Providence University College
2026-2027
Academic Calendar

10 College Crescent
Otterburne, Manitoba R0A 1G0
1-204-433-7488
Toll-free: 1-800-668-7768
Fax 1-204-433-7158
Email: info@prov.ca
Web: http://www.prov.ca

Knowledge and character for leadership and service.

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1. Introduction to Providence University College

1.1 | Institutional Mission

A Christian academic community in the evangelical tradition, Providence teaches people to grow in knowledge and character for leadership and service.

1.2 | Institutional Values

Christ First: We affirm the essential doctrines of the Christian faith as held by evangelicals. These doctrines are defined in more detail in our Statement of Faith.

Diversity of Thought: We invite, encourage, and listen carefully to different voices and opinions, all in the service of strengthening and clarifying our faith.

Community: We support and strengthen one another in study and spirit, because we learn and grow better together.

Exploration: We recognize that faith is a journey. We encourage out students to explore and develop their faith perspective.

Academic Excellence: We hold all programs to rigorous academic standards.

1.3 | University College Learning Outcomes

An Integrated Christian Worldview

- Biblical and Theological Literacy
- Christ-Centred Worldview
- Learning in Service of Discipleship
- Flourishing Personal Spirituality

Critical and Creative Thinking

- Inquiry and Analysis
- Problem Solving
- Creativity
- Depth and Breadth of Understanding

Literacy

- Information Literacy
- Quantitative Literacy
- Technological Literacy
- Visual Literacy

Global Intelligence

- Global Understanding
- Sense of Historical Development
- Civic Knowledge and Engagement
- Intercultural Competence

Communication

- Oral Communication
- Written Communication

- Reading Comprehension
- Integrative Communication

Ethical Leadership

- Teamwork
- Ethical Reasoning
- Leadership
- Personal Organization/Time Management

1.4 | Mission Statement

The mission of Providence University College is to educate students as Christians at a university level to think, live, and serve in the church and in society.

1.5 | Purposes

1.5.1 To educate students to think as Christians, this includes stimulating student growth in:

- knowledge of the Bible, of the Christian faith, of themselves, of their contemporaries, and of the world around them;
- skill in research, analytical critical thinking, and independent study;
- integration of all knowledge and experience into a Christian worldview;
- knowledge of and respect for divergent scholarly opinions.

1.5.2 To educate students to live as Christians, this includes stimulating student growth in:

- an appreciation of a biblical sense of values, of God's direction in their lives, and of their privileges and responsibilities in contemporary society;
- well-rounded Christian personalities in mental, physical, spiritual and social spheres;
- a sense of personal discipleship with Christ.

1.5.3 To educate students to serve as Christians, this includes stimulating student growth in:

- dedication to serve the holistic needs of humanity;
- basic vocational skills needed to begin to serve in selected careers;
- basic disciple-making skills needed to serve effectively for Christ in the church and in society at home and abroad in lay or professional service as God may lead;
- skill in effective communication of ideas.

1.6 | Statement of Faith

Providence University College's mission and objectives are pursued in the context of the following historic evangelical faith statement, supported by all our faculty.

We believe the revelation given by God in Christian Scripture. We embrace the faith set forth in it as summarized in the historic creeds of the Church. We are rooted in the Protestant evangelical tradition and celebrate its international and ecumenical diversity. We affirm the following beliefs as essential to the gospel and to Christian living.

There is one living and true God, creator and sustainer of all things, infinitely perfect and eternally existing in the communion of three persons: Father, Son, and Holy Spirit.

God the Father is the ground of all truth, the standard of all goodness, the measure of all beauty, who supplies providential care for all that he has made and loved.

Jesus Christ is Lord, God incarnate, fully human and fully divine, one person forever, and the truth whom we seek and adore. Conceived by the Holy Spirit and born of the Virgin Mary, Jesus lived a sinless and obedient life, atoned for sin by his death on the cross, rose bodily for our justification, and ascended to glory where he now mediates on behalf of his people.

The Holy Spirit enables believers to live holy lives by God's regenerating, sanctifying, and illuminating power.

Holy Scripture is divinely inspired, complete, entirely trustworthy, and authoritative for faith and life. It is to be believed as God's instruction, obeyed as God's command, and trusted as God's pledge.

Human beings are created male and female in the image of God. They are called to glorify God, to live in communion with God and one another, and to be stewards of God's creation. All people fail to live up to this calling. They are sinners by nature and by choice. Sinners are justified and renewed only by accepting the grace and mercy of God, poured out in the crucified and risen Son, who is received by faith alone.

The Church, the body of Christ, is composed of all true believers. Local churches, as the visible presence of Christ's body, are called to declare the good news of salvation through worship, discipleship, and witness among the nations.

Through the cross God triumphs over the evil powers that violently oppose God's plan and people. Jesus will visibly return to reign over all creation in power and glory. The righteous in Christ will rise to eternal life and the unrighteous to eternal separation from God.

1.7 | Covenant of Community Life

Understanding that Jesus Christ is sovereign over every aspect of corporate and individual life, that God's will is revealed in Holy Scripture, that the Holy Spirit interprets such to the church and empowers it to live accordingly, and that everything we have comes from God, we do covenant:

1. To practice a vital and vibrant life of individual and corporate worship of the one true God;
2. To pursue moral excellence in every aspect of our life and relationships;
3. To steward our time, talent, treasure, body, and the environment to the glory of God;
4. To exemplify the gospel of grace by upholding the dignity of, showing respect to, and serving all people regardless of age, race, gender, sexual orientation, religion, or culture;
5. To maintain a living and verbal witness to the grace of God;
6. To practice love, grace, truth, and generosity, and eschew offensive, manipulative, harmful, and deceptive behaviour;
7. To sacrifice our own selves for the good of the community and for the sake of the gospel; and
8. When we sin, to forgive and be reconciled to one another and to seek forgiveness and reconciliation with God through Jesus Christ.

Epilogue

This covenant states the general principles by which the Providence community (Board of Governors, staff, faculty and students) agrees to live. The Cabinet and Senate of Providence reserve the right to establish policies and procedures at any time that uphold the Covenant of Community Life and allow for

the orderly and efficient administration of the institution and they reserve the right to impose disciplinary action in the case of failure to uphold either this covenant or general institutional policies and procedures. Such policies and procedures are set forth in the various handbooks (student, employee, Board of Governors).

1.8 | Philosophy of Education

1.8.1 **A Christian Emphasis**

As a Christian university college committed to excellence, Providence University College practices a distinctive philosophy of education. A major focus of the educational program is the emphasis on the Scriptures as the final authority in all they affirm. This biblical basis is of major significance educationally, not only in the biblical and theological courses and requirements, but also in developing a biblical perspective in all the curricular and co-curricular programs and activities.

1.8.2 **University Level**

Providence University College differs from many Christian colleges in its commitment to conduct all of its education at the academic level of accredited university studies. A large and growing number of Canadian and international universities are recognizing this dimension of the Providence University College educational program by recognizing the Providence degree for admittance into graduate programs and by granting a growing amount of credit transfer to alumni. Negotiations in this regard are continually in process. Those who want to know the current state of this matter should enquire with the Registrar.

1.8.3 **A Process of Inquiry**

We believe that all truth has its ultimate source in God and as such needs to be pursued with honest, open, and thorough inquiry. This is expected of all students and faculty, while recognizing the limitations of individual awareness of the relevant facts and the fallibility of human interpretations of these facts.

1.8.4 **Holistic Education**

Providence University College seeks to address the physical, emotional, and spiritual needs of students as well as their intellectual needs in a more holistic educational program than is characteristic of most universities. Christian maturity is further developed in the many educational dimensions of Providence University College campus community life and in off-campus field education, athletic, music, and theatre activities.

1.8.5 **A Balanced Curriculum**

We believe that the best program of university education for those who wish to serve Christ effectively is a balanced and integrated study of: 1) God's Word — courses foundational for Christian life and service; 2) God's world — courses to provide an understanding of the world in which we need to serve; and 3) God's work — courses to develop specific skills needed for both vocational and lay ministries. All academic disciplines are integrated around the centrality of Christ "in Whom are hid all the treasures of wisdom and knowledge" (Col. 2:3).

1.9 | History

"The earth is the Lord's and all that is in it, the world, and those who live in it." (Psalm 24:1 NRSV)

Providence carries out its activity as an educational institution on the traditional territories of the Cree, Anishinaabe, and Metis nations. We honour them as the ancient peoples and current hosts of this part of God's creation. The Roseau River First Nation Community is the nearest relatives to these ancient peoples. We live together according to Treaty One signed in 1871. We seek to understand Indigenous perspectives and the story of the land on which our campus rests.

On January 4, 1925, Winnipeg pastor, Rev. H.L. Turner, saw his dream realized to establish the evangelical interdenominational "Winnipeg Bible Training School" for the purpose of training "Christian workers for service in voluntary or official positions in the Church, the Sunday School or the Mission Field at home or abroad." The school's name was changed to "Winnipeg Bible Institute" in 1929, to "Winnipeg Bible Institute and College of Theology" in 1948, to "Winnipeg Bible College" in 1963, to "Providence College" in 1991, and to "Providence University College" in 2011.

Notable early graduates include R. Wesley Affleck, who served on the faculty and administration 30 years before leaving to found Burrard Inlet Bible Institute, which became the Okanagan Bible College; Henry Hildebrandt, who founded Briercrest Bible College, and served as its President for some 40 years; and Ben D. Reimer and Archie Penner who gave many years of teaching and administrative leadership at Steinbach Bible College. Numerous other graduates have served and today continue to serve with distinction in many other educational institutions, churches, and missions around the world, and in various professions and vocations far and wide.

During its first 45 years, the school occupied a series of 13 different campuses at various Winnipeg locations, none of which allowed room for significant growth. From the fall of 1949 to the spring of 1968, the school occupied a one-acre site at 2 Evergreen Place on the bank of the Assiniboine River, within sight of the Manitoba Legislative Building. Though enrolment during those difficult years never exceeded 100 full-time students, the school maintained a strong commitment to spiritual vitality, missionary and evangelistic zeal, practical student ministries, and academic excellence in the study of the Scriptures and related disciplines. In 1948, the Manitoba legislature granted the school a charter to issue theological degrees — an action that was uncommon among the numerous Bible institutes that had been established across Canada by that time. In 1978, this charter was revised to provide for the offering of arts degrees as well, and the B.A. programs were introduced. Again, this was not done in most Bible colleges in Canada at that time.

In 1970, under the leadership of President Kenneth Hanna, the college moved to the 93-acre Otterburne campus of the former St. Joseph's College. Enrolment passed 100 full-time students that fall, followed by another six consecutive record college enrolments. In 1972, the graduate division was established as the Winnipeg Theological Seminary.

In 1966, the Accrediting Association of Bible Colleges (AABC) granted the college associate membership in recognition of the quality of its academic program. In 1973 the college gained full accredited membership in AABC, which changed names in 2004 to The Association for Biblical Higher Education (ABHE).

1.10 | Campus

Providence University College faculty, staff, and students share in the use of a beautiful 100-acre campus just 50 kilometres south of Winnipeg. The school's proximity to Manitoba's capital city gives the Providence University College student easy access to the social, employment, and church-related opportunities in the city. Providence has an additional location in the city of Winnipeg.

1.11 | Academic Affiliations and Accreditation

Providence University College is concerned that your education will be recognized by the larger academic community. The following associations have therefore been developed.

1. The Manitoba Legislature, by a special act of incorporation, has granted Providence University College a charter to grant degrees including honorary degrees, diplomas, and certificates.
2. Providence University College is fully accredited by the Association for Biblical Higher Education (ABHE) which is a member of the Council for Higher Education Accreditation (CHEA); the body that provides accreditation for all recognized American universities, colleges, and professional preparation programs.
3. Providence University College is a non-member affiliate of the Coalition for Christian Colleges and Universities (CCCU)
4. Many Canadian and international universities grant transfer of credit for Providence University College courses, including locally the University of Manitoba, University of Winnipeg, and Brandon University. A growing number of universities also recognize the Providence degree for admittance into post-baccalaureate and graduate programs.
5. Anyone with an undergraduate degree from Providence, who has the correct number of credits in teachable subjects, and who has a B.Ed. degree, is eligible for teacher certification by the Province of Manitoba.
6. Providence University College is a charter member of Christian Higher Education Canada (CHEC).
7. Providence University College has been approved as a designated institution for the purposes of the Canada Student Loans Plan.
8. Providence University College has been approved as a designated institution for the purpose of the Manitoba Student Aid Program.
9. The Veterans' Administration of the United States of America has approved Providence University College for the training of veterans under the Veterans' Readjustment Benefits Acts of 1966.
10. The U.S. Department of Education has approved Providence University College for the purposes of the William D. Ford Federal Direct Loan Program (Institutional Code Number G12274).
11. Providence University College is a member of the Association of Registrars of Universities and Colleges in Canada (ARUCC) and the Western Association of Registrars of Universities and Colleges in Canada (WARUCC).
12. Providence University College is a member of the Manitoba College Athletic Conference (MCAC).
13. Providence University College is a member of the National Christian College Athletic Association (NCCAA).
14. Providence University College is a member of the Prairie Association of Christian Libraries (PACL).
15. Providence University College is a member of the Association of Christian Service Personnel (ACSP).
16. Providence University College is a member of the Canadian Council of Christian Charities (CCCC).
17. Providence University College is a member of TESL Canada.
18. Providence University College is a member of the Canadian Association of Christians in Student Development (CACSD).

2. Admissions

2.1 | Application and Entrance Requirements

Students are encouraged to apply to Providence University College anytime during grade 11 or 12 by filling out our online application at prov.ca/apply. High school students & transfer students with under 24 attempted post-secondary credits will be assessed based upon their high school grades as per our admission requirements. Students transferring to Providence with more than 24 attempted post-secondary credits will be considered for admission based on cumulative post-secondary GPA. Admission decisions are based on academic performance, including interim and final grades, cumulative post-secondary GPA (for transfer students), and other supporting documentation.

The Admissions Committee reviews all applications and records of academic performance to determine admission status. Possible acceptances are as follows:

Final Acceptance may be granted to direct entry applicants who have met all entrance requirements, and submitted all official final documents, which have been reviewed and approved by the Admissions Committee.
Provisional Acceptance may be granted to students who are currently enrolled in high school, are on track to meet the necessary admission requirements, and have submitted interim transcripts or a report card showing current courses and grades. Full acceptance is pending the receipt and review of official final documents. The deadline to submit official final documents is August 15 for a Fall semester start and December 15 for a Winter semester start.

Please note, **probationary conditions** may be applied to applicants who fail to meet direct entry academic requirements and will be assessed individually on their potential for success in university studies. These additions may include certain registration limitations and academic performance expectations, meeting with Providence Academic Support Services (PASS), and other possible supports and services. In addition, students may be required to take an Academic Readiness Course or receive further limitations on their admission in order to demonstrate readiness (see below). For students that fail to receive a 70% in ENGL 40S (or other province equivalent), they may be required to take English Composition in their first semester at Providence.

Limited Admission may be granted to **Non-Degree Students** and are permitted to:

1. Take any course for which they meet the prerequisites,
2. Pursue **part-time** study, including visiting students, casual/pre-requisite-seeking students, and auditing students.

Students granted limited admission will have their academic performance reviewed at the end of the semester if they intend on pursuing full admission. Students only intending to pursue non-degree studies may take a maximum of 5 courses (15 credits) at Providence before they will be required to pursue a degree program. Students receiving limited admission as a condition to needing to demonstrate further academic readiness (as noted under **probationary conditions**) may be required to take a maximum of 6 credits (2 courses) and will be required to re-apply for a degree after their first semester. A minimum GPA of 2.00 is required to be considered for direct entry into a full-time program.

For students applying from a Christian high school, certain faith-based coursework may also be considered towards admission and Academic Entrance Scholarship eligibility, as determined by the admissions committee. Courses will need to demonstrate academic rigour equivalent to that of the courses listed below. Examples of such courses may include Church History, Biblical and Theological Studies, and Catholic Studies. Discipleship courses do not qualify.
Application evaluations are done using an internal evaluation rubric as determined by the Admissions

Committee. As noted above, students that fail to meet admissions requirements (sections 2.1, 2.1.1, and 2.1.2) may be given probationary conditions that are to be met during their first semester or first year of study. These probationary conditions are generally determined by two factors: applicable courses & the grade percentages applied to those. If a student fails to meet the listed admissions requirements based on either of these two factors, conditions will be determined by the Admissions Committee on a case-by-case basis (conditions will be determined based on what level of support the Admissions Committee deems necessary for the student to succeed at Providence).

Full details on admission requirements, application steps, probationary conditions, and deadlines can be found on our website here: Otterburne Campus Admissions

2.1.1 Manitoba High School Students

To be admitted to a three- or four-year degree program at Providence, you must have a Manitoba senior high school diploma, or equivalent, with 30 credits. Included in the 30 credits should be a minimum of five credits at the grade 12 level, with a minimum of three credits in university preparatory courses (S, U, G), including with an overall average of 70% and a minimum of 70% in English 40S. We do not consider physical and health education, career education, applied design, and skills and technology as academic courses. The prerequisite for all other programs is a certificate of graduation from grade 12. Final admission is reviewed and granted upon receipt of your official final transcript showing graduation date and meeting the minimum admissions requirements.

It is the policy of Providence University College in the admission of students not to discriminate on the basis of the applicant's age, race, gender, sexual orientation, religion, or culture.

In keeping with the Providence University College mission "to educate students as Christians at a university level to think, live, and serve effectively in the church and in society," applicants will be asked to answer basic essay questions as part of the application process.

2.1.2 Other Canadian Provinces

A full senior high school graduation certificate of standing with the courses equivalent to Manitoba Grade 12 courses is required. Consideration will be given to students with deficiencies as for students from Manitoba noted above under 2.1.1 Manitoba High School Students.

The academic prerequisite for admission to a three- and four-year degree program is a satisfactory provincial senior high school certificate. Included in the high school certificate should be (based on province).

Alberta, Northwest Territories, and Nunavut	Students are required to graduate from high school or equivalent with a university preparatory program. The minimum requirement for admission is graduation from high school with a 70% average in English 30-1 (or equivalent) and 3 additional grade 12 academic courses. We do not consider physical and health education, career education, applied design, and skills and technology as academic courses.
British Columbia & Yukon Territory	Students are required to graduate from high school or equivalent with a university preparatory program. The minimum requirement for admission is graduation from high school with a 70% average in English 12 or BC First Peoples 12 (or equivalent) and 3 additional grade 12 academic courses. We do not consider physical and health

	education, career education, applied design, and skills and technology as academic courses.
New Brunswick	Students are required to graduate from high school or equivalent with a university preparatory program. The minimum requirement for admission is graduation from high school with a 70% average in English 121 or 122 (or equivalent) and 4 additional grade 12 academic courses (University preparatory: 120, 121 or 122). We do not consider physical and health education, career education, applied design, and skills and technology as academic courses.
Newfoundland & Labrador	Students are required to graduate from high school or equivalent with a university preparatory program. The minimum requirement for admission is graduation from high school with a 70% average in English 3101 (or equivalent) and 3 additional academic 3000 level courses. We do not consider physical and health education, career education, applied design, and skills and technology as academic courses.
Nova Scotia	Students are required to graduate from high school or equivalent with a university preparatory program. The minimum requirement for admission is graduation from high school with a 70% average in English 12 (or equivalent) and 4 additional grade 12 academic courses (University preparatory, Academic or Advanced). We do not consider physical and health education, career education, applied design, and skills and technology as academic courses.
Ontario	Students are required to graduate with a successful completion of an Ontario Secondary School Diploma (OSSD) or equivalent with a university preparatory program. The minimum requirement for admission is graduation from high school with a 70% average in Grade 12 U English (or equivalent) and five additional grade 12 U or M courses. We do not consider physical and health education, career education, applied design, and skills and technology as academic courses.
Prince Edward Island	Students are required to graduate from high school (PEI Secondary School diploma) or equivalent with a university preparatory program. The minimum requirement for admission is graduation from high school with a 70% average in English 611 or 621 (or equivalent) and 4 additional academic courses numbered 611 or 621. We do not consider physical and health education, career education, applied design, and skills and technology as academic courses.

Quebec	Students are required to complete at least one year in a CEGEP academic diploma program with a GPA of 2.0 or average of 65%. This must include 12 academic courses with at least one English and an additional English or French course with a minimum overall average of 65%. Students who have completed a two-year CEGEP program may be eligible for transfer credit up to a maximum of 30 semester hours (credits).
Saskatchewan	Students are required to graduate from high school or equivalent with a university preparatory program. The minimum requirement for admission is graduation from high school with a 70% average in English A30 (or equivalent) and 3 additional 30 level academic courses. We do not consider physical and health education, career education, applied design, and skills and technology as academic courses

2.1.3 **United States of America**

The academic prerequisite for admission to a three- and four-year degree program is a completed grade 12 high school certificate with at least five university preparatory credits. Consideration will be given to students with deficiencies as noted above under 2.1.1 Manitoba High School Students. While ACT/SAT scores are not required for entrance, students are welcome to include them. The prerequisite for all other programs is a certificate of graduation from grade 12.

A completed Grade 12 high school certificate and a minimum of 2.50 GPA (70%) in:

- 4 years of English
- 3 years of mathematics
- 2 years of social science
- 2 years of science (with one lab science)
- 2 years of additional academic courses

2.1.4 **Home School Students**

The academic prerequisite for admission to Providence University College is a completed grade 12 high school certificate with at least five university preparatory credits (refer to the table in 2.1.1). A recognized provincial or state program for home school education is preferred. Evaluation is done on an individual basis. All applicants will be placed on probation for their first 30 hours of study.

2.1.5 **Mature Students**

The academic prerequisite for admission to a three- and four-year degree program is a completed grade 12 high school certificate with at least five university preparatory credits. Students aged 21 or over who lack the academic prerequisites noted above under 2.1.1 Manitoba High School Students may apply for admission. Entering mature students may be asked to provide a resume, certifications, or evidence of preparatory courses to demonstrate academic readiness to handle a university courseload, as per the discretion of the admissions committee.

2.1.6 **Mature Students and Non-Accredited Degree Students – Graduate Studies**

Admission requirements for Providence University College's Graduate Studies are the same as for Providence Theological Seminary.

Applicants who have not obtained a bachelor's degree may be able to apply as mature students. A mature applicant must be at least 30 years old and be able to demonstrate academic aptitude through one of the following:

- Submission of official GRE (Graduate Record Examination) test scores. Minimum scores of 153 on the verbal section and 4.5 on the analytical section are required. Providence's institutional Code for the GRE is 6585. GRE scores are valid for 5 years from date it was taken

- Applicants with a cumulative grade point average of 3.00 (on a 4-point scale) from another graduate institution may be considered for admission in cases where the other graduate institution is considered equivalent to Providence Seminary.

- Submission and assessment of an RPL (Recognition of Prior Learning) portfolio. Providence provides RPL portfolio development and assessment services for a fee. Please contact the Registrar's Office for more information about the RPL process or to schedule an initial consultation.

Applicants who hold a degree from a non-accredited institution can apply as non-accredited degree students. No age restriction applies to those applying as non-accredited degree students.

The Association of Theological Schools, the accrediting body to which the seminary belongs, limits the portion of the student body that can be admitted as mature or non-accredited degree students, except in cases where the student's RPL portfolio or non-accredited degree is determined by the faculty assessor to be the educational equivalent of an accredited bachelor's degree. All applicants will be assessed according to the availability of program vacancies and the relative merits of each case.

2.1.7 **International Students**

International students must submit complete academic records when applying. All applications are reviewed individually. Graduation from a recognized high school program is required. English language proficiency requirements are outlined in section 2.4.4 Academic Placement.

To study in Canada, international students must hold Canadian Permanent Residency or obtain Temporary Residency through a Study Permit. Citizens of many countries will also need a Temporary Resident Visa (entry visa). Students are encouraged to apply for necessary immigration documents well in advance.

Additional Requirements for International Students:

- As of 2024, most international students applying for a Study Permit must obtain a Provincial Attestation Letter (PAL) from the Province of Manitoba. Exceptions may apply for certain undergraduate programs.
- Canadian Permanent Residents qualify for Manitoba Health Care. International students with a valid Study Permit must purchase mandatory health insurance upon registration.

2.1.8 **Students on Academic Probation/Suspension**

An applicant who has been placed on academic probation or academic suspension by another post-secondary institution will not be granted admission unless the probation or suspension period has passed.

2.2 | Advanced Standing

2.2.1 Transfer of Credit

Students may receive credit for courses taken within the last ten years. If the school is an accredited college or university, full Providence University College credit may be granted for courses comparable to those offered at Providence University College in which a grade of "C" or better is received. If the school is not accredited, full Providence University College credit may be granted for courses comparable to those offered at Providence University College in which a grade of "B" or better is received. Transfer of credits are specific to the program of study declared, and therefore not all courses taken will be eligible for transfer.

To graduate from Providence University College, all transfer students will need to take a minimum of one-third of the program requirements at Providence University College (or two-thirds for Certificate programs). For all degree programs, this must include at least one course in each of the following areas:

Humanities, Mathematics, Science, or Social Science

Biblical Studies or Theology

Aviation, Business Administration, Church Ministries, Communications and Media, Intercultural Studies, TESOL.

Transfer students should note that such transfer credit as Providence University College is prepared to grant may not be accepted by other colleges or universities in which they may later wish to enrol, even if those colleges or universities recognize transfer of credit for studies taken at Providence University College.

Note: Students considering an academic program that leads to a professional license or certification in a particular jurisdiction should contact the appropriate licensing agency prior to enrolling. It is the student's responsibility to contact the appropriate licensing board to confirm whether a Providence University College program will meet the requirements for licensure in that jurisdiction.

Providence University College cannot imply, promise or guarantee that credits earned at Providence will transfer to other institutions, since such determinations are made according to the policies of the receiving institution. It is the student's responsibility to determine whether that school will accept their academic credits.

2.2.2 Recognition of Prior Learning

Students with significant life experience or informal learning in any subject matter taught at Providence may apply for their learning to be assessed through our Recognition of Prior Learning (RPL) program. RPL applicants are given the opportunity to prove their learning through a portfolio, exam, interview, or some combination thereof. Successful RPL applicants will:

- Receive a letter grade that reflects their learning, just as if they had taken the regular course; or
- Receive a letter grade for another course to which their learning is better suited; or
- Receive advanced standing in the subject, allowing them to substitute an advanced course for an introductory-level requirement; or
- In cases of a low passing grade, students may opt to treat the RPL attempt as a failure.

Unsuccessful RPL attempts do not appear on a student's transcript. Students who fail an RPL attempt are:

- encouraged to take the course; or
- in cases of a nearly passing grade, granted advanced standing in the subject allowing them to substitute an advanced course for an introductory-level requirement.

A $300 assessment fee applies. For more information about RPL, contact the Registrar's Office.

2.2.3 **Transfer Students**

A transfer student is a student who has attempted courses at another post-secondary institution. If the student has attempted 24 credit hours (8 courses) or more at another post-secondary institution, the admission decision will be based on the official post-secondary transcript. Full acceptance will be granted for CGPA of 2.0 out of a 4.0 scale, and a conditional acceptance for lower than CGPA of 2.00. If the student has attempted less than 24 credit hours, the admission decision will be based on the official high school transcripts.

2.3 | Residence Requirement

All single students under the age of 20 years (within enrolment year) must live in campus residence halls or in the home of a parent or legal guardian, unless special permission is granted from the Vice President of Student Life. Students must take a minimum of 9 credit hours to be eligible for any on-campus accommodations.

2.4 | Modern Language Institute – English for Academic Purposes (EAP)

2.4.1 **Fundamental Purpose**

The English for Academic Purposes Program (EAP) of the Modern Language Institute exists to provide an English immersion experience that encourages students at the university level to think, live, and serve effectively as Christians in the church and in society.

2.4.2 **Secondary Purpose**

The EAP provides post-secondary education for students who are beyond the elementary level in English proficiency, preparation for further academic studies in English, and opportunity to develop English proficiency skills that will be recognized internationally.

2.4.3 **Program Overview**

There are four semesters offered by the English Language Institute. All semesters have integrated content (listening, speaking, reading, and writing). They correspond to Canadian Language Benchmarks 5–8.

1. EAP905 Integrated EAL for University Preparation CLB5
   Students will work on basic skills for success in English, focusing on everyday language.
2. EAP906 Integrated EAL for University Preparation CLB6
   Students will work on developing intermediate skills for success in English, focusing on natural language.
3. EAP907 Integrated EAL for University Preparation CLB7
   Students will work on improving intermediate skills for success in English, focusing on academic language.
4. EAP908 Integrated EAL for Seminary Preparation CLB8
   Students will work on polishing their skills for success in English, focusing on advanced academic language.
5. EAP910-3 Integrated EAL Tutorship (3 hours)
   This course is available to students who have taken the courses offered at the English

Language Institute, but who require further English learning in order to achieve a complete CLB5 - CLB8 in order to be admitted into regular classes in Providence University College. It will focus specifically on strengthening the student's English in specific identifiable areas.

2.4.4 **Academic Placement**

English is the language of instruction at Providence University College and Seminary. All students whose mother tongue is not English must submit an official test score as part of registration.

An IELTS or TOEFL score, or any other official score, is acceptable for registration purposes. The Modern Language Institute will convert your score to Canadian Language Benchmarks (CLB) for placement. For further information, contact the Admissions Office.

Official scores can be e-mailed, faxed, or mailed to the International Admissions Officer of Providence by using institutional code 6585. Students with high enough scores may enter regular studies directly if they meet other entrance requirements.

Acceptable Official Scores				**Providence Placement**
IELTS	**TOEFL iBT:** Minimum score in each of: **Speaking/ Listening/ Reading**	**TOEFL iBT:** Minimum score in **Writing**	**CLB** (Canadian Language Benchmarks)	
≤ 5.5	≤ 15	≤ 15	1-6	EAL
4.5	9-12	9-12	5	EAP905
5.5	13-15	13-15	6	EAP906
6	16-19	16-19	7	EAP907
6.5	20	20	8	UC Undergraduate **OR** EAP908 (for Sem. entrance)
7	20	22	9	Seminary (excluding Counselling)
7.5	22	22	9	Seminary (Counselling)
8	24	24+	10	M.A. with thesis, D.Min.

Please note:

- It is possible to have the official test score requirement waived. If you have successfully completed three years of secondary or post-secondary education at an institution that uses English as the language of instruction, please submit an official transcript. Further information about the institution or the instruction may be required before the waiver is granted.
- If you have been in English classes in Canada and have CLB scores, please submit them in lieu of an official test score.
- Providence reserves the right to require any student to submit proof of adequate English skills before admission regardless of educational background, citizenship status, country of origin, or stated primary language.
- Some programs, such as Counselling, require excellent speaking and listening skills in English. Additional English testing may be required before admittance.
- CLB8 is required for entrance into Providence University College Undergraduate Programs. CLB9 is required for entrance into Providence Seminary. After completing CLB8, if a student successfully

completes one semester of studies at Providence University College (minimum 4 courses), they are assumed to have CLB9 without further testing.

- If a student appears to be struggling academically, additional English testing may be required. This will be upon the recommendation of a professor or the academic dean. If the results of the testing indicate the need, the student will be required to improve their English skills before resuming regular studies.
- Any student arriving on campus without submitting an official score will automatically be placed in the EAL Program.
- A 3 credit EAP 910 Tutorship course is available for those students who need additional English language support upon entering the University College or Seminary.
- In addition to the admissions requirements outlined above, Providence Downtown students require an IELTS score of 6.5 in speaking, listening and reading and a minimum of 6.0 in writing. Those who have a score of 6.0 in writing will be required to take English Composition in their first semester.

2.4.5 **Transfer of Credit**

Students who successfully complete the EAP Program (including any required tutorship) can receive:

- COMM 1030 – Speaking in Public
- HUMN 1010 – English Composition
- 3 credits of Biblical Studies or Theology Elective

3. Financial Information

3.1 | Tuition and Fee Schedule

Effective May 1, 2025. All fees are listed in Canadian dollars. Cost of books and supplies not typically included. Providence reserves the right to change tuition and fees without notice.

3.1.1 **Otterburne**

Undergraduate Tuition/Fees (Canadian and US Students)			
	Per 1 Credit	**Per 3 Credit Course**	**Per 15 Credit Semester**
Tuition	$379	$1,137	$5,685
Student Fees	$50	$150	$750
Total	$429	$1,287	$6,435

Undergraduate Tuition/Fees (International Students)			
	Per 1 Credit	**Per 3 Credit Course**	**Per 15 Credit Semester**
Tuition	$569	$1,707	$8,535
Student Fees	$50	$150	$750
Total	$619	$1,857	$9,285

Audit Fees	
	Per 3 Credit Course
Audit Fee	$276
Student Fees	$150
Total	$423

Graduate Tuition/Fees (Canadian and US Students)			
	Per 1 Credit	**Per 3 Credit Course**	**Per 15 Credit Semester**
Tuition	$598	$1,794	$8,970
Student Fees	$50	$150	$750
Total	$648	$1,944	$9,720

Graduate Tuition/Fees (International Students)			
	Per 1 Credit	**Per 3 Credit Course**	**Per 15 Credit Semester**
Tuition	$764	$2,292	$11,460
Student Fees	$50	$150	$750
Total	$814	$2,442	$12,210

Room and Board (per semester)	
7 Day – Shared Room	$4,826
7 Day – Single Room (Fourplex)	$5,230

7 Day – Single Room (MTH/Eichorst)	$6,126
5 Day – Shared Room	$4,672
5 Day – Single Room (Fourplex)	$5,076
5 Day – Single Room (MTH/Eichorst)	$5,972

3.1.2 Providence Downtown

Associate of Arts in Business			
		Per Credit Hour	**Per Year (30 credit hours/10 months)**
May 2023 – February 2024	**Tuition**	$496	$14,290
	Student Fees	$45	$1,350
	Total	$541	$15,640
March 2024 – August 2024	**Tuition**	$520	$15,600
	Student Fees	$47	$1,410
	Total	$567	$17,010

Associate of Arts in Education			
		Per Credit Hour	**Per Year (30 credit hours/10 months)**
April 2024 – August 2024	**Tuition**	$520	$15,600
	Student Fees	$47	$1,410
	Total	$567	$17,010
September 2024 onward	**Tuition**	$536	$16,080
	Student Fees	$48	$1,440
	Total	$584	$17,520

Master of Management	
	Per Year (18 credit hours/8 months)
Tuition	$13,752
Student Fees	$900
Books	$1,000
Guard.me Insurance	$825
Total	$16,477

UC Graduate Programs (Domestic)	
	Per Year (18 credit hours/8 months)
Tuition	$10,764
Student Fees	$900
Books	$1,000 approx.
Total	$12,664

UC Graduate Programs (International)	
	Per Year (18 credit hours/8 months)

Tuition	$13,752
Student Fees	$900
Books	$1,000 approx
Guard.me Insurance	$825
Total	$16,477

3.1.3 **CODE**

Subscription tuition varies based on program and partnership, adjusted from the standard rate of $350 per month. Students will be made aware of their specific tuition rate upon inquiry.

3.1.4 **Application Fees**

Application Fees and Deposits	
Non-Refundable Application Fee (Canadian and US Students)	$50
Non-Refundable Application Fee (International Students)	$150
Enrollment Deposit (Canadian and US Students) – refundable by July 1	$300
Enrollment Deposit (International – Onshore) – non-refundable	$4,000
Enrollment Deposit (International – Offshore) – non-refundable	$8,000
Residence Reservation/Damage Deposit (New Students)	$150
Residence Reservation Deposit (Returning Students)	$100
Non-Refundable Confirmation of Enrollment Fee (International Students)	$300

Application Fee is required with application and is non-refundable.

Residence Reservation/Damage Deposit (New Students) is required with application. Upon registration, the $150 will serve as the room damage deposit and remain on account for the duration of occupancy. Non-refundable after July 1 for September enrollment and December 1 for January enrollment.

Residence Reservation Deposit (Returning Students) In addition to the $150 damage deposit already on his/her account, the student is required to pay this deposit at the end of each year, to reserve a room in residence for the following semester. The amount is credited to the student's account and is non-refundable after July 1 for September enrollment and December 1 for January enrollment.

Confirmation of Enrollment is non-refundable, will be applied as a deposit for tuition, and is due upon application acceptance from Providence University College.

3.1.5 **Additional Fees**

Additional Fees	
Applied Music Lesson Fees (per credit hour)	$144
Aviation Fees: see 4.6.1 for more information	Varies
Commuter Parking Fees with Electrical (November 1 – March 31)	$30 per semester; $50 per year
Commuter Student Collegium	$30
Course Change Fee (per course change form after first five full class days)	$25
Course Extension Fee (per 1 month extension) – 2 extensions max/course	$100
Course Registration - Late fee	$50
Degree Parchment Reprint	$50

Duplicate Syllabi	1-5: $20 each additional: $1.00
Early Arrival (per day)	$30
Graduation Fee: Certificate/Diploma and Graduation-in-Absentia	$65
Graduation Fee: Degree	$130
Lab/Field Fees: Computer, Music, Science	Varies
Letter of Permission Application	$50
Locker Rental (per semester)	$15
Official Transcript	$25
Payment Plan	$100
Payment Plan – Late Payment	$100
Practice Room	$30
Registrar Office Letters	$15
Transfer Assessment	First: Free; Subsequent: $15

3.2 | Payment of Fees

All charges for the regular semester and Otterburne Summer TESOL Institute are due in full and payable by the Friday of the first week of the semester. All charges for a full year of the Associate of Arts Program at Providence Downtown are due in full and payable by the Friday of the first week of the year. A payment plan option may be available for transfer students from another Canadian institution. If eligible, students may request a payment plan option two weeks before class begins by contacting Enrollment.Winnipeg@prov.ca.

A payment plan option is available for full-time students by contacting the Business Office. A payment plan option is not available for 1st year Providence Downtown students. For 2nd year Providence Downtown students, 50% of the tuition is payable by the Friday of the first week of the year, and the remaining 50% payable at midpoint of year 2. Advisors will work with students to provide deadline details.

A Payment Plan fee will apply to all payment arrangements. All late payments will be subject to a Late Payment fee.

Overdue accounts are subject to late payments fees and/or interest.

Providence services, including but not limited to the issuing of transcripts and degree parchments, and access to course registration, will be withheld until accounts are paid in full. Please contact the Business Office with all questions related to payment.

3.3 | Refund Policy

This policy applies to the Otterburne campus. For Providence Downtown refund policies, inquire with the Finance department.

3.3.1 Tuition

In the case of a refund, tuition is applied to a student's account, but can be requested from the Business Office. All fees shown are per course.

	Academics: Regular Semester				
	Prior to Start	**First Week**	**Second Week**	**Third Week**	**Fourth Week**

Course Drop	Full refund	Full refund	Full refund ($25.00 fee applies)*	70% refund	60% refund

There will be no tuition fee refunds after the fourth week of classes. For Providence Downtown students, there will be no tuition fee refunds for the academic year after the fourth week of classes of the first term.

Academics: Condensed format (Modular) Courses			
	Prior to Start	**First Half-Day**	**Second Half-Day**
Course Drop/ Withdrawal	Full refund ($35.00 fee applies)	90% refund	80% refund

There will be no tuition fee refunds after the first full day.

	Academics: Year-Long Courses				
	Prior to Start	**Weeks 1-3**	**Weeks 4-6**	**Weeks 7-9**	**Weeks 10-12**
Course Drop/ Withdrawal	Full refund ($35.00 admin fee applies)	90% refund	80% refund	70% refund	60% refund

There will be no tuition fee refunds after the twelfth week of classes.
The Voluntary Withdrawal deadline for year-long courses is 21 weeks.

3.3.2 **Room and Board**

Students may withdraw from residence within two weeks of the start of semester and receive the appropriate pro-rated refund on board. Students who voluntarily withdraw or are dismissed (disciplinary sanction) from the residence at any point past the two-week grace period will forfeit their entire semester room fee and be given a pro-rated board refund, less a 10% administrative fee on the board portion.

3.4 | Scholarships and Bursaries

Providence offers a variety of scholarships and bursaries to students. Generally scholarships are academic based, while bursaries are financial need based. Students must apply each year by submitting an online application available on the Providence web site. Applications must be submitted by the due date stated on the application. The Scholarship and Bursary Committee will evaluate all applications and notify the successful recipients.

3.5 | Student Loans

3.5.1 **Manitoba Government Loans**

Residents of Manitoba are eligible to apply for Manitoba Government Loans. These loans are awarded on the basis of need, and are given in conjunction with Canada Student Loans.

Students should apply for Manitoba Student Loans and submit applications in June or at least eight weeks prior to registration to ensure adequate processing time. More information is available at: www.edu.gov.mb.ca/msa

3.5.2 Canada Student Loans

Student loans are offered by the Government of Canada to help students pay for their time at Providence and are offered to eligible full and part-time post-secondary students in most provinces and territories. Students should apply for Canada Student Loans at least eight weeks prior to registration to ensure adequate processing time.

Repayment of a loan begins six months after graduation, or six months after the student completes his/her academic work if it is prior to graduation. Students, however, are urged to keep their borrowing as low as possible, remembering that after graduation these loans must be repaid at a time when other financial obligations may be heavy. More information is available at: www.canada.ca/en/employment-social-development/services/education/student-loan.html

3.5.3 Canada Student Grants

A Canada Student Grant is money you receive to pay for tuition that you don't have to pay back. It is essentially "free money". Canada Student Grants are available to students from most provinces and territories except those from the Northwest Territories, Nunavut and Quebec. These governments have their own student financial assistance programs.

If you quality for a Canada Student Loan, you are automatically assessed for most Canada Student Grants, with the exception of the Grant for Services and Equipment for Students with Permanent Disabilities, which requires a separate application. You may be eligible to receive more than one grant. More information is available at www.canada.ca/en/services/benefits/education/grants.html.

3.5.4 Other Canadian Provinces

Students are eligible to apply for loans from their respective provincial government. More information is available at the Financial Aid page at www.prov.ca.

3.5.5 U.S. Student Loans

The U.S. Department of Education has approved Providence University College for purposes of the Direct Loan Program (subsidized, unsubsidized & PLUS loans). Please notify your Enrollment Officer if you have completed the FAFSA. The U.S. Department of Education requires Providence to notify Direct Loan recipients of our **Satisfactory Academic Progress (SAP) and Return of Title IV Funds (R2T4) Policies**. The institutional code number to be used on loan application forms is G12274.

Once you have completed your FAFSA, please **Set Up An Account** at our Virtual Financial Aid Office (VFAO). You will need to fill out an interview as part of creating your account. Once you have done so, you'll be able to check on your loan status through VFAO - and so will we! More information is available at: https://fafsa.ed.gov/

Mature students are not eligible to receive Title IV funds.

3.5.6 Refund Policy

If you drop below a 60% course load or withdraw from school entirely, your financial aid will be returned to the appropriate government agency due to non-compliance

3.6 | Awards

Providence University College – Otterburne

Note: Not all awards are guaranteed to be given out each year.

3.6.1 R. Wesley Affleck Graduate Award

Given to a member of the graduating class who has taken a minimum of 60 credit hours at Providence University College and in the judgment of the faculty, because of the student's well-balanced Christian character, scholarship, and spiritual leadership, best exemplifies the purposes and ideals of the institution.

3.6.2 Stewart and Elizabeth Battram Scholarship Award

Given annually to a member of the graduating class who has taken a minimum of 60 credit hours at Providence University College and who has maintained the highest overall scholastic record in the regular program of study.

3.6.3 Valedictorian

Awarded to a member of the graduating class who is selected jointly by the university college faculty and the graduating class to speak on behalf of the graduates at the annual Graduation Exercises.

3.6.4 First Year Class Award

Given annually to a student in the upper quarter of the First Year Class who has shown promise and leadership ability, has exemplified the objectives of the university college, and is continuing in a program at Providence University College.

3.6.5 Second Year Class Award

Given annually to a student in the upper quarter of the Second Year Class who has shown promise and leadership ability, has exemplified the objectives of the university college, and is continuing in a program at Providence University College.

3.6.6 Third Year Class Award

Given annually to a student in the upper quarter of the Second and Third ear Classes who has shown promise and leadership ability, has exemplified the objectives of the university college, and is continuing in a program at Providence University College.

3.6.7 Social Science Award

Given to a student within a Social Science program who demonstrates outstanding scholarship and the potential to communicate and contribute to the Social Sciences, and who has an AGPA of 3.50 or higher.

3.6.8 Student Life Leadership Award

Student Life Leadership awards are given each year to two students who have displayed a positive influence on campus and who have exemplified strong Christian character and leadership. Each student must be involved in campus activities and support the mission statement of the institution.

3.6.9 Sheil's Memorial Award for Missions

Given to a student who has evidenced special interest and leadership in missions and who represents acceptable academic standing.

3.6.10 George Sinderson Award for Field Education

Given to a student in their final year who has demonstrated an outstanding zeal in practical service through involvement in Field Education assignments.

3.6.11 Pilot Athlete of the Year Award

Given to two students, presented in recognition of outstanding achievement in sport performance and team leadership by a Providence athlete.

*One recipient should be an athlete participating in a women's sport league, and one recipient should be an athlete participating in a men's sport league.

3.6.12 Pilot Rookie of the Year Award

Given to two students, presented in recognition of outstanding achievement in sport performance by a first-year Providence athlete.

*One recipient should be an athlete participating in a women's sport league, and one recipient should be an athlete participating in a men's sport league.

3.6.13 Pilot Scholar Athlete Award

Presented in recognition of outstanding academic achievement by a Providence athlete.

3.6.14 Pilot Difference-Maker Award

Presented in recognition of a Providence athlete who demonstrates excellent community service and leadership.

3.6.15 Biblical Studies Award

Given to a graduating student who has shown excellence and promise in the field of Biblical Studies. The student must have an AGPA of 3.50 or higher.

3.6.16 Buller School of Business Award

Given annually to a student who is enrolled in the Bachelor of Business Administration or Bachelor of Arts, Business Administration major, who has shown academic and leadership ability, and who has exemplified the objectives of the university college. Recipients may be a graduating student or one who is returning for further study in Business Administration.

3.6.17 C.W. Hiebert Memorial Award for Graduate Studies

This award is given to a graduating University College student who has shown outstanding promise for further university studies and whom the faculty especially encourages to pursue graduate education. The award will be available for educational expenses in any one of the three years immediately following graduation.

3.6.18 Mary Hiebert Memorial Award for Humanitarian Service

This award is given to a student who has displayed outstanding humanitarian service.

3.6.19 **Professional Studies Award**

This award is given to a student graduating from the Division of Professional Studies whom the faculty of the division recognizes as a promising candidate for advanced professional studies. The award will be available for educational expenses in any one of the three years immediately following graduation.

3.6.20 **A.B.H.E. Delta Epsilon Chi Honor Society**

The Delta Epsilon Chi Honor Society recognizes graduating senior students who have distinguished themselves through their intellectual achievement, Christian character, and leadership ability. A maximum of 7% of the graduating class may be nominated, and recipients must achieve an AGPA of 3.30 or higher.

3.6.21 **Student Life Leadership Award**

Two Student Life Leadership awards are given each year to students who have displayed a positive influence on campus and who have exemplified strong Christian character and leadership. Each student should be involved in campus activities and support the mission statement of the institution.

3.6.22 **Jesse F. Lynn Memorial Award**

Awarded annually to a missionary who plans to return to the field.

3.6.23 **The Humanities Award**

Given to a student who has shown excellence in scholarship in the area of Humanities. Students who receive this award must have an AGPA of 3.50 or higher after completing a minimum of 30 credit hours at Providence University College.

Providence University College – Downtown

3.6.24 **International Student Achievement Award**

Awarded to the member of the graduating class who has taken a minimum of 60 credit hours at Providence Downtown and has maintained the highest overall scholastic record in the regular program of study.

*This award serves in place of a Valedictorian, with the recipient speaking on behalf of the graduating class during the annual graduation exercise.

3.6.25 **Student Life Leadership Award**

Student Life Leadership Award recipients are selected by the Downtown Student Council and are given each year to one student per graduating class who has displayed a positive influence on campus and who has exemplified strong Christian character and leadership. Each student must be involved in campus activities and support the mission statement of the institution.

4. Academic Information

4.1 | Program Tables

Undergraduate Discipline	Degree	Honours Major	4-year Major	3-year Major	Minor	Page
Aviation	B.Sc., B.A., Diploma		✓	✓	✓	53
Biblical and Theological Studies	Certificate					62
Biblical Studies	B.A.		✓	✓	✓	63
Business Administration	B.B.A., B.A., A.A.	✓	✓	✓	✓	73
Biology-Psychology	B.Sc.		✓			144
Church Ministries	B.A.		✓	✓	✓	92
Communications and Media	B.A.	✓	✓	✓	✓	97
Cultural Anthropology	B.A.				✓	102
English Literature	B.A.				✓	107
Environmental Science	B.Sc.		✓			145
General Biology	B.Sc.			✓		143
General Studies	B.A.			✓		112
Health Science	B.Sc.		✓			144
History	B.A.				✓	113
Humanities	B.A.	✓	✓	✓		117
Indigenous Studies	B.A.				✓	120
Integrative Vocational	B.A.		✓			123
Intercultural Studies	B.A.			✓	✓	124
Interdisciplinary Studies	B.A.			✓		127
Mathematics	B.A.				✓	130
Non-Governmental Organization	B.A.			✓	✓	81
Philosophy	B.A.				✓	134
Psychology	B.A.		✓	✓	✓	137
Science	B.A.				✓	143
Social Science	B.A.	✓	✓	✓		152
Sociology	B.A.	✓	✓	✓	✓	155
TESOL/TTESOL	B.A., A.A., Certificates			✓	✓	163

Graduate Discipline	Degree	Page
Educational Leadership	M.A.	104
Management	M.M.	73
TESOL	M.Ed., M.A.	171

4.2 | Student Classification

4.2.1 Regular Students

All students who have met the entrance requirements are classified as Regular Students (probationary status notwithstanding). Undergraduate students taking 12 or more credits per semester and graduate students taking 9 or more credits per semester are considered as full-time; those taking fewer are considered part-time, except for those registered in the following courses:

- BIBL 4710 – Assistantship I: Research and/or Teaching
- BIBL 4720 – Assistantship II: Research and/or Teaching
- TESL 7900 – Graduate Seminar: Research Methods
- TESL 7910 – Graduate Seminar: Literature Review
- TESL 7920 – Graduate Seminar: Project OR Thesis
- TESL 1120 – Teaching Practicum
- TESL 3130 – Cross-cultural Practicum
- TESL 5120 – Teaching Practicum

Students taking any of these courses are considered full-time. Furthermore, if an international student has fewer than 12 credit hours remaining in their program, they are considered full-time.

In terms of credit hours, Regular Students are also classified as follows:

First Year (1YR): 0-23 credit hours completed

Second Year (2YR): 24-59 credit hours completed

Third Year (3YR): 60-89 credit hours completed

Fourth Year (4YR): 90-120+ credit hours completed

4.2.2 Non-Degree Students

Non-Degree Students are those who take courses at Providence but are not enrolled in a certificate, diploma or degree program. Non-Degree Students may take a full- or part-time program of studies and may take any course for which they meet the prerequisites. Non-Degree Students may fall in one of the following categories:

- **Visiting students** are those from another institution who wish to take courses at Providence to be used towards their degree at their home institution. Visiting students are required to fill out the Non-Degree student application form and provide a Letter of Permission from the Registrar's Office of their home institution, indicating courses approved to be taken at Providence.
- **Auditing students** are those who wish to take courses at Providence for no academic credit. Auditing students are required to fill out the Non-Degree student application form.
- **Casual Studies students** who are neither visiting nor auditing students are required to fill out a Non-Degree student application form. Proof of a completed high school graduation certificate may be requested prior to registration with the discretion of the admissions committee.
- **Pre-Requisite Studies students** who do not meet admission requirements as noted under 2.1 may be eligible to take a course as a Non-Degree Student. Once conditions have been satisfied, applicants will be eligible for re-assessment to a degree program.

Non-Degree Students may take a maximum of 15 credit hours, after which a formal application for admission must be completed.

4.2.3 **Mature Students**

Mature Students are those 21 years of age and over and admitted with less than a Manitoba Senior high school certificate or equivalent (2.1), but mature students with equivalent experience are also considered. Mature Students are confirmed as Regular Students only after successfully completing (30 credit hours) of study at Providence University College.

4.3 | Academic Policies

4.3.1 **Credit Hours**

A credit hour consists of 1 teaching hour per week, for 12 weeks, or the equivalent total teaching hours. Mandatory exams are included in the total teaching hours. Approximately 2 hours of outside class time for readings and assignments will be expected for each teaching hour.

Semesters are scheduled over a minimum of 15 weeks to ensure the total teaching hours are met despite holidays or other closures.

4.3.2 **Academic Load**

The normal academic load in credit hours per semester is 15. Up to 21 credit hours may be taken during the Fall, Winter or Summer Semester without prior approval. The Academic Committee must approve each student's program with 21 credit hours or more.

4.3.3 **Audit Courses**

Students may audit courses without credit provided they register for the course and pay the required fee.

Audited courses do not form part of the overall student's load but students who are auditing courses are considered regular participants in the class except that they are not required to turn in written assignments or take the examinations.

Registration is necessary and attendance is required as for regular courses. Audited courses will receive a "W" (Withdrawal) on a student's record where attendance has been unsatisfactory.

4.3.4 **Undergraduate Non-Classroom Courses**

Directed Study Courses

Directed studies serve two purposes: to allow a student to explore a topic not regularly offered as part of the Providence curriculum, or to take courses that are not in the regular rotation.

Students who have completed 60 credit hours and whose AGPA is 3.00 or better or whose previous semester's GPA is 2.70 or better, wishing to take a directed study course must make application through the Registrar's Office and receive prior approval from the instructor. Normally, a student's program may contain a maximum of six credit hours of directed study for a three-year program and nine credit hours for a four-year program.

Online Partnership Courses

Through partnerships such as Acadeum, Providence University College can offer online synchronous and asynchronous courses. These serve the purpose of offering courses not in the regular rotation, as well as providing the opportunity for students to take courses in the summer. Generally, courses that are offered by Providence on an annual recurring basis or in the current or adjacent academic years cannot be taken through online partnerships. Permission is not typically granted for courses that fulfill electives, unless the

student can demonstrate the necessity of that specific course, subject to the judgement of the faculty advisor.

To request an online partnership course, the student must consult with their faculty advisor. The advisor may then inform the Registrar's Officer of the student's need, and the Registrar's Office will provide course options from the list of approved courses.

Guided Research

Certain courses are designed to give students experience doing academic research. This category includes all Thesis, Guided Readings, and Assistantship courses. Approval for these courses depends on program of study, and faculty approval. Students requesting a Guided Research Course as an elective must have a minimum AGPA of 2.70 to be considered; this does not apply to required Guided Research Courses. For further details, please contact the faculty advisor.

Placement Courses

Certain courses are designed to given students out-of-the-classroom practical experience. This category includes all practicum, service learning, and internship courses. Due to the nature of these courses, they must be arranged with the relevant faculty member in order to find a proper placement and supervision. Students requesting a Placement Course as an elective must have a minimum AGPA of 2.70 to be considered; this does not apply to required Placement Courses. For further details, please contact the faculty advisor.

4.3.5 Letter of Permission

Providence students wishing to take a course from non-Providence faculty must make application for a Letter of Permission two weeks prior to beginning the course.

A Letter of Permission aids the student in registering for a course at another institution as a "visiting" or "special" student, saving the student from being required to fill out a full application at that institution and allowing them to maintain their status as a Providence student. In order to remain primarily a Providence student, a Providence student may take no more than two courses in a given semester at other institutions. Taking more than half of their course load at another institution will result in the student forfeiting their status as a Providence student, which may affect their residence, athletics, scholarship/bursary, and/or loan eligibility; exceptions to this clause are subject to the discretion of the Academic Committee. For more information, please contact the Registrar's Office.

Letters of Permission are subject to the approval of the Registrar's Office and the student's faculty advisor, and will generally not be granted for courses that are offered in adjacent semesters. The application for a Letter of Permission may be obtained from the Registrar's Office. A Letter of Permission has a fee attached, with a maximum of 3 courses per letter.

4.3.6 Course Registration

At registration time, all students are assigned to academic advisors who assist with registration. First year students are expected to follow the first year program. In subsequent years the requirements of the chosen major field must be kept in mind. Students are encouraged to declare their major fields prior to registration for their second year and may consult with their academic advisors about their academic programs.

4.3.7 Course Changes

Students are expected to complete their registration for classes before the beginning of each semester when registration is open. Dropping a course, adding a course, changing to or from auditing a course are

considered course changes. Course changes may be made by completing a Course Registration, Change & Substitution form available from the Registrar's Office.

Course changes may be made without cost during the first week of classes (the "Add/Drop Period"). A fee will apply for any courses dropped during the second week of classes (the "Drop Period"). After the first two weeks of the semester, no further changes may be made, except in the case of withdrawal from a course. In Providence Downtown, no new registrations may occur after the Friday prior to the start of the new term.

For modular courses, the adding of a course is not allowed once the Registrar's Office closes the course. The dropping of a course is not allowed after the first full day of classes, except in the case of withdrawal from a course.

The registration deadline for .5–1 credit hour courses in music and athletics that involve auditions or tryouts will be November 1 for Fall semester and March 1 for Winter semester.

4.3.8 **Early Alert Policy for First-Year students**

In first-year courses, students will receive back at least 25% of graded work by week 8. Therefore, every first-year class will have an assignment, section test, or mid-term exam returned and graded by week 8. This allows students to receive constructive feedback so that they can make the necessary adjustments to help them succeed in the course or make a timely decision regarding withdrawal from courses and programs.

4.3.9 **Withdrawal from a Course**

Withdrawal from a course between the last date for course changes and the Voluntary Withdrawal Deadline will receive a notation of "W" (Withdrawal) on the transcript. All withdrawals after the Voluntary Withdrawal Deadline will receive an "F" grade except by special appeal to the Academic Committee.

4.3.10 **Withdrawal from School**

If a student withdraws from school during a semester, the procedure is to obtain an official withdrawal form from the Registrar's Office and then clear the withdrawal with Student Life Office, the Library, the Registrar's Office, and the Business Office in that order. When the form is completed by each department and returned to the Registrar's Office the withdrawal procedure is finalized.

4.3.11 **Re-enrollment**

Prospective students admitted to Providence who have not completed any courses within the past year can initiate their re-enrollment process by contacting the Enrollment Office directly. For students seeking to resume studies after a hiatus of one year or more, a formal online returning student form must be completed to evaluate any necessary adjustments to their previous academic plan. In all cases, students with post-secondary coursework taken at other institutions during their leave of absence are required to declare such courses and have official transcripts sent directly from those institutions to the Providence Enrollment Office for official record.

4.3.12 **Course Offerings**

The Dean approves the list of course offerings for each semester. Not all courses described in the course description sections are offered at any one time, and courses offered, for which there is insufficient demand, may be dropped.

4.3.13 **Exam Policy for Providence University College (Otterburne)**

1. Course Evaluation Notification: Within the first week of the academic term, students shall be informed of the methods of evaluation to be used in each course, as specified in the course outline or syllabus.

2. Course Evaluation Criteria:
   2.1. Any test or tests, which have an aggregate value of more than 20% of the total value of the course, major course projects notwithstanding, must be scheduled to take place prior to the last fourteen (14) calendar days ending with the last day of classes in the term during the regular semester, or prior to the last two (2) classes of an Intersession.
   2.2. Final Examination: A final examination is: (1) a test of 20% or greater of the total value of the course, (2) scheduled within the examination period, and (3) a final evaluation of student performance in a course. While the majority of final examinations will be conducted under the supervision of the Registrar's Office (see Section 7), there is provision for instructors to use take-home final examinations, which are due during the examination period.
   2.3. In classes where a final exam has been set, all course work must be scheduled for submission by the second last week of the semester.
   2.4. Any final examinations scheduled outside of the examination period requires the expressed joint consent of the Academic Dean and Department Head prior to the beginning of the semester.
   2.5. All final examinations shall adhere to the regulations outlined in Section (4) below.

3. Exam Conflicts and Consecutive Exams: Students are encouraged to read the exam schedule early in the semester to determine if there are conflicts (more than one examination at the same time). If a student discovers a conflict, they will advise the Registrar's Office immediately. When conflicts have been determined by the Registrar's Office, rescheduling accommodations will be made in consultation with the student and the professor.

   If a student has three consecutive exams (defined below), application can be made to the Registrar's Office for an exam accommodation. Applications must be received at least twenty (20) working days prior to the day of the exams. Rescheduling accommodations will be made in consultation with the student and the professor.

   Examples of three consecutive exams:
   Monday morning, Monday mid-day, and Monday afternoon
   Monday mid-day, Monday afternoon, and Monday evening

   Not examples of three consecutive exams:
   Monday morning, Monday mid-day, and Monday evening
   Monday afternoon, Monday evening, and Tuesday morning

4. Missed Examination: Students who are unable to write an examination due to a bona fide emergency (unexpected illness, death in the family, etc.) must file an application for a deferred examination with the Registrar's Office, setting out the reasons for the deferral. The application must normally be filed within forty-eight (48) hours of the scheduled date of the missed examination or, in a case where more than one examination was missed, within forty-eight (48) hours of the scheduled date of the first examination missed.

5. Deferred Examination: Students may request a deferred examination(s) on the grounds that they are unable to write said examination(s). A deferred examination is a privilege that may be granted to a student:
   5.1. who is unexpectedly unable to write a final examination as scheduled; or
   5.2. who knows in advance that he or she is unable to write an examination at the scheduled time. Students may request a deferred examination(s) on the grounds that they are unable to write said examination(s) due to:
      5.2.1. a medical condition; or
      5.2.2. participation in an inter-university, provincial, inter-provincial, national or international scholastic or athletic event.
   5.3. Students requesting a deferred examination due to a known condition as listed above must file an application at least twenty (20) working days prior to the day of the scheduled examination with the Registrar's Office. A decision on all requests will be made by the Academic Committee.
   5.4. Initial approval of all deferred examinations shall be conditional upon verification that the student has completed all required components of the course and that it is mathematically possible for the student to pass the course by writing the final examination. Approval will be rescinded if these conditions are not met.
   5.5. Any students requesting a deferred examination(s) on the grounds that said examination(s) conflict(s) with vacation or holiday plans or travel shall not be granted a deferral.
   5.6. When an application for a deferred examination is approved by the Academic Committee, the Department Head/school director of the program in which the course is offered, in consultation with the instructor concerned, shall schedule the deferred examination to take place as soon as possible, and normally within thirty (30) working days from the end of the examination series from which the examination was deferred.
   5.7. In the event students are unable to write the deferred examination as outlined above, the following may take place at a time mutually agreed between the instructor, the Registrar's Office and the student:
      5.7.1. the deferred examination shall be written at the next scheduled examination series in which the course is offered (unless the academic program chooses to make other arrangements); subsequent requests for re-deferral may result in the student being denied registration in the current or a future term until all outstanding examination obligations have been completed;
      5.7.2. the head of the academic program in which the course is offered, in consultation with the instructor concerned, may assign a grade without examination. In such cases, the grades shall be assigned on the basis of the term work and assignments.
      5.7.3. the deferred examination must be written within a time frame that enables the examination to be written and graded, and, if necessary, a supplemental examination to be written and graded, before the start of the next academic term in such cases in which the progression rules of the student's program require the successful completion of an entire academic year before a student is eligible to proceed in the next academic year.

6. Regulations for Final Examinations Administered by the Registrar's Office
   6.1. If you are having a final examination, the following regulations shall apply:
      6.1.1. Requests for final examination scheduling must be submitted ten (10) working days prior to the first day of classes for the term in which the course is offered.
      6.1.2. Final examinations shall be of two or three hours duration.
      6.1.3. The academic program shall be responsible for supplying the number of examination invigilators as deemed necessary by the Registrar's Office.
      6.1.4. The Registrar's Office shall make a record of any issues arising during the conduct of examinations and bring any matters to Senate that it deems to be significant.
      6.1.5. At a minimum, there shall normally be one invigilator for the first sixty (60) students and one additional invigilator for each fifty (50) students thereafter.

6.1.6. Invigilation of examinations shall normally be carried out by the instructor of record. In addition, university employees appointed as invigilators by an academic program may assist.

6.1.7. An instructor must be available during the whole of his or her examination even if he or she is not invigilating that examination.

6.2. Responsibilities of Invigilators and Students

6.2.1. Prior to a final examination, invigilators are required to report to the Registrar's Office not later than thirty minutes (one half hour) prior to the scheduled time for each examination. Any examination material, supervisory lists, and the name of the invigilator in charge will be distributed.

6.2.2. At each seat in the examination room, the invigilator should place the appropriate material required for the examination.

6.2.3. The time of commencement of the examination shall be announced.

6.2.4. Each student shall sign an attendance form.

6.2.5. Conduct During Examination

6.2.5.1. All students must refrain from communicating with any other students in the examination (via direct voice, phone, or some sort of signals).

6.2.5.2. Any student departing from accepted procedure during an examination must be reported immediately to the Chief Invigilator.

6.2.5.3. The Chief Invigilator shall record the nature of the alleged infraction on the form provided by the Registrar's Office and have the student sign the form. The form, thus completed, shall be sent to the Registrar's Office for distribution to the Academic Committee, to the student, and to the invigilators involved in the incident.

6.2.5.4. In those cases in which the behaviour of a student is disruptive to others writing the examination, or to the conduct of that examination, the Chief Invigilator may, after due warning, require that student to cease writing the examination and leave the examination hall. For such cases the form provided by the Registrar's Office must be completed, to the extent possible, in the manner outlined in the above paragraph.

6.2.5.5. The Chief Invigilator shall ensure that no student leaves the room without signing the roll. In addition: (a) Students shall only be permitted to leave the examination room after the first thirty (30) minutes of an examination. (b) Only one student at a time shall be permitted to leave and return to the examination room to use the washroom facilities. (c) A student who arrives to write an examination more than thirty (30) minutes after the start of the examination will not be permitted to write the examination.

6.2.5.6. Any student who arrives late, within the first thirty (30) minutes, for the examination shall not be permitted to write longer than the scheduled end-time for that examination.

6.2.5.7. Should a technical irregularity occur in an examination, such as misprinted information or wrong instruction, invigilators supervising the same examination in other locations must be informed. The Registrar's Office should be contacted immediately should this or other similar problems arise in an examination room.

6.2.5.8. If a student becomes ill or receives word of a family emergency during the course of an examination and is unable to continue, the student must report at once to the Chief Invigilator, hand in the examination, and indicate either that they wish to submit their examination paper as: (1) completed; or (2) not completed and with the right to request a deferred examination. The Chief Invigilator must record all notifications. Students leaving an examination early in compliance with this section are eligible to apply for a deferred examination under the provisions outlined in section (4) above. Only students who do not complete the examination and who notify the Chief Invigilator of the reason they cannot

complete the examination shall be eligible to apply for a deferred examination. Note: Documentation verifying the illness may be required.

6.2.6. At the Close of the Examination

6.2.6.1. The time of conclusion of the examination should be announced.

6.2.6.2. Every candidate must turn in any examination materials before leaving the room to the invigilator.

6.2.6.3. A count must be made of the exams by course number and balanced against the total for each course examination indicated on the nominal roll.

6.2.6.4. No student may be permitted to re-enter an examination room until all examination materials have been collected.

6.2.6.5. The nominal roll must be returned to the Registrar's Office at the conclusion of the examination session. Examination materials may be either received by the instructor(s) concerned or be delivered to the Registrar's Office.

6.2.7. The use of audio visual supports to display examination or test questions shall be limited to courses where time limited identification is a legitimate and specified part of the examination process, the use of overhead or slide projectors, or other audio visual supports for display purposes shall be permitted. Examinations using audio visual supports should not be scheduled with other examinations.

6.2.8. Unauthorized Materials in Examinations

6.2.8.1. Students are not permitted to access any unauthorized materials during an examination. This includes but is not limited to calculators, books, notes, pencil cases, or any electronic device capable of wireless communication and/or storing information (e.g., computer, dictionary, translator, cell phone, pager, PDA, mp3 units). However, students may bring in such materials or devices when permission has been given by the instructor.

6.2.8.2. Students may store valuables and personal items in a designated area of the examination room but may not have access to these items during the examination. Students must ensure that all items required for the examination are placed on top of the desk prior to the start of the examination.

6.2.9. Student Access to Final Examinations

6.2.9.1. In order to foster appropriate benefit from examination assessment, students shall have an opportunity to read their own final examination materials and any comments written on them within three weeks of the posting of final grades, but only in the presence of the instructor or an appointed substitute.

6.2.10. Supplemental Examination:

6.2.10.1. A supplemental examination is the rewriting of a final examination, and is a privilege offered at the course instructor's discretion, to students who have not achieved a passing grade by a margin of not more than 5%, as a result of their performance in the final examination. Within the conditions established by the student's instructor, a student who is granted a supplemental examination is given the opportunity to rewrite a new final examination. Under no circumstances can a student writing a supplemental examination receive higher than a D- in the course.

4.3.14 **Exam Policy for Providence University College (Downtown)**

1. Course Evaluation Notification: Within the first week of the academic term, students shall be informed of the methods of evaluation to be used in each course, as specified in the course outline or syllabus.

2. Course Evaluation Criteria:

2.1. Final Examination: A final examination is: (1) scheduled in the last week of classes, and (2) a final evaluation of student performance in a course. While the majority of final examinations will be

conducted with additional invigilators under the supervision of the Registrar's Office (see Section 5), there is provision for instructors to use take-home final examinations, which are due during the examination period.

3. Missed Examination: Students who are unable to write an examination due to a bona fide emergency (unexpected illness, death in the family, etc.) must file an application for a deferred examination with the Registrar's Office, setting out the reasons for the deferral with acceptable documentation. The application must normally be filed within forty-eight (48) hours of the scheduled date of the missed examination or, in a case where more than one examination was missed, within forty-eight (48) hours of the scheduled date of the first examination missed.

4. Deferred Examination: Students may request a deferred examination(s) on the grounds that they are unable to write said examination(s). A deferred examination is a privilege that may be granted to a student:
   - 4.1. who is unexpectedly unable to write a final examination as scheduled; or
   - 4.2. who knows in advance that he or she is unable to write an examination at the scheduled time. Students may request a deferred examination(s) on the grounds that they are unable to write said examination(s) due to:
     - 4.2.1. a medical condition; or
     - 4.2.2. participation in an inter-university, provincial, inter-provincial, national or international scholastic or athletic event.
   - 4.3. Students requesting a deferred examination due to a known condition as listed above must file an application at least twenty (20) working days prior to the day of the scheduled examination with the Registrar's Office. A decision on all requests will be made by the Academic Committee.
   - 4.4. Initial approval of all deferred examinations shall be conditional upon verification that the student has completed all required components of the course and that it is mathematically possible for the student to pass the course by writing the final examination. Approval will be rescinded if these conditions are not met.
   - 4.5. Any students requesting a deferred examination(s) on the grounds that said examination(s) conflict(s) with vacation or holiday plans or travel shall not be granted a deferral.
   - 4.6. When an application for a deferred examination is approved by the Academic Committee, the Associate Dean, in consultation with the instructor concerned, shall schedule the deferred examination to take place as soon as possible, and normally within thirty (30) working days from the end of the examination series from which the examination was deferred.
   - 4.7. In the event students are unable to write the deferred examination as outlined above, the following may take place at a time mutually agreed between the instructor, the Registrar's Office and the student:
     - 4.7.1. the deferred examination shall be written at the next scheduled examination series in which the course is offered (unless the academic program chooses to make other arrangements); subsequent requests for re-deferral may result in the student being denied registration in the current or a future term until all outstanding examination obligations have been completed;
     - 4.7.2. the head of the academic program in which the course is offered, in consultation with the instructor concerned, may assign a grade without examination. In such cases, the grades shall be assigned on the basis of the term work and assignments.

5. Regulations for Final Examinations Administered by the Registrar's Office
   - 5.1. If you are having a final examination, the following regulations shall apply:
     - 5.1.1. Requests for final examination scheduling must be submitted within the first week of the term in which the course is offered.
     - 5.1.2. Final examinations shall be of two and a half hours duration.

5.1.3. The Registrar's Office shall make a record of any issues arising during the conduct of examinations and bring any matters to Academic Committee that it deems to be significant.

5.1.4. At a minimum, there shall normally be two invigilators per room.

5.1.5. Invigilation of examinations shall normally be carried out by the instructor of record. In addition, university employees appointed as invigilators by an academic program may assist.

5.1.6. An instructor must be available during the whole of his or her examination.

5.2. Responsibilities of Invigilators and Students

5.2.1. Prior to a final examination, invigilators are required to report to the Registrar's Office not later than thirty minutes (one half hour) prior to the scheduled time for each examination. Any examination material, supervisory lists, and the name of the invigilator in charge will be distributed.

5.2.2. At each seat in the examination room, the invigilator should place the appropriate material required for the examination.

5.2.3. The time of commencement of the examination shall be announced.

5.2.4. Each student shall sign an attendance form.

5.2.5. Conduct During Examination

5.2.5.1. All students must refrain from communicating with anyone other than the invigilator(s) in the examination (via direct voice, phone, or some sort of signals).

5.2.5.2. Any student departing from accepted procedure during an examination must be reported immediately to the Chief Invigilator.

5.2.5.3. The Chief Invigilator shall record the nature of the alleged infraction on the form provided by the Registrar's Office and have student sign the form. The form, thus completed, shall be sent to the Registrar's Office for distribution to the Academic Committee, to the student, and to the invigilators involved in the incident.

5.2.5.4. In those cases in which the behaviour of a student is disruptive to others writing the examination, or to the conduct of that examination, the Chief Invigilator may, after due warning, require that student to cease writing the examination and leave the examination hall. For such cases the form provided by the Registrar's Office must be completed, to the extent possible, in the manner outlined in the above paragraph.

5.2.5.5. The Chief Invigilator shall ensure that no student leaves the room without signing the roll. In addition: (a) students shall only be permitted to leave the examination room after the first thirty (30) minutes of an examination, and (b) a student who arrives to write an examination more than thirty (30) minutes after the start of the examination will not be permitted to write the examination.

5.2.5.6. Any student who arrives late, within the first thirty (30) minutes, for the examination shall not be permitted to write longer than the scheduled end-time for that examination.

5.2.5.7. Should a technical irregularity occur in an examination, such as misprinted information or wrong instruction, invigilators supervising the same examination in other locations must be informed. The Registrar's Office should be contacted immediately should this or other similar problems arise in an examination room.

5.2.5.8. If a student becomes ill or receives word of a family emergency during the course of an examination and is unable to continue, the student must report at once to the Chief Invigilator, hand in the examination, and indicate either that they wish to submit their examination paper as: (1) completed; or (2) not completed and with the right to request a deferred examination. The Chief Invigilator must record all notifications. Students leaving an examination early in compliance with this section are eligible to apply for a deferred examination under the provisions outlined in section (4) above. Only students who do not complete the examination and who notify the Chief Invigilator of the reason they cannot

complete the examination shall be eligible to apply for a deferred examination. Note: Documentation verifying the illness may be required.

5.2.6. At the Close of the Examination

5.2.6.1. The time of conclusion of the examination should be announced.

5.2.6.2. Every candidate must turn in any examination materials before leaving the room to the invigilator.

5.2.6.3. A count must be made of the exams by course number and balanced against the total for each course examination indicated on the nominal roll.

5.2.6.4. No student may be permitted to re-enter an examination room until all examination materials have been collected.

5.2.6.5. The nominal roll must be returned to the Registrar's Office at the conclusion of the examination session. Examination materials may be either received by the instructor(s) concerned or be delivered to the Registrar's Office.

5.2.7. The use of audio visual supports to display examination or test questions shall be limited to courses where time limited identification is a legitimate and specified part of the examination process, the use of overhead or slide projectors, or other audio visual supports for display purposes shall be permitted. Examinations using audio visual supports should not be scheduled with other examinations.

5.2.8. Unauthorized Materials in Examinations

5.2.8.1. Students are not permitted to access any unauthorized materials during an examination. This includes but is not limited to calculators, books, notes, pencil cases, or any electronic device capable of wireless communication and/or storing information (e.g., computer, dictionary, translator, cell phone, pager, PDA, mp3 units). However, students may bring in such materials or devices when permission has been given by the instructor.

5.2.8.2. Students may store valuables and personal items in a designated area but may not have access to these items during the examination. Students must ensure that all items required for the examination are placed on top of the desk prior to the start of the examination.

5.2.9. Student Access to Final Examinations

5.2.9.1. In order to foster appropriate benefit from examination assessment, students shall have an opportunity to read their own final examination materials and any comments written on them within three weeks of the posting of final grades, but only in the presence of the instructor or an appointed substitute.

6. Supplemental Examination:

6.1. A supplemental examination is the rewriting of a final examination, and is a privilege offered at the course instructor's discretion, to students who have not achieved a passing grade by a margin of not more than 5%, as a result of their performance in the final examination. Within the conditions established by the student's instructor, a student who is granted a supplemental examination is given the opportunity to rewrite a new final examination. Under no circumstances can a student writing a supplemental examination receive higher than a D- in the course.

4.3.15 **Grading Policy**

All work is graded by letter to which grade points are assigned.

Percentage	Letter Grade	Grade Point Value	Grade Definition	
91-100	A+	4.0	Excellent	

85-90	A	4.0		Strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.
80-84	A-	3.7		
77-79	B+	3.3	Good	Evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature.
73-76	B	3.0		
70-72	B-	2.7		
67-69	C+	2.3	Adequate	Understanding of the subject matter; ability to develop solutions to simple problems in the material.
63-66	C	2.0		
60-62	C-	1.7		
57-59	D+	1.3	Marginal	Some evidence of familiarity with subject matter and some evidence that critical and analytics skills have been developed.
53-56	D	1.0		
50-52	D-	0.7		
0-49	F	0.0	Inadequate	Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; with limited or irrelevant use of literature.

Grades not calculated into the student's GPA:

AU Audit
P Pass; awarded in courses graded on pass/fail basis
FX Fail; awarded in courses graded on a pass/fail basis
EX Extension; temporary grade
IN Incomplete; permanent grade granted by action of the Academic Committee once the deadline for voluntary withdrawal has passed
W Voluntary Withdrawal
TR Transfer

Although an A+ and A carry the same grade points, an A+ will be used in deciding awards.

4.3.16 **Grade Point Average**

The total number of grade points earned divided by the number of credit hours attempted equals the Grade Point Average (GPA). Credit hours in pass/fail courses are excluded from the grade point average calculation. Failed courses are included in the GPA calculation but are excluded if the failed course is later repeated and passed, in any format.

4.3.17 **Grade Point Average Requirement**

Students must maintain a minimum AGPA after reaching certain benchmarks of attempted credit hours (including failed courses, but not including withdrawn courses). Students who fail to maintain these AGPA minimums after passing the benchmark are placed on Academic Dismissal and required to take at least one regular (Fall or Winter) semester off from studies. For Providence Downtown (PDT) students, this equates to 2 terms. The benchmarks are:

9 attempted credit hours	0.50 AGPA
24 attempted credit hours	1.50 AGPA

60 attempted credit hours 1.80 AGPA

PDT Academic Dismissal comes into effect after a delay of one term. If, in this one term, a student is able to raise their AGPA above the benchmark, they are able to return in the soonest term in which they can reasonably be enrolled, and do not need to appeal in order to return.

Students may not be placed on Academic Dismissal after only attempting one semester at Providence (2 terms for PDT). Thus, this policy becomes active after the second semester (third term for PDT).

A 2.00 AGPA is required for graduation unless otherwise specified in the program description.

Students on Academic Dismissal who desire to return after taking one regular semester (2 terms for PDT) off from studies will need to appeal to the Academic Committee.

Students may attempt to upgrade their standing for degree purposes by repeating a maximum of one-third of the course credits taken at Providence University College. For PDT, these retakes will be re-taken in the following term, or, in cases where a failed grade is not finalized prior to the start of the next term, the failed course will be re-taken after one term has passed.

4.3.18 **Academic Probation**

Students are placed on Academic Probation if their GPA for the semester/term and their AGPA drop below 2.00, or if their GPA falls below 2.00 in two consecutive semesters/terms. Academic Probation applies different restrictions based on how many credit hours a student has attempted (including failed courses, not including withdrawn courses).

When on Academic Probation, a student who has attempted fewer than 24 credit hours:

- may not carry an academic load of more than 12 credit hours (6 in a term for Providence Downtown).

When on Academic Probation, a student who has attempted 24 or more credit hours:

- may not serve on the leadership of any student committee, on the Student Council, or as a Resident Assistant;
- may not participate on any varsity athletic team;
- may not carry an academic load of more than 12 credit hours (6 in a term for Providence Downtown);
- may be restricted in any other way the Academic Committee deems beneficial to the student's academic progress.

The status of each student on Academic Probation will be reviewed at the end of each semester/term.

4.3.19 **Meritorious Work**

Students who have taken at least 9 credit hours and have received a 3.75 semester GPA or higher will be recognized on the Dean's Honours List for that semester.

A student who has taken 60 credit hours or more at Providence University College may graduate with honours as follows:
3.25 AGPA merits graduation with Honours;
3.50 AGPA merits graduation with High Honours;
3.75 AGPA merits graduation with Highest Honours.

4.3.20 **Attendance**

Chapel services, special meetings (e.g. missions conference, Day of Prayer, etc.), and classes are all considered to be part of the academic program of the University College, and students are encouraged to attend. Class attendance policy is decided by each faculty member in each course. The policy will be stated clearly on each course syllabus.

4.3.21 **Application for Degree, Certificate, Diploma**

Providence hosts one annual graduation ceremony in April, but also confers degrees without ceremony in January for students who have completed their program after the Spring/Summer or Fall semesters. All candidates for a degree/certificate/diploma are required to complete a graduation application at the beginning of the final semester of studies (December 1 for Winter graduation; September 15 for Fall graduation). The completed application is filed in the Registrar's Office.

Degrees and certificates are only conferred once all program requirements are fulfilled. Students whose degree has been conferred in Fall are encouraged to attend the graduation ceremony in April, but may apply to graduate in absentia.

4.3.22 **Transcript of Record**

Students may submit a written request for transcript of records from the Registrar's Office. A charge of $25.00 will be made for each transcript. All financial accounts must be settled in full before a transcript can be issued.

4.3.23 **Academic Dishonesty and Plagiarism**

Cheating is the purposeful, willful, and concealed use of unauthorized sources for a test, exam, or other forms of academic work. For example:

1. Submitting the same work, or part of the same work, for credit in two different courses without the prior agreement of the instructors involved.
2. Bringing (and using) unauthorized and/or concealed materials into a test or exam situation.
3. Presenting oneself as another student for a class, test, or exam.
4. Unauthorized sharing of material (copying, or allowing others to copy) during a test or exam.
5. Unauthorized communication with another student in a test or exam.
6. Submitting or presenting another person's work as your own, or providing work for another person to submit as his/her own.
7. Falsifying or misrepresenting academic records.
8. Gaining, or attempting to gain, access to an examination or test, or a part of it, without permission from the instructor.
9. Deliberately preventing, or attempting to prevent, the fair access by other students to all types of learning resources.

Plagiarism is a specific kind of cheating that involves taking and using the thoughts, ideas, writings, or other creative works of another person or persons, or any other information-generating resources such as Artificial Intelligence (AI) tools, and passing them off as one's own in written work and/or oral presentations. A scholar who does so is intellectually dishonest. Scholars should give credit explicitly and clearly, as well as appropriate reference, to ideas, thoughts, and writings of another, whether the source is oral, from a written source such as books or journal articles, or from the Internet. By not placing direct quotes in quotation marks and footnoting the source, and by not footnoting indirect reference to another's ideas, a scholar has disguised the fact that the ideas and thoughts, or even exact words, come from another source first. This constitutes plagiarism and is viewed as academic dishonesty.

In the event that the question of plagiarism arises, the student may demonstrate their ownership of the work in question by submitting drafts of their paper, research notes, samples of other work, or demonstrating orally their understanding of the concepts and ideas in the paper. In the event that the student and instructor cannot come to an agreement about the presence of plagiarism, the paper will be referred to the appropriate Dean who may require of the student any information necessary to the adjudication of the charge.

Penalties for Academic Dishonesty

At the discretion of the instructor, penalties may include, but are not limited to, the following:

- Repeating the assignment or examination (with or without grade penalty)
- Failure of the assignment or examination
- Failure of the course

The appropriate Dean's Office will be notified of any offences and subsequent penalties. The Student Life department will be notified if the student is a student leader.

In cases where the offence is severe and/or is a repeat offence, the Dean may request that the Academic Committee impose further penalties upon the student which may include, but are not limited to, the following:

- Temporary suspension
- Dismissal

4.3.24 **Accommodations**

An accommodation is any adaptation that reduces or eliminates barriers to participation which arises when a student with a learning difference interacts with the academic environment at Providence.

Accommodations may be made to assist a student throughout their time at Providence and may include supports such as additional time or private space to write exams or assigned note-takers in class.

Accommodations may also be made for short-term concerns such as bereavement, health (including mental health), or other similar reasons. For example, a student may experience a traumatic event, a death in their family, a surgery, etc. and require a short time off school to handle the situation. We will work with students and instructors to determine appropriate accommodations in each situation. Typical accommodations result in excused absences, extensions of a week or two, or writing a test on a different day.

All accommodations at Providence require appropriate documentation and are processed in the Student Life department.

All accommodations are kept confidential. Instructors will not be informed about the reason for the accommodation except by the student's request. Accommodation requests may be shared with the Dean of the relevant school.

Accommodations requiring course extensions or final exam deferrals must be made through an appeal to the Academic Committee.

4.3.25 **Communication Policy**

In order to fulfill requirements under The Freedom of Information and Protection of Privacy Act (FIPPA) and The Personal Health Information Act (PHIA), all students at Providence are assigned a Providence email account (Firstname.Lastname@my.prov.ca) during their initial registration at Providence. It is the policy of Providence that all email communication sent from students to instructors, and from students to staff, must originate from the student's assigned Providence email account. Furthermore, all email communication sent from instructors to students, and from staff to students, will be sent to the student's assigned Providence email account. This policy protects confidentiality and confirms the identity of the student. Only electronic communication originating from a Providence email account will be accepted.

Students are required to check their Providence email account on a frequent and consistent basis in order to stay current with Providence-related communications. Students have the responsibility to recognize that certain communications may be time-critical. Excuses like "I didn't check my email" or "I can't login," etc., are not acceptable reasons for missing official Providence communications via email. Academic staff may determine the extent to which electronic communication will be used in their classes. Academic staff may reasonably expect that students are accessing their Providence email account, and may use electronic communication for their courses accordingly.

4.3.26 **Inclusive Language Policy**

Language has the power to shape ideas, values, attitudes, and actions. Regrettably, language fosters social injustice when it explicitly or implicitly excludes, demeans or stereotypes certain categories of people, or when it draws attention to irrelevant attributes. Harm can be inflicted unconsciously and unintentionally. Every human is created in the image of God; therefore, all oral and written communication should be inclusive, respectful and free of prejudice regarding age, race, gender, sexual orientation, religion or culture. Faculty, students, staff, and administrators are encouraged to use language which reflects the dignity of all humans in all our teaching, writing, witness, and worship.

4.4 | Graduation Requirements

In the programs of study at Providence University College certain requirements are made of each prospective graduate. They are as follows.

1. English Language. Candidates for graduation are expected to maintain a satisfactory level of proficiency in their oral and written use of the English language.
2. Field Education. Each student is expected to show willingness and faithfulness in Field Education assignments and satisfactorily complete Field Education units as specified in 4.5.6 Field Education Requirements.
3. Financial Obligations. All financial obligations to the University College are to be satisfactorily settled before a student will be granted the graduation certificate. In the event that a satisfactory settlement is not reached, the student will be permitted to participate in the graduation ceremony, but the certificate or degree will not be conferred until all financial obligations are settled.

4. Resident Study (degrees only). At least 30 credit hours of study must be completed at Providence University College for graduation. For all graduating students, 15 of the last 30 hours toward a Providence University College degree must be completed at Providence University College.
5. Academic Requirements. Students must have satisfactorily completed all the academic requirements in their programs* and have attained an accumulated grade point average of at least 2.00 to receive any certificate, diploma, or degree.
   *Students should meet the requirements of the academic calendar in force when they enter. If it is to their advantage they may transfer to a later academic calendar. Students who have not met graduation requirements within seven years will normally be required to transfer to the academic calendar in force in the eighth year.
6. Graduation Attendance (degrees only). Attendance at the graduation ceremony in which the degree is conferred is compulsory. Requests to graduate in absentia, although infrequently granted, may be submitted to the University College Academic Committee through the Registrar's Office.
7. Approval of Graduates. The approval of the Board of Governors is granted upon the recommendation of the Senate.

4.5 | Academic Regulations for Bachelor Degrees

4.5.1 General Education Requirements

All students in degree programs are required to take a minimum of courses in a variety of general arts and sciences so as to enable them to acquire an adequate foundation and context for their chosen area of studies, and to develop a critical appreciation of scholarship in general. These General Requirements, along with the related co-curricular expectations of all regular Providence University College students, are designed to equip students to fulfill the mission and purposes of Providence University College. Biblical and Theological Studies establish anchor points for effective Christian thinking, living, and serving in the church and in society. The Humanities, Social Sciences, and Sciences deepen the understanding and heighten the appreciation of human nature, thoughts, cultures, and societies. The Performing Arts foster the musical and dramatic expression of the human spirit, condition, and experience. Professional Studies develop a practical understanding of a vocational field allowing for the discovery and development of gifts, passions and sense of calling. While particular majors may further specify courses within these discipline categories, the general requirements are as follows:

Biblical	General	Professional
3 Year Programs		
THEO 1010 Introduction to Christian Theology: Beliefs and Practices BIBL 1020 Introduction to the Old Testament BIBL 1030 Introduction to the New Testament BIBL 1010 Reading the Bible: Methods and Formation	6 hrs. in Humanities (English, History, or Philosophy) 6 hrs. in Mathematics or Science 6 hrs. in Social Sciences (Cultural Anthropology, Psychology, or Sociology) 6 hrs. in Arts & Sciences (Cultural Anthropology, English, History, Mathematics, Philosophy,	COMM 1010 Introduction to Communications and Media INDG 1010 Introduction to Indigenous Studies 9 hrs. from the Professional Studies electives list (see below)

12 hrs. in Biblical or Theological Studies	Psychology, Science, or Sociology)	
24 hrs.	24 hrs.	15 hrs.
4 Year Programs		
THEO 1010 Introduction to Christian Theology: Beliefs and Practices BIBL 1020 Introduction to the Old Testament BIBL 1030 Introduction to the New Testament BIBL 1010 Reading the Bible: Methods and Formation 18 hrs. in Biblical or Theological Studies	6 hrs. in Humanities (English, History, or Philosophy) 6 hrs. in Mathematics or Science 6 hrs. in Social Sciences (Cultural Anthropology, Psychology, or Sociology) 12 hrs. in Arts & Sciences (Cultural Anthropology, English, History, Mathematics, Philosophy, Psychology, Science, or Sociology)	COMM 1010 Introduction to Communications and Media INDG 1010 Introduction to Indigenous Studies 12 hrs. from the Professional Studies electives list (see below)
30 hrs.	30 hrs.	18 hrs.

Professional Studies Electives

ACCT 2010 – Introduction to Financial Accounting
ANTH 1040 – World Music and Culture
AVTN 1010 – Basic Flight Theory
AVTN 1020 – Private Flight Lab I
AVTN 1030 – Private Flight Lab II
BIBL 4710 – Assistantship I: Research and/or Teaching
BIBL 4720 – Assistantship II: Research and/or Teaching
BIOL 3110 – Molecular Methods
BIOL 3120 – Field Methods
BUSA 1010 – Introduction to Business
BUSA 1020 – Business Communication
CHMN 2020 – Leadership I
CHMN 3210 – Counseling I
COMM 1020 – Writing for the Media
COMM 1030 – Speaking in Public (students for whom this is a requirement will have priority enrollment)
COMM 1040 – Visual Communication
COMM 2010 – Principles of Journalism
COMM 3510 – Practicum I
COMM 3520 – Practicum II
EDUC 1010 – Principles of Teaching and Learning
ENGL 2110 – Advanced Writing
ENGL 2120 – Creative Writing
HIST 2060 – Historical Methodology
HIST 3050 – Advanced Historical Theories and Methods
INDG 1020 – Indigenous and Canadian History
INDG 2010 – Colonization and De-colonization
INDG 2020 – Asset-based Community Development
INDG 2030 – Indigenous Ministry and Church

INDG 2040 – Introduction to the TRC and Calls to Action
INDG 3010 – Indigenous Approaches to Theology
LING 1010 – Morphology and Phonology
LING 1020 – Syntax
MGMT 1010 – Introduction to Management
MGMT 1020 – Organizational Behaviour
MGMT 2020 – Human Resource Management
MGMT 3010 – Management in Not-for-profit Organizations
MUSC 1020 – Music in Christian Worship
MUSC 1030 – World Music and Culture
MUSC 1040 – Popular Music and Culture
PHIL 1020 – Critical Thinking
PSYC 2110 – Research Methods and Introduction to Statistical Reasoning
PSYC 2120 – Statistics for the Social and Behavioural Sciences
PSYC 2130 – Qualitative Research Methods
PSYC 3010 – Clinical Psychology
PSYC 4070 – Service Learning in Psychology
SCIE 2000 – Scientific Writing and Communication
SOCI 2110 – Research Methods and Introduction to Statistical Reasoning
SOCI 2120 – Statistics for the Social and Behavioural Sciences
SOCI 2130 – Qualitative Research Methods
SOCI 3050 – Service Learning in Sociology
SSCI 4100 – Internship
STAT 1000 – Statistical Analysis
TESL 1020 – Materials and Methodology in TESOL
TESL 1110 – Observation Practicum
TESL 1120 – Teaching Practicum
THTR 1010 – Acting
THTR 1110 – Full-Length Production
THTR 2010 – Stagecraft and Production
Biblical Languages (above degree requirements) – see Biblical & Theological Studies Course Descriptions for a detailed list of biblical languages.

Important notes

1. In the Biblical category, of the four required introductory courses, BIBL 1010 and BIBL 1020 are typically expected to be taken in the student's first year, and BIBL 1030 and THEO 1010 are expected to be taken in the second year. The student should defer to their academic advisor, however, when determining which courses to take each semester.
2. Students can take up to 6 credit hours of CHMN courses to fulfill BTS electives.
3. All courses used toward the General Education Requirements can also be used to meet major, minor, or concentration requirements (e.g.: a Social Science major could take PSYC 1010/20 Intro to Psychology I and II to fulfill the 6 credit hours of Social Science and the introductory requirement in a Psychology concentration).
4. A course cannot fulfill two requirements within the General Education Requirements (e.g. BIOL 3110 Molecular Methods cannot fulfill both 3 hrs. of Math/Science and 3 hrs. of Professional Studies electives). If a course falls within two categories, the student may choose which requirement they would like it to fulfill, unless the program specifies which requirement the course fulfills.

5. Science majors (students enrolled in BSc General Biology, Health Science, Environmental Science, or Biology-Psychology) fulfill 9 credit hours of professional studies by completing the lab and/or field work built into their degree.

4.5.2 **Major Requirements**

Students are encouraged to select a major no later than the beginning of their third semester. Most disciplines offer a General Major consisting of 30–45 credit hours, but there is also a limited number of Advanced Majors and Honours Majors. These consist of additional credit hours in the major discipline and require a four-year degree program.

In the Humanities and Social Sciences, a major consists of a double concentration. These majors are formed by the pairing of any two of the following disciplines: Cultural Anthropology, English, History, Mathematics, Philosophy, Psychology, or Sociology. Descriptions of these paired-concentration majors are found in each discipline.

Students may select any two of the three-year majors in their degree type outlined in the Calendar for a double major. Students intending to pursue a double major are encouraged to declare both majors by the beginning of their fifth semester. A double major requires 120 credit hours.

Note: A maximum of two minors are permitted in each degree program.

4.5.3 **Credit Hour Requirements**

Three year degree programs consist of a total of 90 credit hours; four-year programs consist of 120 credit hours. Four-year programs include standard four-year majors, Honours Majors, and double majors. Once the general and major/minor requirements are met, students may select additional elective courses according to their interests and inclinations.

4.5.4 **Requirements for Honours Degrees**

Four year honours degrees require a 3.00 GPA (after 45 hours of accumulated credit) for admission and for graduation. Students are required to take a minimum of five upper level classes in addition to the Honours thesis or discipline-appropriate equivalent. For joint honours programs (in which a significant portion is taken at the partnering institution), the inclusion of an Honours thesis or discipline-appropriate equivalent can be determined in negotiation with the partnering institution.

4.5.5 **Year Level Requirements**

A minimum of 30 credit hours in the total program must be at or above the second year level. The year level of a course is indicated by the first digit of the course number:

1XXX = Entry level courses

2XXX = Mid-level courses

3XXX = Upper level courses

4XXX = Advanced, Specialized, and Capstone courses

4.5.6 **Field Education Requirements**

Field Education is supervised experience in church, parachurch, and community organizations. Field Education, as an integral part of a Christ-centered university education, is the process where students express the core values of the Christian faith in their immediate context.

The Field Education Coordinator works with the students in finding opportunities suited to both the needs and abilities of each student. A wide range of individual and team placements are available in both church and community settings. Students are encouraged to serve in a number of different settings, enabling them to adequately put into practice principles learned in the classroom. Students are also encouraged to fulfill Field Education requirements during the summer when they may be in locations where finding placements is easier. Students who are at home can serve at their home church or in local community organizations where they may build on existing relationships.

Students will register for Field Education. At the beginning of the semester (or summer) the student will submit a portfolio to the Field Education coordinator. The portfolio will act as a tentative schedule of the student's intended service and it is the responsibility of the student to communicate with the Field Ed Coordinator if adjustments need to be made to the portfolio for any reason.

For each Field Education credit students will submit to the Field Education coordinator one midterm report and one final reflection report of their experience.

When students complete a Field Education Credit, it is recorded on their official transcript with the course number FE 1000 (formerly 400.00) and the designation "Field Education P."

1. Students must complete one Field Education credit for every 15 credit hours of study at Providence, less one (e.g., 5 in a 90 credit hour program). Those who do not meet the Field Education requirements will not be eligible to graduate. Transfer students may waive one Field Education unit for each 15 credit hours they transfer in.
2. To gain one Field Education credit, students need to accumulate a minimum of 20 hours per semester, which could mean more than one service option. A typical three-year degree program requires five Field Ed credits. The field Education coordinator can assist the students having difficulty finding a placement.
3. Students with 45 credit hours completed who have not yet completed a Field Education unit may not register for more classes until they have submitted a signed supervisor contract for a Field Education placement.
4. Students who complete a service-oriented practicum or internship as part of their degree will be exempt from one Field Education requirement.
5. Field Education is not an academic credit. Students who receive academic credit in an applied subject (i.e. choir, theatre, etc.) may not also receive Field Education credit for the same placement.
6. Field education is a Pass/Fail course. A student's final grade is based upon the completion

4.5.7 **1-Hour Practicum Credits**

All students other than Music and Worship Studies majors may use a maximum of 9 credit hours in 1 credit hour courses. Up to 3 of these 9 hours can be from co-curricular activities such as Athletics (ATHL 1000 Athletic Practicum, formerly 491.10) or Student Council.

4.5.8 **Statute of Limitations**

Students should meet the requirements of the academic calendar in force when they enter. If it is to their advantage they may transfer to a later academic calendar. Students who have not met graduation requirements within seven years will normally be required to transfer to the academic calendar in force in the eighth year or in the year they return.

4.6 | Programs and Courses Offered

4.6.1 **Aviation**

Program Coordinator
Catherine Rust, M.A., Prairie Graduate School, Associate Professor of TESOL

Program Options

1. 4-year Bachelor of Science Aviation Major
2. 3-year Bachelor of Science Aviation Major
3. 4-year Bachelor of Arts Advanced Aviation Major
4. 3-year Bachelor of Arts Aviation Major
5. 2-year Diploma in Aviation
6. Aviation Minor

Program Information
As airlines move into the twenty-first century, an increasing number of flight departments have begun to prefer well-rounded individuals to fill their cockpits. The B.A. (Aviation Major) is intended not only to provide a student with a firm Christian foundation but also a balanced curriculum, essential in the aviation industry.

The courses in this department are offered at Harv's Air Service in Steinbach (30 kilometers east of Providence University College). Ground school courses (AVTN 1010 and AVTN 4010) may be offered on the Providence University College campus when enrolments warrant. Students are responsible for providing their own transportation to Harv's Air Service.

Costs indicated are subject to change as conditions warrant. Estimated total costs for the aviation portion of the programs vary depending on current air time costs using a Cessna 152 and the rate of the student's proficiency development, as well as which ratings the student completes. A full list of approximate costs per course is available from the Enrollment Office or by contacting Harv's Air.

All aviation fees are payable in advance at registration each semester. Prior to registration for the second semester and each succeeding semester, each student needs approval of the aviation director to continue in the program.

Program Objectives
In addition to the meeting of the Providence University College mission and purposes, this major will enable each graduate to demonstrate the necessary skills to become a licensed commercial pilot. Students who wish to use these skills in an aviation related business are urged to also complete a major or minor in Business Administration. Those who plan to use these skills in cross-cultural or missions settings are urged to also complete a major or minor in Intercultural Studies.

Program Information
Students in Aviation may select a 4-year B.Sc. Major, a 3-year B.Sc. Major, a 4-year B.A. Advanced Major, a 3-year B.A. Major, a 2-year Diploma, or a Minor. Students may also combine the 3-year B.A. Major with a second major such as Business or Intercultural Studies to receive a 4-year Advanced degree with a double major.

4-year B.Sc. Aviation Major (123 credit hours)
General Requirements as presented in Section 4.5 |

Major Requirements (84 credit hours)

- PHIL 3010 – Ethics in the Marketplace

- PSYC 1010 – Introduction to Psychology I
- PSYC 1020 – Introduction to Psychology II
- PSYC 3080 – Industrial-Organizational Psychology
- BIOL 3050 – Brain & Behaviour
- ENVR 1010 – Introduction to Earth Science
- COMP 2010 – Management Information Systems
- BIOL 1000 – Human Anatomy, Histology, and Physiology (6 credit hours)
- AVTN 1010 – Basic Flight Theory
- AVTN 3010 – Instrument Flight Theory
- AVTN 4010 – Advanced Flight Theory
- AVTN 4030 – Multi Engine Instrument Flight Training
- AVTN 1020 – Private Flight Lab I
- AVTN 1030 – Private Flight Lab II
- AVTN 2010 – Intermediate Flight Lab
- AVTN 3030 – Multi Engine Flight Lab
- AVTN 4050 – Commercial Flight Lab
- AVTN 4060 – Advanced Navigation Flight Lab
- AVTN 4070 – Advanced Instrument Flight Lab
- AVTN 2050 – Pilot Decision Making and Crew Resource Management
- AVTN 2060 – Aviation Management Systems: Safety Management (SMS) and Fatigue Risk Management (FRMS)
- AVTN 3050 – Two Crew Operations and Line Oriented Flight Training
- AVTN 3060 – Airline Type Rating: Two Crew and IATRA Preparation
- AVTN 4080 – SARON PREP: Airline Transport Pilot Licence Exam #1
- AVTN 4090 – SAMRA PREP: Airline Transport Pilot Licence Exam $2
- 6 credit hours of Aviation electives

Track Requirements (3 credit hours)

Instructor Rating

- AVTN 4040 – Instructor Flight Training

Non-Instructor

- AVTN 3070 – Airline Transport Pilot: Time Building

3-year B.Sc. Aviation Major (99 credit hours)
General Requirements as presented in Section 4.5 |

Major Requirements (60 credit hours)

- PHIL 3010 – Ethics in the Marketplace

- PSYC 1010 – Introduction to Psychology I
- PSYC 1020 – Introduction to Psychology II
- PSYC 3080 – Industrial-Organizational Psychology
- BIOL 3050 – Brain & Behaviour
- AVTN 1010 – Basic Flight Theory
- AVTN 3010 – Instrument Flight Theory
- AVTN 4010 – Advanced Flight Theory
- AVTN 4030 – Multi Engine Instrument Flight Training
- AVTN 1020 – Private Flight Lab I
- AVTN 1030 – Private Flight Lab II
- AVTN 2010 – Intermediate Flight Lab
- AVTN 3030 – Multi Engine Flight Lab
- AVTN 4050 – Commercial Flight Lab
- AVTN 4060 – Advanced Navigation Flight Lab
- AVTN 4070 – Advanced Instrument Flight Lab
- AVTN 2050 – Pilot Decision Making and Crew Resource Management
- AVTN 2060 – Aviation Management Systems: Safety Management (SMS) and Fatigue Risk Management (FRMS)
- AVTN 3050 – Two Crew Operations and Line Oriented Flight Training
- AVTN 3060 – Airline Type Rating: Two Crew and IATRA Preparation

Mach/Science Elective (6 credit hours)

Option A

- ENVR 1010 – Introduction to Earth Science
- COMP 2010 – Management Information Systems

Option B

- BIOL 1000 – Human Anatomy, Histology, and Physiology (6 credit hours)

Track Requirements (3 credit hours)

Instructor Rating

- AVTN 4040 – Instructor Flight Training

Non-Instructor

- AVTN 3070 – Airline Transport Pilot: Time Building

4-year B.A. Advanced Aviation Major

General Requirements as presented in Section 4.5 |

Major Requirements (49 credit hours)

- AVTN 1010 – Basic Flight Theory
- AVTN 4010 – Advanced Flight Theory

- AVTN 4030 – Multi Engine Instrument Flight Training
- AVTN 1020 – Private Flight Lab I
- AVTN 1030 – Private Flight Lab II
- AVTN 2010 – Intermediate Flight Lab
- AVTN 3030 – Multi Engine Flight Lab
- AVTN 4050 – Commercial Flight Lab
- AVTN 4060 – Advanced Navigation Flight Lab
- AVTN 4070 – Advanced Instrument Flight Lab
- 12 credit hours of Aviation electives

3-year B.A. Aviation Major
General Requirements as presented in Section 4.5 |

Major Requirements (38 credit hours)

- AVTN 1010 - Basic Flight Theory
- AVTN 4010 - Advanced Flight Theory
- AVTN 1020 - Private Flight Lab I
- AVTN 1030 - Private Flight Lab II
- AVTN 2010 - Intermediate Flight Lab
- AVTN 4050 - Commercial Flight Lab
- AVTN 4060 - Advanced Navigation Flight Lab
- 12 credit hours of Aviation electives

2-year Diploma in Aviation
Diploma Requirements (60 credit hours)

Aviation Requirements (30 credit hours)

- AVTN 1010 – Basic Flight Theory
- AVTN 4010 – Advanced Flight Theory
- AVTN 1020 – Private Flight Lab I
- AVTN 1030 – Private Flight Lab II
- AVTN 2010 – Intermediate Flight Lab
- AVTN 4050 – Commercial Flight Lab
- AVTN 4060 – Advanced Navigation Flight Lab
- 9 credit hours of Aviation electives

Courses selected from the General Requirements as presented in Section 4.5 |:

- THEO 1010 – Introduction to Christian Theology: Beliefs and Practices
- BIBL 1010 – Reading the Bible: Methods and Formation
- BIBL 1020 – Introduction to the Old Testament

- BIBL 1030 – Introduction to the New Testament
- 6 credit hours of Arts and Science
- COMM 1010 – Introduction to Communications and Media
- 9 credit hours of open electives

Aviation Minor
Minor Requirements (17 credit hours)

- AVTN 1010 – Basic Flight Theory
- AVTN 1020 – Private Flight Lab I
- AVTN 1030 – Private Flight Lab II
- 6 credit hours of Aviation electives

AVIATION COURSE DESCRIPTIONS

Theoretical Foundations

- AVTN 1010 – Basic Flight Theory
  This course introduces the aviation subjects in four different categories: Air Law, General Knowledge, Meteorology, and Navigation. The course length is 60 hours of Ground Instruction and is completed with the Transport Canada Private written examination. (Prerequisite: class 1 or 3 medical) (Formerly 481.11)
- AVTN 2040 – Special Studies in Aviation
  Specialized theory or non-flight practical course on a subject of the instructor's choice. (1-3 hours) (Formerly 481.29)
- AVTN 2050 – Pilot Decision Making and Crew Resource Management
  This course is designed to give Aviation Students who are about to enter the workforce an in-depth understanding of the tasks and roles that are expected of them as they step into their first aviation job. By examining several aviation incidents/accidents, students will be introduced to the world of Single Crew and Multi-Crew Resource Management (SCRM/CRM), Pilot Decision Making (PDM), and Safety Management Systems (SMS). Dangerous Goods training and an introduction to both Operations and Flight Planning in a real-world flying environment will also be covered.
- AVTN 2060 – Aviation Management Systems: Safety Management (SMS) and Fatigue Risk Management (FRMS)
  Safety Management Systems (SMS) and Fatigue Risk Management Systems (FRMS) are now core components within an Airline's Operational structure. As such, new hires will need to have an in depth understanding of how these systems are maintained and operated. The key components of building a robust SMS system will be analyzed and studied, as well as the keys to establishing and maintaining it within the Airline. Since additional industries have caught on to the value of SMS, the use and implementation of SMS in non-aviation industries will also be studied. The course will also include studies related to Fatigue Risk Management Systems, investigating how the airlines manage and risk assess fatigue factors as a part of their overarching SMS system.
- AVTN 3010 – Instrument Flight Theory
  This course covers the subjects of Air Law and Instrument Procedures, along with Meteorology, Instrumentation, Navigation and Radio Aids, Flight Operations, and Human Factors. All subjects are

related to instrument flight conditions and procedures and are expanded on advanced flight theory subjects. (Prerequisite: AVTN 1030 –Private Flight Lab II) (Formerly 481.31)

- AVTN 3060 – Airline Type Rating: Two-Crew and IATRA Preparation
  This course prepares the student to complete the IATRA exam, which is required for two crew operations and type ratings. Topics covered include air transport, commuter, and airline operations, navigation, meteorology, air law, and general knowledge.

- AVTN 3080 – Aviation Law
  Aviation Law has always been a challenging field. Regulatory requirements in industry standards are constantly changing. This course is designed to give the students a deep understanding of the Canadian Aviation Regulations as they are, and to also understand the rulemaking processes that exist for regulatory changes. Topics covered will include the structure of the CARS, and the roles of industry, lobby groups, and CARAC in modifying they rules within the CARS, and the processes that are used for changing these laws.

- AVTN 3090 – Airport Management
  One often overlooked component in the aviation world is the airport and the management and administration of the many logistics to its safe operation. This course will introduce important topics related to the safe management of the airport, such as safety and security, emergency management, wildlife control, and passenger care.

- AVTN 4010 – Advanced Flight Theory
  This focuses on Commercial Air Law, Advanced General Knowledge, Advanced Meteorology, Radio Navigation, and Crew Resource Management. The course is 80 hours of instruction and is completed with the Transport Canada Commercial written examination. (Prerequisites: class 1 medical, AVTN 2010 – Intermediate Flight Lab) (Formerly 481.41)

- AVTN 4020 – PDM/CRM/SMS and Operational Flying
  This course is designed to give Aviation Students who are about to enter the workforce an in-depth understanding of the tasks and roles that are expected of them as they step into their first aviation job. By examining several aviation incidents/accidents, students will be introduced to the world of Single Crew and Multi-Crew Resource Management (SCRM/CRM), Pilot Decision Making (PDM), and Safety Management Systems (SMS). Dangerous Goods training and an introduction to both Operations and Flight Planning in a real-world flying environment will also be covered. (Prerequisites: Class 1 Medical, AVTN 1030 – Private Flight Lab II) (Formerly 481.42)

Practicum

- AVTN 1020 – Private Flight Lab I
  This course begins with a week-long, in-depth Flight Training Camp that starts the week before registration day at Providence. Topics include Flight Theory, Air Law, and Radio Proficiency. Approximately 15 hours of flight time will be acquired during this camp, and students who demonstrate both the skill and the knowledge required of them will finish the Camp with their first solo. The successful completion of the Flight Camp will allow students to continue their training in the coming semester, when they will move on to advanced topics. Specialty take-offs and landings, forced approaches, navigation, and basic instrument work will be taught. Students who have successfully completed this course will be ready for their dual cross-country flights. (Prerequisite: Class 3 or 1 Medical) (Formerly 489.11)

- AVTN 1030 – Private Flight Lab II
  This course culminates with the student's successful completion of the Private Flight Test. Students are expected to demonstrate proficiency in all aspects of aircraft control, including advanced navigation and advanced air work. They will also demonstrate proficiency in instrument work,

including the VOR and GPS. Completion of this work to the flight test standards must be demonstrated before the student obtains a recommendation for the flight test. The student who successfully completes this course, along with Basic Flight Theory (AVTN 1010), will be awarded the Private Pilot License. (Prerequisites: AVTN 1020 – Private Flight Lab, AVTN 1010 – Basic Flight Theory) (Formerly 489.12)

- AVTN 2010 – Intermediate Flight Lab
  This course further develops the student's instrument skills, night flight, navigation exercises, and various aircraft types. Completion requirements are that all requirements related to the night rating are finished, along with type checks in a C-172 and PA-28. The student is also expected to fly 15 hours of cross-country including at least 2 flights into controlled airspace. (Prerequisites: AVTN 1030 – Private Flight Lab II) (Formerly 489.21)

- AVTN 2020 – Aerobatics
  Learning how to fly an aerobatic aircraft significantly increases the skill and proficiency of any pilot. This course will introduce the student to basic maneuvers such as Chandelles, Lazy Eights, and Barrel Rolls before moving on to more advanced maneuvers including Immelmans, and Cuban Eights. Completion of this course will include a minimum of twenty hours of aerobatic time. (Prerequisite: AVTN 2010 Intermediate Flight Lab) (Formerly 489.22)

- AVTN 2030 – Tail Wheel Flight Lab
  This course develops skills in a conventional gear aircraft and provides the student with increased skill toward aircraft control, particularly in the area of takeoffs and landings. Completion of the course is pending on aircraft control, a minimum of 20 hours flight in a tail wheel aircraft, and proficiency in solo flight. (Prerequisites: AVTN 1030 Private Flight Lab II) (Formerly 489.23)

- AVTN 3020 – Float Lab
  Kay Air Service and Outposts in Ear Falls, Ontario, will teach this course. Focus will be in aircraft operations relating to float environment and will be completed with approximately 15 hours of flight time in a float airplane. Additional course requirements are experience on dock handling, northern operations, and float safety. Other air operators may be applied, but this will require prior approval from the Providence Aviation Program Advisor. (Prerequisites: AVTN 1030 Private Flight Lab II) (Formerly 489.32)

- AVTN 3030 – Multi-Engine Flight Lab
  This course provides a theoretical portion and a flight portion toward the operation of a multi-engine aircraft. Several topics include aerodynamics, speeds, aircraft systems, performance, and emergency procedures. The course requires a successful completion of the multi-engine flight test and is awarded with a multi-engine endorsement on the license. (Prerequisites: AVTN 1030 Private Flight Lab II) (Formerly 489.33)

- AVTN 3040 – Advanced Practical Training
  There are many aviation-related job and ministry opportunities for those who are nearing completion or who have just completed their Commercial License. With the special permission of the Providence Aviation Program Advisor, students who plan to complete work in the aviation industry may apply for credit. A detailed list of flight times, aircraft operated, and other duties will need to be submitted. (Prerequisite: As required by the Air Operator) (Formerly 489.34)

- AVTN 3070 – Airline Transport Pilot: Time Building
  Should the candidate of the Integrated ATPL course elect to not become an instructor, this course will need to be completed in order for the student to reach the required 250 hours for a type rating and the eligibility to write the IATRA examination. Flying in this module will require the student to

do several cross countries, as well as completing additional night flying towards being eligible for type ratings.

- AVTN 4050 – Commercial Flight Lab
  The Commercial Flight Lab sets up a student with standards to fly for hire or reward. Focus is in precision flight with advanced decision-making capabilities relating to commercial air services. Proficiency in instrument flight will be demonstrated, including navigation, holds, and approaches. Completion of the course is marked by a successful commercial flight test. In order to attain the commercial pilot license, the applicable requirements set out by Transport Canada need to be met. (Prerequisites: AVTN 4010 Advanced Flight Theory, AVTN 4060 Advanced Navigation Flight Lab) (Formerly 489.42)

- AVTN 4060 – Advanced Navigation Flight Lab
  For most students, this marks one of the highlights in aviation training at Providence. The course is designed to apply the theoretical knowledge in the practical world of aviation in a long navigation course. This course is typically completed during the spring break with a navigation exercise taking about ten days. The trip typically covers approximately 1200 nm one way and introduces students to different aviation organizations. Completion of the course is 30 hours of flight time toward navigation and a minimum 800 nm radius navigation exercise. (Prerequisite: AVTN 2010 Intermediate Flight Lab) (Formerly 489.43)

- AVTN 4070 – Advanced Instrument Flight Lab
  This course covers the practical application of instrument procedures for the Instrument Flight Rules. Focus is in the area of aircraft control in instrument meteorological conditions and applying the required procedures as per instrument flight rules. Training is typically completed in a Cessna 172. Completion will be based on the candidate's successful completion of the Instrument Flight Test. (Prerequisites: AVTN 4060 Advanced Navigation Flight Lab) (Formerly 489.44)

Advanced Professional Training

- AVTN 3050 – Two Crew Operations and Line Oriented Flight Training
  Every airline relies on the coordinated teamwork of their Captains and First Officers to manage their aircraft and associated systems. A big part of the pilot's ability to fly safely is a deep understanding of their airline's Standard Operating Procedures (SOP's) and CRM principles. In this course, students will work through various scenarios replicating situations using these. Normal and emergency procedures that use SOP's as developed by the airlines will be reviewed and practiced. This will be done in both the simulator and classroom environments. Line Oriented Flight Training will also be introduced (LOFT), simulating a new hire's orientation, simulator, and training sessions.

- AVTN 4030 – Multi-Engine Instrument Flight Training
  This course covers the practical application of instrument procedures for the Instrument Flight Rules. Focus is in the area of aircraft control in instrument meteorological conditions and applying the required procedures as per instrument flight rules. Training is typically completed in a Travel Air (multi). Completion will be based on a successful instrument flight test in a two-engine aircraft. (Prerequisite: AVTN 3010 Instrument Flight Theory, AVTN 3030 Multi-Engine Flight Lab, AVTN 4070 Advanced Instrument Flight Lab) (Formerly 483.41)

- AVTN 4040 – Instructor Flight Training
  One stepping-stone in the aviation industry is working as an instructor for a Flight Training Unit. Some will consider it to be their life career, and others will use it to advance their flight skills. Upon completion of this course, the student will be qualified as a Flight Instructor in Canada. The three parts of the course are defined as Dual Flight Instruction, Solo Flight Practice, and Dual Ground Instruction. All topics are toward teaching techniques in relation to flight and ground instruction.

Prior approval will be required from Harv's Air Service for this course. (Prerequisite: Commercial Pilot License, AVTN 4050 Commercial Flight Lab, AVTN 4030 Multi-Engine Instrument Flight Training or AVTN 4070 Advanced Instrument Flight Lab with permission from instructor) (Formerly 483.42)

- AVTN 4080 – SARON PREP: Airline Transport Pilot Licence Exam #1
  This is part one of the ATPL examination. Ground instruction that includes the study of air law, airframes and power plants, instrument operation and theory, as well as navigation systems such as the INS/IRU and FMS will be covered. Theory of Flight and Human factors will also be covered.
- AVTN 4090 – SAMRA PREP: Airline Transport Pilot Licence Exam #2
  This is part two of the ATPL examination. Ground instruction will include the study of Meteorology, Flight Planning, and Global Flight Planning. Radio Communications and also Radio Navigation Aides will also be covered. Successful completion will be the writing of the SAMRA exam.

4.6.2 Biblical and Theological Studies

Academic Staff

Michael Gilmour, Ph.D., McGill University, Distinguished Professor of New Testament and English Literature
Christopher Lortie, Ph.D., Albert-Ludwigs-Universität Freiburg
Daniel Rempel, Ph.D., University of Aberdeen, Assistant Professor of Biblical and Theological Studies
Heather Macumber, Ph.D., University of St. Michael's College, Associate Professor of Biblical Studies; Department Chair

Program Options

1. 3-year Biblical Studies Major
2. 4-year Biblical Studies Advanced Major
3. Biblical Studies Minor
4. 1-year Certificate of Bible and Theology

Program Information

We offer an academic biblical studies program that is multidisciplinary in approach. We draw on the insights of other academic fields to assist opening the biblical text for contemporary readers in the Christian tradition. We research and teach the Bible and its reception in the church, the academy, and in popular culture. We also investigate its language, historical settings, transmission, enculturation, and the symbiotic relationship between the interpreter's social setting and the interpretation of the text. While the diversity of this study places an emphasis on methods, we remain committed to an articulation of biblical theology consistent with our confession of the Bible as the Word of God.

Entrance Requirements

Major and Advanced Major Programs

For entry to the Major, the prerequisite is a grade of "C" or better in each of the introductory 15 credit hours in biblical and theological Studies. For students who have taken additional courses toward the major, a minimum AGPA of 2.00 is required on all courses, excluding failed courses.

Minor Program

For entry to the minor, the prerequisite is a grade of "C" or better in each of the introductory 15 credit hours in biblical and theological Studies.

Certificate Program

This program is designed to assist students in personal and spiritual formation, while providing the basis for further studies in most Providence University College degree programs. It includes 15 credit hours in biblical and theological studies and 15 credit hours of non-biblical and theological studies elective courses. A minimum AGPA of 2.00 is required for this certificate.

Graduation Requirements

A minimum AGPA of 2.00 in all courses that comprise the major is required to graduate.

Program Objectives

In addition to meeting the Providence University College mission, purposes and general education objectives, these majors will enable each graduate to:

1. Understand academic biblical and theological studies more fully.
2. Demonstrate skill in reading texts, interpreting historical traditions, critical evaluation, and persuasive communication.

3. Articulate and communicate the relevance of the Bible and Christian Theology for, and its impact on contemporary society.
4. Enter graduate studies in Religion.
5. Develop vocational skills relevant to pastoral ministry.

Biblical Studies Major (3 year)

Program Coordinator
Heather Macumber, Ph.D., University of St. Michael's College, Associate Professor of Biblical Studies; Department Chair

General Education Requirements as Presented in Section 4.5 |

Major Requirements (27 credit hours, in addition to the 24 BTS credit hours that are part of the General Education Requirements presented in 4.5)

- 6 credit hours biblical languages*
- 18 credit hours of biblical and theological studies electives, which must include:
    - at least 6 credit hours at the 3000 level (4000 level courses with written consent of Program Coordinator) – *BIBL 1020, BIBL 1030, BIBL 1010 (all 9 hours) are prerequisites for 3000 and 4000 courses*
    - at least 3 credit hours in each of the following three areas: Old Testament, New Testament, and Themes in Biblical Literature and Theology
- 3 credit hours of any Indigenous Studies course

**Additional biblical language courses taken above degree requirements can count as professional studies electives. See Biblical & Theological Studies Course Descriptions for a list of biblical languages.*

Biblical Studies Advanced Major (4 year)

Program Coordinator
Heather Macumber, Ph.D., University of St. Michael's College, Associate Professor of Biblical Studies; Department Chair

General Education Requirements as Presented in Section 4.5 |

Advanced Major Requirements (42 credit hours, in addition to the 30 BTS credit hours that are part of the General Education Requirements presented in 4.5)

- 12 credit hours in biblical languages*
- 15 credit hours of biblical studies electives, which must include:
    - at least 6 credit hours at the 3000 level (4000 level courses with written consent of Program Coordinator) – *BIBL 1020, BIBL 1030, BIBL 1010 (all 9 hours) are prerequisites for 3000 and 4000 courses*
    - at least 3 credit hours in each of the following three areas: Old Testament, New Testament, and Themes in Biblical Literature and Theology
- 3 credit hours of any Indigenous Studies course
- BIBL 4900 - BTR: Thesis I: Research and Bibliography
- BIBL 4910 - BTR: Thesis II: Thesis Writing
- BIBL 4710 - BTR: Assistantship I: Research and/or Teaching
- BIBL 4720 - BTR: Assistantship II: Research and/or Teaching

**Additional biblical language courses taken above degree requirements can count as professional studies electives. See Biblical & Theological Studies Course Descriptions for a list of biblical languages.*

Biblical Studies - Minor

18 credit hours Biblical and Theological Studies including:

Year 1:

- BIBL 1010 – Reading the Bible: Methods and Formation
- BIBL 1020 – Introduction to the Old Testament

Year 2, 3, and 4

- BIBL 1030 – Introduction to the New Testament
- THEO 1010 – Introduction to Christian Theology: Beliefs and Practices
- 3 credit hours of biblical and theological studies at the 2000 level
- 3 credit hours of biblical and theological studies at the 3000 level (or 4000 level with instructor's permission)

Certificate of Bible and Theology (1 year)

Program Coordinator
Michael Gilmour, Ph.D., McGill University, Distinguished Professor of New Testament and English Literature

This program is designed to assist students in personal spiritual formation, while providing the basis for further studies in most Providence University College degree programs.

Certificate Requirements (30 credit hours)

- 15 credit hours introductory Biblical and Theological Studies

  THEO 1010 – Introduction to Christian Theology: Beliefs and Practices

  BIBL 1020 – Introduction to the Old Testament

  BIBL 1030 – Introduction to the New Testament

  BIBL 1010 – Reading the Bible: Methods and Formation

  3 credit hours of biblical and theological studies elective courses

- 3 credit hours of any Indigenous Studies course
- 12 credit hours of non-biblical and theological studies elective courses

BIBLICAL AND THEOLOGICAL STUDIES COURSE DESCRIPTIONS

Introductory Biblical and Theological Studies

- BIBL 1010 – Reading the Bible: Methods and Formation
  This course explores biblical literacy with particular attention to its place in the community of faith. It considers what it means to read Scripture as the Word of God, and as authoritative for the ongoing life of the church. It is a requirement of all Providence University College programs. (Formerly 154.10)

- BIBL 1020 – Introduction to the Old Testament
  This course offers an introduction to the history, theology, and development of the Old Testament. It gives attention to the ancient contexts of the biblical text but also its reception in the church and the modern world. It is a requirement of all Providence University College programs. (formerly 121.10)

- BIBL 1030 – Introduction to the New Testament
  This course offers an introduction to the history, theology, and development of the New Testament. It gives attention to the ancient contexts of the earliest Christian writings and also its reception in the

church and the modern world. It is a requirement of all Providence University College programs. (Formerly 131.10)

- THEO 1010 – Introduction to Christian Theology: Beliefs and Practices
  This course examines the development of Christian theology with attention to biblical literature, as well as key thinkers and formative events in the church's history. It is a requirement of all Providence University College programs. (Formerly 111.11)

- THEO 1020 – Christian Spirituality: Formations
  An introductory study of foundational spiritual skills, resources, and practices. (Formerly 117.11)

- BIBL 5010 – Reading the Church's Bible (Graduate studies)
  A foundational course that must be taken prior to, or concurrent with, the first OT or NT Bible course. It prepares students for graduate-level biblical studies at Providence and traces the unified narrative of the Bible through its constituent parts in the Old and New Testaments. The course explores the implications of reading that narrative within the Church and attends to historical, textual, and personal questions that affect the reading of the Church's Bible. (3 credit hours) (May not hold for credit with BI5102) (Formerly 121.51)

- THEO 5010 – Theology and Practice of Christian Spirituality and Formation (Graduate studies)
  This course is an in-depth exploration of the theological foundations and practice of Christian Spirituality and its pivotal role in deepening our awareness of and enlivening our love for God, others, and self. The developmental stages and themes related to the personal and professional growth and maturity of the student in their chosen vocation will be a particular focus. The theoretical and experiential approach to the course will include formal instruction, critical reflection on some classics of Christian spirituality, and participation in spiritual habits of the soul such as prayer, lectio divina or reading of scripture, silence and solitude, retreat, spiritual direction, corporate worship, and service. (3 credit hours) (May not hold for credit with IN5102) (Formerly 117.51)

Old Testament

- BIBL 2010 – The Pentateuch
  This course is a literary, historical, and theological analysis of Genesis through Deuteronomy. In addition to exploring theories of authorship, historical settings, literary genre, comparative ancient Near Eastern literature, and the meaning of the text, this course will address the pivotal role which this part of the Bible has played in the development of Jewish and Christian thinking, the importance of the Pentateuch for western European art and culture, and the way in which the Pentateuch continues to shape political, social, and religious ideologies in the Church and the modern world at large. (Prerequisites: any 6 hours of introductory courses in biblical and theological studies) (Formerly 122.22)

- BIBL 2020 – The Former Prophets
  An analysis of Israelite history as recorded in the books of Joshua through 2 Kings and an evaluation of various attempts to harmonize that history with other historical evidence. Literary and textual issues as well as an examination of archaeological evidence, social institutions, and ideology will provide the data for discussing the ideas contained in the Former Prophets and their role as scripture in modern society. (Prerequisites: any 6 hours of introductory courses in biblical and theological studies) (Formerly 125.21)

- BIBL 2040 – Introduction to Prophecy: The Minor Prophets/Book of the Twelve
  This course will offer an introduction to the prophetic texts of the Hebrew Bible/Old Testament by providing a literary, historical, and theological analysis of Minor Prophets/Book of the Twelve in their contexts. (Prerequisites: any 6 hours of introductory courses in biblical and theological studies)

- BIBL 2060 – Psalms
  A study of the Psalms focused on their composition, background and theological influence. (Prerequisites: any 6 hours of introductory courses in biblical and theological studies) (Formerly 124.31)

- BIBL 2070 – Exilic and Post-exilic Literature
  This course will provide a literary, historical and theological analysis of the Old Testament Writings which focuses on how the people responded to the exile. Particular attention will be paid to how 1-2 Chronicles, Ezra, Nehemiah, Esther, Ruth, Song of Songs, and Lamentations recount the past to tell a story of the present and shape a hope for the future. (Prerequisite: BIBL 1020) (Formerly 127.21)

- BIBL 3040 – Major Hebrew Prophets
  This course focuses either on one of the major prophets (Isaiah, Jeremiah, or Ezekiel) or considers thematic elements throughout the three works. Particular attention is paid to the prophetic office, issues of social justice, experiences of exile and trauma, and divine revelation. (Prerequisites: BIBL 1020 – Introduction to the Old Testament; BIBL 1030 – Introduction to the New Testament; and BIBL 1010 – Reading the Bible: Methods and Formation) (Formerly 123.31)

- BIBL 3060 – Wisdom Literature
  An introduction to the characteristics of wisdom writings, viewed from within the context of other ancient Near Eastern literary works. Selections from Job, Ecclesiastes, and the Proverbs will be considered. (Prerequisites: BIBL 1020 – Introduction to the Old Testament; BIBL 1030 – Introduction to the New Testament; and BIBL 1010 – Reading the Bible: Methods and Formation) (Formerly 124.32)

- BIBL 3070 – Jewish Apocalyptic Literature
  An examination of the development of ancient Jewish apocalypses found in the Hebrew Bible (Daniel) and in the related Enochic literature. The course focuses on the various streams of traditions that influence apocalypses (prophetic, wisdom, ancient mythology, etc.) and how they shape the "apocalyptic imagination" of ancient Jewish communities. (Prerequisites: BIBL 1020 – Introduction to the Old Testament; BIBL 1030 – Introduction to the New Testament; and BIBL 1010 – Reading the Bible: Methods and Formation) (formerly 125.32)

- BIBL 3110 – Special Studies in the Old Testament
  An investigation of a topic of particular interest to a guest lecturer or faculty member in the BTS Department. This course may be taken more than once. (Prerequisites: BIBL 1020 – Introduction to the Old Testament; BIBL 1030 – Introduction to the New Testament; and BIBL 1010 – Reading the Bible: Methods and Formation) (Formerly 126.32)

New Testament

- BIBL 2310 – The Synoptic Gospels
  A study of the earthly life and ministry of Jesus in the light of the political, social, religious, and literary background of the New Testament. The course gives attention to key themes (e.g. Lordship and Messianic role) to which the contents of the four Gospels attest. (No prerequisites, though it is recommended students take BIBL 1030 – Introduction to the New Testament first) (Formerly 132.22)

- BIBL 2330 – The Acts of the Apostles
  A study of the book of Acts, paying special attention to (1) the hermeneutical issues it raises; (2) the theological and missiological contributions of the book; and (3) the spiritual dynamics and distinct character of the believing community. (No prerequisites, though it is recommended students take BIBL 1030 – Introduction to the New Testament first) (Formerly 132.23)

- BIBL 2340 – Romans
  An analysis of the book of Romans which devotes special attention to the first century context of the writer, the recipients, and the focus on the Christian way of life. Special attention is given to the interpretation and application of the old covenant Scriptures in the light of God's new covenant with His people. (Prerequisites: any 6 hours of introductory courses in biblical and theological studies) (Formerly 134.22)

- BIBL 3320 – Johannine Literature
  A biblical-theological analysis of New Testament literature historically attributed to the apostle John (Gospel, three letters, Revelation). Special attention will be given to the contribution of these books to foundational Christian perception, way of life, future hope, and to major critical problems of the writings. (Prerequisites: BIBL 1020 – Introduction to the Old Testament; BIBL 1030 – Introduction to the New Testament; and BIBL 1010 – Reading the Bible: Methods and Formation) (Formerly 133.32)

- BIBL 3340 – Pauline Literature
  A biblical-theological analysis of New Testament literature historically attributed to the apostle Paul. Emphasis will be placed on recent interpretations of major Pauline themes as well as application of these teachings to the contemporary Christian church. (Prerequisites: BIBL 1020 – Introduction to the Old Testament; BIBL 1030 – Introduction to the New Testament; and BIBL 1010 – Reading the Bible: Methods and Formation) (Formerly 133.31)

- BIBL 3360 – General Writings
  An analysis and exposition of Hebrews, James, 1 and 2 Peter, and Jude with attention devoted to their major teachings. Special consideration will also be given to background information, authorship, recipients, purpose, and each book's relationship to the rest of Scripture. (Prerequisites: any 6 hours of introductory courses in biblical and theological studies) (Formerly 134.23)

- BIBL 3410 – Special Studies in New Testament
  An investigation of a topic of particular interest to a guest lecturer or faculty member in the BTS Department. (Prerequisites: BIBL 1020 – Introduction to the Old Testament; BIBL 1030 – Introduction to the New Testament; and BIBL 1010 – Reading the Bible: Methods and Formation) (Formerly 136.32)

- BIBL 3616 – Revelation
  In this course, students will closely read Revelation paying attention to the reuse of Old Testament, ancient Near Eastern, and Greco-Roman allusions as John creatively reformulates them to address not only the Roman Empire but those within his community. Students will also consider modern uses of the Apocalypse in the church and larger society. (Prerequisites: BIBL 1020 – Introduction to the Old Testament; BIBL 1030 – Introduction to the New Testament; and BIBL 1010 – Reading the Bible: Methods and Formation) (Formerly 134.32)

- BIBL 4010 – New Testament Criticism II: TBA
  An application of one of the major critical methodologies as applied to one or more New Testament texts. (Prerequisites: BIBL 1020 – Introduction to the Old Testament; BIBL 1030 – Introduction to the New Testament; and BIBL 1010 – Reading the Bible: Methods and Formation) (Formerly 135.42)

Themes in Biblical Literature and Theology

- BIBL 2410 – Biblical Theology I: Old Testament Studies
  A study of the major theological themes of the Old Testament such as election, covenant, promise, and land. (Prerequisites: any 6 hours of introductory courses in biblical and theological studies) (Formerly 112.21)

- BIBL 2420 – Biblical Theology II: New Testament Studies
  A study of the major theological insights of the writers of the New Testament, with particular emphasis placed on the writings of Paul and John. (Prerequisites: any 6 hours of introductory courses in biblical and theological studies) (Formerly 112.32)

- BIBL 2610 – The Ancient World
  This course will survey the historical, geographical, literary, and cultural background of the people contemporary with the Bible (Prerequisites: BIBL 1020 – Introduction to the Old Testament; BIBL 1030 – Introduction to the New Testament; and BIBL 1010 – Reading the Bible: Methods and Formation or with instructor's permission) (Formerly 142.21)

- BIBL 2620 – Interpreting Old Testament Narrative
  Students are introduced to the genre of narrative in the Hebrew Bible and related literature. The course focuses on literary theories and techniques to help read biblical narratives. (Prerequisites: any 6 hours of introductory courses in biblical and theological studies) (Formerly 152.30)

- BIBL 2630 – Second Temple Literature
  This course introduces students to the diversity of Jewish and Christian traditions from the rebuilding of Jerusalem Temple in 538 BCE to the 2nd century CE. Textual traditions from the Hebrew Bible, New Testament, Dead Sea Scrolls, Pseudepigrapha, and other relevant sources will form the backbone of the course. Issues regarding revelation, rewritten scripture, diaspora communities, and other thematic elements will be considered. (Prerequisites: any 6 hours of introductory courses in biblical and theological studies)

- BIBL 2640 – Environment and the Bible
  This course considers biblical, and historical and contemporary theological perspectives on humanity's relationships with the nonhuman world. It gives attention to such pressing issues as climate change, species loss, habitat destruction, and animal rights, as well as issues of justice associated with responses to the deepening environmental crisis. (Prerequisites: any 6 hours of introductory courses in biblical and theological studies)

- BIBL 2650 – The Bible and the Arts
  This course has a dual focus on the way the Bible has influenced the modern world and the way cultural appropriations of biblical materials can influence biblical interpretation. Students will measure the impact of the Bible on culture by analyzing re-tellings of familiar biblical stories in selected examples from literature, visual art, music, and film. They will also assess the impact of popular culture on the Bible and the way in which modern society appropriates the Bible for its own purposes. (Prerequisites: any 6 hours of introductory courses in biblical and theological studies) (Formerly 154.21)

- BIBL 2660 – Religious Themes in Literature
  This course introduces students to religious themes in classical literature by combining study of selections (e.g., a novel, a short story, a film, etc.) in a personal, yet critical way in journals and class presentations. These will be supplemented by class lectures which will integrate the major themes of both sets of texts. (Prerequisites: any 6 hours of introductory courses in biblical and theological studies) (Cross-credited with English for English Minors) (Formerly 115.21)

- BIBL 2670 – Contemporary Issues
  This course explores a theme or issue in contemporary theological debate. Previous courses have considered the nature of religious language, the challenge of postmodernism, and the theology of religions. Students are invited to interact with textbooks, lectures, and a variety of supplemental readings through journals, class presentations, and lectures. (Prerequisites: any 6 hours of introductory courses in biblical and theological studies) (Formerly 115.22)

- BIBL 3610 – Qumran and the Dead Sea Scrolls
  An historical analysis of the community that is identified with Qumran during the late Second Temple period, with introductory consideration of the Dead Sea Scrolls discovered at the site. (Prerequisites: BIBL 1010 – Reading the Bible: Methods and Formation; BIBL 1020 – Introduction to the Old Testament; and BIBL 1030 – Introduction to the New Testament) (Cross-credited with History for History Minors) (Formerly 145.31)

- BIBL 3620 – Textual Traditions
  This course will explore the textual world of the Hebrew Bible/Old Testament (HB/OT) engaging with its textual transmission and its reception. Particular attention will be paid to the Greek Septuagint, the Aramaic Targum and the Latin Vulgate. (Prerequisites: BIBL 1020 – Introduction to the Old Testament and BIBL 1010 – Reading the Bible: Methods and Formation)

- BIBL 3630 – New Testament Use of the Old Testament
  This course will evaluate how the New Testament authors used the Old Testament in shaping their writings and the resultant theology. (Prerequisites: BIBL 1020 – Introduction to the Old Testament; BIBL 1030 – Introduction to the New Testament; and BIBL 1010 – Reading the Bible: Methods and Formation)

- BIBL 3640 – Reception Studies
  Biblical Studies is often associated with a search for origins and sources; however, in this course tracing the influence of the Bible through subsequent history, theology, art, and literature is the focus. Depending on the interests of the instructor, a variety of different themes, biblical texts, or personages may be selected. (Prerequisites: BIBL 1020 – Introduction to the Old Testament; BIBL 1030 – Introduction to the New Testament; and BIBL 1010 – Reading the Bible: Methods and Formation) (Cross-credited with History for History Minors)

- BIBL 3650 – Monsters in the Bible
  Modern culture is preoccupied with monsters, simultaneously horrified and attracted to the unknown. This interest in the fantastic and uncanny is emblematic of the ancient world where hybrid and liminal beings move between realms. This course explores what it means to be a monster and how to define these creatures using monster theory and horror philosophy. Students learn to "read" ancient monsters to understand the cultures that produced them and how they are articulated in the biblical world. The course material includes texts and images from the ancient Near East, the Old and New Testaments and some extra-biblical Jewish works. (Prerequisites: BIBL 1020 – Introduction to the Old Testament; BIBL 1030 – Introduction to the New Testament; and BIBL 1010 – Reading the Bible: Methods and Formation)

- BIBL 3660 – Animals and the Bible
  The Bible teems with nonhuman life, from its opening pages with God's creation of animals on the same day and out of the same earth as humans to its closing apocalyptic scenes of horses flying out of the sky. The Creator declares them all good at the beginning, and since the Apostle Paul writes of God's eternal purposes for all things on earth, they are somehow part of a hoped-for eschatological restoration. So why are animals ignored so often in Christian moral discourse? In its theological thinking and faith-motivated praxis, human-centeredness typically results in the complete erasure of the nonhuman. This course examines what biblical authors say about animals, giving attention not only to historical backgrounds and literary considerations, but also the interpretation and reception of those ancient texts in later theological and ethical discourses. (Prerequisites: any 6 hours of introductory courses in biblical and theological studies)

- BIBL 3670 – Gender and the Hebrew Bible
  This course uses gender theory to explore literary, historical, and theological approaches to the Hebrew Bible. It considers the role that gender plays in ancient Israel and the ways that it continues

to influence modern interpretations throughout history, society, and the church. (Prerequisites: BIBL 1020 – Introduction to the Old Testament; BIBL 1030 – Introduction to the New Testament; and BIBL 1010 – Reading the Bible: Methods and Formation) (Formerly 126.22)

Historical, Systematic, and Practical Theology

- THEO 2010 – Historical Theology
  Historical Theology introduces students to the history of Christian thought. In the first semester, it considers the problem of history in general and the authority of history in Christian thought specifically. It then examines the key Theological developments of the first three eras in the Church's history: the Patristic era, the Middle Ages and the Renaissance, and the Reformation. (Prerequisites: any 6 hours of introductory courses in biblical and theological studies) (Formerly 113.21)
- THEO 2020 – Systematic Theology
  Systematic Theology investigates the contents of Christian doctrine focused on demonstrating the internal coherence and integrity of the whole of Christian belief. Systematic Theology I explores the doctrine of God (God's identity, God's attributes, God's existence) and the doctrines of creation (its exposition and significance, with a focus on dialogue with the natural sciences) and revelation (whether God can be studied, whether, how, and where God discloses Godself). (Prerequisites: any 6 hours of introductory courses in biblical and theological studies) (Formerly 114.21)
- THEO 2030 – Rituals of Prayer
  This course encourages a deeper understanding of and appreciation for the diversity of Christian spiritual practices. Drawing from Orthodox, Catholic and Protestant traditions, selected rituals of prayer will be examined in light of both historical context and current praxis, and emphasis will be given to the adaptation of classic rituals of prayer to the post-modern environment. (Formerly 117.21)
- THEO 2060 – Mission Theology
  An introduction to the essentials of mission faithfulness and integrity. Based on understanding of the world Christian movement over the last 2000 years, it analyzes the theological roots of the so-called "modern missionary movement" during the last 200 years. It surveys key theological developments which have been basic to effective cross-cultural witness and partnership in recent times. This shows how mission theology has become a rich, challenging, multi-cultural blend of insight and initiative from the church in every continent. (Cross-credited with CHMN 2060). (Formerly 422.21)
- THEO 3010 – Theological Foundations
  This introductory course is designed to equip students to think theologically. Students will learn the sources and methods for doing theology within a broadly evangelical perspective (a 'generous orthodoxy') and then reflect on the major themes and concepts in Christian theology, including the doctrine of God and the Trinity, Christology, the Holy Spirit, creation and fall, salvation, the church, and the last things. Students will develop an ordered understanding of basic Christian doctrine and cultivate an appreciation for the ongoing significance of theological reflection for the health and impact of the church and for the Christian's life, ministry/vocation, and service in the world. (3 credit hours) (may not hold for credit with TS5201) (Formerly 114.41)
- THEO 3020 – Theology of Worship
  This course will explore the central theme of worship in Scripture and how worship relates to other aspects of the Christian life. Students will examine both the private and the public dimensions of worship, worship as a response to the divine initiative, worship as enactment and historical recitation, and worship as life orientation. (Prerequisites: any 6 hours of introductory courses in biblical and theological studies) (Formerly 117.31)

- THEO 3110 – Special Studies in Theology
  A continuation of the exposition begun in THEO 1010 – Introduction to Christian Theology: Beliefs and Practices (Prerequisites: BIBL 1020 – Introduction to the Old Testament; BIBL 1030 – Introduction to the New Testament; and THEO 1010 – Introduction to Christian Theology: Beliefs and Practices) (Formerly 116.31)

Biblical Languages

- BGRK 2010 – Beginning Greek I: Grammar
  An introduction to Koiné (New Testament) Greek. The Greek alphabet, the formation and use of Greek nouns, as well as the verb system, are studied. Sentence syntax and translation skills are introduced. (Prerequisites: BIBL 1020 – Introduction to the Old Testament; BIBL 1030 – Introduction to the New Testament) (Formerly 162.21)
- BGRK 2020 – Beginning Greek II: Translation
  Continued work in identification and translation of Greek sentences (especially verb systems) is emphasized. Selected portions of the New Testament are translated, highlighting the uses of various moods of New Testament Greek. (Prerequisite: BGRK 2010 – Beginning Greek I: Grammar) (Formerly 162.22)
- BGRK 3010 – Reading the Greek New Testament
  Students in this course progress in their ability to translate Greek by reading Philippians, by expanding their Greek vocabulary, and by examining the structures of Greek writing. It reviews and builds upon the Greek learned in a first-year class from the perspective of building Greek discourse from words to clauses to sentences. (Prerequisite: BGRK 2020 – Beginning Greek II: Translation) (Formerly 162.31)
- BGRK 3020 – Studying the Greek New Testament
  This course continues to study Greek writing by examining and noting grammar, syntax, and structure of passages in Ephesians, James, or 1 Peter. Students begin to learn the processes of textual criticism. Students will study in depth two passages from the selected writing and will report their findings to the rest of the class. (Prerequisite: BGRK 3010 – Reading the Greek New Testament) (Formerly 162.32)
- BGRK 4010 – Advanced Greek I
  This course builds on methods learned in BGRK 3010. Students will be exposed to more advanced concepts in linguistics, hermeneutics, Greek grammar, and Biblical Theology. (Prerequisite: BGRK 3020 – Studying the Greek New Testament) (Formerly 162.41)
- BGRK 4020 – Advanced Greek II
  (Prerequisite: BGRK 4010 – Advanced Greek I) (Formerly 162.42)
- BHBR 2010 – Beginning Hebrew I: Introduction
  Hebrew orthography and vocabulary building are stressed as a preparation for reading Hebrew. Reading begins with the study of nouns, adjectives, and non-verbal sentences. The use of the perfect, imperfect, and infinitive construct forms of the verb will be included in the course. (Prerequisites: BIBL 1020 – Introduction to the Old Testament; BIBL 1030 – Introduction to the New Testament) (Formerly 163.31)
- BHBR 2020 – Beginning Hebrew II: Syntax
  The study of the derived conjugations of the verb, tense sequences, and clause relationships complete the study of basic Hebrew syntax. The book of Jonah will be read as an example of the importance of Hebrew to understanding Hebrew literature and biblical theology. (Prerequisite: BHBR 2010 – Beginning Hebrew I: Introduction) (Formerly 163.32)

- BHBR 3010 – Intermediate Hebrew I: Reading Hebrew Narrative
  Emphasis will be given to the understanding of Hebrew narrative using readings from a select Hebrew narrative passage. A knowledge of how to approach exegetical problems will be established by learning to use reference grammars, concordances, and exegetical commentaries. The importance of understanding Hebrew for good exposition will be demonstrated. (Prerequisite: BHBR 2020 – Beginning Hebrew II: Syntax) (Formerly 163.41)

- BHBR 3020 – Intermediate Hebrew II: Reading Hebrew Poetry
  The course will focus on the poetry of the prophet Amos. It will include examining the form and method of Hebrew poetry by collateral reading and by examining the Hebrew text of Amos. Attention will also be given to the message and background of the prophet Amos, and to text critical and form critical study. (Prerequisite: BHBR 3010 – Intermediate Hebrew I: Reading Hebrew Narrative) (Formerly 163.42)

- BHBR 4010 – Advanced Hebrew
  A detailed comparative analysis of Hebrew narrative, poetry and wisdom literature, prophecy, and apocalyptic literature. (Prerequisite: BHBR 3010 – Intermediate Hebrew I: Reading Hebrew Narrative or BHBR 3020 – Intermediate Hebrew II: Reading Hebrew Poetry) (Formerly 163.43)

Biblical and Theological Research

- BIBL 4710 – Assistantship I: Research and/or Teaching
  An introduction to the Academy through a joint research project with a professor in the department. Alternatively, students can focus on learning the foundations of teaching and observing the practices of other teachers. (With permission of the professor only) (Formerly 178.41)

- BIBL 4720 – Assistantship II: Research and/or Teaching
  Students choosing the research option will continue to work with a professor in the department on a research project. For those focused on the teaching stream, this second course focuses on the mechanics of teaching with the preparation for lectures and the leading of seminars and class discussions. (With permission of the professor only) (Formerly 178.42)

- BIBL 4730 – BTS Research Methods
  An introduction to the methods and practice of Biblical and Theological research and writing. (Formerly 179.12)

- BIBL 4900 – Thesis I: Research and Bibliography
  The development of an acceptable topic and methodology as well as a bibliography drawn from adequate sources for the subsequent writing of a thesis. (Limited to graduating students enrolled in a four-year Biblical B.A. program) (Formerly 177.41)

- BIBL 4910 – Thesis II: Thesis Writing
  A continuation of Thesis I (BIBL 4900 – BTR) which traces scholarship of the thesis topic to the present, furthering knowledge on the thesis topic. (Prerequisite: BIBL 4900 – Thesis I: Research and Bibliography) (Formerly 177.42)

Courses Cross-Credited with Biblical and Theological Studies

- BIBL 2680 – Studies in C. S. Lewis
  (See English Literature for course description of ENGL 2060)

- THEO 3120 – Indigenous Approaches to Theology
  (See Indigenous Studies for course description of INDG 3010)

4.6.3 Business Administration

Academic Staff

Donna V. Jones, M.D., Ph.D. Candidate (Sustainability Management), MBA, MSc, FRCSC, Assistant Professor of Business Administration; Dean of Buller School of Business
Nicole Barnabé MBA, University of Manitoba, Assistant Professor of Business Administration; Associate Dean for Providence Downtown
Tutu Oyerinde, Assistant Professor of Business Administration
Sneetha Saji, Ph.D., Indian Institute of Management, Assistant Professor of Business Administration

Program Options

There are four primary business program tracks:

1. Master of Management (MM)
2. Bachelor of Business Administration (BBA)
3. Bachelor of Arts with a Major in Business Administration (BA-BUS) or in Non-Governmental Organization (BA-NGO)
4. Associate of Arts in Business (AA-BUS)

Master of Management (MM)

Program Objectives and Information

The Master of Management program is designed to provide recent university graduates with an immediate opportunity to pursue a graduate degree in management and organizational studies.

In addition to meeting the Providence University College mission and purposes, this degree will enable graduates to:

1. Demonstrate understanding of organizational management from micro to macro levels.
2. Be able to effectively manage different tasks and assignments in organizations.
3. Demonstrate understanding of organizational diversity and ethical decision-making skills.
4. Demonstrate proficiency in ethical and biblical thinking as applied to leadership and management, and socially responsible organizational practices.

Degree Options

Students wishing to earn a Buller Master of Management degree have three options:

- Master of Management, 2-year graduate degree (36 credit hours), course-based option: in the final, 4th semester students enroll in three elective courses.
- Master of Management, 2-year graduate degree (36 credit hours), research-based option: in the final, 4th semester students write an Applied Research Project.
- Master of Management, 2-year graduate degree (36 credit hours), work-integrated-learning-based option: in the final, 4th semester students complete a supervised internship.

Entrance Requirements

- Undergraduate degree with a minimum of 120 credits in any field
- IELTS with an overall score of 6.5 and no band lower than 6.0 (for international students from non-English-speaking countries)

Master of Management (36 credit hours)

Required courses (27 of 36 credit hours)

- MGMT 5101 – Managing Organizational Behaviour
- MGMT 5102 – Human Resource Management
- MGMT 5103 – Managerial Economics
- MGMT 5104 – CSR, Ethics, Spirituality and Biblical Thinking for Leaders
- MGMT 5105 – Managing Diversity in Organizations
- MGMT 5106 – Managing Organizational Change
- MGMT 5207 – International Business Management
- MGMT 5208 – Managing Leadership in Organizations
- MGMT 5209 – Strategic Management

One of (9 of 36 credit hours)

- MGMT 5210 – Applied Research Project (9 credit hours)
- MGMT 5211 – Internship (9 credit hours)
- Elective courses
    - MGMT 5212 – Nonprofits and Issues in Management
    - MGMT 5213 – Managerial Finance
    - MGMT 5214 – Managing Information Systems
    - MGMT 5215 – Managing Total Rewards
    - MGMT 5216 – Creating a Healthy Organization
    - MGMT 5217 – Innovation & Technology in Human Resources

Bachelor of Business Administration (BBA)

Program Objectives and Information

This program is designed to equip students with the entry-level knowledge, skills, and character needed for effective service in administration and leadership functions in business and in not-for-profit organizations.

In addition to meeting the Providence University College mission and purposes, this degree will enable graduates to:B

1. Demonstrate knowledge, skills, and character essential for entry to and effective service in management careers in various settings.
2. Understand the necessity of integrating their faith into their professional lives.

The successful graduate will apply their:

1. Skills Acquisition – The field of business is broad but the abilities obtained are valuable in many different contexts. Students will develop skills for application in problem solving, ethics in the business environment, goal-setting, team management, and communications.
2. Faith Integration – The faculty gives students hands-on experience opportunities to face this challenge of bringing faith and business together through practical application. Students in the program are strongly encouraged to participate in running the campus businesses created by former students, as it pairs well with the discussions and lectures of the classroom.
3. Business Education Foundation – A 4-year undergraduate degree provides students with a recognizable foundation upon which to advance further in higher business education (i.e., MBA, CPA).

Degree Options

Students wishing to earn a Bachelor of Business Administration have two options:

- Bachelor of Business Administration
- Bachelor of Business Administration with Co-op

Entrance Requirements

For entry into the BBA program, the prerequisite is a grade of C both in MGMT 1010 – Introduction to Management AND BUSA 1010 – Introduction to Business.

Bachelor of Business Administration (120 credit hours)

Biblical and Theological Studies (30 credit hours)

- THEO 1010 – Introduction to Christian Theology: Beliefs and Practices
- BIBL 1020 – Introduction to the Old Testament
- BIBL 1030 – Introduction to the New Testament
- BIBL 1010 – Reading the Bible: Methods and Formation
- 18 credits of Biblical Studies or Theology electives (1xx.xx)

General Foundation (12 credit hours)

Humanities (6 of 12 credit hours)

- HUMN 1010 – English Composition
- PHIL 1020 – Critical Thinking

Mathematics or Science (6 of 12 credit hours)

- COMP 1010 – Computer Usage I
- One of:
    - MATH 1030 – Vector Geometry and Linear Algebra
    - MATH 1050 – Introduction to Calculus

Business Related Courses (15 credit hours)

- BUSA 2020 – Ethics in the Marketplace
- STAT 1000 – Statistical Analysis
- SOCI 3030 – Global Issues (prerequisite waived)
- ECON 1010 – Economics I: Microeconomics
- ECON 1020 – Economics II: Macroeconomics

Major Requirements (63 credit hours)

Mandatory Courses (39 of 63 credit hours)

- MGMT 1010 – Introduction to Management
- BUSA 1020 – Business Communications
- BUSA 1010 – Introduction to Business
- MRKT 2010 – Fundamentals of Marketing
- BUSA 2010 – Business/Government Relations
- BUSA 3010 – International Business

- MGMT 1020 – Organizational Behaviour
- MGMT 2020 – Human Resource Management
- MGMT 3010 – Management in Not-for-Profit Organizations
- MGMT 4010 – Strategic Management & Policy (in final year)
- BUSA 4080 – Entrepreneurship
- ACCT 2010 – Introductory Financial Accounting
- BUSA 3020 – Operations

Elective Courses (24 of 69 credit hours): Any eight courses of:

- BLAW 3010 – Commercial Law
- BUSA 2000 – Artificial Intelligence in Business
- BUSA 4010 – Business Consultation
- BUSA 4020 – Professional Certification
- BUSA 4030 – Consumer Behaviour
- BUSA 4040 – Studies in Leadership
- BUSA 4050 – Special Topics in Business
- BUSA 4100 – Foundations of Business Analytics
- MGMT 2010 – Introduction to Management Science
- MGMT 3020 – Small and Family Business Management
- BUSA 4060 – Business Plan
- BUSA 4090 – Managing Digital Enterprise
- ACCT 2020 – Introductory Managerial Accounting
- FINA 3010 – Corporate Finance

Field Education – 7 units of FE 1000 Field Education

Bachelor of Business Administration with Co-op (129 credit hours):

The addition of a Co-op placement expands the Bachelor of Business Administration to 129 hours, with the addition of:

- BUSA 2110 – Business Administration Co-op Placement
- BUSA 3110 – Advanced Business Administration Co-op Placement
- BUSA 4110 – Business Administration Internship (12 credit hours)

and the reduction of nine credit hours of Business Administration courses selected by the student's faculty advisor based on the desired career path of the student.

To enter the fourth year, students must have an AGPA of 2.50 or higher and a GPA of 3.00 or higher in the previous year (30 credit hours) of courses.

Bachelor of Arts with a Major in Business Administration

Program Objectives and Information

This program is designed to equip students with the entry-level knowledge, skills, and character needed for effective service in administration and leadership functions in business and in not-for-profit organizations.

In addition to the meeting of the Providence University College mission, purposes, and B.A. general requirements, this major will enable graduates to:

1. Demonstrate knowledge, skills, and character essential for entry to and effective service in management careers in various settings.
2. Understand the necessity of integrating their faith into their professional lives.

The successful graduate will apply their:

1. Skills Acquisition – The field of business is broad but the abilities obtained are valuable in many different contexts. Students will develop skills for application in problem solving, ethics in the business environment, goal-setting, team management, and communications.
2. Faith Integration – The faculty gives students hands-on experience opportunities to face this challenge of bringing faith and business together through practical application. Students in the program are strongly encouraged to participate in running the campus businesses created by former students, as it pairs well with the discussions and lectures of the classroom.

Degree Options

Students wishing to earn a Bachelor of Arts with a Major in Business Administration have a number of options:

- 3-year Major in Business Administration
- 3-year Major in Business Administration, with Co-op Option
- 4-year Honours Major in Business Administration
- 4-year Double Major in Business Administration and Agriculture
- 4-year Bachelor of Arts with a double major in Business Administration and a second field such as Aviation or Communications and Media. The requirements of the 3-year Business Administration Major can be tailored to the second major. Details are available from the Program Coordinator or the Registrar's Office.

Students also have the option of receiving:

- Minor in Business Administration

Entrance Requirements

For entry into the major or minor, the prerequisite is a minimum grade of C in both MGMT 1010 – Introduction to Management AND BUSA 1010 – Introduction to Business.

Three-Year Bachelor of Arts with a Major in Business Administration (90 credit hours)

This 3-year Business degree is designed for students who have experience in business prior to coming to school and are primarily interested in learning the skills needed to succeed in business.

General Requirements as described in Section 4.5 | including:

Biblical and Theological Studies (24 credit hours)

- THEO 1010 – Introduction to Christian Theology: Beliefs and Practices
- BIBL 1020 – Introduction to the Old Testament
- BIBL 1030 – Introduction to the New Testament
- BIBL 1010 – Reading the Bible: Methods and Formation
- 12 credits of Biblical Studies or Theology electives (1xx.xx)

General Foundation (24 credit hours)

Humanities (6 of 24 credit hours)

- HUMN 1010 – English Composition
- PHIL 1020 – Critical Thinking

Mathematics or Science (6 of 24 credit hours)

- COMP 1010 – Computer Usage I
- One of:
    - MATH 1030 – Vector Geometry and Linear Algebra
    - MATH 1050 – Introduction to Calculus

Social Science (6 of 24 credit hours)

- ECON 1010 – Economics I: Microeconomics
- ECON 1020 – Economics II: Macroeconomics

Arts & Science (6 of 24 credit hours)

- BUSA 2020 – Ethics in the Marketplace
- SOCI 3030 – Global Issues (prerequisite waived)

Professional Foundation (15 credit hours)

- COMM 1010 – Introduction to Communications and Media

Professional Electives (12 of 15 credit hours)

- STAT 1000 – Statistical Analysis
- MGMT 1010 – Introduction to Management
- BUSA 1020 – Business Communications
- BUSA 1010 – Introduction to Business

Major Requirements (27 credit hours)

Mandatory Courses (15 of 27 credit hours)

- MRKT 2010 – Fundamentals of Marketing
- MGMT 1020 – Organizational Behaviour
- MGMT 2020 – Human Resource Management
- MGMT 4010 – Strategic Management & Policy (in final year)
- ACCT 2010 – Introductory Financial Accounting

Business Electives (12 of 27 credit hours): Any four courses of:

- BUSA 2000 – Artificial Intelligence in Business
- BUSA 2010 – Business/Government Relations
- BUSA 3010 – International Business
- BLAW 3010 – Commercial Law
- BUSA 4010 – Business Consultation
- BUSA 4020 – Professional Certification
- BUSA 4030 – Consumer Behaviour
- BUSA 4040 – Studies in Leadership
- BUSA 4050 – Special Topics in Business
- BUSA 4100 – Foundations of Business Analytics
- MGMT 2010 – Introduction to Management Science
- MGMT 3010 – Management in Not-for-Profit Organizations
- MGMT 3020 – Small and Family Business Management
- BUSA 4060 – Business Plan
- BUSA 4080 – Entrepreneurship
- BUSA 4090 – Managing Digital Enterprise
- ACCT 2020 – Introductory Managerial Accounting
- BUSA 3020 – Operations
- FINA 3010 – Corporate Finance

Field Education – 5 units of FE 1000 Field Education

Three Year Bachelor of Arts with a Major in Business Administration, with Co-op Option (96 credit hours)

The 3-year Business Degree with a Co-op Option is designed for students who may have experience in business prior to coming to school and are primarily interested in the practical skills needed to succeed in business.

The addition of a Co-op placement expands the program Bachelor of Arts with a Major in Business Administration to 96 credit hours, with the addition of:

- BUSA 2110 – Business Administration Co-op Placement
- BUSA 3110 – Advanced Business Administration Co-op Placement

Four Year Bachelor of Arts (Honours) with a Major in Business Administration (120 credit hours)

The 4-year Honours is designed for students desiring an intensive course of studies with an emphasis in the final year on a specific business discipline, as well as students intending to pursue graduate studies.

All requirements for the first three years of this degree are the same as the 3-year B.A. in Business Administration.

Fourth Year (30 credit hours)

A limited number of students in each school year are eligible to apply to take a fourth year at either Trinity Western University's School of Business, or the University of Winnipeg's Business and Administration Department.

To be eligible for consideration for this program, students must achieve an AGPA of at least 3.3 in all Business Administration courses and an overall AGPA of at least 3.00 in all courses.

In their fourth year, students will focus on a particular area within the field of business. The particular course of studies for the fourth year is determined at the beginning of the third year, in consultation with the student's Providence Faculty Advisor and the school where the student will be taking the fourth year.

Students who achieve an AGPA of at least 3.30 in all Business courses during their fourth year will be awarded a four-year Bachelor of Arts (Honours) in Business Administration from Providence University College at the end of that fourth year. Students who achieve an AGPA of at least 2.50, but less than 3.30, in all Business courses taken during their fourth year will be awarded a four-year Bachelor of Arts (Advanced) in Business Administration from Providence University College at the end of that fourth year.

Four Year Bachelor of Arts (Advanced) with a Double Major in Business Administration and Agriculture (120 credit hours)

This double major is designed to give students the opportunity to develop the knowledge, skills and character needed to succeed in a career in agri-business and farming, with a particular focus on rural Manitoba. Over a 4-year period, a student pursuing this double major will take a total of 40 courses (120 credit hours), 10 through the University of Manitoba's Faculty of Agricultural and Food Sciences, and 30 through Providence University College.

Students must have an AGPA of 3.00 or higher in order to declare this major. They must maintain an AGPA of no less than 2.50 in order to receive the degree.

Double Major requirements:

All courses required in the Three Year Bachelor of Arts with a Major in Business Administration PLUS 30 credit hours of Agricultural Electives

The specific courses a student would take to make up their 30 hours of agricultural studies would be determined jointly by the student, their Providence advisor and their University of Manitoba Agriculture Faculty advisor. The 30 credits must include:

- A maximum of 9 hours of introductory (first year) courses
- 12 to 15 hours of intermediate (second and third year) courses
- A minimum of 6 hours of senior (fourth year) courses

Business Administration Minor (18 credit hours)

This minor consists of any 18 credit hours (6 courses) of Business Administration courses beginning with 6 credit hours (2 courses) at the Entry Level and including at least 3 credit hours (1 course) at the Upper Level:

Entry Level: Minimum of 2 courses (6 credit hours) of:

- MGMT 1010 – Introduction to Management
- BUSA 1020 – Business Communications
- BUSA 1010 – Introduction to Business
- MGMT 1020 – Organizational Behaviour

Intermediate Level

- MRKT 2010 – Fundamentals of Marketing
- BUSA 2010 – Business/Government Relations
- BUSA 2020 – Ethics in the Marketplace
- MGMT 2010 – Introduction to Management Science
- MGMT 2020 – Human Resource Management
- ACCT 2010 – Introductory Financial Accounting
- ACCT 2020 – Introductory Managerial Accounting

Upper Level: Minimum of 1 course (3 credit hours) of:

- BUSA 3010 – International Business
- BLAW 3010 – Commercial Law
- MGMT 3010 – Management in Not-for-Profit Organizations
- BUSA 3020 – Operations
- FINA 3010 – Corporate Finance
- BUSA 4030 – Consumer Behaviour
- BUSA 4040 – Studies in Leadership
- BUSA 4050 – Special Topics in Business
- MGMT 4010 – Strategic Management and Policy
- BUSA 4080 – Entrepreneurship

Three-Year Bachelor of Arts with a Major in Non-Governmental Organization (90 credit hours)

Program Description

This major is designed to provide students with basic academic and practical preparation for intercultural service and for further specialized training in intercultural or international studies.

One of the primary goals of the Buller School of Business is to equip students with entry-level knowledge, skills, and character needed for effective service in administration and leadership functions in business and not-for-profit organizations. Therefore, preparing students who want to take a leadership role within Non-Governmental Organizations (NGO) is a very appropriate application and extension of the concepts and skills taught in our business curriculum. The NGO context is another opportunity in which Providence graduates are able to apply both their skills acquisition and faith integration.

Program Objectives

In addition to meeting the Providence University College mission and purposes, this major will enable each graduate to:

1. Become familiar with the broad theoretical and theological framework of modern intercultural relationships often prevalent in the NGO context.
2. Grapple realistically with major intercultural trends such as globalization, nationalism, regionalism, revolution, secularism, urbanization, management, and economic development.
3. Learn analytical skills that can help in developing viable solutions to NGO challenges and issues through an integration and application of the insights and methods of theology, the social sciences, and business administration.

General Requirements as described in Section 4.5 |including:

General Foundation Required Courses

- SOCI 1010 – Introduction to Sociology I: People in Culture OR SOCI 1020 – Introduction to Sociology II: People, Structures, and Processes
- SOCI 2070 – Consumer Culture and Simpler Living
- SOCI 2090 – Children and Violence

Major Requirements (27 credit hours)

- MGMT 1010 – Introduction to Management
- MGMT 1020 – Organizational Behaviour
- INST 2010 – Mission History
- INST 3020 – Mission Strategy OR CHMN 2060 – Mission Theology
- PHIL 2040 – Worldview Studies
- SOCI 2060 – Language and Culture
- SOCI 3030 – Global Issues
- MGMT 3010 – Management in Not-For-Profit Organizations
- INST 2110 – Intercultural Service Learning OR INST 3110 – Advanced Intercultural Service Learning

Non-Governmental Organization Minor (18 credit hours)

- SOCI 1010 – Introduction to Sociology I: People in Culture OR SOCI 1020 – Introduction to Sociology II: People, Structures, and Processes
- SOCI 3030 – Global Issues
- MGMT 1010 – Introduction to Management
- MGMT 3010 – Management in Not-For-Profit Organizations
- Any two of:
    - PHIL 2040 – Worldview Studies
    - SOCI 2060 – Language and Culture
    - ANTH 1030 – World Religions
    - INST 3020 – Mission Strategy OR CHMN 2060 – Mission Theology

- MGMT 1020 – Organizational Behaviour
- BUSA 2010 – Business/Government Relations
- BUSA 4040 – Studies in Leadership

Two-Year Associate of Arts in Business (60 credit hours)

Program Objectives and Information

This program is designed to equip students with the entry-level knowledge, skills, and character needed for effective service in administration and leadership functions in business and in not-for-profit organizations.

In addition to meeting the Providence University College mission and purposes, this degree will enable graduates to:

1. Demonstrate knowledge, skills, and character essential for entry to and effective service in management careers in various settings.
2. Understand the necessity of integrating their faith into their professional lives.

The successful graduate will apply their:

1. Skills Acquisition – The field of business is broad but the abilities obtained are valuable in many different contexts. Students will develop skills for application in problem solving, ethics in the business environment, goal-setting, team management, and communications.
2. Faith Integration – The faculty gives students hands-on experience opportunities to face this challenge of bringing faith and business together through practical application. Students in the program are strongly encouraged to participate in running the campus businesses created by former students, as it pairs well with the discussions and lectures of the classroom.
3. Experience – Successful placement of students into programs with co-op options designed for students with prior business experience or wanting new or more experience, which may lead to positions as Executive Managers, Administrative Executives, Executive Directors, Financial Advisors, Accountants, Marketing Assistants, Program Coordinators, Public Relations Specialists and Sales Managers.
4. Academic Learning – Encouragement of suitable graduates to pursue either the BA or BBA degrees at Providence University College.

Providence also offers the Associate of Arts in Business at our Providence Downtown location in Winnipeg. The program is identical, with the caveat that the elective options are predetermined.

Associate of Arts in Business (60 credit hours)

Integrated Christian Worldview (12 credit hours)

- THEO 1010 – Introduction to Christian Theology: Beliefs and Practices
- BIBL 1020 – Introduction to the Old Testament
- BIBL 1030 – Introduction to the New Testament
- BTS Elective course

Critical and Creative Thinking (12 credit hours)

- HUMN 1010 – English Composition
- STAT 1000 – Statistical Analysis

- COMP 1010 – Computer Usage I
- One of:
    - MATH 1030 – Vector Geometry and Linear Algebra
    - MATH 1050 – Introduction to Calculus
    - ENGL 2110 – Advanced Writing

Global Intelligence (9 credit hours)

- ECON 1010 – Economics I: Microeconomics
- ECON 1020 – Economics II: Macroeconomics
- One of:
    - BUSA 3010 – International Business
    - BLAW 3010 – Commercial Law

Ethical Leadership (3 credit hours)

- BUSA 2020 – Ethics in the Marketplace

Communication (3 credit hours)

- BUSA 1020 – Business Communications

Business Literacy (21 credit hours)

- MGMT 1010 – Introduction to Management
- BUSA 1010 – Introduction to Business
- MRKT 2010 – Fundamentals of Marketing
- MGMT 1020 – Organizational Behaviour
- MGMT 2020 – Human Resource Management
- MGMT 4010 – Strategic Management & Policy (in final year)
- ACCT 2010 – Introductory Financial Accounting

BUSINESS ADMINISTRATION COURSE DESCRIPTIONS

Undergraduate Courses

Business Administration

- BUSA 1010 – Introduction to Business
  This introductory course gives students an understanding of business activity in Canada and internationally. Along with its companion course, MGMT 1010 Introduction to Management, this course provides the foundation on which the other business courses are built. Topics covered include business environments, ownership and management structures, marketing, managing operations and information, accounting and financial activities, and entrepreneurship. (Formerly 471.13)
- BUSA 1020 – Business Communications
  The course is designed to give students a broad overview of communication as it relates to the business environment. Fundamentals of both written and oral communications form the foundation

of this course. It is designed to develop techniques and practical methods for presenting ideas clearly and persuasively that will lead to sound decision making and effective teamwork. (Formerly 471.12)

- BUSA 2000 – Artificial Intelligence in Business
  This course is designed to provide students with an in-depth understanding of the fundamentals of artificial intelligence, its ethical use in business, and the implementation of such technologies in the business environment. Students will be assessed based on their ability to develop and present an AI strategic plan for an organization. (Prerequisites: None)

- BUSA 2010 – Business/Government Relations
  This course develops the ability of students to analyze the interaction between business firms and government. The history, purposes, and nature of those interactions in the Canadian context will be examined. Areas covered will include the creation, modification, and implementation of government policies that affect business, as well as the ways business influences government decision-making. (Prerequisites: MGMT 1010 or BUSA 1010) (Formerly 471.23)

- BUSA 2020 – Ethics in the Marketplace
  Ethical issues that affect business decisions and operations will be studied. Emphasis will be placed on contemporary issues that impact management from society's viewpoint. The course also will provide a primer in the foundations of Christian ethics and virtue ethics and how these ethical theories can affect business decisions. Cross-listed with PHIL 3010 Ethics in the Marketplace. (Prerequisites with C+ or higher: MGMT 1010, BUSA 1010; or permission of the department) (Formerly 471.24)

- BUSA 2110 – Business Administration Co-op Placement
  Students who have an AGPA of 2.50 or better and who have completed at least one year (30 hours) of a Business Administration major are eligible to have their summer position (or summer volunteer placement) designated as a co-op placement. To be considered eligible for this designation, the position must, in the judgment of their Faculty Advisor, have significant scope for management and administrative tasks and be appropriate for the application of concepts developed in Business Administration courses. It must provide a minimum of 120 hours of administrative or management work (or volunteer activity) with a single firm (either for-profit or non-profit) between the end of classes in one year and the beginning of classes in the next. Prior to the start of the position, students are required to submit (1) a completed Professional Training Activity form which must be reviewed with and approved by their Faculty Advisor prior to its submission, and (2) a contract signed by them and their position supervisor. Although this contract can be quite brief, it must outline the management and administrative tasks they will be undertaking. (Prerequisites: MGMT 1010, BUSA 1010.) (Formerly 472.22)

- BUSA 3010 – International Business
  An investigation of firms that operate beyond Canada's borders. Issues covered include the transformation of local firms into international ones, the realities of operating in multiple social, political, and legal environments, and the challenges and rewards cross-cultural management. (Prerequisite: BUSA 1010 or by permission of instructor) (Formerly 471.33)

- BUSA 3020 – Operations
  An introduction to the management of processes that convert firms' inputs (labor, material, equipment) into outputs (goods and services) for internal and external markets. Topics covered include project planning and management, as well as techniques for the design, control, and improvement of processes, including just-in-time systems, lean manufacturing, and ISO standards. (Prerequisites: MGMT 2010 and ACCT 2020 or by permission of instructor) (Formerly 473.31)

- BUSA 3110 – Advanced Business Administration Co-op Placement
  Students who have an AGPA of 3.00 or better in the previous year (30 hours) of courses and who have completed at least two years (60 hours) of a Business Administration major are eligible to have their summer position (or summer volunteer placement) designated as a co-op placement. To be considered eligible for this designation, the position must, in the judgment of their Faculty Advisor, be predominantly focused on management and administrative tasks and have significant scope to integrate into the workplace concepts learned in a range of Business Administration courses. It must provide a minimum of 120 hours of work (or volunteer activity) with a single firm (either for-profit or non-profit) between the end of classes in one year and the beginning of classes in the next. Prior to the start of the position, students are required to submit (1) a completed Professional Training activity form which must be reviewed with and approved by their Faculty Advisor prior to its submission, and (2) a contract signed by them and their position supervisor. Although this contract can be quite brief, it must outline the management and administrative tasks they will be undertaking. (Prerequisites: MGMT 1010, BUSA 1010, BUSA 2110, and at least three other Business Administration courses) (Formerly 472.32)

- BUSA 4010 – Business Consultation
  The primary activity of the course is providing a consulting service to a real-world firm. The firm will be recruited and selected, and a consulting contract will be negotiated jointly between the student and the instructor. This primary activity of providing a consulting service is supported and processed through intensive seminar discussions with other students, faculty and business professionals, and through careful and systematic reading and analysis of a variety of consulting materials. (Formerly 471.41)

- BUSA 4020 – Professional Certification
  A number of business professions have an initial certification process. The student will be required to choose, apply to, and pass one of these certification processes. Which certification is pursued is based on the career the student intends to enter. The choice of certification must be approved by the student's Faculty Advisor prior to beginning the certification process. This is done through the completion of the Application for Letter of Permission form and a review with the Faculty Advisor. (Formerly 471.42)

- BUSA 4030 – Consumer Behaviour
  A study of human responses to goods and services, and to their marketing. The course will include explorations of empirical data, analyses of consumer behaviour models and their applications to marketing decision-making, and case studies. (Prerequisites: MRKT 2010 or by permission of instructor) (Formerly 471.43)

- BUSA 4040 – Studies in Leadership
  An opportunity for students in their final year to understand the nature of effective, ethical leadership in firms. Students will have significant time to directly interact with a number of senior leaders, and will be challenged to integrate ideas and models on leadership with the actual practice of leadership, and to prepare themselves for the leadership roles which they will be assuming in their future careers. (Prerequisites: MGMT 1020 and completion of a minimum of 60 credit hours, or by permission of instructor) (Formerly 471.44)

- BUSA 4050 – Special Topics in Business
  An in-depth investigation of a topic of particular interest to a faculty member or guest lecturer. (Prerequisites: MGMT 1010 or BUSA 1010 and completion of a minimum of 60 credit hours, or by permission of instructor) (Formerly 471.45)

- BUSA 4060 – Business Plan
  The focus of this course is the creation and presentation of a business plan to either a panel of

business people or a recognized business plan competition. The plan must be for a viable start-up business, which could be implemented. For the plan to meet this criterion, students will have to master research skills as they apply to business, entrepreneurial planning skills, the soliciting and integrating of advice from business professionals, and professional-level writing and presentation skills. (Formerly 472.41)

- BUSA 4070 – Business Administration Academic Paper
  The primary activity in this course will be the preparation of a formal academic paper on a business topic. The subject of paper must be some aspect of business practice that, in the judgment of the student and their Faculty Advisor, will probably be relevant to their future career. (Formerly 472.43)

- BUSA 4080 – Entrepreneurship
  An overview of the process of entrepreneurship and the role of the entrepreneur within firms and within the economy. Course activities include case studies, interactions with entrepreneurs, and the creation of new-venture business plans. (Prerequisite: MGMT 1010 or BUSA 1010) (Formerly 472.45)

- BUSA 4090 – Managing Digital Enterprise
  A critical examination of how information systems and digital networks are currently used or could be developed in the future to enhance the management process and promote business outcomes. Topics include management decision making related to investment in digital technologies, and the impact of digital networks, information systems, and communications technology on internal and external business activities and strategies. (Formerly 472.46)

- BUSA 4100 – Foundations of Business Analytics
  The course will teach students how to harness the power of Big Data, allowing them to inform business decisions and to identify future business trends. Specifically, students will acquire the skills to ask the right questions, collect, pre-process, model, and interpret data. Statistical platforms such as Excel, R, and Python will be used to analyze the data. Business students will acquire data literacy and use storytelling to share data. This course will build upon MGMT 2010 – Introduction to Management Science. (Prerequisites: STAT 1000 and MGMT 2010 with a minimum course grade of B)

- BUSA 4110 – Business Administration Internship
  This Internship is the capstone course of the 4-year Co-op Option of the BA in Business Administration. The Internship should be as close as possible to the actual experience of an employee hired into an entry-level management position. As much as possible, the expectations should be identical to those of student with a business administration degree hired into a position leading to a career in business management. (12 credit hours) (Prerequisites: All courses required for a 3-year Business Co-op, an AGPA of 2.50, and a GPA of 3.00 or higher in the previous year (30 hours) of courses.) (Formerly 472.44)

Management

- MGMT 1010 – Introduction to Management
  This course introduces students to management processes and the role of organizations, organizational members, leaders and managers in Canadian society and the broader world. Along with its companion course, BUSA 1010 Introduction to Business, this course provides the foundation for the other business courses. The course will provide a critical examination of alternative management philosophies, including the mainstream Financial Bottom Line (FBL) approach and alternative Triple Bottom Line (TBL) and Social & Ecological Thought (SET) perspective. An investigation of the roles of planning, organizing, leading, and controlling will be used as a foundation to investigate topics that include—but are not restricted to—decision-making, strategic planning, organizational design, people skills, change management, diversity, teamwork, leading an

ethical workplace, and management in a globalized world. The course will also address the topic of the responsibilities of Christians in organizational roles. (Formerly 471.11)

- MGMT 1020 – Organizational Behaviour
  The primary purpose of this course is to equip students with skills and knowledge related to individual and group behaviour that help organizations in general, and businesses in particular, work effectively, efficiently, and ethically. The course also examines the factors that affect the satisfaction and happiness of people working in those organizations. Topics include perception, values, attitude, personality, motivation, communication, teamwork, power, politics, conflict, negotiation, leadership, decision-making, ethics, organizational structure, and culture. (Prerequisite: MGMT 1010. Cross-credited to Social Sciences for Business Administration majors.) (Formerly 472.12)

- MGMT 2010 – Introduction to Management Science
  The course provides students with a fundamental understanding of the techniques used to provide both mathematical and visual models to solve business problems. Topics include linear programming and its various applications, solutions to shipping, assignment and network problems, queuing, inventory, project management, decision-making, and forecasting. (Prerequisites: COMP 1010 – MATH or COMP 1020 – MATH. Cross-credited to Science for Business Administration Majors.) (Formerly 472.21)

- MGMT 2020 – Human Resource Management
  The purpose of this course is to provide students with a fundamental understanding of human resource management. Topics include job analysis and design, recruiting, selection, orientation, training, performance appraisal, benefits, occupational health and safety, work options, and the union-management framework. (Prerequisites: MGMT 1020 – BUS) (Formerly 472.24)

- MGMT 3010 – Management in Not-for-profit Organizations
  This course helps students apply what they are learning in other courses to management and leadership in the non-profit sector, and it helps students gain the additional skills and knowledge uniquely applicable to the non-profit sector, both sacred and secular. Topics covered include governance and leadership-team development, strategic planning in non-profits, and the particular challenges of leadership, staff development and assessment in the non-profit sector. Specific areas of expertise developed will include the legal issues particular to non-profit management, and adaptation of financial planning and reporting systems to non-profits. The unique challenges of fundraising will also be explored. Finally, managing the relationships between a non-profit organization, its communities, its stakeholders, and its mission will be covered. (Formerly 472.31)

- MGMT 3020 – Small and Family Business Management
  Small and family businesses dominate the Canadian economic landscape and contribute to the nations' economic welfare in a major way. Yet, they present different managerial issues and problems for their owner/managers than larger and public organizations. The mixture of small size, close relationships, family dynamics and business performance provide for unique, and often complex, challenges associated with their management. Accordingly, this course will focus specifically on how to effectively manage and grow the small and family firm. Topics include, but are not limited to starting and managing a small business, the strengths and weaknesses of family businesses, managing family business conflict, management of succession, professionalization, and strategic planning. The course will be of special interest for students that come from families that own and/or manage one or more business enterprises. (Prerequisites: MGMT 1010 and BUSA 1010, or by permission of instructor) (Formerly 472.33)

- MGMT 4010 – Strategic Management and Policy
  This course is the final classroom course of the business program. It takes students to the core of business decision-making, integrating the skills taught in all the business courses that precede it.

Because this is the capstone course of the program, students should expect to put more time into this course than any other they have taken. (May be taken only in a student's third or fourth year.) (Formerly 472.42)

Economics

- ECON 1010 – Economics I: Microeconomics
  This course is an overview of microeconomics, the study of the relationship between individual economic units with respect to price, output, and resource allocation. (Cross-credited to Social Science for Business Administration Majors.) (Formerly 473.11)
- ECON 1020 – Economics II: Macroeconomics
  This course is an overview of macroeconomics, the study of the economy in aggregate. Topics include fiscal and monetary policies, unemployment, inflation, the financial system, and national accounts. (Cross-credited to Social Science for Business Administration Majors.) (Formerly 473.12)

Accounting

- ACCT 2010 – Introductory Financial Accounting
  This course helps students understand the basic concepts of financial accounting information. The principles of financial accounting, more commonly known as generally accepted accounting principles (GAAP), determine the guidelines that financial statement reporting must follow. (Prerequisites: MGMT 1010 or BUSA 1010) (Formerly 473.23)
- ACCT 2020 – Introductory Management Accounting
  The overall objective of this course is for the student to learn basic concepts about the development and use of accounting information for managerial decisions in an increasingly complex and changing environment. (Prerequisite: ACCT 2010 – BUS) (Formerly 473.24)
- ACCT 3010 Taxation

  This course is designed to provide students with an in-depth understanding of tax compliance and reporting, and tax planning and implementation strategies for both corporate and personal taxpayers. Emphasis will be placed on federal tax legislation. Students will also gain a foundational knowledge about the applications of the Goods and Services Tax in Canada. (Prerequisite: ACCT 2010 – minimum grade 50% as per CPA).

Marketing

- MRKT 2010 – Fundamentals of Marketing
  The course provides students with the tools necessary for a basic analysis of the domestic and international marketing of goods and services. It explores the nature of marketing activities and marketing institutions. The course also introduces students to the functions and responsibilities of an effective marketing system, and to the roles assumed and skills required of an effective marketing manager. (Prerequisites: MGMT 1010 or BUSA 1010) (Formerly 471.21)

Business Law

- BLAW 3010 – Commercial Law
  The course will give an overview of the law and the structure of the Canadian legal system as they impact business and business transactions. Topics include legal concepts and problems relating to business organization, contracts, principal and agent, negotiable instruments, common torts, and bankruptcy proceedings. This course will include an analysis of the law from a Christian perspective. (Prerequisites: MGMT 1010 and BUSA 1010) (Formerly 471.34)

Finance

- FINA 3010 – Corporate Finance
  This course is a comprehensive introduction to the finance function of business organizations and how it impacts the other decision-making areas in the firm. The concepts of value, risk, capital budgeting, and financial planning are explored. The course addresses the concepts and techniques for planning and allocation of financial resources from the standpoint of internal management. (Prerequisite: ACCT 2010 – BUS) (Formerly 473.32)

Graduate Courses

- MGMT 5101 – Managing Organizational Behaviour
  This course explores a variety of theories and applications related to organizational change, decision-making, team dynamics, conflict management, and leadership. Through these topics, students will gain a deeper understanding of how people and organizations function and develop skills to influence and improve them. The course will focus on practical applications of these concepts, allowing students to apply them to real-world situations. By the end of the course, students will be equipped with the knowledge and tools to analyze organizational behaviour and make effective decisions for positive change.

- MGMT 5102 – Human Resource Management
  This course explores an overview of the fundamental principles, policies, and practices of human resource management in the contemporary workforce. It is tailored for individuals who aspire to hold management positions in organizations of various sizes and industries. The course will examine various topics in human resource management, including recruitment and selection, employee training and development, performance management, compensation and benefits, and employee relations. Additionally, students will learn how to develop and implement effective human resource strategies that align with organizational objectives, and how to navigate relevant legal and ethical considerations. Through practical case studies and assignments, students will gain the skills and knowledge necessary to successfully manage human resources in a variety of organizational contexts.

- MGMT 5103 – Managerial Economics
  This course provides and introduction to the global economic environment and explores the role of managers in comprehending and utilizing it for making informed decisions. Students will delve into topics such as the impact of macroeconomics factors on businesses, global economic threats and opportunities, and the challenges posed by a fast-paced business environment. Through case studies and practical applications, students will develop a deeper understanding of economic principles and their relevance to management practices.

- MGMT 5104 – CSR, Ethics, Spirituality and Biblical Thinking for Leaders
  In this course, students will explore the intersection of business, ethics, and spirituality from a biblical perspective. Emphasizing the Buller School of Business's foundational premises, the course will focus on the central role of ethics in business and management theory, the importance of wholistic Corporate Social Responsibility, and the development of a spiritual life for mature, effective leadership. Students will delve into the principles and practices of CSR, ethical decision-making, sustainable business practices, and corporate governance, while also examining the ethical issues faced by modern organizations. Through readings, case studies, and class discussions, students will develop an understanding of how ethics and spirituality impact organizational behaviour and decision-making, and how biblical thinking shapes ethical leadership and decision-making in business. By the end of the course, students will be able to critically evaluate the ethical implications of business decisions and be equipped with a comprehensive understanding of the role of ethics, spirituality, and biblical principles in shaping modern business practices.

- MGMT 5105 – Managing Diversity in Organizations
  This course, starting with an exploration of managing a diverse workforce, delves into the complexities of today's workforce management. The course aims to provide students with an in-depth understanding of the role that culture and law play in human resource management and organizational behaviour. It covers topics such as cross-cultural communication, diversity, inclusion, equity, and discrimination. Furthermore, students will gain knowledge of the legal aspects of human resource management such as workplace health and safety, employment standards, and human rights.

- MGMT 5106 – Managing Organizational Change
  This course will equip students with an in-depth comprehension of the vital role played by leadership in steering organizational change. It covers key topics such as leadership styles, creating a vision, effective communication, fostering an organizational culture, and developing and implementing strategic plans. Through this course, students will learn the principles and practices of leadership, as well as the importance of leading with purpose and direction to effectively manage change within an organization.

- MGMT 5207 – International Business Management
  This course introduces students to the impact of globalism and globalization on business. Students will be provided with the analytical tools of global business research and analysis.

- MGMT 5208 – Managing Leadership in Organizations
  In this course, students will have the opportunity to develop an understanding of the function and importance of leadership, including the different styles of leadership in organizations, by examining real-life scenarios. (Prerequisite: MGMT 5101)

- MGMT 5209 – Strategic Management
  The overall goal of this course is to provide students with an understanding of the important role that "strategy" holds in an organization, and how effective strategic management can provide a competitive advantage for organizations.

- MGMT 5210 – Applied Research Project
  This one-semester course is specifically designed to enable students to apply the knowledge they have acquired in the various courses in the Master of Management program. The course offers an applied research approach that helps students address and solve management-related issues in organizations. By working on practical projects that require the application of their theoretical knowledge and research skills, students will develop valuable experience in addressing real-writing management problems. This course offers and excellent opportunity for students to enhance their critical thinking, problem-solving, and research skills, which are essential for effective management practice.

- MGMT 5211 – Internship
  This immersive internship course offers students the opportunity to gain hands-on experience in their chosen field of study through a minimum 12-week, full-time work placement. Supervised by business faculty and under the guidance of industry professionals, interns will apply business theories and concepts studies in the classroom to real-world situations, enhancing their practical skills and knowledge. This internship course is designed to complement students' academic coursework, providing them with a practical and engaging way to apply what they have learned in the classroom to real-world situations. They will also receive mentorship and feedback to help them reflect on their experiences and identify areas for further growth. By participating in the program, students will gain a competitive edge in the job market, build a professional network, and develop the confidence and skills needed to succeed in their future careers.

- MGMT 5212 – Nonprofits and Issues in Management
  This course is designed to enhance the understanding and managerial skills needed in leading diverse and complex nonprofit organizations, including teamwork, ethical decision-making, and human resource management of volunteers. This course will help students broaden their perspective of nonprofit organizations through various themes and concepts incorporated throughout their coursework, including their place in the global economy. (Prerequisite: all other core courses in the Master of Management must be complete)

- MGMT 5213 – Managerial Finance
  This course will look into both for-profit and nonprofit organizations' approaches to cash flow management, capital budgeting, cost analysis and allocation, investment management, the analysis of new programmatic investments, project finance, currency management, and strategic financial analysis. (Prerequisite: all other core courses in the Master of Management must be complete)

- MGMT 5214 – Managing Information Systems
  Management Information Systems (MIS) involve three primary resources: people, technology, and information. This course presents a management instead of a technical approach and will deliver the basic concepts of present-day information technology and the role of management in relation to organizational dependencies on technology. This course provides future leaders with basic MIS knowledge required to manage organizations efficiently and effectively. (Prerequisite: all other core courses in the Master of Management must be complete)

- MGMT 5215 – Managing Total Rewards
  This course examines total rewards management from a strategic human resource management context. Issues about managing compensation, benefits administration, and reward practices within organizations will be covered. Students will develop competencies in designing pay structure, job evaluation techniques, compensation philosophy, and managing the pay system.

- MGMT 5216 – Creating a Healthy Organization
  This course explores the theme of health and safety in organizations and will be useful to employees, directly or indirectly responsible for health and safety in organizations. Emphasis will be placed on legislation, chemical and biological agents, physical agents, psychosocial hazards, hazard recognition and assessment, hazard control, accident investigation, and other topics of interest. By the end of this course students will understand their responsibilities as related to the internal responsibility system, and that health and safety is everybody's responsibility.

- MGMT 5217 – Innovation & Technology in Human Resources
  The purpose of this course is to introduce students to current innovative ideas, methods, and technologies that are used in Human Resources (HR) to better meet the needs of organizations and their workforce. It is intended for individuals interested in and training for management positions.

4.6.4 Church Ministries

Academic Staff
Christopher Lortie, Ph.D., Albert-Ludwigs-Universität Freiburg, Program Coordinator
Matthew Lortie, DPT (in process), Assistant Professor of Church Ministries, Field Education Coordinator

Program Options

1. 3-year Church Ministries Major
2. 4-year Church Ministries Major
3. Church Ministries Minor

Program Information
The aim of these programs is to equip students with the skills necessary for effective church and para-church related ministries.

Graduation Requirements

A minimum AGPA of 2.00 in all courses that comprise the major is required to graduate.

Program Learning Outcomes

In addition to meeting the Providence University College mission, purposes, and general education objectives, successful graduates take with them

1. Broad familiarity of biblical literature, church history, theological traditions, and Christian spirituality.
2. Competencies in biblical interpretation, including a working knowledge of theoretical and methodological concerns of contemporary scholarship.
3. Insights to the challenges and opportunities of vocational church and parachurch ministries, and skills needed for service to the community of faith and its outreaches.
4. Critical thinking, as well as written and oral communication skills.

Church Ministries Major (3-year)

General Education Requirements as described in section 4.5 |

Major Requirements (39 credit hours, in addition to the 24 BTS credit hours that are part of the General Education Requirements presented in 4.5)

- 3 credit hours of biblical or theological studies in addition to the General Education Requirements (outlined in 4.5)
- THEO 3020 – Theology of Worship
- CHMN 2230 – Indigenous Ministry and the Church OR THEO 3120 – Indigenous Approaches to Theology
- 6 credit hours of second- or third-year sociology courses*
- HIST 1050 – History of Christianity OR HIST 1060 – History of Christianity II
- PHIL 2020 – Ethics
- EDUC 1010 – Principles of Teaching and Learning
- CHMN 3010 – Pastoral Theology
- CHMN 3030 – Rethinking the Church
- CHMN 3040 – Homiletics I OR COMM 1030 – Speaking in Public
- MGMT 1010 – Introduction to Management
- CHMN 2020 – Leadership I OR MGMT 1020 – Organizational Behaviour

Church Ministries Major (4-year)

General Education Requirements as described in section 4.5 |

Major Requirements (54 credit hours, in addition to the 30 BTS credit hours that are part of the General Education Requirements presented in 4.5)

- 6 credit hours of biblical or theological studies in addition to the General Education Requirements (outlined in 4.5)
- THEO 3020 – Theology of Worship
- CHMN 2230 – Indigenous Ministry and the Church OR THEO 3120 – Indigenous Approaches to Theology
- 6 credit hours of second- or third-year sociology courses*
- HIST 1050 – History of Christianity OR HIST 1060 – History of Christianity II
- PHIL 2020 – Ethics
- EDUC 1010 – Principles of Teaching and Learning
- CHMN 3010 – Pastoral Theology
- CHMN 3030 – Rethinking the Church
- CHMN 3040 – Homiletics I OR COMM 1030 – Speaking in Public
- CHMN 4050 – Ministry Internship I and CHMN 4060 – Ministry Internship II
- CHMN 4070 – Ministry Project Development I and CHMN 4080 – Ministry Project Development II
- MGMT 1010 – Introduction to Management
- CHMN 2020 – Leadership I OR MGMT 1020 – Organizational Behaviour

Church Ministries Minor (18 credit hours)

- BIBL 1010 – Reading the Bible: Methods and Formation
- BIBL 1020 – Introduction to the Old Testament
- BIBL 1030 – Introduction to the New Testament
- THEO 1010 – Introduction to Christian Theology: Beliefs and Practices
- 6 credit hours of church ministries courses

*Third-year sociology courses may have prerequisites

CHURCH MINISTRIES COURSE DESCRIPTIONS

Theoretical Foundations

- CHMN 1020 – Asset-Based Ministry
  Human experience makes clear that the framework within which we engage ministry in the lives of people and their communities is critically important. What we look for is often if not mostly what we will find: if we look for problems then that is what we will find. On the other hand, if we seek to explore where things are functioning at their best, we are likely to find just exactly that. This course will examine theological, biblical, and anthropological foundations for a shift in our thinking about the framework within which ministry can and should happen. We will utilize a variety of methods and materials to put forward the option of pursuing ministry from an asset versus deficiency-based position. (Formerly 411.13)

- CHMN 2010 – Educational Program of the Church
  A course designed to introduce students to the responsibility and potential of the educational ministry of the church as seen in the church's delivery of its educational mission, ministries, curriculum, personnel, and programs. (Prerequisites: any 6 hours of introductory courses in biblical and theological studies) (Formerly 411.21)

- CHMN 2070 – Independent Studies in Practical Theology
  (1–3 credit hours) (Prerequisites: any 6 hours of introductory courses in biblical and theological studies) (Formerly 411.25)

- CHMN 3010 – Pastoral Theology
  This course investigates the theological and biblical basis of the nature and function of pastoral ministry and examines the application of these principles in pastoral and other aspects of ministry in the church and other care-giving institutions. (Prerequisites: BIBL 1020 – Introduction to the Old Testament; BIBL 1030 – Introduction to the New Testament; and THEO 1010 – Introduction to Christian Theology: Beliefs and Practices) (Formerly 411.41)

- CHMN 3020 – Pastoral Ethics
  This course will examine ethical, moral, and pastoral issues that carry unique moral and ethical responsibilities for those in positions of pastoral and church ministry for both their personal and their professional lives. (Prerequisites: BIBL 1020 – Introduction to the Old Testament; BIBL 1030 – Introduction to the New Testament; and THEO 1010 – Introduction to Christian Theology: Beliefs and Practices) (Formerly 411.42)

- CHMN 3030 – Rethinking the Church
  This course examines issues facing the contemporary church and its ongoing efforts to be relevant to the modern world. (Prerequisites: BIBL 1020 – Introduction to the Old Testament; BIBL 1030 – Introduction to the New Testament; and THEO 1010 – Introduction to Christian Theology: Beliefs and Practices) (Formerly 411.43)

- CHMN 3060 – Senior Seminar in Practical Theology
  The senior seminar is a capstone course integrating theological reflection and ministry practice. The course is open to any senior Church Ministries student, or by permission. (Prerequisites: BIBL 1020 – Introduction to the Old Testament; BIBL 1030 – Introduction to the New Testament; BIBL 1010 – Reading the Bible: Methods and Formation; and THEO 1010 – Introduction to Christian Theology: Beliefs and Practices) (Formerly 411.32)

- CHMN 4070 – Ministry Project Development I
  The development of a ministry project related to the student's field of interest and intended ministry goals. (Limited to graduating students enrolled in the 4-year B.A. in Church Ministries) (Formerly 411.30)

- CHMN 4080 - Ministry Project Development II
  A continuation of CHMN 4070. (Prerequisite: BIBL 4900) (Formerly 411.31)

Human Formation

- CHMN 2020 – Leadership I: Principles of Leadership and Administration
  A course designed to introduce students to basic principles and practices of leadership theory and experiences, including planning, organizing, recruiting, leading, and evaluating and to the development of skills and qualities needed for leadership and administration in a church or para-church setting. *(Prerequisites: any 6 hours of introductory courses in biblical and theological studies) (Formerly 412.21)*

- CHMN 2030 – Leadership II: Problems in Leadership
  A course designed to identify problems in leadership and management of church and para-church organizations and structures and to consider possible solutions using traditional research methods and active learning strategies. (Prerequisite: CHMN 2020) (Formerly 412.22)

- CHMN 3210 – Counselling I: Introduction
  A course designed for students to explore their self-identity issues, to acquire basic skills of listening

and responding that are involved in being a "people-helper," and to put theory into practice in classroom counselling exercises. (Cross-credited with Psychology for Church Ministries students only) (Prerequisites: any 6 hours of introductory courses in biblical and theological studies) (Formerly 412.31)

- CHMN 3220 – Counselling II: Counselling Issues Seminar
  This course offers a survey of counselling issues that are commonly encountered by counsellors, pastors, and lay pastoral workers. Biblical understanding and psychological processes will be applied to the issues in order to deal with them in an integrated fashion. (Cross-credited with Psychology for Church Ministries students only) (Prerequisite: CHMN 3210) (Formerly 412.32)

Methodology

- CHMN 3040 – Homiletics I
  The course focuses on the principles and practices of sermon preparation and delivery. Attention will be given to such areas as sermon structure, motivation, posture, voice, and gestures. (Formerly 413.31)
- CHMN 3050 – Homiletics II
  This course focuses on sermon preparation and delivery at a level suitable for pulpit ministry. (Prerequisite: CHMN 3040) (Formerly 413.32)

Internship

- CHMN 4050 – Ministry Internship I
  This program provides the student with an intensified practical field training experience in selected pastoral, counselling, Christian education, or camping ministry under the direction and evaluation of both a field supervisor and a faculty advisor. (Formerly 419.40)
- CHMN 4060 – Ministry Internship II
  (Prerequisite: CHMN 4050 – Ministry Internship I) (Formerly 419.41)

Worship Studies

- CHMN 1040 – Foundations of Christian Worship
  This course provides students with an overview of worship theory and practice in the Christian context. Through this survey course, students will be exposed to the many aspects of Christian worship and encouraged to think critically about their own worship practices. (Formerly 451.11)
- CHMN 2050 – History of Liturgy
  The vitality and life of the church has long been defined by its worship practices. All of the varied worship practices of the church are rooted in symbols, rituals and historical traditions. It is of utmost importance to understand these traditions in order to understand the worship of the church in the 21st century. In studying the history of liturgy, we will be able to recover and reapply some of these traditions to the worship practices of the church. This course provides an overview of the diverse worship practices of the church from the origins of the church to the present. (Prerequisites: any 6 hours of introductory courses in biblical and theological studies) (Formerly 452.21)
- CHMN 3120 – Leading a Music Team
  This course is intended for students interested in learning how to lead congregational singing in a Praise and Worship team setting. Topics will include areas of music, song selection, leading a team, flow, and the use and role of contemporary band instruments. (Prerequisites: any 6 hours of introductory courses in biblical and theological studies) (Formerly 459.32)

Youth Leadership

- CHMN 1120 – Youth Leadership
  The aim of the course is to familiarize the student with the theory and practice of professional youth work. Students will consider the relationship between theology and practice and will be challenged to think biblically about Christian service. In addition, the course will consider Canadian youth culture and the implications for effective youth leadership. (Formerly 461.11)

- CHMN 2130 – Contemporary Youth Issues
  The course will explore a variety of issues impacting the adolescent in contemporary society. The goal of the course is to prepare the youth worker to recognize critical issues affecting youth and their families and to learn to respond wisely. (Prerequisites: any 6 hours of introductory courses in biblical and theological studies) (Formerly 461.21)

- CHMN 2140 – Nurturing Adolescent Spirituality
  The course is designed to equip students for effective Christian discipleship with the pre-teen or adolescent. Students will examine discipleship models and the dynamics of faith formation, resulting in the creation of a personal discipleship model. Upon completion of the course, students will be qualified to create a long-term discipleship strategy for any youth ministry program in a church or para-church setting. (Prerequisites: any 6 hours of introductory courses in biblical and theological studies) (Formerly 462.22)

- CHMN 3110 – Ministry with the Emerging Generation
  This seminar is highly interactive in nature and is designed to inform our youth ministry practice through the study of the emerging post-modern generation. Students will have the opportunity to engage in research by looking through a chosen window such as music, art, cinema, or written materials. As a fourth-year-level class, students will be expected to read extensively, to engage in off-campus research, and to assist with class lectures. (Prerequisites: BIBL 1020 – Introduction to the Old Testament; BIBL 1030 – Introduction to the New Testament; and THEO 1010 – Introduction to Christian Theology: Beliefs and Practices) (Formerly 463.33)

Courses Cross-Credited with Church Ministries

- CHMN 2060 – Mission Theology
  (See Theological Studies for course description for THEO 2060)

- CHMN 2230 – IND: Indigenous Ministry and the Church
  (See Indigenous Studies for course description for INDG 2030)

4.6.5 **Communications and Media**

Academic Staff
Nicholas Greco, Ph.D., McGill University, Program Coordinator

Program Options

1. 3-year Major
2. 4-year Honours and Advanced Major
3. Communications and Media Minor

Program Description
This program offers tools with which to understand media and to understand how media functions, all in the context of a well-rounded Christian education. Students are encouraged to explore and analyse cultural artefacts such as television programs, movies and popular music in the context of interdisciplinary theory. The program includes introductory courses in Communications Theory and the world of Visual Communications, as well as courses focusing on the various media: Television, Film, Photography, Print and Radio. While the program does not include expansive professional training in media production, courses on global journalism, writing for the media and speaking in public will give students a foundation upon which to build practical skills. Students in Communications and Media may select a three-year Major, a four-year Advanced Major or a four-year Honours Major, or a Minor in the field.

Entry Requirements

A prerequisite for entry into the major/minor is a grade of C or better in COMM 1010 CM – Introduction to Communications and Media, or COMM 1040 CM – Visual Communication.

Program Learning Outcomes

Communications and Media at Providence is about media literacy as a foundation for further work in the field of media and communication. Understanding the media is integral to creating meaningful media. This program prepares students for employment in areas such as Canadian mainstream media, government policy creation, or for further studies either in media production or in Communications and Media Studies at a graduate level.

Three-Year Major Requirements (33 credit hours)

General Requirements as outlined in Section 4.5 |, including:

- PHIL 2020 – Ethics or PHIL 3010 – Ethics in the Marketplace (Humanities)
- SOCI 2050 – Media and Society (Social Science)
- English Literature Elective (Humanities)
- Theatre Elective (Performing Arts)

- COMM 1010 – Introduction to Communications and Media
- COMM 1020 – Writing for the Media
- COMM 1030 – Speaking in Public
- COMM 1040 – Visual Communication
- COMM 2010 – Principles of Journalism
- COMM 3510 – Practicum I

- COMM 3520 – Practicum II

Four of:

- CULT 3010 – Cultural Studies and Christianity
- MUSC 3010 - Recording Techniques
- COMM 3010 - Media in Crisis: Radio and Print
- COMM 3020 - Television
- COMM 3030 - Photography
- COMM 3040 - New Media
- COMM 3050 - Film
- COMM 3060 - Topics in Communications and Media

Four-Year Honours and Advanced Major Requirements (54 credit hours)

General Requirements as outlined in Section 4.5 |, including:

- PHIL 2020 – Ethics or PHIL 3010 – Ethics in the Marketplace (Humanities)
- SOCI 2050 – Media and Society (Social Science)
- English Literature Elective (Humanities)
- Theatre Elective (Performing Arts)
- PHIL 1020 – Critical Thinking
- MUSC 1040 – Popular Music and Culture or MUSC 1030 – Anthropology of Music: World Music and Culture

- COMM 1010 – Introduction to Communications and Media
- COMM 1020 – Writing for the Media
- COMM 1030 – Speaking in Public
- COMM 1040 – Visual Communication
- COMM 2010 – Principles of Journalism
- COMM 3510 – Practicum I
- COMM 3520 – Practicum II

Seven of:

- CULT 3010 – Cultural Studies and Christianity
- MUSC 3010 – Recording Techniques
- COMM 3010 – Media in Crisis: Radio and Print

- COMM 3020 – Television
- COMM 3030 – Photography
- COMM 3040 – New Media
- COMM 3050 – Film
- COMM 3060 – Topics in Communications and Media
- COMM 4010 – Topics in Pop Culture
- COMM 4310 – Advanced Project I (Advanced Majors only)
- COMM 4320 – Advanced Project II (Advanced Majors only)
- COMM 4900 – Honours Thesis I (Honours Majors only)
- COMM 4910 – Honours Thesis II (Honours Majors only)

Communications and Media Minor Requirements (18 credit hours)

- COMM 1010 – Introduction to Communications and Media
- 15 credit hours of Communications and Media courses including 3 credit hours from third-year courses.

COMMUNICATIONS AND MEDIA COURSE DESCRIPTIONS

- COMM 1010 – Introduction to Communications and Media
  This course introduces the various types of contemporary public communications media and their histories, examines media audiences and identifies some pertinent issues which surround Canadian media in particular. These include globalization, regulation and ownership of media properties. (Formerly 431.11)
- COMM 1020 – Writing for the Media
  The main objective of this course is to learn how to begin a project, organize thoughts and polish writing for various media. Throughout the course, students will be encouraged to both improve the technique of writing as well as the creativity involved in such writing. The course focuses on exploring techniques of organization, transition, clarity and drama. (Formerly 432.11)
- COMM 1030 – Speaking in Public
  This course introduces various types of public verbal communication and ways in which to effectively communicate verbally. The course also introduces the concept of rhetorical criticism, the basis on which speeches should be judged. (Formerly 432.12)
- COMM 1040 – Visual Communication
  The main objective of this course is to explore the ways we might understand and use images in all their forms. The analysis of photography, film, television and advertising, as well as new visual media, leads to a comprehension of how these images work and what messages they might be conveying. (Formerly 432.13)
- COMM 2010 – Principles of Journalism
  This course introduces major philosophical, problematic and controversial issues in global journalism. It begins by outlining theoretical concepts in Western journalism and continues to discuss global journalistic flows. An important element of the course is the exploration of journalistic ethics.

Although this course is global in scope, particular attention will be given to the journalistic context in Canada. (Formerly 432.21)

- COMM 2020 – Independent Studies in Communications
  The Independent Study in communications is a 1 credit hour course in which students develop a minor media and communications project. Students propose the form, content, resources, and schedule of projects for this course. Projects usually require a total of 40 hours to complete. The project may take various forms, and students should consult with the professor in advance of registering. (By permission of program coordinator only.) (Formerly 432.21)

- COMM 3010 – Media in Crisis: Radio and Print
  This course explores the development of radio and print as mass media in a historical context, as well as recent changes and trends within both the radio and print industries in light of the rise of new media technologies. Due to the emergence of radio streaming on the Internet, satellite radio and podcasting, as well as the decline of newspapers in North America, these media can be considered to be in crisis. (Not open to first-year students, except by permission of program coordinator.) (Formerly 433.31)

- COMM 3020 – Television
  The main objective of this course is to critically explore the medium and content of television. This course is built on the basic assumption that television is a distinctive visual medium, one that is different from cinema and photography. The analysis of televisual media, as well as issues which arise from it, will make up the bulk of this course. (Not open to first-year students, except by permission of program coordinator.) (Formerly 433.32)

- COMM 3030 – Photography
  This course explores the history of photography and fundamental ideas in the theory of photography. It examines how audiences engage with this important, and deeply personal, cultural product. A large part of this course emphasizes a critical perspective on photography as a cultural process. Along with theoretical perspectives on photography, there will be an introduction to the practice of photography. Access to a digital camera is required for this course. (Not open to first-year students, except by permission of program coordinator.) (Formerly 433.34)

- COMM 3040 – New Media
  The Internet has become the distribution medium for a wealth of "new media," which include podcasts, streaming video technologies, and digital music. With the advent of what has been called Web 2.0, or the introduction of exciting new interactive technologies to the Internet, social networks, file-sharing systems, and media distribution networks have come to the forefront of the online experience. This course will explore the various "new media" which exist in this technological context. (Not open to first-year students, except by permission of program coordinator.) (Formerly 433.35)

- COMM 3050 – Film
  This course explores the history of cinema and fundamental ideas in the theory of film. It examines how consumers of film engage with this very important and influential cultural product. A large part of this course is dedicated to the notion of film literacy, and emphasizes a critical perspective on communication as a cultural process. (Not open to first-year students, except by permission of program coordinator.) (Formerly 433.36)

- COMM 3060 – Topics in Communications and Media
  A study of or critical inquiry into a current topic in Communications and Media. Topics vary depending on instructor. This course may be taken more than once. (Formerly 433.37)

- COMM 3510 – Practicum I: Project Research, Planning, Proposal, and Initial Work
  Students develop a major media and communications project. Students propose the form, content, resources, and schedule of projects for this course. A project may be in the form of a research paper or presentation, or of any public media such as radio, television, print, photography and film, and new media. (Formerly 434.31)
- COMM 3520 – Practicum II: Project Execution
  This course is a continuation of: Practicum 1 (COMM 3510), in which the student completes, submits, and presents the proposed project. (Prerequisite: COMM 3510 with a grade of B- or better.) (Formerly 434.32)
- COMM 4010 – Topics in Pop Culture
  A study of or critical inquiry into a current topic in Popular Culture or Media Studies. Topics vary depending on instructor. (Open to third- or fourth-year students only, except by permission of program coordinator.) (Formerly 433.41)
- COMM 4310 – Advanced Project I
  This course consists of a guided research and writing project for fourth-year students in the Advanced Communications and Media Major. (Formerly 434.42)
- COMM 4320 – Advanced Project II
  This course is a continuation of Advanced Project I (COMM 4310). This course consists of a continuation of a guided research and writing project for fourth-year students in the Advanced Communications and Media Major. (Pre-requisite: COMM 4310 with a grade of B- or better.) (Formerly 434.43)
- COMM 4900 – Honours Thesis I
  This course consists of a guided research and writing project for fourth-year students in the Honours Communications and Media Major. (Formerly 434.44)
- COMM 4910 – Honours Thesis II
  This course is a continuation of Honours Thesis I (COMM 4900). This course consists of a continuation of a guided research and writing project for fourth-year students in the Honours Communications and Media Major. (Pre-requisite: COMM 4900 with a grade of B- or better.) (Formerly 434.45)

4.6.6 Cultural Anthropology

Academic Staff
Catherine Rust-Akinbolaji, M.A., Prairie Graduate School, Associate Professor of TESOL

Program Options

1. Cultural Anthropology Minor
2. Cultural Anthropology Concentration

Program Information
Cultural anthropology systematically examines cultures across the globe to develop critical understanding and appreciation of human nature, the cultures humans produce, our differences, and most importantly our commonalities. It focuses on gaining an understanding of both subtle and obvious forces of culture and how we are all shaped by our cultures. Special attention is given to distilling the impacts and implications of ethnocentrism, cultural relativism, and critical cultural relativism.

Program Learning Outcomes
In addition to meeting the Providence University College mission, purposes, and general education objectives, this program will enable each graduate to:

1. Characterize the various methods and theoretical perspectives of cultural anthropology in contrast to other social sciences and the humanities.
2. Examine the implications and impacts of cultural diversity.
3. Articulate how individuals, groups, and societies emerge, function, and change in everyday life.
4. Interpret his or her human experience and thereby enhance self-understanding, for the purpose of attaining more enlightened and satisfying human experience.
5. Display an appreciation of and commitment to the common good and well-being of human life.

Cultural Anthropology Minor (15 credit hours)
Entrance Requirement: the prerequisite is a grade of "C" or better in any Providence cultural anthropology course.

- ANTH 1020 – Introduction to Cultural Anthropology
- ANTH 2060 – Language and Culture
- ANTH 2070 – Consumer Culture and Simpler Living
- 6 credit hours of Cultural Anthropology electives

Cultural Anthropology Concentration (15 credit hours)
Students may use a Cultural Anthropology Minor as a Cultural Anthropology Concentration by pairing it with a concentration in another discipline in the Humanities/Mathematics or Social Sciences to comprise one of the following majors:

- Social Sciences Major (3 year)
- Social Sciences Advanced Major (4 year)
- Social Sciences Honours Major (4 year)
- Interdisciplinary Arts Major (3 year)
- Interdisciplinary Arts Advanced Major (4 year)
- Interdisciplinary Arts Honours Major (4 year)

See 0 Social Science or 4.6.15 Interdisciplinary for the full details of these majors.

CULTURAL ANTHROPOLOGY COURSE DESCRIPTIONS

- ANTH 1010 – Introduction to Physical Anthropology
  A general introduction to anthropology, including a brief history of the science and a perspective of the whole breadth of the science. Archaeology and Forensic Anthropology, two major and relevant

parts of Physical Anthropology, will be studied in some detail. Several limited themes from Cultural Anthropology which are beyond the scope of Anthropology II will also be discussed. (Formerly 224.10)

- ANTH 1020 – Introduction to Cultural Anthropology
  An introduction to the basic concepts and findings of cultural anthropology with a view to achieving an understanding of the cultural diversity with which we are increasingly confronted and the common humanity that runs through it, thus giving us a mirror in which to see ourselves more clearly. (Formerly 224.11)

- ANTH 1030 – World Religions
  An introductory survey of the history and distinctives of major religions, with special attention to the challenges of pluralism. (Formerly 224.13)

- ANTH 2010 – Cross-Cultural Communication
  This course explores the dynamics of communicating the gospel across cultural boundaries. It presents communication theory in the light of theology and anthropology to indicate ways that cross-cultural witness can present the gospel with less cultural interference in transmitting the message. (3 credits) (Formerly 224.27)

- ANTH 2130 – Qualitative Research
  This course offers an introduction to a variety of qualitative data collection methods and methodological approaches used in the social and behavioural sciences. Emphasis will be placed on lived experience, meaning-making, language, and various critical and theoretical perspectives that underlie qualitative inquiry. Topics may include: interviewing, focus groups, archival research, textual analysis, ethnography, narrative research, phenomenology, thematic analysis, grounded theory, and discourse analysis. (Prerequisite: PSYC 2110/SOCI 2110) (cross-credited with PSYC 2130/SOCI 2130) (Formerly 221.23)

- ANTH 3010 – Worldview and Anthropology
  An examination of a variety of individuals and cultures for the purpose of clarifying the role that worldview plays in formation of culture. Particular focus will be on the view and treatment of human beings produced by various worldviews. (Formerly 224.32)

Courses Cross-Credited with Cultural Anthropology

- ANTH 1040 – Anthropology of Music: World Music and Culture
  (See Music for course description for MUSC 1030)

- ANTH 2060 – Language and Culture
  (See Sociology for course description for SOCI 2060)

- ANTH 2070 – Consumer Culture and Simpler Living
  (See Sociology for course description for SOCI 2070)

- ANTH 3020 – Cultural Studies and Christianity
  (See Humanities for a course description for CULT 3010)

4.6.7 **Educational Leadership**

Academic Staff

Catherine Rust-Akinbolaji, M.A., Prairie Graduate School, Associate Professor of TESOL, Program Coordinator

Program Option

1. Master of Arts in Educational Leadership

Program Information

The Master of Arts in Educational Leadership is designed to prepare leaders in the field of education, in order to make an impact on those that they serve.

The purpose of the program is to provide students with a strong foundation of educational leadership, to instill a knowledge of education and leadership theory and practice, and to develop leadership skills.

Program Objectives

Upon completing this program, a student will be able to:

- Evidence a strong foundation in educational leadership
- Demonstrate knowledge of education theory and practice
- Demonstrate knowledge of leadership theory and practice
- Apply leadership skills

Master of Arts in Educational Leadership (36 credit hours)

- EDUC 5010 – Principles of Teaching and Learning
- EDUC 5020 – History and Philosophy of Education
- EDUC 5030 – Art for Learning and Healing
- LEAD 5010 – Contemporary Approaches for Leadership and Administration
- LEAD 5020 – Ethics and Morality in Leadership
- LEAD 5030 – Servant Leadership
- LEAD 5040 – Managing Change, Transitions, Conflict and Power
- LEAD 5050 – Creating and Sustaining Effective Teams
- LEAD 5060 – Vision, Strategy, Execution and Assessment
- CULT 5020 – Cross-cultural Communication
- COUN 5010 – Human Development
- BIBL 5010 – Reading the Church's Bible

EDUCATIONAL LEADERSHIP COURSE DESCRIPTIONS

Education

- EDUC 1010 – Principles of Teaching and Learning
  A course designed to introduce students to the basic principles of education. Areas of study include Christian and global views of education, social and psychological theories of teaching and learning, patterns of learning development, and skills and knowledge in teaching and learning. The course includes practical applications of learning through the development of portfolios, in-class teaching, and small-group exercises. (Formerly 411.12)

- EDUC 5010 – Principles of Teaching and Learning
  An advanced study and evaluation of the theories of learning as these find particular relevance to the task of educational ministries in the church and school. The learner will also demonstrate a proficiency in the application and evaluation of various principles and methods of instruction. (3 credits)

- EDUC 5020 – History and Philosophy of Education
  A study of the major religious and secular developments in history and philosophy of education and a comparison of those developments with biblical principles to develop an understanding of the church's role in education. The learner will develop a personal philosophy of Christian education. (3 credits)

- EDUC 5030 – Art for Learning and Healing
  This course introduces students to multi-modal teaching and learning for adult and higher education classrooms. Expressive Arts is an interdisciplinary field that integrates multiple intelligences such as visual art, music, dance, drama and movement for learning and growth. Based on research in neuroscience, educational theory and positive psychology, this course explores how educators can fostering engagement through multi-modal embodied learning. Using expressive arts can result in a motivating learning environment for rich cognitive, affective and social development. Art accesses universal symbols that transcend cultures and languages. It taps into creative processes and critical thinking skills, allowing for non-verbal expression of complex ideas where language is sometimes not enough. Drawing on the profoundly human urge to create, learners can harness the power of expressive art as 'meaning-making' to reveal, to heal and to learn. (3 credits) (Cross-credited: TESL 1210, TESL 5210) (Formerly 445.65)

Leadership

- LEAD 5010 – Contemporary Approaches for Leadership and Administration
  This course examines principles and practices for leadership and administration that arise from biblical teaching, secular research, and the experiences of successful practitioners. It includes foundational self-assessments that assist students to explain how they may function in diverse leadership settings. (3 credits)

- LEAD 5020 – Ethics and Morality in Leadership
  Morals define personal character while ethics stress a social system in which those morals are applied. Assuming that students already have a personal base of values and moral and are desirous of living in an ethical manner, this course focuses on how leaders approach issues of ethical and moral implementation. (3 credits)

- LEAD 5030 – Servant Leadership
  In pursuing a biblical theology of leadership, it is important to note the Bible does not roll out a neat package that blends smoothly with all secular theory and practice about leaders and leadership. Yet both sources offer much awareness and direction for the godly leader who desires to be anchored in the Bible but also informed by the best models and methods available in secular literature. Approaching our study through the interpretive activity of hermeneutics yields key elements or building blocks towards an integrated biblical theology of leadership. (3 credits)

- LEAD 5040 – Managing Change, Transitions, Conflict and Power
  This course is designed to introduce students to biblical/theological and cultural/sociological perspectives on change management, transitions, conflict resolution, and power. (3 credits)

- LEAD 5050 – Creating and Sustaining Effective Teams
  Through a study of biblical examples, contemporary models and successful organizational practices, this course focuses on how effective teams are created and sustained in ministry and marketplace settings. It also examines the nature of emotional intelligence and its impact on teams. (3 credits)

- LEAD 5060 – Vision, Strategy, Execution and Assessment
  This course is designed to develop in the student an ability to plan effectively both in short and long range planning. While the student will be presented with the theological foundations for the

strategies of planning, vision, execution, and assessment, an emphasis will be made to make these practical in ministry. Thus, the student will develop their own planning model. (3 credits)

- LEAD 5110 – Leadership Applied Focus Practicum 1
  A (3 credits)
- LEAD 7900 – Thesis
  A research study in a leadership area of special interest. The student must have an approved mentor for the project. (6 credits)

Counselling

- COUN 5010 – Human Development
  This course is an introduction to human development across the lifespan, from pre-natal development through childhood, adolescence, adulthood, and old age. Course content will focus on physical, social, cognitive, and personality development and its implication for counselling and psychotherapy. In addition, spiritual development will be discussed, with an attempt to integrate it with other aspects of human development. (3 credits)

4.6.8 English Literature

Academic Staff

Michael Gilmour, Ph.D., McGill University, Distinguished Professor of New Testament and English Literature

Luann Hiebert, Ph.D., University of Manitoba, Assistant Professor of English Literature, Program Coordinator

Program Options

2. English Literature Minor
3. English Literature Concentration

Program Information

This program introduces students to a wide spectrum of English writers and their work, historical and contemporary, as well as a range of questions and theoretical issues of concern for contemporary literary criticism. English literature invites us to imagine and discover connections between language, form, structure, and meaning. Above all else, this program encourages a love of reading, equipping students with the necessary critical tools to examine poetry, plays, and prose thoughtfully and carefully.

Program Learning Outcomes

In addition to meeting the Providence University College mission, purposes, and general education objectives, this program will enable each graduate to:

1. Understand people, culture and society, both in terms of the human condition in which they live and the human experience of life, as expressed through diverse literary forms.
2. Characterize the various methods and theoretical perspectives of English literary critics in contrast to other humanities and the social sciences.
3. Demonstrate knowledge of differing approaches to the conversation between Christian perspectives and English Literature, and skill in its practice.
4. Summarize and evaluate important human ideas, issues, and values expressed in literary texts from an informed Christian world view.
5. Think critically and creatively as they practice the process of writing and developing excellent analytical skills.
6. Interpret and express their own human experience, enhance self-understanding, and engage with diverse societies.
7. Be prepared for further studies in English Literature.

English Literature Minor (18 credit hours)

Entrance Requirement: the prerequisite is a grade of "C" or better in any Providence English Literature course.

- ENGL 1010 – Major English Writers I: Pre-19th Century
  or ENGL 1030 – Twentieth and Twenty-First Century Literature in English I
- ENGL 1020 – Major English Writers II: 19th–21st Century
  or ENGL 1040 – Twentieth and Twenty-First Century Literature in English II
- 12 credit hours of English electives (3 hours at the upper level)

English Literature Concentration (18 credit hours)

Students may use an English Literature minor as an English Literature Concentration by pairing it with a concentration in another discipline in the humanities or social sciences/mathematics to comprise one of the following majors:

- Humanities Major (3 year)
- Humanities Advanced Major (4 year)

- Humanities Honours Major (4 year)
- Interdisciplinary Arts Major (3 year)
- Interdisciplinary Arts Advanced Major (4 year)
- Interdisciplinary Arts Honours Major (4 year)

See 4.6.11 Humanities or 4.6.15 Interdisciplinary for the full details of these majors.

ENGLISH COURSE DESCRIPTIONS

Foundations in Humanities

- HUMN 4900 – Honours Thesis
  A guided capstone research and writing project for students in their final year in Honours majors. (6 credit hours) (Formerly 200.40)

- HUMN 1010 – English Composition
  This course, designed to introduce the first-year university college student to principles of academic and research writing, will deal with all aspects of grammar, sentence structure, paragraphing, and essay construction. This course is acceptable for an Arts and Sciences elective credit, but does not qualify as an English Literature credit or a Humanities credit. (Formerly 212.11)

English Literature

- ENGL 1010 – Major English Writers I: Pre-19th Century
  This course considers selected writers of the major genres of English poetry, prose, and drama from the Middle Ages to the 18th century. Students will be introduced to the discipline of literary and textual criticism, and will develop writing and research skills. (Formerly 212.13)

- ENGL 1020 – Major English Writers II: 19th– 21st Century
  A study of the works of selected major writers of English prose and poetry of the Romantic and Victorian era and the period up to the middle of the 20th century. Students will be introduced to the discipline of literary and textual criticism, and will develop writing and research skills. (Formerly 212.14)

- ENGL 1030 – Twentieth and Twenty-First Century Literature in English I
  This course considers selected writers of the major genres of English poetry, prose, and drama from the 1900 to the present. Students will be introduced to the discipline of literary and textual criticism, and will develop writing and research skills. (Formerly 212.15)

- ENGL 1040 – Twentieth and Twenty-First Century Literature in English II
  A study of the works of selected major writers of English prose, poetry and drama from the 1900 to the present. Students will be introduced to the discipline of literary and textual criticism, and will develop writing and search skills. (Formerly 212.16)

- ENGL 2010 – Studies in Shakespeare
  A study of the works of selected sonnets and plays by William Shakespeare in order to better understand the nature and development of Shakespearian poetry and drama. (Formerly 212.21)

- ENGL 2020 – Literature of the Restoration and the 18th Century I
  This course engages English prose, poetry, and drama from 1660 to the early 18th century. We will discuss textual responses to the changing cultural, political, and religious scene ushered in by the restoration of Charles II to the throne, as well as emerging forms of literature and the roles and

writings of women. (Prerequisites: ENGL 1010 and ENGL 1020 or permission of the instructor) (Formerly 212.24)

- ENGL 2030 – Literature of the Restoration and the 18th Century II
  A continuation of Literature of the Restoration and the 18th century, this course examines English prose, poetry, and drama from the early 18th century to the French Revolution. We will discuss themes such as satire, sentiment, and the sublime, as well as the continuing rise to prominence of women writers. (Prerequisites: ENGL 1010 and ENGL 1020 or permission of the instructor) (Formerly 212.25)

- ENGL 2040 – Literature of the Romantic Period I
  A survey of prose, poetry and drama of late eighteenth century Britain in its historical and cultural contexts. Authors studied may include Burns, Austen, Blake, Wollstonecraft, Godwin, Scott, Baillie, Wordsworth, and Coleridge. (Formerly 212.26)

- ENGL 2050 – Literature of the Romantic Period II
  A survey of poetry, prose and drama of late eighteenth and early nineteenth century Britain in its historical and cultural contexts. Authors studied may include P.B. Shelley, Byron, Keats, Mary Shelley, de Quincey, and Clare. (Formerly 212.27)

- ENGL 2060 – Studies in C.S. Lewis
  This course examines the diverse writings of C. S. Lewis (1898–1963), with particular focus on—depending on the semester offered—his contributions to literary criticism, poetry, popular religious writing, children's books, or adult fiction. The course includes examination of his life and career, including autobiographical writings and personal correspondence, which in turn affords opportunity to consider literary and theological fashions of the first half of the twentieth century and ways Lewis reflects and departs from those contexts. (Formerly 212.28)

- ENGL 2070 – Children's Literature
  This course introduces students to children's literature, its history and development, its rich and diverse forms and techniques. Readings will range from nursery rhymes and picture books to stories, myths, and other tales from major writers and illustrators. Topics include distinctive genres and their features, pertinent historical and socio-cultural issues, as well as critical approaches to children's literary texts that have captivated children and adult readers alike. (6 hours at the first-year level preferred, or 3 hours and approval from the professor).

- ENGL 2110 – Advanced Writing
  This course is designed to help the student develop further skills in written communication by means of vocabulary development, the study of organization and clarity, and the practice of various forms of writing such as exposition, argumentation, and creative expression. (Formerly 212.23)

- ENGL 2120 – Creative Writing: Poetry and Prose
  This course is designed to help the student develop further skills in written communication by means of vocabulary development and effective language use, the study of organization and experimentation, as well as the forms and practices of creative writing and poetics. Through a series of essays, exercises, critiques, and final writing project, the student will develop an understanding of writing strategies, narrative techniques, communication models, theoretic approaches, as well as an individual style to produce a significant portfolio of work. (6 hours at the first-year level preferred, or 3 hours and approval from the professor).

- ENGL 3010 – Studies in Milton
  A study of the works of selected works by Milton in order to understand Milton's intellectual, spiritual, and artistic development. (Prerequisites: 6 Credit Hours of first year English Courses) (Formerly 212.22)

- ENGL 3020 – Literature of the Victorian Era
  A study of the poetry, prose, and drama of the Victorian period. We will study the writings of Rossetti, H.G. Wells, Conan Doyle, Ruskin, Tennyson, Browning, and Dickens. Thematically, we will be examining Victorian attitudes towards: women, love, crime and the law, the Middle Ages, nature, Darwinism, the Industrial Revolution, and the relationship between God and His creation. (Prerequisites: 6 Credit Hours of first year English Courses) (Formerly 212.31)

- ENGL 3030 – Studies in the Brontës
  This course examines a selection of writings by the Victorian poets and novelists Charlotte (1816-1855), Emily (1818–1848), and Anne Brontë (1820–1849). Study of their works provides occasion to consider, among other things, women's roles in Victorian society, the sisters' views on religion and education, and the enduring popularity of their artistry. (Prerequisites: 6 Credit Hours of English at 1st year level)

- ENGL 3040 – Canadian Literature
  A study of Canadian literature — selected poems, dramas, novels, and prose writings — from colonial times to the present. (Prerequisites: 6 Credit Hours of English at 1st year level) (Formerly 212.32)

- ENGL 3050 – Women Writers & Gender Issues
  This course offers opportunities to read and analyze poetry, prose, and drama written in English by women and selected from the Middle Ages to the present. Seminar-style classes and lectures will examine the ways women writers engage creatively with, rather than remain constrained by, their literary, cultural, and political milieu. We will consider male contemporaries and gauge the distinguishing qualities of women's writing, as well as reflect on the ways gender issues and attitudes towards women are represented in various literary genres through history. (6 hours at the first-year level preferred, or 3 hours and approval from the professor).

- ENGL 3060 – Canadian Immigrant & Indigenous Literatures
  This course examines diverse cultural constructions and literary representations of immigrant and Indigenous experiences in English Canadian literature. Readings are designed to engage with various literary techniques and genres, to engender dialogue among texts and cultural contexts, as well as to critique notions of nationalism, multiculturalism and post-colonialism. We will explore specific issues and themes that emerge from the readings, such as identity, hybridity, memory, spirituality, family, ethnicity, discrimination, the environment, belonging, and home(land). Relevant theoretical approaches, including modernism, postmodernism, post-colonialism, and multiculturalism, will also inform analysis of these texts. (6 hours at the first-year level preferred, or 3 hours and approval from the professor).

- ENGL 3070 – Special Topics in English Literature
  Focused study of a theme such as censorship, gender, the Bible and literature, Christian writers, etc. Offered according to student interest and as announced by the instructor. (Prerequisites: 6 Credit Hours of first year English Courses) (Formerly 212.34)

- ENGL 3080 – Studies in the Novel
  Focused study of the genre from a selected perspective such as historical period, narrative technique, or specific author. Offered according to student interest and as announced by the instructor. (Prerequisites: 6 Credit Hours of first year English Courses) (Formerly 212.35)

Courses Cross-Credited for English Minors

- ENGL 2620 – Interpreting Old Testament Narrative
  (See Biblical and Theological Studies, Themes in Biblical Literature and Theology, for course description for BIBL 2620)

- ENGL 2660 – Religious Themes in Literature
  (See Biblical and Theological Studies, Theology, for course description for BIBL 2660)

4.6.9 General Studies

Academic Staff
Catherine Rust-Akinbolaji, M.A., Prairie Graduate School, Associate Professor of TESOL

Program Options

1. 3-year General Studies
2. 4-year General Studies

Program Information
The B.A. in General Studies contains no disciplinary major requirements.

Program Learning Outcomes
Given that students enrolled in the General Studies program do not major in any particular discipline, the learning objectives as well as the theoretical and practical outcomes rest on the value and validity of liberal arts in general. The graduate will not necessarily have acquired a particular expertise in a particular field of study on which to build a career or apply to graduate studies. Nevertheless, the graduate will have acquired more of the personal enlightenment and skills provided by the liberal arts, such as analytical, critical, and creative thinking, problem solving, cultural literacy, research capabilities, argumentation and persuasion, oral and written communication, and so on. These are meaningful social formations and marketable skills.

Program Requirements

General Studies 3-Year Requirements (90 credit hours)

General Requirements as outlined in Section 4.5 |.

Open Electives (27 credit hours, in addition to the 63 credit hours of General Requirements)

- 27 credit hours selected from any department, including at least 12 credit hours at the upper level. Students are encouraged to select open electives in consultation with an academic advisor.

General Studies 4-Year Requirements (120 credit hours)

General Requirements as outlined in Section 4.5 |.

Open Electives (57 credit hours, in addition to the 63 credit hours of General Requirements)

- 57 credit hours selected from any department, including at least 12 credit hours at the upper level. Students are encouraged to select open electives in consultation with an academic advisor.

4.6.10 **History**

Academic Staff
Christopher Lortie, Ph.D., Albert-Ludwigs-Universität Freiburg

Program Options

1. History Minor
2. History Concentration

Program Description
The study of history enables students to develop their critical understandings and appreciations of human societies, struggles, and achievements in the past. This program is designed to equip students with a broad understanding of significant historical events, an awareness of methods and trends in the study of history, and an advanced ability to think analytically, critically, and creatively.

Program Objectives
In addition to meeting the Providence University College mission, purposes, and general education objectives, this program will enable each graduate to:

1. Learn the basic tasks of a historian: description, analysis, and interpretation.
2. Critically engage primary and secondary literature.
3. Understand the various methods and theoretical perspectives of history.
4. Summarize and evaluate important human events, ideas, and issues of the past from an informed Christian world view.
5. Display an appreciation of and commitment to the common good and well-being of human life.
6. Be prepared for further studies in History.

History Minor (18 credit hours)
Entrance Requirement: the prerequisite is a grade of "C" or better in any Providence history course.

- Six credit hours in first year History courses (HIST 1010 – A History of the Western World I, HIST 1020 – A History of the Western World II, HIST 1030 – History of Canada I, HIST 1040 – History of Canada II, HIST 1050 – History of Christianity I, HIST 1060 – History of Christianity II) or HIST 1070 – Indigenous and Canadian History
- 12 credit hours of History electives (3 hours at the upper level)

History Concentration (18 credit hours)
Students may use a history minor as a History Concentration by pairing it with a concentration in another discipline in the humanities or social sciences/mathematics to comprise one of the following majors:

- Humanities Major (3 year)
- Humanities Advanced Major (4 year)
- Humanities Honours Major (4 year)
- Interdisciplinary Arts Major (3 year)
- Interdisciplinary Arts Advanced Major (4 year)
- Interdisciplinary Arts Honours Major (4 year)

See 4.6.11 Humanities or 4.6.15 Interdisciplinary for the full details of these majors.

HISTORY COURSE DESCRIPTIONS

Western History

- HIST 1010 – A History of the Western World I: Ancient to Medieval
  This introductory survey to Western history will examine selected issues, peoples, and events from

ancient cultures to the Middle Ages focusing on Europe. Students will be introduced to several approaches historians have taken to understand the past. (Formerly 211.11)

- HIST 1020 – A History of the Western World II: Late Medieval to Twentieth Century
  This continues the introductory survey to Western history from the Middle Ages to the Twentieth Century in Europe and North America. (Students may take this course without HIST 1010) (Formerly 211.12)

- HIST 2010 – Medieval History
  This course studies the main developments in medieval European history. (Formerly 211.21)

- HIST 2020 – Early Modern Europe
  This course will focus on a select group of historical transitions as Europe moved from a medieval to an early modern society. Transitions studied may include church-state relations, Western-Byzantine-Islamic relations, the Fourteenth Century, Renaissance to Reformation, or manorial to capitalist economies. Issues of historical interpretation will be explored. (Formerly 211.22)

- HIST 2030 – Twentieth Century World I: First World War to the Second World War
  This course is a close study of world history from the lead up to the First World War to the immediate aftermath of the Second World Two. Topics will also include the "Roaring 1920s," the Stock Market Crash of 1929, the Great Depression, and the rise of Fascism and Nazism. Themes covered may include imperialism, colonialism, capitalism, cultural changes, and other topics selected by the instructor.

- HIST 2040 – Twentieth Century World II: Cold War to the Present
  This course is a close study of world history from the end of the Second World War to the modern period. Such themes may include imperialism, colonialism, totalitarianism, globalization, independence and democracy movements, the Cold War, popular culture, social reforms, and cultural transitions. (Formerly 211.32)

- HIST 3010 – History and Biography: Selected Topics
  This course explores the history of a particular era by concentrating on the lives of significant individuals of that era. Topics are subject to change. Themes may be as varied as evangelicals, women in history, and, holy men and women of late antiquity. Attention will be given to the methodological constraints and challenges of writing biography. (Prerequisite: HIST 1010 and HIST 1020, or permission from the instructor) (Formerly 211.36)

- HIST 3020 – History of Classical Greece and Rome
  This course is a focused study of the significant events in the history of Greece and Rome. Attention will be given to the character of the ancient historical texts. Students are invited to learn about what happened as well as reflect on the purposes of ancient history-writing. (Prerequisite: BIBL 1020/BIBL 1030 or HIST 1010, or permission from the instructor) (Formerly 211.37)

Canadian History

- HIST 1030 – History of Canada I: Pre-Confederation
  This survey of Canadian history explores some of the political, social, cultural, and economic developments up to Confederation. (Formerly 211.13)

- HIST 1040 – History of Canada II: Post-Confederation
  This survey of Canadian history continues to explore some of the political, social, cultural, and economic developments since Confederation. (Students may take this course without HIST 1030) (Formerly 211.14)

- HIST 3060 – Special Topics in Canadian History: TBA
  This course explores various themes and topics in Canadian history, drawing on the research focus of the instructor. (Prerequisite: HIST 1030 and HIST 1040, or permission from the instructor.) (Formerly 211.23)

Christian History

- HIST 1050 – History of Christianity I: Early Church to the Renaissance
  In this introductory survey students will trace key developments in Christianity from the first to the fifteenth century. (Formerly 211.26)
- HIST 1060 – History of Christianity II: Reformation to the Twentieth Century
  This course continues the introductory survey of Christian history from the Reformation to the twentieth century. (Students may take this course without HIST 1050 – HIST.) (Formerly 211.27)
- HIST 3030 – Reformations
  This course explores the various attempts throughout history to reform the Christian Church. The course will cover a variety of themes and historical events belief and practice throughout history and around the globe. (Prerequisites: HIST 1050 and HIST 1060, or permission from the instructor.)

General History

- HIST 2050 – Selected Topics in History
  This course explores various themes and topics, drawing on the research focus of the instructor.
- HIST 2060 – Historical Methodology
  This course introduces students to the basic methods of historians and historical scholarship. Students will be introduced to representative theoretical approaches and some major historical works written throughout history from a variety of perspectives.
- HIST 3040 – Guided Readings in Special Topics
  This course will facilitate examination of historical topics of interest to faculty or students. The form and content of the course will vary depending on the topic. (Prerequisites: HIST 1010 and HIST 1020 OR HIST 1030 and HIST 1040, or permission from the instructor.) (Formerly 211.30)
- HIST 3050 – Advanced Historical Theories and Methods
  This seminar explores the history of writing history as well as methodological issues and philosophical considerations germane to the writing of history. Although the history of writing history will begin with Homer and the Middle Ages, the emphasis of the course will be on the nineteenth and twentieth centuries. Students will be introduced to a variety of critiques and approaches to writing history including, but not limited to, Marxism, gender history, and post-structuralism. Students will be asked to reflect on the nature and purposes of writing history. (Prerequisite: HIST 1010 and HIST 1020 OR HIST 1030 and HIST 1040, or permission from the instructor) (Formerly 211.40)

Courses Cross-Credited for History Minors:

- HIST 1070 – IND: Indigenous and Canadian History
  (See Indigenous Studies for course description for INDG 1020)
- HIST 1210 – Introduction to Indigenous Studies
  (See Indigenous Studies for course description for INDG 1010)
- HIST 2610 – The Ancient World
  (See Biblical Studies, Backgrounds and Interpretation, for course description for BIBL 2610)

- HIST 3610 – Qumran and the Dead Sea Scrolls
  (See Biblical Studies, Backgrounds and Interpretation, for course description for BIBL 3610)
- HIST 3640 – Reception Studies
  (See Biblical Studies, Backgrounds and Interpretation, for course description for BIBL 3640)

4.6.11 **Humanities**

Academic Staff

Michael Gilmour, Ph.D., McGill University, Distinguished Professor of New Testament and English Literature

Luann Hiebert, Ph.D., University of Manitoba, Assistant Professor of English Literature

Program Options

1. 3-year Humanities Major
2. 4-year Humanities Advanced Major
3. 4-year Humanities Honours Major

Program Information

The Humanities are disciplines that use specified tools and rules that allow practitioners to engage historical, literary and philosophical texts with clarity, rigor, and an appreciation for interpretive debate. These disciplines require evidence, sophisticated use of information, and a deliberative stance which allows practitioners to argue for change and continuity in thought over time. The Humanities are essential to active and empathetic citizenship. Students in the Humanities will have an advanced ability to think analytically, critically and creatively. Graduates of the Humanities will be equipped to pursue careers in diverse vocations including teachers, researchers, missionaries, public administrators, politicians, writers, editors, journalists, archivists, historians, and will be prepared for further graduate studies.

Program Learning Outcomes

In addition to meeting the Providence University College mission, purposes, and general education objectives, these majors will enable each graduate to:

1. Develop a critical Christ-centered appreciation of human nature, knowledge, values, and the arts by putting you in touch with great artists, thinkers and writers who have shaped and continue to shape human culture.
2. Engage in historical, literary and philosophical inquiry, research and analysis
    a. Develop a disciplined stance and outlook on the world that demands evidence and sophisticated use of information
    b. Understand the dynamics of change over time
    c. Explore the complexity of human experience, across time and space
    d. Evaluate a variety of historical, literary, and philosophical sources for their credibility, position, and perspective
    e. Read and contextualize materials with appropriate precision and detail
3. Practice textual empathy
    a. Value the study of History, English and Philosophy for its contribution to lifelong learning and critical habits of the mind—essential for effective and engaged citizenship
    b. Develop a body of Historical, Literary, and Philosophical knowledge with range and depth
    c. Recognize the ongoing provisional nature of knowledge
    d. Interpret texts in context—contextualize documents on their own terms
    e. Explore multiple theoretical viewpoints that provide perspective on the texts of the Humanities
4. Understand the complex nature of the historical, literary and philosophical records

   a. Choose among multiple tools, methods, and perspectives to investigate and interpret historical, literary and philosophical materials
   b. Recognize the value of conflicting evidence
5. Generate significant, open-ended questions about History, Literature and Philosophy and devise research strategies to answer them
   a. Seek a variety of sources that provide evidence to support an argument
   b. Develop a methodological practice of gathering, sifting, analyzing, ordering, synthesizing, and interpreting sources
   c. Identify and summarize other scholars' arguments
6. Craft an argument
   a. Generate an argument that is reasoned and based on evidence selected, arranged, and analyzed
   b. Write effective prose that presents this argument
   c. Appreciate that your own scholarly work within the Humanities is indebted to the work of previous scholars and this appreciation is evidenced in the use of citation
   d. Revise a position when new evidence requires it
7. Practice critical thinking as central to engaged citizenship
   a. Engage a diversity of viewpoints in a civil and constructive fashion
8. Apply knowledge and analysis of the Humanities to contemporary social dialogue

Humanities Major (3 year/90 Credit Hours)

Description:

This major is comprised of a double concentration (2 x 18 hours) in any two of English Literature, History, or Philosophy.

Entrance Requirement:

The prerequisite is a grade of "C" or better in a course from each of the two humanities selected as concentrations.

Humanities (36 credit hours)

- 18 credit hour humanities concentration
- 18 credit hour humanities concentration

General Requirements as presented in Section 4.5.1**,** and as allocated in the Humanities Major Degree Summary Form.

Humanities Advanced Major (4 year/120 Credit Hours)

Description:

This major is comprised of a double concentration (2 x 18 hours) in any two of English Literature, History, or Philosophy, and meets the national and international standard for the length of an undergraduate degree program.

Entrance Requirement:

The prerequisite is a grade of "C" or better in each of the two humanities selected as concentrations.

Humanities (36 credit hours)

- 18 credit hour humanities concentration
- 18 credit hour humanities concentration

General Requirements as presented in Section 4.5.1**,** and as allocated in the Humanities Advanced Major Degree Summary Form.

Humanities Honours Major (4 year/120 Credit Hours)

Description:

This major is comprised of a double concentration (2 x 18 hours) in any two of English Literature, History, or Philosophy, and meets the national and international standard for the length of an undergraduate degree program. It features a major research project (honours thesis), and a higher GPA requirement. As such, it offers graduation with greater distinction, and better preparation for graduate studies.

Entrance Requirements:

The prerequisites are 60 credit hours of accumulated academic credit including 9 credit hours in each of the two humanities selected as concentrations, plus a 3.00 GPA or higher.

Humanities (42 credit hours)

- 18 credit hour humanities concentration
- 18 credit hour humanities concentration
- 6 credit hours of HUMN 4900 – Honours Thesis

General Requirements as presented in Section 4.5.1**,** and as allocated in the Humanities Honours Major Degree Summary Form.

Graduation Requirement: a 3.00 GPA or higher.

HUMANITIES COURSE DESCRIPTIONS

- CULT 3010 – Cultural Studies and Christianity
  Cultural Studies is an emerging field in academia, broadly speaking, witnessed by a number of shifts in both institutions and the theoretical reflections of scholars in the humanities. Cultural Studies is interested in both 'texts' and their audiences, and as such, it functions as a bridge between the humanities and social sciences, on the assumption that cultural activity does not occur in a vacuum but in a context shaped by such variables as economics and class, gender and sexuality, race, power, politics, and historical moment. This course serves as an introduction to the discipline and major thinkers therein. (cross-credited with Cultural Anthropology) (Formerly 215.31)

4.6.12 **Indigenous Studies**

Academic Staff

Catherine Rust-Akinbolaji, M.A., Prairie Graduate School, Associate Professor of TESOL, University College Dean
Karen Jolly, M.A., Assistant Professor of Indigenous Studies; Indigenous Liaison for Support and Reconciliation

Program Option

1. Indigenous Studies Minor

Program Information

The Indigenous Studies Minor focuses on the concept of a mutual learning exchange between cultures within and beyond North America. It will help develop co-learner's heart and mind through an integration of content from the disciplines of Biblical studies, emerging theologies, contemporary social theories, anthropology, missiology, church history, contextualized leadership, and spiritual formation.

Program Learning Outcomes

In addition to meeting the Providence University College mission, purposes, and general education objectives, this program will enable each graduate to:

• Develop awareness of colonization among Indigenous communities and their adverse effects.

• Summarize major factors that hinder right relationships and right relatedness among settlers and Indigenous peoples.

• Summarize factors that contribute to closing off the relationship of Indigenous people and Christianity, the Gospel, and the Bible.

• Understand the introductory concepts and implications for work with/within Indigenous communities.

Indigenous Studies Minor (15 credit hours)

• INDG 1010 Introduction to Indigenous Studies (3)

Any four of:

• INDG 1020 Indigenous and Canadian History (3)

• INDG 2010 Colonization and De-colonization (3)

• INDG 2020 Asset-based Community Development (3)

• INDG 2030 Indigenous Ministry and Church (3)

• INDG 2040 Introduction to the TRC and Calls to Action (3)

• INDG 3010 Indigenous Approaches to Theology (3)

INDIGENOUS STUDIES COURSE DESCRIPTIONS

- INDG 1010 – Introduction to Indigenous Studies
  This is a survey course of First Nations peoples and issues from their origins in North America to the contemporary period. In general, this course seeks to legitimatize the place (and indeed, centrality) of First Nations peoples and issues within historic and contemporary Canada. Utilising Indigenous and non-Indigenous literature and research this course will explore Indigenous cultures in Canada,

with particular attention paid to Indigenous histories, worldview, knowledge systems, and spiritual practices and beliefs. In addition, the course will briefly examine the impact of colonization, including residential schools, intergenerational trauma and healing, Indigenous identity, wellbeing, lifeways and cultures. (Formerly 241.11)

- INDG 1020 – Indigenous and Canadian History
  This course will centre on the impact of traditional perspectives of human identity and agency in a historical survey of Indigenous history in Canada. Through interactive readings and discussion, students will develop a historical perspective of Indigenous nations across the country from their creation stories into the twenty-first century. Topics will include pre-contact nation to nation relationships, the interaction with explorers, traders and the shifting economies, the relationship of church and missionaries within the colonial structures, the rise and resistance of the Métis and other Indigenous peoples, treaty-making, legacies of residential schools and child welfare, the rise of Red Power movements, contemporary cultural resurgence, and urban indigeneity. (Cross credited with History) (Formerly 241.12)

- INDG 2010 – Colonization and De-colonization
  This course focuses on contemporary theories regarding colonization and decolonization emerging out of Indigenous studies, critical ethnic studies, and post colonialism studies. Attention is paid to the relationship between race, colonialism, and gender. Students will explore how these theories intersect with Christian theologies and spiritual practice. This course also examines critiques made by indigenous and postcolonial scholars of the methodological approaches used in the humanities and social sciences for their complicity in colonialism. Then, students will attempt to "decolonize" methodology and construct indigenous and postcolonial methodological approaches to society and community. Focus will be on methodological approaches in anthropology, sociology, literature, religious studies, and history. Students will have the opportunity to develop their own philosophical and methodological approaches to decolonization informed by the readings in the class. (Formerly 241.21)

- INDG 2020 – Asset-based Community Development
  This course is an introduction to asset-based planning and community design as a human and organization capacity-building approach that seeks to locate, underscore, and emphasize, in a selective way, the life-giving forces and successes within an organization, group or community. (Formerly 241.22)

  The course will focus on different ways of engaging life within communities and organizations, while exploring the skills of community development facilitation for practitioners. Several tools used in asset-based planning and development will be carefully examined with a view to creating proficiency in both their theory and practice. (Cross credited with Sociology)

- INDG 2030 – Indigenous Ministry and the Church
  Considering the history of Christian mission and missionary effect among Indigenous peoples, this course will explore alternative models of mission that may be more effective than past mission efforts. Through readings, shared experiences and various media, the values associated with Indigenous perspectives of harmony will be explored as a basis for a mission model. Students will then seek to identify parameters for a contemporary paradigm about Indigenous ministry. This course will engage students in a research project concerning their own ministry context to assess the degree to which its demographic, social, economic, and spiritual character might be better understood using the model under examination in class. (Cross credited with Church Ministries) (Formerly 241.23)

- INDG 2040 – Introduction to the TRC and Calls to Action
  Truth and reconciliation commissions, or similar inquiries have been utilized in many global contexts

to bring attention to mass violations of human rights. Canada was the first nation to utilize this process within an Indigenous context. This course will look at the unique nature of the TRC in Canada through a comparative overview of other truth commissions. The historical-political context surrounding the TRC, including the Royal Commission on Aboriginal Peoples and the United Nations Declaration on the Rights of Indigenous Peoples will be reviewed. This course will also examine the impact of media, arts and public discourse about reconciliation prior to, during and subsequent to TRC national and community events. Included in this course will be a focus on the 94 Calls to Action and their s ongoing progression with an aim to promoting a renewed relationship between Indigenous Peoples and non-Indigenous Canadians. (Formerly 241.24)

- INDG 3010 – IND: Indigenous Approaches to Theology
  This course will delve into unique Indigenous theological contributions to the meaning of Christian faith and life. A thematic approach will be used to explore topics such as the intersection of individual experience with the Creator, the nature of the spiritual and spirituality, the Gospel story, redemption, and redeemer by contrasting Indigenous views with Western theological methods.

  This course will further introduce diverse hermeneutical principles from within an Indigenous theological perspective, rooted in cross-disciplinary contextual studies. We will explore methodologies that encourage post-colonial and post-modern approaches to engaging with scripture, and apply insights gained from contemporary critical studies as well as introduce competencies for teaching scripture from an Indigenous hermeneutic. We will further explore a distinct Indigenous hermeneutical disposition, based on language, voice, history, interpretation, and values. (Cross credited with Theology) (Formerly 241.31)

4.6.13 **Integrative Vocational Studies (4 year)**

Program Information
This program is designed for students who wish to combine a Christian undergraduate degree with a two-year vocational diploma from a community college such as Assiniboine Community College or a career college in a four-year Integrative Vocational Studies B.A. degree awarded by Providence University College. The student must meet normal entrance requirements for both Providence University College and the vocational program. It is the student's responsibility to obtain acceptance to the vocational program.

Program Objectives
The program is designed to enable each graduate to:

1. Demonstrate the skills needed to enter the chosen vocation.
2. Demonstrate Christian knowledge and character to integrate with a chosen vocation.
3. Demonstrate competence in general university curriculum.

The student may begin with the Providence University College Requirements
In this case, the student must:

1. have the vocational program approved by the Registrar before entering it;
2. continue with normal Field Education expectations while at Providence.

Alternatively, the student may begin with the vocational diploma.

Providence Requirements (63 credit hours)
General Requirements as specified in section 4.5 | plus

- A minimum cumulative GPA of 2.00 is required in this program.

4.6.14 **Intercultural Studies**

Academic Staff

Michael Gilmour, Ph.D., McGill University, Distinguished Professor of New Testament and English Literature
Catherine Rust-Akinbolaji, M.A., Prairie Graduate School, Associate Professor of TESOL
Luann Hiebert, Ph.D., University of Manitoba, Assistant Professor of English Literature

Program Options

1. 3-year Intercultural Studies Major
2. Intercultural Studies Minor

Program Information

The subject matter of Intercultural Studies is people, especially as they inhabit collective groupings, traditions, and territories, and how those groupings may compare, contrast, and interact. Intercultural Studies is a broadly interdisciplinary field of studies, employing the methods of both the humanities and the social sciences. We stand on the shoulders of all great thinkers and actors who have shaped human cultures, and are accountable to them, to our contemporaries, and to future generations. A unique feature of this major is that students are required to spend a short term or year-long period in a culturally unfamiliar environment at home or abroad through Intercultural Service Learning. Guidelines are available from the Coordinator listed above.

Intercultural Studies enables students to develop their critical understandings and appreciations of human nature, interaction, and culture through the historical, philosophical, literary, and social scientific examination of culture, cultural change, and cultural interaction. This program is designed to equip students with a broad understanding of human life and relationships, an awareness of methods, topics, and trends in intercultural studies, and an advanced ability to think analytically, critically, and creatively. It is also designed to provide students with basic academic and practical preparation for intercultural service, and for further specialized training in Intercultural Studies.

Program Learning Outcomes

In addition to meeting the Providence University College mission, purposes, and general education objectives, this major will enable each graduate to:

1. Understand the broad theoretical and theological framework of contemporary intercultural relationships.
2. Characterize the various methods and theoretical perspectives employed in intercultural studies, including the humanities and social sciences.
3. Demonstrate knowledge of differing approaches to the integration of Christian perspectives and intercultural studies, and skill in its practice.
4. Articulate how individuals, groups and societies emerge, function, and change in everyday life.
5. Summarize and evaluate important cultural ideas, constructions, and issues from an informed Christian worldview.
6. Grapple realistically with major intercultural trends such as globalization, nationalism, regionalism, revolution, secularism, and urbanization.
7. Learn analytical skills that can help in developing viable solutions to intercultural issues and problems through an integration and application of the insights and methods of theology and the social sciences.
8. Interpret their own cultural experience, and thereby enhance self-understanding, for the purpose of attaining more enlightened and satisfying human experience.
9. Display an appreciation of, and commitment to, the common good and well-being of human life.
10. Go on to graduate education in intercultural studies, without being limited to one particular discipline.

11. Pursue careers in any vocation that works with people in cross-cultural settings.

Intercultural Studies Major (3 year/90 Credit Hours)

Entrance Requirement:

The prerequisite is a grade of "C" or better in any introductory cultural anthropology or sociology course.

Courses Required (36 credit hours)

Major Requirements (30 credit hours)

- HIST 1020 – A History of the Western World II: Late Medieval to Twentieth Century
- ENGL 3070 – Special Topics in English Literature – Post-Colonial Literature
- PHIL 2040 – Worldview Studies
  OR ANTH 1030 – World Religions
- SOCI 1010 – Introduction to Sociology I: People in Culture
- SOCI 1020 – Introduction to Sociology II: People, Structures, and Processes
- SOCI 2060 – Language and Culture
- SOCI 3030 – Global Issues
- ANTH 1020 – Anthropology II: Cultural Anthropology
- ANTH 1040 – Anthropology of Music: World Music
- INST 2110 – Intercultural Service Learning
  OR INST 3110 – Advanced Intercultural Service Learning

Major Electives (6 credit hours)

Any two of:

- HIST 2040 – Twentieth Century World II: Cold War to the Present
- SOCI 2070 – Consumer Culture and Voluntary Simplicity
- SOCI 2090 – Children and Violence
- INST 2010 – Mission History
- 431.21 – Principles of Journalism
- COMM 1030 – Speaking in Public
- MGMT 1010 – Introduction to Management
- MGMT 1020 – Organizational Behaviour

General Requirements as presented in Section 4.5 |, and as allocated in the Intercultural Studies Major Degree Summary Form. NOTE: Major requirements cannot fulfill the 6 credit hours of Arts & Science electives in the General Requirements.

Intercultural Studies Minor (18 credit hours)

- PHIL 2040 – Worldview Studies
- SOCI 2060 – Language and Culture
- SOCI 3030 – Global Issues
- ANTH 1020 – Anthropology II: Cultural Anthropology

Any two of:

- HIST 1020 – A History of the Western World II: Late Medieval to Twentieth Century
- ENGL 3070 – Special Topics in English Literature – Post-Colonial Literature
- SOCI 1010 – Introduction to Sociology I: People in Culture
- SOCI 1020 – Introduction to Sociology II: People, Structures, and Processes
- ANTH 1030 – World Religions
- ANTH 1040 – Anthropology of Music: World Music

INTERCULTURAL STUDIES COURSE DESCRIPTIONS

Theoretical Foundations

- INST 1010 – International Development and Missions
  This course will give a basic introduction to Christian missions and International Development. The history and presuppositions of both will be discussed prior to an examination of present practice. The course will compare and contrast the two movements in order to better understand their mutual connections, their weaknesses and strengths, and their contributions, actual and potential, to the modern world. (Formerly 421.11)

- INST 2010 – Mission History
  This course provides students with foundational knowledge of how the Christian movement has moved from one culture to another over the last 2000 years. The great epochs of mission history are surveyed, as are significant biographies and events in that global history. The course analyzes the historical and cultural roots what is sometimes called "the modern missionary movement" during the last 200 years. From this, a multi-cultural perspective of Christian mission develops which will assist further study of mission theology and strategy. (Formerly 421.22)

- INST 3010 – Independent Research
  Students may undertake independent research in a wide range of subjects related to intercultural studies, including religions, communications, strategy, community development, and international development. Tailored to meet the unique needs and interests of the individual student, this option is open to students who have completed at least two years of academic study, by arrangement with the Program Coordinator. (1–3 credit hours) (Formerly 421.31)

- INST 3020 – Mission Strategy
  This course investigates why mission enterprises have developed particular approaches and emphases. It is an introduction to the changes that have occurred as agencies and churches have tried to become more effective. Focus on evaluation. (Prerequisite: INST 1010 – International Development and Missions) (Formerly 421.33)

- CULT 5010 – Worldview and Culture
  An exploration of the relationship between divine revelation and human culture, with special reference to inter-cultural communications. Required of all M.Div. students. (3 credits) (May not hold for credit with GS5102) (Formerly 421.51)

- CULT 5020 – Cross-cultural Communication
  This course explores the dynamics of communicating across cultural boundaries. It presents communication theory in the light of theology and anthropology to indicate ways that cross-cultural witness can present the gospel with less cultural interference in transmitting the message. (3 credits) (May not hold for credit with GS5109) (Formerly 421.61)

Practicum

- INST 2110 – Intercultural Service Learning
  This intercultural course can fit into other programs as an elective. It involves preparatory research and direct personal involvement, followed by both emic (insider) and etic (outsider or analytic) reporting on planned encounters with people from outside the student's cultural or ethnic background. (Formerly 429.20)

- INST 3110 – Advanced Intercultural Service Learning
  Students enrolled in the Major may elect to spend the equivalent of at least one academic year ministering in a culturally unfamiliar environment at home or abroad through the Internship. They are encouraged to take this year between their second and final years at the University College. Guidelines are available from the Program Coordinator listed above. (Formerly 429.30)

4.6.15 **Interdisciplinary Studies**

Academic Staff
Meagan Tutti, B.A., McMaster University
Various faculty dependent on selected concentration

Program Options

There are two primary Interdisciplinary Studies tracks:

1. 3- year Bachelor of Arts Interdisciplinary Studies: General
2. 3-year Bachelor of Arts Interdisciplinary Studies: Specialized

Program Information
Interdisciplinary Studies enable students to develop their critical understandings and appreciations of human nature, knowledge, values, interaction, societies, struggles, and achievements through the examination of the theories, methods, and data of the humanities, social sciences, sciences, and mathematics. This program is designed to equip students with a broad understanding of human life, thought, and relationships, an awareness of the methods, topics, and trend in the humanities, social sciences, sciences, and mathematics, and an advanced ability to think analytically, critically, and creatively.

The Interdisciplinary Education program prepares students to apply and enter an after-degree Bachelor of Education program of their choice. Many institutions in province (University of Manitoba, University of Winnipeg, and Brandon University) and beyond offer 2-year after-degree Bachelor of Education degrees that a student may apply for upon completion of a Bachelor of Arts degree at Providence.

It is the responsibility of the student to choose concentrations, alongside their advisor, that are accepted as teachables by the education program of their choice. Students need to apply to a faculty of education program upon completion of their degree from Providence; Providence cannot guarantee acceptance into programs at other institutions.

Program Learning Outcomes
In addition to meeting the Providence University College mission, purposes, and general education objectives, these majors will enable each graduate to:

1. Characterize the various comparative methods and theoretical perspectives of various fields such as the humanities, social sciences, sciences, and mathematics.
2. Demonstrate knowledge of the conversation between Christian perspectives and the humanities, social sciences, sciences, and/or mathematics.
3. Summarize and evaluate important human ideas, events, and issues from an informed Christian
4. Prepare for professional or graduate education in interdisciplinary fields.
5. Pursue careers in any vocation that works with people, such as social services, education, counselling, social research, civil service, public administration, journalism, community affairs, and law.

Interdisciplinary Studies: General Major (3 year/90 Credit Hours)
Description:

This major equips students with the knowledge, skills, and courses they need in order to apply to a 2-year after degree Bachelor of Education, specializing in early or middle years education. This major also equips students with broad knowledge useful for a wide range of interdisciplinary contexts.

Entrance Requirement:

The prerequisite is a grade of "C" or better in each of the two disciplines selected as concentrations.

Interdisciplinary Studies Program Requirements (57 credit hours)

- 3 credit hours of EDUC 1010 – Principles of Teaching and Learning
- 6 credit hours of English Literature
- 6 credit hours of History
- 6 credit hours of Mathematics or Statistics
- 6 credit hours of Biology, Chemistry, or Environmental Science
- 18 credit hours in a concentration major (select one from the following list)
    - Biology
    - English
    - General Science (choose two science disciplines: biology, chemistry, and/or environmental science)
    - History
    - Mathematics
- 12 credit hours in a concentration minor (select one from the following list)
    - English
    - Environmental Science
    - History
    - Mathematics
    - Indigenous Studies
    - Philosophy
    - Psychology
    - Sociology

**One of the major or minor course requirements must fulfill one professional studies elective*
General Requirements as presented in Section 4.5 |

Interdisciplinary Studies: Specialized Major (3 year/90 Credit Hours)
Description:

This major equips students with the knowledge, skills, and courses they need in order to apply to a 2-year after degree Bachelor of Education, specializing in senior years education. This major also equips students with broad knowledge useful for a wide range of interdisciplinary contexts.

Entrance Requirement:

The prerequisite is a grade of "C" or better in each of the two disciplines selected as concentrations.

Interdisciplinary Studies (51 credit hours)

- 3 credit hours of EDUC 1010 – Principles of Teaching and Learning
- 30 credit hours in a concentration major (select one from the following list)
    - Biology
    - English
    - General Science (choose two science disciplines: biology, chemistry, and/or environmental science)
    - History
- 18 credit hours in a concentration minor (select one from the following list)
    - Biology

- English
- General Science (choose two science disciplines: biology, chemistry, and/or environmental science)
- History
- Mathematics
- Indigenous Studies
- Philosophy
- Psychology
- Sociology

**Two of the major or minor course requirements must fulfill two professional studies electives.*
General Requirements as presented in Section 4.5 |

4.6.16 **Mathematics**

Academic Staff
Christopher Lortie, Ph.D., Albert-Ludwigs-Universität Freiburg

Program Options

1. Mathematics Minor
2. Mathematics Concentration

Program Information
This program involves the theoretical appreciations of the key tools in Linear Algebra, Calculus, and Discrete Mathematics and their practical applications to a wide range of fields. Mathematics courses may be used to fulfill the general requirements of 6 credit hours of Mathematics or Science, and/or to obtain a Mathematics minor or concentration.

Program Learning Outcomes
In addition to meeting the Providence University College mission, purposes, and general education objectives, this program will enable each graduate to:

1. Develop strong problem-solving skills and logical, analytical, and mathematical way of thinking.
2. Develop competencies in using mathematics to solve real-life problems in other fields of knowledge, including Science, Technology, Business, etc.
3. Be prepared for further studies in Mathematics or Statistics at a higher level.
4. Acquire transferable credits in mathematics in preparation for entry to
    a. a post-degree Bachelor of Education program, as Mathematics is a “Teachable” subject.
    b. a secondary degree in Business.

Mathematics Minor (15 credit hours)
Entrance Requirement: the prerequisite is a grade of "C" or better in any Providence mathematics course.

- MATH 1030 – Vector Geometry and Linear Algebra
- MATH 1050 – Introduction to Calculus
- MATH 2050 – Calculus II
- MATH 2030 – Linear Algebra II
- MATH 1040 – Elements of Discrete Mathematics OR MATH 3050 – Sequences and Series

Although the following three courses are neither prerequisites nor part of a Mathematics minor, students who are taking this minor with the goal of using it as a "Teachable" subject in the future or a foundation for further studies in Mathematics are advised to consider them as essential complementary tools:

- STAT 1000 – Statistical Analysis
- COMP 1010 – Introductory Computer Usage I
- COMP 1020 – Introductory Computer Usage II

Mathematics Concentration (15 credit hours)
Students may use a mathematics minor as a Mathematics Concentration by pairing it with a concentration in another discipline in the humanities or social sciences to comprise one of the following majors:

- Interdisciplinary Arts Major (3 year)
- Interdisciplinary Arts Advanced Major (4 year)
- Interdisciplinary Arts Honours Major (4 year)

See 4.6.15 Interdisciplinary for the full details of these majors.

MATHEMATICS COURSE DESCRIPTIONS

Statistics

- STAT 1000 – Statistical Analysis
  This course is an introduction to the basic principles and practices of statistics with special applications to Business, the Social Sciences, Arts and Sciences and everyday life, and data derived from any quantitative research. It covers statistical analysis methods for designing data production, gathering data, displaying/describing and summarizing data, examining relationships between variables, and interpreting data. (Limit: 20 students) (Formerly 221.21)

Mathematics

- MATH 1010 – Applied Finite Mathematics
  This course involves modeling and solving real-world problems using linear equations, linear inequalities, matrices, graph theory, Markov chains, linear programming and mathematics of finance. (Formerly 234.11)
- MATH 1030 – Vector Geometry and Linear Algebra
  This course is an introduction to matrices (and their applications in, for example, solving systems of linear equations); vectors and geometries in two-dimensional, three-dimensional, and Euclidean (n-dimensional) spaces; and General vector spaces. Applications in the fields of economics, social sciences, business, and management will be examined. (Formerly 234.21)
- MATH 1040 – Elements of Discrete Mathematics
  This course covers "Sets and Functions" (i.e. describing a group of elements and the relationships between elements of sets), "Logic and Proof" (i.e. determining the validity or otherwise of an argument/statement), "Combinatorics" (i.e. counting and arranging objects without listing), "Graph Theory" (i.e. representing and analyzing relationships between objects), and a couple of basic sequences and series. (Formerly 234.24)
- MATH 1050 – Introduction to Calculus
  This course introduces differentiation and integration of elementary functions, with applications to maxima and minima, rates of change, distance, area, and volume. Applications in the fields of economics, social sciences, business, and management will be examined. (Formerly 234.22)
- MATH 2030 – Linear Algebra II
  This course builds on MATH 1030 both by extending the concepts and applications of vectors and the relationships between vectors and matrices as well as covering special geometric properties of matrices. Special attention is given to Euclidean/General vector spaces, Inner product spaces, Eigenvalues and Eigenvectors, Diagonalization and its applications, Linear Transformation and their matrices. (Prerequisite: MATH 1030 – Vector Geometry and Linear Algebra) (Formerly 234.31)
- MATH 2050 – Calculus II
  This course focuses on the theories and techniques of integration and its applications in determining geometric characteristics such as: length of a curve, area of a surface, area enclosed between a curve/function and an axis, area enclosed between two curves/functions, volume of a solid, work done by any varying force, average value of a function, and a few other quantities of interest. (Prerequisite: MATH 1050 – Introduction to Calculus) (Formerly 234.23)
- MATH 3050 – Sequences and Series
  This course covers a wide variety of sequences and series with their properties and applications together with various methods of investigating the convergence and divergence of those sequences and series. (Prerequisite/Co-requisite: MATH 2050 – Calculus II or any other Integral Calculus course that is, in the opinion of the Program Coordinator, equivalent to MATH 2050) (Formerly 234.32)

Computer Science

- COMP 1010 – Introductory Computer Usage I
  Development of the skills needed to use business office software at a professional level. Software covered includes word processing, presentation, spreadsheet, and database programs. (Limit: 20 students). (Formerly 233.12)
- COMP 1020 – Introductory Computer Usage II
  This course continues the materials from COMP 1010 – MATH. It also explores the creation of basic web pages, and the integration of Office programs with each other. (Prerequisite: COMP 1010 – MATH or consent of the instructor) (Limit: 20 students) (Formerly 233.13)
- COMP 2010 – Management Information Systems
  Introduction to principles, concepts and use of information systems in organizations. Acquisition of the skills essential to becoming an effective client, user, and planner of management information systems. Topics include information and communications technology, the roles of databases, transaction processing systems, decision support systems, and systems development to manage the design, deployment and use of information technology within an organizational setting. (Prerequisite: COMP 1010) (Formerly 233.21)

4.6.17 **Music**

MUSIC COURSE DESCRIPTIONS

- MUSC 1010 – Introduction to Music: Music and Culture
  An introduction to the contributing elements in music: sonority, harmony, melody, rhythm, and form. The course will survey all periods of western art music. A variety of non-western, traditional, popular, American, and Canadian music will also be explored. (Formerly 312.13)
- MUSC 1020 – Music in Christian Worship
  A brief overview of the philosophical, biblical, and historical background upon which the use of music in worship is based. Special emphasis will be given to the topic of worship itself and how music can be utilized to revitalize worship in the church. (Formerly 315.11)
- MUSC 1030 – Anthropology of Music: World Music and Culture
  An introduction to the integral relationship of music and culture, with attention given to a number of diverse music cultures from around the world. Focus will be placed on how music reflects and promotes culture and how culture determines what is valued in music. Cultural sensitivity and appreciation of other music of the world will be stressed. (Cross-credited with Cultural Anthropology) (Formerly 317.12)
- MUSC 1040 – Popular Music and Culture
  An introduction to the history of American and British popular music after the Second World War. Will explore the ways in which popular music has contributed to Canadian culture and how Canadian culture has shaped popular music. (Formerly 317.13)
- MUSC 1110 – Applied Music
  Individual lessons, 30 minutes in length, weekly for 12 weeks. (1 credit hour) (Formerly 314.19)
- MUSC 1120 – Worship Band
  This ensemble prepares students for participation in church worship bands. Focus is on contemporary church music utilizing guitars, drums, and keyboards. The ensemble travels on an annual tour and visits churches throughout the year. Participation is based on an audition at the beginning of the year. (up to 1 credit hour) (Formerly 316.17)
- MUSC 1130 – Choir
  This choir is open to all students on the basis of audition or recommendation. Special concerts of major choral works may be presented during the school year. (0.5 credit hour) (Formerly 316.20)
- MUSC 1140 – Guitar Ensemble
  This ensemble is formed on the basis of auditions at the beginning of the fall semester. A variety of classical repertoire is learned and performed in the Providence community and in local churches. (0.5 to 1 credit hour) (Formerly 316.10)
- MUSC 3010 – Recording Techniques
  An introduction to music recording and editing. (Formerly 317.32)

4.6.18 **Philosophy**

Academic Staff
Christopher Lortie, Ph.D., Albert-Ludwigs-Universität Freiburg

Program Options

1. Philosophy Minor
2. Philosophy Concentration

Program Information
The study of philosophy enables students to develop their critical understandings and appreciations of truth, human knowledge, reasoning, and values as articulated in various philosophical endeavors. This program is designed to equip students with a broad, classical understanding of human life and thought, an awareness of methods, topics, and trends in philosophy, and an advanced ability to think analytically, critically, and creatively.

Program Learning Outcomes
In addition to meeting the Providence University College mission, purposes, and general education objectives, this program will enable each graduate to:

1. Characterize the various methods and perspectives of philosophy in contrast to other humanities and the social sciences.
2. Demonstrate knowledge of differing approaches to the integration of Christian perspectives and philosophy, and skill in its practice.
3. Summarize and evaluate important human ideas and issues from an informed Christian worldview.
4. Interpret his or her human experience and thereby enhance self-understanding, for the purpose of attaining more enlightened and satisfying human experience.
5. Display an appreciation of and commitment to truth, knowledge, the common good, and the well-being of human life.
6. Be prepared for further studies in philosophy.

Philosophy Minor (18 credit hours)
Entrance Requirement: the prerequisite is a grade of "C" or better in any Providence philosophy course.

- PHIL 1010 – Introduction to Philosophy
- PHIL 1020 – Critical Thinking
- 12 credit hours of Philosophy electives (3 hours at the upper level)

Philosophy Concentration (18 credit hours)
Students may use a philosophy minor as a Philosophy Concentration by pairing it with a concentration in another discipline in the humanities or social sciences/mathematics to comprise one of the following majors:

- Humanities Major (3 year)
- Humanities Advanced Major (4 year)
- Humanities Honours Major (4 year)
- Interdisciplinary Arts Major (3 year)
- Interdisciplinary Arts Advanced Major (4 year)
- Interdisciplinary Arts Honours Major (4 year)

See 4.6.11 Humanities or 4.6.15 Interdisciplinary for the full details of these majors.

PHILOSOPHY COURSE DESCRIPTIONS

Foundations in Humanities

- HUMN 4900 – Honours Thesis
  A guided capstone research and writing project for students in their final year in Honours majors. (Formerly 200.40)

Philosophy

- PHIL 1010 – Introduction to Philosophy
  An introductory investigation of the main areas of philosophy: logic, metaphysics, epistemology, and ethics. Our investigation will be sensitive to the historical roots from which philosophical thought has developed, but will be concerned primarily with understanding philosophy's perennial questions and, when possible, providing some initial reasonable answers. (Formerly 213.11)

- PHIL 1020 – Critical Thinking
  A course in practical logic, designed to help students think clearly and critically by learning to identify, analyze, evaluate, and construct arguments. The course includes the study of basic types of reasoning, the structure of argument, criteria of argument assessment, formal and informal fallacies, plus problems of clarity and meaning. (Formerly 213.13)

- PHIL 2010 – History of Philosophy
  A brief introduction to the chief concerns and methods of the most influential Western philosophers from ancient Greek times to the present. (Formerly 213.21)

- PHIL 2020 – Ethics
  A study of the major theories of ethics and a discussion of various contemporary moral issues. Major ethical theories include moral relativism, virtue ethics, contractarianism, utilitarianism, Kantian ethics, evolutionary ethics, natural law theory, divine command theory, the golden rule, intuitionism. Contemporary moral issues include abortion, genetic technology and cloning, stem cell research, suicide, euthanasia/physician-assisted suicide, capital punishment, war, homosexuality, same-sex marriage, pornography, discrimination and affirmative action. (Formerly 213.22)

- PHIL 2030 – Philosophy of Religion
  A critical examination of religious beliefs and the grounds for holding them. Topics will include religious pluralism, competing views on the relation between faith and reason, the nature of God, arguments for and against the existence of God, miracles and reasonable belief, the logic of God incarnate, personal religious experience, the problem of evil and suffering, Pascal's wager, and the nature and limits of apologetics. (This course will focus primarily on Christian theism, though much is directly relevant to other religious views. For further philosophical investigation of other religious views, students are encouraged to take PHIL 2040 – Worldview Studies as a complement to this course.) (Formerly 213.23)

- PHIL 2040 – Worldview Studies
  An introductory systematic survey and critical assessment of major secular and religious philosophies/worldviews. Students will be equipped with the conceptual tools of worldview analysis and evaluation and will apply them to biblical Christian theism, non-Christian theism (e.g., Judaism, Islam), deism, naturalism (e.g., existentialism, Marxism), Eastern pantheistic monism (e.g., Hinduism, Buddhism), the New Age, and radical postmodernism. (Note: for greater detail concerning the history, leaders, teachings, traditions, and practices of the world's religions, students are advised to take courses in Religious Studies.) (Formerly 213.24)

- PHIL 2050 – Philosophy of Science
  A philosophical examination of the scientific enterprise. Topics include the nature of science, scientific methodologies, and models of explanation, the assumptions of science, the relation between theory and observation, and more. (Formerly 213.25)

- PHIL 3010 – Ethics in the Marketplace
  Ethical issues that affect business decisions and operations will be studied. Emphasis will be placed on contemporary issues that impact management from society's viewpoint. The course also will provide a primer in the foundations of Christian ethics and virtue ethics and how these ethical theories can affect business decisions. Cross-listed with BUSA 2020 Ethics in the Marketplace. (Formerly 213.32)

- PHIL 3020 – Special Studies in Ethics
  An investigation of a topic in ethics of particular interest to a guest lecturer or faculty member. Possible topics include but are not exhausted by the following: a contemporary moral issue (e.g., abortion, cloning, embryonic stem cell research, physician-assisted suicide, war, and same-sex marriage), a major ethical theory (e.g., contractarianism, evolutionary ethics), and an influential moral philosopher (e.g., Friedrich Nietzsche). (Previous philosophy courses are helpful but not required). (Formerly 213.33)

- PHIL 3030 – Special Studies in Philosophy of Religion
  An investigation of a topic in philosophy of religion of particular interest to a guest lecturer or faculty member. Possible topics include but are not exhausted by the following: David Hume's arguments against miracle reports, William Lane Craig's campus apologetics, the kalam cosmological argument, evil and suffering as objections to God's existence. (previous philosophy courses are helpful but not required) (Formerly 213.34)

- PHIL 3040 – Special Studies in Philosophy of Science
  An investigation of a topic in Philosophy of Science of particular interest to a guest lecturer or faculty member. Possible topics include but are not exhausted by the following: a philosophical investigation of the scientific status of intelligent design, relativistic challenges to objectivity of observation. (previous philosophy courses are helpful but not required) (Formerly 213.35)

- PHIL 3050 – Special Studies in Philosophy
  An investigation of a topic in philosophy of particular interest to a guest lecturer or faculty member. Possible topics include but are not limited to the following: aesthetics, competing conceptions of truth, metaphysical libertarian freedom vs. determinism vs. compatibilism. (previous philosophy courses are helpful but not required) (Formerly 213.36)

- PHIL 4010 – Contemporary Religious Philosophers
  A survey of contemporary Christian religious philosophy with readings from recent and current Protestant and Catholic writers. Representatives from Fundamentalism, Liberalism, Neo-Orthodoxy, Radical Theology, Liberation Theology, and Process Theology will be considered. (Prerequisite: one PHIL 1xxx or PHIL 2xxx philosophy course) (Formerly 213.42)

4.6.19 **Psychology**

Academic Staff
Morgan Mulenga, Ph.D., University of Ottawa, Professor of Psychology, Program Coordinator
Stephan Bonfield Ph.D., York University, Assistant Professor of Psychology

Program Options

1. 4-year Psychology Major
2. 3-year Psychology Major
3. Psychology Minor
4. Psychology Concentration

Program Information
The study of psychology enables students to develop their critical understandings and appreciations of individual human nature and functioning through the examination of psychological theories, the use of psychological methods, and the analysis of psychological data. This program is designed to equip students with a broad, psychological understanding of human life and relationships, an awareness of methods, topics, and trends in Psychology, and an advanced ability to think analytically, critically, and creatively.

Students may choose between a 4-year Bachelor of Arts (BA) Psychology major, a 3-year BA Psychology major, a Psychology minor, or a Psychology concentration.

Entrance Requirements
Students must achieve a grade of at least "C" in both PSYC 1010 and PSYC 1020 Introduction to Psychology I and II.

Graduation Requirements
Students must achieve a minimum AGPA of 2.0 in all courses that comprise the major (see the 51 credit hours in the psychology major as explained below.

Program Learning Outcomes
In addition to meeting the Providence University College mission, purposes, and general education objectives, these majors will enable each graduate to:

1. Characterize the various methods and theoretical perspectives of psychology in contrast to other social sciences and the humanities.
2. Demonstrate knowledge of differing approaches to the integration of Christian perspectives and psychology, and skill in its practice.
3. Articulate how individuals develop, function, and change in everyday life.
4. Interpret his or her individual human experience and thereby enhance self-understanding, for the purpose of attaining more enlightened and satisfying human experience.
5. Display an appreciation of and commitment to the common good and well-being of human life.
6. Be prepared to enter careers in applied mental health or organizational settings.
7. Be prepared for further studies in psychology.

Psychology Major (4 year/120 Credit Hours)
Psychology (51 credit hours)

- PSYC 1010 – Introduction to Psychology I: Fundamentals
- PSYC 1020 – Introduction to Psychology II: Human Behaviour
- PSYC 2110 – Research Methods and Introduction to Statistical Reasoning
- PSYC 2120 – Statistics for the Behavioural and Social Sciences*

- 6 credit hours of developmental/social psychology courses (two of the following)
    - PSYC 2010 – Child Development
    - PSYC 2020 – Adolescent Development
    - PSYC 2030 – Adult Development
    - PSYC 2040 – Social Psychology
- 6 credit hours of psychology electives
- 24 credit hours of upper-level psychology courses
    - PSYC 4000 – History and Theory of Psychology
    - 21 credit hours of upper-level psychology courses
- SSCI 3010 – Social Science and Christianity

General Requirements as presented in Section 4.5 |, and as allocated in the Psychology Major Degree Summary Form.

*When determining how Major Requirements fulfill General Requirements, PSYC 2120 will default to fulfilling a Professional Studies elective rather than a Social Science or Arts & Science elective, unless determined otherwise in consultation with your advisor.

Psychology Major (3 year/90 Credit Hours)

Psychology (36 credit hours)

- PSYC 1010 – Introduction to Psychology I: Fundamentals
- PSYC 1020 – Introduction to Psychology II: Human Behaviour
- PSYC 2110 – Research Methods and Introduction to Statistical Reasoning
- PSYC 2120 – Statistics for the Behavioural and Social Sciences*
- SSCI 3010 – Social Science and Christianity
- PSYC 4000 – History and Theory of Psychology
- 18 credit hours of Psychology electives

General Requirements as presented in Section 4.5 |, and as allocated in the Psychology Major Degree Summary Form.

*When determining how Major Requirements fulfill General Requirements, PSYC 2120 will default to fulfilling a Professional Studies elective rather than a Social Science or Arts & Science elective, unless determined otherwise in consultation with your advisor.

Psychology Minor (15 credit hours)

- PSYC 1010 – Introduction to Psychology I: Fundamentals
- PSYC 1020 – Introduction to Psychology II: Human Behaviour
- 9 credit hours of Psychology electives (3 hours at the upper level)

Psychology Concentration (15 credit hours)

Students may use a psychology minor as a Psychology Concentration by pairing it with a concentration in another discipline in the humanities/mathematics or social sciences to comprise one of the following majors:

- Social Sciences Major (3 year)
- Social Sciences Advanced Major (4 year)
- Social Sciences Internship Major (4 year)
- Social Sciences Honours Major (4 year)
- Interdisciplinary Arts Major (3 year)
- Interdisciplinary Arts Advanced Major (4 year)
- Interdisciplinary Arts Honours Major (4 year)

See 0 4.6.21 Social Science or 4.6.15 Interdisciplinary for the full details of these majors.

PSYCHOLOGY COURSE DESCRIPTIONS

Foundations in Social Science

- PSYC 2110 – Research Methods and Introduction to Statistical Reasoning
  This course provides an introduction to quantitative and qualitative methods of investigating psychological, social, and cultural phenomena. In addition to an overview of the philosophy of science, basic steps involved in planning and conducting research will be addressed. Topics may include research questions, hypotheses, research design, sampling, ethics, data collection and analysis, and reproducibility. (Prerequisites: PSYC 1010 and PSYC 1020, or SOCI 1010 and SOCI 1020) (Formerly 221.22)

- PSYC 2120 – Statistics for the Behavioural and Social Sciences
  This course provides an introduction to quantitative data analysis and interpretation in the social and behavioural sciences. Basic statistical concepts, procedures, and techniques will be addressed. Topics may include descriptive statistics, hypothesis testing, probability, parametric testing, nonparametric testing, and effect sizes. Computer software for analyzing data will be introduced. (Prerequisite: PSYC 2110) (Note: this course satisfies a math/science requirement) (Formerly 221.24)

- PSYC 2130 – Qualitative Research
  This course offers an introduction to a variety of qualitative data collection methods and methodological approaches used in the social and behavioural sciences. Emphasis will be placed on lived experience, meaning-making, language, and various critical and theoretical perspectives that underlie qualitative inquiry. Topics may include: interviewing, focus groups, archival research, textual analysis, ethnography, narrative research, phenomenology, thematic analysis, grounded theory, and discourse analysis. (Prerequisite: PSYC 2110) (cross-credited with ANTH 2130/SOCI 2130) (Formerly 221.23)

- SSCI 3010 – Social Science and Christianity
  An exploration of the bases, problems, possibilities, and models of integrating selected social sciences and Christianity, designed to identify common ground between the two world views, and to develop a personal philosophy of how they might be mutually enhancing. (Credit as Cultural Anthropology, Psychology, or Sociology) (Prerequisite: 6 credit hours of Introduction to Anthropology, Psychology, or Sociology)

- SSCI 4100 – Internship (12 credit hours)
  The terms and responsibilities of the internship will be negotiated by the student, the Field Supervisor, and the Faculty Supervisor. It includes a minimum of 300 hours of field work plus a final written project based on the field experience. (Prerequisite: Permission of Faculty Supervisor)

- SSCI 4900 – Honours Thesis (6 credit hours)
  A supervised capstone research and writing project for students in their final year in a Honours major.

Psychology

- PSYC 1010 – Introduction to Psychology I: Fundamentals
  A broad introduction to the field of psychology as a science from the biological, social, and individual methods, biological and perceptual processes, learning and cognition, and lifespan development. (Formerly 222.11)

- PSYC 1020 – Introduction to Psychology II: Human Behaviour
  A continuation of Introduction to Psychology I. Topics include gender and sexuality, motivation,

emotion, health, personality, social psychology, abnormal psychology, and therapy. (Formerly 222.12)

- PSYC 2000 – Educational Psychology
  This course provides an introduction to the application of psychological science to the field of education. In addition to exploring various learning, developmental, and motivational theories, topics will also include metacognition, exceptional learners, accessibility, socio-cultural diversity, assessment, pedagogy, and the role of school psychologists. (Formerly 222.21)

- PSYC 2010 – Child Development
  This course provides theoretical and practical insights into the developmental process from conception to puberty. Topics include the physical, cognitive, psycho-social, and spiritual dynamics of persons in their first 12 years of life. (Formerly 222.22)

- PSYC 2020 – Adolescent Development
  This course provides theoretical and practical insights into the developmental process of people ages 12 to 22. Topics include the physical, cognitive, social, emotional, and personality development of adolescents. Special attention is given to the influence of families, peers, schools, and culture on adolescents, as well as adolescent problems, stress, and health. (Formerly 222.24)

- PSYC 2030 – Adult Development
  This course provides theoretical and practical insights into the developmental process during young adulthood, middle age, and old age. Topics include the physical, cognitive, social, and spiritual dynamics of adulthood, with special attention given to the critical events of adulthood, life satisfaction, and death and dying. (Formerly 222.26)

- PSYC 2040 – Social Psychology
  Social psychology is the scientific study of how the presence of other people affects individuals' affect, behaviour, and cognition as well as how individuals form opinions and attitudes about other people. This course helps students understand how people think, feel, and behave in their social environments. Among the topics covered in this course include social influence, behaviour and attitudes, social beliefs, conformity and obedience, persuasion, group influence, aggression, altruism, prejudice and discrimination, stereotyping, and interpersonal attraction. (Formerly 222.27, 223.21)

- PSYC 3010 – Clinical Psychology
  This course provides a general introduction to clinical psychology, ethical issues, differences between clinical psychology and other areas of psychology, including abnormal psychology. Topics covered may include clinical assessments, clinical interventions, and clinical psychology research methods. Other topics include theories in clinical psychology and clinical psychology relationships with mental health, wellbeing and the law. This course meets the professional studies requirement. (Prerequisites: PSYC 1010 and PSYC 1020) (Formerly 228.31)

- PSYC 3020 – Abnormal Psychology
  A study of the symptoms, causality, prevention, and treatment of psychopathology and behavioural problems. Examination of research findings and theoretical explanations is included. (Prerequisites: PSYC 1010 and PSYC 1020) (Formerly 222.31)

- PSYC 3030 – Cognitive Psychology
  This course focuses on how people acquire, store, communicate and use information. Cognitive psychology asks questions that many of us ask ourselves in our everyday lives – the Whats? Whys? and Hows? – to determine answers to how we educate, evaluate, and persuade people, and much more. (Prerequisites: PSYC 1010 and PSYC 1020) (Formerly 222.20, 228.30)

- PSYC 3040 – Theories of Personality
  A survey of the major traditional and contemporary theories which attempt to explain the underlying structure and dynamics of variations in individual behaviour in life situations. Other topics include studying the principles affecting personality development, adaptation, and the coping process. (Prerequisites: PSYC 1010 and PSYC 1020) (Formerly 222.32)

- PSYC 3050 – Brain and Behaviour
  This course provides an introduction to behavioural neuroscience. Foundational concepts such as neuronal structure, communication, and development will be covered and integrated into an exploration of the neurobiological basis of a variety of psychological processes. Topics may include learning, addiction, emotion, sleep, memory, and mental disorders. (Prerequisites: PSYC 1010 and PSYC 1020) (Note: this course satisfies a math/science requirement) (Formerly 222.30)

- PSYC 3060 – Forensic Psychology
  This course examines the interactions between psychology and the legal system. After being introduced to the structure and function of the Canadian legal system, attention will be given to both experimental research (e.g., jury decision-making, eyewitness testimony) and clinical aspects (e.g., criminal responsibility, offender profiling) in the field. (Pre-requisites: PSYC 1010 and PSYC 1020) (Formerly 222.36)

- PSYC 3070 – Psycholinguistics
  The psycholinguistics study of second language acquisition and processing: the underlying psychological mechanisms that allow learners to learn a second language and to develop an inter-language system. Implications for language teaching will be explored. (Pre-requisites: PSYC 1010 and PSYC 1020) (Formerly 222.35)

- PSYC 3080 – Industrial-Organizational Psychology
  This course examines interactions between psychology and work settings. Topics include personnel issues such as job analysis, employee placement, performance appraisal, and employee development, worker issues such as motivation, morale, attitudes, conflict, and stress, and organizational issues such as decision-making, communication, group processes, work motivation, and management. (Prerequisites: PSYC 1010 and PSYC 1020, or BUSA 1020) (Formerly 222.28, 228.32)

- PSYC 4000 – History and Theory of Psychology
  This seminar course provides an overview of historical antecedents and major theoretical and historical systems within psychology. In particular, this course introduces students to the emergence of psychology as a science during the nineteenth and twentieth centuries by examining the ideas of specific philosophers and schools of thought focussing on how they provided the foundation for later psychological thinking. Topics will include ideas about the mind; key historical and social events that shaped the field; when and how psychology became a science; and the life histories of major contributors to the discipline. (Pre-requisites: PSYC 1010 and PSYC 1020) (Formerly 222.34, 222.40)

- PSYC 4010 – Critical Issues in Psychology
  This course provides an introduction to the growing subfield of critical psychology through an examination of current issues facing the larger discipline. These issues will be explored by contrasting the perspectives offered by mainstream psychology and alternatives raised by critical psychologists. Overarching themes of the course will include epistemology, ontology, subjectivity, power, and inequality. (Pre-requisites: PSYC 1010 and PSYC 1020) (Formerly 222.41)

- PSYC 4020 – Psychological Assessment and Testing

This course is an introduction to the theory and practice of psychological assessment. The history, principles, and current methods of psychological assessment will be reviewed with a focus on their applied use in counseling practice. Students will be exposed to selected psychological instruments to facilitate understanding of concepts such as basic relevant statistics, reliability, validity, and use of norms. The role of the clinical interview and psychological testing (construction, administration, and interpretation) will be reviewed, along with discussion of ethical practice. Students will also have opportunity to apply their learning to a desired clinical issue or special population. The format of the course will be lectures, class discussion, and 'hands on' work with selected psychological instruments. Areas to be covered include assessment of cognitive functioning, personality, various aspects of psychopathology, marital and family functioning, the mental status examination, assessment for the purpose of diagnosis, and assessment of spirituality. (Pre-requisites: PSYC 1010 and PSYC 1020) (Formerly 222.37, 222.42)

- PSYC 4030 – Neuropharmacology of Drugs and Addiction
  The purpose of the course is to give a more thorough grounding in the mechanisms of action that take place in the brain when someone is exposed to medication, including predominantly drugs associated with dependence and addicting behaviours. The goal of the course is to provide a brief introduction to pharmacology of drug action, the basics of cellular mechanisms associated with synaptic plasticity in the presence of antipsychotic medications, and advanced discussions of psychoactive drugs and substance abuse. The course will cover advanced treatments of neuropsychiatric disorders, comorbidities of associated addictions, and common examples of substance abuse and behavioural addictions. (Pre-requisite: PSYC 3050/BIOL 3050) (Formerly 222.43)

- PSYC 4040 – Special Topics in Psychology
  A focused classroom study of some aspect of or issue in psychology, offered by the occasional initiative of an instructor according to student interest. (Prerequisites: PSYC 1010 and PSYC 1020) (Formerly 222.33, 222.45)

- PSYC 4050 – Trends in Neuroscience
  A selection of readings and discussions about the latest advances in the field of neuroscience. (Prerequisite: PSYC 3050) (Formerly 222.44)

- PSYC 4060 – Readings in Psychology
  A structured program of reading on a special topic of psychological significance, initiated by the student and guided by an instructor, culminating in a major paper. (Pre-requisites: PSYC 1010 and PSYC 1020, and permission of instructor) (Formerly 222.38, 222.46)

- PSYC 4070 – Service Learning in Psychology
  Focused individual study of some aspect of psychology while engaging in it in the field, initiated by the student and guided by an instructor. (Pre-requisites: PSYC 1010 and PSYC 1020, and permission of instructor) (Formerly 222.39, 222.47)

4.6.20 **Bachelor of Science**

Academic Staff
Rebecca Dielschneider, Ph.D., University of Manitoba, Associate Professor of Biology; Department Chair for Science and Social Science, Program Coordinator
Miriam Shymko, M.Sc., University of Manitoba, Instructor

Program Options

1. 3-year Bachelor of Science (B.Sc.) with a General Biology Major
2. 4-year Bachelor of Science (B.Sc.) with a Health Science Major
3. 4-year Bachelor of Science (B.Sc.) with a Biology-Psychology major
4. 4-year Bachelor of Science (B.Sc.) with an Environmental Science Major (awaiting accreditation)
5. Science Minor

Program Information
The study of science introduces students to the wonders and complexities of the natural and physical world. Students will learn and discuss topics and theories in lecture, then observe and experiment in the laboratory and in the field. This program is designed to equip students with scientific knowledge, methods, and critical thinking skills. Students can choose a science major or minor and take their science prerequisites for education, kinesiology and recreation management, medicine, medical laboratory science, nursing, pharmacy, rehabilitation sciences, and graduate studies.

Entrance Requirements
Students must achieve a grade of at least "C" in both BIOL 1010 and BIOL 1020 Introduction to Biology I and II.

Graduation Requirements
Students must achieve a minimum AGPA of 2.0 in all courses that comprise the major.

Program Learning Outcomes
In addition to meeting the Providence University College mission, purposes, and general education objectives, each graduate is able to:

1. Recognize and identify the vast biodiversity of our planet;
2. Describe the complexities of specific fields such as biology, chemistry, earth and environmental science, and health science;
3. Solve a variety of calculations and problems;
4. Demonstrate good and safe laboratory practices;
5. Perform a range of experimental techniques;
6. Design a research hypothesis and experiment considering the variable(s) and control(s);
7. Write and present in the scientific style;
8. Summarize, analyze, critique, and present scientific research;
9. Apply scientific knowledge to everyday decisions about life, health, and the environment;
10. Pursue further studies and/or a science-related career.

General Biology Major (3 year)

General Requirements as presented in section 4.5 |, and as allocated in the General Biology Major degree summary form.

Major Requirements (39 credit hours)

- BIOL 1010 – Introduction to Biology I
- BIOL 1020 – Introduction to Biology II
- STAT 1000 – Statistical Analysis
- BIOL 3110 – Molecular Methods

- 18 credit hours of science electives
- 9 credit hours of upper-level science electives (> 2nd year course)
- The following course cannot be used as a science credit to meet the requirement of a science major or minor: SCIE 1000– Popular Life Science.

Science Majors (students enrolled in a BSc General Biology, Health Science, Environmental Science, or Biology-Psychology fulfill 9 credit hours of professional studies by completing the lab and/or field work built into their degree.

Health Science Major (4 year)

General Requirements as presented in section 4.5 |, and as allocated in the Health Science Major degree summary form.

Major Requirements (75 credit hours)

- BIOL 1010 – Introduction to Biology I
- BIOL 1020 – Introduction to Biology II
- CHEM 1010 – Introduction to Chemistry I
- CHEM 1020 – Introduction to Chemistry II
- BIOL 1000 – Human Anatomy, Histology, Physiology
- PSYC 1010 – Introduction to Psychology I
- PSYC 1020 – Introduction to Psychology II
- BIOL 1030 – Essentials of Microbiology
- BIOL 2020 – Cell Biology
- BIOL 2030 – Genetics
- CHEM 2010 – Biochemistry I
- CHEM 2020 – Biochemistry II
- PHIL 2050 – Ethics
- SOCI 2025 – Sociology of Health
- STAT 1000 – Statistical Analysis
- MATH 1050 – Introduction to Calculus
- BIOL 3110 – Molecular Methods
- BIOL 3040 – Human Disease
- HLTH 4000 – Topics in Health Research
- 6 credit hours of science electives
- 9 credit hours of upper-level science electives (> 2nd year course)
- The following course cannot be used as a science credit to meet the requirement of a science major or minor: SCIE 1000– Popular Life Science.

Science Majors (students enrolled in a BSc General Biology, Health Science, Environmental Science, or Biology-Psychology fulfill 9 credit hours of professional studies by completing the lab and/or field work built into their degree.

Biology-Psychology Major (4 year)

General Requirements as presented in section 4.5 |, and as allocated in the General Biology Major degree summary form.

Major Requirements (72 credit hours)

- PSYC 1010 – Introduction to Psychology I
- PSYC 1020 – Introduction to Psychology II
- BIOL 1010 – Introduction to Biology I
- BIOL 1020 – Introduction to Biology II
- CHEM 1010 – Introduction to Chemistry I
- CHEM 1020 – Introduction to Chemistry II

- PSYC 2110 – Research Methods and Introduction to Statistical Reasoning
- PSYC 2120 – Statistics for the Behavioural and Social Sciences
- BIOL 2020 – Cell Biology
- MATH 1050 – Introduction to Calculus
- CHEM 2010 – Biochemistry I
- CHEM 2020 – Biochemistry II
- SSCI 3010 – Social Science and Christianity
- BIOL 3050 – Brain and Behaviour
- PSYC 3020 – Abnormal Psychology
- PSYC 3030 – Cognitive Psychology
- PSYC 3010 – Clinical Psychology
- PSYC 4000 – History and Theory of Psychology
- HLTH 4000 – Topics in Health Research
- BIOL 4030 – Pharmacology
- 9 credit hours of science electives
- 3 credit hours of psychology electives

Science Majors (students enrolled in a BSc General Biology, Health Science, Environmental Science, or Biology-Psychology fulfill 9 credit hours of professional studies by completing the lab and/or field work built into their degree.

Environmental Science Major (4 year)

General Requirements as presented in section 4.5 |, and as allocated in the Environmental Science Major degree summary form.

Major Requirements (81 credit hours)

- BIOL 1010 – Introduction to Biology I
- BIOL 1020 – Introduction to Biology II
- CHEM 1010 – Introduction to Chemistry I
- CHEM 1020 – Introduction to Chemistry II
- ENVR 1010 – Introduction to Earth Sciences
- ENVR 1020 – Environmental Science
- MGMT 1010 – Introduction to Management
- ECON 1010 – Economics I: Microeconomics
- SOCI 1010 – Introduction to Sociology I
- SOCI 1020 – Introduction to Sociology II
- PHIL 2050 – Ethics
- STAT 1000 – Statistical Analysis
- One of the following: MATH 1030 – Vector Geometry and Linear Algebra or MATH 1050 – Introduction to Calculus
- Two of the following: BIOL 2010 – Zoology, BIOL 2040 – Botany, or BIOL 3010 – Phycology
- ENVR 2000 – Introduction to GIS
- SCIE 2000 – Scientific Writing and Communication
- BIOL 2050 – Ecology
- ENVR 3030 – Environmental Assessment
- BIOL 3120 – Field Methods
- BIOL 3000 – Evolutionary Biology
- ENVR 4000 – Topics in Environmental Research
- ENVR 4010 – Environmental Policy and Law
- 6 credit hours of environmental science electives (ENVR)
- 6 credit hours of science electives of which 3 must be upper-level science electives (> 2nd year course)

- The following course cannot be used as a science credit to meet the requirement of a science major or minor: SCIE 1000– Popular Life Science.

Science Majors (students enrolled in a BSc General Biology, Health Science, Environmental Science, or Biology-Psychology fulfill 9 credit hours of professional studies by completing the lab and/or field work built into their degree.

Science Minor (18 credit hours)

- 18 credit hours of science courses, of which 3 must be ≥ 2nd year level.
- The following course cannot be used as a science credit to meet the requirement of a science major or minor: SCIE 1000 – Popular Life Science.

SCIENCE COURSE DESCRIPTIONS

General Science

- SCIE 1000 – Popular Life Science
  This course will focus on popular topics in life science and is aimed to anyone who is curious about biology. We will discuss some of the most bizarre biology on our planet, and address current issues in life science such as gene editing and genome sequencing. In addition, we will answer intriguing questions such as "Are bacteria always bad?", "How do chameleons change colour?", and "Are diseases ever helpful?" This course is open to all; previous biology education is helpful but not required. (Formerly 239.11)
  Note: this course is not regularly taught.

- SCIE 2000 – Scientific Writing and Communication
  This course examines the scientific method and introduces the style of scientific communication. Modes of communication include written scientific articles, slide presentations, and poster presentations. This course meets the professional studies requirement. (Formerly 235.25)

Biology

- BIOL 1000 – Human Anatomy, Histology, and Physiology
  This course will introduce the form and function of the human body. We will discuss how cells form tissues, how tissues form organs, and how these work to accomplish various responsibilities and functions. Throughout the year we will learn the mechanisms of the bodily systems: nervous, endocrine, musculoskeletal, integumentary, cardiovascular, respiratory, digestive, renal, immune, and reproductive. Course lectures are accompanied by a wet lab. No prerequisites. Note: this is a full-year 6-credit hour class. Therefore, due to potential scheduling conflicts in the winter semester, students in their last year of studies are not recommended to take this course. (Formerly 235.15)

- BIOL 1010 – Introduction to Biology I
  This course introduces the basics of life: the cell. Topics include cell biology, cell cycle, cell metabolism, genetics, and adaptation. This course is accompanied with a wet lab. No prerequisites. (Formerly 235.12)

- BIOL 1020 – Introduction to Biology II
  This course introduces the vast biodiversity on our planet. Topics include taxonomy; phylogeny; biology of prokaryotes, protists, fungi, plants, and animals; and ecology. This course is accompanied with a wet lab. Prerequisite: BIOL 1010 Introduction to Biology I. (Formerly 235.13)

- BIOL 1030– Essentials of Microbiology
  This course introduces the basics of pathogens such as bacteria, viruses, and parasites. Their structures and modes of infection will be discussed. No prerequisites. (Formerly 235.11)

- BIOL 2010 – Zoology
  This course is a branch of biology that studies animals by classifying them based on shared characteristics, surveying the major taxa of animals, and introducing students to animal anatomy, physiology, ecology, and adaptation. Lectures will present the characteristics of all animal phyla with an emphasis on their functional anatomy and diversity. Laboratories will provide students with first-hand observational experience of the structural, functional, and ecological diversity found among animals. This course is accompanied with a wet lab. Prerequisite: BIOL 1020 Introduction to Biology II. (Formerly 235.21)

- BIOL 2020 – Cell Biology
  This course explores the dynamics of the plasma membrane, establishment of the cytoskeleton, components of the extracellular matrix, mechanisms of cell death, and biology of the intracellular organelles. This course is accompanied with a wet lab. Prerequisite: BIOL 1010 Introduction to Biology I. (Formerly 235.22)

- BIOL 2030 – Genetics
  This course discusses the genome and the epigenome, DNA replication and repair, transcription and translation, post-translational modifications and splicing, and inheritance of autosomal and sex-linked traits. This course is accompanied with a wet lab. Prerequisite: BIOL 1010 Introduction to Biology I. (Formerly 235.23)

- BIOL 2040 – Botany
  Introduces students to the scientific study of both seed and non-seed plants. Topics covered include plant structure, physiology, reproduction, ecology, and economic significance. This course also provides an overview of the major plant taxa. This course is accompanied with a wet lab. Prerequisites: BIOL 1020 Introduction to Biology II. (Formerly 235.24)

- BIOL 2050 – Ecology
  Introduces students to the scientific study of the relationships between organisms and their environment. Topics explored include adaptations of organisms to their environment, population dynamics, energy flow, nutrient cycling, and trophic interactions. In addition current local ecological issues such as habitat fragmentation and invasive species will also be studied. Prerequisite: BIOL 1020 Introduction to Biology II. (Formerly 235.33)

- BIOL 3000 – Evolutionary Biology
  This course offers an overview of evolutionary principles from Darwinism to modern evolutionary theory. Students will investigate the mechanisms that drive the evolution of biological diversity at various levels of organization from gene to ecosystem. Prerequisites: BIOL 1010 and BIOL 1020 Introduction to Biology I and II. (Formerly 235.36)

- BIOL 3010 – Phycology
  This course explores the biology of aquatic algae. Students will study the morphology, life history, classification, and ecology of major algal groups with a focus on freshwater algae. This course is accompanied with a wet lab. Prerequisites: BIOL 1010 and BIOL 1020 Introduction to Biology I and II. (Formerly 235.37)

- BIOL 3020 – Immunology
  This course focuses on the cells and molecules involved in the innate and adaptive immune responses. It also discusses the concepts of immunological memory, tolerance, hypersensitivity, and immunotherapy. Prerequisites: BIOL 1010 Introduction to Biology I. Pre/Corequisites: BIOL 1030 Microbiology. (Formerly 235.32)

- BIOL 3040 – Human Disease
  This course introduces human disease with an emphasis on the biology, pathophysiology, and etiology. Diseases of the major organs will be discussed including neurodegenerative diseases, cardiovascular diseases, metabolic diseases, immune diseases, and many more. Prerequisite: BIOL 1000 Human Anatomy, Histology, and Physiology. (Formerly 235.34)

- BIOL 3110 – Molecular Methods
  This course is lab based and trains students to think and work like a laboratory scientist. Students will investigate different molecules, macromolecules, and cells. Students will learn theory and practice skills of advanced laboratory techniques, and then apply these to experimental problems and to assisting a first-year science lab. Prerequisite: 6 credit hours of science courses with wet labs. This course meets the professional studies requirement. (Formerly 235.31, Laboratory and Research Methods)

- BIOL 3120 – Field Methods
  This course is based in the lab and field. Students will learn to think and work like a field scientist. Students will investigate different organisms or soil in different ecological settings. The principles of design, execution, and interpretation of data derived from field sampling programs and experiments will be the focus of this course. Prerequisite: 6 credit hours of science courses with wet labs. This course meets the professional studies requirement. (Formerly 235.35)

- BIOL 3130 – Computational Methods
  This course is an introduction to the field of computational biology. It quips students with bioinformatic skills needed to sequence and compare genomes, build phylogenetic trees, and analyze big data sets. Prerequisites: BIOL 1010 and BIOL 1020 Introduction to Biology I and II, STAT 1000 Statistical Analysis. This course meets the professional studies requirement. (Formerly 235.38)

- BIOL 4010 – Field School – Terrestrial Ecosystems
  This field-based course explores the ecology of natural (e.g., river bottom forest) and altered (e.g., urban, agricultural field) terrestrial ecosystems within the Rat River Watershed. It builds upon the ecological sampling techniques and data analysis skills introduced in BIOL 3120 Field Methods. This course has a field fee. Prerequisites: BIOL 3120 Field Methods and BIOL 2050 Ecology.

- BIOL 4020 – Field School – Aquatic Ecosystems
  This field-based course explores the ecology of aquatic ecosystems (e.g., streams, rivers, wetlands, lagoons and drainage ditches) within the Rat River Watershed. It builds upon the ecological sampling techniques and data analysis introduced in BIOL 3120 Field Methods. This course has a field fee. Prerequisites: BIOL 3120 Field Methods and BIOL 2050 Ecology. (Formerly 235.43)

- BIOL 4030 – Pharmacology
  This course introduces drug design, clinical trials, and the major pharmaceuticals used historically and in the present day. Prerequisites: BIOL 1010 and BIOL 1020 Introduction to Biology I and II, CHEM 1010 and CHEM 1020 Introduction to Chemistry I and II. (Formerly 235.44)

- BIOL 4040 – Cancer Biology
  This course is focused on the advanced biology of the common cancers including lung cancer, breast cancer, prostate cancer, melanoma, and leukemia, among others. Students will study the details of different cancers and present intriguing case studies for discussion. Prerequisite: BIOL 2020 Cell Biology. (Formerly 235.42)

Chemistry

- CHEM 1010 – Introduction to Chemistry I
  This course surveys the vast variety of elements along with their properties, stoichiometry, and bonding. This course is accompanied with a wet lab. No prerequisites. (Formerly 236.12)

- CHEM 1020 – Introduction to Chemistry II
  This course discusses the physical aspects of reaction kinetics and equilibrium, thermodynamics, electrochemistry, and acid/base chemistry. This course is accompanied with a wet lab. Prerequisite: CHEM 1010 Introduction to Chemistry I. (Formerly 236.13)

- CHEM 2010 – Biochemistry I
  This course introduces the fields of biochemistry and enzymology. Course topics include the action of enzymes and the structure and metabolism of proteins, nucleic acids, lipids, and carbohydrates. This course is accompanied with a wet lab. Prerequisites: BIOL 1010 and BIOL 1020 Introduction to Biology I and II, and CHEM 1010 and CHEM 1020 Introduction to Chemistry I and II. (Formerly 236.22)

- CHEM 2020 – Biochemistry II
  This course builds on the fields of biochemistry, metabolism, and enzymology by discussing additional chemical processes within cells, and their regulation. This course is accompanied with a wet lab. Prerequisites: CHEM 2010 Biochemistry I. (Formerly 236.23)

- CHEM 2030 – Organic Chemistry I
  This course explores the structure, bonding, and reactivity of organic molecules. Students will focus on carbon, learn common functional groups, and examine how they are involved in common organic reactions. The importance of stereochemistry and the use of spectroscopy will be emphasized. This course is accompanied with a wet lab. Prerequisites: CHEM 1010 and CHEM 1020 Introduction to Chemistry I and II. (Formerly 236.24)

- CHEM 2040 – Organic Chemistry II
  This course continues to provide students with a strong foundation in organic chemistry. It explores the reactivity and synthesis of organic molecules. This course is accompanied with a wet lab. Prerequisite: CHEM 2030 Organic Chemistry I. (Formerly 236.25)
  Note: this course is not regularly taught.

Earth and Environmental Sciences

- ENVR 1010 – Introduction to Earth Sciences
  An introductory course into geological concepts (including mineralogy, plate tectonics, earthquakes, hydrology, geochronology, atmospheric science and weather), offered from a Christian perspective. Prerequisite: Grade 12 Math/Science or mature student status as determined by the program coordinator. (Formerly 231.22)

- ENVR 1020 – Environmental Science
  The relationships of individuals to the environment are presented from a Canadian and from a Christian perspective. Topics covered include demographics, natural resources, mining, forestry, energy production, urbanization and pollution and remediation. Prerequisite: Grade 12 Math/Science or mature student status as defined by the program coordinator. (Formerly 231.23)

- ENVR 1030 – Principles of Sustainable Agriculture
  This course begins with an interdisciplinary exploration of the environmental, economic, social, and political characteristics of sustainable agricultural practices. This course then explores sustainable agricultural practices including best management of soils, crops, and

pests. Prerequisite: Grade 12 Math/Science or mature student status as defined by the program coordinator. (Formerly 231.24)

- ENVR 2000 – Introduction to Geographical Information Systems
  This course introduces the fundamental theories, concepts, and applications of Geographic Information Systems (GIS). Students will learn how to use state of the art GIS software to input, store, etic, and analyze spatial data. Prerequisite: Grade 12 Math/Science or mature student status as defined by the program coordinator. This course meets the professional studies requirement. (Formerly 231.25)

- ENVR 3010 – Environmental Toxicology
  This course examines the sources and environmental impact of major point and non-point source pollutants. This will include examining the uptake of pollutants by biota and how pollutants affect various molecular, cellular, and organismal processes. Prerequisites: BIOL 1010 and BIOL 1020 Introduction to Biology I and II. (Formerly 231.31)

- ENVR 3020 – Municipal Waste Management
  This course begins with a characterization of the various streams of municipal wastes (e.g., liquid and solid). It then goes on to examine conventional and innovative municipal waste management systems. Prerequisite: ENVR 1020 Environmental Science. (Formerly 231.33)

- ENVR 3030 – Environmental Assessment
  This course examines the fundamentals and principles of environmental assessments and their role in ensuring environmentally sustainable development. Students will learn federal and provincial environmental assessment requirements. Students will also critically review recent provincial and federal environmental assessment submissions. Prerequisite: ENVR 1020 Environmental Science. (Formerly 231.34)

- ENVR 3040 – Soil Science
  This course introduces the principles of soil science including soil genesis and classification. Physical, chemical, and biological soil process will be examined as well as the role soil plays in plant production in both natural and agricultural settings. Prerequisites: BIOL 1010 and BIOL 1020 Introduction to Biology I and II, and CHEM 1010 and CHEM 1020 Introduction to Chemistry I and II. (Formerly 231.35)

- ENVR 4000 – Topics in Environmental Research
  This course analyzes current scientific research from across different environmental disciplines. Students will learn the sections and content of scientific papers and give three presentations of scientific papers. Prerequisites: 6 credit hours of second year science courses. (Formerly 231.41)

- ENVR 4010 – Environmental Policy and Law
  This course explores the concept of environmental responsibility. Students will investigate current federal and provincial environmental policies and laws. Prerequisite: one third-year science course. (Formerly 231.42)

- ENVR 4050 – Readings in Environmental Science
  This course involves a variety of independent readings on various topics of interest in the field of environmental science. The content can be tailored to the student's interests and professional goals. Prerequisite: one third-year science course. (formerly 231.43)

Health Sciences

- HLTH 1000 – Physical Activity, Health and Wellness
  An examination of the importance of physical activity for health and wellness, theories and determinants of health promoting behaviours, and strategies for promoting health behaviours. Examination of the benefits of physical activity for health and wellness, the

present and recommended levels of physical activity, the factors influencing participation in physical activity, and individual, organizational and national interventions for increasing physical activity. (Formerly 232.21)
Note: this course is not regularly taught.

- HLTH 4000 – Topics in Health Research
  This course analyzes current scientific research from across various different health disciplines. Students will learn the sections and content of scientific papers, and give three presentations of scientific papers. Prerequisites: 6 credit hours of second year Science courses. (Formerly 232.41)

- HLTH 4010 – Epidemiology and Public Health
  This course discusses the incidence and distribution of mental and physical health in humans, in a Canadian context. Other factors relating to public health will be discussed. Prerequisites: STAT 1000 Statistics. (Formerly 232.42)
  Note: this course is not regularly taught.

- HLTH 4050 – Readings in Health Science
  This course involves a variety of independent readings on various topics of interest in the field of health science. The content can be tailored to the student's interests and professional goals. Prerequisite: one third-year science course. (Formerly 232.43)

Courses Cross-Credited with Science:

- BIOL 3050 – Brain and Behaviour
  (See Psychology for course description for PSYC 3050)

- BIOL 4050 – Trends in Neuroscience
  (See Psychology for course description for PSYC 4050)

4.6.21 **Social Science**

Academic Staff

Morgan Mulenga, Ph.D., University of Ottawa, Professor of Psychology, Program Coordinator
Daniel Owusu Nkrumah, Ph.D., University of Saskatchewan, Assistant Professor of Sociology and Criminology
Stephan Bonfield, Ph.D., York University, Assistant Professor of Psychology
Ryan Coulling, Ph.D., Carleton University, Assistant Professor of Sociology

Program Options

1. 3-year Social Science Major
2. 4-year Social Science Advanced Major
3. 4-year Social Science Internship Major
4. 4-year Social Science Honours Major

Program Information

The subject matter of the social sciences is people — all human thoughts and actions in life, all human experiences and expressions of life. The social scientific method of studying people is empirical, combining both logic and systematic observation, in contrast to the humanities. We stand on the shoulders of all great thinkers, scientists and actors who have shaped human cultures, and are accountable to them, to our contemporaries, and to future generations.

- Cultural Anthropology is the scientific study of people in the context of their whole culture, society, and history, and the collective forces that shape human life and behaviour.
- Psychology is the scientific study of what happens within the individual person, his or her mental and emotional processes, and other internal sources of human life and behaviour.
- Sociology is the scientific study of what happens between two or more people, the social structures and norms of groups and society, and other external influences on human life and behaviour.

The study of Social Science enables students to develop their critical understandings and appreciations of human nature, interaction, and culture through the examination of social scientific theories, the use of social scientific methods, and the analysis of social scientific data. This program is designed to equip students with a broad understanding of human life and relationships, an awareness of methods, topics, and trends in the social sciences, and an advanced ability to think analytically, critically, and creatively.

Program Learning Outcomes

In addition to meeting the Providence University College mission, purposes, and general education objectives, these majors will enable each graduate to:

1. Understand people, culture and society, both in the terms of the human condition in which they live and the human experience of life.
2. Characterize the various methods and theoretical perspectives of the social sciences in contrast to the humanities.
3. Demonstrate knowledge of differing approaches to the integration of Christian perspectives and the social sciences, and skill in its practice.
4. Articulate how individuals, groups and societies emerge, function and change in everyday life.
5. Summarize and evaluate important human ideas and issues from an informed Christian worldview.
6. Interpret their own human experience, and thereby enhance self-understanding, for the purpose of attaining more enlightened and satisfying human experience.
7. Display an appreciation of, and commitment to, the common good and well-being of human life.
8. Be prepared for further studies in the social sciences, without being limited to one particular discipline.

9. Pursue careers in any vocation that works with people, such as social services, educations, counselling, social work, social research, civil service, public administration, journalism, community affairs, and law.

Social Science Major (3 year/90 Credit Hours)

Description:

This major is comprised of a double concentration (2 x 15 hours) in any two of Cultural Anthropology, Psychology, or Sociology, plus additional specified social science courses.

Entrance Requirement:

The prerequisite is a grade of "C" or better in each of the two social sciences selected as concentrations.

Social Sciences (39 credit hours)

- 15 credit hour social science concentration
- 15 credit hour social science concentration
- PSYC 2110/SOCI 2110 – Research Methods and Introduction to Statistical Reasoning
- PSYC 2120/SOCI 2120 – Statistics for the Behavioural and Social Sciences* OR PSYC 2130/SOCI 2130 Qualitative Research*
- SSCI 3010 – Social Science and Christianity

General Requirements as presented in Section 4.5 |, and as allocated in the Social Sciences Major Degree Summary Form.

*When determining how Major Requirements fulfill General Requirements, PSYC 2120/SOCI 2120/PSYC 2130/SOCI 2130 will default to fulfilling a Professional Studies elective rather than a Social Science or Arts & Science elective, unless determined otherwise in consultation with your advisor.

Social Science Advanced Major (4 year/120 Credit Hours)

Description:

This major is comprised of a double concentration (2 x 15 hours) in any two of Cultural Anthropology, Psychology, or Sociology, plus additional specified social science courses. It meets the national and international standard for the length of an undergraduate degree program.

Entrance Requirement:

The prerequisite is a grade of "C" or better in each of the two social sciences selected as concentrations.

Social Sciences (39 credit hours)

- 15 credit hour social science concentration
- 15 credit hour social science concentration
- PSYC 2110/SOCI 2110 – Research Methods and Introduction to Statistical Reasoning
- PSYC 2120/SOCI 2120 – Statistics for the Behavioural and Social Sciences* OR PSYC 2130/SOCI 2130 Qualitative Research*
- SSCI 3010 – Social Science and Christianity

General Requirements as presented in Section 4.5 |, and as allocated in the Social Science Advance Major Degree Summary Form.

*When determining how Major Requirements fulfill General Requirements, PSYC 2120/SOCI 2120/PSYC 2130/SOCI 2130 will default to fulfilling a Professional Studies elective rather than a Social Science or Arts & Science elective, unless determined otherwise in consultation with your advisor.

Social Science Internship Major (4 year/120 Credit Hours)

Description:

This major is comprised of a double concentration (2 x 15 hours) in any two of Cultural Anthropology, Psychology, or Sociology, plus additional specified social science courses. It meets the national and international standard for the length of an undergraduate degree program, and features one semester of fieldwork in the area of the student's interest. Policies and procedures for the Internship are available from the Program Coordinator.

Entrance Requirements:

The prerequisites are 60 credit hours of accumulated academic credit including 9 credit hours in each of the two social sciences selected as concentrations, plus a 3.00 GPA or higher, plus approval by a Faculty Supervisor after a personal interview.

Social Science (54 credit hours)

- 15 credit hour social science concentration
- 15 credit hour social science concentration
- PSYC 2110/SOCI 2110 – Research Methods and Introduction to Statistical Reasoning
- PSYC 2120/SOCI 2120 – Statistics for the Behavioural and Social Sciences* OR PSYC 2130/SOCI 2130 Qualitative Research*
- SSCI 3010 – Social Science and Christianity
- 3 credit hours in one of PSYC 4060 Readings in Psychology or SOCI 3040 Readings in Sociology
- 12 credit hours of SSCI 4100 – Internship

General Requirements as presented in Section 4.5 |, and as allocated in the Social Science Internship Major Degree Summary Form.

*When determining how Major Requirements fulfill General Requirements, PSYC 2120/SOCI 2120/PSYC 2130/SOCI 2130 will default to fulfilling a Professional Studies elective rather than a Social Science or Arts & Science elective, unless determined otherwise in consultation with your advisor.

Social Science Honours Major (4 year/120 Credit Hours)

Description:

This major is comprised of a double concentration (2 x 15 hours) in any two of Cultural Anthropology, Psychology, or Sociology, plus additional specified social science courses. It meets the national and international standard for the length of an undergraduate degree program, and features a major research project (honours thesis), and a higher GPA requirement. As such, it offers graduation with greater distinction, and better preparation for graduate studies.

Entrance Requirements:

The prerequisites are 60 credit hours of accumulated academic credit including 9 credit hours in each of the two social sciences selected as concentrations, plus a 3.00 GPA or higher.

Social Science (45 credit hours)

- 15 credit hour social science concentration
- 15 credit hour social science concentration
- PSYC 2110/SOCI 2110 – Research Methods and Introduction to Statistical Reasoning
- PSYC 2120/SOCI 2120 – Statistics for the Behavioural and Social Sciences* OR PSYC 2130/SOCI 2130 Qualitative Research*
- SSCI 3010 – Social Science and Christianity
- 6 credit hours of SSCI 4900 – Honours Thesis

General Requirements as presented in Section 4.5 |, and as allocated in the Social Science Honours Major Degree Summary Form.

*When determining how Major Requirements fulfill General Requirements, PSYC 2120/SOCI 2120/PSYC 2130/SOCI 2130 will default to fulfilling a Professional Studies elective rather than a Social Science or Arts & Science elective, unless determined otherwise in consultation with your advisor.

Graduation Requirement: a 3.00 GPA or higher.

4.6.22 **Sociology**

Academic Staff

Ryan Coulling, Ph.D., Carleton University, Assistant Professor of Sociology
Daniel Owusu Nkrumah, Ph.D., University of Saskatchewan, Assistant Professor of Sociology and Criminology

Program Options

1. 3-year Sociology Major
2. 4-year Sociology Advanced Major
3. 4-year Sociology Honours Major
4. Sociology Minor
5. Sociology Concentration

Program Information

The study of sociology enables students to develop their critical understandings and appreciations of human nature, interaction, and culture through the examination of sociological theories, the use of sociological methods, and the analysis of sociological data. This program is designed to equip students with a broad, sociological understanding of human life and relationships, an awareness of methods, topics, and trends in sociology, and an advanced ability to think analytically, critically, and creatively.

Program Learning Outcomes

In addition to meeting the Providence University College mission, purposes, and general education objectives, these majors will enable each graduate to:

1. Students will demonstrate characterizing the various methods and theoretical perspectives of the social sciences in contrast to the humanities.
2. Students will demonstrate knowledge of differing approaches to the integration of Chrisitan perspectives and the social sciences, and skill in its practice.
3. Students will demonstrate interpreting their own human experience, and thereby enhance self-understanding, for the purpose of attaining more enlightened and satisfying human experience.
4. Students will demonstrate displaying an appreciation of, and commitment to, the common good and well-being of human life.

Sociology Major (3 year/90 Credit Hours)

Entrance Requirement:

The prerequisite is a grade of "C" or better in an introductory sociology course.

Sociology (36 credit hours)

- SOCI 1010 – Introduction to Sociology I: People in Culture
- SOCI 1020 – Introduction to Sociology II: People, Structures, and Processes
- SOCI 2110 – Research Methods and Introduction to Statistical Reasoning
- One of:
    - SOCI 2210 – Classical Sociological Theories
    - SOCI 2220 Criminology and Criminological Theories
- SSCI 3010 – Social Science and Christianity
- SOCI 3030 – Global Issues
- 18 credit hours of Sociology electives

General Requirements as presented in Section 4.5 |, and as allocated in the Sociology Major Degree Summary Form.

Sociology Advanced Major (4 year/120 Credit Hours)

Description:

This major meets the national and international standard for the length of an undergraduate degree program.

Entrance Requirement:

The prerequisite is a grade of "C" or better in an introductory sociology course.

Sociology (48 credit hours)

- SOCI 1010 – Introduction to Sociology I: People in Culture
- SOCI 1020 – Introduction to Sociology II: People, Structures, and Processes
- SOCI 2110 – Research Methods and Introduction to Statistical Reasoning
- One of:
    - SOCI 2120 Statistics for the Behavioural and Social Sciences*
    - SOCI 2130 Qualitative Research*
- Two of:
    - SOCI 2210 Classical Sociological Theories
    - SOCI 2220 Criminology and Criminological Theories
    - SOCI 3110 Advanced Sociological Theories
- SSCI 3010 – Social Science and Christianity
- SOCI 3030 – Global Issues
- 24 credit hours of Sociology electives

General Requirements as presented in Section 4.5 |, and as allocated in the Sociology Advanced Major Degree Summary Form.

*When determining how Major Requirements fulfill General Requirements, SOCI 2120/SOCI 2130 will default to fulfilling a Professional Studies elective rather than a Social Science or Arts & Science elective, unless determined otherwise in consultation with your advisor.

Sociology Honours Major (4 year/120 Credit Hours)

Description:

This major meets the national and international standard for the length of an undergraduate degree program, and features a major research project (honours thesis), and a higher GPA requirement. As such, it offers graduation with greater distinction, and better preparation for graduate studies.

Entrance Requirements:

The prerequisites are 60 credit hours of accumulated credit, with 15 hours in Sociology including 6 hours of Introduction to Sociology, plus a 3.00 GPA or higher.

Sociology (60 credit hours)

- SOCI 1010 – Introduction to Sociology I: People in Culture
- SOCI 1020 – Introduction to Sociology II: People, Structures, and Processes
- SOCI 2110 – Research Methods and Introduction to Statistical Reasoning
- SOCI 2120 – Statistics for the Behavioural and Social Sciences* OR SOCI 2130 – Qualitative Research*
- One of:
    - SOCI 2210 – Classical Sociological Theories
    - SOCI 2220 – Criminology and Criminological Theories
- SOCI 3110 – Advanced Sociology Theories
- SOCI 3120 Advanced Sociological Methods
- SSCI 3010 – Social Science and Christianity
- SOCI 3030 – Global Issues
- 27 credit hours of Sociology electives, of which a minimum of 12 credit hours are uppder-level (3rd or 4th year).
- 6 credit hours of SSCI 4900 – Honours Thesis

General Requirements as presented in Section 4.5 |, and as allocated in the Sociology Honours Major Degree Summary Form.
Graduation Requirement: a 3.00 GPA or higher.
*When determining how Major Requirements fulfill General Requirements, SOCI 2120/SOCI 2130 will default to fulfilling a Professional Studies elective rather than a Social Science or Arts & Science elective, unless determined otherwise in consultation with your advisor.

Sociology Minor (15 credit hours)
Entrance Requirement: the prerequisite is a grade of "C" or better in any Providence sociology course.

- SOCI 1010 – Introduction to Sociology I: People in Culture
- SOCI 1020 – Introduction to Sociology II: People, Structures, and Processes
- 9 credit hours of Sociology electives (3 hours at the upper level)

Sociology Concentration (15 credit hours)
Students may use a sociology minor as a Sociology Concentration by pairing it with a concentration in another discipline in the social sciences to comprise one of the following majors:

- Social Sciences Major (3 year)
- Social Sciences Advanced Major (4 year)
- Social Sciences Honours Major (4 year)
- Interdisciplinary Studies (3 year): General or Specialized

See 0 4.6.21 Social Science or 4.6.15 Interdisciplinary for the full details of these majors.

SOCIOLOGY COURSE DESCRIPTIONS

Foundations in Social Science

- SOCI 2110 – Research Methods and Introduction to Statistical Reasoning
  This course provides an introduction to quantitative and qualitative methods of investigating psychological, social, and cultural phenomena. In addition to an overview of the philosophy of science, basic steps involved in planning and conducting research will be addressed. Topics may include research questions, hypotheses, research design, sampling, ethics, data collection and analysis, and reproducibility. (Prerequisites: PSYC 1010 and PSYC 1020, or SOCI 1010 and SOCI 1020) (Formerly 221.22)

- SOCI 2120 – Statistics for the Behavioural and Social Sciences
  This course provides an introduction to quantitative data analysis and interpretation in the social and behavioural sciences. Basic statistical concepts, procedures, and techniques will be addressed. Topics may include descriptive statistics, hypothesis testing, probability, parametric testing, nonparametric testing, and effect sizes. Computer software for analyzing data will be introduced. (Prerequisite: SOCI 2110) (Note: this course satisfies a math/science requirement) (Formerly 221.24)

- SOCI 2130 – Qualitative Research Methods for Social Sciences
  This course offers an introduction to a variety of qualitative data collection methods and methodological approaches used in the social and behavioural sciences. Emphasis will be placed on lived experience, meaning-making, language, and various critical and theoretical perspectives that underlie qualitative inquiry. Topics may include: interviewing, focus groups, archival research, textual analysis, ethnography, narrative research, phenomenology, thematic analysis, grounded theory, and discourse analysis (Prerequisite: SOCI 2110) (cross-credited with ANTH 2130/PSYC 2130) (Formerly 221.23)

- SSCI 3010 – Social Science and Christianity
  An exploration of the bases, problems, possibilities, and models of integrating selected social sciences and faith, designed to identify common ground between the two world views, and to develop a personal philosophy of how they might be mutually enhancing. (Credit as Cultural Anthropology, Psychology, or Sociology) (Prerequisite: 6 credit hours of Introduction to Anthropology, Psychology, or Sociology) (Formerly 221.31)

- SSCI 4100 – Internship (12 credit hours)
  The terms and responsibilities of the internship will be negotiated by the student, the Field Supervisor, and the Faculty Supervisor. It includes a minimum of 300 hours of field work plus a final written project based on the field experience. (Prerequisite: Permission of Faculty Supervisor). (Formerly 200.41)

- SSCI 4900 – Honours Thesis (6 credit hours)
  A supervised capstone research and writing project for students in their final year in a Honours major. (Formerly 200.40)

Sociology

- SOCI 1010 – Introduction to Sociology I: People in Culture
  An introduction to the scientific study of the structure of society, primarily from the perspectives of micro-sociology. The foci of this course include the nature of sociology in general, the relations of individuals to society, and the systematic differences between people. Special attention will be given to Canadian society. (Formerly 223.11)

- SOCI 1020 – Introduction to Sociology II: People, Structures, and Processes
  An introduction to the scientific study of the structure of society, primarily from the perspectives of macro-sociology. The foci of this course include an examination of the status of social institutions, the character of social organization, and the process of social change. Special attention will be given to Canadian society. (Formerly 223.12)

- SOCI 2010 – Gender and Society
  This course uses sociological theories and methods to explore the social construction of gender and understand gender as a fundamental dimension of a person's identity, interactions, development, and role and status in society. We examine gender on multiples levels from the everyday lived experiences of individuals to the complex patterns and structures of gender that are produced by institutions in society. (Prerequisite: SOCI 1010 or SOCI 1020) (Formerly 223.22)

- SOCI 2015 Sociology of Race and Ethnicity
  This course explores the social construction of race and ethnicity and examines how these categories shape individual identities, group relations, and institutional structures. Through a sociological lens, this course analyzes the historical and contemporary experiences of diverse races, focusing on systemic inequalities, power dynamics, and the impact of racism and discrimination. The course encourages critical thinking about the roles of race and ethnicity in shaping society and fosters a deeper understanding of social justice and diversity. (Prerequisite: SOCI 1010 or SOCI 1020)

- SOCI 2020 – Sociology of Sport
  A critical examination of all levels of sport in relation to the social institutions of family, education, politics, economics, media, and religion, and to the social inequalities of class, race, and gender, with special emphasis on the cultural values and social issues of contemporary sport. (Prerequisite: SOCI 1010 or SOCI 1020) (Formerly 223.23)

- SOCI 2025 – Sociology of Health
  This course explores health, illness, and medicine from a sociological perspective with added insights

offered from diverse fields including anthropology, history, and psychology. Attention will be given to the social causes of health and disease, health inequality, medicalization, experiences of illness, Canadian health policy, medical technology and ethical-moral debates, the medical-industrial complex of pharmaceuticals, and the social movement of complementary and alternative medicine. (Formerly 223.20)

- SOCI 2030 – Marriage and Family
  An examination of the current status of the social institutions of marriage and the family in their historical-cultural context. Special attention is given to Canadian marriages and families, premarital factors and relations, marital dynamics and interaction, and family functioning and experience. (Prerequisite: SOCI 1010 or SOCI 1020) (Formerly 223.24)

- SOCI 2040 – Human Sexuality
  An interdisciplinary exploration of the physical, psychological, social, and theological origins, dimensions, factors, and problems of human sexual experience. (Formerly 223.25) Note: This course is not routinely taught.

- SOCI 2050 – Media and Society
  An interpretive and critical examination of the media's role in society, that gives particular attention to media dimensions, processes, institutions, and texts — their content, production, circulation, and consumption. (Cross-credited with the Department of Communications and Media) (Prerequisite: SOCI 1010 or SOCI 1020) (Formerly 223.26)

- SOCI 2060 – Language and Culture
  This course examines the complex intersections of language and culture. Sociological and anthropological theories, supplemented by philosophical and psychological perspectives, will be explored and used to examine the intersection of language and various dimensions of culture, such as interpersonal communication, gender, media, religion, race, politics. (Cross credited with Cultural Anthropology) (Prerequisite: SOCI 1010 or SOCI 1020) (Formerly 223.27)

- SOCI 2070 – Consumer Culture and Simpler Living
  This course first examines various aspects of the current cultural ethos of "conspicuous consumption." It then examines the theory and practice of voluntary simplicity as a search for alternative values and "living well." Attention will be given to particular ways of fostering emotional-spiritual well-being, vibrant community, sustainable environment, and social justice. (Cross credited with Cultural Anthropology) (Prerequisite: SOCI 1010 or SOCI 1020) (Formerly 223.28)

- SOCI 2080 – Special Topics in Sociology
  A focused classroom study of some aspect of social life, offered by the occasional initiative of an instructor according to student interest. (Prerequisite: SOCI 1010 and SOCI 1020) (Formerly 223.29)

- SOCI 2090 – Children and Violence
  An interdisciplinary examination of children as primarily victims, but also perpetrators of violence, at the levels of family, community, and society, both locally and globally. Physical, sexual, psychological and media violence will be addressed, recognizing how these impact the socialization of future generations. (Prerequisite: SOCI 1010 or SOCI 1020) (Formerly 225.21)

- SOCI 2210 – Classical Sociological Theories
  A systematic overview of both classical and contemporary sociological theory, highlighting the contributions of major theorists and emphasizing the development of competing schools of thought in sociology. (Prerequisites: SOCI 1010 or SOCI 1020) (Formerly 223.31)

- SOCI 2220 – Criminology and Criminological Theories

This course provides a comprehensive overview of the field of criminology, exploring the study of crime, criminals, and the criminal justice system. Students will examine key criminological theories, including classical biological, psychological, and sociological perspectives, to understand the factors contributing to criminal behaviour. Through critical analysis, students will gain a comprehensive understanding of how criminological theories inform policies and practices aimed at reducing crime and promoting justice. (Prerequisite: SOCI 1020)

- SOCI 2230 – Deviance, Crime, and Social Control
  This course broadly explores crime, deviance, and social control. It provides a comprehensive coverage of historical developments, major theories, and contemporary concerns. Students will examine theoretically why people engage in criminal and deviant behaviour, as well as the social and cultural factors that shape these behaviours. The course will also examine the role of law, the criminal justice system, and social control mechanisms in responding to crime and deviance. (Prerequisite: SOCI 1010 or SOCI 1020)

- SOCI 3020 – Sociology of Religion
  An analysis of the characteristics, organization, and function of religious experience at both the individual and societal level from the perspective of social science. Special attention is given to religion in Canada and to Christianity. (Prerequisite: SOCI 1010 or SOCI 1020) (Formerly 223.32)

- SOCI 3030 – Global Issues
  An examination of the nature and processes of contemporary social problems and change at both the societal and global levels. Special attention will be given to issues of economic, political, and cultural globalization and their effect on selected social problems such as technology, environment, war, crime, addictions, poverty, and human trafficking. (Prerequisites: SOCI 1010 and SOCI 1020 or by permission of instructor) (Formerly 223.35)

- SOCI 3040 – Readings in Sociology
  A structured program of reading on a special topic of sociological significance, initiated by the student and guided by an instructor. (Prerequisites: SOCI 1010 and SOCI 1020, and permission of instructor) (Formerly 223.38)

- SOCI 3050 – Service Learning in Sociology
  A focused individual study of some aspect of social life while engaging in it in the field. The particular area of interest is initiated by the student and the process is guided by an instructor. (Prerequisites: SOCI 1010 and SOCI 1020, and permission of instructor) (Formerly 223.39)

- SOCI 3060 – Sociology of Law

  This course explores the relationship between law, society, and social behaviour, examining how law functions as both a social institution and a mechanism for regulating human behaviour. We will begin by reading and discussing how theorists including Marx, Weber, Durkheim and others understood the role of law in society, whose interests they saw the law serving, and the law's role in societal transformation. The course emphasizes the social, political, cultural and historical aspects of the law, rather than studying the law through legal doctrines, statutes, or judicial opinions. This course will enable students to understand how the law influences and is influenced by social change, social production and inequality. (Prerequisite: SOCI 2220)

- SOCI 3070 – Criminal Justice: Policing, Courts, and Corrections
  This course provides an overview of the key components of the criminal justice system: students will examine the functions of law enforcement agencies, the court system, and correctional institutions, exploring how these institutions interact and work to enforce laws, deliver justice, and manage offenders. Drawing on case studies, the course critically examines the Canadian criminal justice

institutions and the major challenges of rehabilitation and reintegration. (Prerequisite: SOCI 1010 or SOCI 1020)

- SOCI 3080 – Common Knowledge, Fake News, and Conspiracy Theories
  A review of the origins, types, functions, and widespread appeal of the convergence of truth and fiction into fake news, conspiracy theories, misinformation, cynicism, and polarization. Attention will be given to outline the problems created by untrue conspiracy theories and we will review tools to recognize, analyze, and fight back against misinformation and disinformation. (Perquisite: SOCI 2210 or SOCI 2220)

- SOCI 3085 – Studies in Addictions
  This course provides an in-depth examination of addiction, with a particular focus on problematic alcohol and illicit drug use. Students will explore the social, psychological, biological, and political factors that contribute to addiction, as well as the societal impacts of substance misuse. The course will emphasize evidence-based prevention, treatment, and harm reduction strategies. Special attention will be paid to current debates and policies around alcohol and drug addiction, including the opioid crisis, decriminalization, and the role of stigma.

- SOCI 3090 Collective Behaviours
  This course delves into collective behaviour, focusing on how and why individuals join and participate in social movements. Students will analyze the political and cultural factors that enables or hinder these movements, the strategies and tactics they use to pursue change, and their limitations. This course focuses on theories of social movements and collective action through an examination of contemporary movements. (Prerequisite: SOCI 1010 or SOCI 1020)

- SOCI 3095 – Power, Oppression, and Resistance
  A critical review of economic, political, and ideological power and how people resist oppressive forces and build social movements to dismantle institutional discrimination. (Prerequisite: SOCI 1010 or SOCI 1020)

- SOCI 3110 – Advanced Sociological Theories
  This course will explore a variety of advanced sociological theories and will be tailored to the needs of the sociology honours students. (Prerequisite: SOCI 2210 or SOCI 2220)

- SOCI 3120 – Advanced Sociological Methods
  This course will explore a variety of advanced sociological methods and will be tailored to the needs of the sociology honours students. (Prerequisite: SOCI 2210 or SOCI 2220)

- SOCI 4020 – Supremacy and Violent Extremism
  Ideologically motivated violent extremism (IMVE) is complex, variable, and can be driven by a range of influences, including extreme racism, misogyny, politic, and incel ideology. This course will explore extremism and hate motivated by various forms of supremacism and backlash. (Prerequisite: SOCI 2110 or SOCI 2130)

- SOCI 4030 – White Collar and Corporate Crime
  This course examines the topic of white-collar and corporate crime in the global context. This course will guide students in studying important international issues that shed light on how and why these offenses occur and how they are dealt with. The course will examine conceptual and theoretical issues from the social sciences, law, and criminology. Following this, the course will focus on various forms of such rime including unsafe products, unsafe products, unsafe working conditions, environmental crime, financial fraud, governmental crime, and so forth. Students will explore issues regarding globalization, regulation, enforcement, and sanctioning as well as the future of white collar and corporate criminality. (Prerequisite: SOCI 2220)

Courses Cross-Credited with Sociology

- SOCI 2100 – IND: Asset-based Community Development
  (See Indigenous Studies for course description for INDG 2020)

4.6.23 TESOL - Teaching English to Speakers of Other Languages
TTESOL – Training Teachers of English to Speakers of Other Languages

Academic Staff

Catherine Rust-Akinbolaji, M.A., Prairie Graduate School, Associate Professor of TESOL, Undergraduate Division Program Coordinator
Elfrieda Lepp-Kaethler, Ph.D. University of Nottingham, UK. Associate Professor of TESOL, Graduate Division Program Coordinator
Ana Soares, M.Ed., Cairn University, Assistant Professor of TESOL

Program Options

At the undergraduate level, students studying TESOL can take:

1. Certificate of TESOL
2. TESOL Minor
3. TESOL Major
4. Associate of Arts in Education

At the graduate level, students can take:

1. Graduate Certificate of TESOL
2. Master of Arts in TESOL
3. Graduate Certificate of TTESOL
4. Master of Education in TESOL

Undergraduate Level

Undergraduate Certificate of Teaching English to Speakers of Other Languages (30 credit hours)

This program is designed to equip those who wish to meet the large and growing need in North America and around the world for teachers of English as an additional language. The core TESOL courses are offered both in the regular academic year and in the special Summer TESOL Intensive.

Program Outcomes

Each graduate will be able to:

1. Teach English as an additional language.

2. Demonstrate a basic understanding of the Christian worldview in the context of other worldviews.

Certificate Requirements (30 credit hours)

• LING 1010 – Morphology and Phonology

• LING 1020 – Syntax

• TESL 1010 – Second Language Acquisition

• TESL 1020 – Materials and Methodology in TESOL

• TESL 1110 – Observation Practicum (1 hour)

• TESL 1120 – Teaching Practicum (2 hours)

• ONE of the following:

- EDUC 1010 – Principles of Teaching and Learning
- COMM 1030 – Speaking in Public

• THREE of the following:

- THEO 1010 – Introduction to Christian Theology: Beliefs and Practices
- BIBL 1010 – Reading the Bible: Methods and Formation
- BIBL 1020 – Introduction to the Old Testament
- BIBL 1030 – Introduction to the New Testament

• ANTH 1020 – Anthropology II: Cultural Anthropology

Undergraduate TESOL Minor (21 credit hours)
Program Outcomes

In addition to a major such as Social Science, Music, or Intercultural Studies, the TESOL minor is designed to provide students with basic academic and practical preparation for teaching English to speakers of other languages. In addition to meeting the Providence University College mission and purposes, this minor will enable each graduate to:

1. Articulate an understanding of the symbiotic relationship between language and culture

2. Articulate an understanding of the basic elements of the English language and of English language teaching

3. Teach English as an Additional Language

Minor Requirements (21 credit hours)

• LING 1010 – Morphology and Phonology

• LING 1020 – Syntax

• TESL 1010 – Second Language Acquisition

• TESL 1020 – Materials and Methodology in TESOL

• TESL 1110 – Observation Practicum (1 hour)

• TESL 1120 – Teaching Practicum (2 hours)

• ANTH 1020 – Anthropology II: Cultural Anthropology

• ONE of the following:

- EDUC 1010 – Principles of Teaching and Learning
- COMM 1030 – Speaking in Public

Undergraduate TESOL Major (30 credit hours)
Program Outcomes

In addition to the goals associated with the TESOL minor, students may experience first-hand life and experience in a cross-cultural context by participating in Practicum III in the TESOL major. The major allows students to enhance and deepen their knowledge of linguistics and methodology.

General requirements as presented in Section 4.5 |

Major Requirements

All the course requirements of the TESOL Minor (21 credit hours) plus:

• SOCI 2060 – Language and Culture or LING 2020 – Sociolinguistics

- TESL 2020 – Current Issues in TESOL
- TESL 3130 – Cross-cultural Practicum

Associate of Arts in Education (60 credit hours)

Program Outcomes

The Associate of Arts in Education is designed to equip students for the growing need of educational assistants (EAs) in Manitoba and Canada. With the increasing number of newcomer students in Canadian grade schools who find themselves in need of language support as well as classroom support, this AA prepares graduates of the program for this important work.

Major Requirements

- LING 1010 – Morphology and Phonology
- LING 1020 – Syntax
- TESL 1010 – Second Language Acquisition
- TESL 1020 – Materials and Methodology in TESOL
- TESL 1110 – Observation Practicum (1 hour)
- TESL 1120 – Teaching Practicum (2 hours)
- TESL 2020 – Current Issues in TESOL: Teaching Literacy and K-12
- TESL 1210 – Art for Learning and Healing
- EDUC 1010 – Principles of Teaching and Learning
- COMM 1030 – Speaking in Public
- THEO 1010 – Introduction to Christian Theology: Beliefs and Practices
- BIBL 1020 – Introduction to the Old Testament
- BIBL 1030 – Introduction to the New Testament
- BIBL 1010 – Reading the Bible: Methods and Formation
- HUMN 1010 – English Composition
- ONE of:
    - ANTH 1020 – Anthropology II: Cultural Anthropology
    - ANTH 2010 – Cross-Cultural Communication
- ONE of:
    - SCIE 1000– Popular Life Science (or science elective)
    - MATH 1010 Applied Finite Mathematics (or math elective)
- ONE of:
    - PSYC 2010 – Child Development
    - PSYC 2020 – Adolescent Development
- ONE of:

- MUSC 1030 – Anthropology of Music: World Music and Culture
- MUSC 1040 – Popular Music and Culture
- THTR 1010 – Acting
- SOCI 2020 – Sociology of Sport

• ONE of:

- HIST 1030 – History of Canada I: Pre-Confederation
- HIST 1040 – History of Canada II: Post-Confederation
- INDG 1010 – IND: Introduction to Indigenous Studies
- INDG 2010 – IND: Colonization and De-colonization

• ONE of:

- MGMT 1010 – Introduction to Management
- MGMT 1020 – Organizational Behaviour
- SOCI 2090 – Children and Violence
- SOCI 2060 – Language and Culture

Graduate Level

For academic policies at the graduate level, see the Providence Theological Seminary Academic Calendar.

Graduate Certificate of TESOL (18 credit hours)

This program is designed to equip those who wish to meet the large and growing need in North America and around the world for teachers of English as an additional language. The core TESOL courses are offered both in the regular academic year and in the special Summer TESOL Intensive. The TESOL Certificate may be completed in the summer if students bring sufficient credit transfers.

Program Outcomes

The core learning objectives of the graduate certificate of TESOL is to learn to Teach English to Speakers of Other Languages from a Christian worldview in the context of other worldviews. After earning their Graduate Certificate of TESOL, students will display the following knowledge, skills and qualities:

A. Identity Outcomes:

- Value teaching English as a service to immigrants, international students, refugees and others whose lives will benefit from learning English.
- Value teaching English as Christian vocation.

B. Cognitive Outcomes:

- Demonstrate a beginning understanding of the complex nature of language and its role in human life.
- Demonstrate knowledge and skills to analyze language from a linguistic (grammatical, morphological and phonological) standpoint.
- Understand the role of the teacher as a facilitator of language and cultural learning.
- Demonstrate understanding of language learning theory.

C. Practice Outcomes:

- Transfer linguistic analysis into meaningful lessons and curricula for language learning.
- Apply theoretical knowledge of language learning theories into practical applications for the language classroom
- Demonstrate the capacity to employ appropriate methods in teaching various language skills.

Certificate Requirements (18 credit hours)

Program prerequisite: must have a bachelor's degree.

- LING 5010 – Morphology and Phonology
- LING 5020 – Syntax
- TESL 5010 – Second Language Acquisition
- TESL 5020 – Materials and Methodology in TESOL
- TESL 5110 – Observation Practicum (1 credit hour)
- TESL 5120 – Teaching Practicum (2 credit hours)

Culture – ONE of the following:

- CULT 5010 – Worldview & Culture
- CULT 5020 – Cross-Cultural Communication

Master of Arts in TESOL (36 credit hours)

Students receive training in linguistic theory and pedagogy, as well as experience in teaching English to speakers of other languages. The Master of Arts in TESOL can be taken as a course-based track or a thesis/project-based track. The course-based track consists of 36 credit hours of theory and practice. The thesis/project-based track includes 27 credit hours of courses plus 9 credit hours devoted to research. The project or thesis allows the graduate student to demonstrate mastery of the discipline. The project is most suitable to practitioners wishing to apply their research to work in their field. The thesis is most suitable to scholars tending towards theoretical research and looking to continue on to doctoral programs.

Program Outcomes

The core learning objectives of the MA TESOL would be to learn to Teach English to Speakers of Other Languages from a Christian worldview in the context of other worldviews. After earning their MA TESOL at Providence University College, students will display the following knowledge, skills and qualities:

1. Identity Outcomes:

- Value teaching English as a service to immigrants, international students, refugees and others whose lives will benefit from learning English.
- Value teaching English as Christian mission.

2. Cognitive Outcomes

- Demonstrate a beginning understanding of the complex nature of language and its role in human life.
- Demonstrate knowledge and skills to analyze language from a linguistic (grammatical, morphological and phonological) standpoint.
- Understand the role of the teacher as a facilitator of language and cultural learning.
- Understand and critique underlying principles and theories of language and literacy acquisition.

- Summarize current and historical trends and methods in language teaching.
- Critically evaluate principles of language assessment.
- Be familiar with published materials (books and software) for English language teaching.
- Identify principles for evaluating and selecting appropriate language teaching materials.
- Relate the concepts of culture and cultural differences to language teaching and learning.
- Recognize principles of effective language program administration.
- Know principles of effective instructional design and delivery. Understand the concept and instructional implications of varieties of English.

3. Practice Outcomes:

- Transfer linguistic analysis into meaningful lessons and curricula for language learning.
- Apply theoretical knowledge of language learning theories into practical applications for the language classroom.
- Demonstrate the capacity to employ appropriate methods in teaching various language skills.
- Manage (language, cross-cultural) classrooms effectively.
- Conduct a thorough needs analysis.
- Develop language teaching curricula in a professional manner.
- Read, understand, and critically analyze professional research in the field.
- Perform research (action, ethnographic, classroom-based, experimental, corpus, etc.) appropriate to their professional context.
- Create a professional teaching portfolio.
- Create effective language assessment instruments.
- Create effective teaching materials (their own personal file and professional quality materials for wider distribution.
- Develop effective teaching strategies through a range of experiences (teaching and observing) in actual ESL (EFL) classes.
- Reflect on and learn from own teaching experiences.

4. Communication Outcomes (orally and/or in writing)

- Establish and articulate own philosophy of language teaching.
- Give professional quality presentations of their own research results and/or teaching ideas.
- Write professional quality reports of research results and/or teaching ideas.
- Review (evaluate and critique) language teaching materials.
- Work effectively with other teachers and administrators in accomplishing learning outcomes for students.
- Use computer and technology adequately for use in teaching and research.

Program Requirements (36 credits)

Major Requirements with Project or Thesis:

- LING 5010 – Morphology and Phonology
- LING 5020 – Syntax
- TESL 5010 – Second Language Acquisition
- TESL 5020 – Materials and Methodology in TESOL
- TESL 5110 – Observation Practicum (1 credit hour)
- TESL 5120 – Teaching Practicum (2 credit hours)
- TESL 7900 – Graduate Seminar: Research Methods
- TESL 7910 – Graduate Seminar: Literature Review

- Electives: TWO of the following:
    - LING 6010 – Applied Linguistics
    - LING 6020 – Sociolinguistics
    - LING 6030 – Psycholinguistics
    - TESL 6010 – Assessment, Placement & Evaluation
    - TESL 6020 – Language Teacher Education
    - TESL 6030 – Language Curriculum Development
    - TESL 5210 – Art for Learning and Healing
    - TESL 6210 – Foreign Language Study
- TESL 7920 – Graduate Seminar: Project OR Thesis

Culture: (3 credits)

- ONE of the following:
    - CULT 5010 – Worldview & Culture
    - CULT 5020 – Cross-Cultural Communication

Bible & Theology: (3 credits)

- BIBL 5010 – Reading the Church's Bible

Major Requirements for Non-Thesis Track:

- LING 5010 – Morphology and Phonology
- LING 5020 – Syntax
- TESL 5010 – Second Language Acquisition
- TESL 5020 – Materials and Methodology in TESOL
- TESL 5110 – Observation Practicum (1 credit hour)
- TESL 5120 – Teaching Practicum (2 credit hours)
- Electives: FIVE of the following:
    - LING 6010 – Applied Linguistics
    - LING 6020 – Sociolinguistics
    - LING 6030 – Psycholinguistics
    - TESL 6010 – Assessment, Placement & Evaluation
    - TESL 6020 – Language Teacher Education
    - TESL 6030 – Language Curriculum Development
    - TESL 5210 – Art for Learning and Healing
    - TESL 6210 – Foreign Language Study

Culture: (3 credits)

- ONE of the following:
    - CULT 5010 – Worldview & Culture
    - CULT 5020 – Cross-Cultural Communication

Bible & Theology: (3 credits)

BIBL 5010 – Reading the Church's Bible

Graduate Certificate of TTESOL (21 credit hours)

This certificate is intended to prepare those who have already received training and experience in TESOL to train teachers for this vital task. In order to enter this program, students must already have a relevant undergraduate degree as well as the TESOL Certificate (or its equivalent).

Program Outcomes

In addition to the learning outcomes of TESOL certificate graduates, TTESOL Graduate Certificate at Providence University College, students will display the following knowledge, skills and qualities:

a. Identity Objectives:

- Value training English teachers as an investment in the lives of pre-service and in-service teachers, and in future students of those teachers.
- Value training English teachers as an exponential Christian mission.
- Conduct themselves as reflective practitioners who continually seek to improve their knowledge and skills, through professional development activities.

b. Cognitive Objectives:

- Demonstrate a moderately advanced knowledge of applied linguistics (syntax, semantics, morphology and phonology).
- Demonstrate an understanding of the psycholinguistic and sociolinguistic complexities of language as they relate to language acquisition.
- Demonstrate an understanding of teacher education theory and practice.

c. Practice Objectives:

- Demonstrate skills in developing curricula and training teachers in applied linguistics, second language acquisition and methodology.
- Demonstrate ability in supervising pre-service language teachers.
- Demonstrate ability in assessing and evaluating language learners, teachers and programs.

Program Requirements

Core Requirements:

- TESL 6020 – Language Teacher Education
- TESL 6030 – Language Curriculum Development
- TESL 6130 – TESOL Observation Practicum (1 credit hour)
- TESL 6140 – TESOL Teaching Practicum (2 credit hours)

Electives – THREE of the following:

- LING 6010 – Applied Linguistics
- LING 6020 – Sociolinguistics
- LING 6030 – Psycholinguistics
- TESL 6010 – Assessment, Placement & Evaluation
- TESL 5210 – Art for Learning and Healing
- TESL 6210 – Foreign Language Study

Culture – ONE of the following:

- CULT 5010 – Worldview & Culture
- CULT 5020 – Cross-Cultural Communication

Master of Education in TESOL (36 credit hours)

The MEd trains people to teach those desiring to teach English to speakers of other languages. It presumes a level of competence in linguistic theory gained at an undergraduate level and concentrates on pedagogical concerns. The project or thesis allows the graduate student to demonstrate mastery of the discipline. The project is most suitable to practitioners wishing to apply their research to work in their field. The thesis is most suitable to scholars tending towards theoretical research and looking to continue on to doctoral programs.

Program Outcomes

The core learning objectives of the MEd in TESOL is to learn how to train teachers of English to Speakers of Other Languages from a Christian worldview in the context of other worldviews. In addition to the learning outcomes of the TESOL certificate, students in this degree will display the following knowledge, skills and qualities:

A. Identity Outcomes:
   - Value training English teachers as an investment in the lives of pre-service and in-service teachers, and in future students of those teachers.
   - Value training English teachers as an exponential Christian mission.
   - Conduct themselves as reflective practitioners who continually seek to improve their knowledge and skills, through professional development activities.

B. Cognitive Outcomes
   - Demonstrate a moderately advanced understanding of the complex nature of language and its role in human life.
   - Demonstrate a moderately advanced knowledge of applied linguistics (syntax, semantics, morphology and phonology).
   - Understand the role of the teacher as a facilitator of language and cultural learning.
   - Understand and critique underlying principles and theories of language and literacy acquisition.
   - Summarize current and historical trends and methods in language teaching.
   - Critically evaluate principles of language assessment.
   - Be familiar with published materials (books and software) for English language teaching.
   - Identify principles for evaluating and selecting appropriate language teaching materials.
   - Relate the concepts of culture and cultural differences to language teaching and learning.
   - Recognize principles of effective language program administration.
   - Know principles of effective instructional design and delivery.
   - Understand the concept and instructional implications of varieties of English.
   - Demonstrate an understanding of the psycholinguistic and sociolinguistic complexities of language as they relate to language acquisition.
   - Demonstrate an understanding of teacher education theory and practice.

C. Practice Outcomes:
   - Transfer linguistic analysis into meaningful lessons and curricula for language learning.
   - Apply theoretical knowledge of language learning theories into practical applications for the language classroom.
   - Demonstrate the capacity to employ appropriate methods in teaching various language skills.
   - Manage (language, cross-cultural) classrooms effectively.

- Conduct a thorough needs analysis.
- Develop language teaching curricula in a professional manner.
- Read, understand, and critically analyze professional research in the field.
- Perform research (action, ethnographic, classroom-based, experimental, corpus, etc.) appropriate to their professional context.
- Create a professional teaching portfolio.
- Create effective language assessment instruments.
- Create effective teaching materials (their own personal file and professional quality materials for wider distribution.
- Develop effective teaching strategies through a range of experiences (teaching and observing) in actual ESL (EFL) classes.
- Reflect on and learn from own teaching experiences.
- Demonstrate skills in developing curricula and training teachers in applied linguistics, second language acquisition and methodology.
- Demonstrate ability in supervising pre-service language teachers.
- Demonstrate ability in assessing and evaluating language learners, teachers and programs.

D. Communication Outcomes (orally and/or in writing)
- Establish and articulate own philosophy of language teaching and teacher education.
- Give professional quality presentations of their own research results and/or teaching ideas.
- Write professional quality reports of research results and/or teaching ideas.
- Review (evaluate and critique) language teaching materials and teacher education materials.
- Work effectively with other teachers and administrators in accomplishing learning outcomes for students.
- Use computer and technology adequately for use in teaching and research.

Program Requirements

Program prerequisites:

- an undergraduate degree
- the TESOL Certificate (or its equivalent)
- 100 hours of adult EAL teaching experience

Major Requirements: (30 credit hours)

- LING 6010 – Applied Linguistics
- TESL 6010 – Assessment, Placement & Evaluation
- TESL 6020 – Language Teacher Education
- TESL 6030 – Language Curriculum Development
- TESL 6130 – TESOL Observation Practicum (1 credit hour)
- TESL 6140 – TESOL Teaching Practicum (2 credit hours)
- TESL 7900 – Graduate Seminar: Research Methods
- TESL 7910 – Graduate Seminar: Literature Review
- Electives: TWO of the following:
    - LING 6020 – Sociolinguistics
    - LING 6030 – Psycholinguistics
    - TESL 5210 – Art for Learning and Healing

  - TESL 6210 – Foreign Language Study
- TESL 7920 – Graduate Seminar: Project OR Thesis

Culture: (3 credit hours)

- ONE of the following:
- CULT 5010 – Worldview & Culture
- CULT 5020 – Cross-Cultural Communication

Bible & Theology: (3 credit hours)

- BIBL 5010 – Reading the Church's Bible

TESOL Course Descriptions

Course Numbering

TESOL courses will be numbered according to the following format:
First two digits: field of study
3rd digit before decimal point: division within the field of study
1st digit after decimal point: year level (1-4 undergraduate; 5-7 graduate)
2nd digit after decimal point: course identifier
The first course number listed is the undergraduate number; the second is the graduate-level number. Students may not hold credit for both the undergraduate and graduate version of the course.

TESOL – Theory

LING 1010/LING 5010 – Morphology and Phonology
This course focuses on the lexical and sound system of the English language. It is primarily a theoretical course to enable the ESL teacher to understand and explain the vocabulary and pronunciation of English. (3 credit hours) (May not hold for credit with GS5201) (Formerly 444.11/444.51)

LING 1020/LING 5020 – Syntax
This course focuses on the grammatical system of the English language. It is primarily a theoretical course to enable the ESL teacher to understand and explain the language structures of English (3 credit hours) (May not hold for credit with GS5202) (Formerly 444.12/444.52)

LING 6010 – Applied Linguistics
The mediation between theory and practice as it relates to language teaching is the area of study in Applied Linguistics. From the disciplines concerned with language and learning. Insights and procedures of inquiry which are relevant for the formulation of pedagogic principles and their effective actualization in practice will be identified. (3 credit hours) (May not hold for credit with GS6201) Prerequisite: LING 1010/5010 and LING 1020/5020. (Formerly 444.61)

LING 2020/LING 6020 – Sociolinguistics
Sociolinguistics is the study of the relationship between language and culture and language and society. Contemporary language as it is actually used in everyday contexts is examined in order to provide a description of how language encodes social meaning (intimacy, distance, solidarity and status). Implications for language learning and teaching will be explored. (3 credits) (May not hold for credit with GS6202) (Formerly 444.23/444.63)

LING 2030/LING 6030 – Psycholinguistics
The psycholinguistic study of second language acquisition and processing: the underlying psychological mechanisms that allow learners to learn a second language and to develop an interlanguage system.

Implications for language teaching will be explored. (3 credit hours) (May not hold for credit with PSYC 3070 or GS6207) (Formerly 444.24/444.64)

TESOL – Graduate Seminar

These three hybrid courses are designed to help you carry out your research, culminating in a thesis or project. This package of courses will involve an integration of insights and skills gained in your TESOL training and experience. It allows you to demonstrate mastery of the discipline. The project is most suitable to practitioners wishing to apply their research to work in their field. The thesis is most suitable to scholars tending towards theoretical research and are hoping to go on to doctoral programs.

TESL 7900 – Graduate Seminar: Research Methods
Part A (TESL 7900) is a research methods course culminating in a research proposal (chapter one of your thesis/project). Duration: one semester. (3 credit hours) (May not hold for credit with GS7260) (Formerly 444.71)

TESL 7910 – Graduate Seminar: Literature Review
Part B (TESL 7910) culminates in the literature review (chapter two of your thesis/project). Duration: one semester. (3 credit hours) (May not hold for credit with GS7261) (Formerly 444.72)

TESL 7920 – Graduate Seminar: Project OR Thesis
In Part C (TESL 7920) you will be conducting your research and writing it up for your thesis or project chapters three, four and five. Duration: three semesters. (3 credit hours) Prerequisite: TESL 7900 and TESL 7910. (Formerly 444.75)

TESOL – Methodology

TESL 1010/TESL 5010 – Second Language Acquisition
The theories undergirding the methods and techniques of teaching ESL will be covered. The nature of language, culture, second language acquisition, and teaching methodologies are some of the topics discussed. The role of the teacher and learner are analyzed. (3 credits) (May not hold for credit with GS5204) (Formerly 445.21/445.51)

TESL 1020/TESL 5020 – Materials and Methodology in TESOL
A practical course dealing with the methods and techniques of teaching the four basic language skills: listening, speaking, reading and writing. The communicative approach will be emphasized, dealing with such topics as integrated lesson planning, grouping for cooperative learning, and multi-level classroom teaching. Students will be expected to teach an ESL class as part of the requirements. (May not hold for credit with GS5203) (Formerly 445.22/445.61)

TESL 1210/TESL 5210 – Art for Learning and Healing
This course introduces students to multi-modal teaching and learning for adult and higher education classrooms. Expressive Arts is an interdisciplinary field that integrates multiple intelligences such as visual art, music, dance, drama and movement for learning and growth. Based on research in neuroscience, educational theory and positive psychology, this course explores how educators can fostering engagement through multi-modal embodied learning. Using expressive arts can result in a motivating learning environment for rich cognitive, affective and social development. Art accesses universal symbols that transcend cultures and languages. It taps into creative processes and critical thinking skills, allowing for non-verbal expression of complex ideas where language is sometimes not enough. Drawing on the profoundly human urge to create, learners can harness the power of expressive art as 'meaning-making' to reveal, to heal and to learn. (3 credit hours) (Cross-credited: EDUC 5030) (Formerly 445.32/445.65)

TESL 2020 – Current Issues in TESOL: Teaching Literacy and K-12
This course is designed to prepare the TESOL student for two major fields in teaching ESL: teaching students with no literacy in any language and teaching K-12 ESL. Half of the course will focus on the

specific needs of the literacy student and how to meet those needs. The other half of the course will focus on how the TESOL student can adapt the skills learned for teaching adult learners to teaching young ESL learners and adolescent ESL students. (3 credit hours) Prerequisite: TESL 1010. (Formerly 445.31)

TESL 6010 – Assessment, Placement and Evaluation
This course will deal with the theory and practice of language assessment. Context-specific factors in proficiency, placement, diagnostic and achievement assessments are examined as well as broader theoretical issues. (3 credit hours) (May not hold for credit with GS6203) (Formerly 445.62)

TESL 6020 – Language Teacher Education
Major issues in second language teacher education will be addressed in order to provide a focused exploration of issues of both content and process in teacher education. (3 credit hours) (May not hold for credit with GS6204) (Formerly 445.63)

TESL 6030 – Language Curriculum Development
A systematic, comprehensive, and practical approach to developing and implementing a sound, rational and effective language program through an overview of the different phases and activities involved. (3 credit hours) (May not hold for credit with GS6206) (Formerly 445.64)

TESOL – Language Study

TESL 6210 – Foreign Language Study
The study of a foreign language provides insight into the language learning and language teaching processes. (3 credit hours) (May not hold for credit with GS6205) (Formerly 446.61)

TESOL – Practicum

TESL 1110/TESL 5110 – Observation Practicum (1 credit hour)
This practicum involves being an observer and/or assistant in an ESL class. (1 credit hour) (May not hold for credit with GS5205) (Formerly 449.31/449.61)

TESL 1120/TESL 5120 – Teaching Practicum (2 credit hours)
The student will be required to teach an ESL class. (2 credit hours) (May not hold for credit with GS5206) (Prerequisite: TESL 1110/TESL 5110, with a grade of C- or better and instructor approval) (Formerly 449.32/449.62)

TESL 3130 – Cross-cultural Practicum (3 credit hours)
This course is designed to provide students with a cross-cultural teaching experience. The course includes preparation work before going overseas and 60 hours minimum of teaching in a cross-cultural setting. This course is a required course for all TESOL majors. (Pre-requisites: in order to do the overseas component, the completion of the TESOL certificate is required. The practicum preparation can begin while students are completing the certificate) (Formerly 449.33)

TESL 6130 – TESOL Observation Practicum (1 credit hour)
A practicum in which the student observes TESOL teacher training/development. (1 credit hour) (May not hold for credit with GS5207) (Prerequisites: TESL 1120/TESL 5120) (Formerly 449.71)

TESL 6140 – TESOL Teaching Practicum (2 credit hours)
The student will be required to be involved in supervised teacher training/ development. (2 credit hours) (May not hold for credit with GS5208) (Prerequisites: TESL 6130 and instructor approval) (Formerly 449.72

4.6.24 **Theatre**

THEATRE COURSE DESCRIPTIONS

- THTR 1010 – Acting
  An introductory course offering an overview of the various theories of acting and a grounding in the basic skills and expectations of the actor. Open to all students. (Formerly 321.11)
- THTR 1110 – THT: Theatre Practicum — Full-Length Production
  Available for students selected at fall auditions as cast for a full-length production presented during the winter semester. Requirements include weekly rehearsals (fall and winter), prompt memorization, and rehearsal homework. (1–3 credit hours) (Formerly 321.17)
- THTR 2010 – THT: Stagecraft and Production
  A general introduction to the principles of various backstage and front stage elements of production (e.g. set design and construction, lighting and sound, costume design and construction, make up, house management, marketing), paired with practical experience through involvement in staging the annual full-length production. (Formerly 322.22)
- THTR 2020 – THT: History of the Theatre
  A study of the historical development of theatrical art from the ancient Greeks to 20th century drama through class discussion and the reading of representative plays. (Cross-credited with History for History Minors only) (Formerly 323.22)

5. Centre for On-Demand Education

5.1 | Biblical Communication

Master of Arts in Biblical Communication Program Description
In partnership with CrossTalk Global, whose innovative educational strategy makes it possible for every person God has called into the ministry to develop the skills necessary for their churches to thrive, in partnership, we offer the Master of Arts in Biblical Communication. This degree equips international Christian leaders with the practical skills they need to communicate the truths of Scripture in ways that honour God's purpose and resonate with their listeners.

More importantly, CrossTalk Global trains trainers. Gifted graduates are mentored to equip others within their culture. This peer-to-peer instruction results in exponential growth that transforms local cultures as people hear and respond to God's voice.

Program Learning Outcome Indicators
Upon completion of the Master of Arts in Biblical Communication, students will be able to:

1. Articulate the unique characteristics of the major genres of Scripture.
2. Demonstrate the ability to utilize the essential tools and procedures required to interpret the major genres of Scripture correctly.
3. Demonstrate the ability to craft sermons faithful to the biblical author's original intent in meaning, mood, genre, and application.
4. Deliver well-organized, engaging sermons that reflect the authors' original intent and are applicable to their contemporary listeners' lives.
5. Utilize the spiritual disciples of mediation and prayer to access the resources of the Holy Spirit in the development of sermons.
6. Demonstrate growth in their love for God, love for God's people, and personal holiness by applying the ideas they preach to their lives.

Program Requirements (12 outcomes)

- CBBC 5010 – Bringing God's Letters to Life
- CBBC 5015 – Epistles Practicum: Interpretation
- CBBC 5020 – Changing Lives with God's Letters
- CBBC 5025 – Epistles Practicum: Communication
- CBBC 5030 – Sharing God's Stories
- CBBC 5035 – Narratives Practicum: Interpretation
- CBBC 5040 – Navigating Advanced Narratives
- CBBC 5045 – Narrative Practicum: Communication
- CBBC 5050 – Rediscovering the Gospels
- CBBC 5055 – Gospels Practicum
- CBBC 5060 – Speaking to the Heart
- CBBC 5065 – Psalms Practicum

BIBLICAL COMMUNICATION OUTCOME DESCRIPTIONS

CBBC 5010 – Bringing God's Letters to Life
The learner will craft and preach an Epistle sermon rooted in the nature and authority of Scripture, having critically discerned the characteristics of Biblical preaching. This theological framework will affect the learner's entire approach to preaching, from initial interpretation to final delivery.

CBBC 5015 – Epistles Practicum: Interpretation

The learner will display the capacity to formulate big ideas from Scripture's letters that accurately reflect the original author's intention. In addition, the learner will demonstrate a commitment to engaging the Holy Spirit over the big ideas of Scripture's letters.

CBBC 5020 – Changing Lives with God's Letters
The learner will craft sermons from Scripture's letters designed to make maximum impact on listeners' lives. In addition, the learner will develop a theology of the preacher's role in crafting sermons that promote the growth of listeners.

CBBC 5025 – Epistles Practicum: Communication
The learner will accurately understand, effectively communicate, and spiritually engage the letters of Scripture. The learner will carefully hone these skills through regular practice and feedback.

CBBC 5030 – Sharing God's Stories
The learner will prepare sermons from Scripture's stories that accurately reflect the original author's intention. The learner will analyze the essential literary characteristics necessary for crafting sermons from Scripture's stories.

CBBC 5035 – Narratives Practicum: Interpretation
The learner will display the capacity to formulate big ideas from Scripture's stories that accurately reflect the original author's intention. In addition, the learner will demonstrate a commitment to engaging the Holy Spirit over the big ideas of Scripture's stories.

CBBC 5040 – Navigating Advanced Narratives
The learner will distinguish the most common narrative variations within Scripture. Then, the learner will craft genre-sensitive sermons for Scripture's advanced narratives.

CBBC 5045 – Narrative Practicum: Communication
The learner will accurately understand, effectively communicate, and spiritually engage in the advanced stories of Scripture. The learner will carefully hone these skills through regular practice and feedback.

CBBC 5050 – Rediscovering the Gospels
The learner will craft sermons from the Gospels that accurately reflect the original author's intention. The learner will differentiate the unique development of each Gospel, prioritizing the purpose of each Gospel.

CBBC 5055 – Gospels Practicum
The learner will accurately understand, effectively communicate, and spiritually engage the Gospels. The learner will carefully hone these skills through regular practice and feedback.

CBBC 5060 – Speaking to the Heart
The learner will prepare sermons from Scripture's poetic books that accurately reflect the original author's intention. The learner will analyze the essential literary characteristics necessary for crafting sermons from these books.

CBBC 5065 – Psalms Practicum
The learner will accurately understand, effectively communicate, and spiritually engage Psalms. The learner will carefully hone these skills through regular practice and feedback.

5.2 | Care-Focused Language Teaching Certificate

Learning Outcomes
This certificate engages whole persons academically, emotionally, socially, and spiritually. Each of the courses in this certificate equips teachers and potential teachers with the skills, knowledge, and character to teach English in learning environments that prioritize psychological safety of learners and colleagues. The teachers and potential teachers engage in this learning program while they are based in one or more

specific work environments. They are supported by mentors who guide them through a tailored set of outcomes designed to demonstrate competency in the following:

Overall Outcomes:

- Identify and evaluate principles and theories of how people learn additional languages.
- Identify psycholinguistic and sociolinguistic factors relating to language development and psychological trauma.
- Select and critique language teaching methods and adapt materials for language learners in crisis.
- Integrate procedural knowledge of teaching English vocabulary, grammar and pronunciation in working with displaced children and adults.
- Develop teaching and learning programs in a complex environment that includes people in crisis.
- Model effective social-emotional teaching and learning strategies to lead groups of learners and colleagues with care and integrity.
- Identify and facilitate learning activities that tap into the healing power of artmaking.
- Engage in arts-based English teaching and learning.

CARE-FOCUSED LANGUAGE OUTCOME DESCRIPTIONS

CBCF 5010 – Teaching Additional Language in Crisis Contexts
(This course is the equivalent of TESL 5010 Second Language Acquisition, 3 credit hours)
Teachers and potential teachers will gain knowledge and skills of theories undergirding past and present methods and techniques of teaching additional languages. They will explore the nature of language, culture, second language acquisition and teaching methodologies, especially how they relate to teaching learners with interrupted schooling and trauma backgrounds. They will examine arts-based language learning as a methodology for well-being. They will generate meaningful roles for teachers and learners.

CBCF 5020 Teaching Grammar, Vocabulary and Pronunciation in Context
(This course is a consolidation of LING 5010 – Morphology and Phonology and LING 5020 – Syntax, 3 credit hours)
Teachers and potential teachers will analyse the morphological (vocabulary), phonological (pronunciation), and grammatical systems of language. They will differentiate linguistic elements to be able to explain parts of language to learners. They will design pronunciation, vocabulary, and task-based grammar lessons based on the contextual needs of the learners.

CBCF 5030 Ways and Resources in Language Teaching and Learning
(This course is the equivalent of TESL 5020 – Materials and Methodology in TESOL, 3 credit hours)
In this outcome teachers and potential teachers will select and integrate methods, techniques and materials in language teaching the four basic language skills: listening, speaking, reading, and writing. They will reflect on the evaluate communicative approaches and arts-based methods. They will design integrated lessons, grouping for cooperative learning, tasks, and teaching with differentiated instruction in multi-level groups.

CBCF 5040 Language and Psychological Trauma
In this outcome, teachers and future teachers will unpack the complex relationship between psychological trauma and language to better understand the potential difficulties of language acquisition. Language can both contribute to and be altered by trauma. Those caught in the crosshairs of war, natural disasters and instability can face interrupted schooling and complicated relationships with language. Teachers will unpack the multidisciplinary facets of psychological trauma, understanding how survival brain affects cognitive function that directly impacts learning. Teachers will investigate alternative and nonverbal resources, such as visual and poetic, to give language learners an opportunity to express themselves and

learn when language itself is not enough. Topics include recognizing and understanding trauma in the classroom, silence, language loss and resistance, language disorders, language as a means of expression, second language as a processing tool, and design and development of a practical response.

CBCF 5050 Observing and Teaching Practicum with an Arts-Based Curriculum
(This course is the equivalent of TESL 5110 – Observation Practicum (1 credit hour) and TESL 5120 – Teaching Practicum (3 credit hours)
This outcome is an orientation for teachers working with displaced learners using the Journey's Curriculum. Working with displaced learners is often a transient environment with high turn-over of learners and teachers. This course is designed to introduce teachers to the basic ideas of the curriculum in a manner that is time sensitive to the many other demands they face. It is divided into a series of short workshops which can be offered in a cycle where teachers can join at anytime.

5.3 | Care-Focused Education Certificate

Learning Outcomes
This certificate engages care providers as whole people emotionally, socially, and spiritually. Each of the courses in this certificate equips participants with the skills, knowledge, and character to facilitate work and learning environments that prioritize psychological safety of co-workers, learners and colleagues. Care providers engage in this learning program while they are based in one or more specific work environments. They have at least one contextual mentor and one academic mentor who guide them through a tailored set of outcomes designed to demonstrate competency in the following:

Overall Outcomes:

- Demonstrate effective cross-cultural skills.
- Integrate knowledge of psychological trauma into healing and learning contexts.
- Articulate a theology of migration, suffering, lament and hospitality.
- Prepare for leadership in a complex environment that includes people in crisis.
- Model effective social-emotional learning strategies to lead groups of learners and colleagues with care and integrity.
- Identify and facilitate activities that tap into the healing power of artmaking.
- Train others in arts-based teaching and facilitating.
- Identify compassion fatigue and implement self-care strategies.

CARE-FOCUSED EDUCATION OUTCOME DESCRIPTIONS

CBCF 5060 Cross-Cultural Communications (This course is the equivalent of CULT 5020)

Care providers will demonstrate effective cross-cultural awareness. They will identify relevant cultural values, beliefs, expectations, and communication patterns, navigating the dynamics of cultural differences so that others are not only included but empowered. As caregivers within a global context, they will engage in meaningful collaboration with diverse people, designing culturally appropriate working and learning environments.

CBCF 5070 Conflict, Crisis, Hospitality and Peacebuilding

Care providers will ground themselves in a posture of hospitality to 'foreigners and strangers'. Care providers will develop the capacity to bring peace to conflict, demonstrating practical crisis management skills in their practice. They will gain the essential teamwork, networking, and negotiation skills needed to foster reconciliation and promote growth as well as foster a culture of safety, value, and healing.

CBCF 5080 Psychological Trauma and Resilience in Educational Settings: Theory And Practice

Care providers will examine research and practice in the field of psychological trauma, specifically as it affects learning environments. They will identify key findings of research on mass-trauma experiences such as violent political conflicts and their aftermath, and natural and ecologically extensive disasters. Psychological trauma will be analyzed from theological, neurological, social-emotional and inter-generational perspectives. Participants will consider implications for working with asylum seekers, refugee children, unaccompanied minors, internally displaced persons and other vulnerable learners. Relevant topics such as Adverse Childhood Experiences (ACE), assessment, intervention and recovery strategies will be investigated, with a focus on resilience in personal and communal settings.

CBCF 5090 Arts for Learning and Healing I: Caring for the Learner

Care providers will experience Expressive Arts, the restorative power of artmaking. They will recognize the potential for learning and healing in creative movement, storytelling, sounds and silence. They will integrate learning factors such as language, images, sensory-motor experiences, social-emotional factors, and memory. They will select art directives for the well-being of individuals and those conducive to social action and peacebuilding. Care providers will gather hands-on tools for use in classrooms, mentoring, and community groups, such as programs for youth, newcomers, refugees, homeless people, seniors, residents in hospitals, prisons, and substance abuse rehabilitation centers.

CBCF 5100 Arts for Learning and Healing 2: Caring for the Caregiver

This course is about taking care of people who take care of people. Given the central importance of emotions in caring professions, caregivers are at risk of burn-out and compassion fatigue. Long-term psychological stress has an impact on a caregiver's empathy and their ability to connect with those experiencing trauma. Drawing on the fields of a theology of rest, positive psychology, disaster mental health, and bereavement support, this course builds on the restorative power of retreat, art-making and creative engagement in ongoing learning. Topics include resilience, mindfulness, writing for well-being, expressive arts for loss and grief. Care providers will develop care plans for themselves and others working in their organizations.

5.4 | Master of Arts in Care-Focused Language Education

The MA in Care-Focused Language Education includes all the outcomes included in the two certificates (Care-Focused Language Teaching AND Care-Focused Education).

In addition, the MA includes a Capstone Research Project OR 6 credits of further coursework.

**** CBCF 7010 Capstone Research Project**

Capstone Research Project (6 credit hours) facilitates an integration of insights and skills gained in the Certificate in Care-Focused Language Teaching (15 credits), the Certificate in Care-Focused Education Arts for Learning and Healing (15 credits) and the work and life experience of the care provider. It is designed to help care providers carry out their research, culminating in a thesis or project. The outcome equips care providers to demonstrate mastery in the field. Care providers have a choice of completing a project or a thesis. The project is most suitable to practitioners wishing to concentrate their research on practical work in their field. The thesis is most suitable to scholars tending towards theoretical research and are considering doctoral programs in the future.

1. Read, understand, and critically analyze professional research in the field.

2. Perform research (action, ethnographic, classroom-based, experimental, corpus, etc.) appropriate to your professional context or research focus.

3. Give professional quality presentations of your own research results and/or teaching ideas.

4. Write professional quality reports of research results and/or teaching ideas.

*****6 credits of elective courses** As an alternative to the Capstone Research Project, care providers may find it more meaningful to engage in further coursework in a specific and relevant field relating to their context or interest. The academic mentor would assist the care provider in finding suitable course work. Care providers with a deeper interest in reflecting theologically on the topic of migration and displacement, may find the following outcome meaningful.

Theology of Migration and Hospitality: Biblical and Contemporary Perspectives
(6 credit hours)
This outcome invites care providers to explore the theological, biblical, and ethical dimensions of migration, exile, and displacement, engaging both ancient texts and contemporary global realities. Drawing on interdisciplinary scholarship, care providers will examine how themes of forced migration, refuge, and diaspora are woven throughout Scripture and how these narratives inform Christian responses of hospitality to modern migration crises. Care providers will develop a nuanced understanding of how migration shapes religious identity, community ethics, and theological imagination. This outcome invites care providers to reflect on faith communities' roles in welcoming the stranger and advocating for justice in a world marked by displacement.

5.5 | Indigenous Identity, Leadership and Reconciliation

Learning Outcomes
Through the certificate the student will:

1. Develop the knowledge of their Indigenous history that is uniquely tied to their community.
2. Grapple with questions around their sense of self and what they believe and, through that process, define their person and how they will lead.
3. Hone leadership skills to lead in their community in culturally relevant ways.
4. Through the understanding of the calls to action in the Truth and Reconciliation Commission and through the knowledge of the treaty linked to their community, the student will acquire reconciliatory skills to govern themselves and to assist in their community.

Program Requirements (4 outcomes)

- CBIL 1010 – Indigenous Identity and History
- CBIL 1020 – Personal Leadership Formation
- CBIL 1030 – Leadership Within Indigenous Culture
- CBIL 1040 – Truth and Reconciliation Within the Canadian Context

INDIGENOUS IDENTITY, LEADERSHIP, AND RECONCILIATION OUTCOME DESCRIPTIONS

CBIL 1010 – Indigenous Identity and History
The foundational knowledge of who they are and where they come from will be essential to the student's development as a culturally informed leader. As they work within the community and are mentored by Knowledge Keepers, the students will regain their identity lost through colonialism. The students will build a strong sense of who they are and to whom they belong, informing how they lead.

CBIL 1020 – Personal Leadership Formation
In this holistic outcome, the student will take the time to contemplate broad questions about their sense of self and what they believe. They will consider what is important to them personally, and spiritually and

how those discoveries will inform their leadership. They will also work to understand their natural traits and how best to utilize them effectively to become self-disciplined leaders who can be counted on.

CBIL 1030 – Leadership Within Indigenous Culture
As the student engages with their mentors and the materials, they will develop the skills to become leaders uniquely prepared to lead in culturally relevant ways. Their culture will inform their leadership. They will know who they are and not be swayed by others. Practical practices of band council leadership and communication, both written and verbal, will be practiced and attained.

CBIL 1040 – Truth and Reconciliation Within the Canadian Context
The student will be studying within their local context and thinking through what it means to bring what they know to the larger Canadian context. They will build their knowledge of the history of the Truth and Reconciliation Commission and its calls to action. In engagement with their community, they will consider advancing truth and reconciliation so that the community and the larger context will work toward harmony.

5.6 | Lead Well in Transforming Leadership

Program Description
This Lead Well Certificate in Transforming Leadership is a Providence-Leading Influence collaborative Partnership, transformative for the whole person emotionally, socially, and spiritually and equips them with the skills, knowledge and character to lead with integrity.

Utilizing the learner's unique work context, they are surrounded by mentors who guide them through a tailored set of outcomes designed to demonstrate proficiency in all aspects of leadership.

Learning Outcomes
Through this certificate, the student will:

- Build a spiritual and personal foundation from which to lead.
- Develop effective management strategies to lead teams with care and integrity.
- Hone impactful communication techniques to lead in complex environments.
- Develop practical and impactful strategies in setting healthy boundaries for personal and professional contexts.
- Practice essential skills for thinking critically and holistically to lead influentially in any situation.

Program Requirements (6 outcomes)

- CBLW 5010 - Cornerstone
- CBLW 6020 – Spiritual Formation & Kingdom Leadership in Politics
- CBLW 6030 – Critical Thinking & Strategic Leadership in Politics
- CBLW 6040 – Character & Personal Discipline in Politics
- CBLW 6080 – Effective Communication & Team Leadership in Politics
- CBLW 7010 – Capstone

LEAD WELL IN TRANSFORMING LEADERSHIP OUTCOME DESCRIPTIONS

CBLW 5010 – Cornerstone

This outcome is designed to lead the learner through the curriculum and help them create a plan to work through it within their personal timeline and workplace alongside their mentors. It is also a space where the learner will start their educational journey with personal reflection and initial research into leading in a political realm.

CBLW 6020 – Spiritual Formation & Kingdom Leadership in Politics

The learner will show integrity in forming their faith journey, congruent with a vital and growing understanding of and appreciation for the breadth and depth of the Christian spiritual tradition, especially the learner's particular church tradition(s). They will display their insight into the cognitive, affective, and behavioural dimensions of Christian confession and character development, integrating these into a consistent and compelling life of faith. The learner will display a holistic and foundational commitment to spiritual discipline and self-reflection in the context of the Christian community and response to spiritual guidance, leading to an increasing congruence and integrity in their vocational calling, capacity, and competence as a Christian leader.

CBLW 6030 – Critical Thinking & Strategic Leadership in Politics

The learner will display the capacity to think critically about their leadership, evaluating their decision-making with a view to how their choices impact their results. They will demonstrate that they can identify and think through strategic opportunities in the best interest of their organizations. Advancing their organization as an effective problem-solver within complex environments, the learner will be a leader who can question assumptions without bias, see challenges from multiple perspectives, appreciate potential, and manage ambiguity.

CBLW 6040 – Character & Personal Discipline in Politics

The learner will lead out of a growing self-awareness and disciplined development of integrity, stability, and flexibility. They will show the capacity to manage stress by setting healthy goals and boundaries. The learner will be able to demonstrate and articulate an integrated practice of the physical, emotional, spiritual, and intellectual aspects of their being within the social and cultural domains of their lives. The learner will grow to recognize their strengths and vulnerabilities, identifying what supports and self-care may be necessary for managing their vulnerabilities.

CBLW 6080 – Effective Communication & Team Leadership in Politics

The learner will develop the capacity to communicate effectively verbally and non-verbally, publicly, and privately, formally, and informally, and in written and oral forms. The leader will display the capacity to rally their team around a shared vision, inspiring people through the building of trust and morale in changing and diverse environments. Followers will know they can trust what the learner says as they speak with clarity, integrity, and conviction. The learner will display skill in advancing the organization's interests in communicating goals and strategies and speaking to minimize misunderstanding and ambiguity.

CBLW 7010 – Capstone

Through this summative outcome, the learner will express what proficiencies they have achieved by completing the work for this Certificate, Lead Well in Transforming Leadership.

5.7 | SURGE Emerging Leaders

Program Description

This course is designed to empower students to recognize how their God-given identity influences their unique ministry gifts and strengths and to help them develop to their fullest potential as healthy servant leaders. The learner is placed in a specific working environment and surrounded by mentors who guide them through a tailored set of outcomes designed to demonstrate an understanding of their identity in Christ, an attitude of lifelong learning, and proficiency in ministry leadership.

Learning Outcomes

1. The learner understands and lives out their identity as a child of God in light of the revealed Word of God upon their lives and their role as an image bearer of God within the Body of Christ.

2. The learner stewards their life with a healthy balance as they manage their time, relationships, finances, and inner world.
3. The learner demonstrates wisdom, clarity, and kindness in all their communications, both personal and public, handling conflict with humility, patience, and discernment.
4. The learner leads from a clear, well-rounded theological framework that enables them to engage in a healthy way with their ministry community and effectively engage the surrounding culture.
5. The learner leads sacrificially with self-discipline, engaging excellent critical thinking and interpersonal (management) skills.
6. The learner is a culture leader within the Adult & Teen Challenge, setting the example in prayer, evangelism, faith, discipleship, servant leadership and dependence upon the Holy Spirit.

SURGE EMERGING LEADERS OUTCOME DESCRIPTIONS

CBEL 1010 – Identity
By the end of this program, students will identify their unique role as a child of God, manage their vulnerabilities through Biblically-informed soul-care and self-care systems, recognize their individual strengths and weaknesses, formulate a Biblical lens for assessing interpersonal situations, and integrate cognitive, affective, and behavioural dimensions in their Christian faith.

CBEL 1020 – Stewardship
By the end of this program, students will coordinate their body, mind, and emotions to glorify God, implement effective time management strategies, manage their personal finances according to Biblical principles, establish healthy goals and boundaries to manage stress, and communicate with integrity in written and digital interactions.

CBEL 1030 – Communication
By the end of this program, students will articulate messages with clarity, integrity, and conviction, promote their organization's interests through effective communication techniques, resolve conflicts while fostering an environment of psychological safety, and clarify their intentions and meaning through coherent words, actions, and effectively interpret body language and non-verbal communication.

CBEL 1040 – Biblical Foundation
By the end of this program, students will formulate a well-structured theological worldview, justify their theological convictions as credible expressions of Biblical truth, engage in an intentional and disciplined study of Scripture, and exemplify these theological convictions through character and acts of service while responding to the world around them from a place of solid, Biblical understanding.

CBEL 1050 – Leadership
By the end of this program, students will display a servant-hearted approach to leadership, assess situations critically to identify strategic opportunities, solve complex problems from multiple perspectives without bias, lead teams with integrity, stability, and flexibility, act responsibly during difficult circumstances by effectively managing stress, strategize for both immediate solutions and long-term organizational success, applying learned leadership principles in their decision-making processes while evaluating the well-being of their team members and providing them the support they need to succeed.

CBEL 1060 – Practicum 1
Upon completion of the initial 400 hours of work experience, students will integrate theoretical knowledge with hands-on workplace experiences, demonstrate growth and proficiency in the key areas of Identity, Stewardship, Communication, Biblical Foundation, and Leadership, reflect effectively on their personal and professional journeys, leverage feedback from mentors to enhance both their professional performance and personal growth, translate academic principles into real-world professional scenarios, align their professional growth with Biblical principles, maintain a "Growth Journal" that chronicles their

personal, professional, and spiritual developments, and exhibit evidence of their transformation into the likeness of Christ in their professional responsibilities and interactions.

CBEL 1070 – Practicum 2
After accruing an additional 400 hours, totaling 800 hours of work experience, students will integrate theoretical knowledge with hands-on workplace experiences, demonstrate growth and proficiency in the key areas of Identity, Stewardship, Communication, Biblical Foundation, and Leadership, reflect effectively on their personal and professional journeys, leverage feedback from mentors to enhance both their professional performance and personal growth, translate academic principles into real-world professional scenarios, align their professional growth with Biblical principles, maintain a "Growth Journal" that chronicles their personal, professional, and spiritual developments, and exhibit evidence of their transformation into the likeness of Christ in their professional responsibilities and interactions.

CBEL 1080 – Practicum 3
Upon reaching 1,200 hours of work experience, students will integrate theoretical knowledge with hands-on workplace experiences, demonstrate growth and proficiency in the key areas of Identity, Stewardship, Communication, Biblical Foundation, and Leadership, reflect effectively on their personal and professional journeys, leverage feedback from mentors to enhance both their professional performance and personal growth, translate academic principles into real-world professional scenarios, align their professional growth with Biblical principles, maintain a "Growth Journal" that chronicles their personal, professional, and spiritual developments, and exhibit evidence of their transformation into the likeness of Christ in their professional responsibilities and interactions.

CBEL 1090 – Practicum 4
After accumulating 1,600 hours of work experience, students will integrate theoretical knowledge with hands-on workplace experiences, demonstrate growth and proficiency in the key areas of Identity, Stewardship, Communication, Biblical Foundation, and Leadership, reflect effectively on their personal and professional journeys, leverage feedback from mentors to enhance both their professional performance and personal growth, translate academic principles into real-world professional scenarios, align their professional growth with Biblical principles, maintain a "Growth Journal" that chronicles their personal, professional, and spiritual developments, and exhibit evidence of their transformation into the likeness of Christ in their professional responsibilities and interactions.

CBEL 1100 – Practicum 5
Upon reaching 1,200 hours of work experience, students will integrate theoretical knowledge with hands-on workplace experiences, demonstrate growth and proficiency in the key areas of Identity, Stewardship, Communication, Biblical Foundation, and Leadership, reflect effectively on their personal and professional journeys, leverage feedback from mentors to enhance both their professional performance and personal growth, translate academic principles into real-world professional scenarios, align their professional growth with Biblical principles, maintain a "Growth Journal" that chronicles their personal, professional, and spiritual developments, and exhibit evidence of their transformation into the likeness of Christ in their professional responsibilities and interactions.

5.8 | Transforming Leadership Diploma

SUMMARY
Through context-based, mentored learning, this program allows the learner to develop and display the practical, intellectual, social, and technical skills necessary to lead in any situation.

DESCRIPTION
This course is transformational for the whole person emotionally, socially and spiritually and equips them with the skills, knowledge, and character to lead with integrity. The learner is placed in a specific working

environment and surrounded by mentors who guide them through a tailored set of outcomes designed to demonstrate proficiency in all aspects of leadership.

OVERARCHING INDICATORS

- Build a spiritual and personal foundation from which to lead.
- Develop the necessary skills to lead in intercultural and complex environments.
- Hone impactful communication techniques to lead in both written and verbal contexts.
- Develop effective management strategies to lead teams with care and integrity.
- Learn practical financial and leadership abilities to lead effectively in any situation.

List of Outcomes

The following is a list of the outcomes that form the diploma at the bachelor's level or the MA degree at the graduate level. The difference between the two degrees is the level of assessment in which the student is expected to show proficiency.

TRANSFORMING LEADERSHIP OUTCOME DESCRIPTIONS

CLBT 1010/CLBT 5010 – Cornerstone

This outcome is designed to lead the learner through the curriculum to create for themselves a personalized plan to accomplish it within their life framework.

CLBT 2010/CLBT 6010 – Theological Foundations

The learner will lead from a theological framework, clearly articulating a credible Christian worldview that is informed by and developed out of an intentional disciplined study of the biblical scriptures that the learner demonstrates and applies to their life situation. This theological mindset will affect the learner's character, inform their leadership, infuse their vision, and influence how they ethically serve.

CLBT 2020/CLBT 6020 – Spiritual Formation

The learner will show integrity in the formation of their faith journey, congruent with a vital and growing understanding of and appreciation for the breadth and depth of the Christian spiritual tradition, and especially the learner's particular church tradition(s). They will display their insight into the cognitive, affective, and behavioural dimensions of Christian confession and character development, integrating these into a consistent and compelling life of faith. The learner will display a holistic and foundational commitment to the practice of spiritual discipline and self-reflection, in the context of Christian community and in response to spiritual guidance, leading to an increasing congruence and integrity in their vocational calling, capacity and competence as a Christian leader.

CLBT 2030/CLBT 6030 – Critical Thinking

The learner will display the capacity to think critically about their leadership, evaluating their decision-making with a view to how their choices impact their results. They will demonstrate that they can identify and think through strategic opportunities in the best interest of their organizations. Advancing their organization as an effective problem-solver within complex environments, the learner will be a leader who can question assumptions without bias, see challenges from multiple perspectives, appreciate potential, and manage ambiguity.

CLBT 2040/CLBT 6040 – Personal Discipline

The learner will lead out of a growing self-awareness and disciplined development of integrity, stability, and flexibility. They will show the capacity to manage stress by setting healthy goals and boundaries. The learner will be able to demonstrate and articulate an integrated practice of the physical, emotional, spiritual, and intellectual aspects of their being within the social and cultural domains of their lives. The learner will grow to recognize their strengths and vulnerabilities, identifying what supports and self-care may be necessary for managing their vulnerabilities.

CLBT 2050/CLBT 6050 – Intercultural Capacity
The learner will demonstrate effective intercultural awareness. They will identify relevant cultural values, beliefs, expectations, and communication patterns, navigating the dynamics of cultural difference so that others are not only included, but empowered. As leaders within a global context, they will engage in meaningful collaboration with diverse peers, designing culturally appropriate working and learning environments.

CLBT 2060/CLBT 6060 – Conflict and Crisis
The learner will develop the capacity to bring peace to conflict, demonstrating effective crisis management skills in the practice of their leadership. The learner will gain the essential teamwork, networking, and negotiation skills needed to mend damaged relationships and promote growth. The learner will develop trust among those prone to suspicion and strife, by promoting a culture of safety, value, and healing.

CLBT 2070/CLBT 6070 – Interpersonal Skills
The learner will demonstrate effective and inspiring interpersonal skills, recognizing and appreciating others in a spirit of cooperation and cohesion among individual and group relationships. Identifying respectful modes of peer communication, they will foster social and emotional competence and resilience. The learner will build confidence in personal interaction, as they give and gain trust within appropriate boundaries, learning to regulate themselves as they listen empathetically, giving and receiving feedback in ways that enhance their relationships and strengthen others.

CLBT 2080/CLBT 6080 – Effective Communication
The learner will develop the capacity to communicate effectively both verbally and non-verbally, publicly and privately, formally and informally, and in written and oral forms. The leader will display the capacity to rally their team around a shared vision, inspiring people through the building of trust and morale in changing and diverse environments. Followers will know they can trust what the learner says as they speak with clarity, integrity, and conviction. The learner will display skill in advancing the interests of the organization in their communication of goals and strategies, speaking in ways that minimize misunderstanding and ambiguity.

CLBT 2090/CLBT 6090 – Leadership and Change
The learner displays the capacity to lead individuals and communities toward productive, transformed outcomes that are good for people, good for the world, and in keeping with the values of God's Kingdom. The learner sees problems as opportunities for productive change as they navigate uncertainty to create economic and social value. Through a character-driven, virtues-based approach to entrepreneurial leadership, the learner applies a biblically Christian understanding of influence, power, and change, such that people and systems are led toward selfless interests, seeing finance and money as instrumental and not the end itself. The learner uses conceptual and critical skills to reflect on complex and broad issues in changing contexts, displaying the capacity to communicate a compelling vision with clarity and confidence such that people are inspired to follow. As they make decisions that affect these followers, they prove they can be trusted to act with justice, applying insight and theory in ways that result in productive change within tangible human contexts.

CLBT 2100/CLBT 6100 – Management and Finance
The learner will show a capacity and commitment to the skills of management, understanding that leadership without management is chaotic and may promote hubris. They will display an ethical and responsible approach to the four functions of management: planning, organizing, leading, and controlling. They will gain the ability to manage human, financial, and other resources to affect organizational goals. The learner will develop the practical skills of facilitating the process of short-term and strategic planning, motivating & leading the workforce, and establishing and monitoring performance indicators. They will learn the use of financial tools necessary for accounting and resource management. They will understand

and design effective structure and positive culture within an organization and use conceptual skills to reflect and think critically about complex issues involved in maintaining a positive organization.

CLBT 3010/CLBT 7010 – Capstone
Through this summative outcome, the learner will express what proficiencies they have achieved through the work they have done by completing the work for this degree.

6. Administration and Faculty

6.1 | Administrators

Kenton C. Anderson, Ph.D., President; Professor of Homiletics
Northwest Baptist Theological College, B.R.E. 1983; Richmond Baptist Church, Pastor, 1983-88; Prince Rupert Fellowship Baptist Church, Pastor, 1998-1993; Northwest Baptist Seminary, M.Min. 1991; Northwest Baptist Seminary, M.Div., 1993; Southwestern Baptist Theological Seminary, Ph.D., 1997; Northwest Seminary and College, Professor of Homiletics, 1996-2021; Northwest Baptist Seminary, Academic Dean, 2003-2013; Northwest Baptist Seminary and College, President, 2010-2021; Centre for Ministry Excellence, Director, 2009-2021; ACTS Seminaries of Trinity Western University, Professor of Homiletics, 1996-2021; ACTS Seminaries of Trinity Western University, Presidents Council Chair, 2011-2016; Symporus, LLC, Founder and Executive Partner, 2018-; Providence University College and Theological Seminary, President and Professor of Homiletics, 2021-.

Chris Funk, B.A., Vice President Enrollment Management
Providence University College, B.A., 2012; University of Manitoba, Certificate in HR Management, 2022; Providence University College, Admissions Counsellor, 2012-2014; Steinbach Dodge Chrysler, Automotive Sales Consultant, 2014-2015; Golden West Radio, Radio Sales Consultant, 2015-2017; Trinity Western University, Senior Enrollment Advisor, 2017-2022; Providence University College, Associate VP Enrollment Management, 2022-2024; Providence University College, VP Enrollment Management, 2024-.

Nicholas Greco, Ph.D., Professor of Communications and Media; Provost
Eastern Pentecostal Bible College, Certificate, 1995; University of Ottawa, B.A., 1998; McMaster University, M.A., 2000; McGill University, Ph. D., 2007; McMaster University, Teaching Assistant, 1998-2000; McGill University, Teaching Assistant, 2003-04; McGill University, Research Assistant, 2000-05; Providence University College, Faculty, 2008–.

Ron Hogue, B.A., Vice President of Advancement
University of Winnipeg, B.A. Political Science,1981; Hudson's Bay, Dept. Manager/Sales Manager, 1981-1986; Outlook Productions, Account Manager, 1986-1989; Smith-Radimer Communications, Sales/Production Manager, 1989-1990; Western Broadcast Sales, Account Manager,1990-1997; Craig Broadcast Systems, Retail Sales Manager, 1997-2001; CHUM Radio/Bell Media, Senior Account Manager, 2001-2007; Corus Radio, Senior Account Manager, 2007-2015; Golden West Radio, Senior Account Manager, 2015-2018; Victoria Hospital Foundation, Director of Development, 2018-2023; Providence University College and Theological Seminary, Vice President of Advancement, 2023-.

Donna V. Jones, M.D., Ph.D. Candidate (Sustainability Management), MBA, MSc, FRCSC, Assistant Professor of Business Administration; Dean of Buller School of Business
Collège Universitaire de Saint-Boniface, B.Sc., 1993; University of Manitoba, M.D., 1998; University of Manitoba, Obstetrics and Gynecology, 2003; Dalhousie University, Maternal Fetal Medicine, 2005; University of Calgary, Clinical Assistant Professor in Obstetrics and Gynecology, 2005-2012; Manitoba Health, Research Associate, 2012-2013; Dalhousie University, M.Sc., 2014; NorWest Co-operative Community Health Centre, Consultant, 2015-2016; Clearview Addictions Rehabilitation Institute, Physician, 2016-2017; Phoenix Recovery, Physician, 2017-2020; One Recovery, Physician, 2020-2021; Easton Place Medical Centre, Physician, 2020-2021; Lazaridis School of Business & Economics, Wilfrid Laurier University, MBA, 2021; Mennonite Economic Development Associates, Graduate Research Assistant, 2021-2022; University of Waterloo, Teaching Assistant, 2021-2023; University of Waterloo, Graduate Research Assistant, 2023; University of Waterloo, Ph.D., 2021-present; Providence University College, Faculty, 2024-.

Christopher Lortie, Ph.D., Professor of Biblical Studies; University College Dean

Tyndale University College, BA (Hons.), 2004; McMaster Divinity College, MA, 2008; Albert-Ludwigs-Universität Freiburg, Ph.D., 2015. Horizon College and Seminary, Adjunct Professor, 2014-2017; Providence University College, Faculty, 2017-.

Scott Masterson, B.A., Vice President Operations
Providence University College, B.A., 2003; Providence University College and Theological Seminary, Director of Grounds & Transportation, 2004-2009; Providence University College and Theological Seminary, Director of Athletics, 2009-; Providence University College and Theological Seminary, Vice President Operations, 2021-.

Leshia Verkerk, M.Div., Vice President of Student Life
Redeemer University College, B.A. 2007-2011; McMaster Divinity College, M.Div. 2013-2016; Providence University College and Theological Seminary, Director of Student Life, 2016-2021, Vice President of Student Life, 2022-.

Michelle Wiebe, CPA, Associate Vice President of Finance

Providence University College and Theological Seminary, General Studies, 2008-2009; University of Manitoba, Bachelor of Commerce (Honours), 2009-2013; CPA Western School of Business, CPA Designation, 2013-2015; CPA Canada, In Depth Tax (Year 1), 2016-2017; Deloitte, Staff/Senior Accountant, 2013-2015; Deloitte, Senior Tax Analyst, 2015-2016; M Group CPA, Senior Accountant, 2016-2018; The Winnipeg Foundation, Senior Financial Analyst, 2018-2022; The Winnipeg Foundation, Acting Manager of Finance, 2022-2023; The Winnipeg Foundation, Manager of Corporate Relationships and Reporting, 2023-2026; Providence University College and Theological Seminary, Associate Vice President of Finance, 2026-

6.2 | Teaching Faculty

Nicole Barnabé, MBA, Assistant Professor of Business Administration;
University of Manitoba, BA, 1990; Asper School of Business, MBA, 2009; Université de Saint-Boniface, Instructor, 2012-2016; University of Manitoba, Sessional Instructor 2013-2023; Providence University College, Adjunct Professor, 2013-2023; Assistant Professor/Associate Dean, 2023-.

Stephan Bonfield, Ph.D., Assistant Professor of Psychology
BA University of Toronto, MA; University of Calgary, MSc. Neuroscience; University of Calgary, Statistical Consulting Service (SCS) 2020 - - (ongoing); York University. Ph.D. (ABD July 2023) Psychology. Consulting biostatistician, University of Calgary Providence University, Faculty, 2023 –.

Ryan Coulling, Ph.D., Associate Professor of Sociology
University of Manitoba, B.A., 2012; University of Manitoba, M.A., 2015; Carleton University, Doctor of Philosophy, 2020; University of Manitoba, Research Assistant, 2013-2014; Carleton University, Research Assistant, 2015-2018, TA Mentor, 2015-2017; Brandon University, Instructor, 2020-2021; University of Winnipeg, Senior Research Associate, 2020-2021, Instructor, 2020-2022; University of Manitoba, Instructor, 2020-2022; Memorial University of Newfoundland, Post doc, 2022, Providence University College, Faculty, 2023-.

Rebecca Dielschneider, Ph.D., Associate Professor of Biology; Department Chair for Science and Social Science
Dalhousie University, B.Sc. (Honours), 2011; University of Manitoba, Ph.D., 2016. University of Manitoba, Lecturer, 2015; Providence University College, Faculty, 2016-.

Michael J. Gilmour, Ph.D.; Distinguished Professor of New Testament and English Literature

Lakehead University, B.A., 1991; Providence Theological Seminary, M.A., 1994; McGill University, Ph.D., 2001; University of Manitoba, M.A., 2008; Providence University College, Adjunct Faculty, 1994–95; McGill University, Part-time Instructor, 1998; Providence University College, Faculty, 1998–.

Luann E. Hiebert, Ph.D., Assistant Professor of English Literature
Steinbach Bible College, B.R.S. in Worship Arts, *Phi Beta Kappa Honour Society Award*, 1999; University of Manitoba, B.A. in English Literature, with Distinction, 2004; University of Manitoba, M.A., *Warhaft Award* for best MA critical thesis, 2008; University of Manitoba, Ph.D. in English Literature, 2016; Woodlawn Elementary School, Educational Assistant, 1999-2002; Steinbach Bible College, Instructor, 2001-2008, 2014—; Providence University College, Instructor, 2008-2018; Providence University College, Faculty, 2018—.

Karen Jolly, Assistant Professor of Indigenous Studies; Indigenous Liaison for Support and Reconciliation
Keywaytin Bible Institute, Diploma, 1989; Providence University College and Theological Seminary, TESOL Certificate, 2006, MA 2010; Inner City Youth Alive, Director of Programing. 2018-2022; Providence University College and Theological Seminary, Faculty, 2023-.

Elfrieda Lepp-Kaethler, Ph.D., Associate Professor of TESOL; Graduate Division Program Coordinator
Instituto de Formacion Docente, Paraguay, B.Ed. Bilingual (German-Spanish) Education, 1980; University of Winnipeg, B.Ed., 1990; Providence College and Seminary, M.A. Global Studies TTESOL, 2003. ASCIM Yalve Sanga, Paraguay, Instructor Literacy and Spanish as an Additional Language, 1981, 1990–1995; Southeast English and Literacy Services (SALLSA), English as an Additional Language Instructor, 1997–1999, 2005; SALLSA Instructor Coordinator, 1999–2002; Providence College and Seminary, Adjunct Instructor of Spanish, 2000–2004, English for Academic Purposes 2004–2006, TESOL Instructor 2006; Steinbach Bible College, TESOL Instructor, 2003–2006; Providence University College and Seminary Faculty, 2007–.

Matthew Lortie, DPT (in process), Assistant Professor of Church Ministries, Field Education Coordinator
Tyndale University, BA, 2005; Regent College, MA, 2010; Fellowship Baptist Church White Rock, Lead Pastor, 2016-2017; Willowlake Baptist Church, Lead Pastor, 2018-2020; McMaster Divinity College, DPT, in progress; Providence University College, Adjunct Faculty, 2021-2022, Chaplain, 2022-2024, Field Education Coordinator, 2022-., Assistant Professor 2022.,

Heather Macumber, Ph.D., Professor of Biblical Studies; Department Chair for BTS and Humanities
Queen's University, BAH, 2002; Tyndale Seminary, M.Div., 2005; University of St. Michael's College, Ph.D., 2012. Emmanuel College, Sessional Instructor, 2013-2017; University of St. Michael's College, Adjunct Professor, 2012-2016; Providence University College,, 2017-.

Morgan Mulenga, Ph.D., Professor of Psychology
University of Zambia, B.A., 1981; Acadia University, M.Sc., 1987; University of Ottawa, Ph.D., 1997; Chainama Hills Hospital, Zambia, Psychologist, 1981–84; Zambia Association for Children with Learning Disabilities, Executive Secretary, 1984–85; Chainama Hills Hospital, Zambia, Clinical Psychologist, 1987–88; University of Zambia, Lecturer, 1988–92, Assistant Dean, 1998, Lecturer, 1998–99; Providence University College, Faculty, 1999–.

Adetutu (Tutu) Oyerinde, Ph.D.(cand.), Assistant Professor of Business Administration
Yaba College of Technology, HND Computer Science, 2000; Cadbury Plc, Business Process Analyst, 2002-2003, Institute of Chartered Accountants ACA 2003; Financial Accountant, 2003-2007; University of South Wales, MBA, 2008; Etisalat, Specialist Budget Analysis and Control, 2008-2010; 9Mobile Telecommunication, Manager Commercial Planning, 2010-2019; 9Payment Service Bank, Head Financial Control and Strategic Planning, 2019-2021; Chartered Institute of Management Accountants ACMA, CGMA 2020; Olaposi Olatubosun, Senior Auditor, 2022-2024; Canterbury Christ Church University and

Nelson College London, Associate Lecturer, 2021-2024; University of Kent, PhD, 2025; University of Kent, PhD Researcher, 2021-present; Providence University College, Assistant Professor, 2025-.

Daniel Owusu Nkrumah, Ph.D., University of Saskatchewan, Assistant Professor of Sociology and Criminology
Kwame Nkrumah University of Science and Technology, BA, 2016; Ohio University, MA, 2019; University of Saskatchewan, Teaching Preparation Certificate, 2023; University of Saskatchewan, Ph.D., 2023; Ohio University, Teaching Assistantship, 2018-2019; University of Saskatchewan, Teaching Assistantship 2019-2022, Sessional Lecturer 2022-2024; Providence University College, Faculty, 2024-.

Daniel Rempel, Ph.D., Assistant Professor of Biblical and Theological Studies
Providence University College, B.A, 2015; Canadian Mennonite University, M.A., 2019; University of Aberdeen, Ph.D., 2023. Providence University College, Faculty, 2023-.

Catherine Rust-Akinbolaji, M.A., Associate Professor of TESOL, Chair for Modern Language Institute
Concordia University College, 1990– 1992; University of Alberta, B.Ed., 1994; Prairie Graduate School, M.A., 1997; ESL Instructor and Coordinator, Hong Kong, Slovakia, 1995–2000; Providence University College, Faculty, 2000–.

Sneetha Saji, Ph.D., Assistant Professor of Business Administration
Mahatma Gandhi University, BA, 2008; School of Communication and Management Studies, MBA, 2010; MACFAST MBA College, Assistant Professor, 2010-2011; Indian Overseas Bank, Assistant Manager, 2011-2012; Indira Gandhi National Open University, MA, 2014; Marketing and Branding Agency, Founding Team Member, 2015-2017; Providence College of Engineering, Assistant Professor, 2018-2019; Harvard Business School Online, Entrepreneurship Certificate Course, 2019; Indian Institute of Management, Ph.D., 2024; Redeemer University, AAA, 2023-2024; Providence University College, Assistant Professor, 2024-.

Ana Soares, M.Ed., Assistant Professor of TESOL
Universidade Anhembi Morumbi, BA, 1996-1999; Excellent Global, ESL Teacher, 2006-2009; Pan American Christian Academy, Secondary Teacher and Coordinator of Brazilian Department, 2008-2019. Cairn University, M.Ed., 2010-2014.Providence University College, TESOL Certificate, 2019-2021. Providence University College, MA TESOL, 2019-2021. Next Stop International Education, ESL Teacher, 2020-2021. University of Manitoba, Academic Attendant, 2021-2023.Riverview Montessori, Inclusion Facilitator, 2021-2022. Providence University College, Faculty, 2023-.

6.3 | Centre for On-Demand Education (CODE)

Karen Anderson, M.A., Director of the Centre for On-Demand Education
ACTS Seminaries, M.A., 2017. Baptist Housing, Chaplain, 2009-2021; Providence University College and Theological Seminary, Director of the Centre for On-Demand Education, 2021–.

6.4 | Non-Teaching Faculty

Hannah Loewen, MLIS, Director of Library Services
Steinbach Bible College, Diploma in Church Music, 1996; University of Manitoba, B.A., 2004 and PreMasters 2007; University of Western Ontario, Master of Library and Information Science, 2012. University of Manitoba Libraries, Library Assistant, 2004-2011; University of Manitoba Libraries, Librarian, 2013-2014; Chinook Arch Regional Library System, Public Services Librarian, 2014-2015; Coaldale Public Library, Head Librarian, 2015-2017; Providence University College and Theological Seminary Library, Associate Librarian, 2017-2020; Providence University College and Theological Seminary Library, Director of Library Services, 2020-.

Niklaas Schalm, B.A., Registrar
Prairie Bible College, Certificate, 2012; Providence University College, Honours B.A., 2016; University of Winnipeg, Research Assistant, 2016-2017; Providence University College and Theological Seminary, International Enrollment Officer, 2017; Providence University College and Theological Seminary, Associate Registrar, 2017-2022; Providence University College and Theological Seminary, Registrar, 2022-.

6.5 | Faculty Emeriti

William Derksen, Ph.D., Professor Emeritus of Music Studies
Steinbach Bible Institute, Diploma, 1962; University of Saskatchewan, B.A., 1966; University of Minnesota, M.A., 1969; Ph.D., 1986; University of North Dakota, 1973; Steinbach Bible Institute, Instructor, 1965–72; Niverville Collegiate, Teacher, 1973–74; Providence University College, Faculty, 1974–.

Bruce Duggan, M.B.A., Professor Emeritus of Business Administration
University of Winnipeg, B.Sc., 1979; B.A., 1983; University of Manitoba, M.B.A., 2003; Winnipeg Film Group, Executive Director, 1987–1991; Prairie Theatre Exchange, Director of Development (Marketing), 1992-1996; Plug in Institute of Contemporary Art, Managing Director, 1996–2000; Winnipeg Symphony Orchestra, Executive Director, 2000–2002; Manitoba Conservatory of Music and the Arts, Interim Director, 2003–2004; Providence University College, Faculty, 2004–.

David H. Johnson, Ph.D., President Emeritus
University of Minnesota, B.S., 1976; Dallas Theological Seminary, Th.M., 1980; Trinity Evangelical Divinity School, Ph.D., 1992; Faribault Evangelical Free Church, Faribault, Minnesota, Pastor, 1980–87; Trinity College, Instructor, 1987–90; Trinity Evangelical Divinity School, Teaching Fellow, 1989–90; Providence Theological Seminary, 1990–.

August H. Konkel, Ph.D., President Emeritus
Briercrest Bible Institute, Diploma, 1969; Providence University College, B.R.E., 1971; Providence Theological Seminary, M.Div., 1978; Westminster Theological Seminary, Ph.D., 1987; Winkler Bible Institute, Instructor, 1978, 1980–82; Kelfield Gospel Chapel, Pastor, 1969–70; Bethel Bergthaler Mennonite Church, Pastor, 1971–82; Providence Theological Seminary Faculty, 1984–2001; President, 2001–2012.

Cameron McKenzie, Ph.D. (Cand.), Professor Emeritus of Old Testament
Providence University College, B.A., 1984; Providence Theological Seminary, M.Div., 1992; University of Sheffield, PhD. (Cand.), 2000; Providence University College, Assistant Director of Development, 1984 - 86; Salvation Army, Winnipeg Citadel, Youth Pastor, 1986–87; Steinbach Bible College, Adjunct Faculty, 1991–93; Providence University College, Adjunct Faculty, 1991–93; Providence Theological Seminary, Adjunct Faculty, 1992–94; Providence University College, Faculty, 1993–.

7. Educational Partnership Agreements

7.1 | Asia United Theological University/ACTS

1. Purpose

To expand scholarly ties and academic cooperation through the promotion of student exchange and recognition of academic programs. As a private Christian institution, **Providence University College (hereafter called Providence)** recognizes the unity in Christ that exists between Providence and **Asia United Theological University/ACTS (hereafter called AUTA/ACTS)** and desires to demonstrate this unity by working together under the guidance of a Memorandum of Understanding for the benefit of both Providence and AUTA/ACTS students. Providence plans to actively promote AUTA/ACTS as a sister institution to their students in the interest of this academic cooperation and Christian unity. **It is anticipated that the Asia United Theological University / ACTS would also make an invitation "in kind" to Providence and that these two invitations would be agreed upon and contained within a signed Memorandum of Understanding between the two universities.**

2. Agreement Term

This MOU describes the terms and conditions that Providence offers to be contained within a 5-year Memorandum of Understanding, also described as a sister relationship, between AUTA/ACTS and Providence. The renewal term of this MOU will begin on September 1, 2017. The MOU's covering letter will be signed by both universities prior to September 1, 2017. Amendments can be made at the mutual consent of both parties and incorporated into the MOU. Amendments become part of the MOU upon signing by both AUTA/ACTS and Providence.

3. Scope

Both AUTA/ACTS and Providence have and maintain their own governance and standard operating procedures. AUTA/ACTS students studying at Providence and Providence students studying at AUTA/ACTS will be guided by the policies set in place by the host institution except as specifically modified by the new MOU.

4. Academic Invitation to Complete a Providence University College Bachelor of Arts Degree

AUTU/ACTS students who provide a written endorsement from AUTU/ACTS may apply to transfer AUTU/ACTS credits towards the general and/or major course requirements for a Providence Bachelor of Arts program. All transfer credits are approved on an individual student basis by the Providence Registrar in accordance with the "Transfer Credits" policy found in Section 2.2 of the Providence Academic Calendar. Maximum credit transfer and minimum grade requirements to transfer credits will apply as detailed in the policy. At least one third of a program's credits must be taken at Providence to graduate with Providence Bachelor of Arts degree.

5. Academic Invitation to "Sample" Short Term Education at Providence University College

As an option AUTU/ACTS students are invited to sample an education at Providence for one semester. Depending on English language skills AUTU/ACTS students will be placed in either Providence's English Language Institute or enter the University College as a "Special Student." AUTU/ACTS students may study in Canada for a term less than 6 months without a Canada Study Permit when selected courses do not contribute to a degree program.

6. Providence University College Entrance Requirements

a. Minimum English levels (TOEFL iBT scores) required for entrance into Providence University College are: speaking = 18, listening = 18, reading = 18, and writing = 21. Refer also to the Providence website: http://www.providenceuc.ca/college/prospective_students/apply_to_college/english_language_requirements/

b. AUTU/ACTS students not meeting minimum English requirements will require further English language development in Providence's English Language Institute or require English Language tutorship taken concurrent with Providence University College course work.

c. AUTU/ACTS students wishing to study for a Providence Bachelor of Arts degree will need to apply and obtain a valid Canada Study Permit.

d. AUTU/ACTS students choosing to come and study for one semester as part of the "Short Term Sample Education" program may enter Providence's English Language Institute or Providence University College for a maximum of one semester as a "visitor" to Canada without the need for a Canada Study Permit.

e. AUTU/ACTS applicants to Providence understand that Providence University College is a Christian Liberal Arts university college committed to exploring Christianity amidst denominational and cross-cultural diversity, with a mission to educate students as Christians at a university level to think, live, and serve in the church and society.

7. Financial Assistance for AUTU/ACTS Students Attending Providence

a. AUTU/ACTS students accepted into Providence University College are eligible to receive the Asia United Theological University / ACTS Bursary. AUTU/ACTS students must apply for this bursary by April 1 of the year prior to entry in the Fall Semester (September – December). Early application for this bursary allows successful applicants to have the dollar amount of the bursary noted on their acceptance letter used in Canada Study Permit application.

b. To receive the Asia United Theological University / ACTS Bursary students must present a letter of endorsement from AUTU/ACTS, be registered in Providence University College or Providence's English Language Institute as a full-time student (minimum 12 credit hours), and live in Providence residence housing (dormitories).

c. The Asia United Theological University / ACTS Bursary will be valued at 25% of the Providence University College International Student tuition fee as posted on the Providence website see: http://www.providenceuc.ca/college/prospective_students/financing_your_education. For the 2017-18 academic year the Asia United Theological University / ACTS Bursary will equate to (0.25 x $11,640) $2910 payable in the second semester (based on a total of 30 credit hours). Students studying in the "Short Term Sample Education" program will not qualify for this bursary.

8. Maintenance of the Relationship

a. Both AUTU/ACTS and Providence agree to contact each other at a minimum of once per semester (fall, winter, and summer) to discuss student enrollment, student issues, or other relevant matters.

b. Both institutions will maintain a contact person for the other institution for the duration of a MOU. Any changes to contact personnel will be sent to the other institution. The contact persons will be:

7.2 | Christian and Missionary Alliance

The Christian and Missionary Alliance and Providence (Bachelor of Theology students in the University College, any students in the Theological Seminary) strive to build a partnership that will be mutually beneficial and God-honouring.

As part of this agreement, CMA will:

- Direct CMA students to Providence for ministry training (Ordained and lay).
- Hold DS/CMA students social events at Providence on an annual basis.
- Interview senior students for "Approval for Licensing" on-site at Providence, raising their attractiveness to potential employers.
- Provide and promote Professional Development opportunities for CMA pastors and lay leaders through/by Providence.
- Look for other ways that each can support the other's ministry.

As part of this agreement, Providence Theological Seminary will:

- Ensure a place for "Alliance History and Thought" in CMA students' programs. Providence will provide a Letter of Permission (without fee) or accept transfer of credit for this course (without fee).
- Promote "Alliance History and Thought" through Providence channels.
- Provide and promote Professional Development opportunities for CMA pastors and lay leaders through/by Providence.
- Look for other ways that each can support the other's ministry.

This agreement is for a term of 5 years, upon signing.

7.3 | Hannam University

1. Purpose

To expand scholarly ties and academic cooperation through the promotion of student exchange and recognition of academic programs. As a private Christian institution, **Providence University College (hereafter called Providence)** recognizes the unity in Christ that exists between Providence and **Hannam University (hereafter called Hannam)** and desires to demonstrate this unity by working together under the guidance of a Memorandum of Understanding for the benefit of both Providence and Hannam students. Providence plans to actively promote Hannam as a sister institution to their students in the interest of this academic cooperation and Christian unity. **It is anticipated that Hannam would also make an invitation "in kind" to *Providence University College* and that these two invitations would be agreed upon and contained within a signed Memorandum of Understanding between the two universities for undergraduate programming.**

2. Agreement Term

This MOU describes the terms and conditions that Providence offers to be contained within a 5-year Memorandum of Understanding, also described as a sister relationship, between Hannam and Providence. The renewal term of this MOU will begin on September 1, 2017. The MOU's covering letter will be signed by both universities prior to September 1, 2017. Amendments can be made at the mutual consent of both parties and incorporated into the MOU. Amendments become part of the MOU upon signing by both Hannam and Providence.

3. Scope

Both Hannam and Providence have and maintain their own governance and standard operating procedures. Hannam students studying at Providence and Providence students studying at Hannam will be guided by the policies set in place by the host institution except as specifically modified by the new MOU.

4. Academic Invitation to Complete a Providence University College Bachelor of Arts Degree

Hannam students who have completed a minimum of 60 credit hours at Hannam may apply to transfer a maximum of 60 Hannam credits to Providence University College and complete a minimum additional 30 credit hours to obtain a Providence TESOL Certificate and a Providence Bachelor of Arts (General Arts). This 2-semester program will require transfer of Hannam credits as follows:

- Transfer of minimum 6 hours of biblical and theological studies, 6 hours of math/science, 3 hours of music/theatre, and six hours of humanities from Hannam.
- A minimum grade of C is required to transfer courses.

Other degree, diploma, and certificate options are available to Hannam students based on discussion with the Providence Registrar and the completion of additional credits. Other degree options will most likely require 3 to 4 semesters of additional study after arriving from Hannam.

5. Providence University College Entrance Requirements

a. Minimum English levels (TOEFL iBT scores) required for entrance into Providence University College are: speaking = 18, listening = 18, reading = 18, and writing = 21. Refer also to the Providence website: *http://www.providenceuc.ca/college/prospective_students/apply_to_college/english_language_requirements/*
b. Hannam students not meeting minimum English requirements will require further English language development in Providence's English Language Institute or require English Language tutorship taken concurrent with Providence University College course work.
c. Hannam students wishing to study for a Providence Bachelor of Arts degree will need to apply and obtain a valid Canada Study Permit.
d. Hannam applicants to Providence understand that Providence University College is a Christian Liberal Arts college committed to exploring Christianity amidst denominational and cross-cultural diversity, with a mission to educate students as Christians at a university level to think, live, and serve in the church and society.

6. Financial Assistance for Hannam Students Attending Providence

a. Hannam students accepted into a Providence school are eligible to receive the Hannam University Bursary or the Hannam English Language Bursary. Hannam students must apply for this bursary by August 31 (i.e. before the beginning of the Fall Semester which commences at the beginning of September).
b. To receive the Hannam University Bursary or the Hannam English Language Bursary students must be registered in Providence University College or Providence's English Language Institute as a full-time student, and live in Providence residence housing (dormitories).
c. The Hannam University Bursary or the Hannam English Language Bursary will be valued at 50% of the Providence University College International Student tuition fee as posted on the Providence website see: *http://www.providenceuc.ca/college/prospective_students/financing_your_education*

or the 2017-18 academic year the Hannam University Bursary for 30 credit hours will equate to (0.50 x $11,640) $5820.

7. Maintenance of the Relationship

a. Both Hannam and Providence agree to contact each other at a minimum of once per semester (fall, winter, and summer) to discuss student enrollment, student issues, or other relevant matters.

b. Both institutions will maintain a contact person for the other institution for the duration of a MOU. Any changes to contact personnel will be sent to the other institution. The contact persons will be:

7.4 | Mennonite Brethren Biblical Seminary

Introduction

This agreement facilitates advanced standing for graduates of Providence University College and Theological Seminary (Providence) entering Mennonite Brethren Biblical Seminary (MB Seminary) by reducing unnecessary duplication in requirements for biblical and theological studies courses.

This agreement outlines specific details for advanced standing and transfer credit that will help undergraduate students with course planning and will streamline prior learning assessment by the MB Seminary admissions staff.

NOTE: ATS Educational Standards (ES.7.4.3) limit accredited institutions to granting a maximum of one-fourth of the total credits required for a degree by advanced standing. This allows for 22 semester hours of advanced standing to be applied to the Master of Divinity (MDiv) program, 13 hours to be applied to the Master of Arts (Christian Studies), Master of Arts (Christian Leadership), and Master of Arts Linguistics and Translation (MALT) programs, and 18 semester hours to be applied to the Master of Christian Studies in Marriage and Family Therapy program (MFT).

Because ACTS Seminaries policy currently allows up to 14 semester hours of advanced standing to be applied to the MDiv and up to 12 semester hours to the MA and MALT programs, these allowances constitute the upper limits of this advanced standing transfer agreement.

This agreement divides assessment into three categories:

- Advanced Standing with credit towards introductory seminary courses;
- At-par advanced standing with credit for selected biblical studies courses,
- At-par advanced standing with credit for biblical language courses.

1. Advanced Standing with Credit Towards Introductory Seminary Courses

Seminary Course	Hours	Undergraduate Requirement	Hours	Notes (i.e., studies normally comprised of):
BIB 520 OT Foundations	3	Two OT electives	6	*Two of:* BIBL 3040 – Major Hebrew Prophets BIBL 2060 – Psalms BIBL 3060 – Wisdom Literature BIBL 3070 – Jewish Apocalyptic Literature

BIB 540 NT Foundations	3	One 3rd year and one 4th year NT elective	6	BIBL 2310 – The Synoptic Gospels ***PLUS*** *One of:* BIBL 3340 – Pauline Literature BIBL 3320 – Johannine Literature BIBL 3616 – Revelation BIBL 3410 – Special Studies in New Testament
BIB 505 Biblical Hermeneutics	3	9 Hours of studies in Biblical Interpretation	9	BIBL 3110 – Special Studies in the Old Testament BIBL 3410 – Special Studies in New Testament
THS 571 Theology I	3	6 hours of undergraduate courses in theological studies	6	THEO 1010 Introduction to Christian Theology: Beliefs and Practices BIBL 2410 – Biblical Theology I: Old Testament Studies BIBL 2420 – Biblical Theology II: New Testament Studies THEO 3110 – Special Studies in Theology

NOTES:

- The inclusion of first- and second-year undergraduate courses towards BIB 505 acknowledges the overlap in course content between undergraduate and graduate level courses in this area. The increase in the number of hours required for advanced standing compensates for this through a greater quantity of study at the undergraduate level.
- The student must have received a grade of B or higher for each of the undergraduate course(s) to be considered for advanced standing.

2. At-Par Advanced Standing with Credit for Selected Biblical Studies Courses

Seminary Course	**Hours**	**Undergraduate Course**	**Hours**	**Notes:**
BOT Old Testament Elective	3	*One of:* BHBR 3010 – Intermediate Hebrew I: Reading Hebrew Narrative BIBL 4900 – BTR: Thesis I: Research and Bibliography BIBL 4910 – BTR: Thesis II: Thesis Writing	3	At-Par Advanced Standing with Credit based on completion of syllabus approved by MB Seminary.[1]
BNT New Testament Elective	3	*One of:*	3	At-Par Advanced Standing with Credit based on completion of syllabus approved by MB Seminary.[1]

[1] Syllabus approval will take place once for each course; subsequent consultation will take place only in the case of a change of instructor or substantive change to the course content. In the case of either of the above, Providence will notify MB Seminary of the change and invite feedback.

		BGRK 3010 – Reading the Greek New Testament BIBL 4900 – BTR: Thesis I: Research and Bibliography BIBL 4910 – BTR: Thesis II: Thesis Writing		

NOTES:

- Selected Bible courses may be substituted only for the ACTS consortium MDiv program course requirements identified above and would be offered by Providence using syllabi developed in consultation with MB Seminary.[2]
- Courses for which at-par credit is requested cannot be courses used for advanced standing toward courses listed above.

3. At-Par Advanced Standing with Credit for Biblical Language Courses

Seminary Course	Hours	Undergraduate Course	Hours	Notes:
BNT 501 Introductory New Testament Greek I	3	*One of:* BGRK 2010 – Beginning Greek I: Grammar BHBR 2010 – Beginning Hebrew I: Introduction	3	Undergraduate language courses can be transferred into seminary programs on a 1-for-1 basis
BNT 502 Introductory New Testament Greek II	3	*One of:* BGRK 2020 – Beginning Greek II: Translation BHBR 2020 – Beginning Hebrew II: Syntax	3	Undergraduate language courses can be transferred into seminary programs on a 1-for-1 basis

This agreement is for a term of 5 years, upon signing.

7.5 | Mission Aviation Fellowship

1. Purpose

To expand scholarly ties and academic cooperation through the promotion of student exchange and recognition of academic programs. As a private Christian institution, **Providence University College (hereafter called Providence)** recognizes the unity in Christ that exists between Providence and **Mission Aviation Fellowship-Korea (hereafter called MAFK)** and desires to demonstrate this unity by working together under the guidance of a Memorandum of Understanding for the benefit of both Providence and

[2] A limited number of Providence courses with MB Seminary approved syllabi will be accepted for at-par advanced standing based on ATS accreditation of programs allowing completion of a BA and MDiv degree in 5 years, which are designed to reduce some of the redundancy between Bible College and seminary programs.

MAFK students. Providence plans to actively promote MAFK as a sister institution to their students in the interest of this academic cooperation and Christian unity.

2. Agreement Term

This MOU describes the terms and conditions that Providence offers to be contained within a 5-year Memorandum of Understanding, also described as a sister relationship, between MAFK and Providence. The renewal term of this MOU will begin on September 1, 2017. The MOU's covering letter will be signed by both Institutions prior to September 1, 2017. Amendments can be made at the mutual consent of both parties and incorporated into the MOU. Amendments become part of the MOU upon signing by both MAFK and Providence.

3. Scope

Providence will maintain their own governance and standard operating procedures. MAFK students studying at Providence will be guided by the policies set in place by the host institution except as specifically modified by a MOU.

4. Academic Invitation to Complete a Providence University College Bachelor of Arts Degree (Aviation Major) or Diploma in Aviation

MAFK students who provide a written endorsement from MAFK may apply to transfer MAFK or Asian Centre for Theological Studies credits towards the "General Course Requirements" for a Providence Bachelor of Arts (Aviation Major) or a Providence Diploma in Aviation. All transfer credits are approved on an individual student basis by the Providence Registrar in accordance with the "Transfer Credits" policy found in Section 2.2 of the Providence Academic Calendar. Maximum credit transfer and minimum grade requirements to transfer credits will also apply as detailed in the policy.

5. Providence University College Entrance Requirements

a. Minimum English levels (TOEFL iBT scores) required for entrance into Providence University College are: speaking = 18, listening = 18, reading = 18, and writing = 21. Refer also to the Providence website: *http://www.providenceuc.ca/college/prospective_students/apply_to_college/english_language_requirements/*
b. MAFK students not meeting minimum English requirements will require further English language development in Providence's English Language Institute or require English Language tutorship taken concurrent with Providence University College course work.
c. MAFK students wishing to study for a Providence Bachelor of Arts (Aviation Major) degree or a Providence Diploma in Aviation will need to apply and obtain a valid Canada Study Permit.
d. MAFK applicants to Providence understand that Providence University College is a Christian Liberal Arts college committed to exploring Christianity amidst denominational and cross-cultural diversity, with a mission to educate students as Christians at a university level to think, live, and serve in the church and society.

6. Financial Assistance for MAFK Students Attending Providence

a. MAFK students accepted into Providence University College are eligible to receive the Mission Aviation Fellowship - Korea Bursary. MAFK students must apply for this bursary by April 1 of the year prior to entry in the Fall Semester (September – December). Early application for this bursary allows successful applicants to have the dollar amount of the bursary noted on their acceptance letter used in Canada Study Permit application.

b. To receive the Mission Aviation Fellowship - Korea Bursary students must present a letter of endorsement from MAFK, be registered in Providence University College or Providence's English Language Institute as a full-time student (min. 12 credit hours per semester), and live in Providence residence housing (dormitories).
c. The Mission Aviation Fellowship - Korea Bursary will be valued at 25% of the Providence University College International Student tuition fees payable as posted on the Providence website see: http://www.providenceuc.ca/college/prospective_students/financing_your_education For the 2017-18 academic year the MAFK Bursary will equal (25% of $388/CrHr) $97 for each credit hour registered:
    - That contributes to the general (non-aviation) requirements of a B.A. (Aviation Major) or Diploma in Aviation as shown in the Providence Academic Calendar section 4.5.1.
    - That contributes to completing the English language requirements in Providence's English Language Institute as shown in the Providence Academic Calendar section 2.3.
d. The Mission Aviation Fellowship - Korea Bursary does not apply to Aviation (AVTN) courses required for the Aviation Major and/or the Aviation Major electives.

7. Maintenance of the Relationship

a. Both MAFK and Providence agree to contact each other at a minimum of once per semester (fall, winter, and summer) to discuss student enrollment, student issues, or other relevant matters.

b. Both institutions will maintain a contact person for the other institution for the duration of a MOU. Any changes to contact personnel will be sent to the other institution. The contact persons will be:

7.6 | Missionary Training Institute

1. Purpose

As a private Christian institution, **Providence University College and Theological Seminary (hereafter called Providence)** recognizes the unity in Christ that exists between Providence and **Missionary Training Institute (hereafter called MTI)** and desires to demonstrate this unity by working together under the guidance of a Memorandum of Understanding for the benefit of both Providence and MTI students. Providence plans to actively promote MTI as a sister institution to their students in the interest of this academic cooperation and Christian unity.

2. Agreement Term

This MOU describes the terms and conditions that Providence offers to be contained within a 5-year Memorandum of Understanding, also described as a sister relationship, between MTI and Providence. The renewal term of this MOU will begin on September 1, 2017. The MOU's covering letter will be signed by both institutions prior to September 1, 2017. Amendments can be made at the mutual consent of both parties and incorporated into the MOU. Amendments become part of the MOU upon signing by both MTI and Providence.

3. Scope

Providence will maintain their own governance and standard operating procedures. MTI students studying at Providence will be guided by the policies set in place by the host institution except as specifically modified by a MOU.

MTI students who have studied at MTI for a minimum of 8 months (equivalent to 2 semesters) are invited to come to Providence to complete a Bachelor or Master of Arts degree. There are opportunities to transfer academic credits from previously attended institutions as approved by the Providence Registrar on an individual basis (refer to Section 2.2 of the Providence Academic Calendar for "Credit Transfer" policy). Numerous degree, diploma, and certificate options are available from Providence based on discussion with the Providence Registrar.

4. Providence University College and Theological Seminary Entrance Requirements

a. Minimum English levels (TOEFL iBT scores) required for entrance into Providence University College are: speaking = 18, listening = 18, reading = 18, and writing = 21. Minimum English levels (TOEFL iBT scores) required for entrance into Providence Theological Seminary are: speaking = 20, listening = 20, reading = 20, and writing = 22. Refer also to the Providence website pages: http://www.providenceuc.ca/college/prospective_students/apply_to_college/english_language_requirements/ *http://www.providenceseminary.ca/seminary/admissions/apply_to_the_seminary/english_language_requirements/*

b. MTI students not meeting minimum English requirements will require further English language development before entry into Providence University College and Theological Seminary. MTI students can enroll in Providence's English Language Institute for further English Language development and still be eligible for the MTI Bursary described in Section 6 below.

c. MTI students choosing to come and study for one semester may enter Providence's Modern Language Institute or Providence University College and Theological Seminary for a maximum of one semester as a "visitor" to Canada without the need for a Canada Study Permit. Note that non-Korean citizens may be required to apply and obtain a Canada Temporary Resident Visa to enter Canada.

d. MTI applicants to Providence understand that Providence is a Christian Liberal Arts University College and Theological Seminary committed to exploring Christianity amidst denominational and cross-cultural diversity, with a mission to educate students as Christians at a university level to think, live, and serve in the church and society.

5. Financial Assistance for MTI Students Attending Providence

a. MTI students accepted into Providence schools are eligible to receive the Missionary Training Institute Bursary in their second semester. MTI students must apply for this bursary by April 1 of the year prior to entry in the Fall Semester (September – December). Early application for this bursary allows successful applicants to have the dollar amount of the bursary noted on their acceptance letter used in Canada Study Permit application.

b. To receive the Missionary Training Institute Bursary students must present a letter of endorsement from MTI, be registered in a Providence school as a full-time student (12 CrHrs in the University College or 9 CrHrs in the Seminary), and live in Providence residence housing (dormitories) or on-campus apartments.

c. The Missionary Training Institute Bursary is valued at 20% of the Providence International Student tuition fees paid by the applicant for the Fall Semester during

each academic year of studies at Providence (refer to Providence website for current tuition fees: http://www.providenceuc.ca/college/prospective_students/financing_your_education/ For example a student in the University College taking 15 credit hours in the Fall Semester will qualify for a bursary amount of (0.20 x $5820) $1164 granted in the second semester. A Seminary student taking 15 credit hours will qualify for a bursary amount of (0.20 x $8025) $1605 also granted in the second semester.

6. Maintenance of the Relationship

a. Both MTI and Providence agree to contact each other at a minimum of once per semester (fall, winter, and summer) to discuss student enrollment, student issues, or other relevant matters.

b. Both institutions will maintain a contact person for the other institution for the duration of a MOU. Any changes to contact personnel will be sent to the other institution. The contact persons will be:

7.7 | NAIITS

NAIITS: An Indigenous Learning Community

Partnership Covenant with Providence University College.

Relationship is at the Heart

This is Covenant of partnership between NAIITS: An Indigenous Learning Community and Providence University College.

The first concern for NAIITS and the other Parties herein is to enter into and maintain right relationship with each other, and right relatedness and relationship with the land, all under the auspices of right relationship with our Creator in Jesus.

We choose here to use the language of treaty and understanding rather than agreement which frequently simply connotes a contract. We do so to confirm not only our conversations and activities leading up to this point, but also to create a further aspirational trajectory toward increasingly right relationship and right relatedness.

Preamble

The Truth and Reconciliation Commission of Canada Final Report was released in 2015 and included 94 Calls to Action. In these Calls to Action, the concern for education is evident not only in the specific section on education outlining the necessity for Indigenous governed education, but also in other sections, calling for culturally appropriate curriculum and programming. Three of four Calls to Action addressed to the Churches speak to the need for education for clergy, seminaries, and congregations in addition to community-controlled education.

Although there is movement within the Canadian context, there is still much to be done within society but especially with the Christian church to walk in right relations with Indigenous peoples. The importance of theological education in this regard cannot be overlooked at it was so foundational to the experience Indigenous peoples have had over the decades. The recent revelations of unmarked graves at Indian Residential and Boarding Schools in Canada and the USA remind us that the land is calling out for us to not only deal with the truth, but to also forge a path forward together; not negating the past but being guided by it. The impact of this way of thinking on theological education will not only benefit Indigenous peoples

but all people who will experience the transformational nature of Indigenous curriculum which is designed, developed, delivered, and governed by Indigenous people

Over the years, the colleagues who formed the Indigenous Learning Community, which is NAIITS, have conducted conferences, arranged symposia, developed Indigenous ministry courses, designed curricula, convened gatherings in the US and Canada, and networked with Indigenous Christians worldwide. Since 2000 the NAIITS Learning Community has produced more Aboriginal Christian leaders with master's degrees, earned doctorates, and candidates in pursuit of this level of academic recognition in Theology, Biblical Studies, and Mission, than the collected traditions of the church from which the NAIITS Learning Community members have been derived, since colonial days began.

The Parties to this Covenant

NAIITS has produced, after years of work and planning by Native leaders experienced in theology and mission, an andragogical methodology that will allow our College Partners and NAIITS, to more effectively to serve students who are admitted to the program.

NAIITS College Partners have also pressed into this situation with a deep commitment, developed over the past several years, to explore what it would look like for them to participate as a change agent in the delivery of educational services to Canadian students concerning Indigenous peoples and issues in Canada.

The Details

A. The Partner College will:

i. Secure continued internal approval for the program and work with NAIITS in the ongoing assessment of the effectiveness of the program in meeting the needs of students and achieving the program goals.
ii. Receive and maintain a file of CVs of NAIITS faculty for their records and purposes of maintaining their accrediting records.
iii. Oversee the admissions process and situate prospective students to the program in accordance with admission policies.
iv. Oversee the registration of students in the course as regular students in their respective program(s) of study.
v. Provide NAIITS with timely student enrolment information including email address and other contact information in a csv formatted file for entry into its LMS, the DTL2 and any other access points, digital or otherwise that are required by students
vi. Provide signed waivers allowing NAIITS and the College to communicate necessary student information as required for proper course delivery and student management.

B. NAIITS will:

i. Ensure that requirements and learning outcomes for all courses delivered through this program are met, appropriately nuancing the curriculum to meet the needs of the undergraduate student population.
ii. Ensure that course syllabi and other requirements related to evaluation of student learning are undertaken according to undergraduate accreditation standards.
iii. Develop and implement a process for systematic, ongoing assessment of outcomes, including the extent to which courses in the program are meeting the needs of students and the goals for the program.
iv. Provide a faculty person to direct the program and work with the College designates.
v. Provide current Curriculum Vitae of NAIITS faculty who will teach in the program to each College.
vi. Supervise and support faculty who have been vetted by NAIITS to teach in the program.

vii. Ensure students are provided timely access to:
    - The NAIITS LMS, course syllabus, schedule and educational support materials including NAIITS Academic Resource folder, instructional videos etc.
    - A sign on and password to the NAIITS Digital Theological Library (DTL2)
    - All course materials required to complete the course

viii. Provide final grades including assignment breakdowns and, if requested, artefacts of student course performance

C. NAIITS and the Partner College jointly:

i. Agree that 75% of base tuition revenue received for each student enrolled in NAIITS-delivered courses will be paid to NAIITS according to the per-course tuition rates of each respective College Partner, from which NAIITS will cover all faculty reimbursement and materials costs for a synchronous/asynchronous teaching and learning course.
ii. Agree that the two parties will meet regularly (at least annually) to review the agreement, its operations and effectiveness and to collaborate on the assessment of student learning according to appropriate standards.
iii. Agree to fostering a relationship of open dialogue and mutual support; to collaborating as academics in teaching and scholarship and to learning from one another as colleagues in the common task of preparing students for life and vocation.

This MOU is effective until May 2024 and can by modified by mutual consent by the contact persons. It can be terminated in May of any year by either institution or at any other time by mutual consent of the contact persons.

7.8 | Seoul Theological University

1. Purpose

To expand scholarly ties and academic cooperation through the promotion of student exchange and recognition of academic programs. As a private Christian institution, **Providence University College (hereafter called Providence)** recognizes the unity in Christ that exists between Providence and **Seoul Theological University (hereafter called STU)** and desires to demonstrate this unity by working together under the guidance of a Memorandum of Understanding for the benefit of both Providence and STU students. Both institutions plan to actively promote the other as a sibling institution to their students in the interest of this academic cooperation and Christian unity.

2. Proposed Memorandum of Understanding (MOU) Terms and Maintenance

This MOU describes the terms and conditions that Providence offers to be contained within a 5-year Memorandum of Understanding, also described as a sibling relationship, between STU and Providence. The renewal term of this MOU will begin on September 1, 2022; **it is anticipated that the MOU will be comprised of Providence's invitation to STU and STU's invitation to Providence.** The individual agreements will be signed by the issuing institution and then combined with a covering letter to form the final MOU. The MOU's covering letter will be signed by both universities prior to September 1, 2022. Amendments can be made at the mutual consent of both parties and incorporated into the MOU. Amendments become part of the MOU upon signing by both STU and Providence.

3. Scope

Providence will maintain their own governance and standard operating procedures. STU students studying at Providence will be guided by the policies set in place by the host institution except as specifically modified by a MOU.

4. Academic Invitation to Complete a Providence University College Bachelor of Arts Degree

STU students who have completed a minimum of 3 years study at STU (as required by STU) may apply to transfer a maximum of 60 STU credits to Providence and complete a minimum additional 30 credit hours to obtain a Providence TESOL Certificate and a Providence Bachelor of Arts (General Arts). This 2-semester program will require transfer of STU credits as follows:

- Transfer of minimum 6 hours of biblical and theological studies, 6 hours of math/science, and 6 hours of humanities from STU.
- A minimum grade of C is required to transfer courses.

Other degree, diploma, and certificate options are available to STU students based on discussion with the Providence Registrar and the completion of additional credits. Other degree options will most likely require 3 to 4 semesters of additional study after arriving from STU.

5. Academic Invitation to "Sample" a Providence University College Education.

STU students in their junior year are invited to sample education at Providence for one or two semesters. Depending on English language skills, STU students will be placed in either Providence's English for Academic Purposes (EAP) or may enter the University College as a "Special Student."

6. Providence University College Entrance Requirements

a. Minimum English levels (IELTS scores) required for entrance into Providence University College are: speaking = 6.5, listening = 6.5, reading = 6.5, and writing = 6.5. Refer also to the Providence website: https://www.prov.ca/admissions/applying-to-providence/international-student-admissions/
b. STU students not meeting minimum English requirements will require further English language development in Providence's EAP or require English Language tutorship taken concurrent with Providence University College course work.
c. STU students wishing to study for a Providence Bachelor of Arts degree will need to apply and obtain a valid Canada Study Permit.
d. STU students choosing to come and study for one semester as part of the "Sample" program may enter Providence's EAP or Providence University College for a maximum of one semester as a "visitor" to Canada without the need for a Canada Study Permit.
e. STU applicants to Providence understand that Providence University College is a Christian university committed to exploring Christianity amidst denominational and cross-cultural diversity, with a mission to educate students as Christians at a university level to think, live, and serve in the church and society.

7. Financial Assistance for STU Students Attending Providence

a. STU students accepted into Providence are eligible to receive the Seoul Theological University Bursary. STU students must apply for this bursary by August 31 (i.e. before the beginning of the Fall Semester which commences at the beginning of September).
b. To receive the Seoul Theological University Bursary students must present a letter of endorsement from STU, be registered in Providence University College or Providence's EAP as a full-time student, and live in Providence residence housing (dormitories).
c. The Seoul Theological University Bursary will be valued at 25% of the Providence University College International Student tuition fee as posted on the Providence website see: http://www.prov.ca/admissions/financing-your-education or, in the 2021-22 academic year, the Seoul Theological University Bursary for 30 credit hours will equate to (0.25 x $14,430) = $3608.

8. Maintenance of the Relationship

a. Both STU and Providence agree to contact each other at a minimum of once per semester (fall, winter, and summer) to discuss student enrollment, student issues, or other relevant matters.

b. Both institutions will maintain a contact person for the other institution for the duration of a MOU. Any changes to contact personnel will be sent to the other institution.

c. Any desired changes to a MOU will be based on consensus between STU and Providence.

7.9 | Steinbach Bible College

TRANSFER ARTICULATION AGREEMENT

I. Introduction

This transfer agreement between Providence University College (PUC) and Steinbach Bible College (SBC) is intended to maximize transfers for students seeking course options not available to them at their home school.

Students transferring from SBC to PUC will follow one of these pathways:

SBC Program		PUC Program
Associate of Arts Marketplace	à	Bachelor of Arts in Business Administration
Associate of Arts Pre-University	à	Bachelor of Arts in Humanities
Associate of Arts Pre-University	à	Bachelor of Arts in Interdisciplinary Arts
Associate of Arts Pre-University	à	Bachelor of Arts in Psychology

Students transferring from PUC to SBC will follow the pathway of PUC's Associate of Arts in Business à SBC's Bachelor of Arts Marketplace.

PUC students in the Bachelor of Theology degree may also select to take one of the SBC Minors for their degree track in place of one of the existing tracks.

II. Terms of the Transfer Pathway

PUC

1. PUC will grant transfer credit, subject to a few exclusions, equivalent to the hours the student has earned at SBC to a maximum of 60 credit hours for any student meeting the following criteria:
   - ❑ The student has completed a minimum of 30 credit hours of course work at SBC. This means that students may transfer without completing the full Associate of Arts.
   - ❑ The courses transferred are from the approved list of transfer courses (see below) or were selected with approval by PUC.
   - ❑ The student has achieved a minimum cumulative GPA of 2.00 or higher at SBC and a minimum grade of 'C' in each course.
   - ❑ The courses to be transferred were taken at SBC within the last ten years. Any courses taken prior to ten years ago will be subject to approval.
2. PUC will assess transfer credit for any student who does not meet the criteria listed in the previous paragraph but meets PUC's regular admission requirements according to existing policies regarding transfer of credit. All transfer students, regardless of meeting the criteria, will have one unit of Field Education waived for each 15 credit hours transferred in.

SBC

1. SBC will grant transfer credit for students completing the AA in Business, equivalent to the hours the student has earned at PUC to a maximum of 60 credit hours for any student meeting the following criteria:
    - ❑ The courses transferred are from the approved list of transfer courses (see below) or were selected with approval by SBC.
    - ❑ The student has achieved a minimum cumulative GPA of 2.00 or higher at PUC and a minimum grade of 'C' in each course.
2. SBC will assess transfer credit for any student who does not meet the criteria listed in the previous paragraph but meets SBC's regular admission requirements according to existing policies regarding transfer of credit.
3. Students desiring to complete more than 15 credits of a Minor at SBC for their PUC Bachelor of Theology program will have special visiting student status at SBC and will not be required to apply as a regular student.

III. Approved Transfer Courses by Pathway

1. Associate of Arts Marketplace (SBC) à Bachelor of Arts in Business Administration (PUC)

PUC Requirement	SBC Equivalent
THEO 1020 Christian Spirituality: Formations	CM114 Spiritual Formation
BIBL 1020 Introduction to the Old Testament	BI111 Introduction to the Old Testament
BIBL 1030 Introduction to the New Testament	BI121 Introduction to the New Testament
BIBL 1010 Reading the Bible: Methods and Formation	BI105 Biblical Interpretation
COMM 1010 Introduction to Communications and Media	Communications elective
HUMN 1010 English Composition	EN101 English Composition
MATH 1030 Vector Geometry and Linear Algebra / MATH 1050 Introduction to Calculus	MA201 Business Math
PHIL 3010 Ethics in the Marketplace	MM201 Introduction to Marketplace Ministry
MGMT 1020 Organizational Behaviour	SS223 Interpersonal Processes
Business elective	SS224 Conflict Resolution

Maximum transferrable credit hours: 30

These students may waive one additional Field Education unit for the completion of CM101 Introduction to Ministry.

Students may complete the 27 credit hours of Marketplace courses using the PUC BA Business Administration Business courses. During this time, PUC will already consider the student a BA Business Administration student, acknowledging they are still completing their AA Marketplace at SBC. However, for the purposes of Financial Aid, these students will still be considered primarily SBC students until they complete the AA Marketplace. PUC will communicate credit hour and tuition amounts with SBC for student loan reporting.

2. Associate of Arts Pre-University (SBC) à Bachelor of Arts in Humanities (PUC)

Note: Humanities majors select two of three possible concentrations (English Literature, History, Philosophy). Transferrable courses may vary depending on which concentrations are selected. The list

below reflects History and Philosophy as the chosen concentrations. Students replacing one of these concentrations (likely Philosophy) with English Literature should do so in consultation with both SBC and PUC.

PUC Requirement	SBC Equivalent
THEO 1010 Introduction to Christian Theology: Beliefs and Practices / THEO 1020 Christian Spirituality: Formations	TH231 Christian Theology / CM114 Spiritual Formation
BIBL 1020 Introduction to the Old Testament	BI111 Introduction to the Old Testament
BIBL 1030 Introduction to the New Testament	BI121 Introduction to the New Testament
BIBL 1010 Reading the Bible: Methods and Formation	BI105 Biblical Interpretation
Biblical/Theological Studies elective	BI221 Life & Teachings of Jesus
Biblical/Theological Studies elective	Biblical/Theological Studies elective
Biblical/Theological Studies elective	Biblical/Theological Studies elective – taken as an open elective
Math/Science elective	MA201 Business Math – taken as an Arts & Sciences elective
Social Sciences elective	Social Sciences elective
Social Sciences elective	Social Sciences elective
COMM 1010 Introduction to Communications and Media	Communications elective
Professional Studies elective	CM101 Introduction to Ministry
Professional Studies elective	CM201 Intercultural Ministry
Professional Studies elective	Professional Studies elective – taken as an open elective
History elective	Christian History elective
History elective	HU222 Anabaptist History
History elective	Christian History elective – taken as a Humanities elective
PHIL 1010 Introduction to Philosophy	HU231 Introduction to Philosophy
Philosophy elective	HU272 Ethics
Open elective	EN111 English Literature and Composition

Maximum transferrable credit hours: 60

3. Associate of Arts Pre-University (SBC) à Bachelor of Arts in Interdisciplinary Arts (PUC)

Note: Interdisciplinary Arts majors select two of the following three concentrations: Humanities (18 credit hours in any one of English Literature, History, or Philosophy), Social Sciences (15 credit hours in any one of Cultural Anthropology, Psychology, or Sociology), or Mathematics (15 credit hours), plus specified social

science courses if a Social Science concentration is chosen. Transferrable courses may vary depending on which concentrations are selected. Students should select their courses in consultation with both SBC and PUC—for maximum transferability, it is recommended that students select History and Psychology. The courses listed below reflect what will transfer regardless of concentration.

PUC Requirement	SBC Equivalent
THEO 1010 Introduction to Christian Theology: Beliefs and Practices / THEO 1020 Christian Spirituality: Formations	TH231 Christian Theology / CM114 Spiritual Formation
BIBL 1020 Introduction to the Old Testament	BI111 Introduction to the Old Testament
BIBL 1030 Introduction to the New Testament	BI121 Introduction to the New Testament
BIBL 1010 Reading the Bible: Methods and Formation	BI105 Biblical Interpretation
Biblical/Theological Studies elective	BI221 Life & Teachings of Jesus
Biblical/Theological Studies elective	Biblical/Theological Studies elective
Biblical/Theological Studies elective	Biblical/Theological Studies elective – taken as an open elective
COMM 1010 Introduction to Communications and Media	Communications elective
Professional Studies elective	CM101 Introduction to Ministry
Professional Studies elective	CM201 Intercultural Ministry

Maximum transferrable credit hours: 60

4. Associate of Arts Pre-University (SBC) à Bachelor of Arts in Psychology (PUC)

PUC Requirement	SBC Equivalent
THEO 1010 Introduction to Christian Theology: Beliefs and Practices / THEO 1020 Christian Spirituality: Formations	TH231 Christian Theology / CM114 Spiritual Formation
BIBL 1020 Introduction to the Old Testament	BI111 Introduction to the Old Testament
BIBL 1030 Introduction to the New Testament	BI121 Introduction to the New Testament
BIBL 1010 Reading the Bible: Methods and Formation	BI105 Biblical Interpretation
Biblical/Theological Studies elective	BI221 Life & Teachings of Jesus
Biblical/Theological Studies elective	Biblical/Theological Studies elective
Biblical/Theological Studies elective	Biblical/Theological Studies elective – taken as an open elective
Humanities elective	Christian History elective
Humanities elective	Humanities elective

Math/Science elective	MA201 Business Math – taken as an Arts & Science elective
Math/Science elective	HU373 Faith & Science – taken as an Integrative Studies elective
COMM 1010 Introduction to Communications and Media	Communications elective
Professional Studies elective	CM101 Introduction to Ministry
Professional Studies elective	CM201 Intercultural Ministry
PSYC 1010 Introduction to Psychology I	SS201 Introduction to Psychology
Psychology elective	SS204 Educational Psychology
Psychology elective	SS203 Human Development
Open elective	EN111 English Literature & Composition
Open elective	HU222 Anabaptist History
Open elective	HU272 Ethics

Maximum transferrable credit hours: 60

5. Associate of Arts in Business (PUC) à Bachelor of Arts Marketplace (SBC)

SBC Requirement	PUC Equivalent
BI105 Biblical Interpretation	Biblical/Theological Studies elective
BI111 Introduction to the Old Testament	BIBL 1020 Introduction to the Old Testament
BI121 Introduction to the New Testament	BIBL 1030 Introduction to the New Testament
CM114 Spiritual Formation	THEO 1020 Christian Spirituality: Formations
Arts & Sciences elective	STAT 1000 Statistical Analysis
Communications elective	BUSA 1020 Business Communications
Math/Science elective	MATH 1030 Vector Geometry & Linear Algebra / MATH 1050 Introduction to Calculus
Social Sciences elective	ECON 1010 Economics I: Microeconomics
SS223 Interpersonal Processes	MGMT 1020 Organizational Behaviour
EN111 English Literature & Composition I	HUMN 1010 English Composition
HU272 Ethics	PHIL 3010 Ethics in the Marketplace
CM312 Leadership Principles	MGMT 4010 Strategic Management & Policy
Marketplace Component	BUSA 3010 International Business
Marketplace Component	ECON 1020 Economics II: Macroeconomics
Marketplace Component	MGMT 1010 Introduction to Management
Marketplace Component	BUSA 1010 Introduction to Business

Marketplace Component	MRKT 2010 Fundamentals of Marketing
Marketplace Component	MGMT 2020 Human Resource Management
Marketplace Component	ACCT 2010 Introductory Financial Accounting
Marketplace Component	COMP 1010 Computer Usage I

Maximum transferrable credit hours: 60

Two units of FE 1000 Field Education will also fulfill two units of Service Learning

6. SBC Minors as Tracks in the PUC Bachelor of Theology

PUC students in the Bachelor of Theology degree may fulfill their Track (21 credit hours) by selecting an SBC Minor:

- Bible Teaching
- Children's Ministry
- Counselling Ministry
- Intercultural Studies
- Pastoral
- Worship
- Youth

If there is overlap between the courses in the Minor and the core requirements of the Bachelor of Theology, the student has the choice to take that course at either SBC or PUC, as available. They will then work with their advisor to select a suitable open elective (again, from either SBC or PUC) to account for the duplication. In cases where a Minor has less than 21 credit hours, the student will take additional elective courses in the Minor to bring it up to 21 credit hours.

IV. Duration of this Transfer Agreement

This is a five-year arrangement to be reassessed thereafter. The next review is scheduled for August, 2027.

V. Maintenance of this Transfer Arrangement

Occasionally PUC may request syllabi from SBC for courses not yet reviewed, or PUC may request new syllabi for courses reviewed in the past, and vice versa. SBC and PUC will provide syllabi for new courses as they are approved.

7.10 | Steinbach Bible College – TESOL

TESOL CERTIFICATE ARTICULATION AGREEMENT

Providence University College and Steinbach Bible College agree that SBC students may complete a Providence University College TESOL Certificate by taking 15 credit hours of the requirements at Steinbach Bible College and 15 credit hours of TESOL courses at Providence University College.

SBC courses are taken during the regular college year or with SBC Online. Providence based TESOL courses may be taken during the regular college year or during summer intensives. The goal is a completed certificate as awarded by Providence University College in April.

There are two options for fulfilling TESL Canada Certification Level One requirements: 1) Completing an SBC Bachelor of Arts that includes the SBC courses in this agreement, and completing the TESOL courses from Providence; or 2) Completing any SBC Bachelor of Arts and then completing the Graduate TESOL Certificate program at Providence (includes an additional cultural studies course).

Prospective students will be supported by a designated academic advisor at Steinbach Bible College. This advisor will be in regular contact with the TESOL faculty at Providence University College to ensure a proper transition for students. Steinbach Bible College will supply Providence University College with copies of transcripts of students in the program for assessment before the certificated are awarded.

Accompanying this agreement is a template of the certificate requirements used for student program planning. The Registrar of Steinbach Bible College may grant course substitutions to these course requirements only with signed approval from Providence University College TESOL faculty.

The colleges may withdraw from this agreement given formal written notice. This agreement will be reviewed every five years.

TRANSFER CREDIT AGREEMENT

Providence UC TESOL Certificate	**Hrs**	**SBC Courses**	**Hrs**
ANTH 1020 – Anthropology II: Cultural Anthropology	3	SS211 Cultural Anthropology	3
THEO 1020 – Christian Spirituality: Formations	3	CM114 Spiritual Formation	3
THEO 1010 – Intro to Christian Theology: Beliefs and Practices BIBL 1020 – Intro to the OT BIBL 1030 – Intro to the NT BIBL 1010 – Reading the Bible: Methods and Formation	6	BI111 Intro to the Bible: OT BI121 Intro to the Bible: NT BI105 Biblical Interpretation TH132 Christian Theology	Choose 2 courses = 6 hours
COMM 1030 – Speaking in Public OR EDUC 1010 – Principles of Teaching and Learning	3	HU202 Art of Persuasion (Speech) OR SS204 Educational Psychology	3
LING 1010 – Morphology and Phonology	3	Taken at Providence UC	
LING 1020 – Syntax	3	Taken at Providence UC	
TESL 1010 – Second Language Acquisition	3	Taken at Providence UC	
TESL 1020 – Materials and Methodology in TESOL	3	Taken at Providence UC	
TESL 1110 – Observation Practicum	1	Taken at Providence UC	
TESL 1120 – Teaching Practicum	2	Taken at Providence UC	
FE 1000 Field Education [fulfilled by Practicum II]		Taken at Providence UC	
Total	**30 hrs**	**Total**	**30 hrs**

8. Disclosures

It is the policy of Providence University College in the admission of students or the hiring of employees not to discriminate on the basis of the applicant's race, colour, sex, or national or ethnic origin.

Since this Academic Calendar is published in advance of the 2026-27 academic year, the University College reserves the right to make whatever changes circumstances may require.

8.1 | Statistics Canada

Statistics Canada is the national statistical agency. As such, Statistics Canada carries out hundreds of surveys each year on a wide range of matters, including education.

It is essential to be able to follow students across time and institutions to understand, for example, the factors affecting enrolment demand at postsecondary institutions. The increased emphasis on accountability for public investment means that it is also important to understand "outcomes." In order to conduct such studies, Statistics Canada asks all colleges and universities to provide data on students and graduates. Institutions collect and provide to Statistics Canada, student identification information (student's name, student ID number, Social Insurance Number), student contact information (address and telephone number), student demographic characteristics, and enrolment information.

The federal Statistics Act provides the legal authority for Statistics Canada to obtain access to personal information held by educational institutions. The information may be used for statistical purposes only, and the confidentiality provisions of the Statistics Act prevent the information from being released in any way that would identify a student.

Students may contact Statistics Canada via email if they have any questions: statcan.PSIS-SIEP.statcan@canada.ca.

It is with the goodwill and collaboration of postsecondary institutions that we will reach our goal of providing reliable postsecondary education information required to plan for our future.

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