures to produce a winning strategy.

Prerequisite: Year 4 standing and final winter term of studies

**BUS-466 Not-for-Profit Strategy \***

Develop strategies to address a community's needs, improve organizational performance, and build capacity for NFP organizations. Examine and critically evaluate strategy development and the practice of discernment in times of decision-making and organizational transition. Build capacity in leadership, programs, and resources in order to maintain relevance to your mission.

Prerequisite: BUS-330

**BUS-480 Internship (F/W)**

Gain field experience working in a business or not-for-profit organization. Work ten hours a week under the direction of an employer supervisor, meet regularly with a faculty supervisor, and submit relevant written work. Eligible work experience for an internship should involve one or more of the following components: analysis and problem-solving, communications, and integrated exposure to all aspects of the organization. See page 54 for information on internships.

Prerequisite: Year 4 standing and approval from the department chair. Offering of internships is dependent on available placements and/or faculty supervisors. First priority is given to students who are not in the Co-operative Education Program in Business.

**BUS-485-86 Independent Study**

For information on setting up an independent study see page 54. Independent studies are rarely offered given the extensive course offerings available.

# Chemistry

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## Honours Major: Biochemistry (18 courses)

- BIO-121; 122; 242; 261; 351;
- One of BIO-445 or 467;
- CHE-121; 122; 221; 222; 231; 341; 351; 361; 462; 463; 490;
- CHE-381/382/383/384

Cognate Requirements:

- MAT-121; 122; 215; PHY-121; 122; SCI-310
- ENV-222 is recommended

## General Major: Chemistry (11 courses)

- CHE-121; 122; 221; 222; 231; 341; 351; 361; 462; 490;
- CHE-381/382/383/384

Cognate Requirements:

- ENV-222; MAT-121; MAT-201 or 215; PHY-115 or 121; SCI-310

## Minor: Chemistry (6 courses)

- CHE-121; 122; 221;
- One CHE-300-level elective (excluding CHE-381-85);
- Two CHE-200-, 300-, or 400-level electives (excluding CHE-490)

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## CHE-121 Principles of Chemistry I (F)

An introduction to the major principles of chemistry that explain the reactions of elements and their compounds. Topics include the structure of matter, states of matter, ideal gases, stoichiometry, the chemistry of water, energy changes of chemical reactions, atomic orbitals and electron configurations, the periodic table, chemical bonding and models to predict the shapes of molecules. Includes a weekly three-hour lab.

Prerequisite: Grade 12 U Chemistry

## CHE-122 Principles of Chemistry II (W)

A continuation of CHE-121. Topics include reaction kinetics, chemical equilibrium, strong and weak acids and bases, solubility products, electrochemistry, the direction of chemical change, and an introduction to organic chemistry. Includes a weekly three-hour lab.

Prerequisite: CHE-121

## CHE-221 Organic Chemistry I \*

Formerly CHE-263. An introduction to organic chemistry. Topics include representations and nomenclature of organic molecules, resonance, hybrid orbitals and covalent bonding in organic molecules, Lewis acids and bases, conformations, stereochemistry, reaction mechanisms, substitution and elimination reactions, reactions of alkenes, retrosynthesis strategies, gas chromatography, NMR, and infrared spectroscopy. Includes a weekly three-hour lab.

Prerequisite: CHE-122

## CHE-222 Organic Chemistry II \*

Formerly CHE-264. A continuation of CHE-221. Topics include Grignard reactions, synthesis and reactions of alkynes, alcohols, ethers, aromatics, aldehydes, ketones, carboxylic acids, and amines, with an emphasis on the application of organic chemistry to the pharmaceutical industry. Includes a weekly three-hour lab.

Prerequisite: CHE-221

## CHE-231 Analytical Chemistry (F)\*

Formerly CHE-242. An introduction to analytical chemistry. Topics include statistics, proper handling of lab equipment, calibration of analytical instrumentation, equilibrium chemistry, gravimetric and titrimetric methods, UV/visible spectrophotometry, atomic emission and absorption spectrophotometry, gas chromatography, and high-performance liquid chromatography. Includes a weekly three-hour lab.

Prerequisite: CHE-122

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## CHEM-332 Environmental Chemistry

(Offered during the summer at the Au Sable Institute of Environmental Studies)

Principles and analysis of chemical movement and distribution (both natural and human-induced) in natural environments are covered. Sampling and analytical methods are included for water, soil, and air. Work is conducted both on-site in natural habitats and in the laboratory.

Prerequisite: One year of general chemistry and one term of either biochemistry or organic chemistry

## CHE-341 Inorganic Chemistry (W)\*

Formerly CHE-233. An introduction to inorganic chemistry, with an emphasis on the theories and models of structure and bonding that explain the combination of elements across the periodic table. Topics include atomic and molecular orbital theory, symmetry, computational chemistry, diffraction, properties and applications of inorganic elements and their compounds, coordination chemistry, and an introduction to bio-inorganic chemistry. Includes a bi-weekly three-hour lab.

Prerequisite: CHE-122

## CHE-351 Physical Chemistry (W)\*

A study of the underlying physical principles that govern changes in energy and entropy and explain many important phenomenon in chemistry and biochemistry. Topics include the laws of thermodynamics, free energy, chemical equilibrium, activities and ionic strength, chemistry and biochemical kinetics, and diffusion. Includes a bi-weekly three-hour lab.

Prerequisite: CHE-122 and MAT-121; MAT-122 and PHY-122 recommended

**CHE-361 Biochemistry I: Structures and Functions of Biomolecules**  
(BIO-361) \*

Formerly CHE-365. An introduction to the structure, function and analysis of the major classes of biomolecules found in living organisms: proteins, carbohydrates, lipids and nucleic acids. Includes an introduction to the structure and function of enzymes. Includes a weekly three-hour lab.

Prerequisite: CHE-221; CHE-222 and BIO-242 are recommended

**CHE-381 Senior Seminar I** (ENV-381) (F)\*

**CHE-382 Senior Seminar II** (ENV-382) (W)\*

**CHE-383 Senior Seminar III** (ENV-383) \*

**CHE-384 Senior Seminar IV** (ENV-384) \*

These courses consist of a weekly one-hour seminar that explores the contexts for the disciplines of chemistry and environmental studies, including historical, theological, ethical, societal, and vocational dimensions. The seminars will also equip students to carry out scientific research in the fields of chemistry and environmental studies. (0.75 credits each)

Prerequisite: Year 3 or 4 standing in a Chemistry or Environmental Science major

**CHE-385 Independent Study**

An independent advanced study of a particular area of chemistry. For more information on setting up an independent study see page 54.

**CHE-462 Biochemistry II: Enzymes and Metabolism** (BIO-462) (F)\*

Formerly CHE-366. An investigation of the kinetics and regulation of enzyme catalyzed reactions, the principles of metabolism, and the central metabolic pathways, including glycolysis, gluconeogenesis, the pentose phosphate pathway, the citric acid cycle, the electronic transport chain, fatty acid metabolism, and amino acid metabolism. Includes a weekly three-hour lab.

Prerequisite: CHE-361

**CHE-463 Advanced Techniques in Biochemistry & Molecular Biology**

(BIO-463) \*

This course will provide students with an immersion into the world of molecular biology research. Students will investigate unique research questions within a team-based laboratory setting. Throughout the course, students will gain experience with project and experimental design, various laboratory techniques, data analysis and interpretation, as well as the honing of oral and written communication skills. This course is particularly intended for students interested in graduate studies, or careers in the research field. Includes a weekly three-hour lab.

Prerequisite: BIO-261, 351, 361; HSC-342 is recommended

**CHE-490 Independent Research Project**

A one-term undergraduate research project in chemistry or biochemistry. Students will plan, carry out, analyze, interpret, and present results of a departmentally-approved research project. For more information on setting up an independent research project see page 54.

Prerequisite: Year 4 standing in the Biochemistry or Chemistry major

## Computer Science

**CSC-121 Computer Programming I** (F)\*

This course is an overview of the discipline of computer science and an introduction to computer programming. Students will learn to design, code, debug, test, and document well-structured programs using the Python programming language. The course also includes an introduction to the history of computing and introduces how faith relates to computer technology. Includes a weekly one-hour tutorial.

Prerequisite: Grade 12 U mathematics or corequisite of MAT-114

## Economics

**ECO-121 Introduction to Economics: Micro** (F)

An introductory survey of microeconomic principles, problems, and applications. Microeconomics is concerned with the study of the economic behaviour of individual economic units—the industry, firm, or household.

**ECO-122 Introduction to Economics: Macro** (W)

An introductory survey of macroeconomic principles, problems, and applications. Topics include economic goals, the role of the market and government in the economy, and the economic problems of unemployment and inflation.

## Education

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Admission to the Education Program required as a prerequisite to all courses.

### Primary/Junior Program

- Foundation requirements (25.5 credits): EDU-301; 303; 306; 323; 327; 331; 407; 414; 415; 417; 432; 488
- Curriculum studies requirements (16.5 credits): EDU-332; 337; 340; 421; 422; 440; 441; 446
- Curriculum studies electives (6 credits) from: EDU-210, 251, 307, 310, 322, 325, 326, 329, 334, 404, 426
- Practicum and field experience requirements (12 credits): EDU-478; 490; 492 or 494+496 or 498

### Junior/Intermediate Program

- Foundation requirements (25.5 credits): EDU-301; 303; 306; 323; 327; 331; 407; 414; 415; 417; 432; 488
- Curriculum studies requirements (16.5 credits): EDU-333; 338; 341; 423; 424; 442; 443; 447
- Curriculum studies electives (6 credits) from: EDU-210, 222, 251, 307, 310, 321, 322, 325, 326, 329, 404, 426, 437, 438, 449. See note below for teaching subject requirements.
- Practicum and field experience requirements (12 credits): EDU-479; 491; 493 or 495+497 or 499

### Notes:

- A minimum grade of 6.00 (C+) in EDU-303 and EDU-478/479 and a minimum departmental GPA of 6.00 is required to continue to the final year of the program.
- A minimum grade of 7.00 (B-) is required to pass the final year practica (EDU-490 to 499). Successful completion of practica is required for the successful completion of the program. Refer to pages 61-64 for more information.
- It is strongly recommended that those who plan to take a 400-level practicum in a Catholic school take EDU-310 in advance of their placement. Similarly, it is strongly recommended that those who plan to take a 400-level field experience in an independent Christian elementary school take EDU-307 in advance of their placement.

### Teaching Subject Requirements:

Dramatic Arts: EDU-210  
French: EDU-329  
Geography: EDU-437  
History: EDU-438  
Music: EDU-222  
Religious Education in Catholic Schools: EDU-310  
Science: EDU-449  
Visual Arts: EDU-321

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### EDU-021 Classroom Observation

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A classroom placement of 25 hours which provides students with an opportunity to develop a personal acquaintance with current educational practice and to clarify their desire to pursue a vocation in this field. Open only to students applying to the Education Program. (Non-credit)

### EDU-210 Storytelling (THR-210) (F)

A course which introduces students to the history and concepts that underlie narrative and performance. Students in this course will be guided through a series of exercises which free the voice, body, and imagination so that these attributes of the storyteller may be employed as interpretive tools.

### EDU-222 Teaching Music (JI) (F)

This course provides teacher candidates who have identified music as their intermediate division teaching subject with a sustained focus on music curriculum and pedagogy. Building on the foundation established in EDU-333, this course will provide depth and breadth for the effective teaching of music in the intermediate grades. (1.5 credits)

### EDU-251 An Introduction to Children's Literature (PJI) (F)

A survey of standards, classic and contemporary books for children, with special consideration of literature's capacity to delight, to instruct and shape the values and convictions of young readers.

### EDU-301 Development and Learning (F)

The purpose of this course is to extend the knowledge of psychology as it applies to teaching and learning, while introducing students to theories and techniques of pedagogy. The teacher assisting experience (see EDU-303) is to provide a bridge between theory and practice and to serve as part of an apprenticeship experience.

NOTE: EDU-301 and 303 are delivered as a package, where learning from the courses are entwined with 100 hours of classroom observation and assistance in schools, leading to application of learning concepts.

### EDU-303 Social Foundations and Introduction to Teaching (F)

In this course, students participate as teacher assistants in local elementary schools for an equivalent of two full mornings a week (100 hours spread over the semester). In addition to assisting a teacher in various classroom duties, the practicum demands intensive observation, active teaching, and thoughtful reflection. This practicum is required and integral to the course of study for EDU-301/303.

### EDU-306 History and Philosophy of Education (Capstone) (W)

This course reviews the history and philosophy of education. It seeks to help students understand how worldview and philosophy come to expression in schools. Its review of schooling and educational philosophy is focused on helping one understand present educational patterns in Canada and develop one's own philosophy of education. A Western tradition is not the only important tradition in Canada today and discussions on pluralism and structural pluralism will seek to relate the history and philosophy studied to concerns for equity, multiculturalism, and equal opportunity.

EDU-306 serves as the Capstone Course for the B.Ed. degree.

### EDU-307 Teaching Religious Studies (PJI) (F)

This is a basic course in the purpose, curriculum and methods of dealing with religious studies in schools. It will include a study of the Ontario curriculum and guidelines for religious education in public schools, separate schools, and independent schools. It will stress the importance of respecting beliefs of all children and their families. It is strongly recommended that those who plan to take a 400-level field experience in an independent Christian school take this course in advance of their placement. (1.5 credits)

**EDU-310 Religious Education in Catholic Schools (PJI) (F)**

This course is designed to prepare candidates to teach in Catholic schools. It fosters professional knowledge in the field of Religious Education, assists in the acquisition of the theological background and pedagogical skills necessary for the implementation of Religious Education curriculum, develops skills that enhance the integration of Gospel values across the curriculum, and promotes an understanding of teaching as a vocation rooted in the call to Christian ministry. This course is required for those in the junior/intermediate division who wish to claim Religious Education in Catholic Schools as a teaching subject. It is strongly recommended that those who plan to take a 400-level practicum in a Catholic school take this course in advance of their placement.

**EDU-321 Teaching Visual Art (JI) (F)**

This course provides teacher candidates who have identified visual art as their intermediate division teaching subject with a sustained focus on art curriculum and pedagogy. Building on the foundation established in EDU-333, this course will provide depth and breadth for the effective teaching of art in the intermediate grades. (1.5 credits)

**EDU-322 Multiliteracies (PJI) (W)**

This course is designed as an introduction to the practice of multiliteracies in P/J/I classrooms across the curriculum. Reflecting today's social and cultural diversities, multiliteracies practices allow for flexibility in supporting linguistic, cultural, and multimodal forms of communication. Understanding how to utilize multimodal forms of communication in classrooms to support collaborative learning, inquiry, and differentiated learning styles helps support a social community of practice which is foundational to developing a pedagogy of multiliteracies. Teacher candidates will learn about how multiliteracies can inspire creativity, is inclusive for all student abilities, and can be both local and global while supporting the Ontario curriculum. Students will work with a variety of multiliteracies resources, expand their understandings of multiliteracies pedagogy, and develop appropriate assessment practices across grade levels and curricula. Purposeful reflection and integration of a Christian worldview will shape our understandings of how Christ is reflected in all things for his purposes. (1.5 credits)

**EDU-323 Multicultural Education in a Global Context (PJI) (W)**

This course explores how Canadian schools and teachers intersect with what is currently being termed as diverse “glocal” communities. We explore how educational systems respond to and interact with different multicultural groups within Canada (including immigrants, resident Canadians and global refugees), in multicultural and global educational contexts. The impact of various educational and cultural patterns upon community relations and the formulation of policy for multicultural education will be critiqued. Central to this discussion is an examination of the formation of identity within children and their educators, and our response as global citizens to be hospitable and loving to the cultural “others” in our midst from a Christian worldview. This course examines relevant current curriculum documents to best prepare candidates for teaching in an increasingly multicultural and global world. By the end of the course, students will understand different educational systems around the developing world and how they fit within the framework for the UN's Millennium Development Goals. (1.5 credits)

**EDU-325 Collaborative Workspaces and Restorative Practices (PJI) (W)**

This course is designed to give students a Christian perspective to establish authentic practices for engaging in collaborative learning. In doing so, it provides an experiential landscape for collaborative success in the structure and use of small group learning in the classroom. Problems arising within a community of learners will be discussed and activities will be designed to engage restorative practices which are consistent with educational goals for equipping long term learning strategies, providing leadership and establishing strong community ethics. (1.5 credits)

**EDU-326 Environmental Education (PJI) \***

The purpose of this course is to facilitate teacher candidates' building of theoretical knowledge and pedagogical skills in Environmental Education. Within the course opportunities will be provided for participants to explore fundamental concepts of EE along with various curricular approaches to the subject and how these can inform teachers' pedagogical practice in classrooms. Specifically, the course shall interrogate the terms environment, education, care, justice, and action as understood from Christian and other perspectives. Opportunities will be provided for participants to evaluate some of the tensions and practical problems surrounding the implementation of EE in schools. (1.5 credits)

**EDU-327 Indigenous Education (PJI) (F)**

This course addresses the histories, cultures, contributions, and perspectives of First Nations, Metis, and Inuit peoples with specific attention paid to education and pedagogy. Candidates will be enabled to recognize their responsibility to engage all learners in their classes to ensure that students of Indigenous background will be able to see their cultures, histories, and perspectives reflected in the curriculum, pedagogy, school and community. This responsibility applies whether or not a student in the class self-identifies as part of the aboriginal community or whether or not there is a person of aboriginal background in the class. This course will help candidates consider the role of schools in the lives of Indigenous students and the powerful role teachers can play in seeking justice in society. (1.5 credits)

**EDU-329 Teaching French as a Second Language (JI) (F)**

This course is intended to enhance professional practice and extend knowledge and skills in the delivery of French as a Second Language. It also explores the theoretical foundations, the development of learners, program planning and implementation, assessment, the learning environment and ethical considerations related to teaching and learning across the divisions. In addition, this course will discuss particular topics and issues that are relevant to a variety of school systems.

NOTE: Persons wishing to take French as a teaching subject are advised that there is a GAT: Grammar Accuracy Test (or FRE-312 with 70+%) and an OPT: Oral Proficiency Test to be passed (70% minimum) in order to be accepted into EDU-329. These tests should be done as soon as possible after applying to the program.

**EDU-331 Digital Technology for Learning (P/J) (W)**

This course is designed to introduce educators to technology use in a classroom setting. This is a practical, hands-on course in which students will investigate and discover techniques and strategies related to the use of technology in the classroom. Students will find and share resources related to daily classroom activities for both the educator and the student. Through discussion, issues and concerns about technology in the classroom will also be examined. (1.5 credits)

**EDU-332 Teaching the Arts: Drama, Music, and Visual Art (PJ) (F)**

This course will be divided into three segments: drama, music, and visual art: the first will address theory and practical applications in the teaching of dramatic forms, improvisation, and theatre arts; the second is an introduction to the materials and instructional techniques grounded in an understanding of basic musical concepts and contemporary theories of music teaching and learning; and the third will emphasize pedagogical strategies and resources as well as the critical and reflective phases of the art-making process to develop visual expression, perception, and appreciation. The philosophies, methods, curriculum, and techniques of art instruction for students in the P/J divisions in drama, music, and visual art will be studied. Topics include: Christian perspectives on art education; philosophy; implementing the Ontario curriculum; instructional methods and strategies; authentic assessment and practical evaluation strategies; artistic growth and adolescent development; design concepts; lesson and unit planning; health and safety practices; use of community resources; and the teacher's personal artistic development. The concepts of imagination, creativity, aesthetics, and community with specific references to a Christian education will be explored.

**EDU-333 Teaching the Arts: Drama, Music, and Visual Art (JI) (F)**

This course explores philosophies, methods, curriculum, and techniques for art instruction for students in the J/I divisions in drama, music, and visual art. The course will be divided into three segments: drama, music, and visual art: the first will address theory and practical applications in the teaching of dramatic forms, improvisation, and theatre arts; the second is an introduction to the materials and instructional techniques grounded in an understanding of basic musical concepts and contemporary theories of music teaching and learning; and the third will emphasize pedagogical strategies and resources as well as the critical and reflective phases of the art-making process to develop visual expression, perception, and appreciation. Topics include: Christian perspectives on art education; philosophy; implementing the Ontario curriculum; instructional methods and strategies; authentic assessment and practical evaluation strategies; artistic growth and adolescent development; design concepts; lesson and unit planning; health and safety practices; use of community resources; and the teacher's personal artistic development. The concepts of imagination, creativity, aesthetics, and community with specific references to a Christian education will be explored.

**EDU-334 Play-based Learning & Teaching in the JK-SK Program (F)\***

This course will support teaching and learning in the full day Kindergarten Program in Ontario schools. In this course students will

grow in their understanding of play based learning and learn how to organize learning around the Four Frames of the Kindergarten Program: belonging and contributing, self-regulation and well-being, demonstrating literacy and mathematics behaviours, and problem-solving and innovating.

**EDU-337 Teaching Social Studies (PJ) (W)**

An examination of curriculum design, topics, methods, resources, and practical application for teaching social studies in the primary and junior grades with special reference to the Ontario curriculum. (1.5 credits)

**EDU-338 Teaching Social Studies: History and Geography (JI) (W)**

An examination of curriculum design, topics, methods, resources, and practical application for teaching social studies in the junior grades and history and geography in the intermediate grades with special reference to the Ontario curriculum. (1.5 credits)

**EDU-340 Teaching Health, Dance, and Physical Education (PJ) (F)**

This course provides introductory skills and information necessary to planning and teaching an effective health and physical education program in the primary and junior divisions.

**EDU-341 Teaching Health, Dance, and Physical Education (JI) (F)**

This course provides introductory skills and information necessary to planning and teaching an effective health and physical education program in the junior and intermediate divisions.

**EDU-404 Project Based Learning \***

This course provides an overview of project-based learning as a pedagogical choice, a framework to construct projects, and it will use practices (protocols, technology, assessment) for implementation and execution of effective projects. The focus will be on the creation and presentation of a project that can be used in the context of the Ontario curriculum. (1.5 credits)

**EDU-407 Systems of Education in Ontario (W)**

This course explores the foundations of educational institutions in Canada and especially the province of Ontario. The origin and development of public, separate, and private schools will be studied. The main requirements of the Ontario Education Act, key Regulations, and the Foundations of Professional Practice will be reviewed to prepare education students to understand the legal and professional context for teaching in Ontario.

**EDU-414 Curriculum Foundations (F)**

This course is a survey of the orientations, themes, and concepts of curriculum theory and practice. The focus will be on program choices and instructional decisions that must be made in the context of a comprehensive vision for schooling in relation to the Ontario curriculum.

**EDU-415 Teaching Practice: Classroom Management (W)**

This course covers theories and practices of classroom management in light of recent educational research, professional standards for teaching in Ontario, and the mission of the teacher education



program of Redeemer University with an emphasis on effective teaching and service to students in Ontario schools. (1.5 credits)

**EDU-417 Inclusive Teaching Practice: Special Education and English Language Learning (W)**

This course covers theories and practices of special education and English language learning in light of recent educational research, professional standards for teaching in Ontario, and the mission of the teacher education program of Redeemer University with an emphasis on effective teaching and service to students in Ontario schools. An introduction to the theories, practices, and issues related to educating the exceptional student in our schools is provided. This course is designed to encourage that the needs of all students be met within an inclusive learning environment. The focus will be to equip teachers with an ability to better understand the learning needs of all students and teaching strategies that will help meet these needs. (1.5 credits)

**EDU-421 Engaging Literacy in the Primary Grades (PJ) (W)**

The goal of this course is to develop an understanding of emergent literacy in the classroom. Teacher candidates will be enabled to articulate the meaning and implications for a Christian who is teaching within a variety of school systems. This course will focus on the emergent and early learner while exploring aspects of personal classroom practices, required skill sets, child-led and centre-based learning, and theoretical practices underlying current literacy teaching. Prospective teachers will be introduced to Ministry of Education documents and provincial expectations for literacy learning. Aspects of theory as leading to meaningful practice will be explored. Learning opportunities are provided through interactive dialogic discussion, assigned readings and critique, modeled reading/writing activities, teaching practice activities, and imaginative literacy opportunities to integrate literacy for K learners into all elements of the classroom. This course will enable new teachers to make informed choices in developing effective, creative language arts practices for emerging and early literacy learners. (1.5 credits)

**EDU-422 Engaging Literacy in the Junior Grades (PJ) (F)**

In building upon the learning in EDU-421, the course will continue to explore the research and theory that act as foundational thinking for teaching language arts in the junior classroom. The goal of this course is to assist the P/J teacher candidate to scaffold learners from emergent into developing literacy skills. Learning opportunities include practice teaching activities, interactive dialogic readings and critique, introduction to newer literacy interventions, and planning for language arts in order to meet provincial requirements for formal schooling. This course will equip teachers to be able to design and implement a successful P/J literacy program. (1.5 credits)

**EDU-423 Engaging Literacy in the Junior Grades (JI) (W)**

For teacher candidates in the J/I stream, this course provides an introduction to the theory, research and practice essential for developing student learning in literacy. This course provides instruction for teaching grades 4-6 which will then serve to scaffold further teaching of students (especially those who may struggle) in grades 7-10. Teacher candidates will be enabled to articulate the meaning and implications for a Christian

who is teaching within a variety of school systems. Prospective teachers will be introduced to provincial Ministry of Education documents and expectations for learning. Aspects of theory and practice underlying current literacy acquisition will be explored. Learning opportunities are provided through interactive dialogic discussion, assigned readings and critique, teaching practice activities, and imaginative literacy opportunities. This course will enable new teachers to make informed choices in developing effective, creative language arts practices for junior literacy learners. (1.5 credits)

**EDU-424 Engaging Literacy in the Intermediate Grades (JI) (F)**

In building upon the learning of EDU-423, the course will continue to explore the essentials needed for meaningful literacy practices in the adolescent classroom. The goal of this course is to enable the intermediate teacher candidate to equip learners into senior literacy skills (7-10). Learning opportunities include practice teaching activities, introduction to a variety of literacy genres, interactive dialogic readings and critique, introduction to 2.0 literacies, media and literature circles, and planning for language arts that meet the provincial requirements for formal schooling. This course will equip teachers to be able to design and implement a successful intermediate program across a range of diverse and differentiated learning orientations. (1.5 credits)

**EDU-426 Practices for Reading Restoration (PJI) (F)**

This course presents a cognitive framework for understanding reading development and for diagnosing and remediating the reading difficulties encountered by some students. After review of reading theory and current methods of teaching reading, there is an examination of some informal methods of assessing students' reading difficulties and ways of remediating these problems. This course includes working with an at-risk reader. (1.5 credits)

**EDU-432 Differentiated Instruction (PJI) (F)**

This course is designed to encourage in-service teachers to develop confidence in their abilities to better meet the needs of all students within an inclusive learning environment through differentiated instruction. The focus will be to equip teachers with an ability to better understand the learning needs of their students and teaching strategies that will help meet these needs. Class sessions will consist of group work, discussion, presentations, lectures, and readings (1.5 credits).

**EDU-437 Teaching Geography (JI) (F)**

This course provides teacher candidates who have identified geography as their intermediate division teaching subject with a sustained focus on geography curriculum and pedagogy. Building on the foundation established in EDU-338, this course will provide depth and breadth for the effective teaching of geography in the intermediate grades. (1.5 credits)

**EDU-438 Teaching History (JI) (F)**

This course provides teacher candidates who have identified history as their intermediate division teaching subject with a sustained focus on history curriculum and pedagogy. Building on the foundation established in EDU-338, this course will provide depth and breadth for the effective teaching of history in the intermediate grades. (1.5 credits)

**EDU-440 Teaching Mathematics in the Primary Grades (PJ) (W)**

The underlying purpose of the course is to develop candidates' awareness and understanding of theories, research, and methodologies that can

be applied to the teaching of mathematics in the primary grades (1-3). While the course focuses on the content and expectations of the Ontario curriculum, its overall purpose is to expose teacher candidates to important topics in math education that are of concern to math teachers nationally and internationally such as: nature of math; mathematical literacy; teaching mathematics to all students; constructivist approaches; developmental aspects; and the use of technology in teaching math. The course will also nurture an appreciation for the order revealed by mathematical relationships within the structures of creation and imbue candidates with a sense of intrigue and excitement about teaching and learning mathematics.

**EDU-441 Teaching Mathematics in the Junior Grades (PJ) (F)**

This course follows the general framework described in EDU-440, except that the focus has shifted to the junior grades, 4-6. (1.5 credits)

**EDU-442 Teaching Mathematics in the Junior Grades (JI) (W)**

The underlying purpose of the course is to develop teacher candidates' awareness and understanding of theories, research, and methodologies that can be applied to the teaching of mathematics in the junior grades (4-6). While the course focuses on the content and expectations of the Ontario curriculum, its overall purpose is to expose teacher candidates to important topics in math education that are of concern to math teachers nationally and internationally such as: nature of math; mathematical literacy; teaching mathematics to all students; constructivist approaches; developmental aspects; and the use of technology in teaching math. The course will also nurture an appreciation for the order revealed by mathematical relationships within the structures of creation and imbue candidates with a sense of intrigue and excitement about teaching and learning mathematics.

**EDU-443 Teaching Mathematics in the Intermediate Grades (JI) (F)**

This course follows the general framework described in EDU-442, except that the focus has shifted to the intermediate grades, 7-10. (1.5 credits)

**EDU-446 Teaching Science (PJ) (W)**

This course introduces teacher candidates to theories, research, and methodologies for teaching science and technology in the primary and junior grades. While the course focuses on the content and expectations of the Ontario curriculum, its overall purpose is to expose teacher candidates to current topics in science education that are of concern to science teachers nationally and internationally such as: scientific literacy, science for all, scientific inquiry, the nature of science, and teaching science beyond its traditional content. The course will provide teacher candidates with opportunities for planning units, lessons and activities for teaching basic science concepts for a diversity of Grade 1-6 students. (1.5 credits)

**EDU-447 Teaching Science (JI) (W)**

This course introduces teacher candidates to theories, research, and methodologies for teaching science and technology in the junior and intermediate grades. While the course focuses on the content and expectations of the Ontario curriculum, its overall purpose is to expose teacher candidates to current topics in science education that are of concern to science teachers nationally and internationally such as: scientific literacy, science for all, scientific inquiry, the nature of science, and teaching science beyond its traditional content. The course will provide teacher candidates with opportunities for planning units, lessons and activities for teaching basic science concepts for a diversity of Grade 4-10 students. (1.5 credits)

**EDU-449 Teaching Science (JI) (F)**

This course provides teacher candidates who have identified science as their intermediate division teaching subject with a sustained focus on science curriculum and pedagogy. Building on the foundation established in EDU-447, this course will provide depth and breadth for the effective teaching of science in the intermediate grades. (1.5 credits)

**EDU-478 Practicum I, Primary/Junior (W)**

**EDU-479 Practicum I, Junior/Intermediate (W)**

**EDU-488 Professional Teaching Seminar and Reflective Practice (W)**

Before, during, and after the two six-week sessions of practicum teaching in the final year, this seminar will be required for discussion and reflection on the practicum teaching experience. This course will consist of approximately ten days of seminar time, scheduled before, during, and after the teaching practicums. It will include written assignments, communal reflection and self-assessment on the practicum experience, and a variety of guest speakers from the profession.

**EDU-490 Practicum II, Primary/Junior (F)**

**EDU-491 Practicum II, Junior/Intermediate (F)**

**EDU-492 Practicum III, Primary/Junior (W)**

**EDU-493 Practicum III, Junior/Intermediate (W)**

**EDU-494 Practicum IV, Primary/Junior \***

**EDU-495 Practicum IV, Junior/Intermediate \***

**EDU-496 Field Experience I, Primary/Junior \***

**EDU-497 Field Experience I, Junior/Intermediate \***

**EDU-498 Field Experience II, Primary/Junior \***

**EDU-499 Field Experience II, Junior/Intermediate \***

# English

## Honours Major: Literature Stream (16 courses)

- ENG-103; 104; 201; 315;
- One of ENG-222 or 232;
- One of ENG-257 or 261;
- One of ENG-322 or 332;
- Two of ENG-340, 341, 342, 343, 344, 361, 362;
- Two of ENG-320, 321, 345, 346, 347, 357, 376;
- Four ENG-400-level electives;
- One ENG-200-, 300-, or 400-level elective

## Honours Major: Writing Stream (16 courses)

- ENG-103; 104; 201; 303; 315; 403;
- One of ENG-203 or 213;
- One of ENG-222 or 232;
- One of ENG-257 or 261;
- Two of ENG-302, 304, 305, 380;
- One of ENG-340, 341, 342, 343, 344, 361, 362;
- One of ENG-320, 321, 322, 332, 345, 346, 347, 357, 376;
- Three ENG-400-level electives

## General Major: Literature Stream (10 courses)

- ENG-103; 104; 201; 315;
- One of ENG-222 or 232;
- One of ENG-257 or 261;
- Two of ENG-340, 341, 342, 343, 344, 361, 362;
- Two of ENG-320, 321, 322, 332, 345, 346, 347, 357, 376

## General Major: Writing Stream (10 courses)

- ENG-103; 104; 201; 315;
- One of ENG-222, 232, 257, 261;
- One of ENG-340, 341, 342, 343, 344, 361, 362;
- One of ENG-320, 321, 322, 332, 345, 346, 347, 357, 376;
- Three of ENG-203, 213, 302, 303, 304, 305, 380

## Minor: Literature Stream (6 courses)

- ENG-103; 104;
- One of ENG-257 or 261;
- Two ENG-300-level literature electives;
- One ENG-200- or 300-level literature elective

## Minor: Writing Stream (6 courses)

- ENG-103; 104; 201;
- Three of ENG-203, 213, 302, 303, 304, 305 (at least two courses must be at the 300-level)

· Students in the honours or general major are strongly recommended to take a second language.

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## ENG-103 Ways of Reading: Fiction (F/W)

Stories: how do they tell us about the world? Looking at short fiction and novels from a range of historical periods, in this course we will cultivate the ability to read with imaginative, intellectual, and spiritual discernment.

## ENG-104 Ways of Reading: Poetry and Drama (F/W)

How do poems and plays express human experience? Looking at poetry and drama from a range of historical periods, in this course we will continue to cultivate the ability to read with imaginative, intellectual, and spiritual discernment.

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## ENG-201 Expository Writing I (F/W)

A course on the art and craft of expository writing--writing that seeks to explore, explain, or argue a topic for a given audience. Students will practice various modes of nonfiction writing, from personal to persuasive essays, so as to learn the knowledge and skills needed to express themselves fluently and literately in written English, whether in print or digitally. Through a workshop format, students will learn seven traits of effective writing, study well-crafted essays on a range of intriguing topics, improve grammatical correctness in their own writing, gain twenty-first century research skills, and become rhetorically savvy writers. This course is strongly recommended for students considering a career in teaching.

## ENG-203 Creative Writing I: Essential Tools and Strategies (F/W)

Energy, imagery, tension, patterns, insight, and revision: this course focuses on tools and strategies such as these, common to all forms of creative writing. Using a workshop format, this course develops students' imaginative writing skills and cultivates productive writing habits. Students also explore a Christian understanding of the gift and practice of imagination as they experiment in different genres and modes--from fiction and poetry to creative nonfiction, drama, and graphic narratives.

Prerequisite: ENG-103 or 104 or permission of the department

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## ENG-213 Playwriting (THR-213) \*

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## ENG-215 Introduction to Classical Western Mythology (HIS-215) \*

An introduction to the central myths and stories that have shaped the literary and cultural imaginations of the Western world. Readings will engage paradigmatic narratives from Greek and Roman mythology.

Prerequisite: ENG-103 or 104; HIS-105 or permission of the instructor

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## ENG-222 Canadian Literature Survey \*

This course explores the origins and development of Canadian literature by examining the forces that shaped it, the forms and genres that have characterized it, and the themes that have preoccupied it. As a study of Canadian literature from its beginnings in the late eighteenth century to its presence as a contemporary literature in the 1970s, the course pays particular attention to the development of distinctive forms of prose and poetry and their relationship to the faith-perspectives of their practitioners.

Prerequisite: ENG-103 or 104

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## ENG-232 American Literature Survey (F)\*

This course surveys American writing from its origins before the United States existed as a nation until the middle of the twentieth century (WWII). Emphasizing the interrelationship between the literature and its historical background, the course includes the study of important prose and poetry from the colonial, revolutionary, Romantic, and Modern periods. Attention is given to this literature's diverse cultural strands, the contested space of exploration and colonization (including Puritanism), Enlightenment rationalism and individual liberty, transcendentalism, slavery and civil war, race relations, realism, naturalism, Imagism, and Modernism.

Prerequisite: ENG-103 or 104

**ENG-241 Environmental Literature (ENV-241) (F)\***

Studying literary works through an ecological lens will inform and nuance students' perceptions of the relationship between culture and nature, the foundation of our current environmental sensibilities, and the role of human beings in the care and sustenance of the earth. Using chronological, regional, and thematic approaches, the course considers the links between literary appreciation and social action.

Recommended Prerequisite: ENG-103 or 104

**ENG-251 Children's Literature (W)\***

A critical survey of classic and contemporary writing for children, exploring major themes and genres in the history of children's literature.

Prerequisite: ENG-103 or 104

**ENG-257 The British Novel (F)**

A survey of the British Novel from its emergence as a literary form to the present day. The novel's development will be traced through studies of representative writers such as Fielding, Austen, Charlotte Bronte, Dickens, Hardy, Woolf, Forster, Orwell, and Fowles.

Prerequisite: ENG-103 or 104

**ENG-261 British Drama Survey (THR-261) \***

**ENG-302 Expository Writing II (W)\***

An advanced course in essay writing, with a particular emphasis on argumentation. Students will refine their understanding of rhetorical theory and methods, cultivate ethical language practices, develop a mature style through attention to the sentence, and engage in an advanced study of grammar and editing.

Prerequisite: ENG-201 or permission of the instructor

**ENG-303 Creative Writing II: Major Genres (F)**

An intermediate course in the writing of fiction, using a workshop format. Students will gain experience in crafting fiction through attention to the full range of story elements and to different narrative genres. Works by other writers are studied in the light of basic principles of form.

Prerequisite: B average in ENG-201 and ENG-203 or 213

**ENG-304 Journalistic Writing I: Reporting and Newswriting (F)\***

A course in writing for the news media, focusing on print and internet, using a workshop format. Students will examine and discuss examples of professional journalism, try out the basic forms themselves, and give feedback on each other's work.

Prerequisite: ENG-201 or permission of the department

**ENG-305 Journalistic Writing II: Column and Opinion Writing (W)\***

A course in writing columns and opinion pieces for papers, magazines, web journals, and other news media, using a workshop format. Students will examine and discuss examples of professional column writing, practice such writing themselves, and give feedback on each other's work. Students will learn advanced techniques of interviewing, researching and writing, and will receive some instruction on marketing a column to a periodical publication.

Recommended Prerequisite: ENG-304

**ENG-315 History of Literary Criticism (Capstone) (F)**

A historical survey of some of the major ideas and practices in literary criticism, from Plato to the middle of the twentieth century.

Prerequisite: Year 4 standing for general majors; Year 3 standing for honours majors.

ENG-315 is the Capstone Course for the English Department and is required for all majors.

**ENG-320 Modern Drama (THR-320) \***

**ENG-321 Global Issues in Contemporary Drama (THR-321) (F)\***

**ENG-322 Contemporary Canadian Literature \***

This course explores the blossoming of Canadian literature from the 1970s into the twenty-first century by focusing on the local, regional, national, and global dimensions of this writing. While attending to different regions, the course addresses rich issues at the heart of this national literature: ethnicity, the environment, gender relations, indigenous life, immigrant experience, and religious faith within a postmodern world. While studying the formal conventions and cultural relationships that Canadian writers engage, students will also interact with local writers and visiting poets.

Prerequisite: ENG-222 or 232

**ENG-332 Contemporary American Literature (W)\***

This course studies American poetry and fiction from 1945 to the present, emphasizing the interrelationship between the literature and the tumultuous period in which the United States became a global power. The course includes attention to a central aspect of American experience, race relations; to the unrest and experimentation of the time, represented, for example, by the Beat Movement; and to the contribution of Christian authors to the American canon (e.g. Flannery O'Connor, John Updike, and Marilynne Robinson).

Prerequisite: ENG-222 or 232

**ENG-340 History of Language (F)\***

A study of the development of the English language, from the Anglo-Saxon period to the present day.

Prerequisite: ENG-257 or 261 or permission of the instructor

**ENG-341 Medieval English Literature \***

A study of the poetry and prose of medieval England, with special attention to the works of Chaucer.

Prerequisite: ENG-257 or 261 or permission of the instructor; Year 3 or 4 standing

**ENG-342 Sixteenth-Century English Literature \***

The literature of England from the sixteenth and early seventeenth centuries, including Shakespeare's non-dramatic poetry and works by Sidney and Spenser.

Prerequisite: ENG-257 or 261 or permission of the instructor

**ENG-343 Seventeenth-Century English Literature \***

The literature of the late Renaissance in England, from the reign of James I to the Restoration, with special attention to the works of Donne, Herbert, and Milton.

Prerequisite: ENG-257 or 261 or permission of the instructor

<b>ENG-344 Eighteenth-Century English Literature</b> *	<b>ENG-416 Contemporary Critical Theory</b> *
A survey of poetry, prose, and drama in England from 1660 to 1790. Students in this course will read the literature of the long eighteenth century in three modules: Restoration (1660-1700), Neo-classicism (1700-1750), and Sensibility (1750-1790). Prerequisite: ENG-257 or 261 or permission of the instructor	A consideration of the many different theoretical and critical approaches to literature and cultural studies that have proliferated since the middle of the twentieth century. Prerequisite: ENG-315; Year 4 standing and permission of the instructor
<b>ENG-345 Nineteenth-Century English Literature I: Romantic</b> *	<b>ENG-425 Studies in Canadian Literature</b> *
This course introduces students to the major writers who are associated with English Romanticism (1790-1830), including Blake, Wordsworth, Coleridge, Byron, Keats, and Shelley. Prerequisite: ENG-257 or 261 or permission of the instructor	A study of a specific theme, genre, author or group of authors in Canadian literature. In 2017-18, the course will focus on fiction by Canadian women. Prerequisite: ENG-222 or 322; Year 4 standing or permission of the instructor
<b>ENG-346 Nineteenth-Century English Literature II: Victorian</b> (F)*	<b>ENG-426 Modern Canadian Fiction</b> *
Poetry, prose and drama from the High Victorian period to the end of the century, including works by Tennyson, the Brownings, Dickens, George Eliot, Arnold, Rossetti, Hopkins, and Wilde. Prerequisite: ENG-257 or 261 or permission of the instructor	A study of modern and contemporary Canadian short stories and novels, with a focus on a specific genre, theme, cultural context or region. Prerequisite: ENG-222 or 322; Year 4 standing or permission of the instructor
<b>ENG-347 Twentieth-Century British Literature: 1900-1950</b> *	<b>ENG-427 Modern Canadian Poetry</b> *
Literature from the first half of the twentieth century, including works by Hardy, Conrad, Yeats, Joyce, T.S. Eliot, Woolf, and Forster. Prerequisite: ENG-257 or 261 or permission of the instructor	A literary and theoretical exploration of the wide variety of styles and genres of poetry presently being written in Canada. As part of their coursework, students will attend readings in local venues, and will host the Canada Council poets at Redeemer. Prerequisite: ENG-222 or 322; Year 4 standing or permission of the instructor
<b>ENG-357 Contemporary Fiction</b> *	<b>ENG-435 Studies in American Literature</b> *
Critical evaluation of selected contemporary novels and works of short fiction from Canada, the U.S., and Britain. Prerequisite: ENG-257 or 261 or permission of the instructor; Year 3 or 4 standing	A study of a specific theme, genre, author or group of authors in American literature. Prerequisite: ENG-232 or 332; Year 4 standing or permission of the instructor
<b>ENG-361 Shakespeare (THR-361)</b> (W)	<b>ENG-445 Studies in English Literature</b> *
A study of six representative comedies, histories, and tragedies by William Shakespeare from a number of critical perspectives. Prerequisite: ENG-257 or 261 or permission of the instructor	A study of a specific theme, genre, author or group of authors in English literature. Prerequisite: ENG-361; Year 4 standing or permission of the instructor
<b>ENG-362 English Renaissance Drama (THR-362)</b> *	<b>ENG-446 The Fiction of C.S. Lewis and J.R.R. Tolkien</b> *
<b>ENG-376 Postcolonial Literature</b> (W)*	An honours-level seminar on the lives and major works of these influential twentieth century Christian scholars. Prerequisite: Year 4 standing or permission of the instructor
An introduction to twentieth century literature in English from South Africa, West Indies, India, and East and West Africa, with some links to literature in contemporary Canada. Prerequisite: ENG-257 or 261 or permission of the instructor	<b>ENG-447 Shakespeare and Theory</b> *
<b>ENG-380 Writing Internship I</b> *	The interpretation of Shakespeare on the stage and in the academy is shaped by both specific critical theories and general cultural practices. In this seminar course, students will test interpretations of Shakespeare in Formalist, Structuralist, Psychoanalytical, Marxist, New Historicist, Gender, Queer, and Postcolonial criticism. Prerequisite: ENG-315, ENG-361
This internship will consist of 120 hours of on-site work in professional writing or publishing. Such work can include, but is not limited to, journalism, blogs, social media, web content, magazine and news publishing, book publishing, and business communications. See page 54 for information on internships. Prerequisite: Year 3 standing	<b>ENG-448 Milton</b> *
<b>ENG-403 Creative Writing III: Advanced Workshop and Honours Project</b> *	This course is an intensive study of the major poetry and prose of John Milton (1608-1674), following the arc of Milton's career against the background of the religious, political, and literary controversies of the seventeenth century. Together with shorter poems and selections of prose, students will be studying <i>A Maske</i> , <i>Paradise Lost</i> , <i>Paradise Regained</i> , and <i>Samson Agonistes</i> . Recommended Prerequisite: ENG-342 or 343
An advanced course in fiction, creative nonfiction, or poetry under the supervision of a writing specialist. Students will meet in workshop format and/or with the instructor in personal tutorials. Prerequisite: B or higher in ENG-303; admission is based on portfolio evaluation	

### **ENG-475 Studies in Selected Literature**

\*

A study of a specific theme, genre, author or group of authors in selected literature.

Prerequisite: Year 4 standing or permission of the instructor

### **ENG-476 Studies in Postcolonial Literature**

\*

Twentieth century literature in English from countries that were previously British colonies, read in relation to canonical literature from Britain itself.

Prerequisite: Year 4 standing or permission of the instructor

### **ENG-483 Honours Writing Practicum**

An off-campus practicum in writing for students in the Honours Writing Stream. Students specializing in creative writing, expository writing, creative non-fiction, poetry, drama, and journalism are all eligible to apply. For more information please consult the department.

Prerequisite or corequisite: ENG-303 & 403 or ENG-304 & 305

### **ENG-485 Honours Independent Study**

For information on setting up an independent study see page 54.

## **Environmental Science & Studies**

### **Environmental Science (Bachelor of Science program requirements):**

#### **Honours Major: (20 courses)**

- ENV-121; 222; 235; 315; 360; 364; 366; 368; 432; 480;
  - ENV-381/382/383/384;
  - One of ENV-485 or 490;
  - GEO-122;
  - Two electives from courses offered at Au Sable (at least one at the 400-level);
  - Five of ENV-362, ENV-370-79, BIO-223, BIO-343, BIO-351, CHE-231, GEO-214, GEO-225, GEO-330, or courses offered at Au Sable
- Cognate Requirements:
- BIO-121; 122; CHE-121; 122; MAT-201; SCI-310

#### **Four-Year Major: (16 courses)**

- ENV-121; 222; 235; 315; 360; 364; 366; 368;
  - ENV-381/382/383/384;
  - One of ENV-480, 485, 490;
  - GEO-122;
  - Two electives from courses offered at Au Sable (both at the 300- or 400-level);
  - Three of ENV-362, ENV-370-79, ENV-432, BIO-223, BIO-343, BIO-351, CHE-231, GEO-214, GEO-225, GEO-330, or courses offered at Au Sable
- Cognate Requirements:
- BIO-121; 122; CHE-121; 122; MAT-201; SCI-310

#### **General Major: (12 courses)**

- ENV-121; 222; 235; 315; 364; 366; 368;
  - ENV-381/382/383/384;
  - GEO-122;
  - Three of ENV-360, ENV-362, ENV-370-79, BIO-223, BIO-343, BIO-351, or courses offered at Au Sable
- Cognate Requirements:
- BIO-121; 122; MAT-201; SCI-310

### **Environmental Studies (Bachelor of Arts program requirements):**

#### **Four-Year Major: (15 courses)**

- ENV-121; 222; 360; 364; 366; 368;
  - GEO-122;
  - One of GEO-121 or ECO-122;
  - One of ENV-480 or 485;
  - Two electives from courses offered at Au Sable (both at the 300- or 400-level);
  - Four of ENV-241, ENV-362, ENV-370-79, GEO-214, GEO-225, GEO-330, POL-201, POL-210 (at least one course must be at the 300-level)
- Cognate Requirement:
- BIO-121; PSY-201 or MAT-201

#### **General Major: (12 courses)**

- ENV-121; 222; 364; 366; 368;
  - GEO-122;
  - One of GEO-121 or ECO-122;
  - Five of ENV-241, ENV-360, ENV-362, ENV-370-79, GEO-214, GEO-225, GEO-330, POL-201, MAT-201, POL-210, or courses offered at Au Sable (at least one course must be at the 300-level)
- Cognate Requirement:

· BIO-121

**Minor: (6 courses)**

- ENV-121; 222; 368;
- Three of ENV-235, ENV-241, ENV-315, ENV-360, ENV-362, ENV-364, ENV-366, ENV-370-79, or courses offered at Au Sable

**Notes:**

- For the Honours and Four-Year Major programs, students must choose a minor other than Geography.
- Au Sable courses are completed at an additional cost to students during the summer but scholarships and bursaries are available to offset the cost. For more information on the Au Sable course offerings, speak with Dr. Berkeelaar or visit [www.ausable.org](http://www.ausable.org).

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**ENV-121 Environmental Studies I: Population, Resource Use, and Cities (W)**

An exploration of the foundations of contemporary environmental studies. The course will deal with topics such the environmental impact of human population growth, urban ecology, renewable and non-renewable resources, environmental NGOs, and environmental policy. Includes monthly field trips.

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**ENV-222 Environmental Studies II: Pollution and Climate Change (F)**

As a general introduction to environmental science, the course will deal with some of the chemical and physical processes within creation and discuss the impact of humans on the biosphere. Topics will include the following: biblical principles concerning environmental stewardship, energy, natural cycles, global warming, ozone depletion, and acidic precipitation. Includes a weekly three-hour lab.

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**ENV-235 Ecology and Evolution (BIO-232) (F)**

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**ENV-241 Environmental Literature (ENG-241) (F)**

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**ENV-315 Field Biology (BIO-333) \***

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**ENV-360 Environmental Impact Assessment (GEO-360) (W)\***

This course will examine the approaches to completing environmental assessments (EIAs) and include a specific focus on Canadian EIA processes. Throughout the course, students will be introduced to methods for conducting assessments and they will critique current practices used in the field. Students will also reflect on current approaches to environmental management and discuss the role of Christian stewardship as it relates to environmental management and sustainability.

Prerequisite: ENV-222; Year 3 or 4 standing

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**ENV-362 Resource Management (GEO-362) (F)\***

This course will introduce concepts of natural resource management and how management of these resources affects the quality of life for both current and future generations. The course will present examples of misuse of resources as well as current management practices that result in conservation and more sustainable use of natural resources. Students will gain an appreciation for the challenges faced by managers as they examine the economic and environmental aspects of resource management.

Prerequisite: ENV-222; Year 3 or 4 standing

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**ENV-364 Introduction to Geographic Information Systems (GEO-364) \***

This course will examine multiple applications of GIS in a cross functional format. Throughout the course, students will be introduced to cartographic and analytic toolsets on a GIS platform and be required to apply those skills in real world applications. Students will also

have the opportunity to apply their new GIS skillset on campus in meaningful ways that help the students reflect on the role of GIS within their respective programs as well as providing a benefit to Redeemer University College through the collection of new data about the campus grounds. \*Students will need access to a computer with a Windows operating system.

Prerequisite: ENV-222 or GEO-121; Year 3 or 4 standing

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**ENV-366 Environmental Philosophy (PHL-366) (Capstone) (F)\***

A critical exploration of philosophical ideas that shape and promote environmental awareness, protection and stewardship, as well as those which are a hindrance to a Christian understanding of the subject.

Prerequisite: Year 3 or 4 standing. ENV-366 is the Capstone Course for the Environmental Studies Department and is required for all majors in the 3rd or 4th year.

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**ENV-368 Population, Food and Sustainability (GEO-368) \***

A critical look at, and discussion of, the fundamental environmental issues of global population, food production, and what it might look like to provide for our needs in a more sustainable manner.

Prerequisite: ENV-222; Year 3 or 4 standing

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**ENV-370-79 Special Topics (GEO-370-79)**

Topics could include Environmental Ethics or Sustainable Development.

Prerequisite: ENV-222; Year 3 or 4 standing

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**ENV-432 Toxicology (BIO-445) \***

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**ENV-381 Senior Seminar I (CHE-381) (F)\***

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**ENV-382 Senior Seminar II (CHE-382) (W)\***

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**ENV-383 Senior Seminar III (CHE-383) \***

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**ENV-384 Senior Seminar IV (CHE-384) \***

These courses consist of a weekly one-hour seminar that explores the contexts for the disciplines of chemistry and environmental studies, including historical, theological, ethical, societal, and vocational dimensions. The seminars will also equip students to carry out scientific research in the fields of chemistry and environmental studies. (0.75 credits each)

Prerequisite: Year 3 or 4 standing in an Environmental Science or Chemistry major

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**ENV-480 Internship (F/W)**

A one-term training experience in a specific area of environmental studies. The purpose of the internship is to give students on-the-job experience and to help students in making career decisions and in preparing students for post-graduate education and for employment opportunities. See page 54 for information on internships.

Prerequisite: Year 4 standing

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**ENV-485 Independent Study (F/W)**

This course gives students the opportunity to explore a unique area of independent study not normally offered in the curriculum. For more information on setting up an independent study see page 54.

Prerequisite: Year 4 standing

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**ENV-490 Independent Research Project (F/W)**

This course is typically a one-term undergraduate research project. Students will plan, carry out, analyze, interpret, and present results of a departmentally-approved research project. The course is

especially intended for students applying to graduate school. For more information on setting up an independent research project see page 54.

Prerequisite: Year 4 standing

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**All other courses are listed under their respective disciplines.**

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## Au Sable Courses

Below are a few of the courses available at the Au Sable Institute of Environmental Studies. Additional course descriptions are available at [www.ausable.org](http://www.ausable.org). For more information on Au Sable, see page 66.

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### **BIOL/GEOL/GEOG-301 Land Resources**

A systems level perspective on land forms and ecosystems. Includes analysis and interpretation of field data, remote-sensing data derived from satellites, and aircraft and geographic information systems (GIS). Field trips to, and analysis of, forests, wetlands, lakeshores, and rivers included. Also includes application to policy and land use planning.

Prerequisite: One year of introductory science

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### **BIOL-322 Aquatic Biology**

Ecology, identification, systematics, culture, care of aquatic plants and animals, and adaptations to freshwater environments. Aquatic life is studied in lakes, ponds, bogs, marshes, streams, and in the lab. The course assesses human impacts on aquatic species and ecosystems, presents procedures for the stewardship of aquatic habitats, and introduces aquatic restoration ecology.

Prerequisite: One year of general biology

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### **BIOL/GEOG-355 Watersheds in Global Development**

Includes principles of watershed ecology, principles and practice of community-based water monitoring and watershed management for developing and developed countries and data access and analysis using an online relational database and data-to-action strategies. Designed for students in science and public policy, including students interested in missions and development, and agencies involved in environmental assessment and community development.

Prerequisite: One year of general biology

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### **BIOL/GEOG-471 Conservation Biology**

Principles of conservation biology with applications to sustainable human society and biospheric integrity. An integrative approach to biology and society that interrelates population biology, ecological principles, biogeochemical cycles, ecosystem functions, and human society in the context of biospheric degradation. The course develops a stewardship perspective rooted in biological principles and directed at conservation of plant and animal species, biotic communities, ecosystems, and human society. Included are topics of human development, poverty, and economic growth.

Prerequisite: One year of general biology and one course in ecology or permission of the instructor

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## French

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### **General Major: (12 courses)**

- FRE-121; 122; 211; 251; 312; 331;
  - One of FRE-341 or 363;
  - One FRE-200-level or higher literature/civilization elective;
  - One FRE-300-level literature elective;
  - One FRE-300-level language elective;
  - Two FRE-300-level electives
- Redeemer in the South of France Program (RISF) is required for the general major (see page 67). Credit will be based on the level achieved. Please see the department for more details.

### **Minor: (6 courses)**

- FRE-121; 122; 211; 312;
- One FRE-200-level literature/civilization elective;
- One FRE-300-level elective

### **Notes:**

- Students who wish to take FRE-102 (without 101) will be required to take a diagnostic assessment in order to correctly determine their level. This assessment includes a 15-minute interview. Normally, students who have Grade 11 French will not be admitted to FRE-101.
- The department encourages students to participate in summer language courses through the Explore Program in Quebec as well as in the Redeemer in the South of France Program (see page 67). Credit for these courses is based on the level achieved.

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### **FRE-101 Beginner's French I**

**(F)\***

An introductory course for students with little or no knowledge of French. The everyday functional use of grammar and vocabulary is stressed through an audio-visual approach. A minimum of one hour per week is devoted to oral and written exercises outside of the classroom.

Exclusion: Grade 12 U French

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### **FRE-102 Beginner's French II**

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A continuation of FRE-101.

Prerequisite: FRE-101 or Grade 11 French or satisfactory score on French placement test or permission of the instructor

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### **FRE-121 University French I**

**(F)**

A study of the French language with emphasis on language functions, vocabulary enrichment, and the ability to discuss and write about various cross-cultural topics through the study of literary and other texts.

Prerequisite: 70% or higher in Grade 12 U French or permission of the instructor



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**FRE-122 University French II** (W)

A continuation of FRE-121.

Prerequisite: FRE-121

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**FRE-211 French Language Practice I** (F)

An intensive review of French grammatical difficulties with emphasis on the development of vocabulary and composition techniques. Topics will include various aspects of French-Canadian society.

Prerequisite: FRE-122

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**FRE-251 French Literature and Society from the Middle Ages to the Revolution** (F)

An overview of French literature and society from the Middle Ages to the end of the 18th century. A variety of short literary texts and extracts from various authors and genres will be studied in addition to a number of longer complete works.

Prerequisite: FRE-122

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**FRE-312 French Language Practice II** (W)

A continuation of FRE-211.

Prerequisite: FRE-211

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**FRE-331 Intensive Translation** (W)\*

Designed for Anglophone students with a solid foundation in French grammar, this course aims to provide the fundamental methods and mechanisms of formal translation. Through structural exercises and the study of comparative stylistics, students will learn to more accurately translate, from French to English and English to French, authentic texts from a variety of sources (journalistic, literary, government and commercial, publicity, film scripts, etc.).

Prerequisite: FRE-312 or permission of the instructor

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**FRE-341 Nineteenth Century French Novel (Capstone)** (W)\*

A study of selected novels representative of the main currents of the genre in nineteenth century France. Authors studied may include Chateaubriand, Balzac, Sand, Stendhal, Flaubert, Zola, Huysmans, and Rachilde.

Prerequisite: FRE-251 and 312 or permission of the instructor. FRE-341 or 363 serves as the Capstone Course for the French Department and all majors are required to take one of these courses in the 3rd or 4th year.

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**FRE-363 Nineteenth and Twentieth Century French Poetry (Capstone)** \*

A study of selected poems representative of the main poets and currents of the genre in nineteenth- and twentieth-century France. Poets studied will likely include Lamartine, Hugo, Baudelaire, Rimbaud, Mallarmé, Apollinaire, and Breton, among others.

Prerequisite: FRE-251 and 312 or permission of the instructor. FRE-341 or 363 serves as the Capstone Course for the French Department and all majors are required to take one of these courses in the 3rd or 4th year.

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**FRE-370-79 Special Topics**

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**FRE-385-86 Independent Study**

For information on setting up an independent study see page 54.

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**Geography**

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**Minor: (6 courses)**

- GEO-121; 122; 225; 364;
  - Two of GEO-214, 330, 360, 362, 368, 370-79
- Cognate Requirement:
- ENV-121 or 222

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**GEO-121 Introduction to Cultural Geography** (F)\*

An introduction to the discipline which examines the development, viewpoint, main themes and research, concepts and techniques of the field. The course attempts to answer the questions: why are phenomena located where they are and how are they interacting with those locations and each other?

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**GEO-122 Introduction to Physical Geography** \*

The field of study is introduced in a survey-type approach which includes the variety of geomorphic and climatological studies. Themes include changing theories of the environment and explanations of recent research into man's relationship with this environment. (Please note: this course does not satisfy the social science core requirement).

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**GEO-214 Urban Geography** \*

Urban places have been alternatively called the crown of human invention or the archetypal representation of human rebellion against God. What are cities? What challenges do they extend today and for the future? These are the key questions around which the course is developed.

Prerequisite: GEO-121 or permission of the instructor

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**GEO-225 Canadian Geography** (W)\*

The course focuses on regional patterns of settlement, economic development, the physical environment, and on the processes and the results of regionalization. The central paradigms of community and responsibility are stressed.

Prerequisite: GEO-121 or 122 or permission of the instructor

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**GEO-330 World Geography** (W)\*

This course provides an overview of the geography of the world. The course will break down the world into regions (i.e. North America, Asia, Africa, Europe) and examine elements of physical, cultural, historical, economic, and political geography within each region. The course will examine international relationships within regions and between regions, and how these relationships affect, and are affected by, aspects of cultural, economic, and political geography. It also explores areas such as cultural comparisons of resource utilization, differences in levels of economic development, and environmental influences on cultural development.

Recommended Prerequisite: GEO-121

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**GEO-360 Environmental Impact Assessment (ENV-360)** (W)\*

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**GEO-362 Resource Management (ENV-362)** (F)\*

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**GEO-364 Introduction to Geographic Information Systems (ENV-364)** \*

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**GEO-368 Population, Food and Sustainability (ENV-368)** \*

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**GEO-370-79 Special Topics (ENV-370-79)**

## Health Sciences

### Honours Major: Pre-Medicine Stream (20 courses)

**\*\*The Honours Program in Health Sciences requires careful planning from Year 1\*\***

- BIO-121; 122; 242; 261; 336; 351;
- HSC-221; 227; 301; 342; 440;
- KPE-118; 119;
- PSY-121; 458;
- SCI-310;
- One of HSC-480 or 490;
- One of MAT-201 or 215;
- One BIO-300- or 400-level elective;
- One BIO-400-level elective (excluding BIO-485)

Cognate Requirements:

- MAT-121; 122; PHY-121; 122

Required Minor: Chemistry

- CHE-121; 122; 221; 222; 361;
- One CHE-300-level elective

\*For Professional Preparation, see page 65.

### Honours Major: Pre-Professional Stream (20 courses)

**\*\*The Honours Program in Health Sciences requires careful planning from Year 1\*\***

- BIO-121; 122; 242;
- CHE-121; 122; 221; 222;
- HSC-221; 301; 342; 440;
- KPE-118; 119; 218;
- PSY-458;
- One of HSC-480 or 490;
- Four of APS-432, BIO-341, BIO-342, BIO-351, BIO-441, BIO-445, BIO-467, KPE-304, KPE-312, KPE-315, KPE-405, KPE-422 (one must be at the 400-level and one must be in Biology)

Cognate Requirements:

- PHY-115 or 121; SCI-310

Required Minor: Psychology

- PSY-121; 122; 201; 227; 315; 321

\*For Professional Preparation, see page 65.

### General Major: (12 courses)

**\*\*The general major is not recommended for students planning for graduate studies or employment in Health Sciences\*\***

- BIO-121; 122; 242;
- HSC-221; 301; 342;
- KPE-118; 119;
- Four of APS-432, BIO-336, BIO-341, BIO-342, BIO-351, BIO-363, BIO-441, BIO-445, BIO-467, HSC-440, KPE-218, KPE-304, KPE-312, KPE-315, PSY-321, PSY-458

Cognate Requirements:

- CHE-121; 122; MAT-201 or 215; PHY-115 or 121; SCI-310

### HSC-221 Determinants of Health (F)

This course gives an overview of the various personal and social determinants that influence the health of individuals, communities, and nations. The environmental, psychological, spiritual, and biological factors are explored alongside social policy and its role in directing the health of populations. While largely from a Canadian context, consideration is also given to global health issues and the role of Christians and Christian organizations in the pursuit of both health and wellness.

### HSC-227 The Psychology of Health and Well-Being (KPE/PSY-227) (F)

An examination of the psychological aspects of health and illness. This course examines psychosocial, behavioural, and biomedical processes in the prevention of illness and the promotion of health and well-being (physical, psychological, and spiritual). The emphasis will be on theory-based psychological research and on the practice of health psychology. Selected topics to be explored include: the psychophysiological disorders, attitudes and behaviours which promote good health, the relationship between stress and disease, coping with stress, understanding and coping with pain and illness, lifestyle and risk factors in various medical disorders.

Prerequisite: PSY-121 or 122

### HSC-301 Principles of Epidemiology (W)

Epidemiology is the study of disease in human populations. In this course, students will learn about the nature and uses of epidemiology, assessments of health outcomes, and about the breadth of study designs used to address various health problems. They will explore how epidemiology can be used to determine causes of diseases, disease-related associations with various risk factors, and how this impacts the practice of medicine. Ethical issues in epidemiology will also be discussed.

Prerequisite: MAT-201 or 215

### HSC-342 Inquiry of Issues in Health (F)

This course will explore the cutting-edge research that informs on current issues in the health field. By examining primary biomedical literature, students will develop the skills necessary to perform effectively as a health researcher. This course is problem-based; it is skill-driven rather than content-driven and focuses on the development of skills that are widely sought in university graduates--the ability to research and analyze detailed problems and to communicate clearly and persuasively. This course will involve interdependent and independent small group learning. Collectively, the class will ask questions that will explore the topics from multiple perspectives, while also learning to assess the quality of the information being examined.

### HSC-440 Biomedical Ethics (PHL-440) (Capstone) \*

Prerequisite: Year 3 or 4 standing. HSC-440 is the Capstone Course for the Health Sciences program and is required for all majors in the 3rd or 4th year.

### HSC-480 Internship (F/W)

A one-term training experience (120 hours) in health sciences, in either an applied or research setting. Internships may be carried out in any setting that is connected to health and well-being. The internship is designed to give students an opportunity to deepen their knowledge and skills outside the classroom. The internship may also assist students in making career decisions. Students are encouraged to seek out their own placements, although the instructor must approve all internships. The course may include a weekly seminar. See page 54 for information on internships.

Prerequisite: Year 4 standing

### **HSC-490 Independent Research Project (F/W)**

Students will work independently on a major research project in the health sciences. The research project may be either an extensive and critical review of the literature, a meta-analysis, or an experiment on a topic chosen in collaboration with the instructor. The class will meet regularly to share progress and brainstorm difficulties. For more information on setting up an independent research project see page 54.

Prerequisite: HSC-342; Year 4 standing

All other courses are listed under their respective disciplines.

## **History**

### **Honours Major: (16 courses)**

- HIS-106; 108; 301; 407;
- One of HIS-216 or 218;
- Three HIS-200-level electives\*;
- One of HIS-310, 311, 343;
- One of HIS-351, 354, 357;
- Three HIS-300-level electives;
- Three HIS-400-level electives

### **General Major: (10 courses)**

- HIS-106; 108; 301; 307;
- One of HIS-216 or 218;
- Two HIS-200-level electives\*;
- One of HIS-310, 311, 343;
- One of HIS-351, 354, 357;
- One HIS-300-level elective

### **Minor: (6 courses)**

- HIS-106; 108;
- Two of HIS-216, 218, 221, 222, 232, 240, 241, 256;
- Two HIS-300-level electives

Notes:

- \*Only one of HIS-211, 212, 213, 214, 215, 260, 261, 262 may be applied towards the major.
- Students planning a career in Education should complete HIS-221 and 222 to satisfy teaching subject requirements for the Education Program at most Ontario Faculties of Education.

### **HIS-106 Gods and Thrones: The World to 1914 (F)**

This course will focus on the rise, development, and interaction of the major civilizations of the Americas, Africa, and Asia from the Neolithic era to modern times, and their experience of the rise of European colonialism and increasing global contact through to the beginning of the twentieth century. Themes covered include global trade patterns, the diffusion of world religions, the emergence of empires, the power of culture, and globalization.

### **HIS-108 A World at War: The Turbulent Twentieth Century (W)**

This course introduces the major events of the twentieth century, with an emphasis on global trends and the global dimensions of international

conflicts and cooperation. Topics include World War I; the rise of dictators; World War II; the Cold War; decolonization and the emergence of the 'Third World'; cultural revolutions of the 1960s and 1970s; trade, development, and terrorism; and the global resurgence of religion.

### **HIS-211 Pre-Modern Art History (ART-235) \***

### **HIS-212 Modern Art History (ART-236) \***

### **HIS-213 History of Theatre I (THR-225) \***

### **HIS-214 History of Theatre II (THR-226) (F)\***

### **HIS-215 Introduction to Classical Western Mythology (ENG-215) \***

### **HIS-216 Church History I (REL-216) \***

A study of the Christian Church from the first century through the Middle Ages, focusing on the development of doctrine and ecclesiastical institutions.

Prerequisite: HUM-110

### **HIS-218 Church History II (REL-218) (W)\***

A study of the Christian Church from the Reformation to the present, focusing on doctrinal development and divergence, the division of Western Christendom, the impact of the Enlightenment, and ecumenical initiatives.

Prerequisite: HUM-120

### **HIS-221 Canadian History: Pre-Confederation (W)\***

A survey of the history of Canada from the earliest times until the conclusion of the colonial period. Special emphasis is placed on the unfolding of Canadian society under the formative influences of conflicting intellectual currents and religious beliefs against the background of the constraints of the physical environment.

Prerequisite: HUM-120

### **HIS-222 Canadian History: Post-Confederation \***

A continuation of HIS-221, covering the time from the founding of national institutions to the Harper years.

Prerequisite: HUM-120 or HIS-108

### **HIS-232 History of the United States since 1877 \***

This course charts the transformation of the U.S. into a modern urban-industrial democracy and its emergence as a twentieth century world power.

Prerequisite: HUM-120 or HIS-108

### **HIS-240 Medieval Europe (F)\***

This course provides an overview of the history of Europe from the breakdown of the western Roman empire to the Renaissance, covering religious, intellectual, artistic, political, and social developments.

Prerequisite: HUM-110

### **HIS-241 Early Modern Europe: 1450-1789 \***

An examination of the social, political, and intellectual history of Europe from the late Middle Ages to the revolutionary era. Topics will include the origin and nature of the Reformation, the wars of religion, European overseas expansion, the Enlightenment, and the French Revolution as the course explores the development of European states in the larger world.

Prerequisite: HUM-120

**HIS-256 The Islamic World to 1683 (F)\***

This course introduces the first millennium of Islamic history, from the time of Muhammad to the height of the Ottoman and Mughal empires. Geographically stretching from Spain in the west to Java in the east, and from Zanzibar in the south to Tashkent in the north, Islamic civilization in this period encompassed a vast zone of cultural exchange. Themes include the origins and development of Islam; the emergence of Islamic philosophy, science, and art; the rise and fall of Islamic states; shifts in socio-economic patterns and institutions; and regional differences.

Prerequisite: HIS-106

**HIS-260 Ancient Philosophy (PHL-222) \***

**HIS-261 Medieval & Early Modern Philosophy (PHL-224) (F)\***

**HIS-262 The Rise of Atheism (PHL-226) (W)\***

**HIS-301 Philosophy of History (PHL-355) \***

**HIS-307/407 History and the City of God (Capstone) (W)**

This course explores the origins of the contemporary discipline of history, how it functions in its academic context, and the ideological currents most influential in the discipline today. Beginning with Augustine's *City of God*, students will engage with Christian reflections on theoretical questions in the study of history and bring them into conversation with other important contemporary schools of thought, with the goal of developing their own mature Christian perspective on the nature and meaning of history.

Prerequisite: HIS-301. HIS-307/407 is the Capstone Course for the History program and is required for all majors in the 4th year.

**HIS-310 Irenaeus to Grotius: Christian Political Thought (POL-322) \***

**HIS-311 Classical History (F)\***

A study of the Greek, Hellenistic, and Roman civilizations of classical antiquity, focusing on the development of each civilization and its influence on subsequent Western history.

Prerequisite: HUM-110

**HIS-312 Totalitarianism in the Twentieth Century (F)\***

A thematic and comparative course examining the history of the totalitarian political movements of the twentieth century and their worldwide impact. The course will focus on four main areas: international fascism and Nazism; communism, both Western and non-Western; totalitarianism's effects on the non-totalitarian world; and resistance to totalitarianism. Throughout the course, attention will be given to the religious nature of totalitarian systems and their historical conflict with other religious commitments, especially those of Christianity.

Prerequisite: HUM-120 or HIS-108

**HIS-313 History of Science (F)**

An examination of the history of science in the context of religion, philosophy, and culture in general. Prerequisite for PHL-314 and second history core for Bachelor of Science students.

**HIS-333 Vietnam War in U.S. Culture & Film (W)\***

A history of the shifting memory of the Vietnam War in American culture from the late 1970s to the early 2000s. Special focus will be given to the transformation of the popular memory of the Vietnam War

as influenced by, and evidenced in, film-media representations of the war over time. The course also addresses the international context of the war, popular understandings of Vietnam in the late 1960s, and the treatment of Vietnam veterans in American society in the postwar period.

Prerequisite: HIS-108; HIS-232 recommended

**HIS-343 Tudor-Stuart England \***

This course will trace the rise of England from the periphery of power in Europe at the outset of the sixteenth century during the reign of the first Tudor monarch, Henry VII, to a position of increasing might and opulence after the Glorious Revolution of 1688–89 and the death of the final Stuart monarch, Queen Anne in 1714. Students will spend time considering the political, social, cultural, and religious transformations of England during this period, and seek to understand when, how, and why England became a modern nation-state.

Prerequisite: HUM-120; HIS-241 recommended

**HIS-344 Modern Germany: 1740–1990 \***

An investigation of the turbulent history of the German lands from the rise of Brandenburg-Prussia to the reunification of West and East Germany, with a focus on political and cultural developments. Course topics include Frederick the Great, the rise to power of the Second Reich and its role in World War I, Hitler and Nazi Germany, the Cold War, and Germany's place in postwar Europe.

Prerequisite: HUM-120 or HIS-108

**HIS-351 Introduction to African History (W)\***

This course will provide students with a basic understanding of the broad outline of African history as well as explore some of the challenges specific to writing the history of Africa and acquaint students with some of the available primary sources. Topics include the social structure of African societies, the development of the Atlantic Slave Trade, the impact of European contact, the spread of Islam and Christianity, the rise of nationalism, and post-independence developments.

Prerequisite: HIS-106 or 108

**HIS-354 China: From Ancient Empire to Economic Superpower \***

This course explores the historical transformations that have led to the development of modern China. Topics include the rise of the Qing dynasty, contact with Western powers, the rebellions and revolutions that led to the fall of the Qing, the emergence of Chinese nationalism, war with Japan, the rise of nationalist communism, Mao's "Cultural Revolution," the development of state-sponsored capitalism, and the role of China in globalization.

Prerequisite: HIS-108

**HIS-357 History of the Modern Middle East \***

A survey of Middle Eastern history from the rise of Islam to the present, with a focus on factors contributing to the conflicts of today. Topics include Islamic civilization, the Ottoman Empire, the impact of the West, Arab and Iranian nationalism, Zionism and the creation of the state of Israel, the Iranian revolution, the origins of terrorism, and current developments in the region.

Prerequisite: HIS-106 or 108; HIS-256 recommended

### **HIS-410 Patristics Seminar** (F)\*

An honours seminar exploring the patristic legacy in the Church. Reading a significant recent monograph on patristic thought and then turning to selected writings of some of the major church fathers; specific readings vary from year to year. Students will prepare a paper on one of the church fathers, drawing on what is known of his biography and historical setting to examine one of his writings.

Prerequisite: HIS-216 or 218; acceptance into a History or POLIS honours major

### **HIS-411 Christianity in the Modern World** \*

An honours seminar offering advanced examination of selected topics in the history of Christianity in the modern world. Specific topics vary by year but may include the development of evangelicalism, modern missionary movements, the rise and decline of religious liberalism, secularization in Western societies, and the growth of Christianity in the non-Western world.

Prerequisite: HIS-216 or 218; acceptance into a History or POLIS honours major

### **HIS-439 The United States as a World Power** \*

This course analyzes the history of American foreign relations from the colonial period through the twentieth century. Discussion centers on images, memory, race, religion, militarism, economic interests, national security, and corporate globalization as they shape the U.S. approach to the world, and the U.S. experience with the world. Students will also be challenged to think about and discuss the role of Christianity and Christians in foreign policy construction and decision-making.

Prerequisite: HIS-232 or 333; acceptance into a History or POLIS honours major

### **HIS-458 Islamic Encounters** (W)\*

An honours seminar focusing on selected episodes, eras, and themes in the interaction between Islamic and non-Islamic societies and cultures, including encounters with Western cultures and societies. Topics vary by term but may range from the medieval era to the present.

Prerequisite: HIS-256 or 357; acceptance into a History or POLIS honours major

### **HIS-490 Senior Research Project** (F/W)

A one-term undergraduate student research project, culminating in a substantial argumentative research essay. Students will propose a topic for approval by a faculty supervisor and the department, conduct a review of the existing secondary literature, undertake further primary and/or secondary research, publicly present their findings, and submit a final essay. For more information on setting up a senior research project see page 54.

Prerequisite: Year 4 standing in the honours major; requires agreement from the supervising faculty member and departmental approval.

## **Kinesiology and Physical Education**

### **Honours Major: Kinesiology (Bachelor of Science) (20 courses)**

**\*\*The Kinesiology B.Sc. Program requires careful planning from Year 1\*\***

- KPE-118; 119; 218; 222; 223; 304; 312; 313; 318; 345; 418; 422; 432;
- HSC-342;
- One of MAT-201 or PSY-201;
- One of KPE-480 or 490;
- One of KPE-405 or BIO-441;
- Two KPE-200-, 300-, or 400-level electives;
- Four fundamental units: KPE-142; 158; 159; one elective

Cognate Requirements:

- BIO-121; BIO-336; CHE-121; PHY-115; PSY-121 or 122; HIS-313

Note: All students registered in the Kinesiology B.Sc. program must choose a minor from the following:

- Biology (recommended courses: BIO-121; 122; one of BIO-224, 242, 261; three of BIO-336, 341, 342, 351, 361, 363, 441, 467)
- Chemistry
- Math
- The Kinesiology B.Sc. program currently meets the course requirements for registration with the College of Kinesiologists of Ontario.
- For Professional Preparation, see page 65.

### **Honours Major: Kinesiology (Bachelor of Arts) (20 courses)**

**\*\*The Kinesiology B.A. Program requires careful planning from Year 1\*\***

- KPE-118; 119; 218; 222; 223; 304; 312; 313; 318; 345; 405; 418; 422; 432;
- One of MAT-201 or PSY-201;
- One of KPE-315 or 335;
- One of KPE-480 or 490;
- One KPE-200-, 300-, or 400-level elective (*for Physical Education related careers, KPE-328 is recommended*);
- Eight fundamental units: KPE-142; 158; 159; 160; one of KPE-151, 152, 153, 162; one of KPE-140, 154, 156; and two electives

Cognate Requirements:

- PHY-115; PSY-121 or 122

### **General Major: Physical Education (11 courses)**

- KPE-118; 218; 312; 432;
- Two of KPE-222, 251, 318;
- One of KPE-335 or 345;
- One KPE-300-level elective;
- Two KPE-200-, 300-, or 400-level electives;
- Four units from the KPE-140-179 series

### **Minor: Physical Education (6.5 courses)**

- KPE-118; 218; 432;
- One of KPE-222 or 251;
- One KPE-300-level elective;
- One KPE-200- or 300-level elective;
- Two units from the KPE-140-179 series

### **Minor: Physical Education-Coaching (6.5 courses)**

- KPE-118; 218; 251; 312;
- One of KPE-304, 313, 345;
- One KPE-200- or 300-level elective;
- Two units from the KPE-140-179 series

### **KPE-118 Foundations of Human Anatomy I** (F)

A study of human anatomy, emphasizing the basic anatomical structures used in locomotion and fundamental motor skills. Topics include basic chemistry, cell structure and function, histology, integumentary system, skeletal system, muscular system, nervous system, endocrine system, cardiovascular system, respiratory system, digestive system, urinary system, immunity, fluids and electrolytes,

and reproductive system. Students will examine each body system on a microscopic and a gross level. Includes a weekly one-hour lab.

Recommended Corequisite: BIO-121

**KPE-119 Foundations of Human Anatomy II (W)**

A continued study of the foundations of gross human anatomy, building on the knowledge gained in PED-118. This course focuses on the following systems: nervous, endocrine, integumentary, digestive, lymphatic, urinary, and reproductive. The course format will include lecture, accompanied by problem- or experiment-based learning.

Prerequisite: KPE-118

**KPE-140-179 Fundamentals Courses \***

Activity courses designed to enable students to develop basic skills and knowledge of a particular sport, as well as physical fitness and a proper attitude toward participation in sport. (0.75 credits each)

**KPE-218 Human Physiology (W)**

A study of human physiology, emphasizing the basic anatomical structures used in locomotion and fundamental motor skills. Includes a bi-weekly two-hour lab.

Prerequisite: KPE-118; Year 2 standing

**KPE-222 Assessment of Human Fitness (W)**

Students will be introduced to the fundamental principles of fitness assessment. Various fitness tests for the different fitness parameters including muscular strength and endurance, anaerobic and aerobic power, flexibility, and balance will be practiced. Students will participate as both the test administrator and test subject for all tests.

Prerequisite: KPE-142, 159, 218

**KPE-223 Nutrition (F)**

This course presents the basic principles of human nutrition and the science behind them. Topics include a full assessment of nutrients, digestion, comparison of food guides, eating disorders, body composition and management, nutrition for sports, and popular trends and myths. Students will evaluate their own nutrient intakes and plan a healthy diet. Includes a bi-weekly two-hour lab.

**KPE-227 The Psychology of Health and Well-Being (HSC/PSY-227) (F)**

**KPE-251 Coaching \***

An introduction to the foundations and principles of coaching sport and physical activities. Topics include coaching philosophy, coaching objectives and style, as well as principles of communication and motivation, teaching, physical training and management in athletic coaching. The course will also examine Canada's Long Term Athlete Development Plan (LTAD) and Teaching Games for Understanding TGFU of coaching. With this course, students will be eligible for level I Coaching Theory Certification from the National Certification Program (NCCP).

Prerequisite: Year 2 standing or permission of the instructor

**KPE-304 Biomechanics (W)**

A study of biomechanical principles applied to human movement and sport through lectures, readings, and labs. Assessment of sport technique, equipment, performance, and ergonomics will be addressed. Includes a bi-weekly two-hour lab.

Prerequisite: PHY-115

**KPE-312 Care and Prevention of Injuries (F)**

A study of the common methods used to treat and care for athletic injuries, exploring training and rehabilitation programs, and providing practical experience in utilizing specific preventative and treatment techniques.

Prerequisite: KPE-218 and a valid St. John's Standard First Aid Certification or permission of the instructor

**KPE-313 Motor Learning (W)**

This course is an introduction to motor learning. Through the course, students will examine phases of skill acquisition, transfer of learning, training principles, retention of motor skills, and the influence of motivation on the acquisition and rehabilitation of movement. Includes a weekly one-hour lab.

**KPE-315 Special Populations \***

An introduction to special populations, together with an examination of topics related to integration, design and objectives of physical activity programming through a Christian worldview. Included in this course is a field trip to Variety Village and a 10-hour placement working with individuals with special needs.

**KPE-318 Exercise Physiology I (F)**

A study of the physiological principles involved in human exercise.

Prerequisite: KPE-218 and 222; Year 3 standing or permission of the instructor

**KPE-328 Organization of Intramurals, Athletics and Physical Education (W)\***

A study of the organization and administration of intramurals, athletics and physical education programs for elementary and secondary school students.

**KPE-335 Sociology of Sport (W)\***

This course is seminar style, where students engage in critical examination and discussion of social and social-psychological dynamics of sports in modern society through a Christian worldview. Areas receiving special attention are youth sports, interscholastic sports, and professional sports. Emphasis is placed on describing and understanding sports, participants and observers, and the relationship of sport as an institution to the rest of society.

Prerequisite: APS-120

**KPE-345 Psychology of Sport and Exercise (F)**

An introduction to the psychological aspects of behaviour in sport and exercise. This course examines both traditional (educational) sport psychology and clinical sport psychology through a Christian worldview. Topics include personality, emotions, motivation and behavioural change, anxiety, stress and coping, group cohesion, aggression and moral behaviour, youth development, aging and involvement, coaching, exercise adherence, exercise and mental health, and the development and prevention of health issues. Further, this course takes a critical look at present psychological interventions that have been used to improve athletes and exercisers' performance and overall health and well-being.

Prerequisite: PSY-121 or 122

**KPE-405 Ergonomics (F)**

An examination of topics in human factors (ergonomics) relating to injuries and injury avoidance. Students will become familiar with physical demand analyses and the principles involved in redesigning tasks to minimize risk of injuries. The focus will be on preventing musculoskeletal injuries and fatigue from a wide variety of occupational tasks. Students apply the course material to ergonomic assessments performed in actual workplaces.

Prerequisite: KPE-304 and 318; Year 4 standing

**KPE-418 Exercise Physiology II (W)**

This course will provide an advanced understanding of cardiovascular and muscle physiology in relation to exercise, fitness and health through lectures, readings, and labs. Students will investigate the effect of lifestyle choices, aging, environment (temperature and microgravity), and disease on human physiology. Includes a weekly lab.

Prerequisite: KPE-318; Year 4 standing in an honours program

**KPE-420 Physical Activity and Health \***

The role of physical activity in personal health and societal mortality and morbidity. Application of activity/exercise prescription for prevention and treatment of various health issues and diseases.

Prerequisite: KPE-304 and 318

**KPE-422 Clinical and Rehabilitative Exercise Prescription (W)**

Students will learn how to prescribe exercise for the purpose of disease prevention, treatment, and rehabilitation in those with chronic mental and/or physical conditions. An introduction to clinical procedures will assist students in preparing for clinical practice.

Prerequisite: KPE-142, 159, 318; Year 4 standing

**KPE-432 Philosophy of Physical Education, Sports and Recreation (Capstone) (F)**

This course introduces the student to philosophical reflections on physical education and sport and examines existing theories about physical education and sport in our society.

Prerequisite: Year 4 standing. KPE-432 is the Capstone Course for the Physical Education Department and is required for all majors in the 4th year.

**KPE-480 Internship (F/W)**

A physical education, sport or recreation placement provides students with an opportunity to obtain direct experiences and exposure to some aspects of their area of study outside the classroom. Internships may be done in a variety of areas dealing with physical education, sport or recreation such as physiotherapy clinic, motor performance lab, or recreation centre. The purpose of the internship is to assist students in making career decisions and to prepare them for post-graduate educational and employment opportunities. See page 54 for information on internships.

Prerequisite: Year 4 standing in an honours program

**KPE-490 Independent Research Project (F/W)**

This one term, three credit course serves as an alternative to the Honours Thesis for students who wish to pursue a topic that does not fit the thesis format. For more information on setting up an independent research project see page 54.

Prerequisite: Year 4 standing in an honours program

**Fundamentals Courses**

A maximum of six credits (equivalent of two courses) of activity courses may be applied to the graduation total of a four-year degree program for non-majors. Physical Education majors, in addition to the required three credits of KPE-140-179 courses, may apply no more than an additional three credits of activity courses to the graduation total of a four-year degree program.

All fundamental courses are 0.75 credits.

**KPE-140 Fundamentals of Tennis \***

**KPE-141 Fundamentals of Baseball \***

**KPE-142 Fundamentals of Fitness (F)**

**KPE-151 Fundamentals of Soccer \***

**KPE-152 Fundamentals of Basketball \***

**KPE-153 Fundamentals of Volleyball \***

**KPE-154 Fundamentals of Badminton \***

**KPE-155 Fundamentals of Track and Field \***

**KPE-156 Fundamentals of Gymnastics \***

**KPE-157 Fundamentals of Golf \***

**KPE-158 Fundamentals of Dance (W)**

**KPE-159 Fundamentals of Strength Training (F)**

**KPE-160 Fundamentals of Co-operative and Experiential Games I (W)**

**KPE-162 Fundamentals of Football \***

**KPE-163 Fundamentals of Co-operative and Experiential Games II \***

**KPE-170 Special Topics \***

# Mathematics

## **Honours Major: (16 courses)**

- MAT-121; 122; 126; 215; 217; 223; 231; 321; 490;
  - One elective at the MAT-200-level or higher (excluding MAT-201);
  - Three MAT-300-level electives;
  - Three MAT-400-level electives
- Cognate Requirements:
- CSC-121; PHY-121; 122; SCI-310
  - Students planning on graduate school are recommended to take MAT-331, 336, and 341/442.

## **Four-Year Major: (14 courses)**

- MAT-121; 122; 126; 215; 217; 223; 231; 321;
  - Five MAT-300- or 400-level electives;
  - One elective at the MAT-200-level or higher (excluding MAT-201)
- Cognate Requirements:
- CSC-121; SCI-310

## **General Major: (10 courses)**

- MAT-121; 122; 126; 215; 223; 321; 331;
  - One of MAT-217 or 231;
  - Two MAT-300- or 400-level electives
- Cognate Requirements:
- CSC-121; SCI-310

## **Minor: Mathematics (6 courses)**

- MAT-121; 122; 126;
- One of MAT-223 or 231;
- One MAT-300-level elective;
- One elective at the MAT-200-level or higher

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## **MAT-114 Differential and Integral Calculus (F)\***

An introduction to the basic concepts and methods of calculus for students who have no previous experience in the subject. The topics covered include functions, limits, derivative, exponential and logarithmic functions, integration, and applications.

Prerequisite: Grade 11 U mathematics or permission of the instructor

Exclusion: Completion of Grade 12 U Calculus or more advanced calculus

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## **MAT-121 Calculus I (F)**

An introduction to calculus, including the basic concepts of differentiation and integration. Applications, series expansions, and polar coordinates are discussed in relation to calculus. This course meets 4 hours a week.

Prerequisite: Grade 12 U Calculus or MAT-114

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## **MAT-122 Calculus II (W)**

A continuation of MAT-121. This course meets 4 hours a week.

Prerequisite: MAT-121

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## **MAT-126 Introductory Linear Algebra \***

A study of systems of linear equations, determinants, vector algebra,  $n$ -dimensional vector spaces, linear transformations, and the eigenvalue problem. This course meets 4 hours a week.

Prerequisite: Grade 12 U Advanced Functions or MAT-114

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## **MAT-201 Statistics for Science (W)**

Topics include: descriptive statistics; probability; random variables and probability distributions; expectation; binomial, Poisson, and normal distributions; random sampling and sampling distributions; point and interval estimation; classical hypothesis testing and significance testing. Statistical examples and applications from life sciences will be emphasized. (Not for mathematics majors).

Prerequisite: Grade 11 U or M mathematics or MAT-114 or permission of the instructor

Antirequisite: APS/PSY-201 and MAT-215

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## **MAT-215 Statistics (W)\***

A study of the collection, analysis and interpretation of numerical data. Topics covered are probability spaces, conditional probability, random variables both continuous and discrete, Binomial, Normal, Poisson, Student's  $t$  and Chi-square distributions, expectations, sampling distributions, estimation, tests of significance, regression analysis, and design of experiments. Includes lab time to emphasize the use of computer software for statistics. This course meets 4 hours a week.

Prerequisite: MAT-122

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## **MAT-217 Discrete Mathematics \***

Core topics include elementary set theory, combinations and permutations, an introduction to logic, mathematical induction, recursion, and properties of integers. Additional topics may include an introduction to graphs and trees, introduction to automata theory, and advanced counting techniques.

Prerequisite: Grade 12 U Advanced Functions

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## **MAT-223 Multivariable Calculus (F)\***

Multivariable calculus: the derivative, multiple integration, vector calculus and applications. This course meets 4 hours a week.

Prerequisite: MAT-122

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## **MAT-231 Differential Equations \***

An introduction to solutions and applications of ordinary differential equations. Laplace transforms, series solutions, and partial differential equation are also discussed.

Prerequisite: MAT-122 and 126

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## **MAT-311/411 Numerical Analysis \***

A study of numerical methods of solving problems. Topics include linear algebraic equations, polynomial interpolation, numerical integration, and differentiation.

Prerequisite: CSC-121 and MAT-223 or 231; Year 3 or 4 standing with permission of the instructor

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## **MAT-317/417 Graph Theory (F)\***

An introduction to the ideas, methods and applications of graph theory. Topics include: finding shortest paths and maximum matchings in weighted graphs and determining the connectivity of a graph.

Prerequisite: MAT-217



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**MAT-318 Mathematical Biology** \*

An introduction to mathematical modeling in biology focusing on difference and differential equations, covering applications from population models to spread of diseases. A key focus of the course will be to develop and interpret mathematical models of health issues in populations, including disease spread and vaccination consideration.

Prerequisite: MAT-126 and MAT-231

Recommended: MAT-201 or 215

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**MAT-321 Modern Geometry (Capstone)** \*

A study of basic concepts of euclidean and non-euclidean geometry.

Prerequisite: Any MAT-200-level course except MAT-201. MAT-321 is the Capstone Course for the Mathematics Department and is required for all majors in the 3rd or 4th year.

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**MAT-331 Abstract Algebra** (W) \*

An introduction to structures of modern algebra: groups, integral domains, fields, rings, and polynomials.

Prerequisite: Any MAT-200-level course except MAT-201

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**MAT-336/436 Linear Algebra** \*

Topics include vector spaces, linear transformations, matrices, determinants, inner products, eigenvalues and eigenvectors, spectral decompositions, canonical forms, and dual spaces.

Prerequisite: MAT-126 and 223

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**MAT-341 Real Analysis I** \*

A study of the real number system and functions of a real variable.

Topics included in the course are topology of  $\mathbb{R}^n$ , continuous functions on  $\mathbb{R}^n$ , and differential calculus in  $\mathbb{R}^n$ .

Prerequisite: MAT-223

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**MAT-385 Independent Study**

For information on setting up an independent study see page 54.

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**MAT-442 Real Analysis II** \*

As a continuation of MAT-341, topics covered include measure and integration, the Lebesgue integral, the Riemann-Stieltjes integral,  $L^p$  spaces, Fourier series, and other selected topics.

Prerequisite: MAT-341

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**MAT-485 Honours Independent Study**

For information on setting up an independent study see page 54.

Prerequisite: Year 3 or 4 standing; acceptance into the honours program

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**MAT-490 Honours Research Project** (F/W)

For more information on setting up an independent research project see page 54.

Prerequisite: Year 3 or 4 standing; acceptance into the honours program

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**Media and Communication Studies**

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**Honours Major: Digital Media and Production Stream (20 courses)**

- MCS-101; 115; 121; 201; 225; 231; 233; 235; 301; 302; 311; 380; 403; 405; 480; 495;
- One of ENG-201, ENG-203, THR-213;
- One of ART-214 or 222;
- Two of MCS-326, 327, 332, 361

**General Major: Digital Media and Production Stream (12 courses)**

- MCS-101; 115; 121; 201; 225; 231; 233; 235; 302; 311;
- Two of MCS-301, 326, 327, 332, 361, 380

**General Major: Media and Culture Stream (12 courses)**

- MCS-101; 115; 121; 233; 302; 311;
- One of ENG-201 or THR-210;
- Three of MCS-201, 225, 327, 332, 361, 380, 403, 405
- Two of APS-355, ENG-357, HIS-333, MUS-322, MUS-326, PHL-362, THR-321

**Minor: (7 courses)**

- MCS-101; 115; 121;
- Two of MCS-201, 225, 233, 235;
- Two of MCS-301, 302, 311, 326, 327, 332, 361

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**MCS-101 Video Production I** (W)

Formerly MCS-232. An introductory course in the art and craft of video production. Coming to understand film as a method of storytelling, students learn and practice film aesthetics and techniques, including all the elements of preproduction, production, and postproduction. Students will collaborate to plan, shoot, and edit short videos while learning the basics of filmmaking equipment and software. Students will reflect on the nature of film and the practice of filmmaking through a faith lens.

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**MCS-115 Oral Communication** (F)

An introduction to oral communication, including basic theory, conversation, non-verbal communication, performance, use of technology, writing for reading aloud, and public speaking.

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**MCS-121 Introduction to Media and Communication** (F)

This course introduces students to the rise of mass media and communication and its impact and influence on modern society. Basic media forms and their function in society will be surveyed and students will develop a Christian perspective on media and its role in both the production and consumption of culture. Students will examine the application of a Reformed Christian worldview to understanding communication and communication-related vocations. The relationship between Christianity and professional communication, including professions in the media, will be discussed.

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**MCS-201 Video Production II** (W)

Formerly MCS-324. Students will work in small groups to develop, shoot, and edit experimental and dramatic projects with more advanced camera equipment.

Prerequisite: MCS-101

Corequisite: MCS-235

**MCS-225 Digital Video Postproduction** (F)\*

Formerly MCS-325. Students will explore digital editing theories, as well as practices of digital film editing and other elements of the postproduction process. Students will develop skills that include engagement with non-linear software and organizing and structuring short pieces. In addition, students will learn how shot selection, pacing, rhythm, sound, etc. shape both scenes and final productions.

Prerequisite: MCS-101

**MCS-231 Screenwriting** (F)\*

Formerly MCS-331. This course covers the theoretical and applied components of script writing for film and television production. In the process, it cultivates among students a Christian understanding of audiovisual storytelling. Topics will include conflict, character development, structure and plot creation, genre, and mood, among others.

**MCS-233 The Language of Film and Television** (W)

This course provides students with a nuanced understanding of how film and television articulate meanings. Grounded in the historical eras and practices that range from the silent to the digital era, students will learn formal analyses and close readings of cinematic and televisual texts with special attention to narrative constructions, lighting, production design, acting styles, editing, genre, sound, music, and point of view. The course will also emphasize how such analyses should consider various contexts.

Prerequisite: MCS-121 or permission of the instructor

**MCS-235 Introduction to Producing** (W)\*

An introduction to the producer's role and responsibilities. Students will learn about the different kinds of producers, legal contracts, relevant media law, contracts, budgeting, scheduling, managing crew and risk management. A series of practical exercises and acting as a producer for a project will allow students to practice what they learn.

Prerequisite: MCS-101, 121

**MCS-301 Video Production III** (F)

In this course, students will explore the theoretical and practical elements of the pre-production and production phase, including concept development and shooting techniques so as to collaboratively write, produce, shoot, and edit short pieces. Students will develop their skills in audio and sound production, camera work, lighting, directing, and producing.

Prerequisite: MCS-201

**MCS-302 Media and Communication Ethics (Capstone)** \*

A course in the moral and legal dimensions of communication, with special attention given to working in communication and media professions. The course cultivates a Christian understanding of the topic

through attention to theological and philosophical issues and through wrestling with a range of cases and controversies.

Prerequisite: MCS-115, 121 and Year 3 or 4 standing. MCS-302 is the Capstone Course for the MCS major and is required in the 3rd or 4th year.

**MCS-311 Theories of Communication** \*

Formerly MCS-211. This course establishes the basic framework of core knowledge concerning the nature of human interaction. It will survey theories and research in communication as it is applied to various social, political, and cultural contexts. Students will develop a broad Christian framework for understanding, critiquing, and utilizing these theories.

Prerequisite: MCS-121

**MCS-326 Documentary Films and Filmmaking** \*

In this class, students will learn about the history, aesthetics, and politics of the documentary film tradition. Drawing on films from the silent era to the digital age, the course explores movements, techniques, philosophical underpinnings, and limitations of cinema verite, direct cinema, investigative documentary, activist media, personal video essays, and mockumentaries. Cultivating a Christian understanding of the history and practice of this genre, students will participate in the tradition of documentary filmmaking and produce various short form documentaries.

Prerequisite: MCS-201

**MCS-327 Audio Production** (F)\*

This course introduces the basics of audio production and post production. Students will learn how to capture sound in a studio setting and in field work. They will also explore audio editing, audio processing, and mixing. Both audio production and postproduction components will cover the applications of music, radio, and moving images.

Prerequisite: MCS-201

**MCS-332 Content for the Digital Age** (W)\*

Information is audiovisual and text in the Digital Age. In this course, students will study the emergence of digital technology and its impact on commercial and social cultures. Students will also learn how to communicate an effective story online using 21st century digital tools, including video, photographs, audio, and text.

Prerequisite: MCS-121

**MCS-361 World Cinemas** (W)\*

Aiming to put a question mark on the end of the phrase, "what are world cinemas?", this course offers an atlas of world cinemas as a mode of film making comprised of a wide intersection of contexts. As such, the complex phenomenon of world cinemas opens up the opportunity to engage the limits of our own Western imaginations.

**MCS-380 Internship in Media and Communication Studies I** (F/W)

This internship will consist of 120 hours of on-site work in professional writing or digital media. Such work can include, but is not limited to, journalism, blog and web content, and film and television production. See page 54 for information on internships.

Prerequisite: Year 3 or 4 standing

**MCS-403 Cultural Studies and Criticism Seminar** (F)\*

The course draws on the insights from cultural studies and postmodern reflection, enabling students to identify and describe embodied issues

facing our moment (globalization, colonialism, nationalism, gender, etc.), to understand the contours and limitations of a Westernized, Christian imagination, and to dare to imagine healing and reconciliation in the midst of these issues and limitations. Imagining reconciliation means, in part, doing the work of sharing a story, a vision, and an identity with those who are not like us.

Prerequisite: Year 3 or 4 standing in the honours major or the Media & Culture general major.

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**MCS-405 Studies in Religion & Media (F)\***

A study of an issue or a theme at the intersection of religion and the media. The particular focus of the course varies from year to year. This course explores the religious nature of cultural formation relative to the intersection of everyday life and the digital age. This course does so grounded in the historical tradition of Christian virtue ethics as it emerges after the particularist turn in philosophical and theological ethics.

Prerequisite: Year 3 or 4 standing in the honours major or the Media & Culture general major.

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**MCS-480 Internship in Media and Communication Studies II (W)**

This internship will consist of 120 hours of on-site work in professional writing or digital media. Such work can include, but is not limited to, journalism, blog and web content, and film and television production. See page 54 for information on internships.

Prerequisite: MCS-380

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**MCS-495 Senior Thesis (W)**

This course provides advanced students the opportunity to apply their academic and/or artistic insights, skills, and areas of interest in a focused, self-directed large project or series of related projects.

Prerequisite: Year 4 standing in the honours program

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## Music

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**General Major: (10.5 courses)**

- MUS-110; 121; 201; 237; 310; 311; 380;
- Two MUS-300-level electives;
- 4.5 credits (6 terms) of applied music lessons;
- 3.0 credits (4 terms) in an ensemble

**Minor: (6 courses)**

- MUS-110; 121; 237;
- One of MUS-310 or 311;
- One MUS-300-level elective;
- 3.0 credits (4 terms) of applied music lessons;
- 1.5 credits (2 terms) in an ensemble

**Notes:**

- A placement test for keyboard skills will be administered at the time of the music audition for incoming students. RCM Grade VI is expected. Students who do not have RCM Grade VI will be placed in keyboard classes at Redeemer (MUS-104/105/106) based on the assessment. Students will pay an additional fee for the keyboard classes. Keyboard proficiency is expected of all music students.
- A placement test for theory is also administered at the audition. This assessment determines whether the student needs to complete MUS-110 in the first term or is exempted from the course. Students who are exempted from MUS-110 will take another 300-level MUS elective for the program.
- Students will pay an additional fee for lessons. These fees can be found on page 22.

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**MUS-110 Basic Theory and Aural Skills (F)**

A course designed to develop fluency and skill in the basics of music with reference to performance, theory, and ear training.

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**MUS-121 Music Theory I (W)**

Study of basic materials of tonal music, triads, sevenths, non-harmonic tones, analysis of simple musical forms, melody writing, and four-part harmonization in the eighteenth century style.

Prerequisite: MUS-110

Exclusion: Harmony III (Toronto)

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**MUS-201 Music Theory II (F)**

Study of secondary dominants, modulation, altered and chromatic chords, melody writing, and four-part harmonization in the eighteenth/nineteenth century style.

Prerequisite: MUS-121 or permission of the instructor

Exclusion: Harmony IV (Toronto)

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**MUS-237 Conducting \***

Study of elementary techniques of song-leading and conducting instrumental and choral ensembles, as well as simple score reading and rehearsal techniques. (1.5 credits)

Prerequisite: MUS-121 and 201

**MUS-301 Music Theory III (W)\***

Advanced study of harmonic techniques, melody-writing, rhythmic patterns of 19th and early 20th centuries, and introduction to atonal and quartal styles.

Prerequisite: MUS-201

**MUS-310 Music History I (W)\***

A study of the Medieval, Renaissance, and early Baroque periods in Western musical history, c.700–1700, focusing on representative composers, their works and their respective cultural contexts.

Prerequisite: MUS-121 and 201 or permission of the instructor

**MUS-311 Music History II \***

Continuation of MUS-310 with a study of the late Baroque, Classical, Romantic, and contemporary eras in Western musical history, c. 1700–1950.

Prerequisite: MUS-121 and 201 or permission of the instructor

**MUS-312 Form and Analysis \***

Analysis of select musical forms: binary, ternary, rondo, sonata, theme and variations, fugal and concerto structures and composite forms, and study of the import of analysis on performance practice.

Prerequisite: MUS-121 and 201

**MUS-322 Music in Culture \***

This is a seminar course which examines cultural aspects of music, including how music carries and creates cultural meaning and its role in specific cultural fields, such as class, ethnicity, gender, sexuality, politics, faith and worldview. Our primary texts will come from the growing body of musicological literature, sometimes called cultural musicology, which analyzes music as a social process (rather than simply in historical or musical-theoretical terms). By engaging with this literature from a Christian perspective, students will learn to shape a Christian response to music as a cultural phenomenon.

Prerequisite: MUS-121 and 201

**MUS-323 Hymnology \***

Study of psalmody and hymnody in history and current practice; theological study of hymn texts and musical study of hymn tunes; and practical use of hymnals in Christian worship.

Prerequisite: MUS-110

**MUS-324 Choral Music \***

Study of the large-scale choral repertoire from the Renaissance to the present. Listening, score study, and analysis in the main genres of large choral works: cantatas, Masses, oratorios, passion settings, Requiems, etc.

Prerequisite: MUS-121 and 201

**MUS-326 World Music \***

Ethnomusicological study of select music cultures of the Orient, the Near East, Africa, and the Americas, with a focus on their various musical styles and the roles of music in these cultures.

Field trips are required.

Prerequisite: MUS-121 and 201

**MUS-328 A Survey of Keyboard Literature \***

This course covers material from Robertsbridge Fragment to the early nineteenth century keyboard repertoire. In this course students will take an in-depth look at the development of keyboard repertoire and historic keyboard instruments from the fourteenth to mid-nineteenth centuries (i.e. the Portative, Clavichord, Spinet, Harpsichord, Organ, Forte Piano, and Piano repertoire). Sessions on performance practice issues, student seminars, and field trips to play important instruments will be included.

Prerequisite: MUS-121 and 201

**MUS-337 Advanced Conducting \***

Study of advanced conducting and rehearsal techniques of instrumental and choral works.

Prerequisite: MUS-237

**MUS-370 Philosophy of Music in the Church (F)\***

The relationship of music to the church's worship, education, and outreach is examined with reference to Scripture, the historical practice of the church, and contemporary culture; a personal philosophy of music in the church.

**MUS-380 Recital (Capstone) (W)**

Students prepare for and perform a music recital. (1.5 credits)

Requires permission of the department

NOTE: MUS-380 is the Capstone Course for the Music Department. All majors must complete MUS-380 in the 4th year.

## APPLIED MUSIC COURSES

### MUS-104 Keyboard Proficiency I (F)

Includes basic technique, rhythm, tone conception, articulation, fingering, pentachord patterns, sight reading, transposition, tetrachord scales, and simple I-V harmonization. RCM Grade 1 and 2 repertoire.

### MUS-105 Keyboard Proficiency II (W)

Includes basic work as in MUS-104, plus pedaling and phrasing. Easier major scales, two rhythms, and arpeggios (hands separate), I-IV-V progressions and harmonization with simple accompaniments, tonic/dominant seventh by-ear chording, and Grade 1 sight reading. RCM Grade 3 and 4 repertoire.

### MUS-106 Keyboard Proficiency III (F)

Includes easier major scales (hands together), two rhythms, easier arpeggios and minor scales (hands separate), major/minor primary triad patterns and harmonization, by-ear work with varied accompaniments, simple improvisation and easy hymns, and Grade 2 sight reading. RCM Grade 5 and 6 repertoire.

## ENSEMBLE COURSES

### MUS-161 Concert Choir (F/W)

Participants study and perform various types of choral works; entrance by audition; members must take both terms in sequence (i.e. fall and winter). Involves three rehearsals per week, formal concerts, and a winter term tour. (0.75 credits per term)

### MUS-167 Instrumental Jazz (F/W)

Members must take both terms in sequence (i.e. fall and winter). (0.75 credits per term)

### MUS-169 Concert Band (F/W)

Members must take both terms in sequence (i.e. fall and winter). (0.75 credits per term)

## PRIVATE MUSIC COURSES

Private music lessons are arranged by the department and are taught by instructors hired by the Music Department. Students must register for the courses with the Registrar's Office and make the arrangements for the lessons with the Music Department in the first week of classes.

Lessons progress in academic rigour in each term taken. A maximum of 4.5 credits (equivalent to 1.5 courses) may be credited to a four-year program. Please see page 22 for information on music fees.

(0.75 credits per term)

### Piano (MUS-141-142, 241-242, 341-342, 441-442) (F/W)

### Organ (MUS-143-144, 243-244, 343-344, 443-444) (F/W)

### Voice (MUS-145-146, 245-246, 345-346, 445-446) (F/W)

### Strings (MUS-147-148, 247-248, 347-348, 447-448) (F/W)

### Woodwinds (MUS-149-150, 249-250, 349-350, 449-450) (F/W)

### Brasses (MUS-151-152, 251-252, 351-352, 451-452) (F/W)

### Percussion (MUS-153-154, 253-254, 353-354, 453-454) (F/W)

### Guitar (MUS-155-156, 255-256, 355-356, 455-456) (F/W)

## Philosophy

### General Major: (10 courses)

- PHL-121; 122; 245; 248; 337; 338;
- Two PHL-200-level electives (excluding PHL-210);
- Two PHL-300-level or higher electives

### Minor: (6 courses)

- PHL-121; 122;
- One of PHL-245 or 248;
- One of PHL-337 or 338;
- One PHL-200-level elective (excluding PHL-210);
- One PHL-300-level elective

### PHL-121 The Story of Philosophy (F)

"Philosophy," according to Socrates, "begins with wonder." In this course, we will survey fundamental metaphysical, epistemological, and ethical issues raised by this "story that began with wonder," starting with the quest of the ancient Egyptians, Indians, and Chinese and then moving on to the 'Big Questions' asked by the ancient Greeks, medieval Christians, and other modern and contemporary Western thinkers.

### PHL-122 Logic (W)

This course introduces students to logic--both deduction and induction--and develops critical thinking skills in relation to arguments and their evaluation. Students will examine the role of worldview in relation to logic and arguments and learn to compose cogent written arguments. The course will cover such topics as the importance of language, logical fallacies, sources of authority, and elementary philosophical concepts and categories.

### PHL-220 Asian Philosophy \*

With the distinction between religion and philosophy being less clear outside the West, non-western philosophies--and Asian philosophies in particular--tend to offer students a different way to think about fundamental issues. Home to the majority of people on our planet, Asia also gave rise to some of the earliest and certainly some of the most influential philosophers in history, including Buddha, Confucius, Ibn Sina, Gandhi, and Mao. In this history of philosophy course, we will explore the development of the major religio-philosophical traditions of the Middle East, South Asia, and the Far East.

### PHL-222 Ancient Philosophy (HIS-260) \*

Developing more or less parallel to the history course on Asian philosophy, Ancient Philosophy traces the beginnings of Western philosophy, focusing largely on ancient Greece and Rome. Particular emphasis will be on reading the entirety of what are sometimes known as "The Twin Pillars of Oxford University"--Plato's *Republic* and Aristotle's *Ethics*--though attention will also be given to major works in the Epicurean and Stoic traditions.

### PHL-224 Medieval and Early Modern Philosophy (HIS-261) (F)\*

Formerly PHL-232. This course explores the development of Western philosophy in two phases. The first phase takes us from the collapse of the Roman Empire and St. Augustine through to the development of the medieval university and Thomas Aquinas. The second phase explores key thinkers coming out of the "three Rs" - the Renaissance, Reformation, and Scientific Revolution - focusing especially on Descartes, Hobbes, Locke, Berkeley, and Leibniz.

**PHL-226 The Rise of Atheism (HIS-262) (W)\***

The Enlightenment or 'Age of Reason' witnessed the rebirth of a radical new form of skepticism that started with Descartes. In this course, the ramifications of this skepticism are traced through the early atheism of Rousseau and agnosticism of Hume up to the crucial faith-reason divide of Kant. The subsequent post-Kantian explosion of atheism in both continental philosophy (Nietzsche, Heidegger, Foucault, Derrida) and analytical philosophy (Russell, Flew, Dennett) will be explored, concluding with some responses by contemporary Christian philosophers.

**PHL-228 An Introduction to Reformational Philosophy (W)**

Formerly PHL-367. This course introduces students to Reformational philosophy through a historical examination of modern and contemporary Reformed philosophers and the major philosophical issues they encounter. Key philosophers to be examined include Herman Dooyeweerd, Dirk Vollenhoven, and H. Evan Runner.

**PHL-245 Epistemology \***

This course examines the development of epistemology in the Western philosophical tradition with a particular focus on modern epistemology. Themes such as epistemic justification, rationality, faith, skepticism, foundationalism, postmodernity, and truth are central to this course, as are the religious epistemologies of Christian philosophers like C.S. Lewis, Richard Swinburne, and Alvin Plantinga.

Prerequisite: PHL-121 and 122

**PHL-248 Aesthetics (ART-248) (W)\***

A philosophical consideration of art and art criticism, drawing on both classical and contemporary thinkers. Topics include beauty, expression, representation, aesthetic distance, the identity of the work of art, the relation of art to morality, and the influence of art on perception.

**PHL-314 Philosophy of Science (W)**

This course explores the relationship between religion, science, and philosophy, starting with the ancient Greeks and then progressing through the major philosophers - including natural philosophers or "scientists"- of the medieval and modern eras. This philosophical exploration of science includes investigation into questions about the nature of, and relationship between, metaphysics, mathematics, physics, chemistry, biology and the applied sciences. In the modern era, we turn to key questions concerning the problem of induction, the status of scientific frameworks, theories of probability, feminist critiques and, as a case study, competing views of origins.

Prerequisite: One other philosophy course

**PHL-337 Ethics (Capstone) (W)\***

The first half of this capstone course will focus on ethical theories, primarily forms of deontological and relativist theories. Additionally, students will spend ample time discussing Natural Law, natural rights, virtue, and happiness. In the second half of the course, students will apply ethical theories to particular, individual cases relating to themes such as cloning, euthanasia, censorship, terrorism, and others.

Prerequisite: Year 3 or 4 standing. PHL-337 is the Capstone Course for the Philosophy Department and is required for all majors in the 3rd or 4th year.

**PHL-338 Metaphysics (F)\***

Formerly PHL-238. Students will study the nature, constitution, and structure of reality. They will discuss grand theories of everything, such as metaphysical materialism, idealism, and metaphysical dualism. They will also discuss the differences between existence and essence and between substance, properties, accidents, and bundles. The course will clarify important distinctions between metaphysical realism and nominalism and between universals and particulars. Topics will extend to fundamental issues about personal identity, the nature of eternity and time, necessity and possibility, and others.

Prerequisite: PHL-121 and 122

**PHL-340 Philosophy of Religion (REL-340) \***

A treatment of philosophical issues as they arise in religious experience and in theological thought, such as the nature of religious language, the enterprise of proving God's existence, and the prospect of defining or circumscribing religion.

Prerequisite: One other philosophy course

**PHL-343 Social Philosophy \***

This course asks questions about the nature of society and culture. Major themes may include detailed discussions about societal institutions and concerns such as marriage, race and ethnicity, church-state relations, culture-making, education, and others.

Prerequisite: One other philosophy course

**PHL-345 Philosophy of Language \***

A discussion of language and communication, focusing on such topics as speech, literal vs. figurative language, the nature of writing, the origin of language, and reification. Both classical and contemporary thinkers will be considered.

Prerequisite: One other philosophy course

**PHL-355 Philosophy of History (HIS-301) \***

A treatment of selected topics relating to historical consciousness and the nature of historical knowledge. Both classical and contemporary positions on historical explanations will be considered.

Prerequisite: One other philosophy course

**PHL-362 Philosophy and Superhero Mythology (F)\***

This course will examine the philosophy of mythology, a particular offshoot of aesthetics, and relate to this one type of modern mythology-superhero mythology. Moreover, the particular themes to be mined in superhero mythology and culture are not merely of aesthetic interest, but reveal important perspectives on social, ethical, and metaphysical themes, all of which beg for a Christian philosophical analysis.

Prerequisite: One other philosophy course

**PHL-366 Environmental Philosophy (ENV-366) (F)\***

**PHL-370-79 Special Topics \***

This course provides students with the opportunity to pursue advanced studies on issues and themes of immediate significance in the field of philosophy. Seminars will be offered on topics where there is demonstrated interest on the part of students and faculty.

**PHL-385-86 Independent Study**

For information on setting up an independent study see page 54.

**PHL-440 Biomedical Ethics (HSC-440) \***

This course is designed to introduce the student to the relatively young field of bioethics. Topics include procreative technologies including in vitro fertilization, the creation and manipulation of human embryos for research, genetic testing and interventions, and end-of-life issues including euthanasia and physician-assisted suicide. Some of these issues will be addressed in light of various ethical theories that have been influential among both Christian and non-Christian bioethicists.

Prerequisite: Year 3 or 4 standing

## Physics

**PHY-115 Physics for the Life Sciences (W)**

An introduction to physical phenomena basic to the health sciences, physical education, and biology. Included are topics which apply to the life sciences: mechanics and properties of matter, heat, wave phenomena, electricity and magnetism, modern physics, basic electronics, measurement, and data analysis. Includes a weekly three-hour lab.

Prerequisite: Any Grade 12 U or M mathematics or permission of the instructor

**PHY-121 Physics I: Newtonian Mechanics \***

An introductory, calculus-based study of the physical world. The course covers mechanics and other selected topics. Includes a weekly three-hour lab.

Prerequisite: Grade 12 U Calculus

Corequisite: MAT-121

**PHY-122 Physics II: Waves, Heat and Time \***

A continuation of PHY-121, this course covers selected topics in wave motion, thermodynamics, optics, and modern physics. Includes a weekly three-hour lab.

Prerequisite: PHY-121

Corequisite: MAT-122

## Politics and International Studies

**Honours Major: International Relations Stream (18 courses)**

- HIS-106; POL-121; POL-208; POL-215; POL-322; POL-380\*; POL-401; PSY-201;
- Two of POL-201, 210, 246;

- Two of ENG-376, HIS-312, HIS-357, REL-356;
  - Three of APS-339, ENV-368, POL-306, POL-317;
  - Three of APS-428, ENG-476, HIS-411, HIS-439, HIS-458, POL-490
- \*POL-380 may be completed in an approved off-campus program.

Cognate Requirement:

- One approved course in a modern second language.
- Students considering graduate school are strongly encouraged to take ECO-121 and 122.

**Honours Major: International Development Stream (18 courses)**

- ECO-122; HIS-106; POL-121; POL-201; POL-208; POL-317; POL-380\*;
  - POL-401; PSY-201;
  - Two of POL-210, 215, 246;
  - Two of ENG-376, HIS-312, HIS-357, REL-356;
  - Two of APS-339, BUS-340, BUS-363, ENV-368, POL-306;
  - Three of APS-428, BUS-440, BUS-461, ENG-476, HIS-411, HIS-439, HIS-458, POL-490
- \*POL-380 may be completed in an approved off-campus program.
- Cognate Requirement:
- One approved course in a modern second language.
  - Students considering graduate school are strongly encouraged to take ECO-121.

**General Major: (12 courses)**

- HIS-106; POL-121; POL-208; POL-301; POL-322; PSY-201;
  - Three of POL-201, 210, 215, 246;
  - Three of APS-339, HIS-312, POL-306, POL-317, POL-380\*, REL-356
- \*POL-380 may be completed in an approved off-campus program.
- Cognate Requirement:
- One approved course in a modern second language.

**Minor: (6 courses)**

- POL-121; POL-208;
- Two of POL-201, 210, 215, 246;
- Two of APS-339, HIS-312, POL-301, POL-306, POL-317, POL-322, REL-356

**POL-121 Introduction to Politics & International Studies (W)**

An introduction to the study of politics, including forms of government, the building blocks of politics, and the various visions that people bring to political life.

**POL-201 Principles and Practices of Community Development (F)**

Formerly INS-201. This course develops a basic level of core leadership and project management competencies for guiding social entrepreneurs to achieve sustainable community development. Classes focus on the community development cycle and principles; analyzing the role of worldview, leadership and global partnerships in a community's development; and identifying common issues and resources related to food security and agriculture, health and HIV/AIDS, disaster risk management, justice in gender and environment, and local community governance.

**POL-208 Introduction to International Relations** (F)

A study of contemporary relations among states, including an analysis of basic concepts and issues such as power, sovereignty, nationalism, security, diplomacy, war and peace, international law and organization, transnationalism and independence. Attention is also given to different approaches to the study of international relations.

Prerequisite: POL-121

**POL-210 Canada and the World** (W)\*

An introduction to Canadian government and politics, with special emphasis on Canada's foreign affairs, and its role in the world. Topics covered include the constitution, the role of the executive, legislative and judicial branches, parties, elections, and policy making, both at home and abroad.

Prerequisite: POL-121; POL-208 recommended

**POL-215 Introduction to International Political Economy** \*

An introduction to how competing political philosophies and ideologies explain different economic practices of states, how political forces and institutions affect the operation of international markets, and how global economic institutions operate. Emphasis will be given to developing world economies and issues of social and political justice.

Prerequisite: POL-208

**POL-246 Human Rights and International Justice** \*

Formerly INS-246. An introduction to the theories, structures, and issues of human rights in global politics, with special emphasis on the role of public justice systems and human trafficking. Practical case studies will be used to facilitate in depth knowledge of particular regions/contexts where vulnerabilities exist, and strategies for the redress of those vulnerabilities will be studied.

Recommended Prerequisite: POL-208

**POL-301/401 God and Global Order (Capstone)** (W)

Policy pundits and academics alike have been gripped since 9/11 with the *revanche de Dieu* or what international theorist Scott Thomas calls "the global resurgence of religion." This course provides material and space for reflecting on "the revenge of God" in contemporary global issues, including the constitution of international order, what Jim Skillen calls "Zionism" in American foreign policy, political Islam abroad and more. At the heart of this course are the questions: what does it mean to believe in God and practice global politics? Can such a politics be plural? Just? And how should we as Christians practice it?

Prerequisite: POL-208; Year 4 standing. POL-301/401 is the Capstone Course for the Politics and International Studies program and is required for all majors in the 4th year.

**POL-306 Law and Public Policy** (W)\*

Over 40 years ago, Thomas Dye defined 'public policy' as "anything a government chooses to do or not to do." Though perhaps oversimplified, good public policy and good laws are necessary fellows. Both are the art of developing government responses to public problems. This course will study the public policy process that governments establish within which citizens function, and within which laws are made, challenged, and changed. Issues studied will include approaches to law and public policy, actors, institutions and instruments of policy, agenda setting, public policy formation and decision making, implementation, and evaluation. Students will

develop research based on a major problem in public policy at any level of municipal, provincial, or federal jurisdiction.

Prerequisite: POL-121

**POL-317 Comparative Politics of the Developing World** (F)\*

A comparative study of the political systems of developing countries, including theories, problems, and best practices in political and economic development. Example countries studied include Brazil, China, India, Mexico, and Nigeria, with seminar discussion and student research on major themes and issues such as governance, trade, human rights, and others commonly arising in the developing context.

Prerequisite: HIS-106, POL-121, POL-208

**POL-322 Irenaeus to Grotius: Christian Political Thought** (HIS-310) \*

This course provides a broad introduction to great political theory in the Western tradition, with special emphasis on the history of Christian political thought. It will address perennial questions addressed by both Christian and non-Christian political thinkers, such as: What is justice? What is the foundation of political authority? What is the proper relationship of church and state? These questions will be approached more normatively (asking how societies ought answer them) than descriptively (observing how they have answered them).

Prerequisite: POL-121

**POL-380 Internship** (F/W)

The internship course is designed to allow senior students majoring in Politics and International Studies the opportunity to apply their skills and knowledge of the discipline in an occupational setting. Internships are completed in corporate, non-profit or governmental organizations and students are required to observe and participate in a job-related capacity under supervision. See page 54 for information on internships.

Prerequisite: Year 3 or 4 standing and permission of the instructor

**POL-490 Senior Research Project** (F/W)

A one-term undergraduate student research project, culminating in a substantial research essay. Students will propose a topic for approval by a faculty supervisor and the department, conduct a review of the existing secondary literature, undertake further research using appropriate methods, publicly present their findings, and submit a final essay. For more information on setting up a senior research project see page 54.

Prerequisite: Year 4 standing in the honours major; requires agreement from the supervising faculty member and departmental approval.



# Psychology

## Honours Major: Clinical Stream (16 courses)

- PSY-121; 122; 201; 230; 315; 321; 336; 341; 417; 495; 496;
- Two of PSY-223, 225, 227, 229, 255;
- One of PSY-334, 338, 339;
- Two of PSY-428, 448, 458; 468;
- It is recommended that students also take PSY-480.

## Honours Major: Experimental Stream (16 courses)

- PSY-121; 122; 201; 230; 315; 332; 334; 336; 341; 468; 495; 496;
- Two of PSY-223, 225, 227, 229, 255;
- One of PSY-428, 448, 458;
- One PSY-400-level elective

## General Major: (10 courses)

- PSY-121; 122; 201; 230; 315; 341;
- Two PSY-300-level electives;
- Two PSY-200-, 300-, or 400-level electives

## Minor: (6 courses)

- PSY-121; 122;
- One of PSY-315 or 341;
- One PSY-300-level elective;
- Two PSY-200- or 300-level electives

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## **PSY-121 Introduction to Psychology: General and Experimental (F)**

An introduction to those topics in psychology emphasizing an experimental approach to the discipline. Major topics covered include an overview of the discipline's history and research methodologies, the biological roots of behaviour, sensation and perception, states of consciousness, learning, memory, thinking and language, emotion, motivation, and social influences and relations.

## **PSY-122 Introduction to Psychology: Clinical and Developmental (F/W)**

An introduction to clinical and developmental psychology. Topics covered include an overview of psychological research methods, child development, adolescent development, adult development, mental abilities, positive psychology, personality, psychological disorders and treatment, and health psychology.

## **PSY-201 Research Methods: Statistics (APS-201) (F/W)**

An introduction to descriptive statistics and the logic of statistical inference. Statistical techniques common to behavioural sciences are covered.

Prerequisite: Grade 11 U or M mathematics or MAT-114 or permission of the instructor

Antirequisite: MAT-201

## **PSY-223 Developmental Psychology: Infant and Child (F)**

A basic overview of normal development beginning at the prenatal stage and continuing through to the end of childhood. Topics include prenatal, intellectual, social, emotional, moral, and gender-role development. The influences of the family, peers, and television on development will also be explored.

Prerequisite: PSY-122

## **PSY-225 Developmental Psychology: Adolescent (W)**

The course provides an overview of the developmental aspects of adolescence that are common to all adolescents, including physiological, cognitive, social, moral, spiritual, and sexual development. Issues facing some adolescents, such as eating disorders, cult membership, teen pregnancy, juvenile delinquency, and drug abuse will be discussed.

Prerequisite: PSY-122

## **PSY-227 The Psychology of Health and Well-Being (HSC/KPE-227) (F)**

## **PSY-229 Developmental Psychology: Adult (F)**

This course will provide a summary of adult development. It will focus on aspects of development that are normal to all adults, such as cognitive, emotional, social, physical, sexual, vocational, and spiritual. In addition, aspects of development that are unique to some adults, such as addictions, cognitive disorders, forced retirement, and terminal illness will be explored.

Prerequisite: PSY-122

## **PSY-230 Research Methods: Experimental Design (W)**

An overview of the methodologies employed in studying the major problem areas of psychology. Emphasis is placed on a general research design at both the conceptual and applied levels. Topics include the scientific study of human behaviour, formulation of research problems, research design, statistical inferences, decision-making, and writing of research reports. Includes a weekly 75 minute lab.

Prerequisite: PSY-121 and 201

## **PSY-255 Social Psychology (F)**

An overview of research and theory in areas of social perception, interpersonal attractions and relationships, altruism, aggression, conformity, attitude development and change, and group processes. Practical applications of social psychology to law, medicine, and business will be explored.

Prerequisite: PSY-121 or 122

## **PSY-315 Personality (F/W)**

An introduction to modern American and European theories of the psychological structure, dynamics, and development of human personality. In addition to major theories of personality, personality assessment and measurement will be discussed.

Prerequisite: Any PSY-200-level course or permission of the instructor

## **PSY-321 Abnormal Psychology (W)**

A review of the causes, symptoms, and treatments of several psychological disorders, including schizophrenia, mood disorders, anxiety disorders, somatoform disorders, dissociative disorders, substance-use disorders, psychophysiological disorders, and problems of sexual adaptation. Legal, ethical, and social issues pertaining to psychological disorders will be explored.

Recommended prerequisite: PSY-315

**PSY-332 Cognitive Psychology** \*

This course examines human information processing. Major topics include pattern recognition, attention, memory processes, concept formation, knowledge acquisition, comprehension, problem solving, decision making, and psycholinguistics.

Prerequisite: PSY-121 or 122

**PSY-334 Principles of Learning and Behaviour Modification** (F)

A survey of fundamental conditioning processes based on experimental studies of human and animal behaviour. Topics covered include: habituation, sensitization, classical conditioning, instrumental conditioning, and behaviour modification. The importance of these principles will be illustrated using examples from clinical, vocational, and educational settings.

Prerequisite: PSY-121

**PSY-336 Physiological Psychology (BIO-336)** (W)

This course will examine some of the global issues in psychology that touch on the relationship between neurological mechanisms and human personhood. Students will study introductory neurophysiology and neuroanatomy, concentrating on neural and synaptic transmission and basic subdivisions of the nervous system. Building on this foundation, various topics will be discussed including lateralization of functions, sensory systems, motivation and regulatory systems, emotional behaviour, learning and memory, and brain damage and related disorders.

Prerequisite: PSY-121 or 122

**PSY-338 Forensic Psychology (offered infrequently)** \*

This course involves the application of scientific and professional aspects of psychology to questions and issues relating to law and the legal system. This field encompasses contributions made in a number of different areas, including research, clinical practice and public policy, from a variety of perspectives within the field of psychology. This course introduces students to the major theories and research areas found within forensic psychology, and their application to a wide range of legal topics such as the insanity defence, criminal profiling, eyewitness testimony, interrogations, jury selection, and victim services.

Prerequisite: PSY-121 or 122

**PSY-339 Positive Psychology** (F)

Positive psychology is the scientific study of human flourishing. Exploring topics such as virtue and character, happiness and gratitude, willpower and self-control, emotion and optimism, students will be challenged to grow in their understanding and experience of human flourishing. Connections to Scripture and the long tradition of Christian reflection on flourishing will be explored.

Prerequisite: PSY-121 or 122

**PSY-341 History of Psychology (Capstone)** (W)

Histories of psychology meet a real human need: the way we narrate psychology's past will shape our vision of psychology's future and how we might participate in that future. But it's crucial that histories of psychology also be based on rigorous scholarship and not on wishful thinking. In this class we'll explore the traditional "textbook" history of psychology narrative which emphasizes how psychology broke away from dogma, speculation, and ignorance so that it might become the science and practice it is today. We'll also consider--in light of primary sources and recent historical scholarship--the degree to which this narrative corresponds with historical reality and what a more adequate narrative might look like. To meet the need of our students to reflect a distinctive worldview in any vocation or place they are called, an emphasis will be placed on Christianity's (and Christians') role in psychology's past, present, and future.

Prerequisite: Year 4 standing. PSY-341 is the Capstone Course for the Psychology Department and is required for all majors in the 4th year.

**PSY-417 Theory and Methods of Counselling** (F)

This course offers exposure to theories and methods of therapeutic counselling. Basic training in therapeutic communication and counselling techniques are also included. (Limited enrolment)

Prerequisite: Year 4 standing in an honours or general psychology major or permission of the instructor

**PSY-428 Will and Willpower** \*

In recent years, psychology has experienced an explosion of interest in the topic of willpower or self-control. Numerous empirical studies show that human beings have a capacity for self-control, that this capacity is linked to the brain, that willpower can be strengthened, and that new insights are available that can help us to overcome bad habits and achieve our goals in life. Students will be challenged to understand this research and apply it to their lives. But is willpower really "the greatest human strength" as some researchers contend? To answer this question, we will grapple with the deep historical connections between this new psychology of willpower and the traditional Christian idea of "will." In the process, students will engage several foundational issues, such as the construction of psychological language, the role of metaphor in psychology, and the nature of "free will."

Prerequisite: Year 4 standing in an honours or general psychology major or permission of the instructor

### **PSY-448 Topics in Psychoanalytic Psychology (F)**

This seminar examines select issues in depth psychology, particularly classical drive theory (as developed by Sigmund Freud) and analytical psychology (as developed by Carl Jung). Based on student interest, developments in other psychoanalytic traditions, such as ego and self psychology, and object relations theory may receive some attention.

Prerequisite: Year 4 standing in an honours or general psychology major or permission of the instructor

### **PSY-458 The Psychology of Spirituality (W)**

An overview of the interface between the topics of psychology and spirituality viewpoints. The importance of these views for human development and the therapeutic process is examined. Topics include psychological perspectives on suffering, evil, forgiveness, prayer, spiritual assessment, and the psychological effects of spiritual practices.

Prerequisite: Year 4 standing in an honours or general psychology major or in the Health Sciences program or permission of the instructor

### **PSY-468 Topics in Experimental Psychology (W)**

This seminar provides an in-depth examination of topics in experimental psychology with an advanced research component. Students will learn about, and evaluate, theoretical approaches used to direct research in the topic area and will need to critically examine recent empirical articles in the topic area.

Prerequisite: Year 4 standing in an honours or general psychology major or permission of the instructor

### **PSY-480 Internship (W)**

A one-term training experience in applied or research psychology. These internships are intended to assist students in making career decisions and in preparing for post-graduate educational and employment opportunities. See page 54 for information on internships.

Prerequisite: Year 4 standing

### **PSY-495 Honours Thesis I (F)**

A weekly seminar course for students in the Honours program. Students select a topic and begin working on a major empirical research project in Psychology. Seminars will provide students with a variety of practical, technical, and intellectual skills that are central to scientific research and to the development of their Honours thesis.

Prerequisite: PSY-230; Year 4 standing in an honours psychology major

### **PSY-496 Honours Thesis II (W)**

Students complete the major research project in Psychology that they began in PSY-495, which demonstrates their ability to formulate a research question, use existing theories and methodologies, gather and analyze data, and formulate responsible conclusions.

Prerequisite: PSY-495

## **Religion and Theology**

### **Honours Major: Urban and Intercultural Ministry (16 or 17 courses)**

- REL-121; 201; 253; 254; 255; 352; 353; 354; 357; 380; 449;
- BUS-440;
- One of REL-326 or 327;
- Two of REL-421, 451, 452, 453;
- One REL-300- or 400-level elective;
- Completion of the Co-op program\* or REL-381

Cognate Requirements:

- APS-341 or POL-201; MCS-115; GEO-214

\*For more information on the Co-op Program, see page 59.

### **General Major: Youth Ministry (14 courses)**

- REL-121; 253; 254; 255; 352; 353; 354; 355; 357; 380; 381;
- One of REL-201 or 251;
- One of REL-216 or 218;
- One of REL-326 or 327

Cognate Requirements:

- MCS-115; PSY-225

### **General Major: Biblical and Theological Studies (10 courses)**

- REL-121; 201; 251; 253; 357;
- One of REL-216 or 218;
- Two of REL-324, 325, 326, 327;
- One REL-200- or 300-level elective (excluding REL-381);
- One REL-300-level elective (excluding REL-381)

### **Minor: Biblical and Theological Studies (6 courses)**

- REL-121;
- One of REL-201 or 251;
- One of REL-216 or 218;
- One of REL-324, 325, 326, 327;
- One REL-200- or 300-level elective (excluding REL-380 & 381);
- One REL-300-level elective (excluding REL-380 & 381)

### **Minor: Ministry (6 courses)**

- REL-121; 253;
- One of REL-201 or 251;
- One of REL-254 or 255;
- Two of REL-352, 353, 354, 355, 357

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### **REL-121 From the Word to the World: An Introduction to Theological Study (W)**

An introduction to theology acquainting students with the major areas of specialization. While emphasizing that the areas overlap and are inter-related, the course examines the areas of theology according to their distinctive foci, methods, and goals.

### **REL-201 Theological Interpretation of the Bible (F)**

An introduction to the theological reading and interpretative practices of reading Scripture. This course involves a survey of biblical interpretation and the variety of methodologies that have been used to study Scripture.

Prerequisite: REL-110

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### **REL-216 Church History I (HIS-216)**

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### **REL-218 Church History II (HIS-218)**

(W)\*

**REL-222 Introduction to Biblical Greek I (F)\***

An introduction to the basic structures, grammar, and vocabulary of biblical Greek (Koine).

Prerequisite: REL-110

**REL-223 Introduction to Biblical Greek II (W)\***

A continuation of REL-222.

Prerequisite: REL-222

**REL-251 Reformation Theology \***

A study of Christian doctrine as formulated by the Reformed branch of the Christian church. Comparisons are drawn between Reformed theology and that of other branches of Christendom. Reference is made to John Calvin's *Institutes of the Christian Religion*.

Prerequisite: REL-110

**REL-253 Foundations of Mission and Ministry I (F)**

An introductory study of the biblical and theological foundations and the historical development of mission. Selected current issues and problems will be examined.

**REL-254 Foundations of Mission and Ministry II (W)**

The course deepens the student's grasp of the theological foundations of mission by a careful examination of the trinitarian structure of *missio dei* and the implications of that missional theology for the daily life of the church as she participates in God's mission.

Prerequisite: REL-253

**REL-255 Spiritual Formation for Ministry (F)\***

Formerly REL-351. This course seeks to probe the following questions: who is the God that calls us? What does his calling tell us about Him? How does the call participate in the Missio Dei? How do we hear that call? How do my identity and character participate in my call, and how do I understand my identity and character more fully? How does God's transforming work in my life work its way within my call to ministry? What spiritual disciplines shape me so that I am able to minister? What kind of person does ministry need?

**REL-321/421 Reading Scripture with the Global Church (F)\***

A seminar course surveying advanced hermeneutics and readings of Scripture in the church, historically and globally. This course examines some of the classic texts on the practices of interpreting Scripture.

Prerequisite: REL-201 or permission of the instructor

**REL-324 Old Testament Studies: The Pentateuch (W)\***

An intensive study of the Pentateuch, paying special attention to historical context, critical methodologies, literary structures, and theological themes.

Prerequisite: REL-201 or permission of the instructor

**REL-325 Old Testament Studies: The Writings \***

An intensive study of literary and theological aspects of the poetic and wisdom literature of the Old Testament.

Prerequisite: REL-201 or permission of the instructor

**REL-326 New Testament Studies: The Gospels and Acts \***

An intensive study of the gospels and Acts in their historical, cultural, and literary context.

Prerequisite: REL-201 or permission of the instructor

**REL-327 New Testament Studies: The Pauline Epistles (F)\***

An intensive study of the historical, literary, doctrinal, and ethical aspects of the Pauline Epistles.

Prerequisite: REL-201 or permission of the instructor

**REL-340 Philosophy of Religion (PHL-340) \***

**REL-349/449 Theology in the Contemporary World (Capstone for Honours) (F)**

A seminar course exploring the nature and tasks of theological thought and practice. Traditional and contemporary resources, methods, and challenges will be engaged. Paradigmatic approaches in the history of the church and western culture will be surveyed.

Prerequisite: REL-449 is the Capstone Course for the Honours Major in the Religion & Theology Department and is required for all honours majors in the 4th year.

**REL-352 Leadership, Coaching, and Mentoring in Ministry (W)\***

The purpose of this course is to develop an awareness of the leadership dynamics involved in youth ministry that flow from the intersection between four realities: the youth pastor, adolescents, the ministering context, and the cultural context. The ministering context will be used as the "anchoring reality" around which the others will be explored.

Prerequisite: REL-253

**REL-353 Foundations of Evangelism and Discipleship \***

An examination of the character of discipleship in youth ministry, and an application of discipleship to many specific youth ministry practices.

Prerequisite: REL-253

**REL-354 Teaching Scripture and the Christian Faith \***

This course is designed to prepare students to teach the Bible (and other foci of the Christian faith), especially in youth ministry contexts. The course will deal with teacher identity, adolescent faith development, structural frameworks for learning, Reformed hermeneutics, and pedagogical skills for teaching the Scriptures.

Prerequisite: REL-201, 253

**REL-355 Youth Culture and Spiritual Formation (W)\***

This course seeks to describe and analyze frameworks for understanding young adult spiritual formation in the light of North American social and cultural context. The objective is to equip youth workers for a deeper understanding of the developmental needs of their students and the cultural influences that may be forming, de-forming, and re-forming them.

Prerequisite: REL-253

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**REL-356 World Religions (F)\***

A study of the history, belief-systems, and practice of the major non-Christian religions. Special consideration will be given to problems surrounding a missionary encounter and dialogue with these religions.

Prerequisite: REL-253 or permission of the instructor

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**REL-357 Gospel, Church, and Culture (Capstone for General Majors) \***

This course examines the relationship between Church, gospel, and the cultures found in North American cities so that students learn to communicate the gospel contextually and faithfully.

Prerequisite: REL-253. REL-357 is the Capstone Course for the General Majors in the Religion & Theology Department and is required for all general majors in the 4th year.

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**REL-380 Internship I (F/W)**

Open to students with Year 3 or 4 standing in the Ministry major. See page 54 for information on internships.

Prerequisite: Permission of the instructor

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**REL-381 Internship II (F/W)**

Open to students with Year 3 or 4 standing in the Ministry major. See page 54 for information on internships.

Prerequisite: Permission of the instructor

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**REL-451 Liturgies: Rhythms of Restoration, Hope & Grace \***

This course examines the biblical and theological principles, challenges, and opportunities that liturgies offer the church as God's agent for reconciliation in a fallen world. Students will study and compose a variety of contextualized liturgies using a blend of ancient-future practices that draw from the deep tradition of the Church and make use of the richness of the arts as a way to communicate hope and grace.

Prerequisite: REL-253, 254, 255

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**REL-452 Conflict Transformation \***

This course prepares students to confront the challenges of conflict in ministry or communities with the necessary skills that can transform conflicts into opportunities for the collective growth of character. Conflict transformation practices promote healthy communities that are based on Biblical values of compassion, peacemaking and restorative justice.

Prerequisite: REL-253, 254, 255

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**REL-453 Poverty and Urban Development Design Project \***

This course provides students with the tools to design projects that will contribute to the well-being of the community from a uniquely Christian perspective as an essential component of an urban ministry program. Students will have the opportunity to participate in community projects.

Prerequisite: REL-253, 254; APS-341 or GEO-214

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**REL-485-86 Honours Independent Study**

For information on setting up an independent study see page 54.

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**Sociology**

This program can be found on page 71 as Applied Social Sciences.

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**Sociology – Social Work**

This program can be found on page 71 as Applied Social Sciences.

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**Spanish**

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**SPA-101 Beginning Spanish I (W)\***

An introductory course for students with little or no knowledge of Spanish. While auditory comprehension and oral expression will be emphasized, the study of grammar and vocabulary will reinforce reading and writing skills as well.

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**SPA-102 Beginning Spanish II \***

A continuation of SPA-101 with continued emphasis on auditory comprehension, oral expression, grammar, and the development of reading and writing skills.

Prerequisite: SPA-101

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**Theatre Arts**

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**General Major: (12 courses)**

- THR-100; 103; 217; 218; 225; 226; 305;
  - Four of THR-213, 320, 321, 329, 330, 331, 361, 362 OR three of the previous plus one of THR-350, 351, 352, 353, 354;
  - Four units of theatre practica from THR-161-168, 181-195 (non performance)
- Cognate Requirements:
- ENG-104 and 201 (ENG-201 is a prerequisite for THR-213 only)

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**General Major: Performance (12 courses)**

- THR-100; 103; 200; 225; 226; 300; 305; 330;
  - One of THR-217 or 218;
  - Two of THR-213, 320, 321, 329, 331, 350, 351, 352, 353, 354, 361, 362;
  - Four units of theatre practica from THR-171-176 (performance)
- Cognate Requirements:

- ENG-104 and 201 (ENG-201 is a prerequisite for THR-213 only)

Note: It is the strong recommendation of the department that students in the Performance Stream take one course in the THR-350-354 stream.

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**Minor: (7.5 courses)**

- THR-100; 103;
- One of THR-217 or 218;
- One of THR-200, 210\*, 261;
- One of THR-225 or 226;
- Two of THR-320, 321, 330, 361, 362;
- Two units of theatre practica from THR-161-195

\* Students completing B.Ed. at Redeemer claiming Dramatic Arts as their teaching subject will take THR-210 as an education course (EDU-210) and therefore should choose either THR-200 or 261 for their minor.

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**Minor: Performance (7 courses)**

- THR-100; 103; 200; 210\*; 300;
- One of THR-320, 321, 330;
- Four units of theatre practica from THR-171-176

\* Students completing B.Ed. at Redeemer claiming Dramatic Arts as their teaching subject will take THR-210 as an education course (EDU-210) and therefore should request a substitution for THR-210 from the Theatre Arts Department.

**Minor: Dramatic Art (7 courses)**

(Recommended for Education Students)

- THR-100; 103; 218; 330;
- One of THR-225, 226, 261;
- One of THR-200, 210\*, 305;
- One of THR-320, 321, 361, 362
- Two units of theatre practica recommended

\* Students completing B.Ed. at Redeemer claiming Dramatic Arts as their teaching subject will take THR-210 as an education course (EDU-210) and therefore should choose either THR-200 or 305 for their minor.

**THR-100 Performance I (F)**

Intended for both majors and non-majors. An introduction to general concepts of performance. Through theatre games and improvisation, participants explore ways in which their body and voice can be rendered more available for work both on and off-stage. Classes include: group physical and vocal warm-ups; varieties of theatre games which illuminate important performance concepts; storytelling; and introductory stage combat. Three short pieces will be performed in-class. Journaling is required. No written exam.

**THR-103 Introduction to Dramatic Art (W)**

An introduction to both the academic and the practical side of theatre arts, giving students an overview of how a play text becomes a theatrical production. Students will have a chance to learn about various aspects of technical theatre and performance, and then apply some of this knowledge in a group production project. This course will provide students with some basic theatre history and terminology, designed to help them whether they continue to study theatre or simply want to become better spectators.

**THR-161-95 Theatre Practica**

Registration for Theatre Practica is arranged with the Theatre Arts department. Practica require students to complete a minimum of forty hours work in the specified area. The grade is assigned upon completion of the play.

**THR-200 Performance II (W)**

A continuation of THR 100, with greater attention to specific scene-study. Through workshops in voice and articulation and movement for the stage and scene study, participants explore written and original dramatic “text”. Classes include group physical and vocal warm-ups, improvisation, and stage combat. Two short pieces will be performed in-class. Journaling is required. No written exam.

Prerequisite: THR-100 with a minimum grade of B- or permission of the instructor

**THR-210 Storytelling (EDU-210) (F)****THR-213 Playwriting (ENG-213) \***

This courses focuses on the student’s unique voice and vision primarily expressed through the written word. Providing a forum for presenting works in progress, the course enables students to hear their words read, with feedback and discussion by the instructor and fellow playwrights. Students create scenes emphasizing dialogue and character, and participate in exercises related to narrative and the formation of dialogue.

Prerequisite: THR-200 and ENG-201

**THR-217 Technical Theatre \***

An introduction to the applied aspects of theatre, including the use of tools and materials, blue-print reading, shop safety, scene painting, properties construction, lighting, costuming, make-up, and stage management. A practicum is included.

**THR-218 Stage Production and Management (W)\***

An introduction to stage and production management. Students will learn how to make a production schedule, budget for productions, complete work on time, manage actors, and call the cues for a show. A series of practical exercises and theatre work will allow students to practice what they learn. Emphasis will be placed on both practical experience and on understanding theatre production as an expression of community.

Prerequisite: THR-103

**THR-225 History of Theatre I (HIS-213) \***

This course is a survey of the history of theatrical production from pre-history to the Renaissance, including the theatre of Asia. Using primary sources, dramatic texts and theatre history texts, this course will help students understand theatre as a living form, suited to its historical context and changing over time. This course is essential for theatre majors and minors and helpful for students of dramatic literature.

**THR-226 History of Theatre II (HIS-214) (F)\***

A continuation of THR-225, examining the history and dramatic text of theatre from the Renaissance era to the present. Readings from selected dramatic works is included.

**THR-261 British Drama Survey (ENG-261) \***

A survey of British drama from the Medieval Cycle plays to the present day. The development of drama in Britain will be presented through the study of plays, which are representative of the genres, styles, and theatre conventions of the day.

Prerequisite: THR-103 or ENG-104 or permission of the instructor

**THR-300 Performance III (F)\***

A continuation of THR-200, though with greater attention to professional performance skills. Through advanced workshops in voice, physicalization and movement, and scene-study, participants explore both original and established theatre “text.” Classes include group physical and vocal warm-ups, audition preparation and stage combat. Additional workshops in other performance areas, such as dance, may be included. Two audition pieces and a song will be performed in-class, as well as a larger group project. Journaling is required. No written exam.

Prerequisite: THR-100 and 200 with a grade of B or better in each course

**THR-305 Text and Presentation (Capstone) (W)\***

This course seeks to give students experience in the analysis and presentation of different types of literature in solo situations and ensemble performance. Part of the course will be spent on developing original scripts.

Prerequisite: Year 3 or 4 standing. THR-305 is the Capstone Course for the Theatre Arts Department and is required of all majors in the 3rd or 4th year.

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**THR-320 Modern Drama (ENG-320) \***

A study of the dramatic works of the nineteenth and twentieth centuries from the well-made play to realism, naturalism, symbolism, and expressionism.

Prerequisite: THR-103 or ENG-104 or permission of the instructor

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**THR-321 Global Issues in Contemporary Drama (ENG-321) (F)\***

A study of the major post-realist dramatists of the twentieth century from Brecht to the present, including the works of writers such as O'Neill, Stoppard, Fry, Churchill, Sheperd, Wilson, Walker, and Thompson.

Prerequisite: THR-103 or ENG-104 or permission of the instructor

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**THR-330 Directing I \***

Discussion of directing technique and some of the problems the director faces. Studio workshops in picturization, focus for the actor, blocking, directing improvisation, and trouble-shooting for the director. Readings from class texts and selected scenes to be directed.

Prerequisite: THR-100 and 103

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**THR-331 Directing II \***

Further exploration of directing technique and some of the problems the director faces. Studio workshops in dramaturgy, movement for the actor, directing improvisation, and new work development. Readings from class texts and selected one-act plays to be directed.

Prerequisite: THR-330

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**Directed Studies**

The following courses will be designed for each student in consultation with a departmental supervisor. They will normally extend over two consecutive terms. For information on setting up a directed study refer to the information on setting up an independent study on page 54.

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**THR-350 Advanced Studies in Acting**

Prerequisite: THR-300; Year 3 or 4 standing in a Theatre Arts major or minor

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**THR-351 Advanced Studies in Directing**

Prerequisite: THR-330; Year 3 or 4 standing in a Theatre Arts major or minor

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**THR-352 Advanced Studies in Playwriting**

Prerequisite: THR-213; Year 3 or 4 standing in a Theatre Arts major or minor

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**THR-353 Advanced Studies in Design**

Prerequisite: THR-217; Year 3 or 4 standing in a Theatre Arts major or minor

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**THR-354 Advanced Studies in Stage and Production Management**

Prerequisite: Year 3 or 4 standing in a Theatre Arts major or minor

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**THR-361 Shakespeare (ENG-361) (W) \***

A study of dramatic works from 1590-1642 written by Shakespeare's contemporaries, including Marlowe, Jonson, and Middleton.

Prerequisite: THR-103 or ENG-104 or permission of the instructor

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**Theatre Practica**

Credit varies between 0.75 credits per term or 1.5 credits per term as determined by the department. A maximum of six credits of applied theatre (or eight 0.75 credit units from THR-161-195) may be credited toward a four-year program.

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**Technical**

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**THR-161 Lighting**

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**THR-165 Costumes**

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**THR-162 Sound**

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**THR-167 Properties**

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**THR-163 Makeup**

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**THR-168 Special F/X Performance**

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**THR-164 Set**

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**Performance**

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**THR-171 Individual Performance**

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**THR-174 Choral Performance**

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**THR-172 Ensemble Performance**

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**THR-175 Movement**

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**THR-173 Instrumental Performance**

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**THR-176 Storytelling Performance**

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**Management**

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**THR-181 Stage Management**

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**THR-184 Publicity**

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**THR-182 House Management**

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**THR-185 Production Management**

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**THR-183 Business Management**

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**Instruction**

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**THR-191 Directing**

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**THR-194 Dramaturgy**

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**THR-192 Vocal Instruction**

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**THR-195 Storytelling Instruction**

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**THR-193 Choreography**

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**Academic Success Program**

- The Academic Success Program is designed to come alongside students to provide them with individual and group instruction related to learning skills and university studies. The goal of the program is to enhance the student's ability to achieve success in his or her studies.
- Enrolment in the Academic Success Program is required of some students as a condition of their admission or probationary standing. Other students may participate in this program as recommended by the Registrar's Office or with permission from Learning Services. The program does not carry credit towards graduation; however, it is listed on the academic transcript as ASP-012 and assigned a pass or fail grade. Students normally register in the Academic Success Program together with credit courses to a total of four or four and one-half courses per term of study.
- In the one-term program, students will be expected to attend and participate in all *Study Smart Seminars* offered throughout the term (attendance is recorded) on topics such as time management, study skills, test taking, note-taking, reading, motivation and focus. Further, students will attend regular meetings with the Learning Strategist.

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**ASP-012 Academic Success Program****(F/W)**

This program focuses upon developing study and self-management skills as a prerequisite for success in undergraduate studies. The student's coursework at Redeemer University College will provide a context for applying the principles learned in this program. (Non-credit)

# GOVERNING BODIES

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## Board of Governors

(2017-2018)

### Executive Committee

<b>Chair</b>	Jason Schouten, B.A. (Hons.), B.Ed.	(2019)
<b>Vice Chair</b>	Lloyd Rang, B.A., B.Ed., M.A., M.A.	(2018)
<b>Member at Large</b>	John Buma, M.A. (Sociology)	(2020)
<b>Member at Large</b>	Dr. Hazel R. Lynn, MD, FCFP, MHSc	(2018)
<b>Member at Large</b>	John Van Huizen, B.A.	(2020)
<b>Member at Large</b>	Rev. Andrew Zomerman, B.A., M.Div.	(2020)

### Board Members

Phil Apoll, B.A., M.Div.	(2018)
Allen Bron, B.Ed.	(2018)
Randall Boessenkool, B.A., LL.B.	(2019)
Liza Davis, B.Commerce, CPA, CGA	(2019)
Alezandre Dauphin, MD	(2018)
Bonnie Desjardins, B.Ed.	(2020)
Bob (Abraham) Dieleman, B.Sc., CPA	(2020)
Liz Tolkamp, B.A.	(2020)
Meine Veldman, B.A., M.A., Ph.D.	(2019)
Sid Ypma, B.A., M.Div.	(2018)
Michael J. Zwier, B.Mgmt., M.Sc. in IT	(2018)

## Senate

(2017-2018)

### Chair

Fred Verwoerd\*, B.A., CMA, CPA

### Vice Chair

Kyle Spyksma\*, B.Sc., Ph.D.

### Ex Officio Member

Susan VanWeelden, MBA, CMA

### Faculty Representatives

Edward Berkelaar, B.Sc., M.Sc., Ph.D.	(2019)
Brenda Stephenson, B.A. (Honours), M.A.	(2018)
Christina Belcher*, M.W.S., M.Ed., Ph.D.	(2019)
Kevin Flatt, B.A., M.A., Ph.D.	(2019)
Robert Joustra, B.A. (Honours), M.A., Ph.D.	(2018)
John Van Rys, B.A. (Honours), M.A., Ph.D.	(2020)

### Board Nominees

Michael Knowles, B.A. (Honours), M.Div., Th.D.	(2019)
<i>Professor, George Franklin Hurlburt Chair of Preaching, McMaster Divinity College</i>	
Aaron Schat*, B.A. (Honours), M.A., Ph.D.	(2019)
<i>Associate Professor of Human Resources and Management, McMaster DeGroote School of Business</i>	

### Faculty Nominees

Roelof (Rudy) Eikelboom, B.Sc., M.A., Ph.D.	(2018)
<i>Professor of Psychology, Wilfrid Laurier University</i>	
Michael Haykin, B.A., M.Rel., Th.D.	(2020)
<i>Professor of Church History &amp; Biblical Spirituality, The Southern Baptist Theological Seminary</i>	

### Board Representatives

Phil Apoll*, B.A., M.Div.	(2018)
Bonnie Desjardins, B.Ed.	(2018)

### Alumni Representative

Doug Sikkema, B.A., B.Ed., M.A., Ph.D. Candidate

### Student Representatives

Aren T. Plante  
Christopher Warren

### Resource Person and Recording Secretary

Kimberly Lammers, B.A. (Honours), B.Ed., M.Ed.  
*Registrar*

\* Member of the Senate Executive for 2017–18

*Note: As the governing bodies are elected each fall, the listing in the calendar reflects respective bodies' composition for the 2017–18 academic year. For a more current listing of the Board or Senate, please contact the President's Office.*



# ADMINISTRATION

---

## Academic

Kyle Spyksma, B.Sc., Ph.D.

*Dean of Sciences, Co-Dean of Humanities and  
Acting Vice-President, Academic*

Susan Van Weelden, MBA, CMA

*Dean of Social Sciences, Co-Dean of Humanities*

Kevin Flatt, B.A., M.A., Ph.D.

*Director of Research*

James R. Vanderwoerd, B.A., M.S.W., Ph.D.

*Director of Mentoring and Teaching & Learning*

Marlene Power, B.A. (Honours), M.L.S.

*Director, Library*

Kimberly Lammers, B.A. (Honours), B.Ed., M.Ed.

*Registrar*

Bruce Wilson, B.Sc., M.A.

*Director, Experiential Learning & Careers*

Nancy Hartholt, B.A.

*Director, Learning Services*

## Student Development

Hennie Schoon, B.A., M.S.W.

*Dean of Students*

Dave Mantel, B.A. (Honours)

*Director, Athletics*

David Stam, B.SSc.

*Director, Community Life*

Josiah Bokma, B.A., M.Div.

*Chaplain*

## External Relations and Enrolment

David Zietsma, B.A. (Honours), M.A., Ph.D.

*Vice President, External Relations & Enrolment*

Judith Drost-Storey, B.A.

*Director, Development*

Joshua Sieders

*Director, Marketing*

Willem deRuijter, B.A., M.A.

*Director, Admissions*

Christine Giancola, B.A., M.A.

*Director, Strategic Relations*

## Administration and Finance

Fred Verwoerd, B.A., CMA, CPA

*Vice President, Administration & Finance and Interim President*

Len Moelker

*Director, Information Services*

Doreen Gringhuis

*Director, Campus Services*

Alfred Mazereeuw, P.Eng.

*Director, Physical Plant & Security*

Tracy Van Dijk, B.A., CGA

*Director, Financial Services*

Jim Van Geest, B.A.

*Director, Human Resources*

Sylvia Van Wyngaarden, B.A.

*Bookstore Manager*

# FACULTY

---

## Emeritus

John M. Boersema, B.A. (Honours) (University of Western Ontario, 1968); Ph.D. (University of Pennsylvania, 1973),

*Professor of Business, Emeritus*

M. Elaine Botha, B.A., B.A. (Honours), M.A., D. Phil. (Potchefstroom University, 1959, 1960, 1964, 1970); D. Phil. (Free University of Amsterdam, 1971),

*Professor of Philosophy, Emerita*

Deborah C. Bowen, B.A. (Honours) (Oxford University, 1970); Cert. Ed. (Cambridge University, 1971); M.A. (Oxford University, 1974); Ph.D. (University of Ottawa, 1990),

*Professor of English, Emerita*

Henry Brouwer, B.Sc. (Honours), Ph.D. (University of Western Ontario, 1966, 1971),

*Professor of Chemistry, Emeritus*

John Byl, B.P.E., Tech. Cert. (University of British Columbia, 1976, 1977); M.H.K. (University of Windsor, 1983); Ph.D. (State University of New York at Buffalo, 1992),

*Professor of Physical Education, Emeritus*

Gary Chiang, B.Sc., M.Sc., Ph.D. (University of Toronto, 1975, 1977, 1983),

*Professor of Biology, Emeritus*

H. Hugh Cook, B.A. (Calvin College, 1964); M.A. (Simon Fraser University, 1967); M.F.A. (University of Iowa, 1979),

*Professor of English, Emeritus*

Justin D. Cooper, B.A. (Trinity Christian College, 1972); M.A., Ph.D. (University of Toronto, 1976, 1986); D.D. (Hon.) (McMaster University, 2010),

*Associate Professor of Political Science, President, Emeritus*

Henry R. De Bolster, B.A. (Calvin College, 1960); B.D., M. Div. (Calvin Theological Seminary, 1962, 1973); D.D. (Hon.) (McMaster University, 2004),

*President, Emeritus*

Janny Eikelboom, B.A. (Universite de Montreal, 1972); M.L.S. (McGill University, 1974); M.B.A. (Wilfrid Laurier University, 2001),

*Associate Vice President, Library and Information Technology,*

*Emerita*

Jacob P. Ellens, B.A. (Trinity Christian College, 1972); M.A., Ph.D. (University of Toronto, 1976, 1983),

*Associate Professor of History; Vice President Academic, Emeritus*

David T. Koyzis, B.A. (Bethel College, 1978); M.Phil. (Institute for Christian Studies, 1982); Ph.D. (University of Notre Dame, 1987),

*Professor of Political Science, Emeritus*

Robert L. MacLarkey, B.Sc. (College of William and Mary, 1964); M.Div. (Westminster Theological Seminary, 1968); M.Phil. (Institute for Christian Studies, 1981); M.A., Ph.D. (University of Toronto, 1983, 1987),

*Associate Professor of Sociology, Emeritus*

Wayne D. Norman, B.A. (Honours) (Whitman College, 1974); M.Sc., Ph.D. (Washington State University, 1976, 1979),

*Professor of Psychology, Emeritus*

James R. Payton Jr., B.A., M.A. (Bob Jones University, 1969, 1971); M.Div., Th.M. (Westminster Theological Seminary, 1975, 1975); Ph.D. (University of Waterloo, 1982),

*Professor of History, Emeritus*

Thea van Til Rusthoven, B.A. (Trinity Christian College, 1971); M.A. (University of Illinois, 1973); Ph.D. (University of Toronto, 1996),

*Associate Professor of French, Emerita*

Patricia Slade, B.A. (Honours), M.S.W. (University of Toronto, 1971, 1973),

*Associate Professor of Social Work, Emerita*

John Stronks, B.A. (McMaster University, 1960); M. Ed., (University of Toronto, 1972),

*Associate Professor of Education, Emeritus*

Wytse van Dijk, B.Sc. (Honours), Ph.D. (McMaster University, 1964, 1968),

*Professor of Physics and Mathematics, Emeritus*

Harry Van Dyke, B.A. (Calvin College, 1964); Doctorandus, D.Litt. (Free University of Amsterdam, 1970, 1989),

*Professor of History, Emeritus*

Jitse M. van der Meer, Kandidaat (State University of Groningen, 1969); Doctorandus (State University of Utrecht, 1972); Ph.D. (Catholic University of Nijmegen, 1978); M.A. (University of Guelph, 1993),

*Professor of Biology, Emeritus*

John Vriend, B.A. (Calvin College, 1967); M.Ed., Ph.D. (State University of New York at Buffalo, 1974, 1988),

*Associate Professor of Education, Emeritus*

Dirk Windhorst, B.A. (Honours) (McMaster University, 1975); B.Ed. (Ontario Teacher Education College, 1976); M.Ed., Ph.D. (Brock University, 2005, 2009),

*Assistant Professor of Education, Emeritus*

Albert M. Wolters, B.A. (Calvin College, 1964); Doctorandus, Ph.D. (Free University of Amsterdam, 1970, 1972); M.A. (McMaster University, 1987),

*Professor of Religion and Theology and Classical Studies, Emeritus*

## Regular Faculty

Vahagn Asatryan, B.S. (Yerevan State Institute of Economics); M.B.A., Ph.D. (Iowa State University, 2001, 2006),

*Associate Professor of Business*

Adam Barkman, B.A. (Honours) (Simon Fraser University, 2001); M.A. (University of Toronto, 2002); Ph.D. (The Free University of Amsterdam, 2009),

*Professor of Philosophy*

Christina Belcher, M.W.S. (Institute for Christian Studies, 1994); M.Ed. (College of Christian Higher Education of the National Institute of Christian Higher Education, 2002); Ph.D. (Monash University, 2012),

*Professor of Education*

David Beldman, B.A. (Redeemer University College, 2005); M.A. (McMaster Divinity College, 2007); Ph.D. (Bristol University, 2013),

*Associate Professor of Religion & Theology*

Edward Berkelaar, B.Sc. (Acadia University, 1993); M.Sc., Ph.D. (University of Guelph, 1995, 2000),

*Professor of Chemistry and Environmental Science*

Darren Brouwer, B.C.S. (Redeemer University College, 1995); B.Sc. (Honours) (University of Guelph, 1997); Ph.D. (University of British Columbia, 2003),

*Associate Professor of Chemistry*

Stephanie Burgoyne, B.A., B.Ed. (University of New Brunswick, 1992, 2002); M.A., Ph.D. (University of Western Ontario, 1993, 1998),

*Associate Professor of Education*

Laurie Busuttil, MBA, M.T.S. (McMaster University, 2011, 2017),

*Assistant Professor of Business*

Jennifer Chiang, B.Sc., M.Sc. (University of Toronto, 1977, 1979),

*Lecturer in Biology*

W. Allan Curnew, B.A., B.Ed. (Memorial University, 1993); M.A. (University of Calgary, 2003); Ph.D. (University of Western Ontario, 2010),

*Assistant Professor of French*

K.J. Drake, B.A. (Honours) (University of Nebraska, 2008); M.Div. (Covenant Theological Seminary, 2012); Ph.D. candidate (Saint Louis University, present),

*Assistant Professor of History*

Timothy Epp, B.A. (Honours), M.A. (McMaster University, 1992, 1994); Ph.D. (York University, 1999),

*Associate Professor of Sociology*

- Benne Faber, B.A. (Honours) (McMaster University, 1987); D.Phil. (Oxford University, 1991),  
*Assistant Professor of English*
- Kevin Flatt, B.A. (University of Waterloo, 2003); M.A. (University of Western Ontario, 2004); Ph.D. (McMaster University, 2008),  
*Associate Professor of History and Director of Research*
- Marie Good, B.A. (Brock University, 2004); M.Sc. (University of Guelph, 2006); Ph.D. (Brock University, 2011),  
*Assistant Professor of Psychology*
- Ken Herfst, B.A. (McMaster University, 1986); M.Div. (Theological College of the Canadian Reformed Churches, 1991); Ph.D. (Universidad Panamericana de Guatemala, 2017),  
*Assistant Professor of Ministry*
- Phil Irish, B.A. (Honours) (University of Guelph, 1995); M.F.A. (York University, 2012),  
*Sessional Assistant Professor in Art*
- Robert Joustra, B.A. (Honours) (Redeemer University College, 2005); M.A. (McMaster University, 2007); Ph.D. (University of Bath, 2013),  
*Associate Professor of Politics & International Studies*
- Jonathan Juilfs, B.A. (University of Puget Sound, 1996); M.A. (Yale Divinity School, 2001); M.A., Ph.D. (University of Notre Dame, 2003, 2010),  
*Assistant Professor of English*
- Sharon Klassen, B.A. (Honours), M.A. (Carlton University, 1992, 1994),  
*Assistant Professor of Theatre Arts*
- Joel Klinck, B.Sc. (Honours) (Wilfrid Laurier University, 2004); M.Sc. (University of Guelph, 2006); Ph.D. (Brock University, 2011),  
*Assistant Professor of Biology*
- Russell Kosits, B.S. (Old Dominion University, 1990); M.A. (Geneva College, 1998); M.A., M.S.T., Ph.D. (University of New Hampshire, 2000, 2004, 2004),  
*Associate Professor of Psychology*
- Terry Loerts, B.A. (Calvin College, 1992); M.Ed. (Calvin College, 1995); Ph.D. (University of Western Ontario, 2013),  
*Associate Professor of Education*
- Raymond Louter, B.A. (Dordt College, 1982); M.F.A. (York University, 1984); M.A. (University of Guelph, 1991),  
*Professor of Theatre Arts*
- Dianne Moroz, B.A. (McMaster University, 1981); M.A. (University of Waterloo, 1983),  
*Assistant Professor of Kinesiology and Physical Education*
- Doug Needham, B.ArtsSc. (Honours), Ph.D. (McMaster University, 1987, 1992),  
*Professor of Psychology*
- Marlene Power, B.A. (Honours) (University of Waterloo, 1985); M.L.S. (University of Toronto, 1987),  
*Library Director*
- Sarah Reid-Yu, H.B.Sc., M.Sc. (University of Maryland, 2005, 2006); Ph.D. (McMaster University, 2014),  
*Assistant Professor of Health Sciences*
- Michelle Shockness, B.A. (Honours), M.S.W. (University of Toronto, 1998, 2000); Ph.D. Candidate (Eastern University, present),  
*Assistant Professor of Social Work*
- Lindsey Short, B.A. (Wittenberg University, 2008); M.A., Ph.D. (Brock University, 2010, 2015),  
*Assistant Professor of Psychology*
- Jane Sinden, B.A. (Queen's University, 1992); B.P.E., M.Ed. (Brock University, 1997, 2000); Ph.D. (University of Western Ontario, 2007),  
*Associate Professor of Kinesiology and Physical Education*
- Wayne Solomon, BBA (Thompson Rivers University, 1997); MBA (University of New Brunswick, 2015); CPA, CMA,  
*Assistant Professor of Business*
- Kyle Spyksma, B.Sc. (Redeemer University College, 2001); Ph.D. (McGill University, 2007),  
*Associate Professor of Mathematics and Physics, Dean of Sciences, Co-Dean of Humanities and Acting Vice-President, Academic*
- Brenda Stephenson, B.A. (University of Natal, 1976); B.A. (Honours) (University of South Africa, 1981); M.A. (Wheaton College, 1983),  
*Associate Professor of Psychology*
- Christiaan Teeuwsen, B.A. (Dordt College, 1980); M.F.A. (University of Iowa, 1983); Diploma Muziekvakonderwijs, Solo Diploma Orgelspel (Sweelinck Conservatory, Amsterdam, 1984); D.M.A. (University of Iowa, 1995),  
*Professor of Music*
- Philip Teeuwsen, B.A. (Redeemer University College, 1995); B.Ed. (Brock University, 1997); M.Ed. (Brock University, 2006); Ph.D. (Brock University, 2016),  
*Associate Professor of Education*
- Ron van der Heiden, B.Sc. (Honours) (University of Guelph, 1981); M.Sc. (McMaster University, 1987),  
*Laboratory Instructor*
- Kevin Vander Meulen, B.Sc. (Honours) (Calvin College, 1989); M.Sc., Ph.D. (Queen's University, 1991, 1995),  
*Professor of Mathematics*
- James R. Vanderwoerd, B.A. (Calvin College, 1988); M.S.W. (Wilfrid Laurier University, 1991); Ph.D. (Case Western Reserve University, 2003),  
*Professor of Social Work and Director of Mentoring and Teaching & Learning*
- John Van Rys, B.A. (Honours), M.A. (University of Western Ontario, 1985); Ph.D. (Dalhousie University, 1991),  
*Professor of English*
- Susan J. Van Weelden, MBA (McMaster University, 1988); CMA (1991),  
*Professor of Business, Dean of Social Sciences and Co-Dean of Humanities*
- Naaman Wood, B.A. (Evangel University, 1999); M.A., Ph.D. (Regent University, 2002, 2005); M.T.S., Th.M. (Duke Divinity School, 2013, 2014),  
*Assistant Professor of Media and Communication Studies*

David Zietsma, B.A. (Honours) (McMaster University, 2002); M.A. (University of Waterloo, 2003); Ph.D. (University of Akron, 2007),  
*Associate Professor of History*

## Adjunct and Part-Time Faculty

Roger Bergs, B.Mus. (Wilfrid Laurier University, 1992); M.M. (The Juilliard School, 1994); DMA (University of Toronto, 2005),  
*Part-time Instructor in Music*

Harry Blyleven, B.C.S. (Redeemer College, 1993); B.Ed. (Lakehead University, 1994),  
*Adjunct Lecturer in Education*

Josiah Bokma, B.A. (Redeemer University College, 2007); M.Div. (Tyndale Seminary, 2016),  
*Chaplain and Part-time Instructor in Religion & Theology*

Jody Bruulsema, B.Sc. (University of Waterloo, 1993); M.Sc. (McMaster University, 1998),  
*Adjunct Lecturer in Physics and Laboratory Instructor*

Lesley J. Cunningham, B.A., M.S.W. (Wilfrid Laurier University, 1974, 1977),  
*Part-time Instructor in Sociology and Social Work*

DeBlieck, Loretta, B.Sc. (Redeemer University College, 2007); M.Math. (University of Waterloo, 2010); B.Ed. (University of Western Ontario, 2011),  
*Part-time Instructor in Mathematics*

Steven Decoster, B.Ed. (Honours), M.A. (Honours) (University of Ghent, 1995, 1993),  
*Part-time Instructor in Geography*

Bill Fledderus, B.C.S. (Redeemer University College, 1992); M.A. (University of Alberta, 1995),  
*Adjunct Lecturer in English*

Letitia Fluit, B.A. (Honours) (Redeemer University College, 2005); MBA (McMaster University, 2013),  
*Part-time Instructor in Business*

Angelina Gallo, B.A. (McMaster University, 1971); B.Ed. (University of Toronto, 1973),  
*Part-time Instructor in Education*

Katlyn Guzar, B.Sc., B.Ed. (Laurentian University, 2011); M.Ed. (Brock University, 2012),  
*Learning Strategist*

Jacob Haramule, B.A. (Alderson-Broaddus College, 2004); M. Mus., D.Mus. (University of Miami Frost School of Music, 2006, 2011),  
*Part-time Instructor in Music*

Ida Kaastra-Mutoigo, B.A. (Dordt College, 1982); B.Sc. (University of Guelph, 1985); M.M. (McGill University, 2002),  
*Part-time Instructor in Politics and International Studies*

Jordan Kuyvenhoven, B.A. (Honours) (Redeemer University College, 2002); CPA, CA (2004),  
*Part-time Instructor in Business*

Mark Lambert, M.Div. (Central Baptist Seminary, 1982); Ph.D. (York University, 1992),  
*Adjunct Lecturer in Physics*

Lorenzo Love, B.Kin, M.Sc. (Brock University, 2006, 2009); Ph.D. Candidate (University of Western Ontario, present),  
*Part-time Instructor in Kinesiology and Physical Education*

Meaghan Mackie, B.Sc. (University of Prince Edward Island, 2006); M.Sc. (McMaster University, 2010),  
*Part-time Instructor in Kinesiology and Physical Education*

Ricardo Marroquin, B.A. (Honours) (University of Toronto, 2003); B.Ed. (Brock University, 2006); M.A., DML (Middlebury College, 2006, 2015),  
*Part-time Instructor in Spanish*

Sean Meredith-Jones, B.Mus. (Berklee College of Music, 1998),  
*Part-time Instructor in Music*

Will Postma, B.A. (Calvin College, 1983); M.A. (Carleton University, 1992),  
*Part-time Instructor in Geography*

Sean Schat, B.C.S., B.C.Ed. (Redeemer University College, 1993, 1994); M.Ed. (Dordt College, 2009),  
*Part-time Instructor in Education*

Philip Shadd, B.A. (Honours), M.A. (University of Western Ontario, 2006, 2009); Ph.D. (Queen's University, 2014),  
*Part-time Instructor in Philosophy and Political Science*

Steve Sider, B.A. (Wilfrid Laurier University, 1990); B.Ed., Ph.D. (Western University, 1992, 2006); M.Ed. (Brock University, 2000),  
*Adjunct Associate Professor in Education*

Jenna Smith, HBKin, MScPT (McMaster University, 2007, 2009),  
*Part-time Instructor in Kinesiology and Physical Education*

Gwendolyn Starks, BFA (University of Windsor, 1985); M.C.S. (Regent College, 1997); Ph.D. (University of St. Andrews, 2013),  
*Part-time Instructor in Theatre Arts*

Edith van der Boom, B.A. (Calvin College, 1987); M.Ed. (Brock University, 2005),  
*Part-time Instructor in Education*

Ruth van Hooydonk, B.Sc., M.Sc. (McMaster University, 2001, 2003),  
*Part-time Instructor in Computer Science*

Brent van Staaldunen, B.A. (Honours) (Redeemer University College, 2001); B.Ed. (Brock University, 2005); M.A. (University of British Columbia, 2015),  
*Part-time Instructor in English*

Helen Vreugdenhil, B.A. (Redeemer College, 1987); M.A. (University of Toronto, 1988),  
*Adjunct Instructor in History*

Michael Wagenman, B.A. (University of Minnesota); M.Div. (Calvin Theological Seminary); Ph.D. (University of Bristol),  
*Part-time Instructor in Religion and Theology*

Luke Wilson, B.A. (St. Stephen's University, 2008); MBA (Trinity Western University, 2012),

*Part-time Instructor in Business*

Eric Windhorst, B.Sc. (Redeemer University College, 2007); M.A. (Theology) (Wilfrid Laurier University, 2013); M.A. (Geography) (McMaster University, 2015); Ph.D. Candidate (Brock University, present),

*Part-time Instructor in Geography*

Tyler Welch, B.Sc. (The London School of Economics and Political Science, 2014); M.A., Ph.D. candidate (McMaster University, 2017),

*Part-time Instructor in Politics and International Studies*

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