



Redeemer  
University

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# ACADEMIC CALENDAR

2024-2025



## **ACADEMIC CALENDAR 2024-2025**

*The Board of Governors, the Senate, and the Administration of Redeemer University 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 2024-25

## Fall Term

<b>Sept</b>	2	Monday	Orientation Activities
	3	Tuesday	Orientation Activities Night classes begin
	4	Wednesday	Day classes begin Opening Convocation
	13	Friday	Last day to add a course
	30	Monday	Last day to drop a course without a transcript entry

<b>Oct</b>	14	Monday	Thanksgiving Day. <b>No classes</b>
	15	Tuesday	Tuesday day classes. <b>Night classes run on a Monday night schedule</b>
	21	Monday	Middle Day of Term
	23	Wednesday	<b>No night classes</b>
	24-25	Thurs-Fri	Reading Break. <b>No classes</b>

<b>Nov</b>	5	Tuesday	Last day to drop a course or change to audit
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<b>Dec</b>	2-6	Mon-Friday	Test and Quiz Free Week
	6	Friday	Last day of classes
	10-14	Tues-Sat	Final Examinations (starting 12/10 at 9:00 am, ending 12/14 at 5:00 pm)
	16-18	Mon-Wed	Final Examinations (starting 12/16 at 2:00 pm, ending 12/18 at 5:00 pm)

## Winter Term

<b>Jan</b>	6	Monday	Classes begin
	15	Wednesday	Last day to add a course
	30	Thursday	Last day to drop a course without a transcript entry

<b>Feb</b>	17-21	Mon-Friday	Reading Week. <b>No classes</b>
	26	Wednesday	Middle Day of Term

<b>March</b>	11	Tuesday	Last day to drop a course or change to audit
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<b>April</b>	7-11	Mon-Friday	Test and Quiz Free Week
	11	Friday	Last day of classes
	14-17	Mon-Thurs	Final Examinations (starting 04/14 at 2:00 pm, ending 04/17 at 5:00 pm)
	18	Friday	Good Friday. <b>No exams</b>
	21	Monday	Easter Monday. <b>No exams</b>
	22-25	Tues-Friday	Final Examinations (starting 04/22 at 9:00 am, ending 04/25 at 5:00 pm)

<b>May</b>	23	Friday	Graduation
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**\*Deadlines have fee implications and can affect your official academic record. Please ensure that you meet these deadlines.**

Redeemer University is a Christian liberal arts and science university, offering undergraduate degree and certificate programs.

## Mission Statement

Preparing students to reflect the love of Jesus Christ in every career and calling.

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

Minds renewed. Lives transformed. World redeemed.

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.

To learn more about what Reformed means at Redeemer University, visit [redeemer.ca/about/what-does-reformed-mean/](http://redeemer.ca/about/what-does-reformed-mean/).

## 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. 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 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 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.

On January 20, 2020, Ontario's Minister of Colleges & Universities granted ministerial consent to Redeemer University College to use the name Redeemer University.

## GENERAL INFORMATION

On December 7, 2020, the Ontario government passed Bill 213. Officially proclaimed on December 18, 2020, the legislation pertinent to Redeemer updated its charter, formally changing the institution's name to Redeemer University and allowing Redeemer to award a wider array of bachelor and masters degrees.

### Memberships

In June 1986, Redeemer University (known then as Redeemer Reformed Christian 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, Universities Canada unanimously granted Redeemer ordinary membership in the UC after it had provisional membership for two and a half years.

### Governance

Redeemer University 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 Albert M. Wolters 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 Albert M. Wolters Centre for Christian Scholarship hosts the Emerging Public Intellectual Award and the World and Our Calling Lectures every January, as well as other lecture series throughout the year.

Two major research initiatives by emeritus and current Redeemer faculty focus on the Pascal Centre, established in 1988, specializing in studies of the interaction between religion and science from a Reformed biblical perspective, and the Dooyeweerd Centre, founded in 1994, a repository for research and initiatives on the work of Christian philosopher Herman Dooyeweerd (1894-1977).

### Campus and Facilities

Redeemer University is located on Garner Road in the former town of Ancaster, amalgamated with other suburbs into the 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, a three-storey residence hall and 43 townhouse-style residences, a second three-storey residence hall with classrooms on the lower level, and a student recreation centre. Adequate paved parking space surrounds the main academic building and residences. Adjacent to the residences are a beach volleyball court, tennis courts, a basketball court, and a sports complex with both an indoor (under inflatable structure) and an outdoor turf field. 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, two computer labs, an exercise room, a double gymnasium, squash courts, well-equipped laboratories, a library, studios for art and music, 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

In selecting students for admission, Redeemer University 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. Possession of the minimum requirements does not guarantee an offer of admission to Redeemer.

### General Requirements for Admission

Each applicant should be acquainted with the mission, vision, and purpose of Redeemer as a Christian liberal arts university, as published in the Academic Calendar. The applicant must be able to demonstrate a sincere interest in further discipleship in their personal Christian faith; by learning about Jesus' Lordship over all things and by participating in Christian academic and spiritual community at Redeemer.

In making a formal application for admission, the applicant agrees to respect the institution's mission and purpose that is rooted in the reformed Christian tradition as outlined in Redeemer's Charter and The Cross and Our Calling, as well as adhere to the Policy on Life and Conduct. As part of the application, applicants must supply a personal reference, complete a personal statement, read and affirm the Policy on Life and Conduct, and provide other relevant application materials.

### Academic Requirements for Admission

Each applicant must demonstrate in their application their ability to succeed academically at the university level.

Specific academic requirements related to provincial, national, program, or previous academic experience can be found on pages 9-18 of the Academic Calendar. Possession of the minimum academic requirements does not guarantee an offer of admission to Redeemer.

Applicants may be invited to participate in an interview with the university's Admissions Committee when it is unclear from provided documentation that the applicant is academically admissible, has a sincere interest in the mission and purpose of the institution, or would be well-served by the university.

### Canadian Secondary School Admission

*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 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 12 U 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 12 U 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 70% or higher for regular admission to the degree program. Students must successfully complete all of the required courses, and have the final grades appear on an official transcript, no later than 5 days prior to the start of the academic term to which they are applying.

## 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 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, ENG Studies 12, or ENG 12 First Peoples</li> <li>• Four additional Grade 12 academic courses</li> <li>• One Grade 12 board approved course may be used</li> </ul>
<b>Manitoba</b>	<ul style="list-style-type: none"> <li>• ENG 40S</li> <li>• Four additional academic courses, with three at the 40S level</li> </ul>
<b>New Brunswick</b>	<ul style="list-style-type: none"> <li>• ENG 121 or 122</li> <li>• Four additional courses at the 120/121/122 level</li> </ul>
<b>Newfoundland and Labrador</b>	<ul style="list-style-type: none"> <li>• 12 3000-level Academic credits, including ENGL 3201</li> </ul>
<b>Nova Scotia</b>	<ul style="list-style-type: none"> <li>• ENG 12 Academic</li> <li>• Four additional Grade 12 Academic courses</li> </ul>
<b>Ontario</b>	<ul style="list-style-type: none"> <li>• Grade 12 U English</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>• Four additional 621 or 611 courses</li> </ul>
<b>Quebec</b>	<ul style="list-style-type: none"> <li>• Two ENG courses at the 603 or 604 level and completion of one year of general CEGEP. Or Leaving Certificate with academic courses, two of which must be ENG 603 courses.</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 and ENG B 30</li> <li>• Three additional 30-level courses</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 encouraged to provide additional supporting documentation or may be invited to attend an interview with the Admissions Committee. In some cases applicants will be encouraged to take additional courses to meet admission requirements.

## Program Specific Degrees

In addition to the standard admission requirements, and the required preparatory courses noted in the chart below, students must have a minimum admissions average of 80% for admission to the BBA, B.CoMS, or B.Kin degree programs.

## Requirements for Specific Majors & Minors

Each Redeemer applicant must complete Grade 12 U English (or equivalent), and those students wishing to enter specific programs will be expected to complete the necessary prerequisites as noted in the chart below. If not taken in a standard high school program (i.e. homeschool or U.S. curriculum), these courses are required to be at the Grade 12 level with the final grades presented on an external transcript.

<b>Biochemistry Major</b>	<ul style="list-style-type: none"> <li>• Grade 12 U Biology</li> <li>• Grade 12 U Chemistry</li> <li>• Grade 12 U Calculus &amp; Vectors</li> <li>• Grade 12 U Physics (recommended)</li> </ul>
<b>Biology Major &amp; Minor</b>	<ul style="list-style-type: none"> <li>• Grade 12 U Biology</li> <li>• Grade 12 U Chemistry</li> <li>• Grade 12 U Calculus &amp; Vectors (for the honours major)</li> </ul>
<b>Business (BBA) Program</b>	<ul style="list-style-type: none"> <li>• Grade 12 U mathematics course (Grade 12 U Advanced Functions preferred)</li> </ul>
<b>Chemistry Major &amp; Minor</b>	<ul style="list-style-type: none"> <li>• Grade 12 U Chemistry</li> <li>• Grade 12 U Calculus &amp; Vectors (for the major)</li> <li>• Grade 12 U Physics (recommended)</li> </ul>
<b>Environmental Science or Studies Major</b>	<ul style="list-style-type: none"> <li>• Grade 12 U Biology</li> <li>• Grade 12 U Chemistry (for the science stream)</li> </ul>
<b>Health Sciences Major</b>	<ul style="list-style-type: none"> <li>• Grade 12 U Biology</li> <li>• Grade 12 U Chemistry</li> <li>• Grade 12 U Calculus &amp; Vectors (for the Pre-Medicine stream)</li> </ul>
<b>Kinesiology (B.Kin) Program</b>	<ul style="list-style-type: none"> <li>• Grade 12 U Biology</li> <li>• Grade 12 U mathematics course</li> <li>• Grade 12 U Chemistry and Grade 12 U Exercise Science (recommended)</li> </ul>
<b>Kinesiology (B.Sc.) Major</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>Mathematics Major &amp; Minor</b>	<ul style="list-style-type: none"> <li>• Grade 12 U Calculus &amp; Vectors</li> <li>• Grade 12 U Data Management or Geometry (recommended)</li> </ul>

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

Applicants from the United States and applicants completing U.S. based curriculum 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.

All final U.S. based transcripts, consisting of all final grades and a graduation or diploma date, are required to undergo a third-party transcript evaluation through organizations such as World Education Services ([www.wes.org](http://www.wes.org)) or ICAS ([www.icascanada.ca](http://www.icascanada.ca)) for any student who enrolls at Redeemer University. Third-party evaluations for non-final, U.S. based transcripts are not required for admission.

### Immigration Requirements

Citizens and legal residents of the United States are allowed to apply for study permits at their Canadian port of entry. It is imperative that a student be in possession of a letter of acceptance from Redeemer University, 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.

## 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 is a designated learning institution, approved by Citizenship and Immigration Canada, and our number is: O19395677559.

All transcripts must be presented in English and must be evaluated through an approved third-party transcript translation/evaluation organization (i.e. World Education Services or ICAS) at the student's expense.

Each international student will be assessed on an individual basis. Admission to Redeemer University 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.

Students without these requirements are still eligible for admission but may not be able to pursue a specific major (or minor), or may find that their program at Redeemer will be extended. Please note that Redeemer does not offer bridging courses so students should be expected to complete appropriate secondary school preparation courses prior to attending Redeemer University.

## Language Requirement

All applicants must demonstrate proficiency in English by having satisfied one of the following requirements:

	Min. Score	Comments
<b>TOEFL:</b>		
<b>PBT:</b>	570	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 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>iBT:</b>	86	
<b>MELAB</b>	85	Michigan English Language Assessment Battery
<b>IELTS</b>	6.5	International Language Testing System IELTS Academic test accepted only
<b>CAEL</b>	70	Canadian Academic English Language Assessment
<b>DuoLingo</b>	110	Minimum overall score of 110
<b>Pearson</b>	56	Minimum overall score of 56
<b>Other</b>		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 3 years.  Attended an accredited English medium university in full-time academic studies for at least one year.  Resided in an English speaking country for at least four years immediately prior to applying to Redeemer University.

## International Enrolment Requirements

Students who choose to enrol at Redeemer must submit a \$4,000 enrolment deposit before being issued a Final Offer of Admission and beginning the immigration requirements listed below. Students may request a physical copy of their Final Offer of Admission to be mailed to them, and the courier fee of approximately \$150 CAD will be deducted from the enrolment deposit. The remaining enrolment deposit is credited towards tuition costs, \$2,000 of which is held for winter term. The enrolment deposit is fully refundable up until June 15. After June 15, a \$250 non-refundable administrative fee is applied to refunds. Proof of denied study permit may be required before approving a deposit refund request.

Additionally, all final international transcripts, consisting of all final grades and a graduation or diploma date, are required to undergo a third-party transcript evaluation through organizations such as World Education Services ([www.wes.org](http://www.wes.org)) or ICAS ([www.icascanada.ca](http://www.icascanada.ca)) for any student who enrolls at Redeemer University.

## Immigration Requirements

International students need to apply 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 and students should review estimated processing times on the IRCC website. International students must present a valid study permit to the Registrar's Office upon arrival at Redeemer. 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 both of the following conditions:

- The applicant will be at least 21 years of age during the first academic year that they attend Redeemer (Sept. 1 - April 30).
- The applicant has not attended school on a full-time basis for at least two years.

Mature students must present the same application forms and transcripts as those applying for first-year standing, including any official secondary school transcripts and transcripts from each post-secondary institution attended (if applicable). International students are excluded from the mature student admission option. Some mature applicants may be asked to demonstrate through letters of reference, college entrance test scores, and/or transcripts that they have the potential for academic success at the university level.

Applicants admitted as mature students may be placed on academic probation. Some mature applicants may be asked to participate in an interview with the Admissions Committee. If a student is deemed mature but has no supporting documents, courses or other indicators that point to success at the university level, they may not be offered admission.

## 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 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 47 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.

Redeemer upholds the academic decisions of other institutions in regards to suspension/required withdrawal based on academic performance. Therefore, if an applicant is required to withdraw from studies at a previous institution based on academic performance, they will not be considered for admission to Redeemer until they have taken a year away from studies.

## Transfer from Universities

Admission to Redeemer University 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.
- Minimum grades of C- (60%). Exceptions 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 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 awarded for courses with a minimum grade of B- (70%) on a case-by-case scenario based on the specific program or courses completed. In most cases, students from CAAT institutions can expect 2:1 transfer credit for courses that are academic in nature, provided that the grade in each course is B- (70%) or above. A maximum of 15 courses (45 credits) will be awarded as transfer, normally for a completed 3 or 4 year college program. If the student has taken a program at a CAAT institution that leads to an accredited bachelor's degree, transfer credit will be awarded 1:1, provided that the grade in each course is B- (70%) or above. 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 is decided on the basis of grades received at the post-secondary institution from which the student is transferring. Applicants who have completed courses at an institution accredited by the Association for Biblical Higher Education (ABHE) may be awarded transfer credit for academic courses that are relevant to the student's degree requirements at Redeemer University, and in which a minimum grade of B- (70%) has been achieved. Courses may be awarded less credit than that granted by the issuing institution and courses of a professional (i.e. church administration, personal development) or restricted denominational nature will not be transferable. A maximum of 8 courses (24 credits) of Religion/Biblical Studies will be awarded as transfer. Unaccredited Bible Colleges and practical discipleship training programs may be eligible for course waivers only.

## Transfer from Augustine College (Ottawa, Ontario)

Augustine College students who transfer to Redeemer University to complete their degree program can receive full transfer credit for all courses completed at Augustine with a minimum grade of C. Students who transfer to Redeemer from Augustine may be able to complete a four-year undergraduate degree with three years of study at Redeemer.

## Transfer from Gillespie Academy (Woodstock, Ontario)

Please contact the Registrar's Office for information on the transfer agreement in place between the two institutions.

## Transfer from Seat of Wisdom College (Barry's Bay, Ontario)

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. Students looking to pursue a Business (BBA, BA) or Psychology (BA) degree program at Redeemer University may be eligible for a 2+2 pathway agreement, and should contact the Registrar's Office for information on these agreements.

## Transfer from Tyndale University (Toronto, Ontario)

Tyndale University and Redeemer University have approved 2+2 pathways towards a Health Sciences Honours Major (Pre-Medicine Stream or Professional Stream) or Biology Major (Honours or General). Students should contact the Registrar's Office for information on these 2+2 pathway agreements.

## Transfer from Act Five (Hamilton, Ontario)

Please contact the Registrar's Office for information on the transfer agreement in place between Redeemer and the Act Five Program.

## 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 appropriate faculty.

## 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 provide self-reported high school transcripts, or external transcripts if possible. Students from ACE programs should take care to meet program-specific requirements (see page 10). Students who do not meet the minimum admission requirements will be reviewed by the Admissions Committee on a case-by-case basis.



## Admission of Homeschooled Applicants

Applicants who have an academic background based upon home schooling may be considered for admission to Redeemer University based upon one of the following:

- A self-assessed homeschool transcript, filled out by parents (Redeemer provides template/fillable form);
- An ACE (Accelerated Christian Education institution), Abeka, or other non-Ontarian online high school program that leads to an external transcript;
- Six Grade 12 U/M courses taken in Ontario high school or online, being shown on an Ontario High School Transcript.

If applying under bullet #1 or 2 above, homeschooled students must also complete a minimum of five academically rigorous Grade 12 subjects including English.

All students must meet a minimum average of 70%. Students who do not meet the minimum admission requirements will be reviewed by the Admissions Committee on a case-by-case basis.

Several Redeemer programs have program-specific requirements as outlined on page 10. These prerequisite courses must be presented on an external transcript for admission into the program.

The Registrar's Office reserves the right to request additional course syllabi, sample work, or course texts from applicants before making an admissions decision.

## 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 asked to submit additional documentation or may be invited to attend an interview with the Admissions Committee. The Committee may recommend probationary admission if the student shows evidence of ability to succeed at 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 (ASP-012). These students may also be required to participate in the Writing Support Program (ENG-012). 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 each term, at which time a decision is made as to whether the student is taken off probation, continues on probation, or is eligible for suspension. Decisions with respect to academic probation or suspension 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 academic probation (see page 36).

## Readmission to Redeemer

Students who have previously completed courses at Redeemer University are required to apply for readmission when they have been away from studies for more than 12 months. 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 following academic suspension. 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 before their suspension, 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. Students must apply for admission to Redeemer (similar to the process followed by transfer students). Students applying from Seat of Wisdom College may have alternate Second Degree requirements, as per the articulation agreement; please speak with the Registrar's Office at Redeemer for more information.

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 (by part-time or full-time study).
- 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 graduate may also complete a second undergraduate degree. In this case, the student must enrol in a different degree program than the degree he or she already holds (i.e. the student may 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 must complete a minimum of 20 courses in addition to the courses completed for the first undergraduate degree.

## Part-time Enrolment

Redeemer University 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 number of courses students are enrolled in each term (less than 4 courses/12 credit hours). Varsity team participation requires enrolment in 4 courses/12 credit hours; participation in the Student Senate is normally reserved for full-time students; priority for on-campus employment is given to full-time students; and OSAP or scholarship recipients may have their financial aid pro-rated to reflect part-time studies.

## Admission to Non-Degree Studies Admission to Certificate Programs

New certificate programs are currently under development. More information will be made available at [www.redeemer.ca/certificates](http://www.redeemer.ca/certificates).

### Admission as a Continuing Student

Those persons who have already earned a degree may be admitted as continuing students. This is a good option for those who wish to take additional courses but who are not interested in completing another degree. College and university transcripts must be provided and students must meet course prerequisites.

### Admission as an Occasional Student

An occasional student takes one or two courses 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.

Not all courses are approved for occasional studies. Appropriate documentation may be required to prove that a course prerequisite has been met or that the student is eligible to join a class.

## Admission to the Consecutive Bachelor of Education Program

To be considered for admission to the Consecutive Bachelor of Education degree program at Redeemer University, applicants must hold an acceptable undergraduate degree from an accredited university. If applying to the junior/intermediate division, applicants are required to present a minimum of 6 courses/18 credits in a teaching subject listed below. Normally, at least one course must be at the 300/400-level and a maximum of three courses at the 100-level will be accepted. Additional requirements are noted below. Students applying to the primary/junior division do not need to present a teaching subject.

Teaching Subj.	Additional Requirements
<b>Dramatic Arts</b>	<ul style="list-style-type: none"> <li>No additional requirements. See general requirements above.</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>Maximum of four writing courses will be accepted.</li> <li>Minimum of one writing course recommended.</li> </ul>
<b>French as a Second Language</b>	<ul style="list-style-type: none"> <li>Applicants are required to take a Grammar Aptitude Test (GAT) and an Oral Proficiency Test (OPT) provided by Redeemer after acceptance into the program.</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>At least one Canadian Geography course required.</li> </ul>
<b>Health &amp; Physical Education</b>	<ul style="list-style-type: none"> <li>Courses must be those offered through Kinesiology or Physical Education.</li> <li>Maximum of two courses in Health Studies will be accepted.</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>At least one Canadian History course required; two recommended.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>No additional requirements. See general requirements above.</li> </ul>
<b>Music (Vocal &amp; Instrumental)</b>	<ul style="list-style-type: none"> <li>No additional requirements. See general requirements above.</li> </ul>
<b>Religious Education in Catholic Schools</b>	<ul style="list-style-type: none"> <li>Intended for students who plan to teach Religious Education in Roman Catholic Secondary Schools.</li> <li>Minimum of one undergraduate course in Catholicism required.</li> </ul>
<b>Sciences - General</b>	<ul style="list-style-type: none"> <li>Three different types of Sciences required.</li> <li>Minimum of four undergraduate courses must be from two of Biology, Chemistry, or Physics.</li> <li>Maximum of two undergraduate courses may be from STEM Skills, Earth/Space Science, Neuroscience, Zoology, Health Science, or Computer Science.</li> </ul>
<b>Visual Arts</b>	<ul style="list-style-type: none"> <li>Courses must be within the fine arts field.</li> </ul>

Please consult the School of Education for more information on teaching subject requirements and recommended majors/minors.

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 indigenous 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 School of 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 degree 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 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 www.ets.org
<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 IELTS Academic test accepted only.
<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 to the Undergraduate Degree Program

Each applicant must prove that they are able to meet both the general requirements and academic requirements for admission by submitting a complete application at [www.redeemer.ca/apply](http://www.redeemer.ca/apply). The online application for admission includes:

- A summary of academic history
- Personal reference (an individual who can attest to the applicant's alignment with Redeemer's mission and policies - i.e. a pastor, youth pastor, or chaplain)
- Academic reference (an individual who can attest to the applicant's ability to succeed academically - i.e. a teacher, guidance counsellor, or principal)
- A personal statement
- The associated application fee (if applicable)
- Submission of all transcripts
- Submission of test scores (if applicable)
- All transcripts must be presented in English and must be evaluated through an approved third-party transcript translation/evaluation organization (i.e. World Education Services or ICAS) at the student's expense.
- Other relevant application materials

Applicants should be aware of the deadlines as outlined on page 18 of this calendar and as described in the application process. 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 a transcript for work completed to date/midterm results as well as a final transcript to be sent to Redeemer University when the term or year is complete.

Transfer students may submit unofficial transcripts at the time of application for conditional admission to Redeemer University and transfer assessment. Full admission, scholarship awards, and awarding of transfer credits/advanced standing will only occur when an official and final transcript is submitted.

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 syllabi for courses completed. Failure to include all transcripts is considered a breach of the Academic Integrity Policy. In some cases, transfer students may be waived from the requirement to submit their secondary school transcript.

### Scholarship Consideration

In order to maximize consideration for scholarships, applicants should ensure that their anticipated major and career plans are indicated in the application, even if those plans are tentative. They must also ensure that secondary school transcripts are sent to Redeemer at midterm completion and at the end of the school year. All deadlines must be met for scholarship consideration.

## 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 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/BEEd](http://www.redeemer.ca/BEEd).

The application consists of four sections:

- The Application for Admission
- Official transcripts from all post-secondary institutions attended
- 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.
- 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 Admissions Office at Redeemer University once all degree requirements have been completed. Degrees must be completed and conferred before starting in the B.Ed. program.

## Application to Non-Degree Studies

Information about applying to Redeemer University's certificate programs will be made available at [www.redeemer.ca/certificates](http://www.redeemer.ca/certificates).

Prospective students who do not plan on completing a degree program at the university should follow the occasional studies process. If necessary, appropriate documentation may be required to prove that a course prerequisite has been met.

## Important Deadlines

### For Admission in the Fall Term

#### December 1

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

#### January 31

North American 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 scholarships.

#### April 1

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

#### May 1

Enrolment deposits for undergraduate students are encouraged by this date to participate in the first round of course registration.

#### May 1

International applicants must submit their application by this date to be considered for admission for Fall 2024.

#### May 31

The signed Notice of Acceptance and the enrolment deposit is due. The enrolment deposit for Canadian and American students is **\$250**. After May 31, the enrolment deposit increases to **\$400** and is non-refundable after June 15. The enrolment deposit for international students is **\$4,000**. 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 24 for more information.

#### June 1

Residence applications for those who are required to live on-campus must be received by this date for optimal & guaranteed placement in housing. Incoming international students are guaranteed housing beyond June 1.

#### August 1

Deadline for final transcripts to be received.

#### August 15

International students must receive an approved study permit application by this deadline.

### 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.

#### November 30

International students must receive an approved study permit application by this deadline.

#### December 15

The signed Notice of Acceptance and the enrolment deposit of **\$250** 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.

## Offer of Admission and Registration

After the university has received the student's completed application, 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 instructions as indicated in their Offer of Admission. In the case of applicants who do not meet the academic admission requirements, the university may defer a decision until final high school grades are received.

Registration for courses for new students is completed during an appointment with an academic advisor in the Registrar's Office. In order to be eligible to register for courses, a student must have submitted the acceptance forms and the enrolment deposit.

Registration of Transfer Students: Students with a significant number of transfer courses are encouraged to read their transfer letter carefully, and submit any requested course syllabi, prior to making a course registration appointment.

*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 should ensure 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 Academic Calendar that was in effect for the academic year in which they began degree studies. As program requirements change, students may opt to follow current requirements.*

Redeemer University provides a variety of services, programs, policies, and staff to assist students and to support the university's mission and goals, as outlined in the following pages.

## Learning Services

It is the mission of Learning Services to provide a variety of flexible and innovative services and programs to foster academic success and promote the development of independent and active learners. Learning Services supports students in three main areas: academic success, accessible learning, and student absence support.

### Academic Success

Students may meet with the Academic Success Manager or the Learning Strategist for individualized consultations related to academic matters. Study Smart Seminars are available each term and address learning skills that students often struggle with such as time management, test taking, studying, and exam prep. Subject and writing tutoring is also offered to all students free of charge.

The Academic Success Program (ASP-012) is offered to first-time academic probation students 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 105. Students returning on academic probation who have already completed ASP-012 will be required to meet with the Learning Strategist.

In addition, all incoming students must complete Citation Certified (CIT-101), an asynchronous online course in Discovery that covers how to avoid plagiarism and explains how to cite sources in APA, Chicago-A, and MLA style.

## Accessible Learning

Redeemer University offers a variety of services and resources allowing students with disabilities to be supported so they can achieve their academic and personal goals. Accessible Learning supports students with documented disabilities assessed by a third party professional in the following areas:

- Learning disabilities (psycho-educational assessment required)
- Attention-deficit disorders (psycho-educational assessment required)
- Vision disabilities
- Physical disabilities
- Hearing disabilities
- Medical disabilities
- Mental Health disabilities
- Chronic health conditions
- Acquired brain injury
- Autism spectrum disorders
- Concussions
- Temporary health concerns (medical/physical, mental health)

### Academic Accommodations

Students may be eligible for academic accommodations, services, and assistive technology depending on the nature of their disability. Reasonable academic accommodations address the limitations experienced by a student with disabilities to allow them to meet the learning outcomes of a course or program of study without resulting in undue hardship to the university. Due to the differences between the academic environments, students may not be given the same form of accommodation that they received previously (e.g. while in high school or college). Please refer to the Policy on Academic Accommodations for Students with Disabilities (available on the Redeemer App) for more info.

### Documentation for Academic Accommodations

In order to receive accommodations for a disability at Redeemer University, a student is required to self-identify by completing the Accessible Learning Registration Form, located in the Accessible Information Management (AIM) portal, 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 that the student has a disability and include a description of the functional limitations that impact academic performance. Students are not required to disclose their diagnoses in order to register for academic accommodations; however, this information can be helpful in completing a thorough assessment for academic accommodations and support.

All documentation must be on the practitioner's official letterhead, indicating the name of practitioner, professional credentials, address, phone number, date and signature. Qualified practitioners include: Physician, Nurse Practitioner, Psychiatrist, Psychologist, Audiologist, Chiropractor, Occupational Therapist, Physiotherapist, and Speech-Language Pathologist. The Accessible Learning Registration Form and appropriate documentation must be submitted via the AIM portal prior to attending Redeemer. Students with a Learning Disability or Attention Deficit Hyperactivity Disorder must submit a copy of the latest psycho-educational assessment (or equivalent) completed by a registered psychologist or relevant practitioner. The assessment should have been completed within three years. If students are in the process of being assessed or obtaining relevant documentation, interim accommodations will be considered on a case-by-case basis.

The following academic accommodations will be considered when supported by recent documentation:

- Tests and exams: Learning Services has the capacity to accommodate students with fewer distractions, use of a computer or laptop with or without the use of assistive technology (i.e. Dragon naturally speaking, Google Read & Write, Natural Reader, and Kurzweil), or alternative lighting, breaks, or additional time.

- Note-taking support: students may receive notes which can be accessed through Discovery. Receiving class notes acts as a supplement to taking your own notes and not as a replacement for class attendance.
- Course textbook materials: in most situations, Learning Services is able to provide an alternate format of textbooks.
- Tutoring: subject & writing tutoring is available free of charge.
- One-on-one support: available with Learning Services staff.

## Responsibilities of Students with Disabilities

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

- Completing the Accessible Learning Registration Form through the AIM portal.
- Meeting with the Learning Services Director prior to, or at the start of, each academic term to review and ensure appropriate academic accommodations.
- Submitting the relevant, professional medical or psychological documentation.
- Notifying Learning Services if courses are added or dropped.
- Ensuring awareness of the academic accommodations and related expectations (i.e. booking a test room in a timely manner).
- Meeting deadlines given to them that support Redeemer University's ability to provide academic accommodations in a timely manner.
- Notifying Accessible Learning of difficulties arising from the implementation of any academic accommodation.

Please refer to the Policy on Academic Accommodations for Students with Disabilities (available on the Redeemer App) for more information.

## Career Centre

The Career Centre helps students connect their calling with a career through individualized career guidance, internships (for more information see page 45), and co-op work terms (for more information see page 50). The Centre provides students with resources and professional guidance for discerning skills and abilities, employability readiness, and career exploration. The HireRedeemer job board contains job postings specifically for Redeemer students and alumni at [hire.redeemer.ca](http://hire.redeemer.ca).

## Peter Turkstra Library

The Peter Turkstra Library supports student success through its diverse collections, services, and study spaces. Its collection includes approximately 700,000 book and 40,000 journal titles in electronic and print formats. Content is curated to support the

research needs of students and faculty, and the library welcomes recommendations. Unique holdings include the Dooyeweerd Collection, devoted to the work and thought of Reformed philosopher Herman Dooyeweerd, as well as archival collections related to the history of education. The library also offers interlibrary loan access to the collections of more than 10,000 libraries worldwide.

Located on the main floor of the academic building, the library provides seating for over 200 patrons, including group study rooms, collaborative tables, a Teacher Education Resource Centre, and a computer lab. Remote and in-person research assistance is available to help students find the best resources for their assignments, and research guides and video tutorials are updated regularly to meet the evolving needs of the Redeemer community.

## Housing and Food Services

### Student Housing

Redeemer University is a residential campus. Living together as a Christian community in an academic environment is a primary focus of the living arrangement. Redeemer has a variety of residence units containing bedrooms, a kitchen, living and dining space and full bathrooms. Students live in groups of up to 8 and together they cook, clean, study, and have devotions. A Resident Advisor or Housing Advisor is hired by the Student Life Department to assist students with university living. Contact Residence Life or Campus Services for more details on meal plans.

### Required Housing

For the 2024-25 academic year, students going into the first or second year of their traditional undergraduate academic program are required to live in housing. These students are guaranteed a spot in residence, provided they have submitted their housing form by June 1, 2024. Students in the first or second year of their traditional undergraduate program and who meet any of the below criteria are not required or guaranteed a place to live on campus:

- Students who will be living at home with their parents or legal guardians during the 2024-25 academic year;
- Students who are 22 years of age or older as of January 1 of the academic year for which they are applying for housing; or
- Students who are married.

*Regular housing is available only for students in the traditional undergraduate program; it is not provided for B.Ed. students.*

Campus housing is guaranteed for all students holding a study permit.

Senior students (students in the third year or beyond of their academic program) are welcome to apply to live on-campus. Housing spots are subject to availability. For more information, contact Residence Life staff in the Student Life Department.

Student housing arrangements are governed by a set of housing regulations spelled out in detail in the Residence Life Handbook, Policy on Life and Conduct, the Student Conduct Code and other relevant university policies and documents.

## 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. Each week students on the residence meal plan share Communal Meal together. 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.

## Redeemer OneCard

Students will receive a Redeemer OneCard. The Redeemer OneCard serves as the Redeemer ID card, campus debit card, meal plan card, and provides access to the Library, Athletics Facilities, parking and some residences.

With the OneCard system, students can use the tap feature to access Campus Cash, Meal Plan and Dining Dollars at all payment locations, including Tim Hortons, Starbucks Kiosk, ReFresh Market, Bookstore, Box Office, photocopiers and printers. Campus Cash can be loaded onto the Redeemer OneCard at any time at [onecard.redeemer.ca](http://onecard.redeemer.ca) or by visiting the Campus Services Department.

## Other Services

### Counselling and Personal Support

If students would like to receive help in resolving personal issues or pursue personal growth, the Redeemer counselling program is available for students. Through the counselling program students can receive a limited number of counselling sessions from a qualified Christian therapist. The counselling program is an anonymous, confidential, and professional service. Information about accessing mental health services can be found on the Redeemer App or students can speak with the Student Life Department for more details.

The Chaplain's Office is available to provide pastoral support. As well, staff in the Student Life Department are available to provide support and discuss personal and spiritual issues.

## Health Services

The Student Health and Wellness Centre is located in the Luther Court complex. At the centre, students can see a medical professional for illnesses (i.e. fever, cough, abdominal pain, sore throat, etc.), injuries, wound care, depression or anxiety, ADHD, medication renewals, immunizations and related concerns. Students can access health-related educational resources on stress management, nutrition, staying active, mental health support and other topics. More information about the centre's hours and how to book an appointment can be found on the Redeemer App or by visiting [redeemer.inputhealth.com](http://redeemer.inputhealth.com).

## Vehicles and Parking

### General Parking Permits

Parking lots A, B and C are available to students as well as faculty and staff. Lot A is closest to the athletic centre and behind the Charis Centre and is subject to a higher fee. Please note that no overnight parking is permitted in lot A. Lot B is across from Luther Court and north of the Charis Centre. Lot C is located near Augustine Hall. There are gates at the entrance to each lot. Some spaces in lots A and B have electrical charging stations.

A parking permit for lots A, B and C must be purchased online through the Redeemer Parking Ustore. Access to the lots will be via your Redeemer OneCard or with a transponder (purchased separately). You will be required to pay the hourly/daily rate with a credit card to exit if you do not have your OneCard.

Commuter students must park in lots A, B or C. Monthly and weekly permits can be purchased, as well hourly rates are available for shorter duration visits.

### Residence Parking Permits

Students living in the townhouse residences are the only students allowed to park in Calvin, Luther and Cranmer courts, and only with hanging permits. These lots are not gated but anyone who parks in them without a permit will receive an infraction. Parking is also available in reserved spots for Charis (lot B) and Augustine Hall (lot C), again with the required permit.

Parking for housing court permit holders will be on a first-come, first-serve basis. Permits will be oversold (more permits than spaces) to ensure that the use of spots is maximized. If no parking spots are available, permit-holders are able and required to park in lots B or C with their permit. Students living in Augustine Hall and the Charis Centre must purchase a parking permit for lots B & C and can park anywhere in those lots. There will be designated spaces for students in these residences with a hanging permit.

No overnight parking is permitted in Lot A. No parking is permitted in the Redeemer dome parking lots as these are reserved for users of the sports complex.

## Athletics

The Athletics & Recreation Department works to develop Champions for Christ and strives to provide a Christ-centered championship experience for all of the student-athletes. Redeemer Royals understand the sacrifice and the competition goal and strive for excellence in all things to glorify God. At Redeemer, athletics are a unifying element and a shared sense of pride experienced by the entire university community. For more information, please visit [www.redeemerroyals.ca](http://www.redeemerroyals.ca).

## Varsity Sports

Varsity sports offer student-athletes a competitive, highly skilled environment where they can achieve their athletic goals with integrity, passion, and commitment. Weekly practices and strength-and-conditioning sessions focus on skill development, team tactics, and a strong mental approach to the game. The Royals varsity teams intentionally integrate faith into every aspect of the sport and are a platform to glorify God in all we do.

Please contact the Athletics Manager for more information about varsity athletics. Redeemer is a proud member of the Ontario Colleges Athletic Association (OCAA), the National Christian Colleges Athletic Association (NCCAA), and the Canadian Colleges Athletic Association (CCAA). Programs include soccer, volleyball, basketball, hockey, disc golf, and cross country.

## Intramurals

Redeemer sponsors a well-balanced program of intramural activities for both men and women. The program is dedicated to facilitating a fun, safe, and competitive outlet for all students, faculty and staff to participate in organized sports activities while exemplifying Christ-like attitudes and sportsmanship. Intramural sports help students create lasting memories and friendships, build and develop character, and enjoy physical activities. Intramurals provide a wide range of games and activities at various skill levels and require low levels of time and commitment.

## Extramurals

Organized through the Athletics & Recreation Department and governed by Ontario Collegiate Recreation, extramural sports allow students to compete against teams from other colleges and universities in one-day events without the time demands of varsity sports. Teams can participate in sports such as co-ed volleyball, indoor soccer, dodgeball, and basketball. Being involved with extramural sports is a great way to maintain a healthy, active lifestyle and be part of a team.

## Student Activities & Clubs

There are opportunities available for students to get involved at Redeemer University, including those activities and clubs listed below. For more information, visit the Student Life Department.

- Preparation of the student yearbook and student newspaper;
- Choir, concerts, banquets, coffeehouse;
- Spiritual retreats, chapel, Bible studies, discipleship groups;
- Winter activities, movie nights, sporting events, lecture series, panel discussions, socials, and other activities.

## Orientation

We believe that a warm welcome, a sense of belonging, and knowing how to get connected and involved in community, both on and off campus, helps students launch well into University life. Through the LAUNCH Orientation Program, we hope to create these opportunities. The LAUNCH program will assist first-year students by providing opportunities to meet faculty and staff, form friendships with other students, participate in service-learning events, learn about the campus and more. For more details about events and activities occurring during September and January orientation, contact the Student Life Department.

## Student Government

The Redeemer University Student Senate is the elected, representative body of all Redeemer students and is primarily responsible to them. It serves as a means to foster and nurture many aspects of student life in supporting the mission, vision and confessional direction of Redeemer. 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 & 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. The Student Senate makes a wide variety of opportunities available that are often tailored to specific student needs & interests.

## Student Life and Conduct

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

Students are expected to abide by the law of the land. Students are responsible to adhere to the standards and policies found in the Policy on Life and Conduct, the Student Conduct Code and other university policies and documents. These documents can be found on the Redeemer App. For more information, contact the Student Life Department.

# FEES & PAYMENTS 24-25

Redeemer has made every effort to keep the cost of education affordable. Below are the fees required for the 2024–25 academic year. It does not include books or personal items. Visit [www.redeemer.ca/fs](http://www.redeemer.ca/fs).

## Tuition

	Domestic Undergrad	International Undergrad	Bachelor of Education*
Full year (10 courses)	\$9,987.00	\$19,494.30	\$18,351.30
Full course (3 credits)	\$998.70	\$1,949.43	\$1,835.13
Full course (audit)	\$499.35	\$974.72	\$917.57
Half course (1.5 credits)	\$499.35	\$974.72	\$917.57
Quarter course (0.75 credits)	\$249.68	\$487.36	\$458.78

## \*Bachelor of Education Tuition

These rates apply for returning, year 2 students.

For the new bachelor of education students starting in the 2024-25 academic year and completing their degree in the 2025-26 academic year, these are the applicable rates for the 2024-25 and 2025-26 academic years. This tuition does not include any other applicable fees which will be specified in the 2025-26 Academic Calendar. Candidates taking a leave of absence during the course of the 2-year program ending 2025-26, will be charged as per the then current tuition upon their return.

## Materials Fee

Per Lab, Studio, and Production Course	\$206.45
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## Student Fees

Redeemer Student Fee (per course). Covers Student Life, Athletics, and Library Services.	\$55.14
Ombuds Fee (per course)	\$0.81
Student Senate Fee (per course)	\$12.00
Student Success Fee (per term)	\$163.20
Learning Fee (per term)	\$43.53
Security Services Fee (per term)	\$10.20
One Card Fee (new students only)	\$31.25
Orientation Fee (first term/first year undergraduate students only)	\$125.00
Transit Fee (no refunds - for full year paid in fall)	\$215.60
Transit Fee (no refunds - for winter term only)	\$107.80

## Private Music Lesson Tuition

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 2024–25 academic year as follows:

Type of Lesson	Length	Cost	Credit
Primary Instrument	40 mins/week	\$562.62	0.75
Secondary Instrument*	30 mins/week	\$843.94	0.75

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

## Co-operative Education Program Fees

Program Application Fee (no refunds)	\$100
Co-op Preparatory Course Fee	\$659
Work Term I Fee (no refunds)	\$1,045
Work Term II Fee (no refunds)	\$1,045

## Food and Housing

	Full Year	Per Term
Housing*	\$7,530 - \$8,664	\$3,765 - \$4,332
Residence Meal Plan (select one)**		
• Light	\$3,248	\$1,624
• Regular	\$3,488	\$1,744
• Premium	\$3,728	\$1,864
• Flex Meal Plan***	\$2,600	\$1,300
• Administration and Supplies Fee (included in above meal plans)****	\$226	\$113

\*The housing cost is for on-campus residences. Price varies depending on the residence. For students in 3rd year or above who are not required to live in housing but choose to live in residence will receive a \$1,100 housing discount (\$550 for each term in residence during the 2024-25 academic year). For Single rooms: single rooms cost 1.5x the price of housing for that particular location and style. Single rooms are subject to availability.

\*\*A Residence Meal Plan is mandatory for all 1st and 2nd year students living in residence and includes an Administration and Supplies Fee of \$226. Students living in residence are required to go online and select which meal plan best suits their needs. Students who do not select a meal plan will be automatically enrolled in the Regular Student Meal Plan. Additional meal plans are available for commuter students.

\*\*\*The Flex Meal Plan is required for students in 3rd year who choose not to be on a Residence Meal Plan and includes an Administration and Supplies Fee of \$226. Students in 4th year are not required to be on a meal plan (unless students are living in a Residence Meal Plan dorm). Students in 4th year or above who live on campus and don't select a meal plan will be charged the Administration and Supplies Fee of \$226. Commuter students are able to select a commuter Meal Plan for \$2,446 (including \$26 administration fee). \*\*\*\*For students in 4th year or above who live in residence and don't select a meal plan.

## Mandatory Medical Insurance

Mandatory Medical Insurance Fee Per Year for 12-Month Coverage	Rates subject to change (approximately \$750 depending on the provider)
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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.

## Off-Campus Study Fees

Fees vary by program. Please contact the Registrar's Office.

## Special Fees

Application Fee	\$50
Consecutive Education Application Fee	\$80
International Application Fee	\$150
Transcripts (each official copy)	\$5
Administrative Fee for Letter of Permission course	\$25
Service Charge for Replacement Degree Certificates	\$50
Payment Return Fee	\$20
Service Charge for Duplicate Tax Receipts	\$15
Flywire Refund Fee	\$20

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

## Deposits

Housing Deposit	\$400
Enrolment Deposit	\$250

### 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 Admissions Office. Of the \$250 deposit, \$100 is forfeited if the student does not return for the winter term. Any remaining 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. No housing assignment can be made until a deposit has been received. Of the \$400 deposit, \$300 is 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, \$250 will be used as a damage deposit and \$150 is applied towards housing costs for the winter term (or is forfeited if the student does not return for the winter term). The \$250 damage deposit is refundable or applied to a student's account only if no damage or cleaning charges are incurred.

### Dorm Keys

Dorm key deposits are not required. However, a fee of \$50 will be added to a student's account if the key is lost and needs to be replaced and/or if the key is not returned by the dorm move out date. Note: Some dorms have electronic card access and students will not be provided with a physical key.

## Payments

Payment can be made to Redeemer University by online banking, debit, cheque, or through Self-Service. 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 26, 2024. Full payment for the winter term is due by December 30, 2024. Please refer to Self-Service for a current account statement, including all financial aid and OSAP.

If paying in U.S. funds, please check with the Student Accounts Office at [studentaccounts@redeemer.ca](mailto:studentaccounts@redeemer.ca) regarding the applicable exchange rate. International students are encouraged to use Flywire.

Visit [www.redeemer.ca/fs](http://www.redeemer.ca/fs) and click on 'Payment Methods' for more information.

### 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 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 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, cheque, or credit card through Self-Service before a student may reregister for courses.

## 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 T2202 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 T2202, T4A, and T4 for the prior year will be available.

### Self-Service

Students can view their account statements by going to [selfservice.redeemer.ca](http://selfservice.redeemer.ca). Enter user id and password and click 'Sign In.' Go to 'Account Details' and select the current term. It is important to check for account updates on a regular basis.

Financial Aid at Redeemer University 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 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.

# FEES AND PAYMENTS

## 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	2024 Fall Dates*	2025 Winter Dates*	Percentage Charged
0-10	Sept. 3 - 16	Jan. 6 - 17	0%
11-15	Sept. 17 - 23	Jan. 20 - 24	25%
16-20	Sept. 24 - 30	Jan. 27 - 31	35%
21-25	Oct. 1 - 7	Feb. 3 - 7	50%
26-30	Oct. 8 - 15	Feb. 10 - 14	65%
31-35	Oct. 16 - 22	Feb. 24 - 28	80%
Over 35	Oct. 23 onward	Mar. 3 onward	100%

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

Refunds of tuition and some fees 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 and Meal Plan 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 and a percentage of the term meal plan fees based on the following table.

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

2024 Fall Dates	2025 Winter Dates	Percentage Charged
Aug. 31 - Sept. 6	Jan. 4 - 10	14%
Sept. 7 - 13	Jan. 11 - 17	22%
Sept. 14 - 20	Jan. 18 - 24	30%
Sept. 21 - 27	Jan. 25 - 31	38%
Sept. 28 - Oct. 4	Feb. 1 - 7	46%
Oct. 5 - 11	Feb. 8 - 14	54%
Oct. 12 - 18	Feb. 15 - 21	62%
Oct. 19 - 25	Feb. 22 - 28	70%
Oct. 26 onward	Mar. 1 onward	100%

In addition, should the amount of dining dollars used exceed the percentage, the student will be charged the difference.

# FINANCIAL AID

Financial Aid at Redeemer University 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 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, first-year students can apply for named awards, scholarships & bursaries by February 28. Returning students can apply for named awards, scholarships, & bursaries by March 31. Awards available each year are dependent on funds available.

## Government Financial Assistance for Canadian Students

Students enrolled in the BBA, B.Kin, B.CoMS, 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  
<https://www.gov.nl.ca/education/studentaid/>

#### Northwest Territories

1-800-661-0793  
[www.ece.gov.nt.ca](http://www.ece.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  
<https://yukon.ca/en/full-time-student-loan-grant>

## Financial Assistance for U.S. Students

Redeemer University 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 <https://studentaid.gov/>. Redeemer's FAFSA code is G33485. Students should then complete the Master Promissory Note and Entrance Counselling also found at <https://studentaid.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 <https://studentaid.gov/> or by contacting the Financial Aid Office.

## On-Campus Employment

A limited number of on-campus student jobs are available each year. Assignments for positions are made by the hiring manager of each department, based on various requirements and skills. The maximum number of hours per week that a student can work is 10 (for all jobs combined), 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, administration, information technology, the library, and the athletic centre. Available positions will be posted on the Redeemer job board at [hire.redeemer.ca](http://hire.redeemer.ca).

## Awards, Bursaries and Scholarships

Redeemer University 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 and a bursary is awarded on the basis of criteria which includes financial need. Students are eligible for scholarships, bursaries and awards (hereafter referred to as awards) only when they are enrolled full-time in a degree program.

Redeemer University 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. The full list of named awards, scholarships and bursaries can be found at [www.redeemer.ca/admissions-and-financial-aid/tuition-and-aid/scholarships-and-bursaries/](http://www.redeemer.ca/admissions-and-financial-aid/tuition-and-aid/scholarships-and-bursaries/).

### Calculation of GPA for All Awards

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

- Co-operative Education Programs: 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, CCSP, SPICE, and the CCCU GlobalEd 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 a course load of 3 courses (9 credit hours) in one term will receive the award on a pro-rated basis (i.e. enrolment in 3 courses results in 60% of the award total) unless otherwise stated in the conditions of the specific award. Award proration on courses dropped after the term has started will follow the tuition and fees refund schedule in the Academic Calendar.

Co-op students who will only be in courses for one term will qualify for the full amount of any eligible award in the current academic year, applied 50% to their fall and winter terms.

**Deferral of Awards:** Students who take a year-long leave from their program at Redeemer will have their Redeemer University 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 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 Scholarships (see distribution of awards policy) will normally be pro-rated for a student with a course load of 3 courses (9 credit hours) or less in one term.

## 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 mid-year 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 mid-year 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.

Students who have taken one or two years off after secondary school or who have attended a discipleship or gap year program (that is not eligible for post-secondary credit), can also be considered for the scholarships listed below. Scholarship eligibility will be based on the admission average calculated from their final secondary school transcript. Students who receive post-secondary credit for their gap year program are subject to the eligibility criteria as outlined for Scholarship Consideration for Incoming Transfer Students. Students admitted as mature students are not eligible for academic scholarships under this policy.

### Academic Achievement Scholarship

#### For Incoming Students:

- Students who have earned 95% or higher on their admission average (GPA 4.00+ for U.S. students) will be eligible and considered for an Academic Achievement Scholarship valued at \$2,000.

#### 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 will be eligible and considered for a \$2,000 scholarship to be used while enrolled in full-time studies at the university during the following year.

### Board of Governors Scholarship

#### For Incoming Students:

- Students who have earned 90%-94.99% on their admission average (GPA 3.90-3.99 for U.S. students) will be eligible and considered for a Board of Governors Scholarship valued at \$1,000.

#### 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 will be eligible and considered for a \$1,000 scholarship to be used while enrolled in full-time studies at the university during the following year.

### Presidential Scholarship

#### For Incoming Students:

- Students who have earned 85%-89.99% on their admission average (GPA 3.70-3.89 for U.S. students) will be eligible and considered for a Presidential Scholarship valued at \$500.

#### 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 will be eligible and considered for a \$500 scholarship to be used while enrolled in full-time studies at the university during the following year.



## Redeemer University Christian Leadership Scholarships

The Redeemer University Christian Leadership Scholarship is awarded annually to 10 new students. The award seeks to recognize the outstanding leadership experience and leadership potential of students applying to Redeemer University. The recipients will exemplify Christian leadership by demonstrating how their faith impacts their life and decision-making as leaders.

**Value:** \$4,000 disbursed over two consecutive years of full-time study:

- First year: \$2,500
- Second year: \$1,500

*To be eligible, a student must:*

- Achieve a minimum admission average of 70% (GPA 2.70 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 application for admission to Redeemer University by February 28.
- Submit by February 28 a completed scholarship application at [www.redeemer.ca/financial-aid-apply](http://www.redeemer.ca/financial-aid-apply) that details your most significant leadership experience along with a short statement defining your understanding of Christian leadership and what makes a good Christian leader.
- Request that a pastor, youth leader, chaplain, spiritual mentor, or youth pastor (not a relative) complete an online form that speaks to your faith in Jesus Christ, your ability to lead others, and your desire to share the hope of the gospel with others.

Both the scholarship application and completed recommendation are graded by two evaluators. Based on the evaluation results, the top applicants will be invited to interview at Redeemer University in March.

The full list of named awards, scholarships and bursaries available to incoming students can be found at [www.redeemer.ca/admissions-and-financial-aid/tuition-and-aid/scholarships-and-bursaries/](http://www.redeemer.ca/admissions-and-financial-aid/tuition-and-aid/scholarships-and-bursaries/).

## 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 higher	\$2,000
Board of Governors Scholarship	Year GPA of 10.50-10.99	\$1,000
Presidential Scholarship	Year GPA of 10.00-10.49	\$500

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.

The full list of named awards, scholarships and bursaries available to transfer students can be found at [www.redeemer.ca/admissions-and-financial-aid/tuition-and-aid/scholarships-and-bursaries/](http://www.redeemer.ca/admissions-and-financial-aid/tuition-and-aid/scholarships-and-bursaries/).

## Award Consideration for Returning Students

A returning student is any student who was enrolled in the previous academic year at Redeemer. Unless stated in the award, all awards must be reapplied for in subsequent years of attendance students can view all awards here <https://www.redeemer.ca/admissions-and-financial-aid/tuition-and-aid/scholarships-and-bursaries/>. Returning students can apply for these awards by March 31.

## Redeemer University Leadership Scholarships

Two 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 [redeemer.awardspring.ca](http://redeemer.awardspring.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.

The full list of named awards, scholarships and bursaries available to returning students can be found at [www.redeemer.ca/admissions-and-financial-aid/tuition-and-aid/scholarships-and-bursaries/](http://www.redeemer.ca/admissions-and-financial-aid/tuition-and-aid/scholarships-and-bursaries/).

## Award Consideration for Bachelor of Education Students

Full-time students of Redeemer University 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 Education Affinity Award listed below.

Eligible recipients must have completed a minimum of 10 courses (30 credits) at Redeemer University to receive the Education Affinity Award. The award will be awarded based on the number of years of full-time study (minimum of 4 courses per term) completed during undergraduate degree studies at Redeemer University. This is a one-time only award that is not eligible for renewal.

Education Affinity Award	\$1,000 x number of years of full-time undergraduate study at Redeemer (up to a maximum of \$4,000)
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The full list of named awards, scholarships and bursaries available to returning students can be found at [www.redeemer.ca/admissions-and-financial-aid/tuition-and-aid/scholarships-and-bursaries/](http://www.redeemer.ca/admissions-and-financial-aid/tuition-and-aid/scholarships-and-bursaries/).

## Bursaries

Redeemer University has been blessed with many generous donors who have enabled us to offer many need-based bursaries for Redeemer Students. Financial need is determined through the Incoming and Returning student Financial Aid Applications. For more details, visit [www.redeemer.ca/financial-aid-apply](http://www.redeemer.ca/financial-aid-apply).

### The Blue Jean Bursary

Funded by the staff of Redeemer University, 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.. The Academic Standards Committee will select the recipient.

### The Christian University Bursary

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

### 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. 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. The student must submit proof of being in receipt of a bank loan.

The full list of bursaries available to Redeemer students can be found at [www.redeemer.ca/admissions-and-financial-aid/tuition-and-aid/scholarships-and-bursaries/](http://www.redeemer.ca/admissions-and-financial-aid/tuition-and-aid/scholarships-and-bursaries/).

## External Awards

In addition to Financial Aid offered through Redeemer University, there are numerous outside scholarships, awards, and bursaries available to students. The Financial Aid Office maintains a list of external awards in the financial aid resources section on the Redeemer App.

## Attendance

Redeemer University expects undergraduate students to attend all classes, tutorials, and labs in which they are enrolled. Faculty may have specific attendance policies, noted in course syllabi, to which students must adhere. Participation in classes, tutorials, and labs may, at the instructor's discretion, count in determining the final grade. Faculty must inform the Registrar's Office of any students who miss classes for more than three weeks. The Registrar's Office, in consultation with Learning Services, may follow up and remind students of their obligations and the relevant policies. Missing more than three weeks of class may result in withdrawal from, or – should the drop deadline have already passed – failure of, the course.

## Aegrotat Standing

In exceptional circumstances, upon the recommendation of the Dean of Students or the Director of Learning Services, the Registrar 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 noted on the transcript but not calculated into the cumulative GPA.

## 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 and its contribution to the final grade. The deadline for submission of coursework (excluding exams) cannot be later than the last day of classes for the term. After each term, students will receive final grades in Self-Service.

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

## Academic Grievances

### a) Classroom/Teaching Concerns

If a student has a concern about how a course is being taught or about particular statements or claims made and/or handled by the professor in a course, the student shall normally first discuss that concern with the relevant faculty member. Another student may accompany the student as a witness or support. It is hoped that most concerns can be resolved through this process of dialogue; the student's subsequent work in the course will not be assessed unfairly as a result of such a meeting.

If such a meeting is impossible for valid reasons, or if such a meeting does not bring resolution, the student may present their concerns informally to the faculty member's supervisor (i.e., usually their dean or associate dean). It is the supervisor's responsibility to discuss the situation with the faculty member once this meeting takes place and take action as necessary; the dean or associate dean may update the student on subsequent developments if this is appropriate.

The student may also submit a formal grievance to the faculty member's dean or associate dean either after the informal meeting mentioned in the previous paragraph, or, in serious cases, in place of it. This must be in writing and be submitted no later than 7 days after the student's last interaction with the faculty member or their supervisor regarding the concern (this includes any communication the supervisor has with the student as a part of the informal process in the previous paragraph, or communication the student initiates as a follow-up of that meeting within a month after the meeting if the supervisor has not provided the student with an update).

The written grievance letter must outline the particular issue(s) the student has with the faculty member and may be written by the student or a representative/support person for the student. A letter that does not present sufficient grounds will not be addressed. A grievance with sufficient grounds is considered and the case reviewed by the faculty member's supervisor. This reviewer may choose to include another faculty or staff member to assist, and has the right to meet with relevant faculty, staff and students as part of the review. The student and/or the student's representative (with the student present) has a right to present orally to the reviewer as a part of the appeal. The reviewer must inform the student, in writing, of the result of the grievance letter within 7 days of the final meeting the reviewer has with the faculty member or student – but in no way more than one month from reception of the formal letter – with a copy going to the Office of the VPA.

If the student has concerns about the supervisor's decision, the student may pursue the issue using the appeal procedure given below in "Academic Decisions and Grading Concerns",

beginning at "the student appeals, in writing, to the dean [for concerns about an associate dean] or ... to the Office of the VPA if the appeal related to a dean."

### b) Academic Decisions and Grading Concerns

If a student questions i) the final grade assigned by a faculty member for a particular course, ii) the grade assigned by a faculty member for a particular course element, or iii) a decision related to an academic program or eligibility question not covered elsewhere in this Academic Calendar, the student shall first discuss that concern with the relevant faculty or staff member. Another student may accompany the student as a witness or support. It is hoped that most concerns can be resolved through this dialogue.

*For final-grade concerns: This initial meeting must take place within 15 days of receiving the final grade from the Registrar's Office. The faculty member shall reassess the final examination (if applicable), review the computation of the weighted components used in calculating the final grade, and consider any allegation of unfairness to the student. If the review so warrants, the result of the appeal may be a lower final grade. The instructor shall inform the student, in writing, of any changes within 15 days of their meeting.*

If such a meeting is impossible for valid reasons, if substantial new evidence is available, or if the student continues to believe that s/he has been wronged, the student may appeal. The student appeals, in writing, to the dean or associate dean overseeing the faculty member or to the Office of the VPA if the appeal relates to a dean or to an academic staff member. The appeal must outline the particular issues the student has with the decision that was made and may be written either by the student or the student's representative. The dean, associate dean, or Office of the VPA must receive the letter within 7 days of the student's last interaction with the relevant faculty or staff member (which may be the reception of their grade or marked assignment, the meeting referred to earlier, or a written response from the faculty member concerning a final grade). Appeals that do not present sufficient grounds will be denied without a review.

An appeal with sufficient grounds is considered and the case reviewed by the dean, associate dean, or VPA for grade-related concerns, or by the person assigned by the Office of the VPA for academic-decision-related concerns (typically the staff or faculty member's supervisor). This reviewer may choose to include another faculty or staff member to assist, and has the right to meet with relevant faculty, staff and students as part of the review. The student and/or the student's representative (with the student present) has a right to present orally to the reviewer as a part of the appeal.

*For final-grade appeals: The appeal will again involve 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. If the review so warrants, the result of the appeal may be a lower final grade.*

The reviewer must inform the student, in writing, of the result of the appeal, with a copy going to the Office of the VPA. If the student is not satisfied with this decision, the student may appeal, in writing, to the VPA (or to the President if the VPA dealt with the original appeal). This appeal must include grounds for the appeal by outlining why the student believes that i) the original grievance process was not followed correctly or sufficiently close to correctly to ensure a fair outcome, ii) the findings were not reasonable, and/or that iii) the sanctions or grade changes were not reasonable.

An appeal that does not present sufficient grounds will be denied without a review; any other appeal will be sent to the Academic Appeals Committee, with the student and/or the student's representative (with the student present) having the option to present orally to the committee. The committee's decision is final and will be communicated to the student, in writing, through the VPA or President.

## Non-Academic Grievances

If a student has a non-academic grievance against a staff or faculty member, the student shall normally first discuss the complaint with the staff or faculty member. In some cases, however, this may not be an appropriate first step, due to power imbalances or the particular nature of the concern. Redeemer has a series of supports to help address personal grievances and students are encouraged to make use of resources such as the Student Life Chaplain, Student Life staff, Personal Respect Advisors, and the Ombuds.

Various documents and policies, such as the Student Code of Conduct, the Personal Respect Policy, the Sexual Violence Prevention Policy, the Faculty-Student Interaction Policy, and the Ombuds Policy which can be found on the internal portal and contain information and guidance concerning non-academic conduct concerns. Whether or not listed in those policies/procedures, international students are guaranteed that

- They have the right to know to whom to appeal: as noted in the relevant policy or procedure, or, if no person is so designated, the staff or faculty member's immediate supervisor;
- They have the right to have a person with them at all stages of the proceedings;

- They have the right to provide oral submissions, personally and/or by the person with them, at each stage of any review/appeal;
- Each policy and/or procedure has a maximum length of time allowable between the date of submission of a formal complaint (in writing) and a written decision being rendered – and if there is not, it is two months; and
- Each policy and/or procedure has an appeal process in place or, if no appeal process is in place, an appeal will be heard by the more appropriate of the two standing appeals committees: the Academic Appeals Committee or the Discipline Appeals Committee.

## Grade Point Average, Repeating Courses and Academic Standing

A student's grade point 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 W (withdrawal) or AU (audit) 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 student must maintain a minimum cumulative grade point average (CGPA) of 4.00 in order to be in good academic standing.

A course in which a failing or unsatisfactory grade (F, D-, D, D+) has been received may be repeated. Students may repeat a course only once. If a student repeats a course, the most recent grade received will be counted in computing his or her grade point average and only this course will be credited; the earlier grade will, however, remain on the transcript.

If a student's CGPA falls below the minimum necessary for good academic standing, the student will be placed on academic probation (see page 36). If a student's CGPA falls below the minimum necessary to remain in studies, the student will be eligible for suspension (see page 37). Suspensions are normally implemented after the winter term and normally apply for one academic year. 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.

Specific GPA requirements for graduation can be found on page 47.

## President's Honour List

Students whose GPA for a term's full-time coursework is 11.50 or higher will be placed on the President's Honour List; this will be reflected on transcripts. This recognition is available to students enrolled in an undergraduate degree program.

## Deans' Honour List

Students whose GPA for a term's full-time coursework is 10.00 to 11.49 will be placed on the Deans' Honour List; this will be reflected on transcripts. This recognition is available to students enrolled in an undergraduate 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 President's or Deans' Honour List. These students must be formally recommended by the Learning Services Director and must have proper documentation to support this.

Students whose CGPA is 10.00 or higher at the time of graduation will graduate with distinction.

## 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, 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 or music events), club sports or intramurals.

## Examination Policy

In most courses, 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 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 examination blocks outside of the examination period (i.e. on one of the study days). Faculty may be asked to provide an alternate examination 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 in a term.

**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, iwatches, 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 to 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

**Academic Probation**

Students whose academic background is below the minimum admission standard may be placed on academic probation (see pages 9-14). In addition, students who were admitted as regular full-time students will be placed on academic probation if their coursework 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, as indicated by a "P" or "F" designation.

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 in the term. Any student who attains a cumulative GPA of less than 4.00 and has not previously completed ASP-012 must complete ASP-012 in the next term.

For students on academic 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 academic probation at the beginning of the term to set them up with someone who can advise them throughout the term.

If a student is suspended as a result of their CGPA, and appeals that suspension, the student's participation in required and recommended conditions of probation and/or the Academic Success Program will be reported to the Academic Appeals Committee.

All students on academic probation are expected to give priority to their studies and, in addition to the reduced course load, are expected to limit their part-time employment and work study 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 or learning services advisor. All students on academic probation may participate in one extra-curricular activity at any one time, which includes: choir, varsity and club sports, Student Senate, and all other activities sponsored by the university. *Academic requirements may apply.*

No student may continue indefinitely on academic probation; unless a certain amount of progress and achievement can be demonstrated, a student on academic probation for four consecutive terms is subject to suspension. The academic records of all students on probation are 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 CGPA required at the end of the winter term. If this CGPA is not met, the student is eligible for suspension from the university. The conditions outlined in the letter supersede the conditions outlined in the progress schedule below. Decisions with respect to academic probation and suspension are reflected on transcripts in the appropriate terms.

**Continuation and Academic Probation Requirements**

Credits Achieved	Eligible for Suspension	Minimum CGPA for Good Standing
< 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:**

After year one, students will be placed on academic probation if their CGPA falls between 2.75 and 4.00; below 2.75 will result in suspension.

**Subsequent Years:**

If, after year two, their CGPA is less than 4.00, they will be subject to suspension. Students in this situation may appeal, as outlined in the letter received from the Registrar on behalf of the Academic Standards Committee. The student normally appeals to the Vice-President Academic, who will convene the Academic Appeals Committee. The Academic Appeals Committee may elect to allow the student to re-enrol and repeat courses.

A student on academic probation may not graduate.

**Removal From Redeemer University**

Students who are removed from the university by suspension or expulsion are normally given an opportunity to appeal to either the Vice-President Academic for academic suspension/expulsion or the Dean of Students for disciplinary suspension/expulsion. Details with respect to the appeal procedure are outlined in the letter of suspension or expulsion. If a student is suspended or expelled from the university for academic reasons, a statement at the bottom of the transcript will reflect this decision. If a student is suspended or expelled from the university for disciplinary reasons, the student will be assigned a "W" (indicating withdrawal) 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 Suspension/Expulsion" and the date.

## Policy on Academic Integrity

Redeemer University 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 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.

The faculty and staff of Redeemer University 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.

For this reason, Redeemer University has a Policy on Academic Integrity; the following is a summary of that policy and the procedures in place for handling possible cases of academic dishonesty. The full version of the policy and procedures for (1) handling cases of possible academic integrity and (2) dealing with student appeals of academic-integrity decisions or sanctions, can be found on the Redeemer App.

### Definitions

"Academic dishonesty": a violation of one of the types listed below is considered a case, or instance, of academic dishonesty.

"Violation": short for a "violation of the academic integrity policy", a "violation" is a synonym for a case of academic dishonesty.

### Responsibilities

**Students:** 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 in "Types of Academic Violations".

**Faculty:** Faculty are responsible for ensuring that expectations with respect to academic integrity are clearly communicated to students through mention of this policy in course syllabi, and, particularly in select first-year courses, the inclusion of specific mention and training on academic integrity.

Some programs and/or instructors may have specific rules designed to maintain academic integrity that build on (but do not contradict) this policy and its related procedures; if so, these are to be clearly communicated to students through course syllabi or other appropriate methods.

### Types of Academic Violations

- 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.
- Altering a returned assignment and then asking that it be re-graded.** If you receive an assignment back, alter the work and then ask the instructor to check the grading so that you can get a better grade, it is a violation of academic integrity.
- 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 (an) other person(s) without proper acknowledgement. Plagiarism is also the submission of material developed by generative Artificial Intelligence (A.I.) software (e.g., ChatGPT) outside of instructor-sanctioned use. When students directly quote or use material from a particular source (including generative A.I. software, when permitted), 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.

Given the complexity in this type of academic integrity violation, the tables below have been drawn up to provide additional clarity on how possible violations of this type will be considered and handled as a part of the processes to determine if a violation has occurred and how sanctions for violations will be handled.

For group assignments, all group members are responsible for ensuring that their submission does not contain plagiarism. If plagiarism is found, the breach of academic integrity will apply to all group members, though the specific penalties may vary.

- Self-plagiarizing.** Students can revisit topics, analytical approaches, and/or conceptual frameworks as they progress through their academic program. If a student submits an assignment (in whole or part), however, that they had previously submitted for marks in an earlier course, this constitutes self-

plagiarism unless they have received prior permission from the instructor in the second course who deemed it acceptable for credit.

- 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. It also 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.

- Lying to gain advantage.** Examples of this include, but may not be limited to, providing false information that results in obtaining alternate quiz/test/examination dates or extensions.

- Helping another student cheat.** Whether in the same course as the student or outside the course, this violation is also known as aiding and abetting another student's misconduct.

This violation includes the following:

- Allowing one's quiz, test, examination, assignment, computer program, artwork, etc. to be copied.
  - Offering one's (paid or unpaid) services to write or rewrite academic material to be submitted under the name of another student.
  - Impersonating another student at a quiz, test, or exam.
  - Forging the signature of another student on attendance sheets or other formal academic documents.
- Providing false information or documents.** Examples of this type of violation includes, but may not be limited to:
    - Providing false information while gaining admission to Redeemer University, gaining transfer credits, etc.
    - Falsifying, misrepresenting, or forging an academic record, letter of reference, or any official university document.

### Processes for Investigating Suspected Cases of Academic Dishonesty

#### 1. Plagiarism Cases

In suspected cases of plagiarism *not involving the non-sanctioned use of generative A.I. software or copying the work of other students*, the course instructor will be guided by the following tables to determine if a particular instance is, is not, or should be forwarded to a faculty adjudicator to determine if it is a case of plagiarism.

1.1. The tables on page 40 distinguish between "careless scholarship," "problematic scholarship" (which may be considered plagiarism), and true "plagiarism", based on the missing and present aspects required for good scholarship and presentation of cited works.

1.2. Careless scholarship is not considered academic dishonesty but should be addressed using grade reductions on the assignment, with such careless scholarship having a larger impact on the assignment grade as the year level increases.

Careless scholarship will not be recorded in any special manner beyond the specific course in which it occurred.

1.3. Problematic scholarship is more serious and will normally be treated as a formal academic dishonesty case.

1.3.1. Exception: If a student has no record of any previous academic dishonesty cases (of any kind, not just of plagiarism) nor previous instances of problematic scholarship, their first problematic-scholarship case will be considered a formal warning. The instance will be formally recorded and remedial action (such as rewriting the offending assignment, (re-) taking specific courses/modules on proper citation, etc.) may be prescribed. Should the student not complete any required remedial action in the prescribed time, the instance will be elevated to a formal violation and treated as such.

1.4. Plagiarism is a case of academic dishonesty and treated as such.

1.5. Table 2 distinguishes between "occasional" and "significant" instances of missing citations for paraphrasing or summarizing other sources; such determinations will require that the case follow the General Process for suspected academic dishonesty cases below. Similarly, cases of suspected plagiarism involving copying other students' work or the non-sanctioned use of generative A.I. software must also follow that same General Process.

1.6. The process for suspected cases of Academic Dishonesty - Plagiarism can be found on the Redeemer App.

#### 2. Academic Dishonesty Cases Outside of Plagiarism (All other types of violations including the non-sanctioned use of generative A.I.)

The General Process to be followed for all suspected cases of academic dishonesty not falling under plagiarism can be found on the Redeemer App.

### Notes

As per policy, the standard penalties for academic integrity violations occurring in a course-related context are:

- First violation: A "0" on the related assessment piece.
- Second violation: An "F" in the course related to the violation.
- Third violation: Expulsion from the university, effective the date of the violation.

The process for appealing the decision or the sanction relating to an academic integrity violation can be found on the Redeemer App.

**Table 1: Direct Quotations in an Essay/Report**

(X = missing; Y = present/okay)

Quotation Marks	Citation	Bibliography Information	Assessment	Actions
Y	X	Y	Careless scholarship	• Instructor reduces grade*
Y	Y	X	Not an AIP violation	• No institutional record kept
Y	X	X		
X	Y	Y	Problematic scholarship	(No adjudicator involvement)
X	Y	X	AIP violation, except AIP warning if first violation	<ul style="list-style-type: none"> <li>• Registrar keeps record of violation; Remedial T &amp; L action</li> <li>• AIP violation with standard penalty applying UNLESS student has no prior AIP violations (including problematic scholarship violations). In that case: Instructor reduces grade*; Student receives formal warning; Warning becomes AIP violation with standard penalty applying if remedial action does not occur.</li> </ul>
X	X	Y	Plagiarism	(No adjudicator involvement)
X	X	X	AIP violation	• Standard penalty applies; Registrar keeps record of violation

\*Grade-reduction penalties assigned by instructors when no official violation is recorded should be reflective of the grade level of the course, with larger grade reductions for careless or problematic scholarship given in higher-level courses.

**Table 2: Summarizing/Paraphrasing Sources in an Essay/**

**Report** (X = missing; Y = present/okay)

Quotation Marks	Citation	Bibliography Information	Assessment	Actions
n/a	X, occasional instances	Y	Careless scholarship Not an AIP violation	• Adjudicator involved to determine if case is careless or problematic
n/a	X, significant number of instances for length of document	Y	Problematic scholarship AIP violation, except AIP warning if first violation	<ul style="list-style-type: none"> <li>• If careless: Instructor reduces grade*; No institutional record kept</li> <li>• If problematic: Follow process for cited "mosaic plagiarism"</li> </ul>
X, but paraphrase is so close to original text that direct quotes would have been preferable	Y	Y	Problematic scholarship (cited "mosaic plagiarism") AIP violation, except AIP warning if first violation	(No adjudicator involvement)  <ul style="list-style-type: none"> <li>• Registrar keeps record of violation</li> <li>• AIP violation with standard penalty applying UNLESS student has no prior AIP violations (including problematic scholarship violations). In that case: Instructor reduces grade*; Student receives formal warning; Warning becomes AIP violation with standard penalty applying if any assigned remedial action does not occur.</li> </ul>
X, but paraphrase is so close to original text that direct quotes would have been preferable	X	Y	(Uncited "mosaic plagiarism") AIP violation	(No adjudicator involvement)  <ul style="list-style-type: none"> <li>• Standard penalty applies</li> <li>• Registrar keeps record of violation</li> </ul>
n/a	X	X	Plagiarism AIP violation	

\*Grade-reduction penalties assigned by instructors when no official violation is recorded should be reflective of the grade level of the course, with larger grade reductions for careless or problematic scholarship given in higher-level courses.

## Access to Student Records and Privacy of Information Policy

When applying for admission to Redeemer University, students accept the right of both the Admissions 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 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 student 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 understanding 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 Training, Colleges and Universities (MTCU) 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 MTCU) 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 transcripts. 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 10.00) will be reflected on a student's transcript as well as terms in which a student attained Deans' Honour List or President's Honour List standing. Decisions with respect to probation, suspension, or expulsion will also be reflected on the transcript.

## Course Registration

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

## Course Changes

All course changes are made through 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 19-42 (receiving a grade of "W", indicating withdrawal, recorded on the transcript). For withdrawals after day 42, the instructor will submit a final grade that includes 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 26. 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 Registrar and the Dean of Students or the Learning Services Director. The Registrar's decision is final.

## 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 or Learning Services. 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 final grade will be assigned based on all of the course requirements (including any remaining assignments). In extenuating circumstances, a student may appeal to the Registrar for an extension to the incomplete deadline. The Registrar's decision is final.

## 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.

## 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 any course outlines/syllabi that have been requested. Courses will be evaluated and transfer credit granted according to the policy outlined on page 12.

## Student Work Load

A full-time course load is four or five courses of three credits each in a term. 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 and a strong rationale are required for consideration. Students are limited to overloading twice during their studies. Normally, overloading will not be considered in a student's first year. Fees will be charged according to page 23. 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.

## Auditing Privileges

Students may audit a course with permission of the Registrar; fees for auditing will be charged as outlined on page 23. 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 successfully audited, it appears on the student's transcript with "AU" (indicating audit) recorded in place of the grade. If a student registers in an audit from the start of the term and then withdraws from that 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 before the deadline for adding courses in the term. Students may change their course status from credit to audit up to day 42 of the term. In this case, a student is expected to attend all classes to receive the "AU" notation on the transcript; absence from class will result in a "W" (indicating withdrawal) recorded on the transcript for the audited course.

## Letter of Permission

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

Students must achieve a grade of C- (60%) or above in courses completed by letter of permission (or through Acadeum) in order to apply the courses to program requirements at Redeemer; a course in which a grade lower than C- is achieved will not be accepted for credit in a student's program at Redeemer.

Courses taken by 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 (this includes courses completed through Acadeum). Please refer to the Residency Policy on page 47 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 term; 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 must meet the following requirements to be eligible to remain on the team.

- The student must be enrolled in full-time studies during the term in which they are on 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).
- Two-term participants are assessed at mid-year (January) and must have passed 2 courses/6 credit hours in the fall term to be able to participate in the winter term of any given academic year. If the student does not earn the required 6 credits between September–December, the student is immediately ineligible for participation in the winter term.

- Students may not play on a varsity team once they are placed on academic probation for a fourth term at Redeemer (these terms need not be consecutive).
- If a student does not meet the above requirements, there may be a process for reinstatement. To learn more about the process for reinstatement, please contact the Director of Athletics.

## 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 many departments to provide students with an experiential learning opportunity. Internships will have a clear connection to the discipline and be integrated with the subject matter of a student's program. Internship courses normally require a minimum of 120 hours in the organization and should be completed within the four months of the fall, winter, or spring/summer term. While spring/summer internships are permitted in some departments, they may be limited and 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. Students are responsible for obtaining the necessary background checks before an internship is finalized. To begin the internship process, students should visit the Registrar's Office to determine eligibility. Once eligibility is granted by the Registrar's Office, successful completion of INT-101 is required as a prerequisite for all internship courses. INT-101 is an asynchronous video-based module that guides students to create a strong, targeted resume to be used in the search for an internship. To successfully complete the module, students need to achieve a satisfactory outcome against a rubric. Students will register for an internship with the Registrar's Office and then contact the Internship Coordinator in the Career Centre to be enrolled in INT-101.

### 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.
- Normally, students may only apply two internship courses towards the 40 courses required for graduation (see page 47).
- Students may not apply two internship courses to one internship opportunity.

## 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 47.

## Withdrawal From Redeemer University

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 in which the completed withdrawal form is presented to the Registrar (see page 26). 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 final grade will be assigned for all courses in which the student is enrolled based on all of the course requirements (including any remaining assignments). 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. The Registrar's decision is final.



## Christian Undergraduate University Education at Redeemer University

Redeemer University 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 normally required to have two distinct areas of concentration in their program at Redeemer. Typically, this means students complete a major and a minor or a double major. The minor requirement for degree programs is noted on page 47. 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 core 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 major and minor concentrations 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 offers undergraduate degree programs leading to a Bachelor's Degree designation as listed below.

- Bachelor of Arts or Bachelor of Science, Four-Year General
- Bachelor of Arts or Bachelor of Science, Four-Year Major
- Bachelor of Arts or Bachelor of Science, Honours
- Bachelor of Business Administration (Honours or General)
- Bachelor of Communications & Media Studies
- Bachelor of Kinesiology
- Bachelor of Education (consecutive, second degree program)

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.

## General Graduation Requirements

### Common to all Undergraduate Degree Programs

Four-Year General (BA or BSc)	Four-Year Major (BA or BSc)	Honours (BA or BSc)	Program Specific Degree (i.e. BBA, B.CoMS, B.Kin)*
<b>Total Courses Required</b>			
40 (120 credits) Min. of 10 at Redeemer	40 (120 credits) Min. of 20 at Redeemer	40 (120 credits) Min. of 20 at Redeemer	40 (120 credits) Min. of 20 at Redeemer
<b>Distribution</b>			
max. of 15–100s min. of 5–200s 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>			<b>Concentration</b>
10–12 (incl. 4–300s)	14–18 (incl. 8–300s)	16–20 (incl. 6–300s and 4–400s)	20–24 (incl. 8–300s and 4–400s)
<b>Cognate Requirements</b>			<b>Breadth Requirements</b>
As required by the specific major	As required by the specific major	As required by the specific major	Completion of a minor or completion of at least 6 electives outside of the disciplinary area of the concentration.
<b>Core</b>			
required	required	required	required
<b>Minor</b>			
required	required	required	see above
<b>Internship Limits</b>			
2 courses (6 credits)	2 courses (6 credits)	2 courses (6 credits)	5 courses (15 credits)
<b>GPA Required</b>			
Cumulative GPA: 4.00 Major GPA: 4.00 Minor GPA: 4.00	Cumulative GPA: 4.00 Major GPA: 6.00 Minor GPA: 4.00	Cumulative GPA: 5.00 Major GPA: 7.00 Minor GPA: 4.00	Cumulative GPA: 5.00 Conc. GPA: 7.00 Minor GPA: 4.00
* The BBA Honours Concentrations are allowed exceptions to this rubric. See the 2022-23 Academic Calendar for more information.			
<b>NOTE:</b> All programs have specific requirements that students must successfully complete. See pages 59-105. Additionally, graduation requirements for the Bachelor of Education program can be found on pages 52-54 and 73.			

## Residency

Normally, the final 10 courses of the four-year general degree program must be completed at Redeemer, typically in two successive terms of full-time study. Normally, the final 20 courses of the honours or program specific degree program must be completed at Redeemer, typically in four successive terms of full-time study.

Students who have completed a minimum of 10 (general degree) courses or 20 (honours or program specific degree) courses at Redeemer may include in their final year up to four courses

completed by letter of permission or courses completed as part of an approved study abroad program. 80% of the senior level (300- and 400-level) courses in a major/concentration 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.

## Major Concentration

Students must complete a departmental concentration of studies (min. of 10 courses). For graduation, the GPA required in the major is noted in the chart on page 47. Students must complete at least four courses at Redeemer for a general major and at least six courses at Redeemer for an honours major. No one course may count towards both a major and a minor/second major.

## Minor Concentration

The completion of a secondary area of concentration (6 or 7 courses) is required in most programs (see chart on page 47). At least two courses in a minor must be at the 300-level. Students must complete at least 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 may also include related requirements or professional courses beyond the major/minor.

## Changing Degrees After Graduating

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

Students may change their degrees in the following ways:

- From a Four-Year General B.A. or B.Sc. degree to a Four-Year Major or Honours B.A. or B.Sc. degree
- From a Four-Year Major B.A. or B.Sc. degree to an Honours B.A. or B.Sc. degree
- From a Four-Year General, Major, or Honours B.A. or B.Sc. degree to a program specific degree (general or honours)
- From a program specific (general) degree to a program specific honours degree (only available for BBA programs)

In most situations, students will need to enrol in those courses needed to earn a higher degree in their major/concentration (i.e. from a 12 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.

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 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 59. Courses include:

- Contemporary Studies 110 - Introduction to Reformed Worldview
- 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
- Contemporary Studies 410 - Core Capstone Experience

NOTE: Students who transfer into year two at Redeemer will be waived from CTS-110 and one of HUM-110/120.

## 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 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 of 4.00 (C-) and a major 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 or Honours Program in Arts

Students may be admitted to the four-year major or 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 or 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 or 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 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 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 degree program; (2) a major departmental GPA of 6.00 for the four-year major degree program and 7.00 for the 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>Related Requirements:</b>	Only as required by the specific major, minor, or both.
<b>Electives:</b>	May be taken in any area of interest.
<b>Model Program</b>	Degree maps can be obtained from the Admissions Office or website. Academic advisors in the Registrar's Office assist students with course planning & registration.

## BBA Honours and BBA Degree Programs

Students may be admitted to the BBA Honours or BBA degree program (in one of four concentrations) at the time of admission to the university if an admission average of 80% has been achieved and the required prerequisite courses have been completed. To apply to the BBA Honours or BBA degree program after enrolling at the university, students must speak with an academic advisor in the Registrar's Office. To be eligible for admission to the program after year one at Redeemer, students must have the following: (1) completed BUS-121 and 122; (2) achieved a cumulative GPA of 5.00; and (3) achieved a departmental GPA of 7.00.

To maintain their status in the BBA Honours or BBA degree program, students must achieve a cumulative GPA of 5.00 and a departmental GPA of 7.00.

To meet graduation requirements, students must have the following: (1) a cumulative GPA of 5.00; (2) a departmental GPA of 7.00; (3) have completed all core and concentration requirements; and (4) have completed a minimum of 40 courses (120 credits).

## Bachelor of Kinesiology Degree Program

Students may be admitted to the Bachelor of Kinesiology (B.Kin) degree program at the time of admission to the university if an admission average of 80% has been achieved and the required prerequisite courses have been completed. To apply to the B.Kin degree program after enrolling at the university, students must speak with an academic advisor in the Registrar's Office. To be eligible for admission to the program after year one at Redeemer, students must have the following: (1) completed KPE-118 and 119; (2) achieved a cumulative GPA of 5.00; and (3) achieved a departmental GPA of 7.00.

To maintain their status in the B.Kin degree program, students must achieve a cumulative GPA of 5.00 and a departmental GPA of 7.00.

To meet graduation requirements, students must have the following: (1) a cumulative GPA of 5.00; (2) a departmental GPA of 7.00 and a minor GPA of 4.00; (3) have completed all core, concentration, and minor requirements; and (4) have completed a minimum of 40 courses (120 credits).

## Co-operative Education Programs

Each Redeemer University Co-operative Education Program consists of the Co-op Preparatory course and two eight-month 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 of the Career Centre 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 BBA concentrations), Kinesiology (all programs), and Honours Mission & Ministry.

### Admission Requirements

Students must satisfy the following requirements to be considered for full admission to a Co-operative Education Program: (1) a minimum cumulative and major 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. Applications are received in the fall term of year two, for all programs. Students who do not possess minimum academic requirements may be considered for probationary standing until final year two grades are available.

### Continuation Requirements

Students must maintain a minimum cumulative and major 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 GPA continuation requirements will be removed from the program. 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. For other situations of removal per the *Guide*, appeals may be directed to the Experiential Learning Committee.

### Course Requirements

For Kinesiology and Honours Mission & Ministry, students should visit an academic advisor in the Registrar's Office to determine which courses should be completed prior to each work term. For the co-operative education program in Business (all BBA concentrations), students should visit with program faculty.

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

Enrolment in the BBA degree program is required. See below for courses that must normally be completed prior to work terms.

Yr.	Summer	Fall	Winter
1		Classes: BUS-121, BUS-127, ECO-121	Classes: BUS-122 and ECO-122
2		Classes: BUS-225, BUS-236, BUS-255	Classes: BUS-204, BUS-235, BUS-241, PSY-201, Co-op 101
3	Job Search	Classes (see below) & job search	Work Term 1
4	Work Term 1	Classes & job search	Classes & job search
5	Work Term 2	Work Term 2	Classes

Fall of Year 3 courses for Management concentration:

- BUS-312, 340, and 350

Fall of Year 3 courses for Marketing concentration:

- BUS-312, 350, and 354 or 357

Fall of Year 3 courses for Accounting concentration:

- BUS-313 and BUS-317 & 319 or BUS-315 & 318

### Accounting Co-operative Education Program

The Accounting Co-operative Education Program requires:

- Admission to the BBA Honours or BBA, Accounting Concentration degree program.
- Minimum cumulative GPA and departmental GPA of 7.00 throughout the Co-op Program.

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.

### Requirements for Chartered Professional Accountant Designation (CPA Designation)

Students who successfully complete the BBA Honours, Accounting Concentration degree will have all of the necessary subject area prerequisite courses to enter the CPA Professional Education Program (PEP). Students who successfully complete the BBA, Accounting Concentration degree program will have to take some additional courses prior to entering the PEP.

CPA Ontario requires minimum passing grades for certain Accounting courses to be counted for eligibility for the PEP.

An overall GPA of 65% in the CPA core courses is required for admission into the CPA PEP, with a minimum grade of 60% in each core course and 50% in non-core courses.

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 courses that can be counted towards its 40-course degree requirement.

After graduation, students can either complete the PEP directly through CPA Ontario or through a Graduate Diploma in Accountancy (GDip). McMaster University particularly welcomes applications from Redeemer students to its GDip.

Students should consult the CPA Ontario website for more information about specific courses and grade requirements.

### Requirements for Chartered Institute of Marketing Management of Ontario CEM Certification

Students who successfully complete the BBA Honours, Marketing Concentration or the BBA, Marketing Concentration are eligible to apply for the Certified Marketer certification through CIMMO. Students must graduate with a 7.00 GPA to qualify for the certification.

### Requirements for CIM | Chartered Managers of Canada CMP

Students who successfully complete any Redeemer BBA degree will meet the academic requirements for the Chartered Management Program (CMP). The CMP can lead to the Certified in Management (CIM) and Chartered Manager (CMgr) professional designations.

## 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 Science 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 of 4.00 (C-) and a major 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 or Honours Program in Science

Students may be admitted to the four-year major or 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 or 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 or 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 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 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 degree program; (2) a major departmental GPA of 6.00 for the four-year major degree program and 7.00 for the 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 from Biochemistry, Biology, Chemistry, Environmental Science, Health Sciences, Kinesiology, or Mathematics. Specific courses for a major are listed 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 or Health Sciences majors. A Biology minor is recommended for Kinesiology majors. A Mathematics or Environmental Science minor is recommended for Biochemistry majors.
<b>Related Requirements:</b>	Only as required by the specific major, minor, or both. See cognate requirements listed under each discipline in the <i>Courses of Instruction</i> section.
<b>Electives:</b>	May be taken in any area of interest.
<b>Model Program</b>	Degree maps can be obtained from the Admissions Office or website. Academic advisors in the Registrar's Office assist students with course planning & registration.

## Bachelor of Education Program

### Mission

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

Working within the worldview of the Reformed Christian faith, Redeemer University 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 Structure

The program is available as a consecutive, two-year, program. 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 candidates may also meet the academic requirements for the Christian School Teachers Certificate (CSTC) issued by Vocate Christian School Employees Association and endorsed by Edvance Christian Schools Association. 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. Students are required to attend all practicum days as scheduled by the Department of Education.

### Requests for Program Division Transfers

Candidate requests to change division focus (i.e. PJ to JI or JI to PJ) may be considered up until the end of Semester 1 of the B.Ed. program. Such requests will be considered by the Dean of the School of Education and are not guaranteed.

### Sanctions

All the policies of Redeemer University 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. 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 Dean of the School of Education in consultation with the Faculty Associates and the Associate Teachers involved.

## Transferring to the Bachelor of Education Program

Students may apply to transfer into Redeemer's Bachelor of Education program from another accredited teacher education program. Students must follow the normal application process for incoming B.Ed. applicants and must meet all B.Ed. admission requirements. Assuming admission standards are met, and space permits in the program, the student will be admitted. Transfer credit will be awarded based on a careful review of courses completed at the previous teacher education program and their equivalency to courses and/or electives in Redeemer's teacher education program. Grades of B- (70%) or above are required for transfer credit to be awarded. Up to 30 transfer credits can be applied towards completion of the B.Ed. program at Redeemer.

For students transferring in, the following conditions must be met for successful completion of the B.Ed. program at Redeemer:

- All courses and program requirements must be successfully completed, either by transfer credit or at Redeemer, as determined by the Dean of the School of Education and the Registrar.
- EDU-301, EDU-303, EDU-306, and Final Practicum must be completed at Redeemer.
- A minimum of 30 credits must be completed at Redeemer.
- All requirements must be met for O. Reg. 347/02, Schedule One before a recommendation will be sent to the OCT on the student's behalf.

For more information, please contact the School of Education.

## Consecutive Bachelor of 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 17.

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

*Please review the chart on page 16 for more information on 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 indigenous 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 School of Education faculty concerning their interest and qualifications for a career in teaching. Meeting minimum requirements does not guarantee admission to the program.

Model program can be found on page 54.

## Model Consecutive Teacher Education Program

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

Dramatic Arts: EDU-436

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

### Year 1: Fall

- Education 251, 310, 335, 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, or 334
- 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

### Year 1: Fall

- Education 251, 310, 335, 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, 436, 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 music lessons or ensembles) may not count towards requirements for professional certification, designation, or accreditation.

### Health Fields

Redeemer offers several programs that are particularly well suited for students interested in a career in health-related fields: Health Sciences, Biochemistry, Biology, and Kinesiology. It is important to note that there is a wide range of 'career overlap' possible between all of Redeemer's science programs as it relates to future jobs and possible graduate studies.

The Health Sciences program has two distinct honours streams that offer students a wide array of experience and knowledge in whole-person health. The Pre-Medicine Stream provides students near complete coverage of topics tested in the current MCAT, concurrent with a solid foundation in topics related to population health. The examination of biological, emotional, social, and spiritual aspects of health will uniquely prepare students for the application and interview processes of medical or other professional schools (dentistry, veterinary, or pharmacy). The Professional Stream maintains the interdisciplinary overview of health particular to the Health Sciences program while offering students greater freedom within upper year science electives; this stream also limits the math and physics requirements of the previous stream, as they may not be required for the student's intended field. The Professional Stream is well suited for students interested in nursing or other health-related fields, particularly ones that involve mental and emotional health, or health systems and research.

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

The honours Biochemistry program is best suited for students desiring a future in health- or life-sciences-related research or deeper studies. Graduates may also be able to arrange their programs to have appropriate preparation for medical school and/or joint PhD/MD programs.

The Kinesiology programs prepare students for a wide variety of health fields. Students in the B.Sc. (Honours) Kinesiology are well-prepared for careers in nursing, physiotherapy, occupational therapy, chiropractic, physician's assistant, podiatry/chiroprody, and health research, to name a few. The B.Kin. is specifically designed for students interested in proceeding directly into work as a Registered Kinesiologist. The B.Kin. and B.Sc. (Honours) programs prepare students to become registered with the CKO (College of Kinesiologists of Ontario). Along with Health Sciences, the Kinesiology programs are good preparation for many health professions that can be entered directly after graduation.

For some professional programs in health fields for which additional degree programs are required, 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 undergraduate program so that it also aligns with other interests. *Please note that individual program requirements may vary, and students should contact the institution/program they hope to apply to for more information.*

- Audiology and Speech-language Pathology (M.Cl.Sc.): Most programs require a completed bachelors degree and a small number of pre-requisite courses that can be a part of any of the health-related programs offered at Redeemer. Speech-language pathology programs generally also require a linguistics course that students could take through Letter of Permission or through Acadeum. Students are strongly encouraged to look at the different programs for their particular admissions requirements.

- Chiropractic (D.C.): Any of the health-related programs with a Chemistry minor (including Organic Chemistry courses) 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. Many students interested in a chiropractic vocation consider one of the Kinesiology programs.

- Medical, Dental (M.D., D.D.S.): 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 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.*

- **Nursing (2nd-entry RN programs, B.Sc.(N)):** While specific course requirements vary for these programs, students are encouraged to take the Honours Health Sciences: Professional Stream or a Kinesiology program, likely with a Biology or Chemistry minor. Students are advised to check with individual programs for particular requirements.

- **Optometry (D.O.D.):** 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 completion of the Optometry Admissions Test (OAT) – which is based on the content of first-year science courses and organic chemistry – and at least three years of a B.Sc. program (but may be more easily done after graduation); and preference is given to applicants who have maintained a full course load (i.e. five courses per term). The prerequisite courses can be found on the SOVS website and includes an ethics course. 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 program is recommended. However, it is important to note that there is a large variance in program requirements so students should review individual program requirements carefully.

- **Physician's Assistant (B.H.Sc.(PA)):** Programs for this 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.

- **Physiotherapy (M.PT. or M.Sc.Pt) or Occupational Therapy (M.Sc.OT):** The Honours Kinesiology B.Sc. program is the recommended undergraduate program, but the B.Kin. or the Honours Health Sciences Professional Stream should generally also be acceptable and provide the necessary courses. *Note that, for some occupational therapy programs, admission is not dependent on a particular undergraduate program so students should review individual program requirements carefully.*

- **Veterinarian (D.V.M.):** 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.

## Law

Prospective law school applicants should complete a major in a Bachelor of Arts program and should consider completing the minor in Law and Public Policy, and/or 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, 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 are advised to consult their intended seminary for its specific admission requirements.

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

<b>Core:</b>	In addition to meeting Redeemer's core requirements, pre-seminary students should plan to take the following courses: <ul style="list-style-type: none"> <li>• Language: one year of Greek</li> <li>• Religion 121 and a minimum of two other Religion &amp; Theology courses (see below). A minimum of 6 courses/18 credits from English, History, and Philosophy, with at least one course from each (see below).</li> <li>• At least two courses in Sciences and Social Sciences.</li> </ul>
<b>Major/Minor:</b>	The recommended disciplines are Religion & Theology, History, or Philosophy. <i>While these disciplines are recommended, our well-rounded liberal arts and sciences education can prepare you for seminary education regardless of your major/minor.</i>
<b>Related Requirements:</b>	The following courses are recommended: <ul style="list-style-type: none"> <li>• A course in Economics or Politics</li> <li>• English 201, 203, and/or 302</li> <li>• History 216 and 218</li> <li>• Philosophy 222, 224, and/or 226</li> <li>• Religion 340 and 356</li> </ul>
<b>Electives:</b>	Any area; additional courses in Religion & Theology or a language recommended.

## Off-Campus Study Programs

Redeemer University 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. Students 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 Registrar 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 courses may satisfy requirements towards 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, and Costa Rica.

Courses are available during three spring/summer terms. Academic credit is earned through Redeemer. Tuition rates are approximately \$2,950 USD per course and are paid to Redeemer, along with a fee for room & board (ranging from approximately \$480 to \$725 USD per week depending on site and session). More information about this program is available from the Environmental Science/Studies Department or visit [www.ausable.org](http://www.ausable.org).

## Financial Aid at Au Sable

As a Canadian Sustaining Partner College, all Redeemer University students receive a \$1,000 USD scholarship per course automatically. 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.

Au Sable offers several opportunities for financial aid, named scholarships, and grants/fellowships. Amounts are determined by academic merit, financial need, and date of application. Information on financial aid, including requirements and deadlines, can be found in the Au Sable bulletin at [www.ausable.org/college](http://www.ausable.org/college).

## Crandall University Oxford Program

This is 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 and History 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 courses towards their Redeemer degree. For more information, contact the Registrar's Office or visit [www.creationcsp.org](http://www.creationcsp.org).

## Studies Program in Contemporary Europe

Redeemer University, in co-operation with Viaa Christian University of Applied Sciences (in Zwolle NL), provides students an opportunity to spend the winter term studying off-campus in the Netherlands in a unique learning situation while earning up to five courses of credit. Courses are offered in the Dutch language, Dutch art and culture, as well as various elective options. For more information, contact the Registrar's Office at Redeemer.

## TWU Laurentian Leadership Program

This program, offered by Trinity Western University, provides students in a variety of majors with an opportunity to live and study in downtown Ottawa while taking advantage of unique internship opportunities. Students take three courses on Governmental Leadership, Public Affairs & Ethics, and Canadian Cultural Change. Each course 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. Internships have included working in a Member of Parliament's office, a political party office, a national media outlet, a business office in accordance with special interests, and a non-government agency. Students should visit [www.twu.ca/laurentian](http://www.twu.ca/laurentian) and consult the Registrar's Office for more information. *Note: POL-210 is a required prerequisite.*

## CCCU GlobalEd

Redeemer University is a member of the Council for Christian Colleges and Universities which offers a range of study abroad programs through GlobalEd. Contact the Registrar's Office for more information or visit [www.cccuglobaled.org](http://www.cccuglobaled.org).

## CityLAB Semester in Residence (Hamilton, ON)

CityLAB is an innovation hub that brings together student, academic, and civic leaders to co-create a better Hamilton. In conjunction with McMaster University and the City of Hamilton, Redeemer students can spend a term at CityLAB in downtown Hamilton working on various city projects in regards to healthy neighbourhoods, climate change, and municipal excellence. Students complete the equivalent of five courses, including CTS-410. Contact the Registrar's Office for more information.

## Certificate Programs

New certificate programs are currently under development. More information will be made available at [www.redeemer.ca/certificates](http://www.redeemer.ca/certificates).

## Understanding Course Descriptions

**Courses are listed by department/discipline along with requirements for the department's major(s) and minor(s).**

Department/Discipline Identity (see listing below)

**###-### Course Title (F/W)\***

Course numbering generally conforms to the following policies:

- 100-level courses are normally for Year 1 and 2 students and typically must be completed by the end of Year 2. 100-level electives may not be taken beyond Year 2.
- 200-level courses are normally for Year 2, 3 and 4 students. 200-level courses are typically not open to Year 1 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 2024-25 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 Registrar if the course will be offered in any given year.
- Students must meet the listed pre-requisites for courses.
- Students may take 300-level courses beginning in 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 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/Discipline Identity Table

APS Applied Social Sciences	HIS History
ART Art	HUM Humanities
BIO Biology	KPE Kinesiology & Physical Educ.
BUS Business	MAT Mathematics
CHE Chemistry	MCS Media & Communication
CSC Computer Science	MUS Music
CTS Contemporary Studies	PHL Philosophy
ECO Economics	PHY Physics
EDU Education	POL Politics & Int'l Studies
ENG English	PSY Psychology
ENV Environmental Studies	REL Religion & Theology
GEO Geography	SCI Sciences
HSC Health Sciences	SPA Spanish

## 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; Non-Western Perspectives

**Year Four:** CTS-410

Note: With the exception of the Local/Global Issues and Non-Western Perspectives electives, core courses must be completed at Redeemer.

### CTS-110 Introduction to Reformed Worldview (W)

This course explores the meaning and application of a Reformed, Christian worldview from an interdisciplinary perspective, including its posture to the major challenges of our time, such as sexuality and identity, consumerism and corporate power, populism and political power, and scientific and technological transformations.

*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 Christianity was shaped, and shapes, philosophy, and how Christian philosophy, in turn, plays a foundational role in academic study. Students will be introduced to key elements in Christian philosophy and theology that will help them develop as human beings, Christians and students.

*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 requirement.*

**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 requirement.*

**CTS-410 Core Capstone Experience (F/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.

Prerequisite: Year 4 standing

**Extra-disciplinary Courses**

*For-credit courses may be offered by academic-support and co-curricular centres at Redeemer University. These courses are listed below.*

**INV-210 Design Thinking for Innovation (W)**

Design Thinking is an essential skill for success in any career or discipline. In this course, students will discover and apply the principles that are at the core of this human centric, problem-solving methodology that is a natural extension of God's call for us to love our neighbours. Utilizing an active-learning approach, students will explore a community-based problem and create an innovative solution, including building and testing a prototype and creating an implementation plan.

**Applied Social Sciences**

**Honours Major: Social Work Stream (20 courses)**

- APS-101; 120; 201; 215; 236; 245; 255; 321; 329; 332; 342; 351; 380; 428; 435; 480;
- Two of APS-223, 235, 241;
- Two APS-400-level electives

**General Major: (12 courses)**

- APS-101; 120; 215; 321; 381; 428;
- Two of APS-223, 235, 241, 255;
- One of APS-236, 332, 342;
- One of APS-245, 329, 351;
- One of APS-339, 341, 355;
- One APS-400-level elective

**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

**Minor: Criminal Justice (7 courses)**

- APS-120; 241; 381; 441;
- One of BUS-235, POL-121, PSY-321;
- Two of APS-255, APS-332, APS-339, APS-341, PSY-255

**Minor: Disability Studies (7 courses)**

- APS-120; 332; 381; 432;
- Three of APS-215, APS-236, APS-351, KPE-315, PSY-321, PSY-327, 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-351, HIS-439, POL-346, PHL-337;
- One of APS-255, 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 (W)**

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 various skills related to community practice.

**APS-241 Sociology of Crime and Deviance (F)**

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-255 Introduction to Indigenous Peoples in Canada (F)**

(Formerly APS-455). This course is an introduction to the histories, cultures, and worldviews of First Nations, Inuit, and Metis peoples in Canada, collectively referred to as Indigenous peoples. The course provides an initial pathway for students to better understand the relationships between Indigenous and non-Indigenous peoples in Canada, including challenges and issues endured by Indigenous peoples in Canada that have resulted from European colonization. Students will explore the complexities of reconciliation and consider how the concept of shalom could be used to pursue meaningful acts of reconciliation at the personal and communal level.

**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 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** (F)

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 Integration 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 internship over one term. The internship course is comprised of field work and an in-class component. See page 45 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. The internship course is comprised of field work and an in-class component. See page 45 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 Dept. 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. Students will learn various theories used at micro, mezzo, and macro levels of practice.

Prerequisite: APS-329; Year 4 standing

**APS-437 Social Work in Mental Health & Addictions** (F)\*

This course offers an intro to social work practice in mental health & addictions, emphasizing the integration of a Christian perspective. It will explore assessment & intervention techniques, as well as incorporating policy, practice, and research in mental health and addiction services.

Prerequisite: APS-215; Year 3 or 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-445 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-448 Child Welfare** \*

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 Integration Seminar II** (F/W)

This course provides students who have completed APS-380 with 120 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 postgraduate educational and employment opportunities. The internship course is comprised of field work and an in-class component. See page 45 for information on internships.

Prerequisite: Minimum departmental GPA of 7.0 and a minimum final grade of B+ in 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. *Materials fee applies.*

**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. *Materials fee applies.*

**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. *Materials fee applies.*

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 Oil Painting** \*

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. *Materials fee applies.*

Prerequisite: ART-115

**ART-216 Concepts, Materials, and Experiments** (F)\*

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. Studio course, six hours a week.

**ART-235 Pre-Modern Art History** (HIS-211) (W)\*

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.

**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-335 Contemporary Art Worldwide \***

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. *Materials fee applies.*

Prerequisite: ART-313 and permission of the department

**ART-385 Independent Study**

For information on setting up an independent study see page 44.

**Biology**

For the Biochemistry Program see page 71.

**Honours Major: (16 courses)**

- BIO-121; 122; 222; 232; 242; 261; 335;
- BIO-381/382/383/384;
- 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; 222; 232; 242; 261; 335;
- BIO-381/382/383/384;
- 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-121, PHY-115, PHY-121

**Minor: (6 courses)**

- BIO-121; 122;
- Two of BIO-222, 232, 242, 261;
- Two BIO-300- or 400-level electives (excluding 381-384, 480, 485, 490)

Cognate Requirement:

- CHE-121

Notes:

- For Professional Preparation see page 55.
- Students may take 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)**

This course focuses on the molecular and cellular processes in living organisms. Topics covered in lecture and laboratory include: the structure and function of biomolecules, cell membranes, organelles, and cells; genetic replication and expression; cell cycle; and energy metabolism. Includes a bi-weekly three-hour lab. *Materials fee applies.*

Prerequisite: Grade 12 U Biology or permission of the department

**BIO-122 Fundamentals of Biology II (W)**

This course explores the broad branches of the tree of life and how organisms interact with each other and with the environment. The structure and function of representative species of bacteria, protists, fungi, plants, and animals are examined in lecture and laboratory. Phylogeny and the theory of evolution are covered and discussed within a Christian framework. Includes a bi-weekly three-hour lab. *Materials fee applies.*

Prerequisite: BIO-121 or permission of the instructor

**BIO-222 Flora & Fauna of Southwestern Ontario (ENV-225) (W)**

Studies of local plants, animals, and fungi and their native habitats within Southern Ontario. The course will emphasize different organismal groups, e.g., plants, birds, reptiles, amphibians, arthropods, mammals, fish, or fungi. Endangered species and conservation efforts will be highlighted. Includes required field trips.

Prerequisite: BIO-122

**BIO-232 Ecology and Evolution (ENV-235) (F)**

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. *Materials fee applies.*

Prerequisite: BIO-122

**BIO-242 Cell and Molecular Biology (F)**

A study of the structure and function of cells as the fundamental building units of living organisms. Topics include, but are not restricted to the molecular constituents of cells, major cell organelles, endo/exocytosis, intracellular signaling, cell growth and metabolism, 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. *Materials fee applies.*

Prerequisite: BIO-122 and CHE-121

**BIO-261 Genetics (W)**

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. *Materials fee applies.*

Prerequisite: BIO-122 and CHE-121

**BIO-325 Vertebrate Zoology \***

An introduction to the taxonomic groups of vertebrate organisms and their defining features. Topics include comparative morphology, reproduction, development, environmental adaptation, and development of vertebrate organ systems. Includes a weekly three-hour lab or field trips. *Materials fee applies.*

Prerequisite: BIO-122

**BIO-333 Field Biology (ENV-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. *Materials fee applies.*

Prerequisite: BIO-232

**BIO-335 Perspectives on Evolution (Capstone) (W)\***

An examination of the science, history and philosophy of science, and biblical interpretation as it relates to the development of the theory of evolution and evolutionary worldviews. Students and faculty will evaluate and discuss together various perspectives on evolution and communicate their own understanding of evolution from a Christian worldview.

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) (F)**

**BIO-343 Plant Physiology (W)\***  
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. *Materials fee applies.*

Prerequisite: BIO-122

**BIO-351 Microbiology (F)**

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. *Materials fee applies.*

Prerequisite: BIO-242

**BIO-361 Biochemistry I: Structures and Functions of Biomolecules (CHE-361) (F)**

**BIO-363 Developmental Biology (F)\***

A study of the molecular and cellular events involved in the development of plants and animals. Emphasis is placed on certain model organisms and topics covered include oogenesis, spermatogenesis, fertilization, cleavage, morphogenesis, cell interactions, induction, cell differentiation, pattern formation, and sex determination. Includes a weekly three-hour lab. *Materials fee applies.*

Prerequisite: BIO-261

# COURSES OF INSTRUCTION

## **BIO-381 Senior Seminar I (CHE/ENV-381) (F)\***

## **BIO-382 Senior Seminar II (CHE/ENV-382) (W)\***

## **BIO-383 Senior Seminar III (CHE/ENV-383) \***

## **BIO-384 Senior Seminar IV (CHE/ENV-384) \***

These courses consist of a weekly one-hour seminar that explores the contexts for the discipline 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 a Biology major

## **BIO-426 Comparative Animal Physiology (W)\***

This course examines different physiological processes seen in the animal kingdom that allow organisms to maintain homeostasis while inhabiting diverse climates and dynamic environments. Topics include aquatic and aerial respiration, cardiovascular systems, water and solute balance, excretion, cellular energetics, membrane physiology, nervous systems, cell movement, and endocrinology. Includes a weekly three-hour lab. *Materials fee applies.*

Prerequisite: BIO-242 or 325

## **BIO-442 The Biology of Cancer \***

This course gives an overview of the molecular biology and hallmarks of cancer. Topics include etiology, genetics, cellular characteristics of cancer, metastasis, and treatment. This course will also introduce the major imaging methods used to identify cancer and provide a framework for how cancer develops. This course will involve interdependent and independent learning, in the forms of presentations or discussions.

Prerequisite: BIO-242 and 261

## **BIO-445 Toxicology (ENV-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. *Materials fee applies.*

Prerequisite: BIO-242 or 261

## **BIO-462 Biochemistry II: Enzymes and Metabolism (CHE-462) \***

## **BIO-463 Advanced Techniques in Biochemistry & Molecular Biology (CHE-463) (W)\***

## **BIO-480 Internship**

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 45 for information on internships.

Prerequisite: Year 4 standing

## **BIO-485 Honours Independent Study**

Available in areas that are not currently covered in, or are the focus of, other 400-level courses. Some examples are: nutrition, parasitology, mycology, zoonotics, developmental biology, cancer, botany. The area of study needs to be approved and supervised by a faculty member. For information on setting up an independent study see page 44.

Prerequisite: Year 4 standing

## **BIO-490 Honours Research Project**

This course is typically a one-term undergraduate student research project that has been approved by a biology faculty. Students will plan and execute their research project then analyze, interpret, and present their results. The course is especially intended for students interested in continuing their scientific education at the graduate level. For more information on setting up an independent research project see page 45.

*Materials fee applies.*

Prerequisite: Year 4 standing

# Business

The School of Business offers several concentrations leading to the Bachelor of Business Administration degree: Accounting, Management, and Marketing. The first two years of these programs are common for all concentrations. The School of Business also offers a general major leading to a BA degree and two minors. The concentrations do not require a minor. For information on the Co-operative Education Program see page 50.

**\*\*The BBA programs require careful planning from Year 1\*\***

## **Accounting Concentration**

### **BBA Honours: (28 courses)**

- BUS-121; 122; 127; 204; 225; 235; 236; 241; 255; 313; 315; 317; 318; 319; 330; 336; 341; 345; 363; 414; 417; 419; 425; 430; 465;
- ECO-121; ECO-122; PSY or MAT-201

### **BBA: (24 courses)**

- BUS-121; 122; 127; 204; 225; 235; 236; 241; 255; 313; 315; 317; 318; 319; 341; 345; 414; 417; 419; 430; 465;
- ECO-121; ECO-122; PSY or MAT-201

## **Management Concentration**

### **BBA Honours: (28 courses)**

- BUS-121; 122; 127; 204; 225; 235; 236; 241; 255; 336; 340; 341; 345; 350; 425; 430; 465;
- One of BUS-312 or 313;
- ECO-121; ECO-122; PSY or MAT-201;
- One Management course from BUS-363, 442, 461, 480;
- Two courses from EACH of the following areas:
  - Accounting: BUS-315, 317, 318, 319, 414, 420
  - Marketing: BUS-352, 354, 357, 452, 455
  - Not for Profit Management: BUS-330, 337, 365, 462, 466

NOTE: At least six courses must be at the 400-level

### **BBA: (24 courses)**

- BUS-121; 122; 127; 204; 225; 235; 236; 241; 255; 340; 341; 345; 350; 430; 465;
- One of BUS-312 or 313;
- ECO-121; ECO-122; PSY or MAT-201;
- One 300- or 400-level BUS elective;
- One course from EACH of the following areas:
  - Accounting: BUS-315, 317, 318, 319, 336, 414
  - Marketing: BUS-352, 354, 357, 452, 455
  - Management: BUS-363, 442, 461
  - Not for Profit Management: BUS-330, 337, 365, 462, 466

NOTE: At least four courses must be at the 400-level

## **Marketing Concentration**

### **BBA Honours: (28 courses)**

- BUS-121; 122; 127; 204; 225; 235; 236; 241; 255; 312; 336; 341; 345; 350; 352; 354; 357; 365; 425; 430; 452; 455; 461; 465;
- ECO-121; ECO-122; PSY or MAT-201;
- One of BUS-318, 330, 337, 340, 353, 363, 414, 480

### **BBA: (24 courses)**

- BUS-121; 122; 127; 204; 225; 235; 236; 241; 255; 312; 341; 345; 350; 354; 357; 430; 455; 465;
- ECO-121; ECO-122; PSY or MAT-201;
- Three of BUS-352, 365, 452, 461

## **Not-for-Profit Management Concentration**

*Admission into this concentration has been suspended effective November 2023. Students who are interested in Not-for-Profit Management should use some of their electives in the Management concentration to add courses from the Not-for-Profit area to increase their expertise.*

### **General Major leading to a BA: (12 courses)**

- BUS-121; 122; 127; 204; 225; 236; 241; 255; 430; 465;
- Two of BUS-312, 318, 330, 336, 337, 340, 341, 345, 350, 352, 353, 354, 357, 363, 365

NOTE: A second major or minor is required; ECO-121 and 122 are recommended.

### **Minor: (6 courses)**

- Two of BUS-121, 122, 127;
- Two BUS-300- or 400-level electives;
- Two BUS-200-, 300-, or 400-level electives

### **Minor: Not-for-Profit Management (6 courses)**

- Two of BUS-121, 122, 127;
- BUS-330;
- Three of BUS-337, 365, 420, 462, 466

## **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 Introduction to Management Decisions (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

## COURSES OF INSTRUCTION

### **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

Normally required in Year 1 for Business students

### **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: Year 2 standing; BUS-127 recommended

### **BUS-225 Management Information Systems** (F)

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-235 Business Law** (W)

(Formerly BUS-335). 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.

### **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-253 Personal Finance: The Myths, Mysteries, and Marvels of Money** \*

Discover the world of Scripturally-directed personal finance. Uncover the myths, mysteries, and marvels of wealth creation by examining attitudes about money from around the world. Develop God-honouring models of stewardship towards earning, spending, saving, investing, and giving as you assume responsibility for managing your finances.

Anti-requisite: BUS-353. This course is not open to Business majors and minors.

### **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 or 122; Year 2 standing

### **BUS-312 Intermediate Accounting for Decisions** (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 127 and BUS-204

### **BUS-313 Intermediate Financial Accounting I** (F)

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

### **BUS-315 Introductory Assurance Services** \*

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 or BUS 317

### **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: BUS-127

### **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** (F)

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 human resources; marketing and communications to the variety of stakeholders served; program evaluation; and governance.

### **BUS-336 Finance II** (W)

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 & Fundraising** \*

Explore the spirituality of philanthropy, the psychology of donor behaviour, and the 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

### **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 Concentration 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** (F)\*

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.

Anti-requisite: BUS-253

### **BUS-354 Digital and Social Media Marketing** \*

Explore the rapidly-evolving field of digital and social media marketing. Use web analytics 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 Global 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

### **BUS-363 International Business** (W)

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

## COURSES OF INSTRUCTION

### **BUS-365 Social and Behavioural Marketing** \*

Discover how to craft marketing campaigns that influence social and behavioural change. Understanding the steps in the marketing planning process will enable you to focus your marketing plan; select the target audiences; establish behavioural change objectives; and determine what it will take to influence others.

### **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-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-420 Financial Management for Not-for-Profits** \*

Discover how financial management skills are essential to make stewardly decisions in not-for-profit organizations. Learn how to develop budgets, analyze financial statements, establish accountability mechanisms to protect the organization's resources, and evaluate the sustainability of programs.

Prerequisite: BUS-330

### **BUS-425 Data Analytics** (W)

Explore the world of data. Discover how to transform data and develop the insights needed to make wise, practical, creative, and innovative decisions; to solve problems; and to evaluate organizational or project results. Using appropriate analytic tools like spreadsheets and statistical software, delve into the data generated in all disciplines and functional areas of business.

Prerequisite: MAT/PSY-201

### **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-442 Canadian Labour Relations** \*

Develop knowledge and competencies in the field of labour-management relations, including the laws and practices surrounding union organization, collective bargaining, administration of contracts, and dispute settling-procedures.

Prerequisite: BUS-241

### **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 business situations using the case method and a client project. Analyze marketing opportunities and challenges in a variety of different 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: Year 4 standing

### **BUS-462 Social Enterprise** (W)\*

Discover how to design and launch a social enterprise. Become an agent of change in your community as you recognize socially innovative opportunities, develop structures, and raise funding. Measure the impact of your sustainable social venture.

### **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 the 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-341 recommended to ensure sufficient experience with case-study method.

### **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**

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 45 for information on internships.

Prerequisite: Year 4 standing and approval from the Dean. Offering of internships is dependent on available opportunities and/or faculty supervisors. First priority is given to students who are not in the Co-operative Education Program in Business.

### **BUS-485 Independent Study**

For information on setting up an independent study see page 44. Independent studies are rarely offered given the extensive course offerings available.

## COURSES OF INSTRUCTION

## Chemistry

### **Honours Major: Biochemistry (18 courses)**

- BIO-121; 122; 242; 261; 351;
- CHE-121; 122; 221; 222; 331; 341; 351; 361; 462; 463;
- CHE-381/382/383/384;
- One of BIO-442 or 445;
- One of CHE-480 or 490

Cognate Requirements:

- MAT-121; 122; 215; PHY-121; 122; SCI-310;
- ENV-222 recommended

Note: A mathematics or environmental studies minor is recommended for the Biochemistry honours major to ensure all course requirements can be completed in a four-year program.

### **General Major: Chemistry (11 courses)**

- CHE-121; 122; 221; 222; 331; 341; 351; 361; 462;
- CHE-381/382/383/384;
- One of CHE-480 or 490

Cognate Requirements:

- ENV-222; MAT-121; MAT-201 or 215; PHY-115 or 121; SCI-310

### **Minor: Chemistry (6 courses)**

- CHE-121; 122; 221;
- Two CHE-300- or 400-level electives (excluding 381-84, 480, 490);
- One CHE-200-, 300-, or 400-level elective (excluding 381-84, 480, 490)

### **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 bi-weekly three-hour lab. *Materials fee applies.*

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 bi-weekly three-hour lab. *Materials fee applies.*

Prerequisite: CHE-121

**CHE-221 Organic Chemistry I (F)**

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. *Materials fee applies.*

Prerequisite: CHE-122

**CHE-222 Organic Chemistry II (W)**

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. *Materials fee applies.*

Prerequisite: CHE-221

**CHE-331 Analytical Chemistry (W)\***

(Formerly CHE-231). 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. *Materials fee applies.*

Prerequisite: CHE-122

**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 \***

A study of the periodic trends in the properties of elements and their compounds. Topics include ions in aqueous systems and solids, coordination chemistry, oxidation and reduction reactions, transition metal complexes, atomic and molecular orbital theory, symmetry, materials chemistry, and bioinorganic chemistry. Includes a bi-weekly three-hour lab. *Materials fee applies.*

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 phenomena 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. *Materials fee applies.*

Prerequisite: CHE-122 and MAT-121; MAT-122 and PHY-122 recommended

**CHE-361 Biochemistry I: Structures and Functions of Biomolecules (BIO-361) (F)**

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. *Materials fee applies.*

Prerequisite: CHE-221; CHE-222 and BIO-242 are recommended

**CHE-381 Senior Seminar I (BIO/ENV-381) (F)\*****CHE-382 Senior Seminar II (BIO/ENV-382) (W)\*****CHE-383 Senior Seminar III (BIO/ENV-383) \*****CHE-384 Senior Seminar IV (BIO/ENV-384) \***

These courses consist of a weekly one-hour seminar that explores the contexts for the disciplines of chemistry and environmental science, 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 science. (0.75 credits each)

Prerequisite: Year 3 or 4 standing in the Biochemistry or Chemistry major

**CHE-462 Biochemistry II: Enzymes and Metabolism (BIO-462) \***

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. *Materials fee applies.*

Prerequisite: CHE-361

**CHE-463 Advanced Techniques in Biochemistry & Molecular Biology (BIO-463) (W)\***

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. *Materials fee applies.*

Prerequisite: BIO-261, 351, 361; HSC-342 is recommended

**CHE-480 Internship**

A one-term training experience in an area of chemistry or biochemistry. The purpose of the internship is to provide students with on-the-job experience, to help students in making career decisions, and to prepare students for post-graduate education and/or employment opportunities. See page 45 for information on internships.

Prerequisite: Year 4 standing

**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 faculty-approved research project. For more information on setting up an independent research project see page 45. *Materials fee applies.*

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.

Prerequisite: Grade 12 U mathematics

**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**

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-251, 307, 310, 322, 325, 326, 329, 334, 335, 404
- 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-222, 251, 307, 310, 321, 322, 325, 326, 329, 335, 404, 436, 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 successful completion of the program. Refer to pages 52-54 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.
- Students in the primary/junior division wishing to teach in a French immersion setting may request to do so in their fourth term placement. Such placements are dependent on satisfactory achievement on oral and grammar proficiency tests. Please note that participation in French immersion settings does not certify P/J candidates for French immersion or FSL teaching. For more information, consult the School of Education.

**Teaching Subject Requirements:**

Dramatic Arts: EDU-436

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

# COURSES OF INSTRUCTION

## **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) seeks 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 the exploration and 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 minimum spread over the term). 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 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 in Education (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 reflecting the Ontario Literacy curriculum's expanded understanding of literacy. 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 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 and how they fit within the framework for the UN's Sustainable Development Goals. (1.5 credits)

# COURSES OF INSTRUCTION

## **EDU-325 Collaborative Workspaces and Restorative Practices (PJI)(W)**

This course provides students with the opportunity to consider the nature and development of a collaborative learning community from a Christian perspective, as well as the potential impacts such a community might have beyond the classroom. It explores cooperative and collaborative learning elements, considering how they could inform and enable community and collaboration in the classroom. Potential issues and challenges, as well as potential strategies to address them will be identified. The course also considers the nature and purpose of the use of restorative practices in education. The course will provide students with the opportunity to consider the relationship between their teacher identity, view of learning, and the culture they will seek to establish in their classrooms. (1.5 credits)

## **EDU-326 Environmental Education (PJI) (F)**

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 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: This course may be considered an equivalent pre-requisite for the FSL Part II AQ course for qualified teachers in the junior/intermediate division with a French teaching subject; however, the course is not equivalent to the FSL Part I AQ course and will not be noted on the Certification of Qualification by the OCT.

NOTE: Students wishing to take French as a teaching subject are advised that there is a GAT: Grammar Accuracy Test 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 (PJI) (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: Visual Arts, Drama, and Music (PJ) (F)**

This course will be divided into three modules: visual art, drama, and music. All three modules will address pedagogical content knowledge, practical applications of specialized concepts, and applications to the Ontario curriculum expectations and assessment practices. The visual arts emphasize an introductory understanding to the materials and instructional techniques of artistic processes while developing visual expression, appreciation, and reflection. Drama will address the theoretical and practical teaching of dramatic forms while the Music module will encourage theoretical and practical applications of instructional techniques and musical concepts. Topics relevant for the P/J division include instructional method and strategies, authentic assessment practices, artistic growth and creatively, lesson planning, resource development, Christian perspective, and personal artistic growth.

## **EDU-333 Teaching the Arts: Visual Art, Drama, and Music (JI) (F)**

This course will be divided into three modules: visual art, drama, and music. All three modules will address pedagogical content knowledge, practical applications of specialized concepts, and applications to the Ontario curriculum expectations and assessment practices. The visual arts emphasize an introductory understanding to the materials and instructional techniques of artistic processes while developing visual expression, appreciation, and reflection. Drama will address the theoretical and practical teaching of dramatic forms while the Music module will encourage theoretical and practical applications of instructional techniques and musical concepts. Topics relevant for the J/I division include instructional method and strategies, authentic assessment practices, artistic growth and creatively, lesson planning, resource development, Christian perspective, and personal artistic growth.

## **EDU-334 Play-based Learning & Teaching in the JK and SK Program (PJ) (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. Students wishing to be in a kindergarten practicum must take this course. (1.5 credits)

## **EDU-335 Early Elementary Reading Practices (PJ) (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. It is strongly recommended that students interested in Special Education or working with struggling readers at the JK-Grade 3 level take this course.

## COURSES OF INSTRUCTION

### **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 (W)**

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 identifies and explores 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. The course challenges students to identify their vision for classroom management, as well as to develop a plan for specific strategies for enacting their vision. (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 literary 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 intermediate 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-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-436 Teaching Dramatic Arts (JI) (F)**

This course provides teacher candidates who have identified dramatic arts as their intermediate division teaching subject with a sustained focus on dramatic arts curriculum and pedagogy. Building on the foundation established in EDU-333, this course will provide depth and breadth for the effective teaching of dramatic arts in the intermediate grades. (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 five 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. (1.5 credits)

**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-215, 241, 251, 340;
- One of ENG-322 or 332;
- One of ENG-341, 342, 361;
- One of ENG-343, 345, 346;
- One of ENG-347, 357, 376;
- One additional course from ENG-341, 342, 343, 345, 346, 347, 357, 361, 376;
- Four ENG-400-level electives

**Honours Major: Writing Stream (16 courses)**

- ENG-103; 104; 201; 315; 403;
- One of ENG-203 or 213;
- One of ENG-222, 232, 257, 261;
- One of ENG-215, 241, 251, 340;
- Three of ENG-231, 302, 303, 304, 305, 306, 307, 380;
- One of ENG-341, 342, 343, 345, 361;
- One of ENG-322, 332, 346, 347, 357, 376;
- Three ENG-400-level electives

**General Major: Literature Stream (12 courses)**

- ENG-103; 104; 201; 315;
- One of ENG-222 or 232;
- One of ENG-257 or 261;
- One of ENG-215, 241, 251, 340;
- One of ENG-341, 342, 361;
- One of ENG-343, 345, 346;
- One of ENG-347, 357, 376;
- One additional course from ENG-341, 342, 343, 345, 346, 347, 357, 361, 376;
- One ENG-200- or 300-level elective

**General Major: Writing Stream (12 courses)**

- ENG-103; 104; 201; 315;
- One of ENG-222, 232, 257, 261;
- One of ENG-215, 241, 251, 340;
- Four of ENG-203, 213, 231, 302, 303, 304, 305, 306, 307, 380;
- One of ENG-341, 342, 343, 345, 361;
- One of ENG-322, 332, 346, 347, 357, 376

**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, 231, 302, 303, 304, 305, 306, 307 (at least two courses must be at the 300-level)

NOTE: Students in the honours or general major are strongly recommended to take a second language.

**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? In this course we will develop our interpretive skills to understand more fully the ways by which we engage the poetry and drama of the past and present. We will be reading works by writers in the traditional English literary canon and by writers who are Black, indigenous, and people of colour in order for us to have a dialogue with a wide range of poems and plays, then and now.

**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: 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

**ENG-213 Playwriting \***

This course 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: ENG-201 or permission of the instructor

**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, Roman, and Norse mythology.

Prerequisite: ENG-103 or 104 or permission of the instructor

**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

**ENG-231 Screenwriting (MCS-231) (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) \***

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 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 from various literary critical perspectives, such as formalism, Postcolonialism, and disability studies. Topics include adolescent development; the construction of gender; faith and "make believe"; literary awards; the Disneyfication of children's literature; and the representation of alterity.

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 Defoe, Austen, Dickens, Hardy, Woolf, Forster, Orwell, and Barnes.

Prerequisite: ENG-103 or 104

**ENG-261 British Drama Survey \***

An introduction to drama in English from the medieval, Renaissance, Restoration, Victorian, Modern, and contemporary periods. Students will read, watch, discuss, review, and analyze six plays over the course of the semester in order to develop a fuller understanding of drama in general and of English dramatic literature in particular.

Prerequisite: ENG-103 or 104

# COURSES OF INSTRUCTION

## **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 Writing Fiction (F/W)**

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 \***

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-306 Writing Poetry \***

An intermediate course in the writing of poetry, using a workshop format. Students will gain experience in crafting poems through attention to a full range of poetic elements and to different genres. Poems by other writers will be studied in the light of basic principles of form. Through such writing and study, students will cultivate a Christian aesthetic of poetry.

Prerequisite: ENG-203 or 213

## **ENG-307 Writing Creative Nonfiction (F)\***

An intermediate course in the writing of creative nonfiction, using a workshop format. Students will gain experience in crafting creative nonfiction through attention to a full range of formal elements and to different genres (e.g. memoir, personal essay, segmented writing, portraits, place essays, and narrative journalism). Works by other writers will be studied in the light of basic principles of form and genre. Through such writing and study, students will cultivate a Christian aesthetic of creative nonfiction.

Prerequisite: ENG-203 or 213

## **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 present. We will read and discuss selections from classic approaches to literature and hear formal presentations on influential contemporary critical theories. We will be debating the strengths and weaknesses of these approaches and theories as students in the English program—as readers and as writers. The goal is for students to find their voice among historical and contemporary conversations about literature.

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-322 Contemporary Canadian Literature (W)\***

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 \***

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 (W)\***

A study of how the English language has evolved from a multitude of world languages into the world's first truly global language. Course units are devoted to phonology and the International Phonetic Alphabet; a historical survey of the English language from c. 800 to the present; and the current status of English globally, with special attention given to the effects of technology on traditional reading and literacy.

Prerequisite: ENG-257 or 261

## **ENG-341 Medieval English Literature \***

A study of the poetry and prose of medieval England, with special attention to the Old English *Beowulf* and the Middle English works of Chaucer and the Gawain-Poet. Students will consider how contemporary research and literary-critical methods open up these ancient texts and reinvigorate their reception among readers in the present.

Prerequisite: ENG-257 or 261

## **ENG-342 Sixteenth-Century English Literature (F)\***

A study of the poetry and prose of early-modern England from the Sixteenth and early Seventeenth Centuries, including Shakespeare's non-dramatic poetry and major works by Sidney, Spenser, and Marlowe. Attention will be given to the historical contexts of Henrician and Elizabethan courts, wherein the great writers sought royal patronage.

Prerequisite: ENG-257 or 261

## **ENG-343 Seventeenth-Century English Literature \***

The literature of the late Renaissance in England, from the reign of James I to the Restoration, including works by Wroth, Donne, Herbert, and Milton.

Prerequisite: ENG-257 or 261

## **ENG-345 Nineteenth-Century English Literature I: Romantic \***

Close study of major writers who characterize English Romanticism (1790-1830) in their ideas about nature, imagination, the individual, society, and art. Representative writers include William Blake, Ann Radcliffe, Mary Robinson, Charlotte Smith, William Wordsworth, Samuel Taylor Coleridge, John Keats, Percy Shelley, Mary Shelley, and Lord Byron.

Prerequisite: ENG-257 or 261

## **ENG-346 Nineteenth-Century English Literature II: Victorian (F)\***

Close study of major writers who characterize the Victorian period (1830-1900), with its religious, scientific, social and literary debates. Representative authors include Alfred Tennyson, Elizabeth Barrett Browning, Robert Browning, Charles Dickens, Elizabeth Gaskell, George Eliot, Matthew Arnold, Christina Rossetti, Gerard Manley Hopkins, Augusta Webster, and Oscar Wilde.

Prerequisite: ENG-257 or 261

## **ENG-347 British Literature, 1900-1950 \***

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

## **ENG-357 British Literature, 1950-Present \***

As we explore novels, short fiction and poetry from the 1950s to the present, we will ask how these texts are both marked by and speak into the context of Britain's diminished influence since World War II. We will bring our Christian convictions to bear on our investigation of the richness and the challenges of literary post-modernism and beyond, in texts by authors such as W.H. Auden, William Golding, Seamus Heaney, Kazuo Ishiguro, Angela Carter, Julian Barnes, Jeanette Winterson, and Zadie Smith.

Prerequisite: ENG-257 or 261

## **ENG-361 Shakespeare (W)**

A study of six representative comedies, histories, and tragedies by William Shakespeare from a number of critical perspectives.

Prerequisite: ENG-257 or 261

## **ENG-376/476 Postcolonial Literature (W)\***

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

## **ENG-380 Writing Internship**

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 45 for information on internships.

Prerequisite: Year 3 standing

# COURSES OF INSTRUCTION

## **ENG-403 Senior Writing Project \***

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 average in 200-level writing courses; admission is based on a portfolio

## **ENG-416 Contemporary Critical Theory \***

A consideration of different theoretical and critical approaches to literature and cultural studies that have proliferated since the middle of the twentieth century. Students will read selections by major contributors to the critical discourse since Structuralism with a view to developing their perspective on contemporary schools of theory and practice.

Prerequisite: ENG-315; Year 4 standing or permission of the instructor

## **ENG-425 Studies in Canadian Literature \***

A study of a specific theme, genre, author or group of authors in Canadian literature.

Prerequisite: ENG-222 or 322; Year 4 standing or permission of the instructor

## **ENG-426 Modern Canadian Fiction \***

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

## **ENG-427 Modern Canadian Poetry \***

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 *Redeemer Reads* poets at Redeemer.

Prerequisite: ENG-222 or 322; Year 4 standing or permission of the instructor

## **ENG-446 The Fiction of C.S. Lewis and J.R.R. Tolkien (W)\***

An honours-level seminar on the lives and major works of these influential twentieth century Christian scholars.

Prerequisite: Year 4 standing in an honours ENG major

## **ENG-447 Shakespeare and Theory \***

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 and 361 or permission of the instructor

## **ENG-448 Milton \***

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 *A Maske*, *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*.

Recommended Prerequisite: ENG-342 or 343 or permission of the instructor

## **ENG-475 Studies in Selected Literature (F)\***

A study of a specific theme, genre, or author(s) in selected literature, such as Dickens.

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 44.

**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-225, ENV-362, ENV-370-79, BIO-343, BIO-351, CHE-331, 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-225, ENV-362, ENV-370-79, ENV-432, BIO-343, BIO-351, CHE-331, 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-225, ENV-360, ENV-362, ENV-370-79, 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-225, ENV-241, ENV-362, ENV-370-79, GEO-214, GEO-225, GEO-330, POL-201, POL-210, POL-306 or courses offered at Au Sable (at least one course must be at the 300-level)

Cognate Requirement:

- BIO-122; PSY 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-225, ENV-241, ENV-360, ENV-362, ENV-370-79, GEO-214, GEO-225, GEO-330, MAT-201, POL-201, POL-210, POL-306 or courses offered at Au Sable (at least one course must be at the 300-level)

Cognate Requirement:

- BIO-122

**Minor: (6 courses)**

- ENV-121; 222; 368;
- Three of ENV-225, 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.
- Up to four courses from Au Sable may be applied towards ENV major requirements. Up to three courses from Au Sable may be applied towards ENV minor requirements.
- Au Sable courses are completed at an additional cost to students during the summer but scholarships and bursaries are available. For more information on the Au Sable course offerings, visit [www.ausable.org](http://www.ausable.org). A sample of the Au Sable courses are listed on page 83.

**ENV-121 Population, Resource Use, and Cities (F)**

An exploration of the foundations of contemporary environmental studies. The course will deal with topics such as the environmental impact of cities, human population growth, renewable and non-renewable resources, environmental NGOs, and environmental policy. Includes regular field trips.

**ENV-222 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: element cycles, energy, air pollution, and climate change. Includes a weekly three-hour lab. *Materials fee applies.*

**ENV-225 Flora & Fauna of Southwestern Ontario (BIO-222) (W)**

**ENV-235 Ecology and Evolution (BIO-232) (F)**

**ENV-241 Environmental Literature (ENG-241) \***

**ENV-315 Field Biology (BIO-333) \***

**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

**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

**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 tool sets 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 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

**ENV-366 Environmental Philosophy (PHL-366) (Capstone) (W)\***

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.

**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

**ENV-370-79 Special Topics (GEO-370-79)**

Topics could include Ethics or Sustainable Development.

Prerequisite: ENV-222; Year 3 or 4 standing

**ENV-381 Senior Seminar I (BIO/CHE-381) (F)\***

**ENV-382 Senior Seminar II (BIO/CHE-382) (W)\***

**ENV-383 Senior Seminar III (BIO/CHE-383) \***

**ENV-384 Senior Seminar IV (BIO/CHE-384) \***

These courses consist of a weekly one-hour seminar that explores the contexts for the disciplines of chemistry and environmental science, including historical, theological, ethical, societal, and vocational dimensions. The seminars will also equip students to carry out scientific research in the field of environmental science. (0.75 credits each)

Prerequisite: Year 3 or 4 standing in an Environmental Science major

**ENV-432 Toxicology (BIO-445) \***

**ENV-480 Internship**

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 45 for information on internships.

Prerequisite: Year 4 standing

**ENV-485 Independent Study**

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 44.

Prerequisite: Year 4 standing

**ENV-490 Independent Research Project**

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 45.

Prerequisite: Year 4 standing

**Au Sable Courses**

Au Sable offers over 20 courses that can apply to ENV programs, such as:

- Agroecology
- Alpine Ecology
- Animal Ecology
- Aquatic Biology
- Conservation Biology
- Environmental Chemistry
- Field Techniques in Wetlands
- Fish Ecology and Management
- International Development & Environmental Sustainability
- Marine Biology
- Restoration Ecology
- Sustainability, Tropical Agriculture & Development
- Stream Ecology
- Wildlife Ecology

Please visit [www.ausable.org](http://www.ausable.org) for a complete list of offerings and course descriptions.

## Geography

### Minor: (6 courses)

- GEO-121; 122; 225; 364;
- Two of GEO-214, 330, 360, 362, 368, 370-79

Cognate Requirement:

- ENV-121 or 222

### GEO-121 Introduction to Human Geography (F)\*

An introduction to the discipline guided by the questions: why are human phenomena located where they are and how are they interacting with those locations and each other? Key topics include: globalization and inequality; humans and the environment; geography of culture, identity, and difference; political geography; urban form and city life.

### 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.

### 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? How do they function? What opportunities & 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

### 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

### 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

### GEO-360 Environmental Impact Assessment (ENV-360) (W)\*

### GEO-362 Resource Management (ENV-362) (F)\*

### GEO-364 Introduction to Geographic Information Systems (ENV-364) \*

### GEO-368 Population, Food and Sustainability (ENV-368) \*

### GEO-370-79 Special Topics (ENV-370-79)

## Health Sciences

### Honours Major: Pre-Medicine Stream (18 courses)

#### **\*\*Requires careful planning from Year 1\*\***

- BIO-121; 122; 242; 261; 351;
- HSC-221; 301; 327; 342; 440;
- KPE-118; 119;
- One of PSY-121 or 122;
- One of HSC-480 or 490;
- One BIO-300- or 400-level elective;
- One BIO-400-level elective (excluding 480/485/490);
- One 300- or 400-level APS, BIO, CHE, KPE, MAT or PSY course approved by the program lead of HSC;
- One 400-level APS, BIO, CHE, KPE or PSY course approved by the program lead of HSC

Cognate Requirements:

- MAT-121; 122; MAT-201 or 215;
- CHE-121; 122; 221; 222; 361;
- PHY-121; 122;
- SCI-310

Note: A Chemistry minor is recommended. For Professional Preparation see page 55.

### Honours Major: Professional Stream (20 courses)

#### **\*\*Requires careful planning from Year 1\*\***

- BIO-121; 122; 242; 261; 351;
- CHE-121; 122; 221;
- HSC-221; 301; 327; 342; 440;
- KPE-118; 119;
- One of HSC-480 or 490;
- Two 300- or 400-level APS, BIO, CHE, KPE, MAT or PSY courses with non-BIO courses allowed by permission of the program lead of HSC;
- Two 400-level APS, BIO, CHE, KPE or PSY courses with non-BIO courses allowed by permission of the program lead of HSC

Cognate Requirements:

- PHY-115 or 121;
- PSY-121; 122; 201;
- SCI-310

### General Major: (12 courses)

#### **\*\*The general major is not recommended for students planning for graduate studies or employment in HSC\*\***

- BIO-121; 122; 242; 261; 351;
- HSC-221; 301; 327; 342; 440;
- KPE-118; 119

Cognate Requirements:

- CHE-121; 122;
- MAT or PSY-201;
- PHY-115 or 121;
- SCI-310

### Minor: (6 courses)

#### **\*\*This minor is not available to students in Kinesiology or Physical Education\*\***

- KPE-118; 119;
- HSC-221; 327;
- Two of HSC-301, 342, 440

### HSC-221 Determinants of Health (W)

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 perspective of local and global health issues, consideration is also given to the role of Christians/Christian organizations in the pursuit of health and wellness.

### 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/PSY-201 or MAT-215

### HSC-327 The Psychology of Health and Well-Being (KPE/PSY-327) (F)

### 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

A one-term training experience (120 hours) in health sciences, in any setting that is connected to health and wellness. 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 opportunities but approval is required. The course includes scheduled seminars. See page 45 for information on internships.

Prerequisite: Year 4 standing

### HSC-490 Independent Research Project

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 45.

Prerequisite: HSC-342; Year 4 standing

## History

### Honours Major: (16 courses)

- HIS-106; 108; 201; 301; 407;
- One of HIS-216 or 218;
- One of HIS-221 or 222;
- One HIS-200-level elective\*;
- One of HIS-310, 312, 340, 343, 344, 346;
- One of HIS-351, 354, 357;
- Three HIS-300-level electives\*;
- One of HIS-411, 439, 458, 459;
- Two HIS-400-level electives

### General Major: (12 courses)

- HIS-106; 108; 201; 301; 307;
- One of HIS-216 or 218;
- One of HIS-221 or 222;
- Two HIS-200-level electives\*;
- One of HIS-310, 312, 340, 343, 344, 346;
- One of HIS-351, 354, 357;
- One HIS-300-level elective\*

### Minor: (6 courses)

- HIS-106; 108;
- Two of HIS-210, 216, 218, 221, 222, 233, 241, 256;
- Two HIS-300-level electives\*

Notes:

\*Only one of HIS-211, 212, 215, 260, 261, 262, 360, 361 may be applied towards the major or minor.

• Students planning a career in Education should complete HIS-221 & 222 to satisfy teaching subject requirements for the B.Ed. 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-201 The Craft & Calling of History (F)\***

This course introduces History majors to fundamental skills and knowledge for their success as students and beyond. Topics include the basics of a biblical Reformed Christian perspective on history, how to conduct historical research and make historical arguments effectively, quantitative and digital methods for historians, and how to begin preparing for potential callings after graduation.

Prerequisite: Year 2 standing in a history major or minor

**HIS-210 Classical History (W)\***

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-211 Pre-Modern Art History (ART-235) (W)\***

**HIS-212 Modern Art History (ART-236) \***

**HIS-215 Introduction to Classic 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) (F)\***

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 experiences of Indigenous peoples and the development of the religious and political characteristics of colonial societies amidst the challenges of the physical environment.

Prerequisite: HUM-120

**HIS-222 Canadian History: Post-Confederation \***

An overview of Canadian history from 1867 to the early 21st century, covering political, religious, economic, and social developments. Topics include Confederation and nation-building, westward expansion and resistance, the experiences of Indigenous peoples, the changing role of Christianity, relations between French- and English-Canadians, the World Wars and Great Depression, social and political change after 1945, and Canada's changing relationship with the world.

Prerequisite: HUM-120 or HIS-108

**HIS-233 History of the US: From Colony to Superpower \***

A survey of American history from the colonial period to the present. Special emphasis will be given to the colonies as transplanted European societies, their transformation into a nation through revolution and constitution-building, the crisis of the Civil War, and the development of the United States into a modern urban-industrial democracy and 20th century global power.

Prerequisite: HUM-120 or HIS-108

**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 (W)\***

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 & development of Islam; emergence of Islamic philosophy, science & art; rise & fall of Islamic states; shifts in socio-economic patterns; 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 Historical Theory & Perspectives (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-312 Totalitarian Regimes of the 20th Century (POL-312) \***

A thematic and comparative course examining the history of the totalitarian political movements of the 20th century and their world- wide impact. The course focuses 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-340 Medieval Europe \***

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-343 Tudor-Stuart England (F)\***

This course traces the rise of England from the periphery of power in Europe at the outset of the 16th 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 consider 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 (W)\***

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-346 Georgian Britain, 1714-1837 \***

A study of British history from the ascension of George I to the death of William IV. Topics include the Great Awakening and the rise of evangelicalism, the shifting fortunes of British colonialism overseas, the impact on British of the French Revolution and Napoleon, the abolition of the slave trade and then slavery itself, the emergence of modern parliamentary government, party politics, and political ideologies, artistic and literary developments, and the world's first Industrial Revolution.

Prerequisite: HUM-120

**HIS-351 Introduction to African History (F)\***

This course provides students with a basic understanding of the broad outline of African history, explores some of the challenges specific to writing the history of Africa, and acquaints them 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 (W)\***

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 Modern Middle East \***

A survey of Middle Eastern history since the 18th century, with a focus on factors contributing to the state of affairs in the Middle East today. Topics include the late Ottoman Empire, the impact of Western imperialism, Arab nationalism, Zionism and the creation of the state of Israel, the Iranian revolution, conflicts in Iraq, the origins of terrorism, and recent developments in the region.

Prerequisite: HIS-106 or 108; HIS-256 recommended

**HIS-360 Music History I (MUS-310) (W)\***

**HIS-361 Music History II (MUS-311) \***

**HIS-380 Internship**

The internship is designed to allow history majors the opportunity to apply their skills and knowledge of the discipline in an occupational setting. Internships are completed in a variety of organizations and students are required to observe and participate in a job-related capacity under supervision. See page 45 for information on internships.

Prerequisite: Year 3 or 4 standing in the honours or general major and departmental approval

**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

# COURSES OF INSTRUCTION

## **HIS-439 The United States as a World Power** (W)\*

This course analyzes the history of American foreign relations from the Spanish-American War (1898) through the twenty-first century. Discussion centers on 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-233; acceptance into a History or POLIS honours major

## **HIS-458 Islamic Encounters** (F)\*

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-459 Culture & Conflict in Modern Africa** \*

A study of the role of culture in the conflicts which have troubled Africa in the twentieth and twenty-first centuries. Students will meet in a seminar format to be introduced to the secondary literature and to present the results of their individual research on topics chosen in consultation with the instructor.

Prerequisite: HIS-256 or 351; acceptance into a History or POLIS honours major

## **HIS-461 Augustine Honours Seminar** (PHL-461/POL-461/REL-461) \*

**HIS-463 Calvin Honours Seminar** (POL-463/REL-463) (F)\*

An advanced interdisciplinary honours seminar in the Humanities examining the life, thought, and writings of the sixteenth-century reformer John Calvin, with an emphasis on his magisterial work *The Institutes of the Christian Religion*. Honours-level students from multiple disciplines will grapple with Calvin's historical, theological, philosophical, and political significance.

Prerequisite: HUM-120; Year 3 or 4 standing in an honours major in HIS, POLIS, or REL

## **HIS-465 Bavinck Honours Seminar** (POL-465/REL-465) \*

## **HIS-490 Senior Research Project**

A one-term undergraduate student research project, culminating in a substantial argumentative research essay. Students will propose a topic for approval, 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 45.

Prerequisite: Year 4 standing in the honours major; requires agreement from the supervising faculty member and departmental approval.

# **Kinesiology and Physical Education**

## **Bachelor of Kinesiology (24 courses)**

**\*\*Requires careful planning from Year 1\*\***

- KPE-118; 119; 130; 218; 222; 223; 304; 312; 313; 318; 345; 418; 420; 422; 432;
- One of KPE-315 or 335;
- One of KPE-480 or 490;
- One KPE-200-, 300-, or 400-level elective;
- Four fundamentals: KPE-160 and three electives;
- BIO-121; HSC-221;
- One of MAT-201 or PSY-201;
- One of PHY-115 or 121;
- One of PSY-121 or 122
- KPE-327 is recommended as the elective for health-related careers.
- A minor is required. A psychology or business minor is recommended.

## **Honours Major: Kinesiology (Bachelor of Science) (20 courses)**

**\*\*Requires careful planning from Year 1\*\***

- KPE-118; 119; 130; 218; 222; 223; 304; 312; 313; 318; 345; 405; 418; 422; 432;
  - HSC-342;
  - One of MAT-201 or PSY-201;
  - One of KPE-480 or 490;
  - One KPE-200-, 300-, or 400-level elective;
  - Four fundamentals: KPE-160 and three electives
- Cognate Requirements:
- BIO-121; BIO-336; CHE-121; PHY-115; PSY-121 or 122
  - All students registered in the Kinesiology B.Sc. major must choose a minor from Biology, Chemistry, or Math.
  - For Professional Preparation see page 55.

## **General Major: Physical Education (11 courses)**

- KPE-118; 130; 218; 312; 328; 345; 432;
- Three KPE-200-, 300-, or 400-level electives;
- Four fundamentals: KPE-160 and three electives

## **Minor: Physical Education (6.5 courses)**

- KPE-118; 130; 218; 328;
- One KPE-300-level elective;
- One KPE-200- or 300-level elective;
- Two fundamentals from the KPE-140-179 series

## **Minor: Physical Education-Coaching (6.5 courses)**

- KPE-118; 130; 251; 312; 313; 345;
- Two fundamentals 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, skeletal system, muscular system, nervous system, endocrine system, cardiovascular system, and respiratory system. Students will examine each body system on a microscopic and a gross level.

Recommended Corequisite: BIO-121

# COURSES OF INSTRUCTION

## **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-130 Exercise Prescription & Training** (W)

This course will prepare students to design advanced exercise prescriptions based upon evidence-based training principles. This includes client interaction and individualized exercise programs for various initial levels of fitness, age, preference, and motivation. This course will also teach proper lifting and spotting techniques for a variety of resistance exercises. Includes a weekly 75-minute lab.

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). These courses also support concepts taught in physiology, motor learning, and biomechanics. See page 91.

## **KPE-218 Human Physiology** (F)

This course will introduce basic human physiology and the amazing manner that our bodies have been designed by God. Beginning at the fundamental level of the cell and its essential functions, such as energy A study of the function of human body systems that nurtures an understanding and appreciation of how we are "fearfully and wonderfully made" (Psalm 139). We begin at the fundamental level of the cell and its essential functions, such as energy production, and expand to the level of organs and organ systems, with an emphasis on those components involved in movement and health (including the muscular, neuroendocrine, cardiovascular, pulmonary, skeletal, and immune systems). Includes a bi-weekly one-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. Weekly lecture and lab. *Materials fee applies.*

Prerequisite: KPE-130 and 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.

## **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.

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. *Materials fee applies.*

Prerequisite: PHY-115

## **KPE-312 Care and Prevention of Injuries** (W)

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. Includes a weekly 75 minute lab.

Prerequisite: KPE-118 and Year 3 standing

## **KPE-313 Motor Learning** (W)

This course is an introduction to motor learning and the underlying behavioural, physiological and psychological principles. 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 75 minute lab.

## **KPE-315 Special Populations** \*

An introduction to adapted physical activity for individuals with special needs. Topics covered include integration, design and objectives of physical activity programming through a Christian worldview for individuals with intellectual and behavioural disabilities, autism spectrum and social communication disorders, learning disabilities, visual and hearing impairments, cerebral palsy, brain injury and stroke, amputations, dwarfism, spinal cord conditions, diabetes, seizures, asthma, tourettes, cancer, cardiovascular disorders, aids, and anemia.

## **KPE-318 Exercise Physiology I** (F)

This course will study the physiological response of the body's systems to a bout of exercise and the adaptations that occur to these systems with training. Systems studied include the energy producing systems, as well as the muscular, pulmonary, neuroendocrine, cardiovascular, skeletal, and immune systems. This course will emphasize how these physiological systems are integrated together to maintain the body's internal environment in response to the stress of exercise. The course includes a weekly two-hour lab. *Materials fee applies.*

Prerequisite: KPE-218 and 222

## **KPE-327 The Psychology of Health and Well-Being** (HSC/PSY-327) (F)

## **KPE-328 Organization of Intramurals, Athletics & Physical Education** (F)\*

A study of the organization and administration of intramurals, athletics and physical education programs for elementary and secondary school students. Recommended for students pursuing an education-related career or sports administration.

**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. Topics include 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 society.

Prerequisite: APS-120

**KPE-345 Psychology of Sport and Exercise (F)**

An introduction to the psychological aspects of behaviour in sport & 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 variety of occupational tasks. Students apply course material to ergonomic assessments performed in 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. Students will conduct a comprehensive review of literature on a relevant topic of their choice.

Prerequisite: KPE-318; Year 4 standing in the honours or B.Kin program

**KPE-420 Physical Activity and Health (F)**

This course examines the role of physical activity in personal health and societal mortality and morbidity. The course includes the application of activity/exercise prescription and other lifestyle factors to promote health in various populations using lifestyle as a means of redemption of God's creation structure and order.

Prerequisite: KPE-222, 223, 304 and 318; Year 4 standing in the honours or B.Kin program

**KPE-422 Clinical and Rehabilitative Exercise Prescription (F)**

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-130 and 318; Year 4 standing

**KPE-432 Philosophy of Physical Education, Exercise, Sport & Recreation (Capstone) (W)**

This course introduces the student to philosophical discussions related to physical education, sport and recreation, and exercise. In particular, this course critically examines issues and ethical & moral questions within six main areas of philosophical inquiry, including: (1) the purpose of philosophy of physical education, sport and exercise; (2) metaphysics (the nature and value of sport and exercise); (3) knowledge and advancements in technology, science and the limits of the body; (4) the body and mind; (5) aesthetics; and (6) issues of equity. In addition, we dive deeply into our role as Christians in all areas of physical education, sport and exercise, such as spectators, educators, advocates, trainers, physiotherapists, and/or athletes.

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**

A kinesiology and physical education internship 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/occupational clinics, special population clinics or programs, motor performance lab, research, coaching, sport management/administration or marketing, recreation, sport/exercise, or health promotion or work with a registered kinesiologist. 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 45 for information on internships.

Prerequisite: Year 4 standing in the honours or B.Kin program and permission of the department

**KPE-490 Independent Research Project**

For more information on setting up an independent research project see page 45.

Prerequisite: Year 4 standing in the honours or B.Kin program and permission of the department

**Fundamentals Courses**

A maximum of six credits (equivalent of two courses) of fundamentals courses may be applied to the four-year degree program. All fundamentals courses are 0.75 credits.

**KPE-140 Fundamentals of Tennis (F)\***

**KPE-143 Fundamentals of Pickleball \***

**KPE-144 Fundamentals of Yoga (W)\***

**KPE-151 Fundamentals of Soccer \***

**KPE-152 Fundamentals of Basketball \***

**KPE-153 Fundamentals of Volleyball (W)\***

**KPE-154 Fundamentals of Badminton \***

**KPE-155 Fundamentals of Track and Field \***

**KPE-158 Fundamentals of Dance (F)**

**KPE-160 Fundamentals of Co-operative and Experiential Games I (F)**

**KPE-170 Special Topics**

**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 permission of the instructor

Antirequisite: APS/PSY-201 and MAT-215

**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

**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

**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

**MAT-231 Differential Equations \***

An introduction to solutions and applications of ordinary differential equations. Laplace transforms, series solutions, and partial differential equations are also discussed.

Prerequisite: MAT-122 and 126

**MAT-311/411 Numerical Analysis (W)\***

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

**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

**Mathematics**

**Honours Major: (16 courses)**

- MAT-121; 122; 126; 215; 217; 223; 231; 321; 331; 490;
  - One elective at the MAT-200-level or higher (excluding MAT-201);
  - Two 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-336/436 and 341.

**Four-Year Major: (14 courses)**

- MAT-121; 122; 126; 215; 217; 223; 231; 321; 331;
  - Four 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

**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

**MAT-122 Calculus II (W)**

A continuation of MAT-121. This course meets 4 hours a week.

Prerequisite: MAT-121

**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

**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; MAT-201 or 215 is recommended

**MAT-321 Modern Geometry (Capstone)** \*

A study of basic concepts of euclidean and non-euclidean geometry in historical context.

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.

**MAT-331/431 Abstract Algebra** (F)\*

An introduction to structures of modern algebra: groups, integral domains, fields, rings, and polynomials.

Prerequisite: Any MAT-200-level course except MAT-201

**MAT-336/436 Linear Algebra** \*

Topics include vector spaces, linear transformations, matrices, determinants, inner products, eigenvalues and eigenvectors, spectral decompositions, orthogonality, and inner product spaces.

Prerequisite: MAT-126 and 223 or 231

**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 the reals, types of continuity, differential calculus, sequences and series of functions, double summations and products of infinite series.

Prerequisite: MAT-223

**MAT-442 Real Analysis II** \*

As a continuation of MAT-341, topics covered include measure and integration, the Lebesgue integral, the Riemann-Stieltjes integral, Lp spaces, Fourier series, and other selected topics.

Prerequisite: MAT-341

**MAT-485 Honours Independent Study**

For information on setting up an independent study see page 44.

Prerequisite: Year 3 or 4 standing; acceptance into the honours program

**MAT-490 Honours Research Project**

For more information on setting up an independent research project see page 45.

Prerequisite: Year 3 or 4 standing; acceptance into the honours program

**Media and Communication Studies**

**Bachelor of Communications & Media Studies: Media Production Concentration (20 courses)**

- MCS-101; 121; 201; 225; 231; 233; 301; 302; 311; 326; 327; 332; 361; 380; 403; 405; 480; 495;
- One of ENG-201, 203, 213;
- One of ART-214 or 222
- A minor is required.

**General Major leading to a BA: Media Production (11 courses)**

- MCS-101; 121; 201; 225; 231; 233; 302; 311;
- Three of MCS-301, 326, 327, 332, 361, 380

**Minor: (7 courses)**

- MCS-101; 121; 225; 233;
  - Three of MCS-201, 231, 302, 311, 326, 332, 361
- At least two courses must be at the 300-level.*

**MCS-101 Introduction to Media Production** (W)

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. *Materials fee applies.*

**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.

**MCS-201 Motion Picture Production** (W)

Students will work in small groups to develop, shoot, and edit experimental and dramatic projects with more advanced camera equipment. Includes a weekly lab. *Materials fee applies.*

Prerequisite: MCS-101 & 225

**MCS-225 The Art of Editing Motion Pictures** (F)

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** (ENG-231) (F)

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 Media** (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-301 Advanced Motion Picture Production** (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. Includes a weekly lab. *Materials fee applies.*

Prerequisite: MCS-201

**MCS-302 Media Ethics** (Capstone) \*

A course in the moral 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 Media, Art, and Communication** \*

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 Documentaries** \*

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. *Materials fee applies.*

Prerequisite: MCS-201

**MCS-327 Audio for Media** (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.

**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. *Materials fee applies.*

Prerequisite: MCS-101 and 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 Production I**

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 45 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 major

**MCS-405 Studies in Religion & Media** \*

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 major



**MCS-480 Internship in Media Production II**

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 45 for information on internships.

Prerequisite: MCS-380

**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. *Materials fee applies.*

Prerequisite: Year 4 standing in the B.CoMS program

**Music**

***The music program is currently undergoing revisions. The requirements below are reflective of the program that was in effect for the 2023-24 academic year.***

**Honours Major: Church Music Ministry (18 courses)**

- MUS-110; 121; 201; 310; 330; 331; 460; 480; 490;
- REL-201; 253; 354; 451;
- One of REL-324, 325, 326, 327;
- One of REL-352 or 353;
- 4.5 credits (6 terms) of applied music lessons;
- 4.5 credits (6 terms) in an ensemble

**General Major: Music in Worship (12 courses)**

- MUS-110; 121; 201; 330; 331; 390;
- REL-201; 253;
- One of MUS-310 or 460;
- 4.5 credits (6 terms) of applied music lessons;
- 4.5 credits (6 terms) in an ensemble

**General Major: Performance (11 courses)**

- MUS-110; 121; 201; 237; 310; 311; 390;
- Two of MUS-301, 312, 322, 323, 324, 326, 328, 337, 460;
- 4.5 credits (6 terms) of applied music lessons;
- 3.0 credits (4 terms) in an ensemble

**Minor: Performance (6 courses)**

- MUS-110; 121; 237;
- One of MUS-310 or 311;
- One of MUS-312, 322, 323, 324, 326, 328, 337, 460;
- 3.0 credits (4 terms) of applied music lessons;
- 1.5 credits (2 terms) in an ensemble

**Minor: Music in Worship (6.5 courses)**

- MUS-110; 121; 330;
  - Two of MUS-310, MUS-331\*, MUS-460;
  - 3.0 credits (4 terms) of applied music lessons;
  - 1.5 credits (2 terms) in an ensemble
- \*requires MUS-201 as a pre-requisite*

Notes:

- Incoming music students will be required to complete an audition prior to course registration. For students entering the Church Music Ministry or Music in Worship majors, one of the two pieces performed at the audition must be from the worship music repertoire.
- A placement test for keyboard skills will be administered at the time of the music audition for incoming students. RCM Grade VI or demonstrated equivalence is expected. Students who do not meet this requirement 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 or is exempted from the course. Students who are exempted will need to take another 300-level MUS elective for the program.
- The lessons requirement for each Music major is for 6 terms; however, it has been, and will continue to be, a departmental expectation that students take lessons for 8 terms as the necessary basis for strong success in the senior recital. Students will pay an additional fee for lessons (see page 23).

**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.

**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)

**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)

**MUS-237 Conducting (F)**

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

**MUS-301 Music Theory III \***

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 (HIS-360) (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

**MUS-311 Music History II (HIS-361) \***

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

**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 (F)\***

This course will study music in various cultural contexts, employing several approaches in studying how music reflects and responds to diverse social, political, and historical contexts. Students will gain a basic understanding of music in, and as, culture as they consider the ways individuals and communities interact with music as part of culture.

**MUS-323 Hymnology (F)\***

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 Musics \***

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.

**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 Porative, 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-330 Design of Worship (W)\***

An introduction to the structure and content of services of Christian corporate worship, including definitional understanding, surveys of practices throughout history and across denominational traditions, and contemporary practice. Theory and history intersect with practice as students gain experience in such areas as use of scripture, leading in corporate prayer, and the exegesis and choice of sung texts. While the role of music in worship plays a prominent part in this course, it is open to students without detailed musical knowledge or performance capabilities.

# COURSES OF INSTRUCTION

## **MUS-331 Composing and Arranging for Worship** \*

An introduction to topics of composition and arranging with special emphasis on their deployment in the service of corporate Christian worship. Students demonstrate their understanding of in-class topics (including studies of form, phrase structure, counterpoint and instrumentation) by creating new works or adapting existing music useful in worship settings.

Prerequisite: MUS-201 or permission of the instructor

## **MUS-337 Advanced Conducting** \*

Study of advanced conducting and rehearsal techniques of instrumental and choral works.

Prerequisite: MUS-237

## **MUS-390/490 Senior Recital/Lecture Recital** (Capstone) (W)

Students prepare for and perform a music/lecture recital.

NOTE: MUS-390/490 is the Capstone Course for the Music Department and is required for all majors in the 4th year. Requires permission of the department.

## **MUS-460 Philosophy of Music in the Church** \*

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-480 Internship**

Gain music ministry experience working in a local church, school, or other organizational setting. Work 120 hours of such ministry under the direction of a musician or pastor in the ministry setting, meet regularly with a faculty supervisor, and submit relevant written work. See page 45 for information on internships.

Prerequisite: MUS-330 and permission of the instructor. MUS-331 recommended.

## 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 Contemporary Music Ensemble** (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 six credits (equivalent of two courses) may be credited to a four-year program. Please see page 23 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)\*

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 Machiavelli, Hobbes, Descartes, and Locke.

# COURSES OF INSTRUCTION

### **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** \*

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, as well as some Reformed Epistemologists such as Nicholas Wolterstorff.

### **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 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** (offered infrequently) \*

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)\***

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 gender, marriage, race and ethnicity, church-state relations, culture-making, education, and others.

Prerequisite: One other philosophy course

**PHL-345 Philosophy of Language (offered infrequently) (F)\***

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 (offered infrequently) \***

This course will examine the philosophy of mythology, a particular off-shoot 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) (W)\***

**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 may be offered on topics where there is demonstrated interest on the part of students and faculty.

**PHL-385 Independent Study**

For information on setting up an independent study see page 44.

**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

**PHL-461 Augustine Honours Seminar (HIS-461/POL-461/REL-461) \***

An advanced interdisciplinary honours seminar in the Humanities examining the life, thought, and writings of the ancient church father Augustine of Hippo, with an emphasis on his magisterial work The City of God. Honours-level students from multiple disciplines will grapple with Augustine's historical, theological, philosophical, and political significance.

Prerequisite: HUM-120; Year 3 or 4 standing in an honours major in HIS, POLIS, REL or a general major in PHL

**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 lab. *Materials fee applies.*

Prerequisite: Any Grade 12 U or M mathematics or permission of the instructor

**PHY-121 Physics I: Newtonian Mechanics (F)**

An introductory, calculus-based study of the physical world. The course covers mechanics and other selected topics. Includes a weekly lab. *Materials fee applies.*

Prerequisite: Grade 12 U Calculus

Corequisite: MAT-121

**PHY-122 Physics II: Waves, Heat and Time (W)**

A continuation of PHY-121, this course covers selected topics in wave motion, thermodynamics, optics, and modern physics. Includes a weekly lab. *Materials fee applies.*

Prerequisite: PHY-121

Corequisite: MAT-122

**Politics and International Studies**

**Honours Major: International Relations Stream (18 courses)**

- HIS-106; HIS-108; POL-121; POL-208; POL-215; POL-322; POL-401;
  - Two of POL-201, 207, 210;
  - Two of HIS-351, HIS-354, HIS-357;
  - Four of APS-339, POL-306, POL-312, POL-318, POL-346, POL-380\*;
  - Three of HIS-411, HIS-439, HIS-458, HIS-459, POL-418, POL-461, POL-463, POL-465, POL-490
- \*may be completed in an approved off-campus program*

Cognate Requirement:

- ECO-121; 122

Notes:

- Students may not use POL-318/418 in both categories.
- Students may only use one of POL-461/463/465.
- Students in the honours programs are encouraged to complete a term at the Laurentian Leadership Centre in Ottawa, which includes an internship (POL-380).

**Honours Major: International Development Stream (18 courses)**

- HIS-106; HIS-108; POL-121; POL-201; POL-215; POL-401;
  - REL-253; APS-339; APS-428;
  - Two of POL-207, 208, 210;
  - Five of BUS-330, ENV-368, HIS-351, POL-306, POL-318, POL-346, POL-380\*;
  - Two of BUS-466, HIS-411, HIS-439, HIS-459, POL-490
- \*may be completed in an approved off-campus program*

Cognate Requirement:

- ECO-121; 122

**General Major: (12 courses)**

- HIS-106; HIS-108; POL-121; POL-208; POL-301; POL-322;
  - Three of POL-201, 207, 210, 215;
  - Three of POL-306, POL-312, POL-318, POL-346, POL-380\*
- \*may be completed in an approved off-campus program*

**Minor: (6 courses)**

- POL-121; POL-208;
- Two of POL-201, 207, 210, 215;
- Two of POL-301, POL-306, POL-312, POL-318, POL-322, POL-346

**Minor: Law and Public Policy (7 courses)**

- POL-121; 207; 210; 306; 322;
- PHL-122;
- One of APS-342, BUS-235, POL-346

**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 Introduction to International Development (F)**

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.

Prerequisite: POL-121

**POL-207 Introduction to Law (F)\***

(Formerly POL-307). An introduction to the historical development and current shape of law in Canada, with emphasis on Canada's context within the larger legal world, pathways to legal careers, and the challenges and opportunities posed by international law.

Prerequisite: POL-121

**POL-208 Introduction to International Relations \***

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-121; POL-208 recommended

# COURSES OF INSTRUCTION

## **POL-301/401 Current Issues in Politics & International Studies (Capstone)** **(W)**

A seminar course surveying key, contemporary issues in politics & international studies. The course provides substantial space for independent student research, including opportunity to develop research questions, with special attention to foundational issues in those questions, that may lead to further study in graduate school. Priority will be given to Christian approaches to perennial issues in politics & international studies such as order and diversity, populism and polarization, neo-liberalism and development, the role of the institutional church, nationalism, humanitarian intervention, and responsibilities in and to the global commons (such as the environment).

Prerequisite: 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 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 is essential public justice. It is 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 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-312 Totalitarian Regimes of the 20th Century (HIS-312)** **\***

**POL-318/418 Comparative Global Politics & Religion** **\***  
Policy pundits and academics alike have been gripped since 9/11 with la revanche de Dieu, what international theorist Scott Thomas calls "the global resurgence of religion." Far from the disappearance of religion in global politics, we are witnessing the often simultaneous growth of both religious and secular politics. This course is a comparative study of contemporary instances of that competition, including examples from the USA, Brazil, Hungary, Nigeria, the Magreb, China, and more. Particular attention is paid to what we can learn from comparing these cases, whether in competing forms of populism, nationalism, or various forms of religious & secular politics.

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 to answer them) than descriptively (observing how they have answered them).

Prerequisite: POL-121

## **POL-345 Labour, Justice & Globalization** **\***

We are witnessing a global economy in which workers and corporations seem to be fast falling apart in income and ideology, and where sinking economies and recessing superpowers sag under colossal public debt. In the often tired contest between state regulation and market interests, work itself often loses both its meaning and dignity. This course studies work: its globalization, the peril and promise of that globalization, governance challenges, and market successes. Special attention is paid to the role workers associations, unions, and both fair and free trade can play in pursuit of worker's rights, especially in at risk political contexts.

Prerequisite: POL-215 recommended

## **POL-346 Human Rights and International Justice** **\***

(Formerly POL-246). An introduction to the theories, structures, and issues of human rights in global politics, with special emphasis on the Charter and Canada. Practical case studies will be used to facilitate a clear understanding of rival approaches, as well as challenges to and tensions in rights regimes at home and abroad.

Prerequisite: POL-121

## **POL-380 Internship**

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 45 for information on internships.

Prerequisite: Year 3 or 4 standing and permission of the instructor

## **POL-461 Augustine Honours Seminar (HIS-461/PHL-461/REL-461)** **\***

## **POL-463 Calvin Honours Seminar (HIS-463/REL-463)** **(F)\***

## **POL-465 Bavinck Honours Seminar (HIS-465/REL-465)** **\***

**POL-490 Senior Research Project**  
A one-term undergraduate student research project, culminating in a substantial research essay. Students will propose a topic for approval, 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 see page 45.

Prerequisite: Year 4 standing in the honours major; requires agreement from the supervising faculty member and departmental approval.

# Psychology

## **Honours Major: (16 courses)**

- PSY-121; 122; 201; 230; 255; 315; 336; 341; 495; 496;
- One of PSY-223, 225, 229;
- Three of PSY-321, 327, 332, 334, 338, 339;
- Two of PSY-417, 428, 448, 458, 468

Notes:

- It is recommended that students also take PSY-480.
- Students will be advised to choose electives in the honours major that correspond to one of three foci: clinical, theoretical, or experimental. Students should speak with the department for more details.

## **General Major: (10 courses)**

- PSY-121; 122; 201; 230; 255; 315; 336; 341;
- One of PSY-223, 225, 229;
- One PSY-300-level elective

## **Minor: (6 courses)**

- PSY-121; 122;
- Two PSY-200-level electives (only one of 223/225/229);
- One of PSY-315 or 341;
- One PSY-300-level elective

## **PSY-121 Introduction to General & Experimental Psychology** **(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 Clinical & Developmental Psychology (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. Includes a weekly one-hour lab.

Prerequisite: Grade 11 U or M mathematics 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

# COURSES OF INSTRUCTION

## **PSY-225 Developmental Psychology: Adolescent** **(F/W)**

The course provides an overview of the developmental aspects of adolescence that are common to all adolescents, including physio-logical, cognitive, social, moral, spiritual, and sexual development. Issues facing some adolescents, such as eating disorders, cult member-ship, teen pregnancy, juvenile delinquency, and drug abuse will be discussed.

Prerequisite: PSY-122

## **PSY-229 Developmental Psychology: Adult** **(W)**

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/W)**

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** **(F/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-327 The Psychology of Health and Well-Being (HSC/KPE-327) (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

**PSY-332 Cognitive Psychology (W)**

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 \***

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) (F)**

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 (W)\***

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.

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 permission of the instructor

**PSY-468 Topics in Experimental Psychology (offered infrequently) \***

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**

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 45 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: Biblical and Theological Studies (16 courses)**

- REL-121; 201; 216; 218; 251; 361; 449; 457;
- Three of REL-324, 325, 326, 327;
- One of REL-340 or 356;
- One of HIS-411, REL-461, REL-463, REL-465;
- One REL-200-level elective;
- One REL-300-level elective (excl. 380) or MUS-323;
- One REL-400-level elective or MUS-460

**Honours Major: Mission & Ministry (16 or 17 courses)**

- REL-121; 201; 251; 253; 255; 353; 354; 380; 449; 457;
- One of REL-324 or 325;
- One of REL-326 or 327;
- One of REL-381 or completion of the Co-op program\*;
- Completion of one of the following emphases:
  - Youth Ministry: REL-454; REL-455; PSY-225; one REL-300- or 400-level elective
  - Urban Ministry: REL-356; REL-451; REL-454; one of APS-341 or GEO-214
  - General Ministry: One of REL-216 or 218; two of REL-451, REL-454, REL-455, MUS-460; one of REL-300-level elective, MUS-323, MUS-330

\*For more information on the Co-operative Education Program see page 50.

**General Major: Biblical and Theological Studies (12 courses)**

- REL-121; 201; 216; 218; 251; 349; 357; 361;
- One of REL-324 or 325;
- One of REL-326 or 327;
- One REL-200- or 300-level elective (excluding 380);
- One REL-300-level elective (excl. 380) or MUS-323

**General Major: Mission & Ministry (12 courses)**

- REL-121; 201; 251; 253; 255; 353; 354; 357; 380;
- One of REL-324 or 325;
- One of REL-326 or 327;
- One of REL-200- or 300-level elective, MUS-323, MUS-330

**Minor: Biblical and Theological Studies (6 courses)**

- REL-121; 201; 251; 349;
- One of REL-324, 325, 326, 327;
- One REL-200- or 300-level elective (excluding 380)

**Minor: Mission & Ministry (6 courses)**

- REL-121; 253; 353; 354;
- Two of REL-201, 251, 255

**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.

## COURSES OF INSTRUCTION

### **REL-201 Theological Interpretation of the Bible (W)**

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

### **REL-216 Church History I (HIS-216) \***

### **REL-218 Church History II (HIS-218) (F)\***

### **REL-222 Introduction to Biblical Greek I (F)\***

An introduction to the basic structures, grammar, and vocabulary of biblical Greek (Koine).

### **REL-223 Introduction to Biblical Greek II (W)\***

A continuation of REL-222.

Prerequisite: REL-222

### **REL-251 Reformed Theology (F)**

A study of the central doctrines of Reformed theology, this course will survey the loci of systematic theology, as rooted in the Bible, formulated by key theologians, including John Calvin and Herman Bavinck, and summarized in the ecumenical creeds and Reformed confessions. Students will have an opportunity to study the historical development of these theological doctrines, as well as their contemporary application.

Prerequisite: REL-110

### **REL-253 Foundations of Mission and Ministry (F)**

This course examines biblical and theological foundations for mission and ministry, historical developments in the theory and practice of mission, and issues pertaining to the contextualization of the gospel in the Western and global church.

### **REL-255 Spiritual Formation for Ministry (W)**

This course seeks to ground students in an understanding of ministry shaped by Trinitarian theology. Furthermore, it offers a variety of tools to enable students to develop spiritual practices drawn from ancient, tested traditions to encourage a balanced spiritual life that can sustain the challenges and joys of ministry.

### **REL-321/421 Reading Scripture with the Global Church \***

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 (F)\***

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 (W)\***

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 Modern and Contemporary Theology (F)**

A seminar course exploring important trends in modern and contemporary systematic theology. Students will critically engage major theological concepts, including those from within the Reformed tradition, that shape Christian thought and life today.

Prerequisite: REL-251 or permission of the instructor

### **REL-353 Evangelism and Discipleship (W)\***

This course examines the character and practices of evangelism and discipleship in mission and ministry. Students will engage biblical and theological reflection on evangelism and discipleship and learn practical skills for building relationships with people, presenting the gospel in culturally sensitive and appropriate ways, discipling new believers, intergenerational discipleship, and supporting the church in its ongoing care for seasoned disciples. Special emphasis will be given to matters pertaining to youth and urban ministry.

Prerequisite: REL-253

### **REL-354 Teaching Scripture and the Christian Faith \***

This course prepares students to teach the Bible and the central components of the Christian faith in various ministry contexts. This course examines the theological, hermeneutical, and pedagogical foundations for teaching as well as practical skills for teaching the Scripture and the Christian faith. Students will give attention to the importance of faithfully interpreting Scripture, the context of the learner, the process of preparation for teaching and instruction, and presenting material in an engaging and accurate manner.

Prerequisite: REL-201 and 253

### **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

### **REL-357/457 Gospel, Church, and Culture (Capstone) (W)**

This seminar-based course examines the relationship between gospel, church and North American culture so that students learn to communicate the gospel contextually and faithfully. Students will engage a Reformed approach to ministry in the context of the church, parachurch ministries, and the challenges, questions, and opportunities of contemporary culture.

Prerequisite: REL-253 and Year 4 standing. REL-357 is the Capstone Course in the Religion & Theology Department and is required for all majors in the 4th year.

### **REL-361 Reformed Ethics (F)\***

This course examines theological ethics from a Reformed perspective, in conversation with the broader Christian moral tradition. Through lecture, discussion, and case studies, students will be equipped with theological and ethical tools that they can employ to examine complex moral issues and reflect critically on what it means to live and lead as faithful disciples of Christ.

Prerequisite: REL-251

### **REL-380 Ministry Internship I**

Students will engage in field experience in a ministry related area under the guidance of both a site and a department supervisor. Three hours of course credit will be based on 120 hours of on-site activity. See page 45 for information on internships.

Prerequisite: Permission of the instructor

### **REL-381 Ministry Internship II**

Students will engage in field experience in a ministry area directly related to their chosen emphasis, under the guidance of both a site and a department supervisor. Three hours of course credit will be based on 120 hours of on-site activity. See page 45 for information on internships.

Prerequisite: REL-380 and permission of the instructor

### **REL-451 Liturgies: Rhythms of Restoration, Hope & Grace (F)\***

The seminar-based course explores the unique possibilities that liturgies offer to bring restoration, hope and grace in urban communities. Students will explore the biblical and theological principles of liturgy and 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 the richness of the arts to communicate God's truth, hope, and grace.

Prerequisite: REL-253 and 255

### **REL-454 Leadership in Ministry (W)\***

(Formerly REL-352). This seminar and practicum based course examines leadership from a Reformed perspective by exploring character formation, working with teams, conflict resolution, small group leadership, and mentorship practices. Students will be equipped to provide effective leadership in ministry and mission as they form communities of discipleship and cultivate the insight, discernment, practical skills, and personal practices for the enactment of leadership in one's own context. Special focus will be given to both youth ministry and urban ministry.

Prerequisite: REL-253

### **REL-455 Youth Culture and Spiritual Formation (W)\***

(Formerly REL-355). 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

## COURSES OF INSTRUCTION

### **REL-461 Augustine Honours Seminar (PHL-461/HIS-461/POL-461) \***

### **REL-463 Calvin Honours Seminar (HIS-463/POL-463) (F)\***

### **REL-465 Bavinck Honours Seminar (HIS-465/POL-465) \***

An advanced interdisciplinary honours seminar in the Humanities examining the life, thought, and writings of the modern and orthodox Reformed theologian Herman Bavinck. Honours-level students from multiple disciplines will critically engage Bavinck's historical, theological, philosophical, and political works, their central ideas, and their ongoing significance.

Prerequisite: HUM-120; Year 3 or 4 standing in an honours major in HIS, POLIS, or REL

## Sciences

### **SCI-310 History & Philosophy of Science (W)**

An introduction to key topics in the history and philosophy of Western science. The course explores how scientific ideas (in the past and now) are situated historically and culturally, are informed by worldviews, and shape worldviews.

Prerequisite: Year 3 or 4 standing

## Spanish

### **SPA-101 Beginning Spanish I (F)**

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.

### **SPA-102 Beginning Spanish II (offered infrequently) \***

A continuation of SPA-101.

Prerequisite: SPA-101

## Academic Success Program (F/W)

- This program is designed to provide students with individual and group instruction related to learning skills and university studies. The program focuses on developing study and self-management skills to enhance the student's ability to achieve success.
- 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 Learning Services. The program does not carry academic credit but is listed on the academic transcript as ASP-012 and assigned a pass or fail grade.
- In this one-term program, students will be required to attend all in-person *Study Smart Seminars* and complete an online course in Discovery that covers additional topics related to study skills. Further, students will be required to attend regular meetings (at least six throughout the term) with the Academic Success Manager.

# GOVERNING BODIES

## Board of Governors

(2023-2024)

### Executive Committee

<b>Chair</b>	Denis St-Amour	(2025)
<b>Vice Chair</b>	Gina Taylor, B.A.	(2026)
<b>Member at Large</b>	Wil Bakker, CPA, CA	(2024)
<b>Member at Large</b>	Peter Hoytema, B.A., M.Div., D. Min.	(2024)
<b>Member at Large</b>	Rebecca Lane, BM	(2026)
<b>Member at Large</b>	Paul VandenBrink, B.A.	(2026)

### Board Members

Cassandre Desamour, B.A., MBA	(2024)
Paul Gerics	(2024)
Clarence Keesman, B.A.	(2024)
Yong Kim, B.A.	(2026)
Phoebe Mitton, B.A., MBA	(2024)
Bart Mooibroek	(2024)
Andrew Regnerus, B.A.	(2025)
Ray Scheepstra	(2024)
Joshua Tong, B.A., B.Sc., JD	(2025)
John VanPelt, B.A.	(2024)
Kathy Winkelhorst, B.A.	(2024)

## Senate

(2023-2024)

### Chair

David Zietsma\*, B.A. (Honours), M.A., Ph.D.

### Vice Chair

Peter Neumann\*, B.A., M.T.S., Ph.D.

### Ex Officio Member

Kyle Spyksma, B.Sc., Ph.D.

Philip Teeuwsen\*, B.A., B.Ed., M.Ed., Ph.D.

Susan Van Weelden, MBA, CMA

### Faculty Representatives

Darren Brouwer, B.C.S., B.Sc. (Honours), Ph.D. (2025)

Ben Faber, B.A. (Honours), D.Phil. (2024)

Lindsey Short, B.A., M.A., Ph.D. (2024)

Jane Sinden, B.A., B.P.E., M.Ed., Ph.D. (2024)

Kevin VanderMeulen, B.Sc., M.Sc., Ph.D. (2025)

James R. Vanderwoerd, B.A., M.S.W., Ph.D. (2024)

### Board Nominees

Danny Cho, B.A.Sc., M.Eng, Ph.D. (2025)

*Professor of Operations Management and Information Systems*

*– Goodman School of Business, Brock University*

### Faculty Nominees

Daniel Smilek, B.Sc. (Honours), M.A., Ph.D. (2025)

*Professor of Psychology, University of Waterloo*

### Board Representatives

Peter Hoytema, B.A., M.Div., D. Min.

Gina Taylor\*, B.A.

### Alumni Representative

Leanne Van Bostelen\*, B.A., B.Ed. (2024)

### Student Representatives

Abby Ciona (2025)

Melissa Goossen (2024)

### Resource Person and Recording Secretary

Kimberly Lammers, B.A. (Honours), B.Ed., M.Ed.

\* Member of the Senate Executive for 2023-24

Note: As the governing bodies are elected each fall, the listing in the calendar reflects respective bodies' composition for the 2023-24 academic year. For a more current listing of the Board or Senate, please contact the President's Office.

# ADMINISTRATION

## Academic

Peter Neumann, B.A., M.T.S., Ph.D.

*Vice-President, Academic*

Kyle Spyksma, B.Sc., Ph.D.

*Associate Vice-President, Academic & Dean of Institutional Effectiveness*

Philip Teeuwsen, B.A., B.Ed., M.Ed., Ph.D.

*Dean of the School of Education*

Susan Van Weelden, MBA, CMA

*Dean of the School of Business*

Edward Berkelaar, B.Sc., M.Sc., Ph.D.

*Associate Dean of Natural Sciences & Mathematics*

Kevin Flatt, B.A., M.A., Ph.D.

*Associate Dean of Humanities*

James R. Vanderwoerd, B.A., M.S.W., Ph.D.

*Associate Dean of Social Sciences*

John Van Rys, B.A. (Honours), M.A., Ph.D.

*Associate Dean of Arts*

Jessica Joustra, B.A., M.Div., Ph.D.

*Director of The Albert M. Wolters Centre for Christian Scholarship*

Bill DeJong, B.A., M.Div., Ph.D.

*Director of Mentoring*

Kevin VanderMeulen, B.Sc., M.Sc., Ph.D.

*Director of Research*

Kimberly Lammers, B.A. (Honours), B.Ed., M.Ed.

*Registrar*

Harold DeVries, M.B.A.

*Innovation Centre Director*

Nancy Hartholt, B.A.

*Director, Learning Services*

Armen Svadjian, B.A. (Honours), M.LIS

*Director, Library*

Bruce Wilson, B.Sc., M.A.

*Career Centre Director*

## Student Development

Kevin Johnson, B.R.E., M.T.S.

*Dean of Students*

Cathy Penelton, B.R.E., M.A.

*Associate Dean of Students*

Samuel Kim, B.A., M.Div., M.T.S.

*Student Life Chaplain*

Julie Kingma, BScN, RN(EC), NP-PHC

*Director, Student Health & Wellness*

James Kryger, B.A., M.Ed.

*Director, Athletics*

## External Relations, Marketing, and Admissions

Hank deJong, B.A., M.A.

*Associate Vice-President, External Relations*

Joshua Sieders

*Associate Vice-President, Marketing & Communications*

Christine Giancola, B.A., M.A.

*Director, Strategic Relations*

Meghan Taylor, B.Sc., MBA

*Director, Admissions*

Jeanette Wilson

*Director, Development*

## Administration and Finance

Aaron Williams, CPA, CA

*Vice President, Administration & Finance*

Kendra Baker, CHRP

*Director, HR*

Heidi de Vries, B.A. (Honours), J.D.

*Legal Counsel and Vice-President, Strategic Initiatives*

Kristel Forcier, B.A.

*Bookstore Manager*

Doreen Gringhuis

*Director, Campus Services*

Alfred Mazereeuw, P.Eng.

*Director, Physical Plant & Security*

Ash Melek, M.Sc., CFA

*Director, Financial Services*

Jim Van Geest, B.A.

*Director, Payroll & Benefits*

Mark Vermeer

*Director, Information Services*

## Emeritus

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, Emerita*

John M. Boersema, B.A. (Honours) (University of Western Ontario, 1968); Ph.D. (University of Pennsylvania, 1973),  
*Professor of Business, Emeritus*

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 and 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 and Vice President Academic, Emeritus*

Guenther Haas, B.A. (Honours) (University of Regina, 1969, 1980); M.Div., Th.M. (Covenant Theological Seminary, 1974, 1977); Th.D. (Toronto School of Theology, University of Toronto, 1989),  
*Professor of Religion & Theology, 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*

Christiaan Teeuwssen, 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, 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*

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 & Theology and Classical Studies, Emeritus*

## Regular Faculty

Kenneth Anyomi, B.Sc. (University of Science and Technology, 2005); M.Sc. (Freiburg University, 2008); Ph.D. (Laval University, 2013),  
*Assistant Professor of Biology*

Vahagn Asatryan, B.S. (Yerevan State Institute of Economics); M.B.A., Ph.D. (Iowa State University, 2001, 2006),  
*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*

Edward Berkelaar, B.Sc. (Acadia University, 1993); M.Sc., Ph.D. (University of Guelph, 1995, 2000),  
*Professor of Chemistry and Environmental Science and Associate Dean of Natural Sciences & Mathematics*

Morgan Braganza, B.A., M.S.W., Ph.D. (Wilfrid Laurier University, 2007, 2009, 2020),  
*Assistant Professor of Social Work*

Darren Brouwer, B.C.S. (Redeemer University College, 1995); B.Sc.(Honours) (University of Guelph, 1997); Ph.D. (University of British Columbia, 2003),  
*Professor of Chemistry*

Laurie Busuttill, MBA, M.T.S. (McMaster University, 2011, 2017),  
*Professor of Business*

Nathan Campbell, B.Sc. (University of Waterloo, 2000); Dip.S.I.M. (Sheridan College, 2003); M.Sc. (University of Guelph, 2012); Ph.D. (Western University, 2023),  
*Assistant Professor of Kinesiology & Physical Education*

Raymond Chiu, B.A.Sc. (University of Toronto, 1991); MBA (York University, 2002); Ph.D. (McMaster University, 2017),  
*Assistant Professor of Business*

Lisa Devall-Martin, B.Mus. (Western University, 1990); M.Mus. (McGill University, 1994); B.Ed. (Charles Sturt University, 2007); Ed.D. (Johns Hopkins University, 2017),  
*Assistant Professor of Education*

Karen Dieleman, B.A. (Honours), M.A., Ph.D. (McMaster University, 2000, 2001, 2006),  
*Professor of English*

Monica Chi Eaton, B.A. (Honours), MSW (University of Toronto, 2006, 2008); Ph.D. (Wilfrid Laurier University, 2021),  
*Associate Professor of Social Work*

Bill DeJong, B.A. (Redeemer University College, 1993); M.Div. (Mid-America Reformed Seminary, 1996); Ph.D. (McMaster University, 2017),  
*Faculty Chaplain, Assistant Professor in Religion & Theology, and Director of Mentoring*

Jantina Ellens, B.A. (Honours) (Redeemer University College, 2011); M.A. (Western University, 2012); Ph.D. (McMaster University, 2021),  
*Sessional Assistant Professor in Core Studies and English*

Timothy Epp, B.A. (Honours), M.A. (McMaster University, 1992, 1994); Ph.D. (York University, 1999),  
*Professor of Sociology*

Benne Faber, B.A. (Honours) (McMaster University, 1987); D.Phil. (Oxford University, 1991),  
*Associate Professor of English*

Kevin Flatt, B.A. (University of Waterloo, 2003); M.A. (University of Western Ontario, 2004); Ph.D. (McMaster University, 2008),  
*Professor of History and Associate Dean of Humanities*

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