

2018-2019 University Calendar

In lumine tuo videbimus lumen (In your light we shall see light)

Psalm 36:9



St. Mary's University

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QUICK REFERENCE

| Term | Class Dates | Exam Period | Fee Deadline | Last Day to Change Registration | Last Day to Withdraw |
|--|----------------|-------------|--------------|---------------------------------|----------------------|
| Fall 2018 | Sep 5 - Dec 7 | Dec 10 - 19 | Sep 5 | Sep 12 | Nov 21 |
| Winter 2019 | Jan 7 - Apr 10 | Apr 15 - 29 | Jan 7 | Jan 14 | Mar 22 |
| Spring 2019 | May 6 - Jun 21 | Jun 24 - 28 | May 6 | May 9 | May 30 |
| Refer to page 13 for block week deadlines. | | | | | |
| Summer 2019 | Jul 8 - Aug 23 | Aug 26 - 30 | Jul 8 | Jul 11 | Aug 6 |
| Refer to page 13 for block week deadlines. | | | | | |

Important Notice

St. Mary's University reserves the right to change or amend policies, regulations, programs and fee structures at any time. At the time of printing, this *University Calendar* is considered to be accurate and up-to-date for the academic year beginning September 5, 2018. Consult the St. Mary's University website at stmu.ca for the most current information on academic matters, including courses, personnel, academic programs and policies, and timetables.

By registering for courses at St. Mary's University, the student agrees to the terms, conditions, academic regulations and standards published in the *University Calendar*. It is the student's responsibility to become familiar with the contents of this calendar.

WELCOME TO ST. MARY'S UNIVERSITY



Dr. Gerry Turcotte, Director of Campus Ministry Nancy Quan, and student volunteers

Academic Excellence and Social Justice Hand in Hand

St. Mary's University continues to be one of the fastest growing post-secondary institutions in Alberta, having grown by over 54% in the last five years alone.

I am always asked to account for this phenomenal growth and my answer is always the same. Once a

best-kept secret, the word is now out about the quality of our academic programs, the innovative nature of our teaching and research, and equally important, the strong focus we have on social justice issues and volunteering. Together, these qualities have resonated with the community, and students are seeking out St. Mary's in record numbers.

As I've noted before, St. Mary's has the very best academic programs in the Arts and Sciences delivered by renowned faculty who are committed to creating a learning environment for their students that is second to none. We pride ourselves on our remarkable two-year after-degree Bachelor of Education program that can boast an outstanding placement rate for teachers upon graduation. This program has become even more popular now that we have developed a direct entry program allowing students to enroll once for both their BA or BSC degree and their BEd program.

And St. Mary's is becoming even better known for its passion for social justice. In September 2017 we launched the President's Volunteer Team (PVT) hoping to attract dozens of interested students. Instead we were overwhelmed with over 150 volunteers on the first day of the program, and to date we have worked with numerous social justice groups in Calgary, from Feed the Hungry to the Mustard Seed, Habitat for Humanity to We Day, and the program is only getting started!

Our incredible Humanities 101 program, which delivers academic courses to Calgary's most economically-disadvantaged citizens, not only continues to offer transformative education but has also been granted its second major award in as many years in recognition of the groundbreaking work it is undertaking. We have received the LOLA Award from Calgary Learns in the Learning Communities category and the Developmental Disabilities Resource Centre of Calgary's (DDRC) Award of Excellence. St. Mary's was also the recipient of a prestigious Premier's Council Award of Excellence for Persons with Disabilities.

St. Mary's University continues to build new infrastructure for its growing community. Most recently we completed the beautiful Heritage Centre with its student gathering spaces and state-of-the-art lecture theatre. We completed the transformation of our old glassblower's shop into the university's new bookstore, and a new Bistro has been built to serve our growing student population. Last but not least, our 96-year-old water tower is being redeveloped into an extraordinary art gallery and meeting space, with the first exhibition, celebrating Indigenous artists, scheduled for late June.

If a university is really the sum of its people, then we are truly blessed. As well as caring and accomplished faculty, the staff at St. Mary's are known for their commitment to students, and they manifest this in every aspect of their work. Similarly, our student body is not only academically rigorous but also caring and involved in the community (on campus and beyond). All in all, St. Mary's University is a place with heart and passion.

It is with particular pleasure, therefore, that I convey this welcome on behalf of the faculty, staff and students of St. Mary's University. St. Mary's is a university open to all and anchored in a 2000-year-old Catholic intellectual tradition that celebrates academic freedom and inquiry, diversity of programs and approaches, and breadth and depth of understanding and knowledge. We are committed to academic excellence and to student success. We believe that our welcoming atmosphere, our focus on academic excellence and our outstanding commitment to social justice are the reasons that we are growing so dynamically.

Thank you for choosing St. Mary's.

Gerry Turcotte, PhD President

WELCOME TO ST. MARY'S UNIVERSITY



Congratulations on joining the vibrant and intellectually invigorating community of St. Mary's University! We welcome you to our teaching and learning spaces, where you will meet new people, develop lifelong friendships and chart your future path.

Relationships and a deep sense of community animate the St. Mary's experience. Enjoy the intimate class sizes and the ability to know your peers and professors and to be known by name. We value you and want to support your growth as a whole person – mind, body, and spirit. Our faculty will challenge you with new ideas and mentor your intellectual and creative abilities. They will stretch your critical thinking and help prepare you for the ethical dilemmas of the contemporary world while building your capacities to be flexible, forward thinking, and compassionate contributors to society. We encourage you to connect your learning to the global community through experiential learning, travel study, social entrepreneurship, and volunteering in the community.

Every student has her or his own path. We have many supports and services to guide you along the way and help you develop your capacities as you complete this stage of your academic journey: wellness initiatives, athletics, campus ministry, career counselling, academic accommodations, academic success initiatives, and personal counselling services. We are deeply engaged in examining the social structures that create inequity; part of that reflection involves knowing the history of Canada. We are committed to walking in relationship with our First Nations, Métis, and Inuit brothers and sisters. Our Director of Indigenous Initiatives and our Elders on campus welcome your questions and facilitate opportunities for dialogue and learning.

We are fortunate to be located on a campus adjacent to Fish Creek Park, Canada's largest urban wilderness area. We use Fish Creek as a living laboratory in many of our science classes. Last year we updated the Biology and Chemistry labs and completed renovated the Library, including building a new Special Collections Reading Room where you can work with rare documents and artifacts. Individual and group work spaces invite you to independent study and group collaboration. Mindful of the importance of solitude and the balance that comes from contemplating the beauty of the natural world, we encourage you to make use of the benches in the glass-walled gallery of the Heritage Centre that opens onto a spectacular view of Fish Creek Park.

St. Mary's continues to grow, both in size and in reputation. Our graduates have been highly successful in careers, graduate studies, and professional development. In addition to developing rich content knowledge, our graduates are recognised for their thoughtful consideration of multiple perspectives, acceptance of diversity, and passion to make the world a better place. Rooted in an ethos of social justice, a St. Mary's education will prepare you to become active and engaged members of society, becoming fully human and deeply connected to the world around you.

The students of St. Mary's are the future movers and shakers of the world. We are enriched by your questions and curiosity. In turn, we want to inspire you and mentor you to become the best version of yourself and to find your place in the world.

Tara Hyland-Russell, PhD
Vice-President Academic

Make the most of your time here at St. Mary's University!

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VISION

St. Mary's University will be a leader in post-secondary education, open to all, and focused on developing the whole person: mind, body and spirit. Founded on the Catholic intellectual tradition, St. Mary's University will prepare its students to live with integrity, compassion and confidence.

MISSION

St. Mary's University is an innovative teaching and research university that provides affordable, accredited and highly valued degrees in the Liberal Arts, Sciences and Education. Through the pursuit of knowledge and service to the community, we prepare our students to become lifelong learners, engaged citizens and compassionate members of society.

INCLUSIVITY AT ST. MARY'S UNIVERSITY

St. Mary's University is a dynamic, academically vibrant, and socially and culturally diverse community. We are modeled on a 2000-year-old Catholic intellectual tradition that believes in the importance of the whole person: mind, body and spirit. At St. Mary's University all people are welcomed, and we believe that academic freedom—the right of faculty members to inquire, research and teach without interference—is a critical tenet of our mandate. Our university has always provided a safe, secure, and respectful place for all of our students, staff and faculty, regardless of religion, ethnicity, disability, social or economic class, and gender or sexual identity and orientation.

This is directly in keeping with our Catholic tradition, our principles of social justice, and our belief in the dignity of all people. It is a cornerstone of Liberal Arts and Sciences universities such as St. Mary's University.

In a recently released book, *The Name of God is Mercy*, Pope Francis himself argues that like Jesus, we should “integrate the marginalized, the ones who are outside the city, the ones outside the encampment.”

It is not the place of a university to put up walls but rather to open its gates, to welcome intellectual inquiry in all matters, and to embrace all who set foot on our grounds—especially the marginalized and vulnerable. We accept, value and respect the dignity and worth of every member of our diverse university community. This is what we have always done; it is what we will continue to champion.

EDUCATIONAL PHILOSOPHY

“There are two equally dangerous extremes: to shut reason out, and to let nothing else in.” Blaise Pascal

St. Mary's University, a post-secondary institution that is firmly in the tradition of Catholic scholarship in this country, values this rich heritage of academic freedom, rigorous intellectual inquiry, respect for diversity of opinion and belief and social responsibility. The University welcomes students of diverse traditions and cultures; it recognizes that the intellectual interchange essential to a vibrant university-level education requires and is enriched by the presence and voices of diverse scholars and students in a community of critical thinkers. St. Mary's University proceeds on the assumption that individuals are not merely consumers or producers; we are spiritual beings, and there are ethical and moral dimensions to all we do, and the examination of these dimensions is an integral part of the entire educative process.

While each discipline is taught systematically and according to its own methods, interdisciplinary studies assisted through the study of philosophy and theology enable students to acquire an organic vision of life and a continuing desire for intellectual progress. In promoting this integration of knowledge, St. Mary's University promotes dialogue between faith and reason so that it can be seen more profoundly that faith and reason bear harmonious witness to the unity of all truth.

St. Mary's University provides an environment for the development of the whole person intellectually, emotionally, spiritually and physically in his or her social context, and presents a learning ethos that attempts to ensure that advances in scholarship and technology are attuned to the authentic good of individuals and society as a whole. It is an institution that inspires students to undertake responsible intellectual inquiry and accept the challenge of providing leadership for the creation of a socially just world based on sound moral principles.

St. Mary's University promotes understanding of and respect for the uniqueness and inherent dignity that defines each one of us, made as we are in the image and likeness of God. It is an academic community that, in a rigorous and critical fashion, assists in the protection and advancement of human dignity and of a cultural heritage through research, teaching and various services offered to the local, national and international communities. A Catholic institution recognizes human culture is open to revelation and transcendence; the University should be a primary place for fruitful dialogue between the Gospel and culture.

ACADEMIC FREEDOM

Freedom of inquiry and freedom of expression define St. Mary's University. The rights and obligations of academic freedom derive from the nature of academic life and are consistent with the objectives of the University as a community of scholars that pursues the highest academic standards; promotes intellectual and spiritual growth; recognizes ethical and moral implications both of methods and discoveries; maintains respect for the inherent dignity of individuals as persons; and lives in the tradition of Catholic belief and its rich scholarly heritage.

Specific principles of academic freedom include freedom to teach and learn according to one's obligation and vision, and in accordance with the methods proper to each academic discipline; freedom to disseminate the fruits of study and research inspired by the scholarly obligation to pursue truth vigorously and honestly; and freedom to speak and write on issues in fulfillment of the obligations and legal rights of citizenship.

Correlative obligations include respectful allowance for the exercise of these freedoms by others; proper acknowledgement of the contributions made by others to one's work; preservation of the confidentiality necessary in personal, academic and administrative deliberations; and adherence in the course of one's conduct, utterances and work to the by-laws, mission, educational philosophy and educational objectives of the University.

Members have the freedom to exercise professional judgement in the acquisition of materials and in ensuring these materials are freely accessible to all for bona fide teaching and research purposes, no matter how controversial these materials may be.

EDUCATIONAL OBJECTIVES

To introduce students to the breadth and depth of human intellectual experience and to foster an unrestrained search for meaning and purpose that enables students to achieve the full measure of their being.

To provide the most intellectually stimulating learning environment possible: one that fosters the development of the disciplined habits of mind, body and spirit that are the mark of the well-educated, free human being.

To aspire to the highest standards in teaching and research with particular regard to teaching excellence, whereby professors are committed to communicate clearly and honestly the results of their research and to care about students' academic and personal well-being.

To provide individual attention to each student and to be a community of scholars, animated by the spirit of Christ, in which all students, faculty and staff are dedicated to the academic, personal, social and spiritual development of each member.

To encourage the pursuit of wisdom through learning and to ensure the learning experience at the University enables an exhilarating period of sustained personal growth and inspiring intellectual development whereby education nurtures talents, abilities and interests, and facilitates self-discovery and an enthusiastic quest for truth.

To promote scholarly excellence by providing the highest possible quality of university-level courses and programs, and to equip and prepare St. Mary's University graduates to become productive members of and to take leadership roles in their communities, the Church and the broader society.

STATEMENT BY THE FACULTY ON INCLUSIVITY

In the hallways and classrooms of St. Mary's University, inclusivity and diversity are not merely vision statements; they are a reality. As St. Mary's faculty members, we are proud that our classes welcome and include students of diverse religions (including no religion), gender identities, sexual orientations, ages, ethnicities, abilities, life experiences, cultures, and socio-economic backgrounds.

We believe in the university as a place of intellectual and personal freedom that explores and celebrates humanity in all its complexity. Our classes invite students to engage critically with challenging—and often provocative, sensitive, or controversial—ideas through independent reasoning, fair-minded inquiry, and academic rigor. This uncircumscribed critical thinking is at the heart of our university. It is what we hope ultimately helps our students to become more compassionate, just, and actively engaged members of our wider human society.

As a faculty, we celebrate difference—of thought, of identity, of experience—as a fundamental strength of our university community.

HISTORY OF ST. MARY'S UNIVERSITY

A proud member of Campus Alberta, St. Mary's University came into being on September 18, 1986, when Royal Assent was given in the Legislative Assembly of Alberta, to an act establishing St. Mary's. Founded on the Catholic intellectual tradition and open to all, St. Mary's, from the very beginning, has focused on developing the whole person—mind, body and spirit—and on preparing our students to live with integrity, compassion and confidence. St. Mary's is committed to high-quality teaching and individual attention to each student. Students are encouraged to care for the broader community by participating as volunteers to help the less advantaged.

St. Mary's began with an initial focus on professional courses for teachers in the Catholic school system. In 1997, in collaboration with the Calgary Catholic School District, St. Mary's introduced two professional development certificate programs and initiated a liberal arts university transfer program. The first full-time students were admitted that year.

On July 1, 1999, St. Mary's moved to our current site, the location of the former Father Lacombe Home on the edge of Fish Creek Provincial Park. The many heritage buildings on the site are still in use by St. Mary's, including the laundry building (the current Le Fort Centre named in honour of the late Monsignor Joseph Le Fort), Providence School (now the Classroom Building), the Carriage House and the Water Tower. The Water Tower was designated a Provincial Historic Resource in 1979. Other buildings on campus include St. Basil's Hall, which was built in 1999 to house the University's library and computer labs, and Father Michael J. McGivney Hall, which houses the Bachelor of Education program. Fall 2016 saw the opening of the newly constructed multi-million dollar Heritage Centre. Its multi-purpose 1,800-square-foot main hall converts into a fully-functioning theatre with retractable tiered seating for 120 people, complete with high quality audio visual and projection, industry standard theatre lighting and specialised ventilation to enable ceremonial smudging for Indigenous events.

All of St. Mary's degrees are fully accredited by the Ministry of Advanced Education. In the spring of 2004, St. Mary's was authorized by the Ministry to offer our first Bachelor of Arts (BA) degrees and since that time additional degrees have received Ministerial approval including a two-year Bachelor of Education (Elementary) after-degree and a 4-year Bachelor of Science (BSc) with a major in Biology. St. Mary's presently offers four 3-year BA degrees with concentrations in English, General Studies, History and Psychology, four 4-year BA degrees with majors in English, History, Liberal Studies, and Psychology, and the above-mentioned BSc and BEd degrees. Additional degree programs are currently in development. St. Mary's also offers a broad range of university courses in other liberal arts and science disciplines and a business transfer program, as well as travel abroad and international student exchanges.

Other notable developments in St. Mary's history include the establishment in 2010 of the \$1.2 million-endowed CWL Chair for Catholic Studies, the first Chair for Catholic Studies in the history of Western Canada. Dr. Michael Duggan was appointed as the inaugural Chair on September 1, 2010. St. Mary's was also fortunate to acquire a Heritage edition of the Saint John's Bible in 2013 thanks to donors who contributed \$350,000 for this acquisition. St. Mary's owns one of only three copies in Canada.

| September2018 | | | | | | | October2018 | | | | | | | November2018 | | | | | | | December2018 | | | | | | |
|---------------|----|----|----|----|----|----|-------------|----|----|----|----|----|----|--------------|----|----|----|----|----|----|--------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | | 1 | | 1 | 2 | 3 | 4 | 5 | 6 | | | | | 1 | 2 | 3 | | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | 28 | 29 | 30 | 31 | | | | 25 | 26 | 27 | 28 | 29 | 30 | | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | | | | | | | | | | | | | | | | 30 | 31 | | | | | |

FALL TERM 2018

| | |
|----------------|---|
| Jun 1 | Last day for international students to apply for admission for Fall 2018 |
| Jul 2 | Canada Day. University closed |
| Aug 6 | Alberta Heritage Day. University closed |
| Aug 27-31 | Block Week |
| Aug 27 | Deadline to pay Block Week fees |
| Aug 27 | Last day to drop Block Week courses |
| Aug 29 | Last day to withdraw from Block Week courses without penalty |
| Aug 31 | Last day to apply for admission for Fall 2018 |
| Sep 3 | Labour Day. University Closed |
| Sep 4 | Bachelor of Arts, Bachelor of Science & Bachelor of Education New Student Orientation |
| Sep 5 | First Day of Classes for Fall term |
| | Deadline to pay Fall term fees (excluding Block Week courses) |
| Sep 12 | Opening Term Liturgy of the Holy Spirit |
| Sep 12 | Last day to register or to change registration for courses in Fall 2018 |
| Oct 1 | Last day to submit an Application to Graduate |
| Oct 1 | Applications open for Fall 2019 |
| Oct 8 | Thanksgiving Day. University closed |
| Oct 22 | Bachelor of Education Practicum EDPR 431 begins |
| Oct 31 | Last day for international students to apply for admission for Winter 2019 |
| Nov 12 | Remembrance Day Observed. University closed |
| Nov 13-16 | Reading Week. No Classes |
| Nov 13-17 | Block Week |
| Nov 13 | Deadline to pay Block Week fees |
| Nov 13 | Last day to drop Block Week courses |
| Nov 15 | Last day to withdraw from Block Week courses without penalty |
| Nov 21 | Last day to withdraw from Fall term courses without academic penalty |
| Nov 21 | Last day to submit Exam Conflict form |
| Nov 21 | Last day to apply for winter bursaries |
| Nov 26 | Bachelor of Education Practicum EDCM 331 begins |
| Dec 5 | End of term patron day liturgy in honor of Mary |
| Dec 7 | Last day of classes for Fall term |
| Dec 10-19 | Final examinations for Fall term, mid-year examinations for full-year courses |
| Dec 22 – Jan 1 | Christmas break. University closed |
| Dec 31 | Last day to apply for admission for Winter 2019 |

Students must be available for final examinations up to the last day of the examination period as specified in the above *Academic Schedule*, and the University reserves the right to make adjustments as required.

| January 2019 | | | | | | | February 2019 | | | | | | | March 2019 | | | | | | | April 2019 | | | | | | |
|--------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|------------|----|----|----|----|----|----|------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa |
| | | 1 | 2 | 3 | 4 | 5 | | | | | | 1 | 2 | | | | | | 1 | 2 | | 1 | 2 | 3 | 4 | 5 | 6 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 27 | 28 | 29 | 30 | 31 | | | 24 | 25 | 26 | 27 | 28 | | | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 28 | 29 | 30 | | | | |
| | | | | | | | | | | | | | | 31 | | | | | | | | | | | | | |

WINTER TERM 2019

| | |
|-----------|--|
| Jan 2 | University Offices re-open |
| Jan 4 | New Student Orientation |
| Jan 7 | First day of classes for Winter term |
| | <i>Deadline to pay Winter term fees (excluding Block Week)</i> |
| Jan 14 | <i>Last day to register or to change registration for courses in Winter 2019 (excluding Block Week)</i> |
| Jan 14 | Last day to withdraw from a full-year course without academic penalty |
| Feb 18 | Alberta Family Day. <i>University closed</i> |
| Feb 19 | Bachelor of Education Practicum EDPR 437 begins |
| Feb 19-22 | Reading Week. <i>No classes</i> |
| Feb 19-23 | Block Week |
| Feb 19 | <i>Deadline to pay Block Week fees</i> |
| Feb 19 | <i>Last day to drop Block Week courses</i> |
| Feb 21 | <i>Last day to withdraw from Block Week courses without penalty</i> |
| Mar 3 | Last day to apply for consideration of Early Admission for Fall 2019 term for Bachelor of Education Program (offers of admission will go out before this date) |
| Mar 22 | Last day to withdraw from Winter term courses without academic penalty |
| Mar 22 | Last day to submit Exam Conflict form |
| Mar 25 | Bachelor of Education Practicum EDPR 337 begins |
| Apr 3 | End of Term Liturgy of Thanksgiving |
| Apr 10 | Last day of classes for Winter term |
| Apr 11-12 | Student Conferences |
| Apr 15 | Last Day to apply for scholarship and bursaries for Fall 2019 |
| Apr 19 | Good Friday. <i>University Closed</i> |
| Apr 22 | Easter Monday. <i>University Closed</i> |
| Apr 15-29 | Final examinations for Winter term and full-year courses |

Students must be available for final examinations up to the last day of the examination period as specified in the above *Academic Schedule*, and the University reserves the right to make adjustments as required.

| May | | | | | | | June | | | | | | | July | | | | | | | August | | | | | | | |
|------|----|----|----|----|----|----|------|----|----|----|----|----|----|------|----|----|----|----|----|----|--------|----|----|----|----|----|----|--|
| 2019 | | | | | | | 2019 | | | | | | | 2019 | | | | | | | 2019 | | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | |
| | | | 1 | 2 | 3 | 4 | | | | | | | 1 | | 1 | 2 | 3 | 4 | 5 | 6 | | | | | 1 | 2 | 3 | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | |
| 26 | 27 | 28 | 29 | 30 | 31 | | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 28 | 29 | 30 | 31 | | | | 25 | 26 | 27 | 28 | 29 | 30 | 31 | |
| | | | | | | | 30 | | | | | | | | | | | | | | | | | | | | | |

SPRING INTERSESSION 2019

| | | | |
|-----------|---|---------------|--|
| May 6 -10 | Block Week | May 20 | Victoria Day. University closed |
| May 6 | Deadline to pay Block Week fees | May 30 | Last day to withdraw from Spring courses without academic penalty excluding Block Week |
| May 6 | Last day to drop Block Week courses | | |
| May 8 | Last day to withdraw from Block Week courses without penalty | May 27-Jun 19 | Block Week |
| May 6-17 | Block Week | May 27 | Deadline to pay Block Week fees |
| May 17 | Deadline to pay Block Week fees | May 27 | Last day to drop Block Week courses |
| May 17 | Last day to drop Block Week courses | May 29 | Last day to withdraw from Block Week courses without penalty |
| May 19 | Last day to withdraw from Block Week courses without penalty | May 31 | Last day to submit Exam Conflict form |
| May 6 | First day of classes for Spring term excluding Block Week | Jun 1 | Last day for international students to apply for admission for Fall 2019 |
| | Deadline to pay Spring term fees excluding Block Week | Jun 21 | Last day of classes for Spring term excluding Block Week |
| May 9 | Last day to register or change registration for Spring term courses | Jun 24-28 | Final examinations for Spring term excluding Block Week |
| May 10 | Convocation 2019 | | |

SUMMER INTERSESSION 2019

| | | | |
|---------|--|-----------|---|
| July 8 | First day of classes for Summer term excluding Block Week | Aug 6 | Last day to submit Exam Conflict form |
| | Deadline to pay Summer term fees excluding Block Week | Aug 23 | Last day of classes for Summer term |
| July 11 | Last day to register or change registration for Summer term courses | Aug 26-30 | Final Examinations for Summer term |
| Aug 5 | Alberta Heritage Day University Closed | Aug 26-30 | Block Week |
| Aug 6 | Last day to withdraw from Summer courses without academic penalty | Aug 26 | Deadline to pay Block Week fees |
| | | Aug 26 | Last day to drop Block Week courses |
| | | Aug 28 | Last day to withdraw from Block Week courses without penalty |

CATHOLIC EDUCATORS' PROGRAMS

Refer to GDRE & GCCEL Timelines on page 88.

Students must be available for final examinations up to the last day of the examination period as specified in the above *Academic Schedule*, and the University reserves the right to make adjustments as required.



ADMISSIONS

HOW TO APPLY

Applicants must apply online at apply.stmu.ca. This web page provides a link to ApplyAlberta, an online application system that permits students to apply to one or more post-secondary institutions and authorize transcript transfers between participating institutions in the province.

On the ApplyAlberta web page, applicants will be prompted to create an account and will be asked to use a credit card to pay a **non-refundable** application fee. Once the application has been submitted, students will be e-mailed a user name and password, which provides access to **my.StMU**, an online self-service portal.

Applicants who are offered admission will be required to pay a **non-refundable** deposit in order to register for courses. For more information, refer to the Registration section on page 21.

If you have questions about the application process, e-mail your inquiry to admissions@stmu.ca or contact the Enrolment Services Office at 403.531.9130.

UNDERGRADUATE DEGREE PROGRAMS

Admission to undergraduate studies may be obtained under one of the following categories as determined by the Enrolment Services Office:

- High School Standing
- Post-Secondary Standing
- Mature Standing
- Visiting Student Admission
- Special Admission
- Re-admission to the University
- International Student Admission

3. One course from Group A or B (see below)
4. One course from Group A or B (see below)
5. One course from Group A, B, C or D (see below)

Group A

Social Studies 30-1, Aboriginal Studies 30 (5 credits) or a 30-level language other than English (may include French 30-1 or French 30-2)

Group B

Biology 30; Chemistry 30; Mathematics 30-1 or Pure Mathematics 30; Mathematics 30-2 or Applied Mathematics 30; MATH 030; Mathematics 31; Physics 30; or Science 30

Group C

Art 30, Art 31, Drama 30, Music 30, Music 31 or Music 35

Group D

One 5-credit or two 3-credit subjects at the 30-level (excluding Special Projects 30) or 5 credits of advanced series courses in Career and Technology Studies or Social Studies 30-2

Two subjects in the same discipline may not normally be presented to satisfy admission requirements. Exceptions are Mathematics 30 and Mathematics 31, and languages other than English. No course with a mark below 50 per cent may be used.

Bachelor of Education, Single-Entry Stream

The Bachelor of Education, Single-Entry stream is for students entering from high school who wish to complete both a 4-year Bachelor of Arts or Bachelor of Science degree and the Bachelor of Education (Elementary) degree. Applicants to the BEd Single-Entry must complete all 4-year degree requirements within 5 years by April of the year preceding commencement

HIGH SCHOOL STANDING

Applicants in this category must have received a high school diploma and must have an average of at least 65 per cent on the five 30-level subjects listed.

If missing one of the required subjects or if admission average is between 60 - 64.9 per cent, admission may be considered under the Special Admission category on a case-by-case basis.

If less than 30 credit hours have been completed at another post-secondary institution, admission under this category may be considered on a case-by-case basis.

1. English Language Arts 30-1 (or higher) or ENGL 030
2. Mathematics 30-1 or Pure Mathematics 30; Mathematics 30-2 or Applied Mathematics 30; MATH 030; or a 30-level language other than English (Mathematics 31 does not satisfy this requirement)

of the BEd degree, maintain a minimum 2.5 GPA in the last 30 credit of their BA/BSc and submit *Intent to Proceed* form by the same date as the *Application to Graduate* form.

Admission Criteria

A cohort cap for the Single-Entry will be determined annually in consultation with the Dean of Education, the Education Faculty, the Vice-President Academic and the Vice-President Student Services. During the review process, applicants are initially evaluated in the following area:

Academic Records

Admission to the Single-Entry program is competitive

- Minimum high school admission average of 75%
- Early conditional admission average is calculated on the best five grade 11 or 12 admission subjects
- Final admission average is calculated on the best grade 12 admission subjects:
 1. English Language Arts 30-1 (or higher) or ENGL 030
 2. Mathematics 30-1 or Pure Mathematics 30; Mathematics 30-2 or Applied Mathematics 30; MATH 030; or a 30-level language other than English (Mathematics 31 does not satisfy this requirement)
 3. One course from Group A or B (see page 14)
 4. One course from Group A or B (see page 14)
 5. One course from Group A, B, C or D (see page 14)

Résumé

Include all work and volunteer experience.

Letters of Reference

Three references using the *Confidential Reference on Applicant* form. References are a rating of the applicant's personal and professional qualities by three referees who know the individual in different capacities as a learner, worker and leader.

Bachelor of Science, 4-year Biology Degree

Applicants in this category will adhere to the same admission requirements as for High School Standing, but in addition must achieve a minimum grade of 65 per cent in the following subjects:

- » Biology 30
- » Chemistry 30
- » Mathematics 30-1 or MATH 030

If deemed inadmissible to the above program, admission will automatically be deferred to the Liberal Arts & Sciences (non-degree) program.

Business Transfer Program

One of Mathematics 30-1, Pure Mathematics 30 or MATH 030 is required (minimum grade of 50 per cent).

Psychology Degree Programs

One of Mathematics 30-1, Pure Mathematics 30, Mathematics 30-2, Applied Mathematics 30 or MATH 030 is required.

Science Transfer Program

Minimum grade of 65 per cent in each of Biology 30, Chemistry 30 and Mathematics 30-1.

Home Educated Students

St. Mary's University recognizes that individuals who have followed a non-traditional education path will still possess the capabilities and competencies required to succeed in a post-secondary institution. Home educated applicants will be assessed on a case-by-case basis. To be considered for admission, applicants must provide a written recommendation from an individual other than a parent, such as a home education coordinator, teaching professional or counsellor, commenting on the applicant's academic readiness for a university-level program of studies.

Home schooled applicants will also be required to submit their Academic Portfolio for the Registrar to review. Portfolios should include:

- a) **Introduction.** Provide basic information about your homeschool approach or the type of curriculum used. Include any transcripts you may have.
- b) **Test Scores.** Submit official results from at least one of the following standard tests. English 30-1 with a 65% or better, GED with a minimum score of 525, SAT reasoning test scores of 925. Applicants to the Bachelor of Science must submit scores of 65% or higher for BIO 30, CHEM 30, MATH 30.
- c) **Literature List.** Include a list of books read during high school years. Include the title, author, and the year the book was read.
- d) **Writing Samples.** Include writing samples from grades 9 through 12. Include written reports for history, English, science, etc.
- e) **Recognition.** Include both the award title and a single page outlining the details of the award, including what it took to achieve the award or recognition. Also include letters of recommendations, if applicable.
- f) **Extracurricular.** Include activities where talents, leadership, and skills shine. Whether the focus is art, dance, drama, music, sport, or other activities.

- g) **Work Experience.** Any jobs held, apprentice work completed in a specialized field, or internships during the high school years should be recorded in this section.
- h) **Volunteerism.** Include any community involvement and volunteer service.

Out-of-Province Students

Applicants who have completed high school in a Canadian province other than Alberta will be permitted to use equivalent courses to meet admission requirements. The chart on pages 20-21 lists courses offered in other provinces that are acceptable for admission purposes in lieu of Alberta 30-level courses. Please contact the Enrolment Services Office if you have questions about admission course equivalencies.

POST-SECONDARY STANDING

Applicants in this category will have attempted/completed at least 30 credit hours at another post-secondary institution. Applicants who have completed less than 30 credit hours may be considered for admission under the High School Standing category as determined by the Enrolment Services Office.

If post-secondary credit was earned at one of ApplyAlberta's participating institutions, transcripts will automatically be obtained by St. Mary's University. If the credit was earned at a non-participating institution, the applicant must arrange to have official transcripts forwarded to the Enrolment Services Office.

Applicants who present a GPA below 2.0 and/or who have been required to withdraw from another institution will be placed on academic probation. To fulfill the obligations of academic probation students will be:

1. Limited to registering in a maximum of nine credit hours (3 courses) and required to meet with an academic advisor before registering.
2. Required to achieve a GPA of 2.0 or higher as follows:
 - a. Full-time studies (9 credits) – must be achieved during the student's first term of studies; failure to do so will result in being required to withdraw for a one-year period.
 - b. Part-time studies (less than 9 credits) – must be achieved upon completion of 9 credits; failure to do so will result in being required to withdraw for a one-year period.
3. Required to complete a total of four *Success Strategy Seminars* during the student's first term of studies (refer to page 90). Failure to do so will result in being required to withdraw for a one-year period.

MATURE STANDING

Students who do not meet the requirements for high school admission may be considered for mature admission. Applicants in this category must:

- present English 30-1, ENGL 030, or an equivalent with a minimum grade of 65 per cent, or present a GED with a minimum score of 525 in the 5 comprehensive areas
- be at least 21 years of age or have been out of school for at least 3 years before the beginning of the semester they wish to commence studies
- be Canadian citizens or permanent residents (international students will be considered based on the admissions criteria for international students)

VISITING STUDENT ADMISSION

Visiting students are those enrolled in a degree program at another post-secondary institution who wish to take courses at St. Mary's University for transfer credit. A letter of permission from the home institution must be provided prior to registering at St. Mary's University.

Visiting students must apply for admission at apply.stmu.ca. Upon completion of the course(s), visiting students must request that a transcript be sent to their home institution if their home institution is not a member of ApplyAlberta. If the home institution is a member of ApplyAlberta, it is the responsibility of the home institution to request transcripts on behalf of the student.

SPECIAL ADMISSION

Applicants who do not meet the requirements for the other admission categories may be considered for special admission on a case-by-case basis. Students admitted under this category will be placed on academic probation. To fulfill the obligations of academic probation, students will be:

1. Limited to registering in a maximum of nine credit hours (3 courses) and required to meet with an academic advisor before registering.
2. Required to achieve a GPA of 2.0 or higher as follows:
 - a. Full-time studies (9 credits) – must be achieved during the student's first term of studies; failure to do so will result in being required to withdraw for a one-year period.
 - b. Part-time studies (less than 9 credits) – must be achieved upon completion of 9 credits; failure to do so will result in being required to withdraw for a one-year period.
3. Required to complete a total of four *Success Strategy Seminars* during the students first term of studies (refer to page 90). Failure to do so will result in being required to withdraw for a one-year period.

RE-ADMISSION TO THE UNIVERSITY

Students who have previously submitted an application or attended St. Mary's University but who have not attended or registered for one or more years must apply for re-admission at apply.stmu.ca, and must pay a \$50 re-application fee (a \$100 application fee is required for students who attended over seven years ago and for students who never attended within the past two years).

If a returning student has been attending a post-secondary institution that is not a participating member of ApplyAlberta, the student must supply official transcripts from the post-secondary institution when applying for re-admission to St. Mary's University.

INTERNATIONAL STUDENTS

St. Mary's University is a Designated Learning Institute (DLI Number O19273782872) eligible to accept and enroll international students on a study permit.

If you are not a Canadian citizen or a permanent resident of Canada, you must obtain a valid study permit before you come to Canada.

Note: International Students are not eligible for the Humanities 101 Program.

APPLYING TO ST. MARY'S UNIVERSITY

Applying for a study permit can be a lengthy process. It is recommended that international students begin the admissions process at least three months prior to the term you would like to start in.

- The application deadline for Fall term is June 1
- The application deadline for Winter term is October 31

International students are considered on case-by-case bases and must:

- Apply online at apply.stmu.ca
- Pay a **non-refundable** \$275 (Canadian) international student application fee
- Present English Language proficiency results
- Provide all original transcripts and/or documentation from previous educational institutions, including exact translations from qualified translator of the documentation is not already in English
- Provide an assessment completed by the International Qualification Assessment Service (IQAS), which compares international educational standard in Canada

Assessment Services are available through:

International Qualification Assessment Service (IQAS)

9th Floor, 9942 - 108 Street

Edmonton, AB, Canada, T5K 2J5

Phone: (780) 427-2655

Fax: (780) 422-9734

Alberta.ca/iqas

TO BE ELIGIBLE TO STUDY IN CANADA

To obtain a student permit you must:

- Apply to St. Mary's University and have your letter of acceptance
- Have a valid passport
- Submit a completed application with the requested fees to the Canadian Embassy or to Citizenship and Immigration Canada (CIC) in your country

You must provide proof that you have enough money to pay for your:

- Tuition fees
- Living expenses for yourself and any family members who come with you to Canada
- Return transportation for yourself and any family members who come with you to Canada
- You must be law-abiding and have no record of criminal activity (you may be asked to provide a Police Clearance Certificate)
- You will not be a risk to the security of Canada
- You must be in good health and willing to complete a medical examination, if necessary
- You must satisfy an immigration officer that you will leave Canada when you have completed your studies

For more information about obtaining a study permit, visit: <http://www.cic.gc.ca/english/information/applications/student.asp>

HEALTH INSURANCE/ACCIDENT INSURANCE

It is important that you subscribe to the Alberta Health Care Insurance Plan (AHCIP) as soon as you arrive in Canada. You will need an Alberta Health Care Identification Card, Blue Cross Card or another private insurance plan identification card to access the health care system.

Students authorized to stay in Canada for 12 months or longer are required to register with AHCIP. You will be eligible to apply and to receive coverage on the date of your arrival. You must register within 3 months of your arrival in Canada. A copy of your Study Permit and /or your Temporary Resident Visa will be required when you apply for AHCIP.

AHCIP pays for services provided by Physicians (doctors) and oral surgeons. It also pays a portion of the cost of treatment provided by optometrists, chiropractors, podiatrists, and physical therapists. It does not pay for naturopaths, or for medication or ambulance services.

Apply for AHCIP by visiting one of the local registry agents or by mail:

Alberta Health Care Insurance Plan
Box 1360 Stn Main
Edmonton, AB T5J 2N3

Additional information can be obtained by calling toll free: 403-310-0000 or visit the website for more information.

If you do not qualify for AHCIP, you may purchase health insurance from a private insurance company such as:

- Kanetix
- Bridges International Insurance Services

International students are not covered through St. Mary's University's accident insurance plan that covers injuries sustained in campus buildings or on the premises while attending classes on any regular day of classes; while attending or participating in any University activity approved and supervised by an appropriate University authority; while travelling directly to or from any regularly scheduled and approved University activity under the direction or supervision of a proper University authority; and while travelling to or from the insured's residence and the University for the purpose of attending classes or participating in any University-sponsored activity.

ENGLISH LANGUAGE PROFICIENCY

English is the official language of instruction at St. Mary's University. All applicants, regardless of their citizenship or country of origin, must demonstrate English language proficiency to be considered for admissions to the University.

1. English language proficiency is achieved by meeting on of the following criteria:

| Acceptable English Language Tests | Bachelor of Education After-Degree | BA/BSc and Transfer Programs |
|-----------------------------------|--|--|
| TOEFL iBT | Minimum 27 in Speaking, 25 in Writing, 23 in Listening 23 in Reading | 80 with no component score below 19 |
| TOEFL PBT | N/A | 550 with no component score less than 50 |
| TOEFL CBT | N/A | 213 with no component score less than 17 |
| IELTS Academic | N/A | No individual score below 6.0 |
| MELAB | N/A | 85 |
| PTE | N/A | 59 |
| CLB | N/A | Level 8 |

2. Students who complete English for Academic Purposes (EAP) with a grade of B or higher at Bow Valley College meet the language requirements of St. Mary's University.
3. Applicants who have studied for three full years in Canada must present 65 per cent in English 30-1 or approved equivalent. The three years must include Alberta Grade 12 or equivalent and may be a combination of secondary and post-secondary education. Proof of three years education must be submitted in the form of official transcripts.
4. Applicants who have studied in Canada but for less than three full years must present 65 per cent in English 30-1 or equivalent and a minimum TOEFL CBT score of 213 or an iBT score of 80. Applicants who achieve 65 per cent or greater in English 30-1 or approved equivalent may be exempt from the TOEFL requirements.

5. International applicants who have resided in Canada and do not meet the previously stated requirements may take an English assessment test. If the assessment indicates the need to take English upgrading, then English 30-1 must be completed with at least a 65 per cent before the applicant can be admitted to St. Mary's University. For assessment information contact:

Immigrant Services Calgary
 Phone: 403.265.1120
 Email: info@immigrantservicescalgary.ca
 Website: <https://immigrantservicescalgary.ca/our-services/english-testingeducation>

Students who have completed their formal full-time studies at an accredited English post-secondary institution in any of the countries listed below, with proof of education in English, will have satisfied the English Language Proficiency requirement for St. Mary's University.

- Anguilla
- Antigua
- Australia
- Commonwealth of the Bahamas
- Barbados
- Belize
- Bermuda
- British Virgin Islands
- Canada
- Cayman Islands
- Dominica
- Fiji
- Grenada
- Cooperative Republic of Guyana
- Ireland
- Jamaica
- Malta
- Montserrat
- New Zealand
- Singapore
- South Africa
- St. Kitts and Nevis
- St. Lucia
- St. Vincent
- United Kingdom
- United States of America
- Republics of Trinidad and Tobago
- Turks and Caicos Islands
- Zimbabwe

TRANSCRIPTS

The University will automatically obtain transcripts on behalf of applicants who attended high school or a post-secondary institution in Alberta.

Applicants who did not complete Grade 12 in Alberta or did not attend a post-secondary institution in Alberta must provide official high school and/or post-secondary transcripts from each institution. Transcripts must be mailed directly to the Enrolment Services Office from the issuing institution bearing the official seal of the institution.

OUT-OF-PROVINCE HIGH SCHOOL TRANSCRIPTS

Transcripts from other provinces can be obtained from the appropriate education board in the province where applicants attended or are attending high school.

British Columbia

<http://www2.gov.bc.ca/gov/content/education-training/k-12/support/transcripts-and-certificates>

Manitoba

<http://www.edu.gov.mb.ca/k12/studrec/marks.html>

New Brunswick

Contact High School

Newfoundland & Labrador

<http://www.ed.gov.nl.ca/edu/k12/highschool/transcripts.html>

Northwest Territories

<https://www.ece.gov.nt.ca/en/content/secondary-school-transcript-request>

Nova Scotia

Contact High School

Nunavut

<http://www.gov.nu.ca/education/information/student-transcript-requests>

Ontario

Contact High School

Prince Edward Island

Contact High School

Québec

<http://www.education.gouv.qc.ca/en/students/report-cards-transcripts-diplomas/>

Saskatchewan

www.k12.gov.sk.ca/etranscript/

NEW STUDENT ORIENTATION

Enrolment Services offers a new student orientation at the beginning of each term. The purpose of orientation is to familiarize students with the campus and to give them the opportunity to meet peers and faculty and participate in sessions to support their post-secondary academic endeavours.

ALBERTA HIGH SCHOOL COURSE EQUIVALENTS

English Language Arts 30-1

| | |
|-------|---|
| BC/YK | English 12; English 12 First Peoples; English Literature 12 |
| MB | English 40S |
| NB | English 121; English 122 |
| NL | Thematic Literature 3201; Literacy Heritage 3202; English 3201 |
| NT/NU | English Language Arts 30 – 1 |
| NS | English 12 (Academic); English 441; Canadian Literature 441; English 12 African Heritage |
| ON | English - 4U (excluding English Writer's Craft - EWC4U); OAC English; Studies in Literature ETS4U |
| PE | English 611; English 621 |
| QC | English 603; English 604 |
| SK | English A30 and B30; English Language Arts A30 and B30 |

Social Studies 30-1 or Aboriginal Studies 30 (5 credits)

| | |
|-------|--|
| BC/YK | Comparative Civilizations 12; History 12; Geography 12; First Nations 12; Law 12 |
| MB | History 40S; Geography 40S; Western Civilization 40S; World Issues 40S |
| NB | History 121; History 122; Geography 120; Geography 122; World Issues 120 |
| NL | World History 3201; World Geography 3202; World Problems 3204 |
| NT/NU | Social Studies 30; Aboriginal Studies 30 |
| NS | Geography 12; Geography 441; History 12; History 441; World History 12 |
| ON | CHI4U - Canada: History Identity and Culture; CHY4U - World History; CGW4U - Canadian and World Issues; CGU4U - World Geography; OAC History; Geography or Sociology |
| PE | History 621 |
| QC | History 330 series; Geography 320 series |
| SK | Social Studies 30; History 30; Sciences Sociales 30; Native Studies 30 |

Mathematics 30-1

| | |
|-------|--|
| BC/YK | Pre-Calculus 12; Principles of Math 12; Math 12 (Algebra); LD Geometry 12 |
| MB | Pre-Calculus Mathematics 40S; Mathematics 40S |
| NB | Pre-Calculus 12A and 12B; Mathematics 121; Mathematics 122; Advanced Mathematics 120 |
| NL | Mathematics 3204; Mathematics 3205; Mathematics 3200; Mathematics 3201; Mathematics 3204; Academic Mathematics 3203 |
| NT/NU | Mathematics 30-1; Math 30 Pure |
| NS | Advanced Mathematics 12; Pre-Calculus Mathematics 12; Mathematics 12; Mathematics 441 or 442 |
| ON | MHF4U- Advanced Functions; MGA4U- Geometry and Discrete Math; OAC Algebra and Geometry or average of Math 12 (4A); OAC Finite Math |
| PE | Mathematics (Algebra) 621B |
| QC | Mathematics 201 Series (excluding Statistics and Calculus) |
| SK | Pre-Calculus 30; Mathematics B30 and C30 |

Mathematics 30-2

| | |
|-------|--|
| BC/YK | Foundations of Mathematics 12 |
| MB | Applied Mathematics 40S |
| NB | Foundations of Mathematics 12 |
| NL | No Equivalency |
| NT/NU | Mathematics 30-2 |
| NS | No Equivalency |
| ON | MDM4U - Mathematics of Data Management |
| PE | Mathematics 621A |
| QC | No Equivalency |
| SK | Foundations of Mathematics 30 |

Mathematics 31 (Calculus)

| | |
|-------|---|
| BC/YK | Calculus 12 |
| MB | Calculus 45A and Advanced Mathematics 45A; Calculus 40S |
| NB | Mathematics 120; Calculus 120 |
| NL | Calculus 4225; Math 3207 |
| NT/NU | Mathematics 31 (Calculus) |
| NS | Calculus 12; Mathematics 541 |
| ON | MCV4U - Calculus and Vectors; MCB4U - Advanced Functions and Intro Calculus; OAC Calculus |
| PE | Mathematics 611B |
| QC | Mathematics 201 (Calculus) |
| SK | Calculus 30 |

Biology 30

| | |
|-------|---|
| BC/YK | Biology 12 |
| MB | Biology 40S |
| NB | Biology 120; Biology 121; Biology 122 |
| NL | Biology 3201 |
| NT/NU | Biology 30 |
| NS | Biology 12; Advanced Biology 12; Biology 441; Biology 541 |
| ON | SBI4U – Biology; OAC Biology |
| PE | Biology 611; Biology 621 |
| QC | Biology 101 series |
| SK | Biology 30 |

Chemistry 30

| | |
|-------|---|
| BC/YK | Chemistry 12 |
| MB | Chemistry 40S |
| NB | Chemistry 120; Chemistry 121; Chemistry 122 |
| NL | Chemistry 3202 |
| NT/NU | Chemistry 30 |
| NS | Chemistry 12; Advanced Chemistry 12; Chemistry 441; Chemistry 541 |
| ON | SCH4U – Chemistry; OAC Chemistry |
| PE | Chemistry 611; Chemistry 621 |
| QC | Chemistry 202 series |
| SK | Chemistry 30 |

Physics 30

| | |
|-------|---|
| BC/YK | Physics 12 |
| MB | Physics 40S |
| NB | Physics 120; Physics 121; Physics 122 |
| NL | Physics 3204 |
| NT/NU | Physics 30 |
| NS | Physics 12; Advanced Physics 12; Physics 441; Physics 541 |
| ON | SPH4U – Physics; OAC Physics |
| PE | Physics 611; Physics 621 |
| QC | Physics 203 series |
| SK | Physics 30 |

30-Level Language other than English

| | |
|-------|--|
| BC/YK | 12 or 12A Level Language |
| MB | Language 40S |
| NB | Language 120; Language 121; Language 122 |
| NL | 3200 - Level Language (including 3201 or 3212) |
| NT/NU | 30-Level Language other than English |
| NS | Language 12; 441 Level Language |
| ON | Language at the 4U-level other than English; OAC Language other than English |
| PE | 621 - Level Language |
| QC | Language at the 601 or 602 Series; Other language 607-616 |
| SK | 30 - Level Language |

Art 30 or 31

| | |
|-------|--|
| BC/YK | Art 12, Art Foundations 12, Visual Arts 12 (4 credits) |
| MB | Art 40S |
| SK | Art 30 (1 credit) |

Computer Science 3 or 4 (CTS Advanced)

| | |
|-------|------------------------------|
| BC/YK | ICT: Computer Programming 12 |
|-------|------------------------------|

Drama 30

| | |
|-------|---|
| BC/YK | Drama 12, Theatre Performance 12, Theatre Production 12 (4 credits) |
| MB | Drama 40S |
| SK | Drama 30 (1 credit) |

Music 30 - choral, instrumental, general

| | |
|-------|--|
| BC/YK | Choral Music 12, Instrumental Music 12 (4 credits) |
| MB | Music 40S |
| SK | One of choral, band or orchestra 30 (1 credit) |

Physical Education 30

| | |
|-------|-----------------------------------|
| BC/YK | Physical Education 12 (4 credits) |
| MB | Active Healthy Lifestyles 40F |
| QC | Physical Education 109 |
| SK | Physical Education 30 (1 credit) |

Religious Studies 35

| | |
|-------|--------------------------------|
| BC/YK | Religion 12 |
| SK | Christian Ethics 30 (1 credit) |

REGISTRATION

HOW TO REGISTER

Registration for each term will commence when the master timetables are published. Master timetables for the Fall and Winter terms are normally available in April and students are encouraged to register for both terms at the same time.

The master timetable is subject to change and the University reserves the right to make changes to the master timetable as circumstances demand. This may include the cancellation or rescheduling of a particular class and the subsequent amendment of a student's timetable. This usually occurs when there is low registration in a particular course, making it important to register as soon as possible in the courses required or desired by a student.

Students are encouraged to meet with an academic advisor to select courses. Appointments may be made by calling 403.531.9130 or by emailing advising@stmu.ca. Students will be instructed on how to register online through the **my.StMU** self-service portal.

Students are responsible at all times for the accuracy of their own programs. They are also responsible for ensuring there are no scheduled conflicts in their timetables.

We recommend that students review their schedules on **my.StMU** before each term begins to ensure that their schedules have not changed.

REGISTRATION PROCEDURE FOR FULL-YEAR COURSES

Full-year courses are normally six-credit courses. They always start in the Fall term. To successfully register in a full-year course, students must register in **both** the Fall and Winter terms for all lectures and labs. Students must also register in the same section number, day and time for both terms for each component of the class.

WAITING LISTS

Students who wish to be placed on a waitlist for classes that are full may do so through **my.StMU**. When a space becomes available, waitlisted students will be sent an automated email that requires them to register in the course or remove themselves from the waitlist within 24 hours (sent to personal email address not stmu.ca email address). Failure to take action within 24 hours will result in the student being moved to the bottom of the waitlist.

Students on the waitlist are required to attend the course up to the change of registration deadline in order to retain their place on the waitlist.

Students who wish to be removed from the waiting list must drop the course on **my.StMU**.

Fees for wait-listed course(s) must be PAID IN FULL by the appropriate fee deadlines. If students are not admitted into a wait-listed course by the end of the change of registration deadline, a full refund for the course(s) will be issued.

PREREQUISITES

Students will be permitted to register only for those courses for which they have the necessary prerequisites. Please refer to the course descriptions in this Calendar to determine if you have the appropriate prerequisites. A grade of C- or better is required for a course to count as a prerequisite.

COURSE LOADS

A full course load is five courses (15 credit hours) per Fall and Winter term. This is the maximum number of courses in which a student is allowed to register each term, including block-week courses. Students registered in at least three courses (9 credit hours) per term are considered to have full-time status. Students taking fewer than nine credit hours per Fall and Winter term have part-time status. A full course load in the Spring and Summer terms, including block-week courses, is two courses (6 credit hours).

ADDING OR DROPPING COURSES

Students are permitted to add or drop courses without penalty up to the change of registration deadline. Registration changes can be made using self-service at **my.StMU**.

A course dropped before the change of registration deadline will not appear on the student's transcript and the student will be refunded any tuition and fees paid for that course.

WITHDRAWING FROM COURSES

After the change of registration deadline and before the withdrawal deadline, students who withdraw from a course will receive a grade of W for that course. Students wishing to withdraw from a course must complete a *Course Withdrawal Form* and submit it to the Enrolment Services Office for processing.

Students will not be permitted to withdraw more than once from the same course or to withdraw from more than five full-course equivalents during their academic career at St. Mary's University.

A student who has not attended or who ceases to attend a course, and who has not officially withdrawn, will receive a grade of F for that course.

CANCELLATION OF REGISTRATION

A student who cancels their registration prior to the change of registration deadline may do so on **my.StMU** and will have those courses removed from their academic record. The student will not owe tuition and fees for those courses. Non-attendance is not sufficient notification to cancel registration.

A student who cancels registration after the course registration deadline and before the course withdrawal deadline must submit a *Course Withdrawal Form* to the Enrolment Services Office. The student will receive a grade of W for all courses and tuition and fees for those courses will not be refunded.

WITHDRAWING WITH CAUSE

After the change of registration deadline and before the withdrawal deadline, students may withdraw from courses with cause in cases of serious illness or other extenuating circumstances and receive a grade of WC (Withdrawal with Cause).

After the withdrawal deadline, students may still request to withdraw from courses with cause in cases of serious illness or other extenuating circumstances and receive a grade of WC (Withdrawal with Cause).

In both cases, students must submit a *Withdrawal with Cause Form* to the Enrolment Services Office. All requests will be dealt with on a case-by-case basis and the request must include the following supporting documentation:

- detailed letter outlining the reason(s) for the request
- letter of assessment from a recognized health care professional (doctor or psychologist)

Students who have been granted a withdrawal with cause will be requested to provide evidence that the condition(s) which led to their withdrawal have been identified and addressed before they are permitted to register in classes again.

REPEATING A COURSE

Students may repeat an individual course one time to improve a grade. Students who wish to repeat a course to improve a grade more than one time must have written permission from the Vice-President Academic & Dean. The grades for all attempts are recorded on the transcript, but only the higher grade is computed in the cumulative grade point average (GPA).

AUDITING A COURSE

Auditing privileges are extended to students who have applied for admission and have been officially admitted to the University. However, if a class is full, priority will be given to students registered in the course for credit.

Any student seeking to audit courses must meet all admission, registration and fee deadlines applying to regular students.

A course in which a student is registered and attends as an auditor will be entered on the student's record. The course will not count towards any degree or diploma program. Any student registered as an auditor and who is not attending the course will be withdrawn from the course and the course shall be deleted from the student's record.

Auditors shall, before admission to the class concerned, obtain written permission on a *Permission to Audit* form from the instructor teaching the course.

Audit students are excluded from writing examinations and a final grade is not provided. Other course work may be submitted and evaluated at the discretion of the instructor. Auditing students shall not participate in laboratories unless invited to do so by the instructor.

Students who want to change from audit to credit status must do so before the change of registration deadline at the beginning of the term in which the course begins. Applicants may also take for credit a course which was previously audited at a later date.

Students who want to change from credit to audit status must do so before the change of registration deadline at the beginning of the term in which the course begins. Students must submit a *Permission to Audit* form, signed by the instructor teaching the course, to the Enrolment Services Office in order for their status to be changed.

COMMUNITY PARTICIPATION

Members of the community who would like to take classes at St. Mary's University for general interest do not have to apply for admission or register as audit students, but they must complete a *Community Participation* form. Academic credit will not be given for participation. Contact the Enrolment Services Office for classes being offered.

DIRECTED STUDIES

St. Mary's University recognizes that occasionally students may request permission to take individually-supervised studies (directed studies courses) as part of a program leading to a degree. Such courses are intended to serve two possible needs:

- provide students with an opportunity beyond the usual curriculum to investigate or work on specific topics and projects related to their program of studies that they would not otherwise be able to do at St. Mary's University
- permit students to take an established course during the summer or during a semester in which the course is not being offered as part of the regular curriculum

Before registering for a directed studies course, students must have the written approval of a faculty supervisor and the Vice-President Academic & Dean, which will be assessed depending on availability of resources and the reason for the request. Students wishing to take a directed studies course must obtain an *Application for Directed Study* form from the Enrolment Services Office. This form must be presented to the instructor requested to supervise the course.

After agreeing to work with the student, the faculty supervisor will prepare a syllabus for the course and submit it, along with the signed *Application for Directed Study* form, to the Vice-President Academic & Dean for approval. If approved, the signed approval will be forwarded to the Enrolment Services Office for processing.

Approval and registration must be done by the end of the change of registration period in the semester in which the directed studies course is being undertaken.

Students are allowed a maximum of nine credit hours of directed studies in their degree program and may not take more than one directed studies course per semester unless specific permission is granted by the Vice-President Academic & Dean.

Requests for directed study will be assessed on a case-by-case basis.



APPLICATION FEES

| | |
|--|-------|
| Application Fee non-refundable | \$100 |
| International Student Application Fee non-refundable | \$275 |
| Application for Re-Admission non-refundable | \$50 |

REGISTRATION DEPOSIT

All new applicants who have been offered admission are required to pay a **non-refundable** deposit of \$200 to confirm their intention to attend St. Mary's University.

This registration deposit will be applied to the student's first term tuition and fees. After the deposit has been paid, students will be able to register for courses and make payments.

Payment of this deposit indicates the following:

- the applicant agrees to be bound by all University policies and procedures as outlined in the *University Calendar*
- the timetable is subject to change and it is the student's responsibility to check for updates
- all tuition and fees are payable on or before the fee deadlines outlined in the *University Calendar*

TUITION & GENERAL FEES

Tuition is assessed on a per credit hour basis. The tuition cost per credit hour is \$245.50 for Bachelor of Arts and Bachelor of Science students and \$327 for Bachelor of Education students. Tuition cost per credit hour is \$491 for international Bachelor of Arts and Bachelor of Science students and \$654 for international Bachelor of Education students.

In addition to tuition, students are charged the following general fees as outlined below:

ATHLETICS & CAMPUS RECREATION

This is a compulsory fee that entitles students to on-campus recreation facilities and structured fitness and wellness activities. Full-time undergraduate credit students and Bachelor of Education students pay \$100 per term and part-time undergraduate credit students pay \$50 per term.

COMPUTER RESOURCES

This is a compulsory fee that entitles students to access the computer labs and wireless internet services. Full-time undergraduate credit students and Bachelor of Education students pay \$70 per term and part-time undergraduate students pay \$35 per term. E-mail accounts are assigned only to students who pay this fee.

STUDENTS' ASSOCIATION

This is a compulsory fee that entitles students to membership in their association and all the benefits offered. Undergraduate credit students and Bachelor of Education students pay \$3 per credit hour each term. For example, a student taking five 3-credit hour courses will be charged \$45 per term. These fees are collected by the University and paid to the Students' Association.

UPASS

The Universal Pass Program (UPass) is a transit sticker that is applied to St. Mary's University student ID cards that entitles full-time students access to transit services (buses and trains). UPass stickers are only valid for the student to whom it has been issued and will be VOID if removed from your ID card. **Do not attempt to remove.** Keep your ID card with your UPass sticker with you at all times when riding Calgary Transit. If you are found riding Calgary Transit without a valid UPass, you will be issued a transit violation citation by a Calgary Peace Officer.

The UPass fee is compulsory, and \$145 is automatically applied to each Fall and Winter term fees.

SUPPLEMENTARY COURSE FEES

Supplementary course fees are required to cover the extra costs associated with laboratory consumables, specialty software, experiential learning, or equipment. A \$50 supplementary course fee (\$100 fee for MGST 331) will be applied to the following courses at the time of registration:

| | |
|----------|-------------------------------------|
| BCEM 393 | Introduction to Biochemistry |
| BIOL 231 | Introduction to Biology I |
| BIOL 233 | Introduction to Biology II |
| BIOL 311 | Principles of Genetics |
| BIOL 313 | Introduction to Ecology & Evolution |
| BIOL 315 | Biostatistics |
| BIOL 317 | Introduction to Marine Biology |
| BIOL 341 | Introduction to Microbiology |
| BIOL 375 | Invertebrate Zoology |
| BIOL 377 | Vertebrate Zoology |
| BIOL 381 | Mycology |

| | |
|-----------|---|
| BIOL 411 | Genetics |
| BIOL 413 | Ecology |
| BIOL 417 | Tropical Ecology and Biodiversity |
| BIOL 493 | Senior Project II |
| CHEM 201 | General Chemistry I |
| CHEM 203 | General Chemistry II |
| CHEM 351 | Organic Chemistry I |
| CHEM 353 | Organic Chemistry II |
| DRAM 201 | Introduction to Acting |
| DRAM 203 | Introduction to Theatrical Performance |
| DRAM 205 | Introduction to Theatrical Production |
| DRAM 301 | Advanced Acting |
| DRAM 303 | Advanced Theatrical Performance |
| DRAM 305 | Advanced Theatrical Production |
| DRAM 401 | Advanced Acting II |
| DRAM 403 | Advanced Theatrical Performance II |
| DRAM 405 | Special Projects |
| MGST 331 | Organizational Teamwork and Leadership |
| MUSI 205 | Choral Performance I |
| MUSI 305 | Choral Performance II |
| MUSI 405 | Choral Performance III |
| PHYS 223 | Introductory Electromagnetism, Fluids & Thermal Physics |
| PSYC 312A | An Introduction to Experimental Design and Quantitative Methods for Psychology |
| PSYC 312B | Advanced Experimental Design and Quantitative Methods for Psychology |
| SCIE 201 | Everyday Science: The Physical World |
| SCIE 301 | Everyday Science: The Living World |
| STAT 213 | Introduction to Statistics I |
| STAT 217 | Introduction to Statistics II |

AUDITING FEES

Students who are auditing courses are charged one-half the regular tuition fee and are exempt from Students' Association, athletics/campus recreation and computer resources fees. The total cost per three-credit hour course is \$368.25.

GDRE/GCCEL FEES

Students in the Graduate Diploma in Religious Education Program (GDRE) and Graduate Certificate in Catholic Educational Leadership (GCCEL) are exempt from Students' Association, athletics/campus recreation and computer resources fees. The total cost is \$736.50 per three-credit hour course and \$368.25 per 1.5-credit hour course.

BOOKS & SUPPLIES

Students are required to purchase their own books and supplies. Required and optional textbooks are available from the University bookstore. A textbook list is available at stmu.ca/bookstore/ or through self-service at my.StMU. Students who are sponsored by a band education authority or other organization may have part or all of the cost of their books and supplies paid for by their sponsor. Sponsored students should ensure that all documentation has been forwarded to the Enrolment Services Office and to the bookstore.

TRANSCRIPT FEES

| | |
|---|----------|
| Official Transcript | \$10 |
| Unofficial Transcript (free on my.StMU) | \$2 |
| Courier Fee | Variable |

OTHER FEES

| | |
|--------------------------------------|-----------|
| Challenge Examination | \$150 |
| Deferred Examination | \$25 |
| Exam Proctoring..... | \$50/hour |
| Formal Grade Appeal..... | \$25 |
| Graduation Fee | \$100 |
| ID Card Replacement..... | \$5 |
| NSF/Returned Cheque | \$25 |
| Parchment Replacement | \$50 |
| Payment Plan Administration Fee..... | \$50 |
| Payment Plan Delinquent Fee..... | \$65 |
| Replacement UPass..... | \$145 |
| Re-registration Fee | \$50 |
| T2202A Replacement | \$5 |

FEES FOR COMMUNITY PARTICIPATION IN ST. MARY'S UNIVERSITY CHOIR

Community participants must be registered and must pay a \$75 non-refundable materials fee (GST included). Academic credit will not be given for participation.

| Bachelor of Arts/Bachelor of Science Undergraduate Programs - Domestic Students | | | | | | | Audit |
|---|-----------------|-------------------|-------------------|-------------------|-------------------|---------------------------|-----------------|
| | 1 course | 2 courses | 3 courses | 4 courses | 5 courses | Annual Cost 10 courses | 1 course |
| Tuition | \$736.50 | \$1,473.00 | \$2,209.50 | \$2,946.00 | \$3,682.50 | \$7,365.00 | \$368.25 |
| Athletics/Campus Rec | 50.00 | 50.00 | 100.00 | 100.00 | 100.00 | 200.00 | - |
| Computer Resources | 35.00 | 35.00 | 70.00 | 70.00 | 70.00 | 140.00 | - |
| Students' Association | 9.00 | 18.00 | 27.00 | 36.00 | 45.00 | 90.00 | - |
| UPass | - | - | 145.00 | 145.00 | 145.00 | 290.00 | - |
| Total | \$830.50 | \$1,576.00 | \$2,551.50 | \$3,297.00 | \$4,042.50 | \$8,085.00 | \$368.25 |

| Bachelor of Arts/Bachelor of Science Undergraduate Programs - International Students | | | | | | |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|---------------------------|
| | 1 course | 2 courses | 3 courses | 4 courses | 5 courses | Annual Cost 10 courses |
| Tuition | \$1,473.00 | \$2,946.00 | \$4,419.00 | \$5,892.00 | \$7,365.00 | \$14,730.00 |
| Athletics/Campus Rec | 50.00 | 50.00 | 100.00 | 100.00 | 100.00 | 200.00 |
| Computer Resources | 35.00 | 35.00 | 70.00 | 70.00 | 70.00 | 140.00 |
| Students' Association | 9.00 | 18.00 | 27.00 | 36.00 | 45.00 | 90.00 |
| UPass | - | - | 145.00 | 145.00 | 145.00 | 290.00 |
| Total | \$1,567.00 | \$3,049.00 | \$4,761.00 | \$6,243.00 | \$7,725.00 | \$15,450.00 |

| Bachelor of Education (Elementary) After Degree Program Domestic Student | | | Bachelor of Education (Elementary) After Degree Program International Students | | | GDRE/ GCCEL | |
|--|-------------------|--------------------|--|--------------------|--------------------|--------------------|----------------------|
| | Per Term | Annual Cost | | Per Term | Annual Cost | 3 credit course | 1.5 credit course |
| Tuition | \$4,905.00 | \$9,810.00 | Tuition | \$9,810.00 | \$19,620.00 | \$736.50 | \$368.25 |
| Athletics/Campus Rec | 100.00 | 200.00 | Athletics/Campus Rec | 100.00 | 200.00 | - | - |
| Computer Resources | 70.00 | 140.00 | Computer Resources | 70.00 | 140.00 | - | - |
| Students' Association | 45.00 | 90.00 | Students' Association | 45.00 | 90.00 | - | - |
| UPass | 145.00 | 290.00 | UPass | 145.00 | 290.00 | - | - |
| Total | \$5,265.00 | \$10,530.00 | Total | \$10,170.00 | \$20,340.00 | \$736.50 | \$368.25 |

PAYMENT OF FEES

Tuition and fees are due in full for both registered courses and wait-listed courses on or before the first day of classes each term.

Students who have not paid their fees by the deadline will be de-registered from all courses and can only be reinstated by re-registering in person at the Enrolment Services Office. A \$50 re-registration fee, as well as all tuition and fees, will be required to be paid at time of re-registering.

PAYMENT METHODS

The preferred method of payment is via credit card through self-service at **my.StMU**.

Payments are also accepted in person at the Enrolment Services Office during regular office hours in the form of debit, cash, cheque or money order. Cheques and money orders should be made payable to *St. Mary's University*.

ACCOUNT STATEMENTS

A record is kept of each student's financial transactions at the University. Students may print a statement through self-service at **my.StMU** or request copies of their account statements from the Enrolment Services Office to verify their financial status. Any discrepancies must be reported as soon as they are discovered.

PAYMENT PLANS & DEFERRALS

Students experiencing difficulty in acquiring the necessary funds for tuition and fees may apply for a payment plan through the Enrolment Services Office prior to the fee payment deadline (first day of classes). All applications must include post-dated cheques or credit card information and a mandatory payment plan administration fee of \$50. A fee of \$65 will be charged for any late payment plan instalments.

The payment plan contract requires students to pay at least one-third of tuition and fees by the fee deadline, at least another third within thirty days of the fee payment deadline, and the final third within sixty days of the fee deadline.

Full-time students expecting financial assistance in the form of government student loans will automatically be granted a deferral of tuition payment until their funding is received. However, if loan money is not enough to cover tuition owing, the student will be responsible for paying the balance by the appropriate fee deadlines.

FEE ADJUSTMENT/REFUNDS

DROPPING COURSES

Tuition and fees will not be charged for courses dropped before the change of registration deadline. Students are required to return their U-Pass if they are no longer registered in at least nine credit hours.

WITHDRAWAL / WITHDRAWAL WITH CAUSE

Dropping a course after the change of registration deadline will be considered a withdrawal and tuition and fees will be charged.

CANCELLATION OF REGISTRATION

Students cancelling their registration before the change of registration deadline will not be charged tuition and will be required to return their U-Pass.

A student who cancels registration after the change of registration deadline and before the course withdrawal deadline will receive a grade of W for all courses and will owe tuition and fees for those courses.

A student who has ceased to attend a course and who has not officially dropped, withdrawn or cancelled, is considered to be registered in that course and all fees remain payable.

REFUNDS

Upon request, refund cheques will be mailed to students for all tuition and fees paid for courses that are dropped or cancelled before the change of registration deadline.

TUITION TAX RECEIPTS

Tuition, Education and Textbook Amounts Certificates (T2202A) for federal income tax purposes will be issued by the end of February, based on eligible fees assessed and paid during the previous calendar year. They will be available on your **my.StMU** account. Replacement T2202A statements are also available on your **my.StMU** account from 2008 to the present. A fee of \$5 will be charged for each duplicate statement older than 2008, and must be requested at the Enrolment Services Office.

CHANGE OF REGISTRATION & FEE DEADLINES

| | | |
|--------------------|--|---|
| Fall 2018 | September 5, 2018 First day of classes Deadline to pay Fall 2018 tuition & fees for registered and wait-listed courses. Deadline to apply for a payment plan. | September 12, 2018 Change of registration deadline Last day to change registration for Fall 2018 and full-year courses with a refund. |
| Winter 2019 | January 7, 2019 First day of classes Deadline to pay Winter 2019 tuition & fees for registered and wait-listed courses. Deadline to apply for a payment plan. | January 14, 2019 Change of registration deadline Last day to change registration for Winter 2019 courses with a refund. |
| Spring 2019 | May 6, 2019 First day of classes Deadline to pay Spring 2019 tuition & fees for registered and wait-listed courses. | May 9, 2019 Change of registration deadline Last day to change registration for Spring 2019 courses with a refund. |
| | Refer to page 13 for block week deadlines | |
| Summer 2019 | July 8, 2019 First day of classes Deadline to pay Summer 2019 tuition & fees for registered and wait-listed courses. | July 11, 2019 Change of registration deadline Last day to change registration for Summer 2019 courses with a refund. |
| | Refer to page 13 for block week deadlines | |
| GDRE/GCCEL | Day of first class Deadline to pay tuition. | Two weeks after the day of first class Last day to change registration for GDRE or GCCEL courses with a refund. |



FINANCIAL ASSISTANCE & STUDENT AWARDS

GOVERNMENT STUDENT LOANS, GRANTS & BURSARIES

Financial assistance for post-secondary education is available from the federal and provincial governments to help Canadian citizens or permanent residents. Assistance is intended to supplement student and family resources and is awarded based on financial need. Funding is provided in the form of loans as well as grants and bursaries in cases of high financial need. To qualify for financial assistance, each student must prove financial need and be enrolled as a full-time student. A full-time student is one who is registered in at least nine credit hours per term or six credit hours for the spring and summer terms.

Government loans are interest-free while students are attending a post-secondary institution full time. Repayment of student loans begins six months after the borrower ceases to be a student. The interest rate and terms of repayment are set at the time of consolidation. Grants and bursaries do not need to be paid back.

APPLYING FOR A STUDENT LOAN

Students must apply through the last province in which they spent twelve consecutive months as a non-full-time student. Students who are residents of another province should apply to the student finance assistance program in their home province. Alberta residents who apply for a student loan will be considered for both Alberta and Canada student loans, as well as grants and bursaries.

Alberta student loan applications are normally available in May of each year online at studentaid.alberta.ca.

PROCESSING A STUDENT LOAN

Students are encouraged to apply early but can apply up to two weeks prior to the end of the term to which the loan pertains. Students will be responsible for any tuition due prior to approval of their student loan.

When the application has been processed the student will receive notification indicating eligibility to receive funding and the amount of funding, or indicating denial of funding and the reasons for that decision.

The Enrolment Services Office automatically confirms enrolment, and once confirmed, the status may be found on **my.StMU** under the 'Finances' tab, then by clicking on 'Balance' and reviewing 'Current Anticipated Aid'.

CHANGES IN REGISTRATION STATUS

St. Mary's University notifies the appropriate government or provincial funding body whenever students receiving financial assistance change from full- to part-time status or discontinue their studies at the University. Normally, the student loan is cancelled and the student is required to re-apply for future funding.

INTEREST-FREE STATUS

Students who will be borrowing full-time student loans do not need to submit interest-free documents to their lenders. If a student does not borrow subsequent loans, previously borrowed full-time student loans remain interest- and payment-free while studying full-time as long as students provide adequate proof of enrolment to their lenders. Part-time students who are repaying previous Alberta student loans may reinstate their Alberta loans to interest-free status. Interest-free status can only be requested for a current study period and cannot be completed retroactively.

REPAYMENT

Information regarding repaying your loan can be found at:

Making Payments: <http://studentaid.alberta.ca/repaying-your-loan/making-payments.aspx>

Repayment Assistance: <http://studentaid.alberta.ca/repaying-your-loan/repayment-assistance.aspx>

UNDERSTANDING YOUR STUDENT LOAN

If you need more information about government loans, grants and bursaries, visit studentaid.alberta.ca/resources/resources-for-students/understanding-your-student-loan/

INTERNATIONAL STUDENTS

Students who are citizens of countries other than Canada and who have been accepted at St. Mary's University on a study permit are not eligible for Canadian federal or provincial financial assistance. Applicants from other countries who require aid should contact officials of their own governments to determine if they qualify for aid through the Canadian International Development Agency.

PERSONAL BANK STUDENT LOANS

Most major banks offer loans or credit lines for full-time students. This may be an option for students not eligible for government student loans; however, students must be aware that interest is charged and payable while attending school. The interest rate can vary significantly among financial institutions. Students are advised to shop around and use this form of financing sparingly.

SPONSORSHIPS

Individuals who are Treaty Status Indians may qualify for funding through their band education authority. Students are encouraged to contact their band education counsellor as early as possible because several months may be required to process the request.

REGISTERED EDUCATION SAVINGS PLANS

Students whose parents have invested in a Registered Education Savings Plan (RESP) are advised to contact the financial institution about the terms of accessing the funds. In most cases, students will be required to have a form signed or a letter produced by the Registrar confirming enrolment. If a signature is required, students should submit the form to the Enrolment Services Office. If a letter is required, students must fill out an *Information Release Form* at the Enrolment Services Office.

STUDENT AWARDS

Numerous awards are available to students through St. Mary's University as well as through external funding sources. High school students should consult with their guidance counsellors for more details on available awards. Other sources of information include public libraries and websites such as <https://yconic.com> and scholarshipscanada.com.

DEFINITIONS & REQUIREMENTS

Scholarship: a scholarship is awarded primarily on the basis of academic achievement, although other criteria such as contribution to community or campus life, faith involvement, extracurricular activities or financial need may be considered in the selection process.

Bursary: a bursary is awarded primarily on the basis of financial need, although other criteria such as academic standing, contribution to community or campus life, faith involvement or extracurricular activities may be considered in the selection process. Students must present a minimum GPA of 2.0.

Award: an award is given on the basis of academic achievement or other conditions stated in the descriptions. It is generally focused on a specific subject area or extracurricular activity. Awards may be in the form of funding or books.

APPLYING FOR STUDENT AWARDS

Most awards require the submission of an application. For awards made by non-University agencies, application forms and deadlines may differ. Inquiries should be directed to those agencies. Awards distributed by St. Mary's University are listed in this section.

Award Application forms are available on the St. Mary's University website. They must be received by the University by the specified application deadline dates. All supporting documents for the application, such as letters of reference and résumés, are also due by the application deadlines. The decisions of the Awards Committee are final.

PAYMENT OF STUDENT AWARDS

Unless otherwise noted, students in receipt of awards administered by the University must maintain registration in at least nine credit hours per term and must maintain a minimum GPA of

2.0. Awards will first be applied to any tuition and fees owed to the University, and the balance may be issued by cheque. The University assumes liability for the payment of awards only to the extent that gifts from donors or returns from particular investments for these purposes will permit. If a student is granted an award, St. Mary's University reserves the right to release pertinent information to provincial funding bodies.

PRESIDENT'S CIRCLE SCHOLARSHIP

This scholarship is automatically awarded to new students entering from high school who achieve an average of 80 per cent or higher on averages calculated on the five best Grade 11 or Grade 12 admission subjects. The amount will vary and will automatically be applied to tuition and fees, half the value in the Fall term and half the value in the Winter term:

Gold - 90% or higher:

- \$1900 if registered in 3 courses (9 credits) per term
- \$2200 if registered in 4 courses (12 credits) per term
- \$2500 if registered in 5 courses (15 credits) per term

Silver - 85% - 89.9%:

- \$1250 if registered in 3 courses (9 credits) per term
- \$1500 if registered in 4 courses (12 credits) per term
- \$1750 if registered in 5 courses (15 credits) per term

Bronze - 80% - 84.9%:

- \$500 if registered in 3 courses (9 credits) per term
- \$750 if registered in 4 courses (12 credits) per term
- \$1000 if registered in 5 courses (15 credits) per term

POST-SECONDARY TRANSFER SCHOLARSHIP

University students who transfer to St. Mary's University with a minimum of 30 transferable university-level credits may be eligible for the *Post-Secondary Transfer Scholarship*, a one-time award from \$800 up to a maximum of \$1,000. To become eligible for the *Post-Secondary Transfer Scholarship*, applicants must:

- be working toward the completion of their first baccalaureate degree program
- be enrolled in a degree program at St. Mary's University
- present a cumulative GPA of 3.0 or higher on all transferred courses
- be registered in a minimum of 80 per cent of a full-course load (12 credit hours or four courses) in each semester. Recipients whose registration drops below the required 80 per cent minimum before the change of registration deadline will forfeit their scholarship

For *President's Circle Scholarships* and *Post-Secondary Transfer Scholarships*, St. Mary's University identifies eligible students through the admission process. No separate application is required. Recipients who continue to achieve academic excellence in subsequent years may qualify to receive other awards based on their academic performance.

ST. MARY'S UNIVERSITY AWARDS 2018-2019

(in value order)

HIGH SCHOOL & CONTINUING AWARDS

| | |
|---|-------------------|
| St. Mary's University Gold Medal | Gold Medal |
| Paul & Carol Hill Scholarship | 31,000 over 5 yrs |
| O'Leary Family Scholarship | 20,000 over 4 yrs |
| Linda Nielsen Memorial Scholarship | 5,000 |
| Dr. David J. Lawless Scholarship | 4,000 |
| Louise Hughes Bursary | 3,500 |
| Alice Austin Memorial Bursary | 3,000 |
| Robert Spence Foundation Scholarships | 2,500 (2) |
| President's Circle Scholarships | up to 2,500 |
| Dr. Vic Grossi Memorial Bursary | 2,000 |
| Gerry Watkins Bursaries | 2,000 (3) |
| Gordon Elliott Opportunity Fund Scholarship | 2,000 |
| Guido & Julia Blasetti Family Bursaries | 2,000 (2) |
| Margaret Soloski Memorial Bursary | 2,000 |
| Nicole Gagnon Scholarship | 2,000 |
| Providence Scholarships | 2,000 (2) |
| Rotary Club of Calgary Chinook, Father Greg McLellan Memorial Bursary | 2,000 |
| Rotary Club of Calgary Fish Creek Bursary | 2,000 |
| Agnes Cote Scholarship | 1,750 |
| Bishop O'Byrne Entrance Scholarship | 1,500 |
| Fogolar Furlan Di Calgary Scholarships | 1,500 (2) |
| Regina & Peter Fridgen Memorial Bursary | 1,500 |
| St. Vincent Pallotti Entrance Scholarship | 1,200 |
| Agnes & Norman Dawson Memorial Bursary | 1,000 |
| Barry-Dewaele Family Scholarship | 1,000 |
| Calgary Italian Sportsman Dinner Association Scholarship | 1,000 |
| Calgary Juventus Scholarships | 1,000 (3) |
| Dr. Allan P. Markin Continuing Student Scholarships | 1,000 (5) |
| Dr. Howard Hopkins Bursary | 1,000 |
| Dr. Norman Knowles Bursary | 1,000 |
| Edward & Geraldine Perry Bursary | 1,000 |
| Fr. Rupert MacLellan Scholarship | 1,000 |
| George Alloro Memorial Bursary | 1,000 |
| Hafith Jergeas Memorial Scholarship | 1,000 |
| Irene Kelemen Memorial Scholarship | 1,000 |
| Maria-Pilar Lawless Memorial Bursary | 1,000 |
| Maughan Family Scholarship | 1,000 |
| Jim Look Memorial Scholarship | 1,000 |
| Michael J. Beaton Memorial Bursary | 1,000 |
| Notre Dame des Rocheuses Scholarships | 1,000 (2) |
| Queen of Peace Scholarship | 1,000 |
| Vice-President Academic Scholarship | 1,000 |
| Vice-President Advancement Scholarship | 1,000 |
| Vice-President Finance Bursary | 1,000 |

| | |
|---|----------------|
| St. Bonaventure Parish Entrance Scholarship..... | 1,000 |
| Violet C. Risling Memorial Bursaries | 1,000 (2) |
| Willis & Betty O'Leary Undergraduate Degree Program Scholarships..... | 1,000 (5) |
| Post-Secondary Transfer Scholarship | up to 1,000 |
| Alberta Blue Cross Entrance Scholarship | 750 |
| Michael D. Dabreo and The Caribees Bursary..... | 750 |
| Bishop Paul O'Byrne Bursary | 700 |
| Terry and Margaret Downey Scholarship | 700 |
| Campbell Family Bursaries | 500 per course |
| Cluny St. Mary's Parish Scholarship | 500 |
| Dr. Michael Duggan Social Justice Award | 500 |
| Dr. Ved Madan Math & Computer Science Award | 500 |
| Leonard C. Hergott Scholarship | 500 |
| Gertie Bastedo Award | 400 |
| Humanities 101 Transition Bursaries..... | varies |
| St. Mary's University Bursaries | varies |
| St. Mary's University Endowment Bursaries | varies |
| Vice-President Student Services Leadership Awards..... | varies |

BACHELOR OF EDUCATION AWARDS

| | |
|--|-------------------|
| Lieutenant Governor of Alberta Social Studies Education Student Award..... | Crystal Award |
| Paul & Carol Hill Scholarship | 16,000 over 2 yrs |
| Father Cyril Naphin Education Bursary | 3,500 |
| Guillaume & Antoinette Biron Scholarship..... | 2,000 |
| Bishop Frederick B. Henry Education Entrance Scholarship..... | 1,500 |
| Paul A. Giesinger Memorial Bursary..... | 1,500 |
| Calgary Retired Teachers' Association Award | 1,000 |
| Holy Spirit CWL Bursary..... | 1,000 |
| St. Isidore Bursary..... | 1,000 |
| St. Mary's University Education Entrance Scholarships..... | 1,000 (8) |
| St. Mary's University Education Excellence Scholarships..... | 1,000 (8) |
| Steve and Irene Groch Education Excellence Awards..... | 1,000 |
| Dr. Linda Dudar Awards for Music and the Fine Arts in Education..... | 500 (2) |
| Patricia M. Finestone Education Bursary..... | 500 |
| St. Mary's University Education Bursaries | varies |
| St. Mary's University Endowment | varies |

AWARD DESCRIPTIONS

(IN ALPHABETICAL ORDER)

*These awards were accurate at the time of printing.
Please check the St. Mary's University website for updated information.*

HIGH SCHOOL & CONTINUING AWARDS

Agnes Cote Scholarship

Value: \$1,750

This scholarship is for a graduate from a rural area of Alberta who has demonstrated academic excellence and is entering the first year of post-secondary studies at St. Mary's University. Applicants must submit a personal letter outlining course interests and future goals, and a letter of reference attesting to volunteer activities/leadership within the community.

Agnes & Norman Dawson Memorial Bursary

Value: \$1,000

Norman and Agnes Dawson were long time Calgarians. During their 51 years of marriage they were excellent role models for family and friends, demonstrating honesty, integrity, fairness, compassion, community awareness, volunteerism and religious faith. This bursary is awarded to a continuing full-time student who has a strong work ethic, financial need and is dedicated to the pursuit of post-secondary education. The successful candidate will be involved as a volunteer in the community and will demonstrate active participation in a faith community.

Alberta Blue Cross Entrance Scholarship

Value: \$750

This scholarship is awarded to an Alberta student who has demonstrated academic excellence and is entering the first year of post-secondary studies at St. Mary's University. Recipients will be selected on the basis of academic merit and financial need. Recipients of this award must not be receiving more than \$3,500 in other scholarships, bursaries or awards.

Alice Austin Memorial Bursary

Value: \$3,000

Alice Austin was committed to lifelong learning and the mission of St. Mary's University. This bursary is a reflection of that commitment and is awarded to a continuing student who demonstrates financial need.

Barry-Dewaele Family Scholarship

Value: \$1,000

This scholarship is awarded to a full-time student with a documented disability who has been granted academic accommodations. Full-time status is generally understood as registration in nine credit hours per academic term although there may be occasions when academic accommodations require a reduced course load. Preference is given to a student who has demonstrated leadership and/or service to the community.

Bishop O'Byrne Entrance Scholarship

Value: \$1,500

This scholarship is awarded to a student from one of the Catholic high schools in the Diocese of Calgary who demonstrates outstanding scholastic achievement and who has been active in a parish in ministry or another formal parish program. Candidates must submit a letter from their parish priest describing their level of involvement in activities such as liturgy, music, ministry, catechetics or other parish activities. This scholarship is provided by the Knights of Columbus Council 9658 of the Monsignor John S. Smith Council.

Bishop Paul O'Byrne Bursary

Value: \$700

The Assembly of Women Religious, Calgary Diocese, have donated funds for this bursary, which is awarded to a female student in financial need who, while not necessarily Roman Catholic, is involved in her community faith tradition.

Calgary Italian Sportsman Dinner Association Scholarship

Value: \$1,000

This award continues the Calgary Italian Sportsman Dinner Association's long-standing tradition of supporting education in Calgary. This scholarship is awarded annually to a full-time continuing student who demonstrates academic merit, participation in athletics, and financial need.

Calgary Juventus Scholarships

Value: \$1,000 (3)

These scholarships are awarded to full-time students with good GPAs. In order to be eligible, students must be former Juventus players and/or members of St. Mary's University Lightning Athletics.

Campbell Family Bursaries

Value: up to \$500 per course (Spring/Summer/Fall/Winter)

These bursaries are awarded to full- or part-time students, who are transitioning from the Humanities 101 Program into a program at St. Mary's University in pursuit of an undergraduate degree, and who demonstrate financial need. Applicants must submit a brief letter outlining why this bursary, and gaining this education, are going to make a difference to them. Successful candidates will continue to be awarded up to \$500 per course, provided they maintain a minimum GPA of 2.0 in each term. These bursaries were established by the Campbell Family in recognition of their commitment to help former Humanities 101 students overcome barriers and succeed. Eligible students are identified through the admission process and will be invited to apply.

Cluny St. Mary's Parish Scholarship

Value: \$500

The rural parish of St. Mary's in Cluny has a permanent scholarship fund to assist a rural student to attend St. Mary's University. Applications will be accepted from students with good academic standing who come from a rural area.

Dr. Howard Hopkins Bursary**Value: \$1,000**

In honour of Dr. Hopkins' 20 years of service to St. Mary's University, this bursary was established in 2017. It is awarded to a full-time student in good academic standing who is in attendance in the current fall term.

Dr. Norman Knowles Bursary**Value: \$1,000**

In honour of Dr. Hopkins' 20 years of service to St. Mary's University, this bursary was established in 2017. It is awarded to a full-time student in good academic standing who is in attendance in the current fall term.

Dr. Allan P. Markin Continuing Student Scholarships**Value: \$1,000 (5)**

St. Mary's University, in recognition of the contributions of Dr. Allan P. Markin, awards five scholarships to continuing students. These scholarships are automatically awarded to the five students with the highest GPA in the previous academic year who carried a course load of 30 credit hours or more. To be eligible for this award, students must register for a continuing year at St. Mary's University and carry a minimum course load of 30 credit hours.

Dr. David J. Lawless Scholarship**Value: \$4,000**

This scholarship honours the life work in Catholic education of Dr. David Lawless, who spent the last three years of his career in higher education helping to establish St. Mary's University and serving as its President. This scholarship is awarded annually to the student of the University in a first undergraduate degree program who demonstrates exceptional academic achievement on completion of the first full year of studies. Preference will be given to a student who has demonstrated a commitment to St. Mary's University and its educational philosophy through active participation in campus life and activities. Applicants must submit a brief letter outlining their campus involvement or letter(s) of recommendation attesting to their participation in campus life.

Dr. Michael Duggan Social Justice Award**Value: \$500**

This award honours Dr. Michael Duggan's extensive work in social justice activities. It provides support to a student who shows leadership in working for social justice locally, nationally or internationally.

Dr. Ved Madan Math & Computer Science Award**Value: \$500**

This award is made annually at the end of the Fall term to a student with the highest academic achievement in mathematics or computer science. No application is required.

Dr. Vic Grossi Memorial Bursary**Value: \$2,000**

This bursary was established in memory of Dr. Vic Grossi, a dedicated professor at St. Mary's University who demonstrated a true talent and passion for teaching. Dr. Grossi was also a prominent psychologist in Calgary for more than 25 years. The bursary will be awarded annually to a 3rd or 4th year student in the Bachelor of Arts, 4-year Psychology degree program who intends to pursue a career in Psychology. The applicant must submit a personal letter outlining plans for a future career in Psychology. The successful applicant will be selected on the basis of their supporting letter and financial need.

Edward & Geraldine Perry Bursary**Value: \$1,000**

This bursary is awarded to a continuing student with a commitment to working toward social, economic and political justice locally, nationally and internationally. The bursary will be awarded on the basis of financial need and participation in such work. A letter of reference regarding the student's social justice involvement must accompany the application. This bursary was established by Edward and Geraldine's daughter Kathryn in recognition of their long term commitment to St. Mary's University.

Fogolar Furlan Di Calgary Scholarships**Value: \$1,500 (2)**

These scholarships are awarded to full-time continuing students in good academic standing.

Fr. Rupert MacLellan Scholarship**Value: \$1,000**

The Fr. Rupert MacLellan Scholarship is awarded to a full-time student in third or fourth year at St. Mary's University. This scholarship is based on excellent academic performance.

George Alloro Memorial Bursary**Value: \$1,000**

George Alloro was best known to the people of Calgary as the man who lit up Confederation Park with an annual display of Christmas lights. He also worked tirelessly as a community volunteer to help others less fortunate. This memorial bursary in his name is awarded to help a student of good moral character who is involved in volunteer and community work and who is in need of financial assistance.

Gerry Watkins Bursaries**Value: \$2,000 (3)**

In recognition of the contribution of Gerry Watkins, a faithful volunteer in the early years of St. Mary's University, the University awards these bursaries to students in serious financial need.

Gertie Bastedo Award**Value: \$400**

The Gertie Bastedo Award is awarded to a full-time continuing student in a degree program in their third or fourth year at St. Mary's University who has achieved the greatest increase in grade point average from their first year at the University. No application is required.

Gordon Elliott Opportunity Fund Scholarship**Value: \$2,000**

St. Mary's University, in memory of Gordon Elliott, awards this scholarship to a continuing First Nation, Métis, or Inuit (FNMI) student. The scholarship is automatically awarded to a FNMI student with the highest GPA in the previous academic year. To be eligible for this award, students must register for a continuing year at St. Mary's University. No application is required.

Guido & Julia Blasetti Family Bursaries**Value: \$2,000 (2)**

The Guido and Julia Blasetti Family Bursaries are awarded to continuing full-time St. Mary's University degree program students in good academic standing who demonstrate financial need.

Hafith Jergeas Memorial Scholarship**Value: \$1,000**

The Hafith Jergeas Memorial Scholarship is awarded to a continuing full-time student at St. Mary's University who demonstrates high academic performance with a minimum GPA of 3.3.

Humanities 101 Transition Bursaries**Value: varies**

Established by the Holy Spirit Charitable Society, these bursaries are awarded to full- or part-time students who are transitioning from the Humanities 101 Program into a program at St. Mary's University in pursuit of an undergraduate degree.

Irene Kelemen Memorial Scholarship**Value: \$1,000**

This scholarship is awarded to a full-time student in good academic standing who has overcome personal challenges. Preference will be given to a student from rural Alberta. A brief submission regarding the personal challenges and one letter of reference from an instructor, teacher or counsellor are required.

Jim Look Memorial Scholarship**Value: \$1,000**

The Jim Look Memorial Scholarship is awarded annually to a full-time student in their first year of studies at St. Mary's University. The student must be a member of a varsity athletics team and have demonstrated a commitment to team spirit and sportsmanship. Applicants must provide a letter of recommendation from a previous coach and/or the St. Mary's University Sport Manager.

Leonard C. Hergott Scholarship**Value: \$500**

This scholarship is awarded to a student with a minor or concentration in Catholic Studies. Applicants must demonstrate superior academic performance and involvement in the community and parish. This scholarship was established by Mrs. Evelyn Hergott in recognition of her husband's involvement and interest in Catholic education.

Linda Nielsen Memorial Scholarship**Value: \$5,000**

This scholarship is awarded to a full-time student with a concentration in Business & Management Studies or a minor in Management. The successful applicant must be in good academic standing, demonstrate a strong work ethic and community involvement (local, national or international), and/or have been an active participant on the St. Mary's University Social Justice Committee. Preference will be given to students who have financial need.

Louise Hughes Bursary**Value: \$3,500**

The Louise Hughes Bursary will be given to a continuing student (full- or part-time) who demonstrates financial need. Preference will be given to a single parent or a student from Saskatchewan.

Margaret Soloski Memorial Bursary**Value: \$2,000**

Margaret Soloski enjoyed life and was a positive role model to everyone who knew her. To honour her faith and dedication, the Margaret Soloski Memorial Bursary is awarded to a continuing full-time student who is in financial need and who has successfully completed a senior level Theology or Religious Studies course. Preference will be given to a student active in St. Mary's University Campus Ministry.

Maria-Pilar Lawless Memorial Bursary**Value: \$1,000**

In memory of Maria-Pilar Lawless, this bursary is awarded to a continuing full-time student in good standing who demonstrates financial need and who has successfully completed two courses in European History (HIST 307, HIST 321, HIST 323, HIST 329, HIST 331, HIST 337) and both SPAN 201 and SPAN 203 at St. Mary's University. Preference is given to a student in the Bachelor of Arts, 4-year History degree program.

Maughan Family Scholarship**Value: \$1,000**

This scholarship is intended for a graduate from one of the Calgary Catholic School District high schools and will be awarded to a student living within the Calgary area who shows superior academic achievement and a demonstrated commitment to the Catholic faith. Letters of recommendation must come from 1) the student's guidance counsellor and 2) the high school chaplain or the student's religious education instructor.

Michael J. Beaton Memorial Bursary**Value: \$1,000**

The Michael J. Beaton Memorial Bursary is awarded to a full time St. Mary's University student who demonstrates financial need.

Michael A. Dabreo and The Caribees Bursary**Value: \$750**

This bursary is awarded to a student entering first year of full-time studies at St. Mary's University who demonstrates financial need. Preference is given to applicants from the Caribbean or Central America.

Nicole Gagnon Scholarship**Value: \$2,000**

This scholarship is awarded to a student who is entering their first year of study and shows high academic achievement combined with service to the community and/or demonstrated leadership. Letters of reference must testify to the applicant's community involvement or leadership. Preference will be given to students involved in social justice initiatives within the community.

Notre Dame des Rocheuses Scholarships**Value: \$1,000 (2)**

These scholarships are awarded to students entering their first year of study at St. Mary's University. Applicants must demonstrate good academic achievement and be registered as full-time students.

O'Leary Family Scholarship**Value: \$20,000 over 4 years**

The O'Leary Family Scholarship is offered to an entering student with superior scholastic standing, demonstrated leadership abilities and a commitment to community involvement. This scholarship, tenable over four years of study towards a first degree, has a maximum value of \$20,000. Successful candidates will be awarded \$5,000 per year of study provided they maintain a superior grade average in each year of study. After the first year of study, a holder of this scholarship must be enrolled in a degree program, have demonstrated involvement in St. Mary's University campus life, and meet the award renewal criteria. A covering letter, application and two letters of reference attesting to the applicant's leadership abilities and/or community involvement are required.

Paul & Carol Hill Scholarships**Value: \$31,000 over 5 years (Year 1 BA: \$5,000; Year 2 BA: \$5,000; Year 3 BA: \$5,000; Year 1 BEd: \$8,000; Year 2 BEd: \$8,000)**

The Paul and Carol Hill Scholarships are awarded to students who are entering St. Mary's University in a three-year Bachelor of Arts degree program and who are intending to enroll in the Bachelor of Education (Elementary) degree program in order to become a teacher in a Catholic school (five-year commitment full time). First preference will be given to students from Athol Murray College of Notre Dame, Saskatchewan, who have met academic entrance requirements and who have demonstrated involvement in volunteer and extra-curricular activities while attending Athol Murray College of Notre Dame. If no Athol Murray College graduates apply, the scholarships are made available to students from Catholic high schools in Saskatchewan, followed by applicants from Catholic high schools in Alberta or other jurisdictions. After the first year of study, a holder of the scholarship must be registered in a course load of 30 credit hours or more in the academic year in which the award is presented, demonstrate involvement in volunteer activities with children or youth, and maintain a superior grade average. Candidates must submit an essay with their application which details why they wish to become a teacher in a Catholic school.

Providence Scholarships**Value: \$2,000 (2)**

The Sisters of Providence have owned and operated the Father Lacombe Care Centre – formerly Lacombe Home – since 1909, and they have a particular dedication to ministry among the less fortunate in our society. The Providence Scholarships are awarded to continuing students with a minimum GPA of 3.0 who are registered as full-time students at St. Mary's University and have demonstrated active participation in a volunteer activity over the past year with either children or the elderly. A letter of reference must accompany the scholarship application.

Queen of Peace Scholarship**Value: \$1,000**

This scholarship is awarded to a continuing student who is intending to pursue a science or mathematics major. The student must demonstrate excellent academic achievement and show interest in teaching. Preference will be given to a graduate of St. Mary's High School, Calgary. The donor hopes that the recipient will one day endow another scholarship to continue the tradition of supporting students in their pursuit of higher education.

Regina & Peter Fridgen Memorial Bursary**Value: \$1,500**

This bursary is awarded to a recent high school graduate who demonstrates financial need and is in good academic standing in Grade 12 subjects. Single mothers and students with disabilities are particularly encouraged to apply, but the award is not restricted to these groups.

Robert Spence Foundation Scholarships**Value: \$2,500 (2)**

Robert Spence operated a well-known retail shoe business in Calgary. He and his wife, Annette, were very active in the Francophone community in Calgary and in the Ste. Famille Roman Catholic parish. After the death of her husband, Mrs. Spence set up a scholarship endowment foundation from the proceeds of the estate in order to ensure in perpetuity the original objective of Mr. Spence, which was to assist needy students with their post-secondary studies. These scholarships are awarded to students who have good academic standing (a minimum average of 70 per cent) in Grade 12 subjects and who demonstrate financial need. Preference is given to residents of Alberta.

Rotary Club of Calgary Chinook, Father Greg McLellan Memorial Bursary**Value: \$2,000**

Father Greg McLellan, in 1977, was a founding member and Charter President of the Rotary Club of Calgary Chinook. This bursary is awarded annually to a full-time continuing student who actively volunteers in the community. The bursary is awarded on the basis of financial need and community involvement. Applicants are asked to make a brief submission outlining course interests and future goals, and to provide a letter of reference attesting to volunteer activities/leadership within the community.

Rotary Club of Calgary Fish Creek Bursary**Value: \$2,000**

This bursary is awarded annually to a full-time continuing student who actively volunteers in their community and demonstrates leadership, exemplifying the Rotary motto, "Service Above Self." The bursary will be awarded on the basis of financial need, participation and/or leadership in extra-curricular activities, and community involvement. A brief submission outlining course interest and future goals, and one letter of reference attesting to volunteer activities/leadership within the community are required. The successful recipient will be asked to address a regular meeting of the Rotary Club of Calgary Fish Creek.

St. Bonaventure Parish Entrance Scholarship**Value: \$1,000**

This scholarship, provided by St. Bonaventure Parish, is awarded to a full-time student who demonstrates scholastic achievement and has been active in a parish. The candidate must submit a letter of reference from a parish representative. Preference will be given to a student from St. Bonaventure Parish in Calgary.

St. Mary's University Bursaries**Value: Varies**

Bursaries are awarded in both the Fall and Winter terms to full-time students demonstrating financial need. A separate application is required for each term.

St. Mary's University Endowment Bursaries**Value: Varies**

Students who have been awarded a loan through the Canada Student Loans Program, or a similar program administered by the Student Loan Service of Alberta Learning or equivalent agency in any province or territory in Canada, may be eligible for a bursary. Up to \$8,000 will be awarded in the amounts of \$4,000 or \$2,000 to those with greatest financial need. Each recipient must maintain full-time status and be registered in a minimum of four courses per semester. Beyond these criteria, the bursary will be automatically granted solely on the basis of financial need as determined by the Student Loan Service. No separate application is required.

St. Vincent Pallotti Entrance Scholarship**Value: \$1,200**

This scholarship is awarded to a student who demonstrates a deep commitment to parish ministries and academic pursuits. While academic excellence is important, this scholarship's principal criterion is service within the student's parish and the Roman Catholic Diocese of Calgary.

Terry and Margaret Downey Scholarship**Value: \$700**

This scholarship was established by Dr. Terrence Downey, St. Mary's President 1999-2011, and his wife Margaret Downey. It is awarded annually to a full-time student entering second year at St. Mary's University. The recipient must be in good academic standing, demonstrate financial need, and not be receiving any other scholarship or bursary support.

Vice-President Academic Scholarship**Value: \$1,000**

This scholarship is awarded to a full-time student entering St. Mary's University who demonstrates outstanding academic achievement.

Vice-President Advancement Scholarship**Value: \$1,000**

This scholarship is awarded to a continuing full-time student at St. Mary's University, who is at least 21 years of age, in good academic standing and actively volunteers in their community, demonstrating leadership and community involvement. The scholarship will be awarded on participation and/or leadership in extra-curricular activities and involvement. A brief submission indicating course interest, future goals and examples of community involvement are required.

Vice-President Finance Bursary**Value: \$1,000**

This bursary is awarded to a full-time student entering St. Mary's University who demonstrates financial need.

Vice-President Student Services Leadership Awards**Value: Varies (5)**

Given to the five members of the Student Legislative Council Executive.

President – 2 course tuition in both Fall and Winter terms

Vice-President Events – 1 course tuition in Winter term only

Vice-President External – 1 course tuition in Winter term only

Vice-President Finance – 1 course tuition in Winter term only

Vice-President Internal – 1 course tuition in Winter term only

Violet C. Risling Memorial Bursaries**Value: \$1,000 (2)**

These bursaries are awarded to students registered in their second year of studies at St. Mary's University. The students must have completed their first year of studies at St. Mary's University with good academic achievement. Financial need is the primary criterion for these bursaries.

Willis & Betty O'Leary Undergraduate Degree Program Scholarships**Value: \$1,000 (5)**

The Willis and Betty O'Leary Undergraduate Scholarships are awarded annually to the students with the highest grade point average in each of the St. Mary's University four-year undergraduate degree programs. Students must be enrolled on a full-time basis in a St. Mary's University degree program. One \$1,000 scholarship is awarded for each of the following degrees: Biology, English, History, Liberal Studies and Psychology. No application is required.

BACHELOR OF EDUCATION AWARDS**Bishop Frederick B. Henry Education Entrance Scholarship****Value: \$1,500**

This scholarship honours the work of Chancellor Emeritus Frederick B. Henry, the seventh Bishop of Calgary, Alberta (1998-2017). To honour his faith and dedication to St. Mary's University and the Roman Catholic Diocese of Calgary, this scholarship is awarded annually to the student entering the Bachelor of Education (Elementary) degree program with the highest achievement as determined by the admissions score, and who is from one of the Catholic high schools in the Diocese of Calgary.

Calgary Retired Teachers' Association Award**Value: \$1,000**

This award was established by the Calgary Retired Teachers' Association in recognition of their commitment to excellence in the teaching profession. The award will be given annually to a second year Bachelor of Education (Elementary) degree program student upon successful completion of the Fall term practicum. The successful applicant will be selected on the basis of demonstrated excellence in performance during the Fall practicum. The applicant must submit a personal letter describing their practicum experiences and outlining their future goals in the teaching profession. A letter of support from their Fall term practicum advisor or cooperating teacher will also be required. Preference will be given to students who demonstrate financial need. The recipient may be asked to attend a regular meeting of the Calgary Retired Teachers' Association.

Dr. Linda Dudar Awards for Music and the Fine Arts in Education**Value: \$500 (2)**

These awards were established by Steve and Irene Groch in recognition of Dr. Linda Dudar's long term commitment to Catholic Education, Leadership and Fine Arts within the Bachelor of Education (Elementary) degree program at St. Mary's University. Two awards of \$500 will be given annually to students in the second year of the program. Successful applicants will be selected on the basis of commitment to and involvement with Catholic education and the community, leadership, and/or involvement in an area of the Fine Arts such as music (choral, liturgical or instrumental). Applicants must submit a brief essay in support of their application.

Father Cyril Naphin Education Bursary**Value: \$3,500**

This bursary, provided by The Knights of Columbus Council 4965, honours the life and work of Father Cyril Naphin. It is awarded annually to a student demonstrating financial need who is entering their first year of the Bachelor of Education (Elementary) degree program. Selection will be based on good academic achievement in high school and intent to teach in a Catholic school. A brief submission outlining why they wish to become a teacher in a Catholic school and outlining leadership and/or service to the community is required. Preference will be given to a student whose parent or grandparent is a member of the Knights of Columbus.

Guillaume & Antoinette Biron Scholarship**Value: \$2,000**

This scholarship is awarded to a student enrolled in the second year of the Bachelor of Education (Elementary) degree program at St. Mary's University who demonstrates high academic performance, a strong commitment to the vocation of teaching and a commitment to parish work. The commitment to parish work must be long-term and ongoing. A letter of reference from a parish priest must accompany the application.

Holy Spirit CWL Bursary**Value: \$1,000**

This bursary is awarded to a student in either the first or second year of the Bachelor of Education (Elementary) degree program with financial need, who demonstrates active participation in their faith community or who is involved as a volunteer in the community. Applicants must submit a brief letter outlining their participation in their faith community or volunteer involvement. Preference will be given to a student from Holy Spirit Parish.

Patricia M. Finestone Education Bursary**Value: \$500**

This bursary was established by Patricia Finestone to honour her faith and dedication to St. Mary's University. It is awarded annually to a student in the Bachelor of Education (Elementary) degree program with financial need. Preference will be given to a student who graduated from St. Francis High School in Calgary.

Paul A. Giesinger Memorial Bursary**Value: \$1,500**

This bursary was established by Meg Giesinger, in memory of her husband, Paul. It is awarded to a student enrolled in the second year of the Bachelor of Education (Elementary) degree program at St. Mary's University who is active in a parish and has financial need. Applicants are required to submit a letter of reference supporting their parish work.

Paul & Carol Hill Scholarships**Value: \$16,000 over 2 years (Year 1: \$8,000, Year 2: \$8,000)**

The Paul and Carol Hill Scholarships are awarded to students who possess an undergraduate degree and wish to enter the Bachelor of Education (Elementary) degree program directly, in order to become a teacher in a Catholic school (2-year commitment full time). First preference will be given to students from Athol Murray College of Notre Dame, Saskatchewan, who have demonstrated involvement in volunteer and extra-curricular activities while attending Athol Murray College of Notre Dame. If no Athol Murray College applicants apply, the scholarships are made available to students from Catholic high schools in Saskatchewan, followed by applicants from Catholic high schools in Alberta or other jurisdictions. After the first year of study, a holder of the scholarship must demonstrate involvement in volunteer activities with children or youth, and maintain a superior grade average. Candidates must submit an essay with their application which details why they wish to become a teacher in a Catholic school.

St. Isidore Bursary**Value: \$1,000**

This bursary was established by the Valentine Family in recognition of their long term commitment to St. Mary's University. The bursary will be awarded to a student in the Bachelor of Education (Elementary) degree program who is from a rural area and demonstrates financial need. Applicants must be active participants in their faith community. Preference will be given to a student in the first year of the program. However, second year students who have greater financial need may be considered.

St. Mary's University Education Bursaries**Value: Varies**

Bursaries are awarded in both the Fall and Winter terms to full-time students demonstrating financial need. A separate application is required for each term.

St. Mary's University Education Entrance Scholarships**Value: \$1,000 (8)**

The St. Mary's University Education Entrance Scholarships are awarded automatically to students entering the Bachelor of Education (Elementary) degree program on the basis of highest achievement as determined by the admissions score.

St. Mary's University Education Excellence Scholarships**Value: \$1,000 (8)**

The St. Mary's University Education Excellence Scholarships are awarded to students entering their second year of the Bachelor of Education (Elementary) degree program on the basis of grade point average, and a letter of reference from a program practicum supervisor, cooperating teacher or practicum school principal. Applicants are also required to submit a letter of reference supporting their work as a volunteer with children or youth.

St. Mary's University Endowment Bursaries**Value: Varies**

Students who have been awarded a loan through the Canada Student Loans Program, or a similar program administered by the Student Loan Service of Alberta Learning or equivalent agency in any province or territory in Canada, may be eligible for a bursary. Up to \$8,000 will be awarded in the amounts of \$4,000 or \$2,000 to those with greatest financial need. Each recipient must maintain full-time status and be registered in a minimum of four courses per semester. Beyond these criteria, the bursary will be automatically granted solely on the basis of financial need as determined by the Student Loan Service. No separate application is required.

Steve and Irene Groch Education Excellence Awards**Value: \$1,000 (up to 5)**

These awards were established by Steve and Irene Groch in support of the Bachelor of Education (Elementary) degree program at St. Mary's University. Awards will be given annually to students entering their second year of the program, and will be awarded based on overall merit with a particular focus on grade point average, leadership, and excellence in all areas of achievement. Consideration will also be given to the applicants' demonstrated interest and involvement in Fine Arts and Music. Applicants must submit a brief essay in support of their application outlining their leadership skills, training, education and experience in their fine arts area of interest, and their area of specialization.

GRADUATING AWARDS**Lieutenant Governor of Alberta Social Studies Education Student Award****Value: Crystal Award**

Awarded annually at the Spring convocation ceremony to the student graduating from the St. Mary's University Bachelor of Education (Elementary) degree program who is most passionate and competent in the subject of Social Studies, in particular History. Three students will be nominated by St. Mary's University and interviewed by a panel of active or retired Alberta Social Studies teachers. Final selection of one student is made by the panel.

St. Mary's University Gold Medal**Value: Gold Medal**

The Gold Medal is awarded annually to the student graduating from a St. Mary's University degree program with the highest cumulative grade point average. A student must have a GPA of 3.50 or higher to be eligible.

EXTERNAL AWARDS NOMINATED BY ST. MARY'S UNIVERSITY

There are several awards for continuing students which are administered by external sources that require students to be nominated by their post-secondary institutions.

Dr. Gary McPherson Leadership Scholarship

Value: \$2,000

Dr. Gary McPherson was a renowned advocate for people with disabilities. He devoted himself to inspiring leadership and bringing out the best in everyone. He was a member of the Order of Canada, the Alberta Order of Excellence and both the Edmonton and Alberta Sports Hall of Fame. The purpose of this award is to recognize students who have demonstrated outstanding leadership, especially in the area of disability, and/or initiative to improve the conditions and lives of others. This scholarship is sponsored by the Government of Alberta. Applicants are selected on the basis of the role and contribution each applicant has made at their school. Academic achievement, financial need and other activities may also be taken into consideration. Applicants must be Canadian citizens or permanent residents, currently living in Alberta, and enrolled full time in a post-secondary undergraduate program at a designated Alberta institution in the year of nomination. Eligible students will be nominated by the Enrolment Services Office.

Jason Lang Scholarship

Value: \$1,000

This scholarship was established in the memory of Jason Lang, a 17-year-old high school student who was killed in a school shooting. The purpose of this award is to reward the outstanding academic achievements of Alberta post-secondary students.

To be eligible, a student must

- have a minimum GPA of 3.2
- be a Canadian citizen or landed immigrant and a resident of Alberta
- be entering the second, third or fourth year of post-secondary studies
- have completed at least 24 credit hours in the 2017-2018 academic year (September to April)
- be enrolled full time in at least one term in the 2018-2019 academic year.

All eligible students will be nominated by the Registrar and contacted by the end of August to complete an application form. If you are not contacted and believe you are an eligible candidate, please contact the Registrar.

Jimmie Condon Athletic Scholarships

Value: \$1,800 (two disbursements of \$900; December and April)

The Jimmie Condon Athletic Scholarship was established in honour of Jimmie Condon, philanthropist and long-time supporter and promoter of amateur sports in Calgary. The purpose of this scholarship is to reward athletic and academic excellence of post-secondary students attending an Alberta university, college or technical institute. Applicants must be Alberta residents, be enrolled full time, be a member of a designated sports team, be maintaining a practice or training program acceptable to their coach, and maintain a minimum grade point average of 2.0 in their previous semester. Students entering the first semester of post-secondary study do not have to meet this requirement. Individual coaches nominate students and applications are submitted to Alberta Student Aid by the Enrolment Services Office for processing.

Languages in Teacher Education Scholarship

Value: \$2,500

The purpose of this award is to reward Alberta students enrolled in a recognized Alberta teacher preparation program that will allow them to teach languages other than English in Alberta schools. This scholarship was created by an endowment to the Alberta Heritage Scholarship Fund to build capacity in the area of language education. Applicants are selected on the basis of being enrolled in an Alberta teacher preparation program that will allow them to become a language teacher after they graduate. To help meet the needs of the increasing FNMI (First Nations, Métis, Inuit) student participation, consideration will be given to students eligible to teach aboriginal languages. Applicants must be Canadian citizens or permanent residents (visa students are not eligible), Alberta residents, and currently enrolled full time. Eligible students will be nominated by the Enrolment Services Office and are eligible to receive the scholarship only once.

Louise McKinney Post-Secondary Scholarship**Value: \$2,500**

The purpose of this award is to recognize exceptional academic achievement and encourage outstanding students to continue their studies at the post-secondary level. The Alberta Heritage Scholarship Fund Endowment Program established this award in honour of Louise McKinney.

The eligible student must:

- have the highest undergraduate GPA
- be a Canadian citizen or landed immigrant and a resident of Alberta
- be entering the second, third or fourth year of post-secondary studies
- have completed at least 24 credit hours in the 2017-2018 academic year (September to April).
- be enrolled full-time in at least one term in the 2018-2019 academic year.

Eligible students will be nominated by the Registrar and contacted by the end of August to complete an application form.

Laurence Decore Award for Student Leadership**Value: \$1,000**

The purpose of this award is to recognize those post-secondary students who have demonstrated outstanding dedication and leadership to fellow students and to their community. The award was initiated by the Alberta College and Technical Institute Student Executive Council (ACTISEC) in honour of Laurence Decore, former Edmonton mayor and leader of the Alberta Liberal party.

Applicants are selected on the basis of involvement in student government, student societies, clubs or organizations. In addition, candidates may be involved in student organizations at the provincial or national level or in non-profit community organizations. Applicants must be Alberta residents currently enrolled in a minimum of three full courses at a designated Alberta post-secondary institution. Eligible students will be nominated by the Enrolment Services Office and contacted by the end of January.

OTHER EXTERNAL AWARDS**Alberta Teachers' Association Local #55 Scholarship**

This scholarship is awarded to a high school graduate of the Calgary Catholic School District who attends St. Mary's University the year following graduation. This award was instituted to assist the student in funding tuition costs at St. Mary's University and to give recognition to deceased teachers for their significant involvement in the Alberta Teachers' Association and/or Local #55. For additional information on this scholarship and to obtain an application form, visit the Alberta Teachers' Association Local #55 website, ataloc55.ab.ca/documents-forms/scholarships/. Refer to the website for application deadline.

Alberta Scholarship and Bursary Programs

A list of scholarships and bursaries is available at alis.alberta.ca/explore-education-and-training/pay-for-your-education/scholarships-and-bursaries.

Alexander Rutherford Scholarship

This scholarship, valued at up to \$2,500, is available to students who are Alberta residents and who have demonstrated outstanding academic achievement throughout high school. For further information visit studentaid.alberta.ca/scholarships/alberta-scholarships/alexander-rutherford-scholarship/.



ACADEMIC REGULATIONS

ACADEMIC STANDING

The academic progress of all students is reviewed by the Registrar at the conclusion of the Fall and Winter terms.

DEAN'S LIST

Students who are registered in 24 credit hours or more for the Fall and Winter terms of an academic year and achieve a combined GPA of 3.5 or higher in both terms are included on the Dean's List. The Dean's List is published and posted on the main floor of the Administration Building. A notation will be made on students' official transcripts.

GOOD STANDING

Students with a term GPA of 2.0 or higher are considered to be in Good Standing. Students in Good Standing are eligible to continue in their program of study and to graduate from an undergraduate degree program.

ACADEMIC WARNING

Students who have completed nine credit hours or more of study and have a term GPA of less than 2.0 will be placed on Academic Warning. Students will remain on Academic Warning for two consecutive terms after which they will be placed on Academic Probation if their grades have not improved. Students on Academic Warning will not be eligible to participate in St. Mary's University activities such as Lightning Athletics, Student Legislative Council, etc.

ACADEMIC PROBATION

Students who have been on Academic Warning for two consecutive terms and do not have a term GPA equal to or greater than 2.0 will be placed on Academic Probation. Students will remain on Academic Probation, where they will be limited to three courses, for one term. After one term of Academic Probation students will be placed on Academic Suspension unless their term GPA rises to 2.0 or greater. The student's official transcript will indicate the academic term in which the student was on Academic Probation.

ACADEMIC SUSPENSION

Students who remain on Academic Probation for one term and have not improved their term GPA to 2.0 or greater will be suspended from St. Mary's University and a notation will be made on their official transcript. Students who have been placed on Academic Suspension and required to withdraw from St. Mary's University may apply for re-admission after a period of one year. Transfer credit may be granted for work completed elsewhere if the grades are at the minimum standard required for transfer of courses to St. Mary's University.

ACADEMIC MISCONDUCT

Academic honesty is the cornerstone of the development and acquisition of knowledge and St. Mary's University insists on academic honesty in scholarship. Knowledge is cumulative, growing on the basis of previous knowledge, so we are all beholden to others for their contributions. In the course of scholarship, these contributions are reflected upon, critically analyzed and used as the foundation for further knowledge. Scholarship and academic honesty demand that these contributions be acknowledged and not passed off as products of one's own thought. Two major categories of academic misconduct are plagiarism and cheating.

PLAGIARISM

Plagiarism is a very serious academic offence that involves presenting work in a course as if it were the result of one's own study and investigation when, in fact, it is the work of someone else. Plagiarism takes place when:

- an essay or other work is copied from another source and submitted as one's own
- parts of a work, including words, ideas, images or data, are taken from a source without acknowledgement of the originator
- work presented for one course is also submitted for another course without prior agreement of the instructors involved
- another person prepares the work that is submitted as one's own
- substantial editorial or compositional assistance from another person is received on work that is submitted as one's own.

CHEATING

Cheating is also a very serious academic offence. Cheating on examinations, assignments and/or labs may take a number of forms, including:

- tampering or attempting to tamper with examination scripts, class work, grades or class records
- obtaining unauthorized assistance from anyone during the course of an examination
- impersonating another student during examinations
- falsifying or fabricating lab reports
- communicating with other students during an examination
- bringing unauthorized written material or electronic devices to an examination
- possessing, distributing, or attempting to possess or distribute unauthorized material in respect to examinations
- attempting to read the examination papers of other students
- deliberately exposing one's own examination papers to another student

PENALTIES FOR ACADEMIC MISCONDUCT

Penalties for a first occurrence of academic misconduct may include a failing grade on the examination, assignment and/or lab and/or a failing grade in the course as determined by the course instructor. The instructor will immediately send a letter stating the particulars of the offence to the Registrar and a notation will be placed in the student's permanent file.

In the event of a subsequent occurrence of academic misconduct, in any course during the student's academic tenure at St. Mary's University, the Vice-President Academic & Dean will decide on appropriate disciplinary action, which may include possible expulsion from St. Mary's University. If a student is expelled, the reason for expulsion will be stated on the student's permanent academic record. All correspondence regarding acts of academic misconduct by a student will be copied to the student.

ACADEMIC MISCONDUCT APPEALS

A student found guilty of academic misconduct may appeal the finding that an offence has been committed, the penalty imposed, or both. The appeal of the student may be based either on the validity of the offence, or the severity of the penalty imposed, or both.

The student may appeal the decision of the instructor in writing to the Registrar within 10 days of the decision of the instructor.

The appeal letter must state the decision being appealed, the grounds for appeal and the remedy sought by the student.

The Registrar will request a meeting of an Academic Misconduct Appeals Committee to hear the appeal. The committee will give the appellant, the instructor and any others involved five days written notice of the hearing date. After the hearing, the Registrar will notify the student and the Vice-President Academic & Dean in writing of the committee's decision.

CLASS ATTENDANCE

Students are expected to attend all classes, tutorials and labs for which they are registered. Unexcused absences may result in loss of marks or in additional assignments being required. Unexcused absences may also lead to a penalty on the final grade. If a student has been absent without permission or legitimate cause for more than one-quarter of the classes, an instructor may bar the student from writing the final examination. Faculty members may include specific regulations regarding class attendance in their course syllabus. In cases where a student's registration in a course has been confirmed (excluding wait list and late registrations), the instructor has the right to drop him or her from the course list if he/she has missed the first three consecutive meetings without prior approval from the instructor.

Because of the incremental nature of knowledge, missed lab sessions may create a hazardous situation. Students who are judged to have missed an unacceptable number of lab sessions in a course will be required to withdraw from that course. In cases involving critical course content, a single missed session may be judged as unacceptable.

COURSE/INSTRUCTOR EVALUATIONS

Course/instructor evaluations are distributed to all students near the end of each term. Students have the opportunity to share their comments through this feedback. Evaluations are strictly confidential and anonymous.

Other student surveys may also be conducted at the University in order to gain information for academic and student services planning purposes.

EXAMINATION POLICIES

Examinations will be written during the examination periods as listed in the academic schedule or at times specified in the course outline. Students are expected to be available to the last day of the examination period in each term. Under no circumstances will travel or other absences from the University be accepted as sufficient justification for being excused from examinations.

END-OF-TERM EXAMINATIONS

The end-of-term examination schedule will be available by the first day of the mid-term examination period each term. It will be posted in the Classroom Building, in the Administration Building and on the website. Students are advised to look up both the course number and lecture section (e.g., PSYC 201-1) to ensure they have the correct day, time and location of their examinations. This is important because courses with several sections may have examinations on different days.

Students are allowed to bring writing implements and only those aids explicitly permitted by the professor (e.g., calculator or periodic table) into the examination room. Instructors will inform students which items, if any, will be allowed. Cell phones, electronic devices and headsets are prohibited.

Students will not be allowed to leave the examination room during the first 30 minutes of the examination. Students are not allowed to speak or communicate in any way with other students under any circumstances whatsoever, or to expose written papers to the view of other students.

EXAMINATION CONFLICTS

If a student is scheduled to write two examinations at the same time or three examinations within a 24-hour period, the student must submit a *Final Exam Conflict Form* at least four weeks prior to the scheduled examination period. The Enrolment Services Office will reschedule one of the conflicting examinations after consultation with the instructor(s). The student will then be informed of the details of the rescheduled examination.

DEFERRED EXAMINATIONS

An examination may be deferred on account of illness or severe personal difficulty. Students must apply to the Enrolment Services Office for a deferred examination no later than 24 hours after the scheduled examination. Applications for a deferred examination must be made with an *Application for Deferred Final Exam* form and must be accompanied by the appropriate fee and supporting documentation, such as a physician's note.

A deferred examination will differ from the set examination and may not necessarily follow the same format. Deferred examinations will be scheduled at reasonable times by the Registrar after consultation with the instructor(s), normally within one week of the originally scheduled examination.

Students who miss a deferred examination are denied further consideration and are assigned a grade of zero for the examination.

DEBARMENT

A student may be denied permission to write the final examination on the recommendation of the instructor and approval of the Vice-President Academic & Dean. Grounds for such debarment are:

- failure to complete a substantial part of the written assignments for a course
- frequent absence from class
- failure to complete a sufficient amount of the required practical or lab work in a course

CHALLENGE EXAMINATIONS

Students who have acquired skills or knowledge through experience and/or related courses may be granted credit for certain courses by requesting and passing a challenge examination. Application to write a challenge exam is initiated by the student through the Enrolment Services Office by submitting a *Challenge Examination Request*. Approval of the challenge request is given by the course instructor, the Area Chair and the Registrar. The fee for the challenge examination is \$150.

The grade recorded for a successful exam is CR. While the challenge credit may be used to meet the prerequisite requirement for another course or a degree requirement, the course will not be included in the student's cumulative earned credit total or GPA. It is the student's responsibility to determine whether another institution will accept the challenge examination for transfer purposes.

GRADING POLICIES

GRADING SYSTEM

St. Mary's University uses the four-point alpha-numeric grading system for all courses. The following table sets out the grading system:

| Grade | Grade Point | Description |
|-------|-------------|--------------|
| A+ | 4.0 | Excellent |
| A | 4.0 | |
| A- | 3.7 | |
| B+ | 3.3 | Good |
| B | 3.0 | |
| B- | 2.7 | |
| C+ | 2.3 | Satisfactory |
| C | 2.0 | |
| C- | 1.7 | |
| D+ | 1.3 | Minimal Pass |
| D | 1.0 | |
| F | 0 | Fail |

NOTE: Grade of C- is the minimum grade required for a course to qualify as a prerequisite. Grade of C is the minimum grade required to pass a course in the Bachelor of Education program.

INCOMPLETE GRADE

Normally, course work (excluding the final examination) that is not completed by the last day of lectures is given a grade of zero. In extenuating circumstances, a student may petition the instructor on or before the day of the last lecture for a grade of incomplete (I) for the course. The student and the course instructor must complete and sign an *Application for Incomplete Grade* and submit it to the Registrar with appropriate supporting documentation. The contract must include a completion date, normally within four weeks after the last scheduled examination of the term.

If approved, the student must submit the completed work to the instructor on or before the date designated on the contract. A student who does not complete the required work before the deadline will be assigned a grade of zero for the incomplete work. The instructor will submit a *Change of Grade* form upon completion of the work.

Should no grade change be submitted, the I grade will revert to an F grade for the course.

OTHER GRADES

The following grades may also appear in a student's academic record or on the transcript. These grades are not used to calculate the GPA.

| Symbol | Term | Description |
|--------|----------------------------|--|
| AU | Audit Course | Assigned when the student is registered as an auditor |
| CR | Credit Received | Assigned when the student successfully passes a challenge examination |
| DF | Deferred Final Examination | Assigned when the student has deferred the examination |
| I | Incomplete | Assigned with permission of the Vice-President Academic & Dean |
| IP | In Progress | Assigned when the student is in the process of completing a course |
| MT | Multi-Term Course | Assigned when a course is full-year and not yet completed |
| P | Pass | Assigned when a student meets the requirements to complete a course on the basis of Pass or Fail |
| PF | Practicum Fail | Assigned when the student failed practicum |

| Symbol | Term | Description |
|--------|-----------------------|---|
| [] | Repeated Course | When [] appears around a grade, it means the student repeated the course and the lowest grade is not calculated in earned credits or GPA |
| RW | Required to Withdraw | Assigned when the student is asked to withdraw from a course by the instructor or Vice-President Academic & Dean |
| TR | Transfer | Assigned when the course is transferred from another institution |
| W | Withdrawal | Assigned when the student withdrew from a course by their own choice |
| WC | Withdrawal with Cause | Assigned when the student was granted a late withdrawal from a course |

HOW TO CALCULATE GPA

All grades with a grade point value are used in the calculation of a term GPA, both for purposes of the official transcript of record and for the cumulative GPA used for determination of student progress through the academic program.

The GPA is determined by dividing the total grade points earned by the number of credit hours attempted, as follows:

| Course | Grade | Points | | Credits | Points |
|-----------|-------|--------|---|------------------|--------|
| ENGL 200A | A | 4 | x | 3 | = 12.0 |
| PSYC 400 | C | 2 | x | 6 | = 12.0 |
| GEOG 203 | D | 1 | x | 3 | = 3.0 |
| BIOL 231 | F | 0 | x | 3 | = 0.0 |
| PSYC 201 | A | 4 | x | 3 | = 12.0 |
| CPSC 215 | B- | 2.7 | x | 3 | = 8.1 |
| | | | | Total: 21 | 47.1 |

Total Grade Points: 47.1
Total Credits: ÷ 21
Grade Point Average: 2.2429

GRADE POSTING & REPORTS

Final grades will only be available to students via their secure access to **my.StMU**, normally within two weeks after the final examination for an individual course.

TRANSCRIPT REQUESTS

Transcripts are the permanent record of all matters relating to a student's academic standing, including courses (attempted and earned), credits, grades, academic standing and probation.

Transcripts, official and unofficial, are issued upon the written request of the student. A *Request for Transcript of Academic Records* form is available from our website, or students can request transcripts from **my.StMU**. There is a nominal charge for each transcript issued by the Enrolment Services Office, both official and unofficial. Students are able to print a copy of their unofficial transcript at no cost from **my.StMU**.

Official transcripts are signed by the Registrar, stamped with the official institution seal, placed in a sealed envelope and normally mailed directly to an institution. Transcripts can be given directly to the student to forward as long as the envelope containing the transcript remains unopened. Other institutions may require the transcript to be mailed directly to them in order for it to be considered official.

Transcript requests are processed in the order in which they are received. Transcripts will not be released if money is owed to St. Mary's University.

GRADE APPEALS

Informal Appeal

A student who is dissatisfied with a grade should first discuss the grade with the course instructor within 15 days of receiving the grade. If this does not resolve the matter to the student's satisfaction, the student may wish to discuss the matter with the Area Chair. The Chair will require a copy of the instructions given to the student and the assignment or test in dispute.

Formal Appeal

If the student is not satisfied with the appeal to the instructor and Area Chair, and still believes that an error has been made, feels an injustice has been done, or has substantial new evidence, the student may make a formal grade appeal.

All formal grade appeals must be made in writing to the Enrolment Services Office within 30 days of receiving the grade. The letter must include the decision being appealed, the grounds for appeal and the remedy sought by the appellant. The student will pay a \$25 fee for each grade appealed. This fee will be credited back to the student's account only if the appeal results in an increase in the grade.

The Registrar will notify the Vice-President Academic & Dean, who will form a Grade Appeal Committee comprising the Vice-President Academic & Dean, the Area Chair and a subject specialist to hear the appeal. The final grade may be raised or lowered as a result of the reappraisal. The Enrolment Services Office will notify the student of the result in writing. All decisions of the Grade Appeal Committee are final.

GRADUATION

GRADUATION REQUIREMENTS

All students who expect to receive a parchment from St. Mary's University must satisfy the degree, diploma or certificate requirements as outlined in the *Program* section of this *University Calendar*. Students are encouraged to meet regularly with an academic advisor to ensure the completion of their program.

APPLYING TO GRADUATE

All students are responsible for notifying the Enrolment Services Office of their intention to graduate. They must submit an *Application to Graduate* by October 1 of the academic year they intend to graduate.

If St. Mary's University does not receive a student's *Application to Graduate* by October 1, he or she will be ineligible to graduate that academic year. The student will have to wait until the next convocation before receiving the degree, diploma or certificate.

Students will be notified in writing if they are eligible to graduate and will be asked to pay a \$100 graduation fee. The graduation fee is mandatory for all graduating students regardless of the student's attendance at convocation. Students with outstanding fees, fines or other charges on their account will not be permitted to graduate or participate in convocation.

PARCHMENT STANDARDS

Students' names will appear on the parchments as they are recorded in their academic records. Students are encouraged to verify the accuracy and spelling of their names when they submit their *Application to Graduate*. Any name changes must be supported by legal documentation.

GRADUATION WITH HONOURS

Baccalaureate honours are awarded upon graduation from a Bachelor of Arts degree or Bachelor of Science degree based upon a student's cumulative GPA calculated at the end of the Winter term of his or her graduating year. Honours distinction is not available to BEd graduates.

Undergraduate students who have achieved a cumulative GPA of 3.5 to 3.74 with no failed courses will graduate "*Cum Laude*," students who have achieved a cumulative GPA of 3.75 to 3.89 with no failed courses will graduate "*Magna Cum Laude*" and students who have achieved a cumulative GPA of 3.9 or higher with no failed courses will graduate "*Summa Cum Laude*." *Cum Laude* is defined as "with praise," *Magna Cum Laude* is defined as "with great praise," and *Summa Cum Laude* is defined as "with highest praise." Students who qualify to graduate with honours will receive the designation on their parchment and it will be recorded on their academic transcripts.

Valedictorian

Valedictorian is an academic honour granted to an undergraduate student graduating from a first degree program at St. Mary's University. The recipient of the honour will have a minimum of a 3.5 cumulative grade point average calculated at the end of the Winter term of their graduating year, have normally been a full-time student and have proven involvement in campus life at St. Mary's University.

The valedictorian will be chosen from a short list of academically qualified prospective graduates by committee.

CONVOCATION

Convocation, for the conferring of degrees, diplomas and certificates, will be held annually in May. Please refer to the academic schedule for the date.

To be eligible to graduate in May, a student must have completed all required courses and met all other graduation requirements by April 30 of the same year.

A convocation package will be sent to all students who submit an *Application to Graduate* and who meet the graduation requirements. Upon receipt of this package, all graduands must notify the Enrolment Services Office at least six weeks prior to the ceremony as to whether or not they will attend.

DEGREES IN ABSENTIA

Graduands who do not attend the convocation ceremony will have their degrees conferred "in absentia." Parchments will be available at the Enrolment Services Office for pickup after convocation. Parchments not picked up after 30 days will be mailed.

POSTHUMOUS DEGREES

With the approval of Academic Council, a degree, diploma or certificate may be awarded posthumously to deceased students who have completed or were in the final term of their program. Posthumous awards will be noted on the transcript.

REPLACEMENT PARCHMENTS

St. Mary's University reissues parchments that are lost, stolen or damaged. Graduates must submit a reprint request in writing to the Enrolment Services Office. A fee will be charged.

STUDENT RECORDS

Students at St. Mary's University have a confidential student record containing financial and academic information

CHANGE OF NAME OR ADDRESS

If there is a change in pertinent information, such as name, address or telephone number, a student must submit a *Change*

of Information Form. St. Mary's University is not responsible for failing to contact a student if that student has neglected to inform the University of a change of information.

CONFIDENTIALITY

St. Mary's University is subject to the provisions of the *Personal Information Privacy Act* (Alberta). No personal information about a student may be given to any organization or person, including a parent or spouse, without the student's written authorization.

STUDENT ACCESS TO INFORMATION

Students can access their up-to-date financial and academic information through their secure access to **my.StMU**. If students choose to access information at the Enrolment Services Office, a student identification card will be required to access this information. Students who wish to view their student file may submit an *Information Release Form* to the Enrolment Services Office.

Access to a student's record will be given in the presence of a University staff member and the student may request corrections to any part of the record believed to be incorrect. Correction requests will be handled in accordance with the provisions of the *Personal Information Privacy Act*.

STUDENT IDENTIFICATION CARDS

Student identification cards bear a picture of the student and confirm that an individual is a current St. Mary's University student. The photo will also be housed in the St. Mary's University Student Information System and will be available to faculty members and staff for the purpose of verification of identity.

Selfie photos for student ID cards are submitted by students to **IDphoto@stmu.ca**. Photos are to have been taken within the last six months, have face clearly visible to the camera with shoulders showing, and be in colour. Photos may not contain hats or sunglasses, have anyone other than the student in the picture, or have inappropriate expressions. All photos will be printed or rejected at the discretion of the Registrar's Office.

Issuance of a replacement card will be subject to a replacement fee of \$5 and a \$145 UPass replacement fee for full-time students with appropriate documentation.

The student identification card is required to borrow books from the St. Mary's University library and to borrow materials from the University of Calgary, Ambrose University and Bow Valley College libraries. University staff and faculty also have the right to ask to see the student identification card of anyone on campus, particularly for the purpose of issuing cheques and documentation, or for writing an examination.

TRANSFER POLICIES

ADVANCED CREDIT FROM AP STUDIES

Advanced credit may be given for some Advanced Placement (AP) courses with grades of 4 or 5 upon receipt of final/official transcripts from the College Board. Official AP transcripts can be requested at collegeboard.com and must be sent directly to St. Mary's University. A list of AP courses available for transfer credit follows:

| AP Course | StMU Course (Credits) |
|---------------------------------------|---------------------------|
| Art History | ART 203 (3) & ART 2XX (3) |
| Art Studio (Drawing) | ART 2XX (6) |
| Art Studio (2-D) | ART 2XX (3) |
| Art Studio (3-D) | ART 2XX (3) |
| Biology | BIOL 231 (3) |
| Calculus AB or BC | MATH 249 (3) |
| Chemistry | CHEM 201 & CHEM 203 (6) |
| Chinese Language and Culture | LANG 2XX (3) |
| Computer Science A | CPSC 2XX (3) |
| Economics (Macroeconomics) | ECON 203 (3) |
| Economics (Microeconomics) | ECON 201 (3) |
| English (Language & Composition) | ENGL 2XX (3) |
| English (Literature & Composition) | ENGL 2XX (3) |
| Environmental Science | SCI 2XX (3) |
| French Language and Culture | FREN 2XX (3) |
| German Language and Culture | LANG 3XX (3) |
| Government & Politics (Comparative) | POLI 201 (3) |
| Government & Politics (United States) | POLI 2XX (3) |
| History (European History) | HIST 321 (3) |
| History (United States History) | HIST 2XX (3) |
| History (World History) | HIST 2XX (3) |
| Human Geography | GEOG 2XX |
| Italian Language and Culture | LANG 3XX (3) |
| Japanese Language and Culture | LANG 2XX (3) |
| Latin | LATI 3XX (3) |
| Music (Theory) | MUSI 2XX (3) |
| Physics B | PHYS 2XX (6) |
| Physics C (Electricity & Magnetism) | PHYS 2XX (3) |
| Physics C (Mechanics) | PHYS 2XX (3) |
| Physics 1 | PHYS 2XX (3) |
| Physics 2 | PHYS 2XX (3) |
| Psychology | PSYC 201 (3) |
| Spanish Literature and Culture | SPAN 3XX |
| Statistics | STAT 213 |

ADVANCED CREDIT FROM IB STUDIES

Advanced credit may be given for some International Baccalaureate (IB) courses with grades of at least 5 upon receipt of final/official transcripts from the International Baccalaureate Organization (IBO). IB transcripts can be requested through the IBO website and must be sent directly to St. Mary's University. A list of IB courses available for transfer credit follows:

| IB Course (Higher Level) | StMU Course (Credits) |
|---|-----------------------------|
| Anthropology | SOSC 2XX (3) |
| Biology | BIOL 231 (3) |
| Chemistry | CHEM 201 & CHEM 203 (6) |
| Computer Science | CPSC 2XX (6) |
| Economics | ECON 201 & ECON 203 (6) |
| English A (Literature or Language and Literature) | ENGL 2XX (3) |
| French A1 or A Literature | FREN 319 (3) |
| French A2 or A Language/Literature | FREN 2XX (3) |
| French B | FREN 2XX (3) |
| Geography | GEOG 2XX (6) |
| German A1 or A Literature | LANG 3XX (3) |
| German A2 or A Language/Literature | LANG 3XX (3) |
| German B | LANG 2XX (3) |
| History | HIST 2XX (6) |
| Italian A1 or A Literature | LANG 3XX (3) |
| Italian A2 or A Language/Literature | LANG 3XX (3) |
| Italian B | LANG 2XX (3) |
| Latin | LATI 3XX (6) |
| Mathematics | MATH 249 (3) |
| Mathematics (Further) | MATH 2XX (3) |
| Music | MUSI 2XX (3) |
| Philosophy | PHIL 2XX (3) |
| Physics | PHYS 2XX (3) & PHYS 223 (3) |
| Psychology | PSYC 201 (3) |
| Russian A1 or A Literature | LANG 3XX (3) |
| Russian A2 or A Language/Literature | LANG 3XX (3) |
| Russian B | LANG 2XX (3) |
| Spanish A1 or A Literature | SPAN 303 (3) |
| Spanish A2 or A Language/Literature | SPAN 301 (3) |
| Spanish A or B | SPAN 203 (3) |
| Visual Art | ART 2XX (6) |

TRANSFER CREDIT FROM OTHER POST-SECONDARY INSTITUTIONS

Normally a student may transfer credit to St. Mary's University for courses completed at another accredited institution.

The student must:

- provide an official transcript from the original institution if it is not a member of ApplyAlberta
- obtain a grade of C- or better
- be working towards a degree at St. Mary's University

Transfer credit is limited by the residency requirement, which stipulates the number of credit hours that students must complete at St. Mary's University in order to earn a St. Mary's University degree.

Courses from other institutions in Alberta for which there is an equivalency in the Alberta Transfer Guide are generally accepted. If the course is not part of the Alberta Transfer Guide or if the institution is outside Alberta, the student may be asked to submit a copy of the course outline and details of the qualifications of the course instructor or other indicators of course content and quality. While transfer courses do appear on the student's transcript, the grade is not included in the student's term or cumulative GPA.

Students who wish to transfer to another institution should refer to the Alberta Transfer Guide, which lists all courses and program transfer agreements between post-secondary institutions in Alberta, the Northwest Territories and Nunavut. The Alberta Transfer Guide and other transfer information are available at transferalberta.ca.

Time Limits

Transfer credit for courses that were completed more than ten years ago will be assessed on a case-by-case basis.

Residency Requirement

In order to be granted a degree, a student must complete at least half of the required credit hours at St. Mary's University. In addition, some degree programs may require specific courses to be completed at St. Mary's University. Please refer to the *Programs* section of this *University Calendar* for more details.

Letter of Permission

A student enrolled in a St. Mary's University degree program who wishes to take a course at another post-secondary institution for transfer to St. Mary's University must have permission from the Registrar. A minimum grade of C- is required to obtain transfer credit.

The student must complete a *Request for Letter of Permission* form and meet with an academic advisor. Final approval rests with the Registrar. Courses being taken at another post-secondary institution will be included in the maximum allowable credits (15 in Fall and Winter terms and 6 credits in Spring and Summer terms at St. Mary's University).

The student must submit the letter of permission to the visiting institution. Upon completion of the course, the student must request that an official transcript be forwarded from the visiting

institution to St. Mary's University if the institution is not a participating member of ApplyAlberta.

Biology Transfer Program from Medicine Hat College

Students who would like to pursue a degree in Biology can begin their university studies at Medicine Hat College. Students complete Year 1 and Year 2 at Medicine Hat College before transferring directly into the Bachelor of Science, Biology degree program at St. Mary's University.

TRANSFER CREDIT TO OTHER POST-SECONDARY INSTITUTIONS

Students wishing to transfer to other Alberta institutions should refer to the Alberta Transfer Guide, which lists all course and program transfer agreements. The guide and other transfer information are available online at transferalberta.ca. St. Mary's University academic advisors are available to help students interpret the guide and make course selections. An appointment with an academic advisor can be made by calling 403.531.9130 or by emailing advising@stmu.ca.

Students wishing to transfer to institutions outside Alberta are advised to contact the institution they plan to attend regarding transfer policies and required courses.

Business Transfer Program

Students may complete up to half of required credits at St. Mary's University before transferring into the University of Lethbridge's Bachelor of Management program, the University of Calgary's Bachelor of Commerce program or Mount Royal University's Bachelor of Business Administration Program. Please consult with an academic advisor to discuss transfer requirements if you are considering completing a degree at another post-secondary institution. Mathematics 30-1, Pure Mathematics 30 or MATH 030 (minimum grade of 50 per cent) is required for admission into the program.

ACADEMIC REGULATION APPEALS

Students who feel they have been unfairly treated in regards to any of the Academic Regulations outlined may appeal decisions to Academic Council (except for grade appeals which are heard by a Grade Appeal Committee). Decisions may be appealed on the following grounds only:

- alleged bias
- alleged unfair procedures
- substantial new evidence that could not be presented at the time of the decision
- where the original decision was in response to an unusual situation for which criteria are ambiguous

The appeal must be made in writing and submitted to the Chair of Academic Council within 30 days of the date of the decision, outlining and, where possible, substantiating the grounds for the appeal. Academic Council will consider the appeal within 30 days. The decisions of Academic Council are final.



CAMPUS LIFE

St. Mary's University is committed to creating an environment that fosters the development of the mind, body and spirit. By focusing on the whole person, St. Mary's University creates a learning ethos that attempts to ensure that advances in scholarship and technology are attuned to the authentic good of individuals and of society as a whole. A broad range of services and resources are available to support the academic, spiritual and physical lives of students at St. Mary's University.

ACADEMIC RESOURCES

ACADEMIC ACCOMMODATIONS

Academic Accommodations Coordinator: Rafael de la Peña

Location: Classroom Building, Rm. C114

Phone: 403.254.3137

Email: class@stmu.ca

St. Mary's University is committed to support all students in developing their academic potential and embraces its moral and legal duty to provide academic accommodations to students with disabilities. Some students face challenges that require strategies to ensure they have equal opportunities to succeed. Academic accommodations are educational practices, systems and supports designed to help students with disabilities. A disability is a functional limitation, caused by a physical or mental impairment, that restricts the ability of a person to perform the daily activities necessary to fully participate in studies at St. Mary's University.

To be eligible to receive academic accommodations, students must self-identify and provide appropriate medical documentation of their disability. Documentation acceptable to the University must be obtained from a licensed professional and should include test results, a formal diagnosis, detailed explanation of the functional impact of the disability, and recommended accommodations. Provided documentation will be treated as confidential and will be destroyed seven years after a student's last registration. Students will be given an official accommodation letter. Accommodations for all tests and examinations need to be arranged by the student at the Centre for Learning, Access and Student Success - CLASS.

New students are encouraged to self-identify at the time of admission and contact the academic accommodations coordinator. Students who become disabled either permanently or temporarily, and students with disabilities whose health status changes significantly during their time at the University, should contact the coordinator as soon as possible.

ACADEMIC ADVISING

Academic & Career Advisor: Maggie Marsdin

Location: Administration Building, Rm. A108

Phone: 403.254.3757 or 403.531.9130

Email: maggie.marsdin@stmu.ca or advising@stmu.ca

Student Advising & Recruitment Officer: Kalissa Bliet

Location: Administration Building, Rm. A109

Phone: 403.254.3709 or 403.531.9130

Email: kalissa.bliet@stmu.ca or advising@stmu.ca

In planning course and program selection, students should take into account their interests, goals, abilities, skills and educational attainment, as well as prerequisites and program requirements. For assistance, call or e-mail to make an appointment.

BOOKSTORE

Bookstore Manager: Jerrod McCormack

Location: Heritage Centre Connection

Phone: 403.254.3726

Website: stmu.ca/studentLife/bookstore.html

Twitter: twitter.com/stmubookstore

Hours: Monday to Friday, 9:30 am – 3:00 pm

The Bookstore operates as a not-for-profit retail service that provides textbooks and required course materials to students at fair prices. In order to have the best pricing available for our students, we persevere to find publishers and distributors who help us reach this goal. We are also open to the public and encourage all faculty, staff, parents and community members to explore what the St. Mary's University Bookstore has to offer.

In addition to textbooks and course materials, we carry specialty books, such as the Saint John's Bible, stationery, gift and novelty items, rosaries and crosses, as well as an exclusive collection of official St. Mary's University logo products. Our stationery and St. Mary's University logo selections feature items made from recycled materials, many of which are proudly made in Canada. We are also the sole supplier of St. Mary's University graduation rings and embossed parchment frames.

In an effort to reduce waste and minimize overhead expenses, the Bookstore no longer offers free bags with purchase. Instead, we provide reusable bags for sale only, and also strongly encourage all of our customers to bring their own bags to carry their purchases from the store.

To keep up to date on sales, promotions and textbook availability, we encourage communication through our Twitter page, where all Bookstore updates are posted as they happen. Comments and questions are most welcome. Whether through social media, by e-mail or phone, we would love to hear from you!

The Bookstore accepts payment in cash, cheque, St. Mary's University gift card, debit, Visa, MasterCard, and American Express.

**CLASS - CENTRE FOR LEARNING,
ACCESS AND STUDENT SUCCESS**

Director: Rafael de la Peña

Administrative Assistants: Patti Berg and Gisele Hamlyn

Location: Classroom Building, Rms. C113, C114, C115

Phone: 403.254.3137

Email: class@stmu.ca

The Centre for Learning, Access and Student Success - CLASS is a welcoming place where you can study, use the computers, scan and print papers, meet with a peer-mentor and enhance your academic writing and course content comprehension. You can also discuss with our staff any academic issues such as note taking, time management, essay writing or any other questions related to developing your academic skills.

Our study rooms offer a working space with access to printed and online resources where students can work individually or in groups. With eight individual workstations, our Testing Services room is available for accommodated exams and external proctoring.

All services and resources offered through CLASS are free and open to all St. Mary's University students.

COMPUTER LABS

St. Mary's University has two student computer labs in the library, as well as computers available for student use in the library common areas and at the Centre for Learning Access and Student Success (CLASS), Rm. C114. The computer labs may at times be reserved for classes or for library research instruction. During those periods, computers will not be available for general student use.

Student computers are equipped with access to the Internet and Microsoft Office. Other software may be supplied for specific course work. Students are not permitted to change computer settings, or download or store programs on these computers. All personal materials must be stored in My Documents (or H:\).

Students electing to use these computers must adhere to all University policies with regard to their use. Misuse of University computers may result in disciplinary action, which can include fines, suspension or removal from classes.

ENROLMENT SERVICES - THE OFFICE OF THE REGISTRAR

Registrar: Marsha Kuchelema

Associate Registrar: Verna Wright

Admissions Assistant: Erin MacDonald

Enrolment Services Officer: Gisele Hamlyn

Enrolment Services Officer: Jack Nodwell

Location: Administrative Building

Phone: 403.531.9130

Fax: 403.531.9136

Email: info@stmu.ca

Hours: September 1 to April 27 - Monday to Friday,

8:00 am to 5:00 pm

April 30 to August 31 - Monday to Friday,

8:30 am to 4:30 pm

The Office of the Registrar Staff is a professional, supportive team committed to providing a responsive educational and working environment. Our team has specialized expertise within numerous service areas.

The Office of the Registrar provides a wide range of services and, in addition to being responsible for the integrity of student academic records, performs the following:

- Academic Schedule
- Academic Standing
- Admission
- Course scheduling
- Duplicate T2202As
- Final Exam Schedule
- Financial aid, awards and scholarships
- Forms and Enrolment Letters
- Government Reporting
- Grade reporting
- Housing & Accommodation
- Locker Rental
- Lost and Found
- Managing classroom space
- Organizing and executing Convocation and Awards ceremonies
- Parking Registration
- Payment Plans
- Registration
- Student Athlete certification
- Transcripts
- *University Calendar*
- UPass

The Office of the Registrar is committed to serving the St. Mary's University community and executing its assigned tasks in a manner that is efficient, professional and ethical.

INDIGENOUS INITIATIVES

Director: Michelle Scott

Location: Administration Building, Rm. A107

Phone: 403.254.3133

Email: michelle.scott@stmu.ca

St. Mary's University campus rests on traditional Blackfoot territory, and the University recognizes, respects and celebrates the unique history and cultures of all First Nations, Métis and Inuit peoples.

Our commitment to reciprocity and trust continues to grow, and the University has been building various initiatives such as:

- Indigenous Advisory Council
 - o To provide guidance and wisdom for Indigenous strategies and activities
 - o Develop Indigenous plans
- Elders on Campus
 - o This program welcomes Elders from the Indigenous community on campus regularly to meet with students, faculty and staff to share Indigenous ways of knowing
- Indigenous Academic Coach
 - o To offer academic mentoring and guidance in a culturally safe and relevant manner to self-identified Indigenous learners
- Truth and Reconciliation Working Group
 - o Comprised of Indigenous and non-Indigenous students, faculty and staff as we come together to envision and enact St. Mary's University's steps forward in reconciliation together

LIBRARY

University Librarian: Brad Neufeldt

Acquisitions Services Specialist: Vacant

Cataloguing & Collections Specialist: Cindy Weibe

Library Services Specialist: Catherine Carlyle

Location: St. Basil's Hall

Phone: 403.254.3761 Email: circulation@stmu.ca

Website: library.stmu.ca

Hours: Monday to Thursday, 8:00 am – 8:00 pm; Friday, 8:00 am – 7:00 pm; Saturday, 10:00 am – 4:00 pm; Sunday, closed; Holidays, as posted

The St. Mary's University Library is an excellent choice for students looking for a place to work and do research. It is open 65 hours a week for students to access resources and obtain reference assistance and class-specific, assignment-based research instruction. Located in St. Basil's Hall, the library is an integrated learning environment, providing students with the research skills to identify, access and use information effectively. Our students have access to a growing collection of books, ebooks, journals, audiovisual materials and an expanding array

of full-text academic electronic resources. With a strong focus on institutional history, particularly monasticism and Cistercian studies, the library houses one of the most comprehensive collections in medieval studies in Western Canada. The collection includes primary source material and scholarship on medieval literature in Latin, medieval philosophy and art history. Another extensive area in the collection is Canadian history, especially social and religious studies. Contemporary Canadian literature is also well represented.

The library's subscriptions to electronic databases provide students with information in all areas of study offered at St. Mary's University. Students may access these electronic databases on the computer work stations in the library as well as from home.

The library believes strongly in the value of collaborative partnerships that support students' research and academic needs. It is a founding member of the Southern Alberta Integrated Libraries (SAIL), a consortium with the University of Calgary, Ambrose University and Bow Valley College. Students at St. Mary's University enjoy access to the collections at these libraries through the use of their St. Mary's University ID card. In addition to borrowing privileges at these libraries, students of St. Mary's University have on-site access to the resources, both traditional and electronic, that these libraries offer.

The library is also a member of The Alberta Library (TAL). This provides St. Mary's University students with access to a suite of electronic resources in common with academic and public libraries throughout Alberta. Using their TAL card, St. Mary's University students may access materials at TAL libraries throughout Alberta, including those at the University of Alberta, the University of Lethbridge, Red Deer College, Alberta College of Art and Design (ACAD), Southern Alberta Institute of Technology (SAIT) and Mount Royal University.

STUDENT RECRUITMENT

Director of Admissions & Recruitment: Darcy Smereka

Location: Administration Building, Rm. A112

Phone: 403.254.3762

Email: darcy.smereka@stmu.ca

Student Advising & Recruitment Officer: Kalissa Bliet

Location: Administration Building, Rm. A109

Phone: 403.254.3709

Email: kalissa.bliet@stmu.ca

The student recruitment team is the first point of contact for all prospective and first year students. They liaise with high school counsellors, visit high schools and career fairs, organize open houses and campus tours, respond to admission inquiries and provide advising services. Once a student has chosen St. Mary's University, the team also helps new students settle in. They are available to help with the admission and registration processes, and can help with course selection and campus life orientation.

CAMPUS BEHAVIOUR

St. Mary's University, a scent-free campus, is committed to a safe, healthy, productive work and learning environment that respects the inherent dignity of each member of this scholarly community. Incidents that threaten this environment such as acts of harassment, aggression, hazing, assault (sexual, verbal and physical), bullying, theft or other inappropriate behaviour must be reported to the Vice-President Student Services. Those who violate these regulations may be subject to discipline, academic suspensions, team suspension, report to Calgary Police Service and possible expulsion from the University.

SMOKING

St. Mary's University is a non-smoking environment. Smoking, including e-cigarettes, is prohibited in all buildings and allowed only in designated outside locations.

ALCOHOL & DRUGS

Alcohol may be consumed on the University premises only at licensed events sponsored by the Students' Association or the University. These events are governed by the St. Mary's University Alcohol Use Policy.

People who arrive at the University with alcohol and/or drugs in their possession, under the influence of alcohol and/or drugs or selling alcohol and/or drugs will be reported to the Vice-President Student Services. Individuals who violate these regulations may be subject to discipline, academic suspension, team suspension, report to Calgary Police Service and possible expulsion from the University.

CAMPUS INTEGRITY & HUMAN RIGHTS

Human rights law has defined discrimination as the wrongful exercise of power, authority or control over others, whether intended or not, based on the following grounds: physical and mental disability, gender, gender identity, gender expression, sexual orientation, race, colour, ancestry, place of origin, ethnic origin, citizenship, religious beliefs, age, marital status, family status, socioeconomic status or source of income.

St. Mary's University is committed to a campus free of discrimination and is dedicated to the highest standards of human equality and academic freedom. The University endorses these standards at every level of the institution and in all aspects of student, faculty and staff life while individuals or groups are acting in a capacity defined by their relationship with the University.

Achievement of an environment free of discrimination requires the cooperation and dedication of all members of the University community. Expression of this commitment can take many forms, including participating in healthy debate and discussion, behaving in a manner that recognizes, values

and nurtures the diversity of the University community, and offering support to those who are subjected to discrimination. Members of the University community who are aware of acts of discrimination are encouraged to take appropriate steps to stop the discriminatory behaviour.

If you feel your integrity and/or human rights or those of another person have been violated in any way or if you would like information regarding the Campus Integrity and Human Rights Policy and Procedures, please contact Bob Hann at 403.254.3772 or campusintegrity@stmu.ca. The St. Mary's University Campus Integrity and Human Rights Policy may be viewed at stmu.ca.

CAMPUS MINISTRY

Director of Campus Ministry: Nancy Quan

Location: Classroom Building, Rm. C112

Phone: 403.254.3724

Email: nancy.quan@stmu.ca

Campus Ministry at St. Mary's University embraces the vision of Christ, whose love reaches out and embraces all people. The many religious traditions represented at St. Mary's University are welcomed and honoured. Campus prayer services reflect the Roman Catholic traditions of the University as well as the openness of St. Mary's to ecumenical and interfaith worship. Campus Ministry offers students the opportunity to explore the spiritual dimension of life and supports the development of their relationship with God, self and others.

The love of Christ calls us to care for people in our community, nation and world. We offer hospitality and embrace diversity. At St. Mary's University, the integration of faith and reason invites and challenges all to become compassionate, thoughtful and resourceful members of society, impassioned for social justice and the common good. Mass, prayer services and other cross-cultural programming are available to nurture spirit and faith. They also provide social experiences for students to foster healthy relationships, develop an expanded world view, and enter into a human experience of the universal Christ.

WEEKLY LITURGY

Eucharistic Celebration is held every Wednesday at 11:30 am in McGivney Hall during the Fall and Winter terms. Three special Eucharistic Celebrations are held annually: the Liturgy of the Holy Spirit held at the opening of the Fall term, St. Mary's University Patron Day Liturgy in December, and a Liturgy of Thanksgiving at the end of the Winter term. We welcome students, faculty, staff, parents, family and friends of students, and supporters of the University to celebrate with our community.

PRAYER SERVICES

Opportunities to participate in various traditions of prayer are provided in the Sacred Space in the classroom building. This space offers solace and a place for solitary or group prayer, reflection and meditation.

SPIRITUAL DIRECTION

The Director of Campus Ministry is available for spiritual direction and spiritual counselling to assist students, faculty and staff in spiritual growth as well as personal and relational issues. Campus Ministry provides a safe, supportive and healing environment for all. Conversations can be on a drop-in basis or by appointment at the Campus Ministry Office.

SOCIAL JUSTICE

Social justice is a principle of the universal human community that guarantees equity and the human rights of every individual. It further emphasizes the responsibility of every person for the welfare of every other person and the planet. The tradition of Catholic social teaching calls for a commitment to social justice that stems from a network of principles including: the dignity of the human person, stewardship of creation, and protection and advocacy of human rights.

Each year, students, faculty and staff choose a theme for social justice initiatives on campus. Projects creating awareness and opportunities for involvement will be held during the year to support and promote the theme. To participate, contact Nancy Quan, Director of Campus Ministry.

FINE ARTS

CHORAL PERFORMANCE

St. Mary's University Chorus provides interested and qualified singers with opportunities to sing choral music, gain performing experience and meet other students with like interests. The choral group, consisting of St. Mary's University students and singers from the community, meets once a week during the Fall and Winter terms for full choir rehearsals and sectionals, leading to a public performance at the end of each Fall and Winter term.

DRAMA

The drama program at St. Mary's University provides students with an opportunity to gain valuable hands-on experience in acting, stage management and technical theatre under the direction of local professionals. Public performances are usually staged at the end of each Fall and Winter term.

HEALTH & WELLNESS

DEPARTMENT OF SPORT AND WELLNESS

Sport Manager: Nathan Ruff

Location: Classroom Building, Rm. C124A

Phone: 403.254.3770

Lightning Athletics

Our intercollegiate athletics program is part of our campus wellness strategy that aims to promote healthy lifestyle choices for our students and encourages them to engage in a wide range of physical and wellness activities.

Credentialed and well-qualified coaches ensure that Lightning student-athletes enjoy a competitive well-rounded experience that encourages them to fulfill their personal and athletic potential while competing in post-secondary sport. Lightning Athletics promotes an open, honest and respectful environment for each of its student athletes. The focus for each athlete is to have success in their sport and to encourage them to be positive citizens in the classroom and in the school community.

St. Mary's University has men and women varsity teams that compete in the sports of basketball, cross country running and indoor track in the Alberta Collegiate Athletic Conference (ACAC). The ACAC is widely considered to be the most competitive of the five conferences composing the Canadian Colleges Athletic Association (CCAA). Comprising over 100 institutions across Canada, the CCA A sponsors national championships and brings together the best college athletes in the country from institutions of all sizes. Competing at this level offers student-athletes at St. Mary's University excellent sporting opportunities in the unique atmosphere of our institution. Membership in the ACAC will have the Lightning athletic teams compete against institutions such as SAIT, Red Deer College and Lethbridge College. If interested in participating in ACAC, please let us know by completing the form at <http://athletics.stmu.ca/athletics-department/recruitment/>

Campus Recreation

The Campus Recreation program offers students a diverse range of physical activities, programs and services promoting wellness of spirit, mind and body. Some examples of our recreation offerings include a discover yoga class that welcomes all levels of participants or our Tabata class, an interval workout class open to all levels of fitness.

Exercise Is Medicine On Campus

St. Mary's University is proud to be an EIMC campus, joining over 30 other Canadian post-secondary institutions. Through EIMC initiatives and providing a source of education and motivation through physical activities, our goal is to help staff and students reach their goals of leading a healthy lifestyle of nutritious eating and physical activity to gain the health benefits of exercise.

Fitness Centre

Manager: Rhonda Thiessen

Location: Classroom Building, Rm. C100
Phone: 403.254.3141

St. Mary's University Fitness Centre is open to all students, staff and faculty of St. Mary's University for use during regular hours. Community members are welcome to take advantage of the personal training and group exercise programs being offered. Our Certified Personal Trainers will help to motivate you, educate you and tailor your program to your needs to help you reach your goals. The Fitness Centre includes weight training and cardio equipment, as well as a stretching area and body weight resistance training area. Shower facilities and day use lockers are available for your convenience.

St. Mary's University strives for a clean and safe environment for all its Fitness Centre participants as well as the additional and physical activities promoted and supported on campus.

For further information please visit
<http://www.stmu.ca/fitness-centre/>

Employment

The Department of Sport and Wellness offers part-time employment opportunities for students including the areas of game day operations.

General Information

For more information about our department and offerings, please visit our website at athletics.stmu.ca

PERSONAL COUNSELLING

Drop-In Location: Classroom Building, Rm. C127
Phone: 403.254.3728
Appointment Booking Phone: 403.245.5789

St. Mary's University provides free, professional and confidential counselling to current students. Our campus counselors are sensitive and respectful listeners who work with students to assist in identifying and resolving personal problems and academic concerns. Students are welcome to drop-in or book an appointment, and when necessary our counselors will refer students to appropriate community resources or services.

INSURANCE

Students, with the exception of international students and

students over the age of 70, are insured through a University-provided accident insurance plan that covers injuries sustained in campus buildings or on the premises while attending classes on any regular day of classes; while attending or participating in any University activity approved and supervised by an appropriate University authority; while travelling directly to or from any regularly scheduled and approved University activity under the direction or supervision of a proper University authority; and while travelling to or from the insured's residence and the University for the purpose of attending classes or participating in any University-sponsored activity.

STUDENT GOVERNMENT

All students are automatically members of the Students' Association of St. Mary's University, an autonomous body governed by its own constitution and bylaws. Students are invited to become active in the Students' Association by running for positions on the Student Legislative Council (SLC), which represents the student body to the faculty and administration, or by volunteering to help with SLC-sponsored events both on and off campus. The SLC includes the following positions: President, VP External, VP Internal, VP Events, VP Finance, and three to ten Student Representatives.

The SLC is actively involved in campus life. The President of the SLC serves on the University's Board of Governors and two representatives sit on the University's Academic Council. SLC members are invited to attend other committee meetings as required.

In addition to committee work, the SLC is responsible for providing leadership to the student body, facilitating social events, fostering a sense of community among students, and listening to students' concerns and reflecting them to the University. The SLC is assisted in its endeavours by the Vice-President Student Services.

CLUBS

University clubs may be established by members of the Students' Association to promote and develop the interests and skills of St. Mary's University students. Contact a member of the SLC in the Students' Association Building for information about current clubs or if you wish to establish a new university club.

BACHELOR OF ARTS PROGRAMS

St. Mary's University is accredited to offer:

- three-year Bachelor of Arts degrees with concentrations in English, General Studies, History and Psychology
- four-year Bachelor of Arts degrees with majors in English, History, and Psychology, including an optional minor program
- four-year Bachelor of Arts, Honours Psychology degree, including an optional minor program
- four-year Bachelor of Arts degree with a major in Liberal Studies, including a mandatory concentration program

The University reserves the right to make changes in regulations governing academic programs.

THE LIBERAL ARTS CORE

St. Mary's University believes strongly in the benefits of a traditional liberal arts education that includes the sciences. The Liberal Arts Core consists of six courses that form the foundation of liberal arts education at St. Mary's University. The courses are common degree requirements for all St. Mary's University Bachelor of Arts and Bachelor of Science degree programs. The six courses are:

- ENGL 200A: Literature in English from the Middle Ages to 1660
- ENGL 200B: Literature in English from 1660 to the Present
- HIST 200A: History of Ideas: Antiquity to the Reformation
- HIST 200B: History of Ideas: Scientific Revolution to the 20th Century
- PHIL 351: Ethics
- RLGS 205: Reading Biblical Texts

The purpose of the Liberal Arts Core is to provide a strong foundation in a broad range of topic areas that overlap the humanities, social sciences, natural sciences and other areas of study. These courses serve to prepare our students to meet the rigour of the degree programs offered at our institution.

AREA REQUIREMENTS

Area requirements include courses from the Humanities, Social Sciences and Natural & Mathematical Sciences, as well as Interdisciplinary Studies and Liberal Studies courses.

The **Humanities** area includes courses in the following disciplines:

| | |
|--------------------|-------------------|
| Art History | Linguistics |
| Classical Studies | Music |
| Drama | Philosophy |
| English | Religious Studies |
| French | Spanish |
| Indigenous Studies | Theology |
| Latin | |

The **Social Sciences** area includes courses in the following disciplines:

| | |
|----------------|--------------------|
| Accounting | Management Studies |
| Economics | Political Studies |
| Family Studies | Psychology |
| Geography | Sociology |
| History | |

The **Natural & Mathematical Sciences** area includes courses in the following disciplines:

| | |
|-------------------------|------------------------------|
| <i>Natural Sciences</i> | <i>Mathematical Sciences</i> |
| Astronomy | Computer Science |
| Biochemistry | Mathematics |
| Biology | Statistics |
| Chemistry | |
| Human Kinetics | |
| Physics | |
| Science | |

BACHELOR OF ARTS WITH A CONCENTRATION IN ENGLISH

The English program at St. Mary's University offers students the opportunity to develop a rich and broad understanding of literary texts, contexts and interpretations. The program stresses critical thinking, incisive consideration of texts (oral and written) and clear communication through a synthesis of creative, critical and theoretical methods. At St. Mary's University, the English degree programs allow students to approach texts within an interdisciplinary environment fostering a spirit of open inquiry. Courses in the English program offer all students the opportunity to experience literature and complement all courses of study. A degree program in English offers students a chance to immerse themselves in a rigorous study of literature and literary forms.

The three-year Bachelor of Arts with a concentration in English has been designed for individuals who seek a broad and extensive interdisciplinary education in the liberal arts tradition. The concentration in English grounds students in critical, analytic and communicative methods. Through the study of literary texts, genres and periods, students are introduced to methods of reading, interpreting and synthesizing a broad and diverse range of ideas.

The program reflects the commitment of St. Mary's University to a liberal education as valuable for its own sake since it provides individuals the opportunity to discover and eventually realize their human potential. In addition to providing personal fulfillment, the program prepares students to think critically and communicate clearly. Such skills are in keen demand for a variety of careers including the fields of journalism, research, politics, publishing, education, library and information science, social work, pastoral care, fundraising, government service, advertising and public relations.

GENERAL DEGREE REQUIREMENTS

- Completion of 90 credits, of which at least 45 must be completed at St. Mary's University
- Completion of at least 45 credits at the senior level (300 or 400)
- Completion of Liberal Arts Core
- Completion of Special Requirements
- Completion of English Requirements
- Completion of Cultural Breadth Requirements
- Cumulative GPA of 2.0 in all courses

SPECIFIC COURSE REQUIREMENTS

A. Liberal Arts Core (18 credits)

- ENGL 200A: Literature in English from the Middle Ages to 1660
- ENGL 200B: Literature in English from 1660 to the Present
- HIST 200A: History of Ideas: Antiquity to the Reformation
- HIST 200B: History of Ideas: Scientific Revolution to the 20th Century
- PHIL 351: Ethics
- RLGS 205: Reading Biblical Texts

B. Special Requirements (12 credits)

- 6 credits in a language other than English (may include LING 301)
- 6 credits in Natural & Mathematical Sciences (ASTR, BCEM, BIOL, CHEM, CPSC 215, HMKD 205, MATH, PHYS, SCIE, STAT)

C. English Requirements (33 credits)

- 3 credits in Medieval & Early Modern Literature (ENGL 303, ENGL 305, ENGL 309, ENGL 313, ENGL 315, ENGL 381.1)
- 3 credits in 18th & 19th Century Literature (ENGL 317, ENGL 331, ENGL 337, ENGL 339, ENGL 381.4, ENGL 381.5, ENGL 397.2, ENGL 397.3)
- 3 credits in 20th Century Literature (ENGL 323, ENGL 325, ENGL 327, ENGL 333, ENGL 343, ENGL 345, ENGL 381.3, ENGL 381.6, ENGL 381.8, ENGL 397.5)
- 3 credits in Cultural Studies (CLAS 321, CLAS 323, ENGL 351, ENGL 353, ENGL 355, ENGL 357, ENGL 359, ENGL 361, ENGL 363, ENGL 381.2, ENGL 391, ENGL 397.4, ENGL 397.6, ENGL 397.7, ENGL 397.8)
- 3 credits in Canadian Literature (ENGL 341, ENGL 343, ENGL 345, ENGL 381.6, ENGL 381.8)
- 9 additional senior credits in English from Medieval/ Early Modern Literature, 18th & 19th Century Literature, 20th Century Literature, Cultural Studies or Canadian Literature
- ENGL 467: Introduction to Literary Theory and Criticism (3 credits)
(to be taken in final year of the program)

- ENGL 469: Modern and Contemporary Literary Theory and Criticism (3 credits)
(to be taken in final year of the program)
- ENGL 465: Advanced Literary Research Methods (3 credits) (to be taken in final year of the program)

D. Cultural Breadth Requirements (6 credits)

- 3 credits in Cultural Diversity & Non-European Traditions (BIOL 307, CLAS 321, ENGL 353, GEOG 203, GEOG 213, HIST 205, HIST 301, HIST 307, HIST 327, HIST 377, INST 201, POLI 213, POLI 283, POLI 359, PSYC 355, PSYC 357, RLGS 203, RLGS 363, SOCI 375, SOCI 377)
- 3 credits in Western Culture & Social Traditions (ART 201, ART 203, ART 325, ART 355, ART 405, CLAS 209, CLAS 315, CLAS 323, DRAM 201, DRAM 203, ENGL 334, ENGL 394, HIST 321, HIST 323, HIST 329, HIST 331, HIST 335, HIST 337, HIST 351, HIST 363, HIST 365, HIST 395, IDST 301, PHIL 201 (highly recommended), POLI 309, POLI 311, PSYC 305, RLGS 201, RLGS 331, RLGS 333, RLGS 363, SOCI 327, SOCI 343, SOCI 393)

E. Electives (21 credits)

- Selection of junior and senior courses to complete 90 credits (may include ENGL 211, ENGL 321, ENGL 371, ENGL 373, ENGL 381.7, ENGL 397.1)

BACHELOR OF ARTS WITH A CONCENTRATION IN GENERAL STUDIES

Receiving an education in General Studies is to follow in the tradition of the liberal arts and sciences. The liberal arts date back to the middle ages, and are derived from the Latin word *liber*, which means free. Its chief aim is to equip an individual with the ability to think freely and critically. A General Studies degree from St. Mary's University allows students to have flexibility in their programs, based on their areas of interest.

The three-year Bachelor of Arts with a concentration in General Studies has been designed to engage students in the study of the breadth and depth of human intellectual experience. The program reflects the commitment of St. Mary's University to a liberal arts education as valuable for its own sake as it provides individuals the opportunity to discover and eventually realize

their human potential. Students enrolled in this program will learn through a broad and extensive, multi-disciplinary approach to think critically and communicate clearly. Such skills are in keen demand for a variety of careers including the fields of education, business, government services, health care, technology and ministry.

GENERAL PROGRAM REQUIREMENTS

- Completion of 90 credits, of which at least 45 must be completed at St. Mary's University
- Completion of at least 45 credits at the senior level (300 or 400)
- Completion of Liberal Arts Core
- Completion of Special Requirements
- Cumulative GPA of 2.0

SPECIFIC COURSE REQUIREMENTS

A. Liberal Arts Core (18 credits)

- ENGL 200A: Literature in English from the Middle Ages to 1660
- ENGL 200B: Literature in English from 1660 to the Present
- HIST 200A: History of Ideas: Antiquity to the Reformation
- HIST 200B: History of Ideas: Scientific Revolution to the 20th Century
- PHIL 351: Ethics
- RLGS 205: Reading Biblical Texts

B. Special Requirements (15 credits)

- HMKN 201, HMKN 203 or HMKN 205 (3 credits)
- 3 credits in a language other than English (may include LING 301)
- 3 credits in Mathematical Sciences (CPSC 215, MATH, STAT, PSYC 312A)
- 6 credits in Natural Sciences (ASTR, BCEM, BIOL, CHEM, HMKN 205, PHYS, SCIE)

C. Electives (57 credits)

- Selection of junior and senior courses to complete 90 credits.

BACHELOR OF ARTS WITH A CONCENTRATION IN HISTORY

The three-year Bachelor of Arts with a concentration in History has been designed for individuals who seek a broad and extensive interdisciplinary education in the liberal arts tradition. The concentration in History equips students with the skills needed to uncover and analyze the events, processes and ideas which shape the past and to appreciate how an understanding of the past helps inform the present and the future. Through the study of change and continuity over time and place, students acquire an ability to look at the past from different angles and perspectives and to employ a variety of analytical tools and methods in interpreting human affairs and institutions.

Students in the program will have the opportunity to meet the following objectives through the History concentration requirements:

- gain historical knowledge across regions and nations, time periods and approaches to the study of history
- critically evaluate secondary sources and engage in major historiographical debates
- identify, analyze and interpret primary sources
- analyze complex historical problems and synthesize insights from a variety of source materials
- apply historical theories and models
- understand the different research methodologies used by historians
- organize and report research and communicate findings through effective and persuasive arguments

The program reflects the commitment of St. Mary's University to a liberal education as valuable for its own sake since it provides individuals the opportunity to discover and eventually realize their human potential. In addition to providing personal fulfillment, the program prepares students to think critically and communicate clearly. The research, writing, analytical and problem-solving skills that history students acquire are highly desirable in all forms of public and private employment.

History graduates are especially well-qualified to pursue careers in teaching, government, business, law, journalism, library and archival science, and in the museum and heritage fields.

GENERAL PROGRAM REQUIREMENTS

- Completion of 90 credits, of which at least 45 must be completed at St. Mary's University
- Completion of at least 45 credits at the senior level (300 or 400)
- Completion of Liberal Arts Core
- Completion of Special Requirements
- Completion of History Requirements
- Cumulative GPA of 2.0 in all courses
- Cumulative GPA of 2.0 in senior History courses

SPECIFIC COURSE REQUIREMENTS

A. Liberal Arts Core (18 credits)

- ENGL 200A: Literature in English from the Middle Ages to 1660
- ENGL 200B: Literature in English from 1660 to the Present
- HIST 200A: History of Ideas: Antiquity to the Reformation
- HIST 200B: History of Ideas: Scientific Revolution to the 20th Century
- PHIL 351: Ethics
- RLGS 205: Reading Biblical Texts

B. Special Requirements (12 credits)

- 6 credits in Natural & Mathematical Sciences (ASTR, BCEM, BIOL, CHEM, CPSC 215, HMKN 205, MATH, PHYS, SCIE, STAT)
- HIST 391: Public History: Memory and Method (3 credits) (to be taken in second or third year)
- HIST 401: The Historian's Craft (3 credits) (to be taken in final year of the program)

C. History Requirements (33 credits)

- 6 credits in Introductory History (HIST 201, HIST 203, HIST 205, HIST 207)
- 3 credits in Canadian History (HIST 341, HIST 343, HIST 345, HIST 347, HIST 349, HIST 353, HIST 357; IDST 333)
- 3 credits in European History (HIST 307, HIST 321, HIST 323, HIST 329, HIST 331, HIST 335, HIST 337)
- 3 credits in North American History (HIST 351, HIST 353, HIST 363, HIST 365, HIST 367)
- 3 credits in World/Other History (HIST 301, HIST 303, HIST 305, HIST 309, HIST 327, HIST 355, HIST 375, HIST 377, HIST 395)
- 15 additional senior credits in History from any of the above History Requirements or any of HIST 311, HIST 313, HIST 315, HIST 317, HIST 319, HIST 381, HIST 397

D. Electives (27 credits)

- Selection of junior and senior courses to complete 90 credits

BACHELOR OF ARTS WITH A CONCENTRATION IN PSYCHOLOGY

The three-year Bachelor of Arts with a concentration in Psychology has been designed for individuals who seek a broad and extensive interdisciplinary education in the liberal arts and sciences tradition. The concentration in Psychology degree grounds students in research methods and different understandings of human behaviour. Through the study of various psychology issues, world events and schools of psychological thought, students are introduced to methods of reading, interpreting, and synthesizing a broad and diverse range of ideas and research.

Students in the program will have the opportunity to meet the following objectives through the Psychology concentration requirements:

- gain a thorough grounding in psychological principles and theories
- understand the development and history of various schools of psychological thought

- learn to critically read and evaluate past and current research
- develop an awareness of psychological issues affecting the individual over the course of a lifetime
- develop in-depth awareness of selected topics in psychology

The program reflects the commitment of St. Mary's University to a liberal education as valuable for its own sake since it provides individuals the opportunity to discover and eventually realize their human potential. In addition to providing personal fulfillment, the program prepares students to think critically and communicate clearly. Such skills are in keen demand for a variety of careers including the fields of mental health, research, politics, education, social work, pastoral care, government service, forensics, advertising and public relations.

GENERAL PROGRAM REQUIREMENTS

Students may complete the Bachelor of Arts degree with a concentration in Psychology by meeting the following requirements:

- Completion of 90 credits, of which at least 45 must be completed at St. Mary's University
- Completion of at least 45 credits at the senior level (300 or 400)
- Completion of Liberal Arts Core
- Completion of Special Requirements
- Completion of Psychology Requirements
- Cumulative GPA of 2.0 in all courses
- Cumulative GPA of 2.0 in senior Psychology courses

SPECIFIC COURSE REQUIREMENTS

A. Liberal Arts Core (18 credits)

- ENGL 200A: Literature in English from the Middle Ages to 1660
- ENGL 200B: Literature in English from 1660 to the Present
- HIST 200A: History of Ideas: Antiquity to the Reformation
- HIST 200B: History of Ideas: Scientific Revolution to the 20th Century
- PHIL 351: Ethics
- RLGS 205: Reading Biblical Texts

B. Special Requirements (12 credits)

- 6 credits in a language other than English
- 6 credits in: BIOL 305, BIOL 307; CLAS 209; ECON 205; ENGL 359; HIST 351, HIST 353; FMST 301, FMST 401, FMST 411; GEOG 203; HMKN 205, HMKN 211; MGST 305, MGST 321; PHIL 353; POLI 357; any SOCI course

C. Psychology Requirements (30 credits)

- PSYC 201: Principles of Psychology (3 credits)
- PSYC 203: Critical Issues in Psychology (3 credits)
- PSYC 312A: An Introduction to Experimental Design and Quantitative Methods for Psychology (3 credits) and PSYC 312B: Advanced Experimental Design and Quantitative Methods for Psychology (3 credits)
(prerequisite: Pure Math 30, Math 30-1, Applied Math 30, Math 30-2 or MATH 030 with a minimum grade of 50 per cent)
- 3 credits in Applied Psychology (PSYC 331, PSYC 335, PSYC 337, PSYC 345, PSYC 359, PSYC 441, PSYC 463, PSYC 495)
- 3 credits in Clinical Psychology (PSYC 341, PSYC 407, PSYC 409, PSYC 411, PSYC 413, PSYC 485)
- 3 credits in Experimental Psychology (PSYC 365, PSYC 369, PSYC 375, PSYC 453, PSYC 465, PSYC 475)
- 3 credits in General Psychology (PSYC 305, PSYC 329, PSYC 333, PSYC 353, PSYC 355, PSYC 357, PSYC 361, PSYC 393)
- 6 additional senior credits in Psychology from Applied Psychology, Clinical Psychology, Experimental Psychology or General Psychology

D. Electives (30 credits)

- Selection of junior and senior courses to complete 90 credits

BACHELOR OF ARTS WITH A MAJOR IN ENGLISH

The English program at St. Mary's University offers students the opportunity to develop a rich and broad understanding of literary texts, contexts and interpretations. The program stresses critical thinking, incisive consideration of texts (oral and written), and clear communication through a synthesis of creative, critical, and theoretical methods. At St. Mary's University, the English degree programs allow students to approach texts within an interdisciplinary environment fostering a spirit of open inquiry. Courses in the English program offer all students the opportunity to experience literature and complement all courses of study. A degree program in English offers students a chance to immerse themselves in a rigorous study of literature and literary forms.

The four-year Bachelor of Arts with a major in English offers an intensive grounding to students in the discipline of English Literature through the study of key literary periods and genres. Students learn to relate texts to their cultural, political, religious, philosophical and literary contexts. Through critical readings, analysis and discussion, both within and outside the classroom, students are encouraged to engage in dialogue, to evaluate theoretical and methodological positions and to develop their own critical voices. The four-year program concludes with a course of independent research in the field of English Literature, culminating in a major essay in which students synthesize their creative, critical and theoretical learning.

The program reflects the commitment of St. Mary's University to a liberal education as valuable for its own sake since it provides individuals the opportunity to discover and eventually realize their human potential. In addition to providing personal fulfillment, the program prepares students to think critically and communicate clearly. Such skills are in keen demand for a variety of careers including the fields of journalism, research, politics, publishing, education, library and information science, social work, pastoral care, fundraising, government service, advertising and public relations. The four-year Bachelor of Arts degree with a major in English also prepares students for graduate studies in English.

GENERAL PROGRAM REQUIREMENTS

- Completion of 120 credits, of which at least 60 must be completed at St. Mary's University
- Completion of at least 72 credits at the senior level (300 or 400)
- Completion of Liberal Arts Core
- Completion of Special Requirements
- Completion of English Requirements
- Cumulative GPA of 2.0 in all courses
- Cumulative GPA of 2.3 in senior English courses
- No more than one D or D+ in senior English courses

SPECIFIC COURSE REQUIREMENTS**A. Liberal Arts Core (18 credits)**

- ENGL 200A: Literature in English from the Middle Ages to 1660
- ENGL 200B: Literature in English from 1660 to the Present
- HIST 200A: History of Ideas: Antiquity to the Reformation
- HIST 200B: History of Ideas: Scientific Revolution to the 20th Century
- PHIL 351: Ethics
- RLGS 205: Reading Biblical Texts

B. Special Requirements (12 credits)

- 6 credits in a language other than English at the University level (SPAN 201/203 & FREN 209/211 **do not** satisfy this requirement.)
- 6 credits in Natural & Mathematical Sciences (ASTR, BCEM, BIOL, CHEM, CPSC 215, HMKN 205, MATH, PHYS, SCIE, STAT)

C. English Requirements (42 credits)

- 6 credits in Medieval or Early Modern Literature (ENGL 303, ENGL 305, ENGL 309, ENGL 313, ENGL 315, ENGL 381.1)
- 3 credits in Canadian Literature (ENGL 341, ENGL 343, ENGL 345, ENGL 381.6, ENGL 381.8)

- 6 credits in 18th & 19th Century Literature (ENGL 317, ENGL 331, ENGL 337, ENGL 339, ENGL 381.4, ENGL 381.5, ENGL 397.2, ENGL 397.3)
- 6 credits in 20th Century Literature (ENGL 323, ENGL 325, ENGL 327, ENGL 333, ENGL 343, ENGL 345, ENGL 381.3, ENGL 381.6, ENGL 381.8, ENGL 397.5)
- 6 credits in Cultural Studies & Non-Period Specific Literature (CLAS 321, CLAS 323, ENGL 351, ENGL 353, ENGL 355, ENGL 357, ENGL 359, ENGL 361, ENGL 363, ENGL 381.2, ENGL 391, ENGL 397.4, ENGL 397.6, ENGL 397.7, ENGL 397.8)
- LING 301: History & Structure of the English Language (3 credits)
- ENGL 467: Introduction to Literary Theory & Criticism (3 credits) (to be taken in the third or final year of the program)
- ENGL 469: Modern & Contemporary Literary Theory & Criticism (3 credits) (to be taken in the third or final year of the program)
- ENGL 465: Advanced Literary Research Methods (3 credits) (to be taken in the final year of the program)
- ENGL 401: Senior Seminar (3 credits) (to be taken in the final year of the program)

D. Electives.

- If not pursuing a minor, a selection of junior and senior courses to complete 120 credits

E. Minor Program Requirements with a Major in English

- complete a minimum of 18 credits in the minor
- complete at least 9 credits at the senior level (300 or 400)
- complete at least half of the credits at St. Mary's University

Minor in Biology

A minor in Biology at St. Mary's University will provide a broad overview of basic biological principles in several areas of biology, including genetics, molecular biology, and ecology. In many instances, a strong emphasis is placed on the interdisciplinary nature of biology and the development of critical thinking skills.

The following courses may be counted towards satisfying the minor requirements:

- BCEM 393
- BIOL 231, BIOL 233, BIOL 311, BIOL 313, BIOL 315, BIOL 317, BIOL 331, BIOL 341, BIOL 375, BIOL 377, BIOL 381, BIOL 411, BIOL 413, BIOL 415, BIOL 417, BIOL 431, BIOL 433, BIOL 441, BIOL 451

Minor in Canadian Studies

The Minor in Canadian Studies is an interdisciplinary program that includes a selection of courses from several academic disciplines.

The following courses can be completed to satisfy the minor requirements:

- ENGL 341, ENGL 343, ENGL 345, ENGL 381.6, ENGL 381.8
- FREN 219, FREN 221
- GEOG 381
- HIST 201, HIST 203, HIST 341, HIST 343, HIST 345, HIST 347, HIST 349, HIST 353, HIST 355, HIST 357
- IDST 333
- INST 201
- POLI 321, POLI 357
- SOCI 327, SOCI 343, SOCI 371, SOCI 393

Minor in Catholic Studies

The Minor in Catholic Studies is an interdisciplinary program that includes a selection of courses from several academic disciplines.

The following courses must be taken to satisfy the minor requirements:

- RLGS 201, RLGS 205, RLGS 301

Plus, at least one course selected from the following:

- RLGS 321, RLGS 323, RLGS 331, RLGS 333

Plus, at least two courses selected from the following, one of which must be at the senior level:

- ART 201, ART 203, ART 325, ART 405
- ENGL 303, ENGL 305, ENGL 355
- HIST 317, HIST 321, HIST 335, HIST 349
- PHIL 345, PHIL 395
- RLGS 203, RLGS 305, RLGS 311, RLGS 313, RLGS 315, RLGS 317, RLGS 321, RLGS 323, RLGS 325, RLGS 331, RLGS 333, RLGS 335, RLGS 363
- SOCI 377

Minor in Drama

The Minor in Drama is an interdisciplinary program that includes a selection of courses from several academic disciplines.

The following courses may be counted toward satisfying the minor requirements:

- CLAS 323
- DRAM 201, DRAM 203, DRAM 205, DRAM 301, DRAM 303, DRAM 305, DRAM 401, DRAM 403, DRAM 405
- ENGL 313, ENGL 315, ENGL 327, ENGL 371, ENGL 397 (if focus is on drama), ENGL 399 (if focus is on drama)
- HMKN 201
- MUSI 205, MUSI 305, MUSI 405

Minor in Family Studies

The Minor in Family Studies is an interdisciplinary program that includes a selection of courses from several academic disciplines.

The following courses may be counted toward satisfying the minor requirements:

- ENGL 391
- FMST 301, FMST 303, FMST 401, FMST 411
- HIST 351, HIST 353
- PSYC 329, PSYC 333, PSYC 353, PSYC 355, PSYC 361
- SOCI 303, SOCI 327, SOCI 371

Minor in History

All history courses, except HIST 391, HIST 401 and HIST 403 are eligible to be counted toward a Minor in History. In addition, because they have a strong focus on history, CLAS 315, IDST 333 and PHIL 399 are eligible for credit toward the minor program.

Minor in Management

The Minor in Management is an interdisciplinary program rooted in the liberal arts tradition and offering students an introduction to management studies situated within the breadth and depth of a liberal arts education. Many corporations are seeking graduates of liberal arts programs for their ability to understand, communicate and synthesize information clearly. The Minor in Management is not intended to be a specialist degree in management studies, but rather to equip students with a diverse intellectual experience that will inform and enhance their studies in the field of management.

The following courses may be counted toward satisfying the minor requirements:

- ACCT 317, ACCT 319
- ECON 201, ECON 203, ECON 301, ECON 303, ECON 337, ECON 373
- MATH 211, MATH 249 or MATH 251
- MGMT 291, MGMT 301.0, MGMT 301.1, MGMT 301.2, MGMT 301.3, MGMT 305, MGMT 321, MGMT 331

Minor in Philosophy

All philosophy courses are eligible to be counted toward the Minor in Philosophy.

Minor in Political Studies

All political studies courses are eligible to be counted toward the Minor in Political Studies.

Minor in Psychology

All psychology courses are eligible to be counted toward the Minor in Psychology.

Minor in Science Studies

The following courses may be counted towards satisfying the requirements of the Minor in Science Studies.

- BCEM 393
- BIOL 231, BIOL 233, BIOL 311, BIOL 313, BIOL 315, BIOL 317, BIOL 331, BIOL 341, BIOL 375, BIOL 377, BIOL 381, BIOL 411, BIOL 413, BIOL 415, BIOL 417, BIOL 431, BIOL 433, BIOL 441, BIOL 451
- CHEM 201, CHEM 203, CHEM 351, CHEM 353
- CPSC 215
- HMKN 205
- MATH 211, MATH 249 or MATH 251, MATH 253
- PHYS 211, PHYS 223
- PSYC 375, PSYC 475
- SCIE 201, SCIE 301
- STAT 213, STAT 217

Minor in Sociology

All sociology courses are eligible to be counted toward the Minor in Sociology.

BACHELOR OF ARTS WITH A MAJOR IN HISTORY

A rich and varied program, the Bachelor of Arts with a Major in History, will take you on a voyage of discovery which spans the origins of human civilization to the present day. After completing a core course on the History of Western Thought and foundation courses in Canadian and World History, students complete senior courses in the fields of North American, European, World, Intellectual and Social and Cultural History as well as Research Methods. In the final year, students complete a capstone course on the Historian's Craft and a senior research project. The Major in History provides students with a broad understanding of the historical foundations and cultural dimensions of the world they live in and with the skills needed to uncover and analyze the events, processes and ideas which shape the past and to appreciate how an understanding of the past helps inform the present and the future. Through the in-depth study of change and continuity over time and place, students acquire an ability to look at the past from different angles and perspectives and to employ a variety of analytical tools and methods in interpreting human affairs and institutions.

Students in the program will have the opportunity to meet the following objectives through the History concentration requirements:

- establish a strong foundation in Canadian and World History
- know and assess historical methods and theory
- understand and apply different research methodologies and theoretical models used by historians
- gain historical knowledge across regions and nations, time periods and approaches to the study of history through completion of North American History, European History, World History, Intellectual History and Social and Cultural History
- critically evaluate secondary sources and engage in major historiographical debates
- identify, analyze and interpret primary sources
- analyze complex historical problems and synthesize insights from a variety of source materials
- organize and report research and communicate findings through effective and persuasive arguments

A History Major offers excellent training in processing information, research, the technique of critical investigation and the analysis of data and provides a platform of knowledge and skills which are highly desirable in many fields of employment, including management, law, journalism, public service, archives and museums, librarianship and teaching.

GENERAL PROGRAM REQUIREMENTS

- Completion of 120 credits, of which at least 60 must be completed at St. Mary's University
- Completion of at least 72 credits at the senior level (300 or 400)
- Completion of Liberal Arts Core
- Completion of Special Requirements
- Completion of History Requirements
- Cumulative GPA of 2.0 in all courses
- Cumulative GPA of 2.3 in senior History courses
- No more than one D or D+ in senior History courses

SPECIFIC COURSE REQUIREMENTS

A. Liberal Arts Core (18 Credits)

- ENGL 200A: Literature in English from the Middle Ages to 1660
- ENGL 200B: Literature in English from 1660 to the Present
- HIST 200A: History of Ideas: Antiquity to the Reformation
- HIST 200B: History of Ideas: Scientific Revolution to the 20th Century
- PHIL 351: Ethics
- RLGS 205: Reading Biblical Texts

B. Special Requirements (24 credits)

- 6 credits in a language other than English (may include LING 301)
- 6 credits in the Humanities (ART, CLAS, DRAM, ENGL, FREN, INST, LATI, LING, MUSI, PHIL, RLGS, SPAN, THEO)
- 6 credits in the Natural and Mathematical Sciences (ASTR, BCEM, BIOL, CHEM, CPSC 215, HMKN 205, MATH, PHYS, SCIE, STAT)
- 6 credits in the Social Sciences **other than History** (ACCT, ECON, FMST, GEOG, MGST, POLI, PSYC, SOCI)

C. History Requirements (48 credits)

- 9 credits in Foundations of History (HIST 201, HIST 203, HIST 205, HIST 207)
- 6 credits in North American History (HIST 341, HIST 343, HIST 347, HIST 357, HIST 363, HIST 365)
- 6 credits in European History (HIST 307, HIST 321, HIST 323, HIST 329, HIST 331, HIST 335, HIST 337)
- 6 credits in World History (HIST 301, HIST 305, HIST 309, HIST 327, HIST 375, HIST 377)
- 6 credits in Intellectual History (HIST 311, HIST 313, HIST 315, HIST 317, HIST 319, HIST 397)
- 6 credits in Social and Cultural History (HIST 303, HIST 345, HIST 349, HIST 351, HIST 353, HIST 355, HIST 367, HIST 395)
- HIST 391: Public History: Memory and Method (3 credits)
- HIST 401: The Historian's Craft (3 credits) (to be taken in the final year of the program)
- HIST 403: Major Project (3 credits) (to be taken in the final year of the program)

D. Electives

- If not pursuing a minor, a selection of junior and senior courses to complete 120 credits.

E. Minor Program Requirements with a Major in History

- Complete a minimum of 18 credits in the minor
- Complete at least 9 credits at the senior level (300 or 400)
- Complete at least half of the credits at St. Mary's University

Minor in Biology

A minor in biology at St. Mary's University will provide a broad overview of basic biological principles in several areas of biology, including genetics, molecular biology, and ecology. In many instances, a strong emphasis is placed on the interdisciplinary nature of biology and the development of critical thinking skills.

The following courses may be counted towards satisfying the minor requirements:

- BCEM 393
- BIOL 231, BIOL 233, BIOL 311, BIOL 313, BIOL 315, BIOL 317, BIOL 331, BIOL 341, BIOL 375, BIOL 377, BIOL 381, BIOL 411, BIOL 413, BIOL 415, BIOL 417, BIOL 431, BIOL 433, BIOL 441, BIOL 451

Minor in Canadian Studies

The Minor in Canadian Studies is an interdisciplinary program that includes a selection of courses from several academic disciplines.

The following courses can be completed to satisfy the minor requirements but no more than 9 credits in any one discipline can be counted:

- ENGL 341, ENGL 343, ENGL 345, ENGL 381.6, ENGL 381.8
- FREN 219, FREN 221
- GEOG 381
- HIST 201, HIST 203, HIST 341, HIST 343, HIST 345, HIST 347, HIST 349, HIST 353, HIST 355, HIST 357
- IDST 333
- INST 201
- POLI 321, POLI 357
- SOCI 327, SOCI 343, SOCI 371, SOCI 393

Minor in Catholic Studies

The Minor in Catholic Studies is an interdisciplinary program that includes a selection of courses from several academic disciplines.

The following courses must be taken to satisfy the minor requirements:

- RLGS 201, RLGS 205, RLGS 301

Plus, at least one course selected from the following:

- RLGS 321, RLGS 323, RLGS 331, RLGS 333

Plus, at least two courses selected from the following, one of which must be at the senior level:

- ART 201, ART 203, ART 325, ART 405
- ENGL 303, ENGL 305, ENGL 355
- HIST 317, HIST 321, HIST 335, HIST 349
- PHIL 345, PHIL 395
- RLGS 203, RLGS 305, RLGS 311, RLGS 313, RLGS 315, RLGS 317, RLGS 321, RLGS 323, RLGS 325, RLGS 331, RLGS 333, RLGS 335, RLGS 363
- SOCI 377

Minor in Drama

The Minor in Drama is an interdisciplinary program that includes a selection of courses from several academic disciplines.

The following courses may be counted toward satisfying the minor requirements:

- CLAS 323
- DRAM 201, DRAM 203, DRAM 205, DRAM 301, DRAM 303, DRAM 305, DRAM 401, DRAM 403, DRAM 405
- ENGL 313, ENGL 315, ENGL 327, ENGL 371, ENGL 397 (if focus is on drama), ENGL 399 (if focus is on drama)
- HMKN 201
- MUSI 205, MUSI 305, MUSI 405

Minor in English

All English courses, with the exception of ENGL 465 and ENGL 401, are eligible to be counted toward the minor in English. In addition, because they have a strong focus on literature, CLAS 321 and CLAS 323 are eligible for credit toward the minor program. LING 301 is also eligible to be counted toward the minor program because of its focus on the structure of the English language.

Minor in Family Studies

The Minor in Family Studies is an interdisciplinary program that includes a selection of courses from several academic disciplines..

The following courses may be counted toward satisfying the minor requirements:

- ENGL 391
- FMST 301, FMST 303, FMST 401, FMST 411
- HIST 351, HIST 353
- PSYC 329, PSYC 333, PSYC 353, PSYC 355, PSYC 361
- SOCI 303, SOCI 327, SOCI 371

Minor in Management

The Minor in Management is an interdisciplinary program rooted in the liberal arts tradition and offering students an introduction to management studies situated within the breadth and depth of a liberal arts education. Many corporations are seeking graduates of liberal arts programs for their ability to understand, communicate and synthesize information clearly. The Minor in Management is not intended to be a specialist degree in management studies, but rather to equip students with a diverse intellectual experience that will inform and enhance their studies in the field of management.

The following courses may be counted toward satisfying the minor requirements:

- ACCT 317, ACCT 319
- ECON 201, ECON 203, ECON 301, ECON 303, ECON 337, ECON 373
- MATH 211, MATH 249 or MATH 251
- MGST 291, MGST 301.0, MGST 301.1, MGST 301.2, MGST 301.3, MGST 305, MGST 321, MGST 331

Minor in Philosophy

All philosophy courses are eligible to be counted toward the Minor in Philosophy.

Minor in Political Studies

All political studies courses are eligible to be counted toward the Minor in Political Studies.

Minor in Psychology

All psychology courses are eligible to be counted toward the Minor in Psychology.

Minor in Science Studies

The following courses may be counted towards satisfying the requirements of the Minor in Science Studies.

- BCEM 393
- BIOL 231, BIOL 233, BIOL 311, BIOL 313, BIOL 315, BIOL 317, BIOL 331, BIOL 341, BIOL 375, BIOL 377, BIOL 381, BIOL 411, BIOL 413, BIOL 415, BIOL 417, BIOL 431, BIOL 433, BIOL 441, BIOL 451
- CHEM 201, CHEM 203, CHEM 351, CHEM 353
- CPSC 215
- HMKCN 205
- MATH 211, MATH 249 or MATH 251, MATH 253
- PHYS 211, PHYS 223
- PSYC 375, PSYC 475
- SCIE 201, SCIE 301
- STAT 213, STAT 217

Minor in Sociology

All sociology courses are eligible to be counted toward the Minor in Sociology.

BACHELOR OF ARTS WITH A MAJOR IN LIBERAL STUDIES

The 120-credit (4-year) Bachelor of Arts, Major in Liberal Studies is the first degree of its kind in Alberta. The program has been designed specifically for the 21st century student and job market.

Students entering university today are often interested in a number of subject areas or have yet to make a decision on their chosen field. This degree program allows students the maximum flexibility to discover and pursue their interests.

We also know that young people today are unlikely to have one job for their entire work histories. Instead they are more likely to pursue a career path that will require the application of job skills in a number of positions. The Liberal Studies degree program emphasizes the development and refinement of the most portable and marketable skills: the ability to think critically and analytically and to communicate effectively orally and in writing.

Research has demonstrated that there is good economic demand for students with the essential workplace skills and credentials facilitated by completing the Liberal Studies program. Students could pursue many career paths including journalism, management, marketing, public relations, human resources, education, social services, research and analysis, government and industry. The degree program also provides an excellent foundation for further studies at the graduate level in a number of fields and for professional programs including law.

The degree program emphasizes both the breadth and depth of post-secondary studies. First, following the Liberal Arts tradition of St. Mary's University, students will acquire broad interdisciplinary knowledge by taking courses in Fine Arts, Humanities, Social Sciences and the Natural and Mathematical Sciences. Second, they will complete a specific concentration in one of the following subject areas: Biology, Business and Management Studies, Canadian Studies, Catholic Studies, Drama, English, Family Studies, History, Philosophy, Political Studies, Psychology, Science Studies or Sociology. In the final year of the program, students will work with fellow students and faculty to complete a year-long research project similar to an honours thesis at other universities.

GENERAL PROGRAM REQUIREMENTS

Completion of 120 credits, of which at least 60 must be completed at St. Mary's University

- Completion of 24 Concentration credits, of which at least 12 must be at the senior level, and of which at least 12 must be completed at St. Mary's University
- Completion of at least 72 credits at the senior level (300 or 400)
- Completion of Liberal Arts Core
- Completion of Special Requirements
- Completion of Liberal Studies Requirements
- Cumulative GPA of 2.0 in all courses
- Cumulative GPA of 2.3 in senior Concentration and Special Requirements (LBST 301, LBST 401 and LBST 403)
- No more than one D or D+

SPECIFIC COURSE REQUIREMENTS**A. Liberal Arts Core (18 credits)**

- ENGL 200A: Literature in English from the Middle Ages to 1660 (3 credits)
- ENGL 200B: Literature in English from 1660 to the Present (3 credits)
- HIST 200A: History of Ideas: Antiquity to the Reformation (3 credits)
- HIST 200B: History of Ideas: Scientific Revolution to the 20th Century (3 credits)
- PHIL 351: Ethics (3 credits)
- RLGS 205: Reading Biblical Texts (3 credits)

B. Special Requirements (39 credits)

- 6 credits in a language other than English (may include LING 301)
- 6 credits in Fine Arts (ART, DRAM, MUSI)
Courses in ENGL or CLAS may not be used to fulfill this requirement.
- 6 credits in Humanities (ART, CLAS, DRAM, ENGL, FREN, INST, LATI, LING, MUSI, PHIL, RLGS, SPAN, THEO)
- 9 credits in Natural and Mathematical Sciences (ASTR, BCEM, BIOL, CHEM, CPSC 215, HMKN 205, MATH, PHYS, SCIE, STAT)
- 9 credits in Social Sciences (ACCT, ECON, FMST, GEOG, HIST, MGST, POLI, PSYC, SOCI)
- HMKN 201 or HMKN 203 or HMKN 205 (3 credits)

C. Liberal Studies Requirements (12 credits)

- LBST 201 (3 credits)
- LBST 301 (3 credits) to be taken before final year of program
- LBST 401 (3 credits) to be taken in Fall semester of final year of program
- LBST 403 (3 credits) to be taken in Winter semester of final year of program

D. Subject Area Concentration Requirement (minimum 24 credits)

- Completion of a minimum of 24 credits in a recognized area of concentration
- Completion of at least 12 of these credits at the senior level (300 or 400)

E. Electives (27 credits)

- Selection of junior and senior courses to complete 120 credits

Concentration in Biology

- BIOL 231, BIOL 233
- And a minimum of 18 credits (including at least 12 senior credits) from all Biology courses (excluding BIOL 205, BIOL 305 and BIOL 307)

Concentration in Business and Management Studies

A minimum of 24 credits
(including at least 12 senior credits) including:

- ACCT 317
- MGST 305

At least one of the following courses:

- ECON 201, ECON 203

At least one of the following courses:

- MATH 211, MATH 249, MATH 251
- STAT 213

And a minimum of 12 credits from any of the other courses mentioned above not taken to fulfill the Economics and Math requirement, and from the following courses:

- ACCT 319
- ECON 301, ECON 303, ECON 337, ECON 373
- MGST 291, MGST 301.0, MGST 301.1, MGST 301.2, MGST 301.3, MGST 321, MGST 331
- PHIL 353
- POLI 353, POLI 357
- SOCI 343
- STAT 217

Concentration in Canadian Studies

At least one of the following courses:

- ENGL 341, ENGL 343, ENGL 345, ENGL 381.6, ENGL 381.8
- FREN 219

At least one of the following courses:

- HIST 201, HIST 203
- GEOG 381

At least one of the following courses:

- POLI 321, POLI 357

At least one of the following courses:

- SOCI 327, SOCI 343, SOCI 371, SOCI 393

And a minimum of 12 credits from any of the other courses mentioned above (after taking one from each group) or the following courses:

- FREN 221
- HIST 341, HIST 343, HIST 345, HIST 347, HIST 349, HIST 353, HIST 355, HIST 357

Concentration in Catholic Studies

- RLGS 301

At least one of the following courses:

- RLGS 321, RLGS 323

At least one of the following courses:

- RLGS 311, RLGS 313, RLGS 315

And a minimum of 15 credits from any of the other courses mentioned above (after taking one from each group) or the following courses:

- ART 201, ART 203, ART 325, ART 405
- ENGL 303, ENGL 305, ENGL 355
- HIST 349
- PHIL 345, PHIL 395
- RLGS 201, RLGS 203, RLGS 317, RLGS 331, RLGS 333, RLGS 363
- SOCI 377
- THEO 339, THEO 341, THEO 343

Concentration in Drama

- DRAM 201, DRAM 203

At least two of the following courses:

- CLAS 323
- ENGL 313, ENGL 315, ENGL 327, ENGL 371

At least two of the following courses:

- DRAM 205, DRAM 301, DRAM 303, DRAM 305, DRAM 401, DRAM 403, DRAM 405

And 6 credits from any of the other courses mentioned above (after fulfilling the category) and/or from the following courses:

- MUSI 205, MUSI 305, MUSI 405

Concentration in English

A minimum of 24 credits (including at least 12 senior credits) from any English courses and the following:

- CLAS 321, CLAS 323, LING 301

Concentration in Family Studies

A minimum of 24 credits from the following courses:

- ENGL 391
- FMST 301, FMST 303, FMST 401, FMST 411
- HIST 351, HIST 353
- PSYC 333, PSYC 353, PSYC 355, PSYC 361, PSYC 429
- RLGS 345
- SOCI 303, SOCI 327, SOCI 371

Concentration in History

A minimum of 24 credits from the following courses:

- all History courses (except HIST 200, HIST 200A, HIST 200B, HIST 401 and HIST 403)
- CLAS 315
- IDST 333
- PHIL 399

Concentration in Philosophy

A minimum of 24 credits (including at least 12 senior credits) from all Philosophy courses.

Concentration in Political Studies

- POLI 201
- And a minimum of 21 credits (including at least 12 senior credits) from all Political Studies courses

Concentration in Psychology

- PSYC 201, PSYC 203
- And a minimum of 18 other credits from other Psychology courses

Concentration in Science Studies

A minimum of 24 credits (including at least 12 senior credits) including:

- BCEM 393
- BIOL 231, BIOL 233, BIOL 311, BIOL 313, BIOL 315, BIOL 317, BIOL 331, BIOL 341, BIOL 375, BIOL 377, BIOL 381, BIOL 411, BIOL 413, BIOL 415, BIOL 417, BIOL 431, BIOL 433, BIOL 441, BIOL 451
- CHEM 201, CHEM 203, CHEM 351, CHEM 353
- CPSC 215
- HMKN 205
- MATH 211, MATH 249 or MATH 251, MATH 253
- PHYS 211, PHYS 223
- PSYC 375, PSYC 475
- SCIE 201, SCIE 301
- STAT 213, STAT 217

Concentration in Sociology

A minimum of 24 credits (including at least 12 senior credits) including:

- SOCI 201, SOCI 313
- And a minimum of 18 other credits from other Sociology courses (including at least 9 senior credits)

BACHELOR OF ARTS WITH A MAJOR IN PSYCHOLOGY

The 120-credit (4-year) Bachelor of Arts with a major in Psychology has been designed for individuals who seek a broad and extensive Psychology education in the liberal arts and sciences tradition. The major in Psychology grounds students in psychological research methods and exposes students to a variety of ways in which human behaviour can be understood. Through the study of various psychology issues, world events and schools of psychological thought, students are introduced to methods of reading, interpreting, and synthesizing a broad and diverse range of ideas and research.

Students in the program will have the opportunity to meet the following objectives through the Psychology major requirements:

1. gain a thorough grounding in psychological principles and theories;
2. understand the development and history of various schools of psychological thought;
3. learn to critically read and evaluate past and current research;
4. develop an awareness of psychological issues affecting the individual over the course of a lifetime;
5. develop an in-depth awareness of selected topics in psychology.

The program reflects the commitment of St. Mary's University to a liberal education as valuable for its own sake since it provides individuals the opportunity to discover and eventually realize their human potential. In addition to providing personal fulfillment, the program prepares students to think critically and communicate clearly. Such skills are in keen demand for variety of careers including the fields in mental health, research, politics, education, social work, pastoral care, government service, forensics, advertising and public relations.

GENERAL PROGRAM REQUIREMENTS

- Completion of 120 credits, of which at least 60 must be completed at St. Mary's University
- Completion of at least 72 credits at the senior level (300 or 400)
- Completion of Liberal Arts Core
- Completion of Breadth Requirements
- Completion of Core Psychology Requirements
- Completion of Psychology Elective Requirements
- Cumulative GPA of 2.0 in all courses
- Cumulative GPA of 2.3 in senior Psychology courses
- No more than one D or D+ in senior Psychology courses

SPECIFIC COURSE REQUIREMENTS

A. Liberal Arts Core (18 credits)

- ENGL 200A: Literature in English from the Middle Ages to 1660
- ENGL 200B: Literature in English from 1660 to the Present
- HIST 200A: History of Ideas: Antiquity to the Reformation
- HIST 200B: History of Ideas: Scientific Revolution to the 20th Century
- PHIL 351: Ethics
- RLGS 205: Reading Biblical Texts

B. Breadth Requirements (24 credits)

- 6 credits in a language other than English
- 6 credits in the Humanities (ART, CLAS, DRAM, ENGL, FREN, INST, LATI, LING, MUSI, PHIL, RLGS, SPAN, THEO)
- 6 credits in Social Sciences **other than Psychology** (ACCT, ECON, FMST, GEOG, HIST, MGST, POLI, SOCI)
- 6 credits in Natural Sciences (ASTR, BCEM, BIOL, CHEM, HMKN 205, PHYS, SCIE)

C. Core Psychology Requirements (12 credits)

- PSYC 201: Principles of Psychology (3 credits)
- PSYC 203: Critical Issues in Psychology (3 credits)
- PSYC 312A: An Introduction to Experimental Design and Quantitative Methods for Psychology (3 credits)
- PSYC 312B: Advanced Experimental Design and Quantitative Methods for Psychology (3 credits)

D. Psychology Elective Requirements (30 credits, of which a minimum of 6 credits must be at the 400-level)

- 6 credits in Applied Psychology (PSYC 331, PSYC 335, PSYC 337, PSYC 345, PSYC 359, PSYC 441, PSYC 463, PSYC 495)
- 6 credits in Clinical Psychology (PSYC 341, PSYC 407, PSYC 409, PSYC 411, PSYC 413, PSYC 485)
- 6 credits in Experimental Psychology (PSYC 365, PSYC 369, PSYC 375, PSYC 453, PSYC 465, PSYC 475)
- 6 credits in General Psychology (PSYC 305, PSYC 329, PSYC 333, PSYC 353, PSYC 355, PSYC 357, PSYC 361, PSYC 393)
- 6 additional senior credits in Psychology from Applied Psychology, Clinical Psychology, Experimental Psychology or General Psychology

E. Electives

- If not pursuing a minor, a selection of junior and senior courses to complete 120 credits.

F. Minor Program Requirements with a Major in Psychology

To complete a minor, students must

- complete a minimum of 18 credits in the minor
- complete at least 9 credits at the senior level (300 or 400)
- complete at least half of the credits at St. Mary's University.

Minor in Biology

A minor in biology at St. Mary's University will provide a broad overview of basic biological principles in several areas of biology, including genetics, molecular biology, and ecology. In many instances, a strong emphasis is placed on the interdisciplinary nature of biology and the development of critical thinking skills.

The following courses may be counted towards satisfying the minor requirements:

- BCEM 393
- BIOL 231, BIOL 233, BIOL 311, BIOL 313, BIOL 315, BIOL 317, BIOL 331, BIOL 341, BIOL 375, BIOL 377, BIOL 381, BIOL 411, BIOL 413, BIOL 415, BIOL 417, BIOL 431, BIOL 433, BIOL 441, BIOL 451

Minor in Canadian Studies

The Minor in Canadian Studies is an interdisciplinary program that includes a selection of courses from several academic disciplines.

The following courses may be counted toward satisfying the minor requirements:

- ENGL 341, ENGL 343, ENGL 345, ENGL 381.6, ENGL 381.8
- FREN 219, FREN 221
- GEOG 381
- HIST 201, HIST 203, HIST 341, HIST 343, HIST 345, HIST 347, HIST 349, HIST 353, HIST 355, HIST 357
- IDST 333
- INST 201
- POLI 321, POLI 357
- SOCI 327, SOCI 343, SOCI 371, SOCI 393

Minor in Catholic Studies

The Minor in Catholic Studies is an interdisciplinary program that includes a selection of courses from several academic disciplines.

The following courses must be taken to satisfy the minor requirements:

- RLGS 201, RLGS 205, RLGS 301

Plus, at least one course selected from the following:

- RLGS 321, RLGS 323, RLGS 331, RLGS 333

Plus, at least two courses selected from the following, one of which must be at the senior level:

- ART 201, ART 203, ART 325, ART 405
- ENGL 303, ENGL 305, ENGL 355
- HIST 317, HIST 321, HIST 335, HIST 349
- PHIL 345, PHIL 395
- RLGS 203, RLGS 305, RLGS 311, RLGS 313, RLGS 315, RLGS 317, RLGS 321, RLGS 323, RLGS 325, RLGS 331, RLGS 333, RLGS 335, RLGS 363
- SOCI 377

Minor in Drama

The Minor in Drama is an interdisciplinary program that includes a selection of courses from several academic disciplines.

The following courses may be counted toward satisfying the minor requirements:

- CLAS 323
- DRAM 201, DRAM 203, DRAM 205, DRAM 301, DRAM 303, DRAM 305, DRAM 401, DRAM 403, DRAM 405
- ENGL 313, ENGL 315, ENGL 327, ENGL 371, ENGL 397 (if focus is on drama), ENGL 399 (if focus is on drama)
- HMKN 201
- MUSI 205, MUSI 305, MUSI 405

Minor in English

All English courses, with the exception of ENGL 465 and ENGL 401, are eligible to be counted toward the minor in English. In addition, because they have a strong focus on literature, CLAS 321 and CLAS 323 are eligible for credit toward the minor program. LING 301 is also eligible to be counted toward the minor program because of its focus on the structure of the English language.

Minor in Family Studies

The Minor in Family Studies is an interdisciplinary program that includes a selection of courses from several academic disciplines.

The following courses may be counted toward satisfying the minor requirements:

- ENGL 391
- FMST 301, FMST 303, FMST 401, FMST 411
- HIST 351, HIST 353
- PSYC 329, PSYC 333, PSYC 353, PSYC 355, PSYC 361
- SOCI 303, SOCI 327, SOCI 371

Minor in History

All history courses, except HIST 391, HIST 401 and HIST 403 are eligible to be counted toward a Minor in History. In addition, because they have a strong focus on history, CLAS 315, IDST 333 and PHIL 399 are eligible for credit toward the minor program.

Minor in Management

The Minor in Management is an interdisciplinary program rooted in the liberal arts tradition and offering students an introduction to management studies situated within the breadth and depth of a liberal arts education. Many corporations are seeking graduates of liberal arts programs for their ability to understand, communicate and synthesize information clearly. The Minor in Management is not intended to be a specialist degree in management studies, but rather to equip students with a diverse intellectual experience that will inform and enhance their studies in the field of management.

The following courses may be counted toward satisfying the minor requirements:

- ACCT 317, ACCT 319
- ECON 201, ECON 203, ECON 301, ECON 303, ECON 337, ECON 373
- MATH 211, MATH 249 or MATH 251
- MGST 291, MGST 301.0, MGST 301.1, MGST 301.2, MGST 301.3, MGST 305, MGST 321, MGST 331

Minor in Philosophy

All philosophy courses are eligible to be counted toward the Minor in Philosophy.

Minor in Political Studies

All political studies courses are eligible to be counted toward the Minor in Political Studies.

Minor in Science Studies

The following courses may be counted towards satisfying the requirements of the Minor in Science Studies.

- BCEM 393
- BIOL 231, BIOL 233, BIOL 311, BIOL 313, BIOL 315, BIOL 317, BIOL 331, BIOL 341, BIOL 375, BIOL 377, BIOL 381, BIOL 411, BIOL 413, BIOL 415, BIOL 417, BIOL 431, BIOL 433, BIOL 441, BIOL 451
- CHEM 201, CHEM 203, CHEM 351, CHEM 353
- CPSC 215
- HMKN 205
- MATH 211, MATH 249 or MATH 251, MATH 253
- PHYS 211, PHYS 223
- PSYC 375, PSYC 475
- SCIE 201, SCIE 301
- STAT 213, STAT 217

Minor in Sociology

All sociology courses are eligible to be counted toward the Minor in Sociology.

BACHELOR OF ARTS

WITH HONOURS IN PSYCHOLOGY

The 120-credit (4-year) Bachelor of Arts with Honours in Psychology has been designed for individuals who seek a broad and extensive Psychology education in the liberal arts and sciences tradition. The Honours Psychology stream grounds students in psychological research methods and exposes students to a variety of ways in which human behaviour can be understood. Through the study of various psychology issues, world events and schools of psychological thought, students are introduced to methods of reading, interpreting, and synthesizing a broad and diverse range of ideas and research. This stream culminates in a full-year seminar that affords students the opportunity to take part in all aspects of a research project; writing a research proposal, conducting the research, and presenting the project to peers.

Students in the program will have the opportunity to meet the following objectives through the Psychology Honours requirements:

- gain a thorough grounding in psychological principles and theories
- understand the development and history of various schools of psychological thought
- learn to critically read and evaluate past and current research
- develop an awareness of psychological issues affecting the individual over the course of a lifetime
- develop an in-depth awareness of selected topics in psychology
- opportunity to design and complete an original research project

The program reflects the commitment of St. Mary's University to a liberal education as valuable for its own sake since it provides individuals the opportunity to discover and eventually realize their human potential. In addition to providing personal fulfillment, the program prepares students to think critically and communicate clearly. Such skills are in keen demand for variety of careers including the fields in mental health, research, politics, education, social work, pastoral care, government service, forensics, advertising and public relations. **The program also ensures that students are well equipped if they desire to continue their education in graduate school.**

Students may apply to the Honours stream by submitting an

application by the first working day of May in their third year or before their final year, and must:

- have a cumulative GPA of 3.0 in the last 30 credits completed
- have a minimum grade of B in each 300- and 400-level Psychology course
- have a minimum grade of B in PSYC 312A and PSYC 312B
- application must include a statement of research interests

GENERAL PROGRAM REQUIREMENTS

- Completion of 120 credits, of which at least 60 must be completed at St. Mary's University
- Completion of at least 72 credits at the senior level (300 or 400)
- Completion of Liberal Arts Core
- Completion of Breadth Requirements
- Completion of Core Psychology Requirements
- Completion of Psychology Elective Requirements
- Minimum overall GPA of 3.0 starting from the first term used to calculate admission to the Honours program until graduation
- Minimum grade of B in all 300- and 400- level Psychology courses
- Minimum grade of B in PSYC 400, which must be completed at St. Mary's University in the final year of the program
- No F grades while in the Honours program
- No more than one D or D+ in non-Psychology courses

SPECIFIC COURSE REQUIREMENTS

A. Liberal Arts Core (18 credits)

- ENGL 200A: Literature in English from the Middle Ages to 1660
- ENGL 200B: Literature in English from 1660 to the Present
- HIST 200A: History of Ideas: Antiquity to the Reformation
- HIST 200B: History of Ideas: Scientific Revolution to the 20th Century
- PHIL 351: Ethics
- RLGS 205: Reading Biblical Texts

B. Breadth Requirements (24 credits)

- 6 credits in a language other than English
- 6 credits in the Humanities (ART, CLAS, DRAM, ENGL, FREN, INST, LATI, LING, MUSI, PHIL, RLGS, SPAN, THEO)
- 6 credits in Social Sciences other than Psychology (ACCT, ECON, FMST, GEOG, HIST, MGST, POLI, SOCI)
- 6 credits in Natural Sciences (ASTR, BCEM, BIOL, CHEM, HMKV 205, PHYS, SCIE)

C. Core Psychology Requirements (18 credits)

- PSYC 201: Principles of Psychology (3 credits)
- PSYC 203: Critical Issues in Psychology (3 credits)
- PSYC 312A: An Introduction to Experimental Design and Quantitative Methods for Psychology (3 credits)
- PSYC 312B: Advanced Experimental Design and Quantitative Methods for Psychology (3 credits)
- PSYC 400: Senior Seminar (6 credits) (to be taken in final year of the program)
Prerequisite: minimum grade of B in PSYC 312

D. Psychology Elective Requirements (30 credits, of which a minimum of 6 credits must be at the 400-level)

- 6 credits in Applied Psychology (PSYC 331, PSYC 335, PSYC 337, PSYC 345, PSYC 359, PSYC 441, PSYC 463, PSYC 495)
- 6 credits in Clinical Psychology (PSYC 341, PSYC 407, PSYC 409, PSYC 411, PSYC 413, PSYC 485)
- 6 credits in Experimental Psychology (PSYC 365, PSYC 369, PSYC 375, PSYC 453, PSYC 465, PSYC 475)
- 6 credits in General Psychology (PSYC 305, PSYC 329, PSYC 333, PSYC 353, PSYC 355, PSYC 357, PSYC 361, PSYC 393)
- 6 additional senior credits in Psychology from Applied Psychology, Clinical Psychology, Experimental Psychology or General Psychology

E. Electives

- If not pursuing a minor, a selection of junior and senior courses to complete 120 credits.

F. Minor Program Requirements with Honours in Psychology

To complete a minor, students must:

- complete a minimum of 18 credits in the minor
- complete at least 9 credits at the senior level (300 or 400)
- complete at least half of the credits at St. Mary's University.

Minor in Biology

A minor in biology at St. Mary's University will provide a broad overview of basic biological principles in several areas of biology, including genetics, molecular biology, and ecology. In many instances, a strong emphasis is placed on the interdisciplinary nature of biology and the development of critical thinking skills.

The following courses may be counted towards satisfying the minor requirements:

- BCEM 393
- BIOL 231, BIOL 233, BIOL 311, BIOL 313, BIOL 315, BIOL 317, BIOL 331, BIOL 341, BIOL 375, BIOL 377, BIOL 381, BIOL 411, BIOL 413, BIOL 415, BIOL 417, BIOL 431, BIOL 433, BIOL 441, BIOL 451

Minor in Canadian Studies

The Minor in Canadian Studies is an interdisciplinary program that includes a selection of courses from several academic disciplines.

The following courses may be counted toward satisfying the minor requirements:

- ENGL 341, ENGL 343, ENGL 345
ENGL 381.6, ENGL 381.8
- FREN 219, FREN 221
- GEOG 381
- HIST 201, HIST 203, HIST 341, HIST 343, HIST 345, HIST 347, HIST 349, HIST 353, HIST 355, HIST 357
- IDST 333
- INST 201
- POLI 321, POLI 357
- SOCI 327, SOCI 343, SOCI 371, SOCI 393

Minor in Catholic Studies

The Minor in Catholic Studies is an interdisciplinary program that includes a selection of courses from several academic disciplines.

The following courses must be taken to satisfy the minor requirements:

- RLGS 201, RLGS 205, RLGS 301

Plus, at least one course selected from the following:

- RLGS 321, RLGS 323, RLGS 331, RLGS 333

Plus, at least two courses selected from the following, one of which must be at the senior level:

- ART 201, ART 203, ART 325, ART 405
- ENGL 303, ENGL 305, ENGL 355
- HIST 317, HIST 321, HIST 335, HIST 349
- PHIL 345, PHIL 395
- RLGS 203, RLGS 305, RLGS 311, RLGS 313, RLGS 315, RLGS 317, RLGS 321, RLGS 323, RLGS 325, RLGS 331, RLGS 333, RLGS 335, RLGS 363
- SOCI 377

Minor in Drama

The Minor in Drama is an interdisciplinary program that includes a selection of courses from several academic disciplines.

The following courses may be counted toward satisfying the minor requirements:

- CLAS 323
- DRAM 201, DRAM 203, DRAM 205, DRAM 301, DRAM 303, DRAM 305, DRAM 401, DRAM 403, DRAM 405
- ENGL 313, ENGL 315, ENGL 327, ENGL 371, ENGL 397 (if focus is on drama), ENGL 399 (if focus is on drama)
- HMKN 201
- MUSI 205, MUSI 305, MUSI 405

Minor in English

All English courses, with the exception of ENGL 465 and ENGL 401, are eligible to be counted toward the minor in English. In addition, because they have a strong focus on literature, CLAS 321 and CLAS 323 are eligible for credit toward the minor program. LING 301 is also eligible to be counted toward the minor program because of its focus on the structure of the English language.

Minor in Family Studies

The Minor in Family Studies is an interdisciplinary program that includes a selection of courses from several academic disciplines.

The following courses may be counted toward satisfying the minor requirements:

- ENGL 391
- FMST 301, FMST 303, FMST 401, FMST 411
- HIST 351, HIST 353
- PSYC 329, PSYC 333, PSYC 353, PSYC 355, PSYC 361
- SOCI 303, SOCI 327, SOCI 371

Minor in History

All history courses, except HIST 391, HIST 401 and HIST 403 are eligible to be counted toward a Minor in History. In addition, because they have a strong focus on history, CLAS 315, IDST 333 and PHIL 399 are eligible for credit toward the minor program.

Minor in Management

The Minor in Management is an interdisciplinary program rooted in the liberal arts tradition and offering students an introduction to management studies situated within the breadth and depth of a liberal arts education. Many corporations are seeking graduates of liberal arts programs for their ability to understand, communicate and synthesize information clearly. The Minor in Management is not intended to be a specialist degree in management studies, but rather to equip students with a diverse intellectual experience that will inform and enhance their studies in the field of management.

The following courses may be counted toward satisfying the minor requirements:

- ACCT 317, ACCT 319
- ECON 201, ECON 203, ECON 301, ECON 303, ECON 337, ECON 373
- MATH 211, MATH 249 or MATH 251
- MGMT 291, MGMT 301.0, MGMT 301.1, MGMT 301.2, MGMT 301.3, MGMT 305, MGMT 321, MGMT 331

Minor in Philosophy

All philosophy courses are eligible to be counted toward the Minor in Philosophy.

Minor in Political Studies

All political studies courses are eligible to be counted toward the Minor in Political Studies.

Minor in Science Studies

The following courses may be counted towards satisfying the requirements of the Minor in Science Studies.

- BCEM 393
- BIOL 231, BIOL 233, BIOL 311, BIOL 313, BIOL 315, BIOL 317, BIOL 331, BIOL 341, BIOL 375, BIOL 377, BIOL 381, BIOL 411, BIOL 413, BIOL 415, BIOL 417, BIOL 431, BIOL 433, BIOL 441, BIOL 451
- CHEM 201, CHEM 203, CHEM 351, CHEM 353
- CPSC 215
- HMKN 205
- MATH 211, MATH 249 or MATH 251, MATH 253
- PHYS 211, PHYS 223
- PSYC 375, PSYC 475
- SCIE 201, SCIE 301
- STAT 213, STAT 217

Minor in Sociology

All sociology courses are eligible to be counted toward the Minor in Sociology.



BACHELOR OF SCIENCE PROGRAM

St. Mary's University is accredited to offer a four-year Bachelor of Science degree with a major in Biology, including an optional minor program.

The University reserves the right to make changes in regulations governing academic programs.

BACHELOR OF SCIENCE WITH A MAJOR IN BIOLOGY

The Bachelor of Science with a major in Biology is intended to provide students with the opportunity to pursue a program of study in biology with grounding in other Liberal Arts. Students will master a depth of material and methodology to prepare them for graduate study, while acquiring a breadth of experience to maintain the flexibility of thinking and approach necessary for effective participation in a fluid and progressive society and workforce. Drawing on the existing strength of St. Mary's University in the Liberal Arts, students will become broadly educated, grounded, practically-minded thinkers with experience in thinking across and outside disciplinary boundaries.

This program will develop students' capacity for independent, critical thinking. A stress on connections between course experience and real-world application, incorporating realistic discovery-based laboratory experiences, will allow graduates of the program to move quickly and effectively into roles as active, productive biologists. As they grow within the program, students will develop the capacity for self-directed learning, culminating in an independent study project in their final year.

Such an education serves to prepare students well for a wide array of careers, with roles from agriculture to biomedical laboratory research, from environmental consulting to veterinary medicine. Students will be prepared for further education, whether graduate work in biology, business, education, law, or medicine.

The program will challenge students to consider the effect of science on society, and the effect of society on scientific thinking. Part of the development of a "well-educated, free human being" is ensuring that students recognize their responsibility to our community and our world, and this is a vital component of the program.

In keeping with this sense of place, the courses comprising this program are informed by the setting of St. Mary's University on the edge of Fish Creek Provincial Park, and the larger landscape of Southern Alberta. Part of any thorough education in the natural sciences must consist of basic grasp of, and appreciation for, the natural resources in which this area is so rich. Students completing a BSc in Biology at St. Mary's University will be independent, capable thinkers and doers, with an eye for the natural wealth of Alberta and a sense of responsibility to the people and the world around them.

GENERAL PROGRAM REQUIREMENTS

- Completion of 120 credits, of which at least 60 must be completed at St. Mary's University. Also, a minimum of 24 Biology credits must be completed at St Mary's, including BIOL 493.
- Completion of at least 72 credits at the senior level (300 or 400)
- Completion of Liberal Arts Core
- Completion of Special Requirements
- Completion of Introductory Science Core
- Completion of Senior Biology Core
- Completion of Biology Electives
- Cumulative GPA of 2.0 in all courses
- Cumulative GPA of 2.3 in senior Biology courses
- No more than one D or D+ in senior Biology courses

SPECIFIC COURSE REQUIREMENTS

A. Liberal Arts Core (18 credits)

- ENGL 200A: Literature in English from the Middle Ages to 1660
- ENGL 200B: Literature in English from 1660 to the Present
- HIST 200A: History of Ideas: Antiquity to the Reformation
- HIST 200B: History of Ideas: Scientific Revolution to the 20th Century
- PHIL 351: Ethics
- RLGS 205: Reading Biblical Texts

B. Special Requirements (15 credits)

- 3 credits in Mathematics (MATH 211, MATH 249 or MATH 251)
- BIOL 315
- 3 credits in Physics
- BIOL 491: Senior Project I
- BIOL 493: Senior Project II

C. Introductory Science Core (21 credits)

- BCEM 393
- BIOL 231, BIOL 233
- CHEM 201, CHEM 203, CHEM 351, CHEM 353

D. Senior Biology Core (21 credits)

- BIOL 311, BIOL 313, BIOL 331, BIOL 341, BIOL 411, BIOL 413, BIOL 415

E. Biology Electives (15 credits)

Two of the following courses (6 credits):

- BIOL 361, BIOL 375, BIOL 377, BIOL 381

And 9 credits from any of the other courses listed above not taken or from the following courses:

- BIOL 317, BIOL 321, BIOL 417, BIOL 431, BIOL 433, BIOL 441, BIOL 451, BIOL 497

F. Electives (30 credits)

Completion of 30 credits of which 15 credits must be outside of Science (may NOT include ASTR, BCEM, BIOL, CHEM, CPSC 215, HMKN 205, MATH, PHYS, SCIE, STAT)

G. Minor Program Requirements with a Major in Biology

To complete a minor, students must

- complete a minimum of 18 credits in the minor
- complete at least 9 credits at the senior level (300 or 400)
- complete at least half of the credits at St. Mary's University.

Minor in Canadian Studies

The Minor in Canadian Studies is an interdisciplinary program that includes a selection of courses from several academic disciplines.

The following courses may be counted toward satisfying the minor requirements:

- ENGL 341, ENGL 343, ENGL 345, ENGL 381.6, ENGL 381.8
- FREN 219, FREN 221
- GEOG 381
- HIST 201, HIST 203, HIST 341, HIST 343, HIST 345, HIST 347, HIST 349, HIST 353, HIST 355, HIST 357

- IDST 333
- INST 201
- POLI 321, POLI 357
- SOCI 327, SOCI 343, SOCI 371, SOCI 393

Minor in Catholic Studies

The Minor in Catholic Studies is an interdisciplinary program that includes a selection of courses from several academic disciplines.

The following courses must be taken to satisfy the minor requirements:

- RLGS 201, RLGS 205, RLGS 301

Plus, at least one course selected from the following:

- RLGS 321, RLGS 323, RLGS 331, RLGS 333

Plus, at least two courses selected from the following, one of which must be at the senior level:

- ART 201, ART 203, ART 325, ART 405
- ENGL 303, ENGL 305, ENGL 355
- HIST 317, HIST 321, HIST 335, HIST 349
- PHIL 345, PHIL 395
- RLGS 203, RLGS 305, RLGS 311, RLGS 313, RLGS 315, RLGS 317, RLGS 321, RLGS 323, RLGS 325, RLGS 331, RLGS 333, RLGS 335, RLGS 363
- SOCI 377

Minor in Drama

The Minor in Drama is an interdisciplinary program that includes a selection of courses from several academic disciplines.

The following courses may be counted toward satisfying the minor requirements:

- CLAS 323
- DRAM 201, DRAM 203, DRAM 205, DRAM 301, DRAM 303, DRAM 305, DRAM 401, DRAM 403, DRAM 405
- ENGL 313, ENGL 315, ENGL 327, ENGL 371, ENGL 397 (if focus is on drama), ENGL 399 (if focus is on drama)
- HMKN 201
- MUSI 205, MUSI 305, MUSI 405

Minor in English

All English courses, with the exception of ENGL 465 and ENGL 401, are eligible to be counted toward the minor in English. In addition, because they have a strong focus on literature, CLAS 321 and CLAS 323 are eligible for credit toward the minor program. LING 301 is also eligible to be counted toward the minor program because of its focus on the structure of the English language.

Minor in Family Studies

The Minor in Family Studies is an interdisciplinary program that includes a selection of courses from several academic disciplines.

The following courses may be counted toward satisfying the minor requirements:

- ENGL 391
- FMST 301, FMST 303, FMST 401, FMST 411
- HIST 351, HIST 353
- PSYC 329, PSYC 333, PSYC 353, PSYC 355, PSYC 361
- SOCI 303, SOCI 327, SOCI 371

Minor in History

All history courses, except HIST 391, HIST 401 and HIST 403 are eligible to be counted toward a Minor in History. In addition, because they have a strong focus on history, CLAS 315, IDST 333 and PHIL 399 are eligible for credit toward the minor program.

Minor in Management

The Minor in Management is an interdisciplinary program rooted in the liberal arts tradition and offering students an introduction to management studies situated within the breadth and depth of a liberal arts education. Many corporations are seeking graduates of liberal arts programs for their ability to understand, communicate and synthesize information clearly. The Minor in Management is not intended to be a specialist degree in management studies, but rather to equip students with a diverse intellectual experience that will inform and enhance their studies in the field of management.

The following courses may be counted toward satisfying the minor requirements:

- ACCT 317, ACCT 319
- ECON 201, ECON 203, ECON 301, ECON 303, ECON 337, ECON 373

- MATH 211, MATH 249 or MATH 251
- MGST 291, MGST 301.0, MGST 301.1, MGST 301.2, MGST 301.3, MGST 305, MGST 321, MGST 331

Minor in Philosophy

All philosophy courses are eligible to be counted toward the Minor in Philosophy.

Minor in Political Studies

All political studies courses are eligible to be counted toward the Minor in Political Studies.

Minor in Psychology

All psychology courses are eligible to be counted toward the Minor in Psychology.

Minor in Sociology

All sociology courses are eligible to be counted toward the Minor in Sociology.



BACHELOR OF EDUCATION (ELEMENTARY) PROGRAM

The two-year Bachelor of Education (Elementary) after-degree program is designed to prepare teachers to teach at the primary and elementary levels (K-6) in Alberta schools. While graduates of the BEd program will be prepared to teach in a K-6 program in any school, public or private, faith-based or secular, the program is particularly focused on preparing teachers to teach in Catholic schools in Alberta and beyond.

HOW TO APPLY

Applicants must apply online at apply.stmu.ca. This web page provides a link to ApplyAlberta, an online application system that permits students to apply to one or more post-secondary institutions and authorize transcript transfers between participating institutions in the province.

ADMISSION REQUIREMENTS

Admission to the BEd program is competitive. To be considered for admissions, applicants must present the following requirements:

- completion of a St. Mary's University Bachelor of Arts or Bachelor of Science degree or an equivalent 3- or 4-year baccalaureate degree from a recognized university or college with an equally strong liberal arts component. This may include courses in the following areas: humanities, social sciences, natural sciences, mathematics, human kinetics, interdisciplinary studies and computer science
- a grade point average of at least 2.5 (on a St. Mary's University 4-point scales) or equivalent on the final attempted 30 credits of the 4-year BA or BSc degree
- three references using the *Confidential Reference on Applicant* form. References are a rating of the applicant's personal and professional qualities by three referees who know the individual in different capacities as a learner, worker and leader
- résumé
- for individuals whose first language is not English, the evidence accepted by the University is the internet-based Test of English as a Foreign Language (TOFELiBLT). The minimum standard scores required in the four categories are 27 in Speaking, 25 in Writing, 23 in Listening and 23 in Reading

Contact the Bachelor of Education program at 403.254.3127 if you have any questions about the application process or email your inquiry to admissions@stmu.ca.

PROGRAM OVERVIEW

The Bachelor of Education (Elementary) degree program is a 60-credit two-year after-degree of academic study and practicum.

First-Year Courses

- EDCM 301: Introduction to Curricular Design
- EDCM 302: Curriculum and Instruction in Literacy Education
- EDCM 303: Curriculum and Instruction in Elementary Mathematics Education
- EDFN 311: Student Engagement
- EDFN 313: Teaching for Diversity and the Common Good
- EDPH 321: Philosophy of Catholic Education
- EDPH 327: Historical & Philosophical Basis of Faith-Based Education
- EDPH 329: Spirituality of the Catholic Educator
- EDPR 331: Practicum I: Observation
- EDPR 337: Practicum II: Orientation

Second-Year Courses

- EDCM 404: Curriculum & Instruction in Social Studies Education
- EDCM 405: Curriculum and Instruction in Elementary Science Education
- EDCM 407: Religious Education in the Elementary School
- EDCM 409: Assessment and Evaluation of Student Learning
- EDCM 411: The Education Profession
- EDFN 417: Inclusive Education: Meeting the Needs of All Learners
- EDPR 431: Practicum III: Intermediate (6 credits)
- EDPR 437: Practicum IV: Advanced (6 credits)

Optional Practicum

- EDPR 339: Specialization Practicum (domestic)
- EDPR 441: Specialization Practicum (international)

Refer to the Course Descriptions section of this calendar for a full description of these courses.

CRIMINAL RECORD CHECK

Applicants who are offered admission to the Bachelor of Education program must obtain an annual criminal record check. Students are responsible for providing a copy of the criminal record check to the Bachelor of Education program at their own cost, prior to entering practicum in order to receive their placement. Students are also responsible for providing a copy of the criminal record check to their assigned practicum school. Students who have not lived in Calgary or the surrounding area for at least six months prior to beginning the Bachelor of Education program will be required to have their criminal record check conducted by their local police service or the RCMP, depending on the jurisdiction where they resided.

RESIDENCY REQUIREMENTS

All fourteen non-practicum courses are delivered on the St. Mary's University campus. The specialized and sequential design of the program does not leave much opportunity for transfer credit, but some course transfers might be possible in unique cases. Such requests will be evaluated on a case-by-case basis.

PRACTICUM PLACEMENTS

Practicum placements are available with public, private and Catholic school districts in and outside of Alberta.

PRACTICUM TRAVEL REQUIREMENTS

It is the sole responsibility of students to arrange appropriate transportation to and from their assigned practicum schools for the duration of each practicum within the Bachelor of Education (Elementary) degree program.

ACADEMIC PERFORMANCE PROGRESSION**Grades**

The fourteen on-campus academic courses are graded using the standard University grading scheme based on a four-point GPA scale. Since this is a post-degree program, students must achieve a minimum 2.0 GPA (C: 65 per cent) average in each course. Failure to achieve this minimum means expulsion from the program. A cumulative minimum GPA of 2.7 (B-) must be attained overall in the fourteen courses in order to qualify to graduate. Students who fail a course will be able to appeal the grade using the regular St. Mary's University appeal process outlined in the *University Calendar*.

The four practicum courses are graded Pass or Fail. The results are determined in consultation with Practicum Supervisors. Failure in any one practicum course will result in an administrative decision to:

- expel the student from the program; or
- provide the opportunity to repeat the practicum one time only under clearly outlined and objectively specified regulations

St. Mary's University recognizes its responsibility for ensuring that the criteria governing practica are fully clarified with on-campus and in-school personnel. There is frequent and regular contact between the University and the school officials regarding expectations, the nature of feedback and grading standards. Students are expected to immediately contact the Practicum Coordinator if a personal problem arises which interferes with any aspect of the practicum placement.

GRADUATION REQUIREMENTS

Students will be eligible to graduate once they have successfully completed all program requirements, including the fourteen on-campus courses with a cumulative minimum GPA of 2.7 (B-) and four practicum placements.

PROFESSIONALISM & STUDENT CONDUCT

Bachelor of Education students are bound by the policies and regulations inherent in this *University Calendar*. However, the Bachelor of Education program, as a professional program, requires an even higher standard of its students. While attending the St. Mary's University Bachelor of Education program, students will conduct themselves in a professional manner appropriate to those fortunate to serve as educators, mentors and models for children.

To encourage a professional demeanor, course instructors will be expected to adopt specific "common sense" standards for those activities (such as eating in the classroom and the abuse of cellular telephones and other wireless devices) which are distracting, reduce instructional effectiveness and contribute to an overall negative environment.

Because the intent of the Bachelor of Education program is to prepare future teachers, it is imperative that students not only agree to and follow the *Code of Professional Conduct* but that they also adhere to the following common set of expectations that will serve them well once certified as teachers in Alberta:

- Students will prepare themselves for their classes as though they were attending their place of work (an elementary school) on a daily basis.

- Punctuality and full class attendance is expected of all students. If students must miss a class for any valid reason (such as personal or family illness), they are expected to inform their professors directly, in advance if at all possible, just as they would if booking a substitute teacher. It is the responsibility of students to take appropriate steps to ensure that they keep up with all class work and that they complete all related assignments.
- The Bachelor of Education program is considered to be a full-time employment preparation program. Due to the demanding nature of the program, it is strongly recommended that students limit paid work outside the program to a maximum of 20 hours per week. When students are not taking part in activities and study through their program, it will be in their best interest to take advantage of opportunities to network through the school boards associated with St. Mary's University Bachelor of Education program.

CODE OF PROFESSIONAL CONDUCT

Students enrolled in the Bachelor of Education program are responsible for understanding the provisions of the Alberta School Act, the Alberta Teachers' Association *Code of Professional Conduct*, as well as the St. Mary's University Bachelor of Education's *Code of Professional Conduct*.

All students enrolled in the St. Mary's University Bachelor of Education degree program are accountable to the Alberta Teachers' Association *Code of Professional Conduct* which is outlined below. Any student enrolled in the Bachelor of Education degree program who is found to have violated any provisions of this code will be subject to discipline ranging from reprimand to expulsion from the degree program.

Alberta Teachers' Association Code of Professional Conduct

The *Code of Professional Conduct* stipulates minimum standards of professional conduct of teachers but is not an exhaustive list of such standards. Unless exempted by legislation, any member of The Alberta Teachers' Association who is alleged to have violated the standards of the profession, including the provisions of the code, may be subject to a charge of unprofessional conduct under the bylaws of the Association.

In relation to pupils

- The teacher teaches in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background.

- The teacher is responsible for diagnosing educational needs, prescribing and implementing instructional programs and evaluating progress of pupils. The teacher may not delegate these responsibilities to any person who is not a teacher.
- The teacher may delegate specific and limited aspects of instructional activity to non-certificated personnel, provided that the teacher supervises and directs such activity.
- The teacher treats pupils with dignity and respect and is considerate of their circumstances.
- The teacher may not divulge information about a pupil received in confidence or in the course of professional duties except as required by law or where, in the judgment of the teacher, to do so is in the best interest of the pupil.
- The teacher may not accept pay for tutoring a pupil in any subjects in which the teacher is responsible for giving classroom instruction to that pupil.
- The teacher may not take advantage of a professional position to profit from the sale of goods or services to or for pupils in the teacher's charge.

In relation to school authorities

- The teacher protests the assignment of duties for which the teacher is not qualified or conditions which make it difficult to render professional service.
- The teacher fulfills contractual obligations to the employer until released by mutual consent or according to law.
- The teacher provides as much notice as possible of a decision to terminate employment.
- The teacher adheres to agreements negotiated on the teacher's behalf by the Association.

In relation to colleagues

- The teacher does not undermine the confidence of pupils in other teachers.
- The teacher criticizes the professional competence or professional reputation of another teacher only in confidence to proper officials and after the other teacher has been informed of the criticism, subject only to section 24 of the *Teaching Profession Act*.
- The teacher, when making a report on the professional performance of another teacher, does so in good faith and, prior to submitting the report, provides the teacher with a copy of the report, subject only to section 24 of the *Teaching Profession Act*.



CATHOLIC EDUCATORS' PROGRAMS

St. Mary's University offers two programs for teachers and education administrators. The Graduate Diploma in Religious Education (GDRE) is a 30-credit program that provides a fundamental background in a wide range of religious education topics of interest to teachers and administrators offered in an open study format.

The Graduate Certificate in Catholic Educational Leadership (GCCEL) is a 12-credit certificate program that provides an overview of religious education leadership topics of interest to teachers and administrators offered in an open study format.

Applicants must submit their application for admission online through ApplyAlberta at apply.stmu.ca along with the \$100 admission fee. A copy of the applicant's valid teaching license must be submitted to the St. Mary's University Bachelor of Education program. School board administrators who do not have a teaching license must submit a letter confirming they are employed as an administrator or employed in a leadership role with one of the Catholic school boards. Transcripts are not required.

The foundation course for both the GDRE and GCCEL programs is EDPA 591: Philosophy of Catholic Education, which has a value of three credits.

*UNDER REVIEW

GDRE PROGRAM REQUIREMENTS

Students may complete the Graduate Diploma in Religious Education by meeting the following requirements:

- completion of a total of 30 credits
- completion of EDPA 591: Philosophy of Catholic Education (3 credits)
- completion of 27 credits chosen from the GDRE Courses

GDRE Courses (each course is 3 credits)

- EDPA 593: Philosophical Basis of Moral Education
- EDPA 595: Methods in Religious Education
- EDPA 557: Theory & Practice of Catholic School Administration
- THEO 503: Understanding the Sacraments
- THEO 505: Spiritual Traditions in Christianity
- THEO 521: Scriptural Themes
- THEO 541: Theology of the Church
- THEO 543: Theology of Christ
- THEO 551: Social Issues in the Theological Tradition
- THEO 561: Contemporary Issues
- THEO 599: Supervised Thematic Study

GCCEL PROGRAM REQUIREMENTS

Students may complete the Graduate Certificate in Catholic Educational Leadership by meeting the following requirements:

- completion of a total of 12 credits
- completion of 9 credits from the mandatory course list and 3 credits from the optional course(s) list

GCCEL Mandatory Courses

- EDPA 591: Philosophy of Catholic Education (3 credits)
- EDPD 531: The School as Christian Community (1.5 credits)
- EDPD 533: Spirituality & Leadership (1.5 credits)
- EDPA 557: Theory & Practice of Catholic School Administration (3 credits)

GCCEL Optional Courses

- EDPA 593: Philosophical Basis of Moral Education (3 credits)
- EDPD 511: Faith Development & Religious Education (1.5 credits)
- EDPD 513: Religious Education: Ethical, Moral & Social Justice Issues (1.5 credits)
- EDPD 555: Current Issues in Catholic Education (1.5 credits)
- THEO 503: Understanding the Sacraments (3 credits)
- THEO 505: Spiritual Traditions in Christianity (3 credits)
- THEO 561: Contemporary Issues Spice/ Blueprints (3 credits)

GDRE & GCCEL TIMELINES

| | |
|--|---|
| Day of first class | Deadline to apply for admission; deadline to register in courses; deadline to pay term fees |
| Two weeks from first class | Last day to drop course with full refund |
| Completed 30 classroom hours of 3-credit course | Last day to drop course with a W grade and no refund |
| Completed 15 classroom hours of 1.5 credit course | Last day to drop course with a W grade and no refund |

GRADUATION

Upon completion of the program requirements, students submit an *Application to Graduate* by October 1. When their eligibility to graduate has been verified, they will receive a written confirmation notice. They will be invited to receive their certificate or diploma at the next convocation ceremony.

TQS RECOGNITION

Courses in the GDRE and GCCEL programs may be submitted to the Teacher Qualification Service (TQS) of the Alberta Teachers' Association. Acceptance of particular courses should be checked with the TQS. For information regarding which courses transfer to other degree-granting institutions, please see the Alberta Council of Admissions and Transfer's *Alberta Transfer Guide*, available online at transferalberta.ca.

OTHER PROGRAMS

INCLUSIVE POST-SECONDARY EDUCATION

Rhonda Frizzell (Director)

University of Calgary: Education Basement, Room 51

Email: vepcats@ucalgary.ca

Office Phone: 403.220.2826

Sabrina Buzzalino (Educational Facilitator)

St. Mary's University M201

Email: inclusive.education@stmu.ca

Inclusive Post-Secondary Education (IPSE) provides an opportunity for adults with disabilities to realize an authentic University experience, from both an academic and a social perspective, over a 4-5 year period. We currently support students at the University of Calgary and St Mary's University.

Students audit classes within their chosen academic themes, while our Educational Facilitators modify the related curriculum, in order to provide personalized, life-applicable learning. Throughout this process, our Educational Facilitators also liaise with professors, and assist students in accessing every aspect of University life.

We embrace a flexible, collaborative, dynamic, diverse working environment.

We strive to be pioneers in the field of inclusive post-secondary education, because everyone has the right to an education.

PATHWAYS & TRANSITIONS

ACADEMIC UPGRADING

Academic Upgrading courses are high school-level courses that can be:

- presented for admission purposes to St. Mary's University
- used to improve high school grades or complete high school courses you may have missed
- taken on their own or in conjunction with university-level courses

Final exams are set by St. Mary's University and students do not write provincial diploma exams.

ENGL 030 - English University and Career Preparation

(0 credits) 15 hours lecture per week/5 weeks

This course prepares students for post-secondary university study in English through critical reading and analysis of the major literary forms: prose, drama and poetry. The course will also focus on composition and the development of clear, concise essay writing.

High School Equivalent:

- English 30-1

Prerequisites:

- English 20-1, English 30-2, HUM 103 or HUM 105

MATH 030 - Math University and Career Preparation

(0 credits) 15 hours lecture per week/5 weeks

This course provides students with the knowledge base, mathematical understandings, and critical-thinking skills required for post-secondary university studies in Mathematics. This course will use algebraic, numerical, and graphical approaches to solve problems. Students will explore and create patterns, examine relationships, and test conjectures, while communicating solutions clearly and effectively.

High School Equivalent:

- Mathematics 30-1

Prerequisites:

- Mathematics 20-1 or Mathematics 30-2

HUMANITIES 101

Humanities 101 is a strength-based educational program designed to help low-income Calgarians address barriers getting in the way of their capacities and skills. Students learn about the stories that connect them to others and the world around them through studies in Literature, History, Music, Cultural Studies, Philosophy and Art History.

Participants in *Humanities 101* learn how to increase their capacity to engage in a life reflective of their unique gifts and abilities, while deepening their skills of learning, communicating and analysis. Classes meet two days a week for four months and study a variety of texts and ideas. Teachers and tutors are passionate about learning and create a profoundly safe and welcoming space where adults with a diverse range of life and educational experiences are all welcome. The program includes: tuition and books, nutritious hot lunches before class, transit tickets as required, assistance with childcare costs as required, individual tutoring, and cultural experiences. For further information email hum101@stmu.ca.

HUM 103 H(3-0) Story and Meaning

Humanities 103 introduces students to the study of literature, art history, and philosophy. The course focuses on story and meaning from the perspectives of these disciplines, which complement each other as they reflect on the human enterprise of defining life by telling stories, creating art, and searching for meaning. Students, therefore, will read literature, art history, and philosophy not only to understand how meaning resides within these texts but also to grapple with the ways in which people find significant sustaining and personal meaning within these disciplines. A significant portion of the course will be devoted to the development of skills in critical reading and thinking, listening, verbal expression, and writing. This course may not be used to satisfy a degree requirement.

HUM 105 H(3-0) Different Stories: Different Meanings

Humanities 105 introduces students to the field of cultural studies through comparative literature, history, and music. The course highlights the interplay of culture and identity and the perspectives that contribute to various interpretations of history, music, and literary form. The course explores the value of both oral and written traditions through contemporary and historical samples of local, national, and international stories, songs, and music. Through different cultural perspectives, students will be encouraged to develop an appreciation for difference and an ability to reflect critically on narrative perspectives as well as their own constructions of meaning. A significant portion of the course will be devoted to the development of skills in critical reading and thinking, listening, verbal expression, and writing. This course may not be used to satisfy a degree requirement.

S³ SUCCESS STRATEGIES SERIES

These 45-minute sessions, S³eminars, are designed to strengthen your academic success strategies. Presentations are led by St. Mary's University faculty, alumni and staff. Students who actively attend eight S³eminars to complete the Academic Success Certificate will receive a notation as part of their official St. Mary's University co-curricular record. Students can also complete additional co-curricular certificates in: academic writing, wellness, and career readiness.

UNIVERSITY TRANSITION**ENGL 125 Academic Writing Institute**

The Academic Writing Institute is a week-long intensive workshop to enhance students' academic writing, support their transition to university, and give students a head start on their academic success. Students work with professors and current students in small groups of twenty-five. The course covers writing strategies, expands critical thinking skills, and enhances students' knowledge about how to be successful academic writers. Students gain confidence in knowing the expectations for university-level writing.

MATH 125 Math Booster

The Math Booster provides a refresher for math skills necessary to succeed in many St. Mary's University courses. Topics include: basic algebraic operations, fractions, significant figures, expanding and factoring, and solving algebraic equations.

COURSE DESCRIPTIONS

SCHOLARLY DISCIPLINES BY AREA

EDUCATION

| | |
|-----------------|------|
| BEd..... | EDCM |
| | EDFN |
| | EDPH |
| | EDPR |
| GDRE/GCCEL..... | EDPA |
| | EDPD |

HUMANITIES

| | |
|-------------------------|------|
| Art History | ART |
| Classical Studies..... | CLAS |
| Drama | DRAM |
| English | ENGL |
| French | FREN |
| Indigenous Studies..... | INST |
| Latin | LATI |
| Linguistics | LING |
| Music..... | MUSI |
| Philosophy | PHIL |
| Religious Studies..... | RLGS |
| Spanish | SPAN |
| Theology | THEO |

NATURAL & MATHEMATICAL SCIENCES

| | |
|------------------------|------|
| Astronomy | ASTR |
| Biochemistry | BCEM |
| Biology | BIOL |
| Chemistry | CHEM |
| Computer Science | CPSC |
| Human Kinetics | HMKN |
| Mathematics | MATH |
| Physics | PHYS |
| Science | SCIE |
| Statistics | STAT |

SOCIAL SCIENCES

| | |
|-------------------------|------|
| Accounting | ACCT |
| Economics | ECON |
| Family Studies | FMST |
| Geography | GEOG |
| History..... | HIST |
| Management Studies..... | MGST |
| Political Studies | POLI |
| Psychology | PSYC |
| Sociology | SOCI |

OTHER

| | |
|---------------------------------|------|
| Interdisciplinary Studies | IDST |
| Liberal Studies | LBST |

UNDERSTANDING COURSE DESCRIPTIONS

COURSE NUMBER

The course number indicates both the weight of the course (full or half) and the level of the course. Full-year, six credit hour courses end in even numbers (with the exception of MUSI) and half-year, three credit hour courses end in odd numbers.

- Pre-university: 100 level, do not count for credit toward a degree program
- Junior level: 200 level, require University admission; some courses have specific high school course prerequisites
- Senior level: 300 and 400 level, many have specific prerequisites
- Directed Studies: courses ending in 99
- Graduate: 500 level, designated for post-degree students in the Catholic Educators' Programs

HOURS OF INSTRUCTION

The code following the course number, e.g. H(3-3T-3L), indicates the length of the course and the number of hours of instruction per week.

- F – Full course – offered over 26 weeks
- H – Half course – offered over 13 weeks
- Q – Quarter course – offered over 6 1/2 weeks
- (3-3T-3L-30P) – The first number indicates the number of lecture hours per week, the T number indicates the number of tutorial hours per week, L number indicates the number of lab hours per week, and the P number indicates the number of practicum hours.

Examples

PSYC 400 F(3-0) Psychology Senior Seminar
F: full course, 3: 3 hours of lectures per week for 2 terms (26 weeks)

BIOL 231 H(3-3L) Introduction to Biology I
H: half course, 3: 3 hours of lectures per week for 1 term (13 weeks), 3L: 3 hours of lab per week for 1 term

CHEM 201 H(3-1T-3L) General Chemistry I
H: half course, 3: 3 hours of lecture per week for 1 term (13 weeks), 1T: 1 hour of tutorial per week for 1 term, 3L: 3 hours of lab per week for 1 term

SCIE 201 H(3-3/2L) Everyday Science: The Physical World
H: half course, 3: 3 hours of lectures per week for 1 term
(13 weeks), 3/2L: 3 hours of lab once every 2 weeks for 1 term

EDPD 555 Q(3-0) Current Issues in Catholic Education
Q: quarter course, 3: 3 hours of lectures per week for 6 1/2 weeks

HIST 391 H(3-30P) Public History: Memory and Method
H: half course, 3: 3 hours of lectures per week for 1 term; 30P: 30 hours of practicum during 1 term

OTHER NOTATIONS

Any special requirements or notes related to the course are listed below the course description.

- Prerequisites – must be completed with a minimum grade of C- before registering in this course (with the exception of PSYC 312A, and PSYC 312B which requires a minimum grade of B)
- Corequisites – must be completed at the same time as this course
- Antirequisites – cannot be completed for credit before, after or at the same time as the course with which it is listed

COURSE DESCRIPTIONS

Scholarly disciplines are listed in alphabetical order and courses are listed alphabetically within the disciplines by abbreviations: e.g., Biology 231 is listed alphabetically according to the course code BIOL 231. The University may offer only a selection of these courses in any one academic year. For courses offered, see the current master timetable, which can be accessed through our website: stmu.ca.

ACCOUNTING

ACCT 317 H(3-1T) Introductory Financial Accounting

This course introduces students to the uses and interpretation of financial statements. Students will study the principles, methods and reporting of financial statements, as well as the interpretation of accounting information from the perspective of those external to the organization: shareholders, creditors, tax authorities, regulators, etc. Topics are presented from the viewpoint of the decision-maker, the end-user of the financial statements. This approach will help the student comprehend why accounting exists and what accounting can do for decision-makers. The student will learn why financial accounting methods work and the strengths and weaknesses of these methods. In addition, students will discover why there are controversies surrounding accounting methods.

ACCT 319 H(3-0) Management Accounting

The focus of this course is on managerial accounting, used by managers for decision-making, planning and control in their organizations. The emphasis of this course is on using accounting information in managing an organization. The focus is on internal users (managers) rather than external users such as investors.

Prerequisites: ACCT 317

ART HISTORY

ART 201 H(3-0) Survey of Western Art from Prehistory to the Late Gothic

A chronological examination of art and architecture (with some reference to the other arts) in relation to significant historical and cultural events from Prehistory to about 1300 AD.

ART 203 H(3-0) Survey of Western Art from Proto-Renaissance to Neoclassicism

A chronological examination of art and architecture in relation to significant historical and cultural events from about 1300 AD to about 1800 AD.

ART 325 H(3-0) Italian Renaissance Art and Architecture

A chronological examination of the arts and architecture from circa 1280 to 1563. Specific attention will be given to the artistic centres of Florence, Venice and Rome.

Prerequisites: ART 201 or ART 203

ART 355 H(3-0) Baroque and Rococo Art and Architecture

A chronological examination of art and architecture from circa 1563 to 1789. The course will concentrate on art and architecture of Italy, France, Flanders, Holland and England during the seventeenth and eighteenth centuries.

Prerequisites: ART 203

ART 405 H(3-0) Art and Architecture of Rome

This course has special costs and requires travel. ART 405 examines the metamorphoses and continuities that characterize Roman artistic culture and its urban and architectural settings during the 1,300 year period between the end of pagan Roman Antiquity and the Baroque era. Class meetings take place on location in the city, permitting first-hand study of extant works in situ. These range chronologically from the Ancient, Early Christian, medieval, Renaissance, and Baroque Rome. The course will have an interdisciplinary theme focusing on the interplay of cultural, political, and social forces shaping the art and architecture of each era which in turn transformed the very visage of Rome itself.

Prerequisites: ART 203 or equivalent, or permission of the instructor

ASTRONOMY

ASTR 205 H(3-0) Modern Astronomy

A comprehensive, descriptive survey of modern astronomy that focuses on the development of our present views of the universe. Topics include the solar system, the birth and death of stars, the Milky Way and other galaxies, cosmic rays, pulsars and supernovae, the concept of a black hole, exploding galaxies and quasars, the beginning and end of the universe, the possibilities of extraterrestrial life and interstellar communication.

Note: This course is not recommended for natural science majors.

BIOCHEMISTRY

BCEM 393 H(3-3L) Introduction to Biochemistry

This course provides a study of the structure and function of carbohydrates, amino acids, proteins and enzymes. Emphasis will be placed on protein sequence, three-dimensional structure of proteins and enzyme catalysis. Basic metabolic pathways will also be studied, including glycolysis, the tricarboxylic acid cycle and oxidative phosphorylation.

Prerequisites: CHEM 351

Suggested corequisites: CHEM 353

BIOLOGY

BIOL 205 H(3-0) The Organization and Diversity of Life

A study of biological concepts and mechanisms illustrated by current examples of medical and environmental problems.

Note: Not open for credit to those intending to major or minor in biological sciences.

BIOL 231 H(3-3L) Introduction to Biology I

An examination of many fundamental principles of life common to all organisms; the course continues with an overview of structure, replication, and function in viruses, bacteria, and protists.

Prerequisites: Biology 30 (minimum grade of 65 per cent) and Chemistry 30 (minimum grade of 65 per cent)

Note: Not recommended for those students seeking a single, half-course, general interest overview of the biological sciences.

BIOL 233 H(3-3L) Introduction to Biology II

A continuation of BIOL 231, this course centres on organismic biology of fungi, plants and animals. Various groups are introduced with a focus on diversity, form and function in plants and major animal phyla. Includes an introduction to major concepts in ecology and on evolution by natural selection.

Prerequisites: BIOL 231

BIOL 305 H(3-0) The Human Organism

An introduction to the construction (anatomy) and operation (physiology) of the human body. This course provides an organ system review, allowing for an understanding of foundations of human health and the diseased state.

Prerequisites: Biology 30, BIOL 205, BIOL 231 or second-year standing

Note: Not open for credit to those intending to major or minor in biological sciences.

BIOL 307 H(3-0) Ecology and Human Affairs

The major principles of ecology and evolution, how organisms survive in the physical environment, Darwinism, sex and societies, species interactions, who lives where and why, who lives together and how, and the biology of ecosystems. The intent of the course is to give non-biologists an understanding of ecological and evolutionary principles that will allow them to better appreciate the place and role of human beings in the modern world.

Prerequisites: Second-year standing

Antirequisite: BIOL 313

Note: Not open for credit to those intending to major or minor in biological sciences.

BIOL 311 H(3-3L) Principles of Genetics

Topics will include Mendelian inheritance, allelic relationships, genetic linkage, sex linkage, sex determination, changes in chromosome structure, segregation and recombination, structure and function of genetic material, molecular genetics, genetics of bacteria and viruses and gene fine structure, function and regulation. Selected organisms and computer models will be used in the laboratories to illustrate pertinent genetic principles.

Prerequisites: BIOL 331

BIOL 313 H(3-3L) An Introduction to Ecology and Evolution

Ecological processes and evolutionary principles that explain the origin, maintenance and dynamics of biological diversity. Ecological interactions will be studied to understand the dynamics of populations and communities, and the evolution of traits. Mechanisms of genetic change of populations and how these changes give rise to large scale evolutionary patterns will be discussed.

Prerequisites: BIOL 233

Antirequisites: BIOL 307

BIOL 315 H(3-3L) Biostatistics

This course begins with a discussion of descriptive statistics, experimental design, and data collection. Also includes probability and probability distributions, hypothesis testing, regression, correlation, goodness of fit tests, and analysis of variance. These statistical methods will be applied to problems in biology.

Prerequisites: BIOL 233 and one of MATH 211, MATH 249, MATH 251 or MATH 253

Antirequisites: STAT 213 and STAT 217

BIOL 317 H(3-3L) Introduction to Marine Biology

This course has special costs and requires travel. This field course (including lectures, laboratories, field collection, identification and observation) will introduce students to the diversity of organisms found in the west coast rainforest, ocean, coastal and inter-tidal zones. Students will also investigate species' adaptations to their environment and the factors that control their productivity, distribution and abundance. The emphasis will be on the ecological and physiological study of living organisms in the laboratory and the field, including examination of plankton and sub-tidal and benthic environments by dredging.

Prerequisites: BIOL 231, BIOL 233 and permission of the instructor

BIOL 331 H(3-1T) Introduction to Cellular and Molecular Biology

The principles of cellular structure and function. Molecular organization of membranes, organelles, and nucleus and cytoplasmic structures; the integration of cellular functions; assembly of organelles; the regulation of cell proliferation and the interaction of cells with their neighbours and their environment.

Prerequisites: BIOL 231 and CHEM 203

BIOL 341 H(3-3L) Introduction to Microbiology

An introductory study of prokaryotes, protists, fungi and viruses. Systematics, ecology, physiology, molecular biology and roles in industry, pathogenesis and the environment will be emphasized.

Prerequisites: BIOL 313 and BIOL 331

BIOL 375 H(3-3L) Invertebrate Zoology

A survey of the invertebrate phyla with particular reference to those which exemplify the following grades of organization: protoplasmic, cellular, tissue, and organ-system and within the latter - acoelomate, pseudocoelomate, schizocoelomate and enterocoelomate. Emphasis is placed on functional morphology of the major phyla and identification of common representatives in Alberta

Prerequisites: BIOL 313

BIOL 377 H(3-3L) Vertebrate Zoology

A survey of the major vertebrate classes including comparative anatomy, physiology, ontogeny, natural history and systematics. The laboratory will concentrate on the morphology and identification of native species.

Prerequisites: BIOL 311 and BIOL 313

BIOL 381 H(3-3L) Mycology

A survey of the major fungal phyla including morphology, physiology and natural history. The roles of fungi in the ecosystem, industry and pathology will be discussed. The laboratory will focus on the morphology and identification of local species as well as ecosystem and industrial functions.

Prerequisites: BIOL 233, BIOL 311 and BIOL 313

BIOL 411 H(3-3L) Genetics

Gene expression and regulation of development in prokaryotes and eukaryotes. Topics include: bioinformatics, genomics, genome structure, DNA topology, chromatin structure, DNA mutation and repair, recombination, post-transcriptional RNA processing. Examination of microbial genetics will include study of horizontal gene transfer and diverse mechanisms of replication. Laboratory experiences will cover molecular genetics techniques and the biochemistry of nucleic acids.

Prerequisites: BIOL 311

BIOL 413 H(3-3L) Ecology

Ecological interactions in terrestrial and aquatic ecosystems with an emphasis on integration of processes across population, community and ecosystem levels. Temporal and spatial dimensions of mutualism, competition, predation, parasitism, diversity, nutrient and energy fluxes, will be discussed. Field studies in Fish Creek Provincial Park will be an important component of this course.

Prerequisites: BIOL 313 and BIOL 315

BIOL 415 H(3-0) Evolution

A study of evolutionary processes and the origins of organismal diversity. Topics include genetic variation, genetic drift, natural and sexual selection, co-evolution, speciation, phylogeny, biogeography, and the history of evolutionary thought.

Prerequisites: BIOL 311 and BIOL 313

BIOL 417 H(3-3L) Tropical Ecology and Biodiversity

An examination of biodiversity in a selected region of the tropics, including aspects of ecology of animals and plants, animal behaviour and an introduction to field techniques for observing and censusing selected taxa. Field studies will take place at forest, savannah and marine sites with consideration of community-based conservation efforts. This course has special costs and requires international travel. The field studies portion of the course will be done over Reading Week.

Prerequisites: BIOL 313, BIOL 315 and permission of the instructor

BIOL 431 H(3-0) Cellular & Molecular Biology

Detailed investigation of prokaryotic and eukaryotic cell and molecular biology, including the endomembrane system, protein modification, subcellular organization and dynamics, the cytoskeleton, and motility.

Prerequisites: BIOL 331

BIOL 433 H(3-0) Immunology

Comprehensive overview of immunity including vaccination, MHC antigens, lymphocyte cell-surface receptors, antibody production and class switching, complement, genetics of immune response diversity, tolerance and anti-tumour responses. The course will also address mechanisms to evade immune surveillance and disorders of the immune system including autoimmunity and hypersensitivity.

Prerequisites: BIOL 311 and BIOL 331

BIOL 441 H(3-0) Microbiology

A further study of environmental, pathogenic and industrial prokaryotes, protists, fungi and viruses. Topics will include diversity, extremophiles, ecosystem cycling, virulence factors, antibiotic resistance, biofilms, bioremediation, and engineering of custom microbes for biotechnology applications. Diversity of metabolic pathways and adaptations to changing environments by free-living or in-host microbes will be emphasized.

Prerequisites: BIOL 311 and BIOL 341

BIOL 451 H(3-0) Biological Conservation

The application of ecological theory and principles to the conservation and management of natural and modified ecosystems, with emphasis on preservation of biodiversity and sustainable development. Topics include disturbance as an ecological process, ecological and evolutionary responsiveness of natural systems, ecology of resource harvesting, management of endangered habitats and populations, implications of human population growth, and global change.

Prerequisites: BIOL 307 or BIOL 313

BIOL 491 H(3-0) Senior Project I

Each student will develop a project proposal in collaboration with faculty and with constructive review by peers. Possible projects range from traditional lab- or field-based research to community development or environmental stewardship initiatives. Students wishing to conduct more traditional research may take advantage of our proximity to Fish Creek Provincial Park or work in one of our labs. Students preferring community or environmental projects may use multi-disciplinary approaches and/or collaboration with other individuals and organizations.

Prerequisites: BIOL 311, BIOL 313, BIOL 331 and permission of the instructor

BIOL 493 H(0-6L) Senior Project II

This course is the second half of St. Mary's University capstone sequence for the 4-year BSc in Biology which builds on the preparation provided by BIOL 491 and prior courses. Students will demonstrate their mastery of critical writing and oral defence. Students conducting research will develop a detailed experimental protocol, test their methods in preliminary experiments and conduct the research. Students conducting non-research projects will develop a detailed protocol and conduct the project. All students will present their results in a professional manner and defend their conclusions in a forum open to all members of the St. Mary's University community. Possible projects range from traditional lab- or field-based research to community development or environmental stewardship initiatives. Students wishing to conduct more traditional research may take advantage of our proximity to Fish Creek Provincial Park or work in one of our labs. Students preferring community or environmental projects may use multi-disciplinary approaches and/or collaboration with other individuals and organizations.

Prerequisites: BIOL 491 and permission of the instructor

Note: This is a multi-term course with 0 credits in Spring/Summer and Fall, and 3 credits in Winter.

CHEMISTRY**CHEM 201 H(3-1T-3L) General Chemistry I**

An introduction to university chemistry from a theoretical and practical perspective, exploring the relationship between chemical structure and reactivity. Topics include using examples from inorganic and organic chemistry to investigate chemical bonding, intermolecular interactions and kinetics.

Prerequisites: Chemistry 30 and Pure Mathematics 30 or MATH 030 or Mathematics 30-1 with a minimum grade of 65 per cent, or MATH 105

Note: Mathematics 31 strongly recommended.

CHEM 203 H(3-1T-3L) General Chemistry II

A continued analysis of the relationship between chemical structure and reactivity. Topics include using examples from inorganic and organic chemistry to investigate energetics, equilibria (e.g. acidity and basicity, quantitative and qualitative) and redox reactions.

Prerequisites: CHEM 201

Suggested pre- or co-requisites: MATH 211, MATH 249, MATH 251 or MATH 253

CHEM 351 H(3-1T-3L) Organic Chemistry I

An introduction to organic chemistry from a mechanistic perspective. The physical and structural concepts of organic chemistry will be discussed in relation to the reactions of alkanes, cycloalkanes, haloalkanes, alkenes, and alkynes. Substitution and elimination reactions will be discussed in detail with a strong emphasis on the mechanism of these reactions, as well as on the stereochemistry, kinetics, and thermodynamics of these reactions. Spectroscopy, including UV-Vis, IR, and ^1H and ^{13}C NMR, will be taught with an emphasis on structure determination. Lectures will frequently include examples of biologically significant molecules to illustrate various concepts from class. The laboratory will introduce students to basic preparation and purification techniques employed by organic chemists.

Prerequisites: CHEM 201 and CHEM 203

CHEM 353 H(3-1T-3L) Organic Chemistry II

A continuation of CHEM 351. The reactions of organic molecules will be examined in detail from a mechanistic perspective, including those of benzene and its derivatives, alcohols, thiols, ethers, epoxides, carbonyl compounds and carboxylic acids and their derivatives. The spectroscopic properties of each functional group will be examined in further detail and will be discussed in relation to their utility in the analysis of organic reactions and syntheses. Lectures will frequently include examples of biologically significant molecules to illustrate various concepts from class, with an emphasis on the synthesis of pharmaceuticals. Laboratory exercises focus on synthesis, the chemistry of some naturally occurring compounds such as carbohydrates and lipids, and the application of chemical and spectroscopic investigations in the elucidation of structure. Laboratory skills developed in CHEM 351 will be reinforced and extended.

Prerequisites: CHEM 351

CLASSICAL STUDIES**CLAS 209 H(3-0) Classical Mythology**

This course surveys the foundation stories in our literary tradition. In addition to the myths themselves, this course considers the epic and dramatic sources of the myths of the Greeks and the Romans. The impact of these tales on ancient cultures, as well as our own, provides us with an enriched understanding of ourselves.

CLAS 315 H(3-0) Classical Studies: Greek and Roman History

This course looks at the ancient cultures of Greece and Rome, focusing on cultural, political, literary and economic issues. We begin with Bronze Age Greece and continue through the dissolution of the Roman Empire.

Note: Credit for both CLAS 315 and HIST 307 will not be allowed.

CLAS 321 H(3-0) Classical Literature: The Epic and the Lyric

A study of The Iliad, The Odyssey and selected lyric poetry from ancient Greece. Students will be expected to read both epics as well as the poetry assigned. The emphasis in this course includes the historical and cultural backgrounds of Mycenaean Greece as reflected in the epics.

Antirequisites: CLAS 221

CLAS 323 H(3-0) Classical Literature: Drama

This course studies selected Greek plays, with special concern for the origin of drama, the cultural background of Classical Greece and the effect of Greek theatre on contemporary drama.

Antirequisites: CLAS 221

COMPUTER SCIENCE**CPSC 205 H(3-3L) Introduction to Computers**

A survey of personal computer system fundamentals including hardware, applications software and computer communications both on campus and using the Internet. Students will use personal computers to complete assignments in word processing, spreadsheet analysis, database management and other applications.

Note: Does not fulfill Natural and Mathematical Sciences requirement.

CPSC 215 H(3-3L) Introduction to Programming

Introduction to problem solving, algorithm design and implementation using a structured programming language such as Python. Discussion of, and practice with, elementary programming techniques with emphasis on good style.

DRAMA

DRAM 201 H(3-3L) Introduction to Acting

This course offers students an introduction to the technique of acting. The focus is on acting, voice, movement and dramaturgical skills. These skills are taught through improvisation and scene study.

DRAM 203 H(3-3L) Introduction to Theatrical Performance

In a practical manner and in the context of theatrical production, students apply the more general foundation and practical skills outlined in DRAM 201 while participating in a production. The focus is on all components of performance including acting, movement, voice, dramaturgy, preparation, and rehearsal and performance skills.

Prerequisites: Audition

Note: Students may obtain credit for both DRAM 203 and DRAM 205 only if they are taken in different academic years.

DRAM 205 H(3-3L) Introduction to Theatrical Production

This course is designed for those students who wish to become involved in a theatrical production as a technician. Production skills will be taught through the Winter term production at St. Mary's University. Admission to the course is by interview only. Students will take on technical roles after a placement interview with the instructor. The University will set an interview date approximately one month before the course begins. The focus of the course is on all components of production, including costume, lighting, make-up, properties, set, sound, stage management, house management and publicity. Includes six hours of practical application per week.

Prerequisites: Placement interview and DRAM 201 or permission of instructor

Note: Students may obtain credit for both DRAM 203 and DRAM 205 only if they are taken in different academic years.

DRAM 301 H(3-3L) Advanced Acting

An advanced study of the techniques of acting focusing on theoretical and practical modes of performance. Advanced Acting continues to build on the knowledge, skills and practices introduced in DRAM 201 and 203. Through an in-depth study of the theory and application of the actor's craft, students will develop research and performance projects focusing on classical and contemporary theatre including both monologue and ensemble work. Research and writing skills relevant to the discipline are incorporated throughout the course.

Prerequisites: DRAM 201, DRAM 203, and an audition or permission of the instructor

DRAM 303 H(3-3L) Advanced Theatrical Performance

An advanced study of the elements of theatrical performance, using both theoretical and practical modes of analysis. Advanced Theatrical Performance continues to develop the knowledge, skills and practices introduced in DRAM 301, with an emphasis on implementation and critical analysis of performance results.

Prerequisites: DRAM 301 and an audition

DRAM 305 H(3-3L) Advanced Theatrical Production

This course develops skills used in DRAM 205. Production skills will be planned and executed in connection with the Winter term production at St. Mary's University. Admission to the course is by interview only. Students will take on technical roles after a placement interview with the instructor. The University will set an interview date approximately one month before the course begins. The focus of the course is on all components of production, including costume, lighting, make-up, properties, set, sound, stage management, house management and publicity. Includes six hours of practical application per week. Enrolment in this course is contingent on the availability of mentors.

Prerequisites: DRAM 205 and interview

DRAM 401 H(3-3L) Advanced Acting II

An advanced study of the techniques of acting, focusing on theoretical and practical modes of performance. Advanced Acting II builds on the knowledge, skills and practices studied and practiced in DRAM 301 and DRAM 303. Through an in-depth study of the theory and application of the actor's craft, students will develop research and performance projects focusing on classical and contemporary theatre, including both monologue and ensemble work. Research and writing skills relevant to the discipline are incorporated throughout the course.

Prerequisites: DRAM 301 and DRAM 303 or permission of the instructor

DRAM 403 H(3-3L) Advanced Theatrical Performance II

An advanced study of the elements of theatrical performance using both theoretical and practical modes of analysis. This course continues to develop the knowledge, skills and practices from DRAM 401, with an emphasis on implementation and critical analysis of performance results. Students in DRAM 403 will be expected to assume a leadership/mentoring role with their fellow actors.

Prerequisites: DRAM 401 and audition

DRAM 405 H(3-3L) Special Projects

A special project that offers a unique opportunity to experience drama through a site-specific production, travel study or collaboration. Topics will vary. Course may be repeated for credit.

Prerequisites: Permission of the instructor

ECONOMICS

ECON 201 H(3-1T) Principles of Microeconomics

This course features the principles of consumption, production, exchange, and market and firm equilibrium under different competitive conditions. These principles are applied to various contemporary problems in the Canadian economy, such as the changing structure of agriculture, government policies and pollution.

Note: Tutorial is independent, computer-based work.

ECON 203 H(3-1T) Principles of Macroeconomics

National income determination, the monetary and banking system, and elementary fiscal and monetary policies constitute the key components of this course. Contemporary problems of unemployment, inflation, economic growth, business cycles and the international economy are discussed.

Note: Tutorial is independent, computer-based work.

ECON 205 H(3-0) Economic Issues

This course considers various contemporary social issues, concentrating on the perspective economics brings to these issues. Topics are selected by the instructor.

Note: Not open for credit to those intending to major or minor in economics.

ECON 301 H(3-0) Intermediate Microeconomics

This course provides grounding in neoclassical and other modern theories concerning consumer behaviour, production and market structure, and social issues concerning markets and government.

Prerequisites: ECON 201

ECON 303 H(3-0) Intermediate Macroeconomics

This course explores the behaviour of the economy as a whole: booms and recessions, national production and productivity, rates of inflation and unemployment, the international balance of payments and exchange rates. This course examines modern macroeconomic theory and its application to current Canadian issues.

Prerequisites: ECON 203

ECON 337 H(3-0) Economic Development

This is a multidisciplinary course examining the experiences of developing countries. The course covers the diverse experiences of newly industrializing countries, with enrichment through case studies (e.g., Nicaragua, Haiti, Nigeria, India, China and Egypt). Topics include historical experience, including the impact of colonialism in some countries; cultural values and the stress of development on traditional cultures; economic resources and choices; varying political experiences and their effect on development; development experience as reflected in the arts and other culture; critical economic issues including income distribution, population control, urban versus rural priorities, education and the environment; and the role of development assistance, both bilaterally and multilaterally.

Prerequisites: ECON 201 or ECON 203

ECON 373 H(3-0) Resource Economics and Social Cost Benefit Analysis

This course provides background theory on assessing the impacts on the economy as a whole of decisions by private firms and consumers. It provides students with the tools for evaluating benefits and costs of both market and non-market impacts, for example, the impact of pollution on loss of agricultural productivity, aggravation of medical problems, alteration of eco-habitats, etc.

Prerequisites: ECON 201 or ECON 203

EDUCATION

BACHELOR OF EDUCATION (ELEMENTARY)

EDCM 301 H(3-0) Introduction to Curricular Design

This course is dedicated to lesson planning and delivery. Students will be expected to plan, implement, and revise lessons. Key instructional and theoretical models for the elementary classroom will be explored to provide students with a beginning repertoire of basic pedagogical strategies, frameworks of teacher-student relationships, and to initiate an understanding of the learning process.

EDCM 302 H(3-0) Curriculum and Instruction in Literacy Education

This course focuses on methodology as applied to the teaching of literacy education. It will examine the intersections between literacy, education and culture. Dimensions of language development, literacy learning, and diversity are explored in classroom practices.

EDCM 303 H(3-0) Curriculum and Instruction in Elementary Mathematics Education

This course focuses on methodology as applied to the teaching of mathematics in elementary education. Students will become familiar with the Alberta Mathematics Program of Study K-6. Topics will include the development of mathematical knowledge (numeracy); diagnostic and remediation strategies in teaching mathematics; and the development of teaching competencies in mathematics education as they relate to curriculum requirements.

EDCM 404 H(3-0) Curriculum & Instruction in Social Studies Education

This course focuses on methodology as applied to the teaching of social studies in elementary education. Students will become familiar with the Alberta Social Studies Program of Study K-6. Students will explore and use the disciplinary skills needed to implement powerful social studies pedagogy, which foster students' moral and intellectual capacities. These include analyzing and interpreting both past and present; discussing and seeking solutions to challenging problems and controversial issues; and engaging actively with the challenging content in meaningful ways.

EDCM 405 H(3-0) Curriculum and Instruction in Elementary Science Education

This course focuses on methodology as applied to the teaching of science in elementary education. Students will become familiar with the Alberta Science Program of Studies K to 6 as well as related curriculum documents published by Alberta Education. Particular emphasis will be given to the inquiry method of teaching science, planning and assessing for science, process skills, conducting fair tests and planning with the end in mind. There will also be a review of learning theories as they apply to science education, an examination of Canadian Science curricula with specific regard to competencies and reflective practice as well as a focus on organizing the science classroom.

EDCM 407 H(3-0) Religious Education in the Elementary Schools

This course is devoted to an examination of some of the key contemporary documents essential to understanding religious education principles as identifies in the core curriculum. The focus will be on educationally relevant material post-Vatican II. Students will have the option in the latter part of the course to study the Catholic or Public school program of studies with an emphasis on the development of moral responsibility.

EDCM 409 H(3-0) Assessment and Evaluation of Student Learning

This course focuses on the complexity of classroom assessment as a means of supporting and measuring student learning. It is designed to facilitate growth as an assessor, evaluator and communicator of student learning. Specifically, the course will emphasize gathering relevant student learning data to inform both teaching and learning (formative assessments), and gathering student learning data to evaluate and report achievement of student learning (summative assessment).

EDCM 411 H(3-0) The Education Profession in the Province of Alberta

An examination of the broad education framework as determine in the governing policy and legislation in the province of Alberta. The responsibilities of certified teachers will be explored as they relate to the legislated moral and ethical frameworks within which the teacher works.

EDFN 311 H(3-0) Student Engagement

This course is dedicated to effective classroom management practices informed by principles of educational psychology, sociology, and brain-based research.

EDFN 313 H(3-0) Teaching for Diversity and the Common Good

This course focuses on the teaching profession as a vehicle for the promotion of the common good in a diverse and democratic society. It will explore the nexus between individual professional perspectives and societal expectations for educators. The course attends to how theory and practice interact to foster the realization of an expansive vision of professional practice.

EDFN 417 H(3-0) Inclusive Education: Meeting the Needs of All Learners

This course focuses on inclusive education with a particular emphasis on atypical child development. Topics include special needs and syndromes that impact student learning; planning for individual students using modified and adapted curriculum, Alberta Education philosophy and coding system for special needs programming; developing resiliency and wellness in teachers, students, classrooms and schools.

EDPH 321 H(3-0) Philosophy of Catholic Education

Theological and philosophical principles of the Catholic intellectual tradition; primary understandings of philosophy. Principles of inclusive education and sensitivity to the relationship between culture and spirituality.

EDPH 327 H(3-0) Historical and Philosophical Bases of Faith-based Education

A review of the primary philosophies of education and their historical roots; consideration of various philosophical schools including idealism, realism and pragmatism; historical origins and development of the concept of ideology; the role of historical reflection in education.

EDPH 329 H(3-0) Spirituality of the Catholic Educator

This course is a study of Catholic Spirituality and Catholic Social Teaching in education. Students will become familiar with basic concepts such as human dignity, the common good, solidarity and the option for the poor. They will examine, in particular, teaching as a vocation; spirituality of an educator; building culture and climate in the school; social justice principles.

EDPR 331 H(3-3 weeks P) Practicum I: Observation

EDPR 331 will be three weeks in an assigned Division I or Division II classroom setting. The primary objectives include observations, one-on-one and small group work.

EDPR 337 H(3-5 weeks P) Practicum II: Orientation

EDPR 337 will be five weeks in an assigned Division I or Division II classroom setting. The primary objectives include one-on-one and small group work leading to the creation and delivery of lesson(s).

EDPR 339 Q(1.5-3 weeks P) Specialization Practicum

This course offers student-teachers a practicum experience in a particular domain of teaching specialization that may not be offered as part of the 331, 337, 431 or 437 practicum placements. Practicum assignments will be determined with the Dean of Education and school officials.

The student-teacher functions in an internship role under the direct supervision of assigned core faculty and associate supervisors, working in cooperation to develop specific criteria for both student-teacher and teacher associate. Student-teacher assignments are developed in cooperation with school officials assigned by the cooperating school district/division. Pass/Fail grading.

EDPR 431 H(6-0) Practicum III: Intermediate

This course consists of eight weeks in an assigned Division I or Division II classroom setting. The primary objectives include preparation and delivery of individual lesson plans, progressing to a series of lesson plans and leading to the development of a unit plan. Pass/Fail grading.

EDPR 437 H(6-0) Practicum IV: Advanced

This course consists of ten weeks in an assigned Division I or Division II classroom setting. The primary objectives include the continued preparation and delivery of lesson plans, progressing to more extensive unit planning and increased classroom responsibility. Pass/Fail grading.

EDPR 441 H(3-0) International Specialization Practicum

This course is a specialized practicum in an assigned international classroom setting for the purpose of developing increased awareness and understanding of teaching and learning in an international setting. Students will experience the practical, personal, and ethical challenges of living and teaching in a foreign culture. Pass/Fail grading.

CATHOLIC EDUCATORS' PROGRAMS**EDPA 557 H(3-0) Theory and Practice of Catholic School Administration**

An examination of the theory and practice of administration in Catholic school leadership within the province of Alberta. Students will develop an understanding of the Catholic leadership role as well as the linkages with stakeholders such as parents, teachers, church community leaders, and organizations. Students will also gain an appreciation for best practices for leading current educational change implementation.

Note: Restricted to students enrolled in one of the Catholic Educators' Programs.

EDPA 591 H(3-0) Philosophy of Catholic Education

A study of some major educational and theological topics and their implications for a philosophy of Catholic schools, and the articulation of what a Catholic school should be in a pluralistic society. Emphasis will be on how to integrate a Catholic vision into all aspects of school life.

Note: Restricted to students enrolled in one of the Catholic Educators' Programs.

EDPA 593 H(3-0) Philosophical Basis of Moral Education

A study of the educational implications of the following concepts: faith and moral values, the distinctiveness of a Christian morality and moral development. The course will include a critical appraisal of current moral development theories from a Christian viewpoint. Special emphasis will be placed on conscience and decision making. Some areas of current Christian moral concern will be explored.

Note: Restricted to students enrolled in one of the Catholic Educators' Programs.

EDPA 595 H(3-0) Methods in Religious Education

A study and critique of the issues and trends in relationship to traditional and contemporary religious education theories and methods. Teaching strategies are discussed and demonstrated.

Note: Restricted to students enrolled in one of the Catholic Educators' Programs.

EDPD 511 Q(3-0) Faith Development and Religious Education

An investigation of the meaning of faith and religion within the context of educational development. Application of the results to the creation of the objectives for religious education development in schools.

Note: Restricted to students enrolled in one of the Catholic Educators' Programs.

EDPD 513 Q(3-0) Religious Education: Ethical, Moral and Social Justice Issues

An historical and analytical study of selected social issues in the ethical sub-context. The opening inquiry will examine the social teaching of the Church in its historical development. The following analysis will focus on two key and timely areas of the family and profession, ethics at home and in the office.

Note: Restricted to students enrolled in one of the Catholic Educators' Programs.

EDPD 531 Q(3-0) The School as Christian Community

Exploration of the meaning of Christian community in the context of teaching, and methods for developing a school as Christian community where friendship, sharing and celebration of life and learning are an everyday experience for children and adults.

Note: Restricted to students enrolled in one of the Catholic Educators' Programs.

EDPD 533 Q(3-0) Spirituality and Leadership

This course will focus on the spiritual dimensions of leadership; the leader's personal spiritual growth; the leader's responsibilities in the areas of faith development; celebrations of faith; Christian service; and the moral development of children, youth and adults in a Catholic school community.

Note: Restricted to students enrolled in one of the Catholic Educators' Programs.

EDPD 535 Q(3-0) Introduction to the Theology of the Church

This course will begin by establishing a common understanding that the Church exists as a servant to its members and to the world. Discussion will focus on a variety of topics, including an overview of Church history that highlights significant developments; an examination of current models of the Church; and special questions such as authority, the papacy, ministry, the role of women and ecumenism. The class will examine the implication of the subject matter for leaders in Catholic schools.

Note: Restricted to students enrolled in one of the Catholic Educators' Programs.

EDPD 555 Q(3-0) Current Issues in Catholic Education

The content of this professional development course varies from year to year. The program of classes takes the form of four evening sessions that involve personal reflection in advance, lectures, discussion among participants and interaction with the lecturers. Each evening session focuses on a theme relevant to the classroom in fields such as biblical studies, theology, spirituality, interfaith dialogue, ecumenical dialogue, ethics, Church history, teaching of the Magisterium, inculturation of the Gospel, catechesis and human development, and pedagogy.

Note: Restricted to students enrolled in one of the Catholic Educators' Programs.

EDPD 571 Q(3-0) Basic Introduction to Scripture

An introduction to the genesis, development and arrangement of the Bible. The course will provide an overview of the history of ancient Israel, the emergence of early Judaism and the origins of Christianity within the Mediterranean world of the first century AD. Against this historical and cultural background, discussion will focus on primary themes such as creation, redemption, covenant, Jesus of Nazareth, and portraits of Jesus in the gospels and Pauline literature.

Note: Restricted to students enrolled in one of the Catholic Educators' Programs.

ENGLISH**ENGL 200A H(3-0) Literature in English from the Middle Ages to 1660**

An historical survey of poetry, prose, and drama written in English from the Middle Ages to 1660. As the first half of the ENGL 200A/B sequence, which forms a required foundation for senior-level studies in English, this course introduces representative writers and genres from the Medieval period to the Restoration, and trains students in critical writing and research. Readings are discussed in relation to their religious, philosophical, and political backgrounds, as well as to relevant literary traditions.

Antirequisites: ENGL 200

ENGL 200B H(3-0) Literature in English from 1660 to the Present

An historical survey of poetry, prose, and drama written in English from 1660 to the present. As the second half of the ENGL 201/203 sequence, which forms a required foundation for senior-level studies in English, this course introduces representative writers and genres from the Restoration period to the present, and trains students in critical writing and research. Readings are discussed in relation to their religious, philosophical, and political backgrounds, as well as to relevant literary traditions.

Prerequisites: ENGL 200A

Antirequisites: ENGL 200

ENGL 211 H(3-0) Introduction to Prose Fiction

A study of forms of prose as they have developed since 1750. The emphasis is on forms of fiction (the novel and the short story) although other prose genres may be added to the reading list at the instructor's discretion. Students receive instruction in the writing of academic essays and are introduced to research methodology.

Note: This course may not be used to satisfy English requirements in St. Mary's University degree programs.

ENGL 303 H(3-0) Early Medieval Literature

A study of medieval literature from the sixth to the twelfth century. A substantial portion of the course will be devoted to reading Old English texts in their original language. The principal focus will be on Old and Middle English texts, but the course may also examine other medieval texts in translation. Texts will include representative works from a variety of genres including epic, early romance, heroic poetry, elegy, dream vision, and chronicle.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

ENGL 305 H(3-0) Challenging Authority: Issues in Later Medieval Literature

An examination of medieval literature from the thirteenth to the fifteenth century. Although the principal focus will be on Middle English texts in their original language, the course may also examine other medieval texts in translation. The instructor may choose a different topic from year to year (e.g. medieval sexuality or literature of the Peasants' Revolt). The readings may include such texts as: Chaucer's *Canterbury Tales*, *Piers Plowman*, *The Book of Margery Kempe*.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

ENGL 309 H(3-0) Courtiers and Kings: Issues in Renaissance Literature

An examination of Renaissance literature (circa 1485 to 1660). Although the course may consider some works of Shakespeare, they will not be a major focus. The instructor may choose a different topic from year to year (e.g. literary coterie culture or literature of travel and other worlds). Readings may include the works of writers such as Wyatt, Spenser, Jonson, and Milton.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

ENGL 313 H(3-0) Shakespeare: The Early Works

A study of Shakespeare's plays and poetry from the period prior to the death of Elizabeth I in 1603. Emphasis will be on the comedies, histories and sonnets. Class discussion will be augmented by dramatic readings, viewing of films and attendance at live theatre when possible.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

ENGL 315 H(3-0) Shakespeare: The Later Works

A study of Shakespeare's plays from the later period. Close reading of the great tragedies and later romances will be augmented by dramatic readings, viewing of films and attendance at live theatre when possible.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

ENGL 317 H(3-0) Love, Hate, and Satire: Restoration and 18th Century Literature

A study of the intersections of genre, economic change, political power, and scientific and sexual attitudes during Britain's long eighteenth century (1660-1790). We will use social history—our understanding of commerce, domesticity, race relations, and gender systems—to examine public and private literatures, from magazine culture, comedy of manners, and the modern novel to satirical poetry and intimate letters.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

ENGL 321 H(3-0) Poetry and Poetics

A close study of selected poetry written in English, with a focus on Canadian, British and American authors. Class discussion will include treatment of various styles of poetry as well as relevant literary history and theory.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

ENGL 323 H(3-0) Studies in Twentieth-Century Poetry

A close study of the theory and practice of modern and contemporary English-language poetics. Class discussion includes consideration of different forms and schools of poetry as well as relevant theory and its applications in practice.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

ENGL 325 H(3-0) Contemporary Literature

A study of literature from the late 20th century to the present. We will examine how ethnicity, gender, and economics have shifted literary and cultural expression into texts of multiplicity and canceled borders. The instructor may choose a different organizing principle from year to year (e.g. award winning books, postcolonial literature, postmodern poetics).

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

ENGL 327 H(3-0) Studies in Twentieth-Century Drama

A study of selected plays of twentieth-century dramatists in Europe, Canada and the United States. Topics to be addressed include the major movements, forms and playwrights of twentieth-century theatre. Texts include representative works of writers such as Ibsen, Strindberg, Brecht, O'Neill, Pirandello, Beckett, Albee, Genet, Churchill, Friel and Tremblay.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

ENGL 331 H(3-0) The Emergence of American Literature: From Revolution to Post-Civil War

An examination of the national literature of the United States from its Revolutionary-era "project phase" in the late eighteenth century to its gradual achievement of international recognition at the opening of the twentieth century. Readings may include some earlier texts from the colonial period, but they will draw primarily on the remarkable achievements of American writers during the nineteenth century: before, during, and after the cataclysmic Civil War.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

ENGL 333 H(3-0) American Literature From the Twentieth Century to Our Time

An examination of the increasingly prolific, diverse, and influential literature of the United States from the early twentieth century to the contemporary moment. The experiments of the American Modernists, the Harlem Renaissance, and the flowering of diverse literary communities (such as Native American, Latino/a, and Asian American) will figure prominently in discussions, as will crucial historical contexts such as the World Wars, the Great Depression, and The Cold War.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

ENGL 334 H(3-0) Rebellion, Progress, Transformation: Topics in American Literature

An examination of a specific historical chapter and/or theme in American Literature. The instructor may choose a different topic to feature in this course from year to year (e.g., U.S. Literature and Popular Culture in the 1960s), but the focus will be selective to enable closer attention to cultural contexts and traditions than in a more standard survey course.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

Antirequisites: ENGL 397.5

Note: Course may be repeated for credit.

ENGL 337 H(3-0) Imagination and Splendour: Romantic Literature

A study of the first and second generations of British Romantic writers in the late eighteenth century to the early nineteenth century. We will examine the rise of the Romantic poet/ego, Romanticism as a cultural phenomenon, and the explosive social role of literature in the context of this rebellious period.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

ENGL 339 H(3-0) Studies in Victorian Literature

A study of English poetry and prose during the Victorian period (circa 1832 to 1901). Developments such as non-fiction prose, dramatic monologues and the great age of the British novel are placed in the context of cultural shifts such as industrialization, urbanization, social reform and self-conception. The instructor will select from major writers such as Carlyle, Tennyson, Barrett-Browning, Charlotte Bronte, Dickens, Tennyson, Arnold, Eliot and Hardy, and will study their works alongside those of non-canonical writers.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

ENGL 341 H(3-0) Possession: Early Canadian Literature

A study of Canadian writing from First Contact to the World Wars. We will explore writers who have built and challenged national identity and literary culture. From oral performance of First Nations and journals of pioneer women to gothic and fantasy novels, we will analyze how Canada's early artists played with genre and shaped subjectivity to suit their diverse intentions and invent a country's literature.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

ENGL 343 H(3-0) Unsettling Nation: Modern and Contemporary Canadian Literature

A study of Canadian literary response to cultural change from the second half of the 20th century to the present. We will analyze the most provocative examples of our nation's poetry, prose and film and trace Canada's unique expression of postmodernism, multiculturalism, and ecocriticism.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

ENGL 345 H(3-0) Canadian Long Poem

This course will explore an important yet largely under-examined Canadian literary genre – the Canadian Long Poem. Through intensive reading of the works of writers as Fred Wah, Robert Kroetsch, Michael Ondaatje, bp nichol, Daphne Marlatt, Phyllis Webb and Dionne Brand, students will frame and confront a series of questions concerning the nature of the long poem and its place within the literary and historical contexts of Canada. This course focuses on the poetics and practice of key twentieth century texts.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

Antirequisites: ENGL 323.11

ENGL 351 H(3-0) Studies in Anglo-Irish Literature

An exploration of the intersection of cultural, social, and political forces that have produced a distinct body of Anglo-Irish literature. A number of key themes in Anglo-Irish literature will be addressed, including nationalism, identity and the poetic imagination. Topics include main cycles of Irish mythology, the Anglo-Irish revival, the rise of the Abbey Theatre, Yeats, Lady Gregory, Synge, O'Casey, Joyce, Beckett, O'Brien, Friel and modern Irish poets.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

ENGL 353 H(3-0) World Literatures

An exploration of world literature from across periods and regions, studied in aesthetic, cultural and political context. In any given year, the instructor may focus on a selection of texts from a region such as the Caribbean or Indian subcontinent, and/or a significant historical period such as literature in translation from the interwar period. Possible topics may include colonial/post-colonial literature, orality versus textuality, translation, gender and the development of genre.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

ENGL 355 H(3-0) Studies in Literature and the Catholic Tradition

A study of the engagement of the imagination with issues of Catholic faith and ethics in the literary tradition. Selection of texts and authors will vary from year to year. Course content may be organized across literary periods and genres to encourage exploration of a faith-related theme in the work of several writers; alternatively, the instructor may focus on a particular time period, genre or author. In addition to English literary texts, course readings may include works in English translation.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

ENGL 357 H(3-0) Medievalisms: Imagining the Medieval from the Middle Ages to Popular Culture

This course will examine western culture's ongoing interest in its medieval past through a study of representations of the medieval from the Middle Ages to the present. The topic will vary from year to year (e.g. Arthurian Literature, Swords and Sorcery, Crusade Fantasies, etc.). Texts will range widely from Sir Gawain and the Green Knight to Game of Thrones, for example.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

ENGL 359 H(3-0) Life Writing

An exploration of various forms of life writing that may include autobiography, biography, memoir, diary, letters and hybrid texts. Concepts of style, form, voice, agency, intersubjectivity and the contested boundaries between fiction and non-fiction will be examined through the constructed relationships among author, text, and reader. In any given year, the instructor may focus on a particular sub-genre, theme, or topic of life writing. This course will examine the texts as individual works and as representatives of changing modes of autobiographical representation.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

ENGL 361 H(3-0) Media Studies: Visual Culture and Film

A study of developments in the visual arts including, but not limited to, photography and film. Students will study visual culture in order to engage critically with the materials and become visually literate. Texts and works under study will vary, as may the period of focus.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

ENGL 363 H(3-0) Media Studies: Television and New Media

A study of developments in visual culture with specific emphasis on television and new media. Students will master the fundamentals of visual analysis in order to engage critically with the use of various media forms and formats. Texts and works under study will vary, as may the period of focus.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

ENGL 371 H(3-0) Creative Writing: Drama

A practical hands-on approach to play writing, based on the workshop model where students submit work and hear it read by other members of the class, and in turn read the work of their fellow students. Students will have a public "recital" at the end of the course, sharing excerpts of their work with the St. Mary's University community. The theoretical will be discussed only as it arises from the actual work.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

ENGL 373 H(3-0) Creative Writing: Prose

Using models from world literature and contemporary culture we will examine the two main areas of prose: fiction and creative non-fiction. Of the latter, we will look at forms such as memoir, journaling, profiles and other journalistic possibilities. In terms of fiction, we will examine the short story as it currently stands. What has changed about short stories since they first appeared a century ago, and what remains the same? Has the Internet altered the style of our prose writing? If it has, how can we position ourselves to be viable published writers?

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

ENGL 381 H(3-0) Major Authors

This course addresses an author or closely-related pair, group or movement of authors. Emphasis will be on the author's oeuvre and some or all of the following elements: biography, rivalries, collaborations, correspondences, controversies, shared esthetic/political commitments, or other micro-contextual connections.

ENGL 381.1: Chaucer

ENGL 381.2: Andre Dubus

ENGL 381.3: John Irving

ENGL 381.4: Henry James

ENGL 381.5: Romantic & Victorian Writers in Rome

ENGL 381.6: Michael Ondaatje

ENGL 381.7: American Authors in Exile

ENGL 381.8: Alice Munro

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

Note: Course may be repeated for credit.

ENGL 391 H(3-0) Children's Literature

Children's literature introduces the major genres of written children's literature: picture books, prose fiction (realistic, fantastic, young adult) and verse. The course examines the historical development and changing conceptions of children and children's literature. Influences of gender, class, cultural assumptions and literary fashion on the reading, writing and criticism of books for children are explored. This course also introduces students to techniques for close reading of children's texts.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

Antirequisites: ENGL 390

ENGL 394 H(3-0) Topics in Literary and Cultural Theory

A study focused on a special topic and/or critical approach in contemporary theory. Content will vary from year to year, but might include, for example, Environmental Criticism, Feminisms, Historicisms, Queer Theory, or Decolonization.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

Note: Course may be repeated for credit.

ENGL 397 H(3-0) Special Topics in Literature

An exploration of a special topic in literature through the application of approaches that cross literary periods, genres and academic disciplines. Content will be variable from year to year.

ENGL 397.1: Reading & Writing the Short Story

ENGL 397.2: Gothic Fiction

ENGL 397.3: Early American Novel

ENGL 397.4: Folk & Fairy Tales

ENGL 397.5: U.S. Literature & Popular Culture
in the 1960s

ENGL 397.6: Literature & Social Change

ENGL 397.7: Demons & Diviners:

Creativity & Madness in Literature

ENGL 397.8: Compassion, Sympathy, Empathy

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B

Note: Course may be repeated for credit.

ENGL 399 H(3-0) Directed Reading in a Literary Topic

A course of directed reading and writing to meet the needs of individual students who wish to pursue an area of study not covered by current course offerings. Enrolment will be capped at four. Students will meet the professor once a week in a structured tutorial and produce a major project showing extensive independent exploration of the subject area.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B, and at least three credits in English at the senior level

ENGL 401 H(3-0) Senior Seminar

This course builds on a foundation of studies in English and requires that senior students demonstrate mastery of methods of academic research, critical writing and oral defence of reasoned argument. In service of these goals, students will develop independent research projects in conjunction with the instructor and in concert with fellow seminar participants. The course will culminate with an academic conference in which participants present their own research in a professional manner and defend their conclusions in a forum open to all members of the University community.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B, and ENGL 465

ENGL 465 H(3-0) Advanced Literary Research Methods

This course will provide an introduction to advanced research methods in English literary scholarship. Students will consider a variety of approaches to literary research, including: archival research, critical history, textual scholarship, qualitative and quantitative analysis. Students will research and write a formal research proposal on a topic of their own choice.

Prerequisites: Must have completed either two full years (a minimum of 54 credits) of a 3-year BA with a concentration in English or three full years (a minimum of 84 credits) of a 4-year BA with a major in English

ENGL 467 H(3-0) Introduction to Literary Theory and Criticism

A study of representative readings in literary theory and criticism, from classical rhetoric to twentieth-century literary commentary, and examination of critical concepts such as representation and mimesis, discourse, narrative, ideology and subjectivity. Assignments provide practice in the application of theory to literary texts.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B, and at least six credit hours in English at the senior level

ENGL 469 H(3-0) Modern and Contemporary Literary Theory and Criticism

A continuation of ENGL 467, this course examines the claims and assumptions of modern and contemporary literary theory from early twentieth-century formalism to current critical practice. Readings and assignments encourage engagement with a variety of critical approaches such as structuralism, deconstruction, feminism and gender studies, new historicism, psychoanalytical criticism, and cultural and ideological critique.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B, and ENGL 467 and at least six credit hours in English at the senior level

FAMILY STUDIES

FMST 301 H(3-0) Introduction to Family Studies

This course examines the family studies field from a systemic perspective. Some of the topics explored may include: Genogram, Attachment Theory, Risk and Resilience after Divorce, and Normative Family Transitions. Learning will take place through a combination of theoretical input, case studies, student presentations and personal reflection.

Prerequisites: 30 credits or permission of the instructor.

FMST 303 H(3-0) Contemporary Concerns for Families

This course examines the issues facing contemporary families, including PTSD, addictions, relocations, cultural and diversity concerns, economic climate impact, illness and death in the family unit.

Prerequisite: FMST 301

FMST 401 H(3-0) The Historical Development of Family Therapy

This course examines the family therapy movement from an historical perspective and introduces the student to the major schools of family therapy.

Prerequisites: At least six senior credits in a related discipline: e.g., psychology and sociology. SOCI 371 is highly recommended.

FMST 411 H(3-0) Family Narratives

This course presents the concepts, principles, and applications of narrative theory. Concepts of narrative, metaphor, and context ground an exploration of the ways that stories shape people's lives.

Prerequisites: FMST 401 or at least six credits in a related discipline, e.g. psychology and sociology

FRENCH

FREN 209 H(4-0) Beginners' French I

Basic elements of the French language, including training in comprehension, speaking, reading and writing of French.

Note: Students starting in FREN 209 must not have credit in French 20, French 30, or French 31 (or equivalent).

FREN 211 H(4-0) Beginners' French II

A continuation of FREN 209, this course teaches the four skills of listening, speaking, reading, and writing French. The course prepares students for advanced study of French by providing a solid grounding in the language, literature and culture of the Francophone world.

Prerequisites: FREN 209

Note: Students with credit in French 30 or French 31 (or equivalent) cannot complete FREN 211 and must start in FREN 219.

FREN 219 H(4-0) First-Year University French I

Development of students' abilities in spoken and written French, building upon knowledge of basic grammar, composition and literature.

Prerequisites: French 30, French 31 (or equivalent) or FREN 211

FREN 221 H(4-0) First-Year University French II

A continuation of FREN 219, with additional grammatical structures, vocabulary, composition and literature.

Prerequisites: FREN 219

FREN 319 H(3-0) Senior French Composition and Conversation I

A senior course in French language composition and conversation offering a systematic in-depth review of certain problematic grammar structures and an initiation in composition techniques.

Prerequisites: FREN 221

FREN 321 H(3-0) Senior French Composition and Conversation II

A senior course in French language composition and conversation that is a continuation of FREN 319. It offers further review of problematic grammar structures and practice in composition techniques.

Prerequisites: FREN 319

GEOGRAPHY

GEOG 203 H(3-0) The Human Environment

This course introduces key concepts in human geography and explores the spatial organization of human activities and the interaction between humans and the environment. Topics to be examined include demographic change, mobility and migration, development and resource use, urban and rural environments, landscape and culture, and territory and geopolitics.

GEOG 213 H(3-0) Geography of World Affairs

An introduction to the basic characteristics of and differences between the major cultural realms of the contemporary world in order to more properly comprehend current problems and world affairs. Particular emphasis will be given to description and characteristics of each cultural realm on the basis of physical geography, historical background, population demographics, political situation, cultural background and economy.

GEOG 381 H(3-0) Canada

A study of the regional geography of Canada, particularly the physical framework and its importance in the history of Canada. Using detailed studies, the course covers the concept of geographic region and the patterns and characteristics of selected regions.

Note: A previous course in geography is strongly recommended.

HISTORY

HIST 200A (3-0) History of Ideas: Antiquity to the Reformation

This seminar course explores the history of western thought from Antiquity to the Reformation through an examination of original writings. The focus is on how ideas, originating in the disciplines of philosophy, science, politics, religion, economics, literature, art, and psychology have shaped Western Civilization over the centuries. The course enables students to make connections between ideas and society, to think and write critically, analytically, and synthetically, and to speak effectively.

Antirequisites: HIST 200

HIST 200B (3-0) History of Ideas: Scientific Revolution to the 20th Century

This seminar course explores the history of western thought from the Scientific Revolution to the 20th Century through an examination of original writings. The focus is on how ideas, originating in the disciplines of philosophy, science, politics, religion, economics, literature, art, and psychology have shaped Western Civilization over the centuries. The course enables students to make connections between ideas and society, to think and write critically, analytically, and synthetically, and to speak effectively.

Prerequisites: HIST 200A

Antirequisites: HIST 200

HIST 201 H(3-0) Introduction to Canadian History: Beginnings to Confederation

An introduction to some of the major themes in Canada's social, economic, political and cultural development to 1867.

Note: Companion course to HIST 203.

HIST 203 H(3-0) Introduction to Canadian History: Confederation to the Present

An introduction to some of the central themes in Canada's social, economic, political and cultural development since confederation.

Note: Companion course to HIST 201.

HIST 205 H(3-0) World History to 1500

This course is an historical survey of the principal social, political, economic and intellectual developments that have shaped the world from ancient civilizations to 1500. Topics to be studied include prehistoric human organization; the rise and decline of ancient civilization; classical ages in Greece, Rome, China, Africa and the Americas; and the European Middle Ages.

HIST 207 H(3-0) The World Since 1500

This course is an historical survey of the principal social, political, economic and intellectual developments that have shaped the world since 1500. Topics to be studied include exploration, imperialism and colonialism, cross-cultural contact, war and revolution, modernization, and industrialization.

HIST 301 H(3-0) Topics in World and Comparative History

This course explores select topics in world and comparative history. The content of the course is likely to change each time it is offered and may thus be repeated for credit with permission.

HIST 303 H(3-0) Women in Early Christianity

This course investigates the role and representation of women in early Christianity from the period of Jesus' ministry to the 5th century AD. The course study includes specific historical women attitudes toward women and constructions of female gender as they relate to ideas and behaviours in early Christianity. The emphasis of this course rests on primary sources and their interpretation, using feminist, historical, socio-cultural, theological and literary methods to explore the ways in which women are represented in canonical and non-canonical sources.

Note: Credit for both HIST 303 and THEO 343 will not be allowed.

HIST 305 H(3-0) War, Peace, and Society

What are the causes and distinctive characteristics of contemporary conflict? Are they different in any respect from the causes or characteristics of prior wars? The seminar-style course focuses on an assessment of armed conflict at the beginning of the 21st century with particular emphasis on ethnic and internal conflict. Students will evaluate the potential effectiveness of a range of strategies for preventing, abating, and terminating current forms of conflict.

Antirequisites: HIST 301.2

HIST 307 H(3-0) Classical Studies: Greek and Roman History

This course looks at the ancient cultures of Greece and Rome focusing on their cultural, political, literary and economic issues. We begin with Bronze Age Greece and continue through the dissolution of the Roman Empire.

Note: Credit for both HIST 307 and CLAS 315 will not be allowed.

HIST 309 H(3-0) Introduction to Judaism

This course provides a survey of the history, theology, ritual and practise of Judaism. A survey of the biblical foundations in the Torah, prophets, and post-exilic restoration to Judah provides the foundation for a treatment of subsequent developments in Judaism up to the present era. Topics include the formation of the Torah, the Mishnah and the Talmud; traditions of prayer; history of European Jewry; tensions with the Christian Church; the Jewish Year; Hasidism; the development of anti-Semitism; responses to modernity; the emergence of Zionism, and contemporary life in a synagogue.

Note: Credit for both HIST 309 and RLGS 363 will not be allowed.

HIST 311 H(3-0) Christianity and Empire, Origins to 1492

This course explores the historical engagement of various Christian traditions with the prevailing political, social and ethnic cultures in the western world and beyond. Students will also examine the development of Christianity as it confronts changes in the symbolic and intellectual universes over the first 1,500 years of Christian life and thought. The course describes the prominent figures and theological debates that led to controversies in the early church, delves into the new challenges and opportunities that faced the imperial church, and surveys the rich diversity of Christianity in the Latin West and Byzantine East during the Middle Ages.

Note: Credit for both HIST 311 and RLGS 331 will not be allowed.

HIST 313 H(3-0) Christianity, Conquest and Science, 1492 to Present

This course explores the momentous events of post-Reformation Christianity as it engages with the prevailing political, social and ethnic cultures around the world. Students will also examine the development of Protestant, Catholic, and Orthodox Christianities as they confront changes in the symbolic and intellectual universes. Beginning with the Protestant Reformation of the sixteenth century, this course surveys; the missionary ventures in the 16th and 17th centuries and the establishment of colonial Christianity in the New World; the struggles between science and faith during the Enlightenment and later; and how Christianity responded to modernity in the twentieth century and postmodernity in the twenty-first.

Note: Credit for both HIST 313 and RLGS 333 will not be allowed.

HIST 315 H(3-0) Augustine of Hippo: His Life, Times and Thought

This course offers an introduction to the life, times and thought of Augustine of Hippo. Augustine's life and thought are examined within the historical and socio-political context of late antiquity and his far reaching legacy in Christian thought and practice are considered.

Prerequisites: RLGS 205 or THEO 201

Note: Credit for both HIST 315 and THEO 339 will not be allowed.

HIST 317 H(3-0) Medieval Women Mystics

This course investigates the mystical and visionary experiences of women in the medieval period in Europe, focusing on the representation of gender in their writings and the cultural contexts of their lives. We will read texts written by women including Hildegard of Bingen, Hadewijch of Brabant, Mechthild of Magdeburg, Catherine of Siena, Julian of Norwich and Margery Kempe. We will learn the stories of their lives, explore the varieties of their spiritual practices and consider the images they employ to convey their unique visions of the divine.

Prerequisites: THEO 341

Note: Credit for both HIST 317 and RLGS 341 will not be allowed.

HIST 319 H(3-0) Thomas Aquinas: His Life, Times and Thought

This course is an investigation into the life and thought of the mediaeval philosopher, Thomas Aquinas. It will examine the life of the Dominican scholar from within the historical and sociopolitical context of the 13th century Europe. The course will conduct a thorough philosophical examination of Aquinas' intellectual inheritance from Aristotle, in addition to his contributions to theories of knowledge, metaphysics and human nature. Finally, the course will offer a detailed philosophical investigation of Aquinas' moral theories, ethics and their relationship to natural law and political thought.

Prerequisites: PHIL 351

Note: Credit for both HIST 319 and PHIL 345 will not be allowed.

HIST 321 H(3-0) Medieval Europe

This course surveys the society and culture of western Europe from the fourth to the fifteenth century. Through lectures, discussion, reading, simulations and written work, students will acquire a familiarity with the major events, trends and important themes in the medieval period, with an emphasis on institutional history.

HIST 323 H(3-0) Early Modern Europe, 1500-1750

The evolution of European society, culture and religion from the sixteenth to the middle of the eighteenth century. Topics to be examined include the Renaissance, the Protestant and Catholic Reformations, the Wars of Religion, Dynastic Politics and the Enlightenment.

HIST 327 H(3-0) The Victorian World, 1837-1899

This course will examine the world of the Victorians, both within Britain and in its imperial possessions, colonies and self-governing dominions. Topics will vary but may include imperialism and imperial warfare, the development of the self-governing colonies, the role of missionaries and missionary societies, explorers and exploration, culture and consumption, the relationship between science and religion, society and urbanization, art and literature, and technological and industrial development.

HIST 329 H(3-0) Modern Europe, 1750-1918

Trends in European thought, culture, society and politics from the middle of the eighteenth century to the end of the First World War. Topics include the rise of the nation-state, the French Revolution and Napoleonic Europe, the industrial revolution, imperialism and the origins of the First World War.

HIST 331 H(3-0) Twentieth-Century Europe, 1900 to The Present

This course will examine the major themes in twentieth-century European history. Topics include the origins, courses and influences of the world wars; the interwar period; the rise of totalitarianism; imperial retreat; the origins of the Cold War; the rise of the welfare state; and the decadence of the 1960s. The course will focus on culture, society, politics, international relations and economics in order to gain as broad an impression of the time period as possible.

HIST 335 H(3-0) Medieval Spain: Christians, Jews, and Muslims

For approximately seven centuries, Christians, Jews and Muslims shared the same geographic space, creating a shared culture of religious tolerance historians have termed “convivencia” (living together-ness). Yet at the same time, warfare along religious lines was not uncommon, and there can be no denying the evidence of religious and ethnic intolerance. This course surveys medieval and early modern Iberia focusing on the interactions between Christians, Jews, and Muslims living there between 711 and 1502 C.E.

HIST 337 H(3-0) Revolutions and Reformations: Tudor and Stuart Britain

From the rise of the Tudors in 1485, to the Glorious Revolution of William and Mary in 1688, this course examines the dramatic changes occurring in Britain during the early modern period. Special attention will be paid to the key religious and intellectual movements of the period and how they shaped the society, culture, and politics of the era.

HIST 341 H(3-0) History of Indigenous Peoples in Canada

The course examines the pattern of European-Indigenous relations in Canada from first contact to contemporary times, examining the impact of differing world views between the two societies. Topics include the conflicts between governments and indigenous peoples with regard to the meaning of treaties, control of traditional lands, and the political and cultural efforts of indigenous peoples to assert their rights in contemporary society through restitution and reconciliation.

HIST 343 H(3-0) Cold War Canada 1945 to 1991

This course provides an examination of Canada's role in the Cold War, both in the realm of international relations and in domestic affairs. It addresses the controversial diplomatic, military, political, religious, cultural and social debates which emerged with the dawning of the Atomic age and the ever present threat of an apocalyptic nuclear war between the world's two greatest superpowers, the United States and the Soviet Union.

HIST 345 H(3-0) Topics in the History of Popular Culture in Canada

An examination of the popular pastimes, amusements, ideas, attitudes and values that have defined the lives of “ordinary” Canadians. Topics include the cultures of class, gender and ethnicity; manners and morals; fads and fashions; public holidays and celebrations; recreation and leisure; popular literature; advertising and mass media. These topics are studied within the context of the principal social and economic developments that shaped Canadian society and culture.

HIST 347 H(3-0) The History of Western Canada

A topical survey of Western Canadian history from pre-contact times to the present. Subjects to be examined include Aboriginal societies and cultures, the fur trade, settlement and immigration, protest and reform movements, resource development and exploitation, culture and religion. Particular emphasis is placed on the roles played by gender, class and ethnicity in shaping Western Canadian society.

HIST 349 H(3-0) The History of Religion in Canada

An analysis of the role and impact of religion in Canadian society. Topics include Native belief systems, the transplantation of Western religions, missions, revivals and awakenings, social reform, church and state relations, secularization and modernization.

HIST 351 H(3-0) The History of the North American Family

The changing nature of the family and gender roles in North American society beginning with the First Nations to the present. Topics include family formation, production and reproduction, marriage law and customs, families and the church and state, children and child rearing, family dysfunction and the elderly.

HIST 353 H(3-0) History of Gender in Canada

This course examines gender history in Canada from pre-industrial times to the present. It explores the historical development of gender norms, identities and roles as they have been shaped and changed by cultural, economic, and political factors. Students are introduced to the history of the field, highlighting recent developments, and explore the variety of ways in which historians incorporate gendered analyses into their work.

HIST 355 H(3-0) Saints, Scoundrels and Scallawags:**Historical Biography**

Biography helps shape our understanding of the past by providing important insights into a historical period. Biography is a way of telling history through the reconstruction of the life of an individual and the historical context in which they lived. This course examines the lives of diverse Canadians who figured prominently in the social, political, and/or cultural landscapes of their times. Special emphasis is placed on the methodology of historians in constructing biography regarding questions of memory, selectivity, and objectivity.

HIST 357 H(3-0) An Environmental History of Canada:**People, Politics, Protest**

The course examines the cause, effect, and mitigation of environmental degradation and disaster in Canada, through an investigation of the interplay between human activity and the natural environment from the pre-contact period to the end of the twentieth century. Topics include resource exploitation and habitat destruction; chemical pollution of soil, air, and water; endangered species; and environmental issues related to war. Case studies reveal the emergence of environmental awareness and activism over rising concerns for human health and sustainability in a mass consumer society.

HIST 363 H(3-0) The United States to 1877

An examination of the evolution of American society from its colonial beginnings to the end of the Reconstruction era. Emphasis is placed on the principal social, economic, political, cultural and intellectual developments that shaped and defined American life.

HIST 365 H(3-0) The United States Since 1877

An examination of the evolution of American society from the end of the Reconstruction Era to the present. Emphasis is placed on the principal social, economic, political, cultural and intellectual developments that shaped and defined the United States.

HIST 367 H(3-0) The History of American Popular Culture

This course examines the historical, social and cultural development of American popular culture from the middle of the nineteenth century to the present focusing on how forms of mass entertainment both shaped and have been shaped by critical developments of the evolution of American society. Particular emphasis is placed on studying popular entertainment's influence of gender, race and class.

HIST 375 H(3-0) Colonial Latin American History

This course surveys the society and culture of Latin America (Mexico, the Caribbean and South America) from the pre-Columbian period through the "discovery" of the Americas by Europeans, up to the independence movements of the 18th century. Through lectures and discussion of primary sources, students will become familiar with the major events of the colonial period, focusing on how indigenous, European, and African cultures melded in this time and space.

HIST 377 H(3-0) The History of Modern Latin America

A survey of Latin American nations since independence. Particular attention will be given to political change, economic dependency and modernization, social and economic revolution and inter-American relations.

HIST 381 H(3-0) Rome and Christian Spirituality

This course has special costs and required international travel. This travel study course explores the development of Christian spirituality from its origins to the present day through the lens of Rome. From ancient imperial capital to centre of the Roman Catholic Church today, Rome presents a living history like no other city. This course examines how Christians throughout history have approached God in prayer and practice, and how these diverse spiritualities have intersected with art, architectures, politics, and culture.

Note: Credit for both HIST 381 and RLGS 305 will not be allowed.

HIST 391 H(3-30P) Public History: Memory and Method

In this course students will gain a better understanding of the process of modern historical inquiry and the diverse resources that historians use to conduct research. They will refine their knowledge of historical research methods and the tools and techniques that historians use to study the past. This course investigates the challenges of historical work in historic sites, museums, archives, as well as the recounting of historical events through public art, film, digital media, television, monuments, and memorials. Issues to be examined include how history is communicated to the public; how public history sites contribute to public memory; controversies in public history settings; the relationship between academic history and public history; the heritage industry; and career opportunities beyond the academy. This lecture-based course has a practicum component of 30 hours.

Prerequisites: 6 credits in History at the senior level or permission of the instructor

HIST 395 H(3-0) Film and History

This course looks at film as an historical artifact and as a source of social, cultural and intellectual history. The focus is primarily, but not exclusively, on the history of American film. Topics include film and the creation of mass culture; film and the making of cultural myth; film and the construction of gender, race, and ethnicity and film as a source of propaganda.

HIST 397 H(3-0) Contemporary Philosophy of History

This course considers questions central to recent and current debates in the philosophy of history, from R.G. Collingwood to the present. The questions include: “What is the nature of historical explanation?”, “What does it mean to say that historians provide knowledge of the past or historical knowledge?”, “Do the works of historians give us fact or fiction or a mixture of the two?”, “What implications does historical narrative have for claims to historical truth?”, “What implications does the ‘linguistic turn’ in history, have for the work of historians?”.

Prerequisites: PHIL 200, PHIL 201, any history course or permission of the instructor

Note: Credit for both HIST 397 and PHIL 399 will not be allowed.

HIST 401 H(3-0) The Historian’s Craft

Designed for the History Major, this seminar course provides a hands-on exploration of History as both a professional field and a scholarly discipline. The course provides an in-depth examination of historiography and methods in history and offers opportunities to apply research, writing and interpretive skills through intensive work with sources, texts, and other historical evidence. This course is to be completed in the final year of study.

HIST 403 H(3-0) Major Research Project

Designed for History Majors in their final year of study, this capstone course allows students to apply their research, critical thinking, analytical, interpretive and communication skills through the completion of a major research project involving both secondary and primary sources on a topic of the student’s choice under the supervision of a faculty advisor. The project will be presented at a student conference at the completion of the term.

Prerequisites: HIST 401

HIST 499 H(3-0) Directed Reading on an Historical Topic

A course of directed reading, writing and research to meet the needs of individual students who wish to pursue an area of study not covered by the current course offerings. The course is structured around weekly tutorial discussions of required readings and the completion of a major research paper.

Prerequisites: HIST 200 or HIST 200A and HIST 200B, and at least three credits in history at the senior level

HUMAN KINETICS**HMKN 201 H(2-3L) Physical Activity: Essence and Experience**

This activity-theory course is designed to provide the student with experience in various activities and movement patterns and insight into the fundamental factors influencing the activities we choose and the way we move. Lectures will introduce students to the history, skill fundamentals, basic movement mechanisms and regulations for various activities. Laboratory sessions will involve practical application of lecture material to playing situations, with emphasis on critical analysis of movement patterns and skill acquisition for the chosen activities.

Note: Does not fulfill Natural and Mathematical Sciences requirement.

HMKN 203 H(2-3L) Assessment for Health and Performance

This activity-theory course is designed to provide the student with knowledge of the link between physical activity and health, and to provide experience in implementation and evaluation of cardiovascular, strength and flexibility training. Lectures will introduce students to the importance of physical activity in daily living for maintenance of physical fitness and health, and to the periodization principle for fitness programs. Laboratory sessions will involve preliminary and post-term fitness testing to provide performance criteria from which the students will assess the efficacy of their training program. Lectures and text will reinforce the learning of exercise prescription and evaluation.

Note: Does not fulfill Natural and Mathematical Sciences requirement.

HMKN 205 H(3-0) Human Nutrition

An introduction to the role of nutrition in human health and fitness. Key issues include fundamental principles of nutrition, consumer information, energy balance, common inherited and acquired disorders, age-related special requirements, special diets, and dietary supplements.

HMKN 211 H(3 -0) Leadership and Communication

This course is designed to provide the student with the concepts and theories involved in leadership and the development of interpersonal communication skills. Each student will be required to adapt and apply the concepts and theories presented in lectures to practical experiences in individual and small- and large-group situations as they apply to the field of human kinetics/kinesiology.

Note: Does not fulfill Natural and Mathematical Sciences requirement.

INDIGENOUS STUDIES

INST 201 H(3-0) Introduction to Indigenous Studies

This course is an introduction to the study of Indigenous Peoples in what is now called Canada, addressing historically constructed and contemporary views of Indigenous peoples and their rights as guaranteed under the Canadian Constitution. Through course lectures, seminar discussions, and experiential learning, this course explores the history of Treaty 7, the nations within the Province of Alberta, and the diversity of Nations within Canada.

INST 301 H(3-0) Indigenous Knowledge Field Course

This field course is a land-based experiential offering, designed to give students practical experience in Indigenous ways of knowing and being, including learning through storytelling, talking circles, ceremony, Indigenous games and song, and learning from the land. Cultural outdoor activities address the four aspects of being – physical, emotional, mental and spiritual – in a holistic way through traditional teachings that give light to roles, responsibilities and protocols. An Elder will be on site to provide guidance, answer questions and provide the integration of learning throughout the course. The course will include the opportunity to experience ceremony including a teaching sweat lodge.

Prerequisites: INST 201 and an interview with the instructor

Note: There will be a field course fee.

INTERDISCIPLINARY STUDIES

IDST 301 H(3-0) Contemporary Mediterranean Cultures

This field study course offers students the opportunity to travel to selected Mediterranean countries. Each student acquires, through first hand observation, and experiential knowledge about each country's unique identity and values, its contemporary social and cultural issues and its educational systems. The students also learn about the cultural, educational, religious, artistic and historical developments which shape the customs and traditions of each society. There will be a particular focus on issues of social justice in these societies as they affect the contemporary global situation.

IDST 333 H(3-0) Reading the Landscape: Local Explorations in Literature, Ecology, and History

Students in this course will study Southern Alberta's wilderness spaces: the ecologies that compose them, the histories that have affected them (and been affected by them), as well as the cultural meanings that people have attached to them. Looking beyond this regionalist focus, the course engages contemporary debates about the ways in which humans interact and identify with the lands they inhabit; students will familiarize themselves with the interdisciplinary issues that have triggered those debates and the critical/scientific vocabularies that have framed them.

Prerequisites: 45 credits or permission of the instructor

LATIN

LATI 201 H(3-0) An Introduction to Latin Language and Literature I

An introduction to Latin language and literature through a combination of classroom instruction and directed work on language-learning exercises. Students will become familiar with Latin vocabulary, sentence patterns and parts of speech, and will learn to recognize basic verb conjugations, noun declensions and Latin pronouns. The course will also provide enhancement of ability in English reading and writing through study of word derivations, common grammatical principles and Latin-to- English translation exercises.

LATI 203 H(3-0) An Introduction to Latin Language and Literature II

A continuation of LATI 201, expanding on Latin vocabulary and introducing more complex grammatical forms, allowing the student to translate higher levels of Latin prose.

Prerequisites: LATI 201

LIBERAL STUDIES

LBST 201 H(3-0) Introduction to Liberal Studies

The Liberal Arts Studies experience is a critical part of a liberal arts education students will receive at St. Mary's University. Among the many emphases in a liberal arts education is the cultivation of skills that will make students active, independent learners, an appreciation of broad and varied perspectives, and the ability to critically analyze issues and make informed and thoughtful choices, whether it be in the classroom, on the job, or in personal life. This course introduces students to the notion of the university, interdisciplinarity, and scholarly engagement. Through a variety of readings and assignments, the course fosters a sense of belonging in the learning community, promotes engagement in the academic and co-curricular life of the University, and helps students make a successful transition to university. Assignments are similar among sections of LBST 201 but each section will have its own instructor and theme.

LBST 301 H(3-0) Ways of Seeing, Ways of Knowing

This course has three main divisions: first, an extended analysis of the concept of knowledge as it is used and defined in the Areas of Humanities, Social Sciences, and Natural & Mathematical Sciences; second, a consideration of the methodology of and some of the dominant methods used by the disciplines in the three major Areas; and, third, the use of epistemology (the study of knowledge) and methodology to introduce both the concept of interdisciplinarity and the practice of interdisciplinary research and writing.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B; HIST 200 or HIST 200A and HIST 200B; and LBST 201

LBST 401: H(3-0) Seminar in Interdisciplinary Studies

This seminar brings together senior students to enhance their understanding of interdisciplinary practices by focusing on significant questions, issues, or themes. Students will discuss, compare, and integrate perspectives, knowledge and methods gained through the Liberal Studies program and apply their learning to frame a major project to be undertaken in LBST 403. Students will explore practical applications of interdisciplinary studies to understand how a liberal studies education can help them become active and engaged members of society.

Prerequisites: LBST 301

LBST 403 H(3-0) Liberal Studies Interdisciplinary Project

This interdisciplinary seminar brings together senior students with different concentrations in the Liberal Studies program to focus on significant questions, issues, or themes. The seminar builds on students' research and preparation in LBST 401 to communicate their insights through an oral presentation and an interdisciplinary project.

Prerequisites: LBST 401

LINGUISTICS**LING 301 H(3-0) The History and Structure of the English Language**

This course introduces students to the main issues of language analysis and description applied to English, and presents a picture of the English sound system, morphology and syntax, as well as a short survey of the history and sociology of English.

Prerequisites: ENGL 200 or ENGL 200A and ENGL 200B, or three credit hours of a university-level language other than English

MANAGEMENT STUDIES**MGST 291 H(3-3T) Introduction to Management**

This course introduces the functional areas of business and the integration of these areas for effective and efficient operation of organizations in a variety of sectors. The course emphasizes effective teamwork skills, research skills and decision-making skills in the study of problems and issues encountered by organizations. MGST 291 provides a foundation for senior management courses.

MGST 301 H(3-0) Contemporary Issues in Management and Business

This course explores select topics in management and business. The content of this course is likely to change each time it is offered and may thus be repeated for credit with permission. The focus of this course is to identify, examine, and explore the impact of current forces, trends and events as they are relevant in the sub-disciplines within management and business. As current events, policies and strategies evolve, so will the material and content each time this course is offered.

MGST 301.0: Strategic Marketing

MGST 301.1: Consumer Behaviour and Social Media

MGST 301.2: Finance and Investment

MGST 301.3: Social Enterprise and Entrepreneurship

Suggested prerequisites: MGST 291

Note: Course may be repeated for credit with permission.

MGST 305 H(3-0) Managing People and Organizations

This course addresses the key concepts, common practices, major roles and functions associated with the discipline of human resource management.

MGST 321 H(3-3L) Fundamentals of Marketing

An introductory marketing course designed to introduce the principles and practices of marketing from both an organizational and societal perspective. Topics will cover basic marketing concepts, societal issues, ethics, and the decision-making process of marketers as they develop marketing strategies and plans. The focus of the course will be on the implementation of specific product, pricing, promotion, distribution and communication strategies for specific market solutions.

Prerequisites: MGST 291

MGST 331 H(3-0) Organizational Teamwork and Leadership

Students develop an understanding of the processes, design and nature of effective teamwork and leadership as well as a practical experiential application of theory from lectures. Topics include: importance of teams, team building, team evaluation and accountability, team leadership in the workplace, team motivation, tools and models of leadership, and the recognition of key theories of leadership development. Students will learn new skills and behaviours that will enhance their ability to lead others.

Suggested prerequisites: MGST 291

MATHEMATICS

MATH 105 H(3-2L) Elementary Mathematics, Algebra and Trigonometry

Relations and functions, inequalities, polynomial functions, rational functions, exponential and logarithmic functions, trigonometric functions, sequences and series.

Prerequisites: Pure Mathematics 20 or Mathematics 20-1

Note: Credit for this course cannot be used toward a degree at St. Mary's University. The course serves as an alternative to or review of Pure Mathematics 30 where required as a prerequisite. Students of this course will be charged an academic upgrading fee.

MATH 205 H(3-1T) Mathematics Appreciation

This course will provide students with a contemporary mathematical perspective and experiences in mathematical thinking, as well as historical material on the development of classical mathematical ideas and the evolution of recent mathematics. Topics will be selected by the instructor.

Prerequisites: Mathematics 20-1 or Mathematics 20-2 or Mathematics 20-3

Note: Not open for credit for those intending to major or minor in mathematics or sciences.

MATH 211 H(3-2T) Elementary Linear Algebra

Topics include linear equations, matrix algebra, determinants, vector algebra, elements of coordinate geometry, polar coordinates and complex numbers, basis and linear independence in n -space, linear transformations and their applications.

Prerequisites: Pure Mathematics 30, Mathematics 30-1, MATH 030 or MATH 105

MATH 249 H(4-2T) Introductory Calculus

Topics include algebraic operations, functions and graphs, transcendental functions, limits, derivatives, integrals and the fundamental theorem of calculus and their applications.

Prerequisites: Pure Mathematics 30, Mathematics 30-1, MATH 030 or MATH 105

MATH 251 H(3-2T) Calculus I

Topics include functions and graphs, transcendental functions, limits, derivatives, integrals and the fundamental theorem of calculus and their applications.

Prerequisites: Mathematics 31 and one of Pure Mathematics 30, Mathematics 30-1, MATH 030 or MATH 105

MATH 253 H(3-2T) Calculus II

Topics include exponential and trigonometric functions and their inverses, hyperbolic function, methods of integration, improper integrals, separable differential equations, first and second order linear differential equations and their applications.

Prerequisites: MATH 249 or MATH 251

MUSIC

MUSI 205 F(1.5-0) Choral Performance I

University chorus provides interested and qualified singers with opportunities to sing great choral music, to gain performing experience and to meet other students with like interests. The course will include stylistic practice and performance of major choral literature from the fifteenth through twenty-first centuries. The choral group, consisting of university students and singers from the community, meets once a week during the University's Fall and Winter terms for full choir rehearsals and sectionals, leading to a public performance at the end of each term.

Note: This is a full-year course worth three credits. Community members who wish to participate in this course should refer to the Registration and Fees section of this calendar for additional information.

MUSI 207 H(3-0) Music Appreciation: The Art of Listening

This course is recommended for students with little or no previous musical background and is designed as an introduction to the Western art music tradition from the Middle Ages to the present day. Students will be given the opportunity to enhance their listening skills; write and speak about music using technical terms and concepts; recognize specific pieces, their genres and composers; discern historical time periods and styles; approach music as both an intellectual and emotional activity; and recognize parallel developments in the other art forms. Attendance at a small number of live performances is required.

MUSI 305 F(1.5-0) Choral Performance II

Experienced choral performers will gain performing experience with choral literature. Under the direction of the choral conductor, they will improve their vocal skills, their understanding of musical forms and the nature of choral music.

Prerequisites: MUSI 205

Note: This is a full-year course worth three credits. Community members who wish to participate in this course should refer to the Registration and Fees section of this calendar for additional information.

MUSI 405 F(1.5-0) Choral Performance III

The St. Mary's University choir provides interested and qualified students with opportunities to sing choral music from a wide variety of historical periods. It includes stylistic practice and performance of representative works of choral literature from the Renaissance period to the present day. The choir, composed of university students and singers from the community, meets once per week during the Fall and Winter terms. The choir participates in the cultural and religious life of the community by participating in various university events throughout the year: e.g. end of term Mass, fund-raising dinners, convocation.

Prerequisites: MUSI 305

Note: This is a full-year course worth three credits. Community members who wish to participate in this course should refer to the Registration and Fees section of this calendar for additional information.

PHILOSOPHY

PHIL 201 H(3-0) Introduction to Western Philosophy

This course will provide, through a selection of historical and contemporary readings in epistemology (theory of knowledge) and ethics (or moral philosophy) philosophy, an introduction to the Western philosophical tradition. In addition, students will also be given brief introduction to logical reasoning, (ambiguity and vagueness) when formulating or evaluating arguments. Finally, this course provides crucial practice in some of the foundational aspects of critical thinking.

Antirequisites: PHIL 200

PHIL 211 H(3-0) Introductory Logic

An introduction to deductive and inductive techniques used in appraising arguments. The course will contain some elementary formal logic, but its main focus will be on analyzing arguments as they occur in everyday life and in ordinary language.

PHIL 313 H(3-0) Issues in Bioethics

This course provides an introduction to ethical reasoning in health care and will seek to situate medical ethics within a broad understanding of health, medicine and health care. The primary topics will be the general principles of bioethics for health care, the ethical dilemmas associated with the beginnings of life and with death and dying, and the issues of social justice raised by Canadian health legislation. Christian and religious perspectives in health care decision-making will be included.

Prerequisites: Second-year standing

PHIL 345 H(3-0) Thomas Aquinas: His Life, Times and Thought

This course is an investigation into the life and thought of the mediaeval philosopher, Thomas Aquinas. It will examine the life of the Dominican scholar from within the historical and socio-political context of 13th century Europe. The course will conduct a thorough philosophical examination of Aquinas' intellectual inheritance from Aristotle, in addition to his contributions to theories of knowledge, metaphysics and human nature. Finally, the course will offer a detailed philosophical investigation of Aquinas' moral theories, ethics and their relationship to natural law and political thought.

Prerequisites: PHIL 351

Note: Credit for both PHIL 345 and HIST 319 will not be allowed.

PHIL 351 H(3-0) Ethics

This course is an introduction to the primary philosophical questions surrounding the issues of human life and the pursuit of the good. The primary ethical theories will be explored through an examination of major historical thinkers from Greek, Mediaeval, modern and feminist perspectives. Throughout the course ethical questions will be explored at the intersections of theories of action, philosophical anthropology and metaphysics.

Prerequisites: HIST 200 or HIST 200A and HIST 200B; or PHIL 200 or PHIL 201

PHIL 353 H(3-0) Contemporary Ethical Issues

This course examines contemporary ethical issues through the exploration of the central philosophical issues pertaining to debated topics. Such topics include sexual ethics, abortion, medical ethics including euthanasia and physician assisted suicide, environmental ethics, business and economic ethics, the ethical treatment of animals, issues pertaining to freedom of expression and censorship, issues surrounding the use of violence, and various human rights issues in Canada including Aboriginal rights.

Prerequisites: PHIL 351

PHIL 373 H(3-0) Epistemology

A study of central topics in the theory of knowledge such as truth and rationality, skepticism and the limits of knowledge, relativism and the objectivity of knowledge, and the role of perception, memory and reason as sources of knowledge.

Prerequisites: PHIL 200 or PHIL 201

PHIL 391 H(3-0) Existentialism

This course deals with several of the fundamental issues and concepts of existentialist thought, from Kierkegaard to Heidegger. Other thinkers to be considered are Nietzsche, Unamuno, Marcel, Camus and Sartre.

Prerequisites: PHIL 200 or PHIL 201; or HIST 200 or HIST 200A and HIST 200B, or permission of the instructor

PHIL 395 H(3-0) Metaphysics

An historical and conceptual approach to metaphysics. The four historical periods considered are the Greek concern with form, the mediaeval concern with being, the modern concerns with thought and consciousness, and contemporary Anglo-American concerns with verification and continental concerns with interpretation. Conceptual issues include the problem of the priority of metaphysics or epistemology, concern with the origins of knowledge starting with the problem of epagoge and form and of the concept of being, and the origins of knowledge in the cognito. Concluding lectures will deal with the application of metaphysical properties in logic, ethics, science (including evolutionary biology and physics) and epistemology.

Prerequisites: PHIL 200 or PHIL 201

PHIL 397 H(3-0) Hermeneutical Theory

A study of the hermeneutical tradition in the nineteenth and twentieth centuries, focusing on the works of Schleiermacher, Dilthey, Heidegger, Gadamer and Ricoeur.

Prerequisites: PHIL 200, PHIL 201 or permission of instructor

PHIL 399 H(3-0) Contemporary Philosophy of History

This course considers questions central to recent and current debates in the philosophy of history, from R.G. Collingwood to the present. The questions include: “What is the nature of historical explanation?”, “What does it mean to say that historians provide knowledge of the past or historical knowledge?”, “Do the works of historians give us fact or fiction or a mixture of the two?”, “What implications does historical narrative have for claims to historical truth?”, “What implications does the ‘linguistic turn’ in history, have for the work of historians?”.

Prerequisites: PHIL 200, PHIL 201, any history course or permission of the instructor

Note: Credit for both PHIL 399 and HIST 397 will not be allowed.

PHYSICS**PHYS 211 H(3-2T) Mechanics**

Topics include motion in one dimension, including displacement, velocity and acceleration, relative motion, graphical analysis of motion, vectors, Newton’s laws of motion, statics with forces, uniform circular motion and other curvilinear motion, non-inertial reference frames, potential work and energy, gravitational energy, conservation of mechanical energy, friction, systems of particles and momentum conservation, and statics involving torques.

Prerequisites: Pure Mathematics 30, Mathematics 30-1, MATH 030 or MATH 105

Note: Physics 30 is strongly recommended.

PHYS 223 H(3-1T-3L) Introductory Electromagnetism, Fluids and Thermal Physics

Topics include hydrostatics, pressure and density, Archimedes’ principle, apparent weight, floating, hydrodynamics, ideal and real fluids, viscosity, the continuity equation, Bernoulli’s equation, thermal physics, temperature, heat and the First Law of Thermodynamics, thermal expansion, the kinetic theory of gases, ideal and real gases, PVT diagrams, electric charge and electric field, Coulomb’s Law, electric potential, potential energy, capacitance, electric current, resistance, Ohm’s Law, circuits, work, energy and EMF, magnetic fields, Hall effect, magnetic force on a current, magnetic fields due to a current, Ampere’s Law, induction and inductance, and Lenz’s Law. Laboratory work includes experimental techniques, data collection, graphical analysis, and report writing for experiments in mechanics, thermodynamics, and electromagnetism.

Prerequisites: PHYS 211

POLITICAL STUDIES**POLI 201 H(3-0) Introduction to Government and Politics**

This course introduces students to the key concepts and vocabulary associated with politics and provides a framework for understanding and explaining formal political systems and informal political processes. Emphasis will be on the role of politics in the central dilemmas facing contemporary society: power, responsibility and justice.

POLI 213 H(3-0) Political Ideologies

This course introduces various contemporary political ideologies to political studies majors and to interested students from other majors. The course introduces various approaches to the study of ideologies and examines a number of ideologies that shape the world in which we live.

POLI 283 H(3-0) Issues and Trends in World Politics

This course is a non-technical introduction to world politics for majors and non-majors. It covers major trends and issues in world politics such as international tensions, migration, ethnic conflicts, human rights and sustainable development. This course is concerned more with basic trends in world politics than the discipline of world politics. The course will also focus on significant current events.

POLI 309 H(3-0) History of Political Thought I

A critical study of political and legal concepts through history that focuses on the nature and the criteria of the good regime and justice. The criteria for the good regime will be enunciated and applied to the classical (Platonic, Aristotelian, and Roman) and medieval (Augustinian and Thomistic) conceptions of the good regime.

POLI 311 H(3-0) History of Political Thought II

This course is a continuation of POLI 309. It focuses on early modern (Machiavelli, Hobbes and Locke) and late modern (Rousseau and Marx) conceptions of the good regime, including an examination of the views of various other prominent thinkers in these eras.

Prerequisites: POLI 309

POLI 315 H(3-0) Perspectives on Social Justice

This course explores the political and economic dimensions of social justice in contemporary society. It examines both the causes of injustice and presents possible directions and strategies needed to move us closer to the goal of social justice, primarily within the context of advanced capitalist democracies. Specific topics to be discussed include: growing wealth inequality; democratic disenfranchisement; human rights abuses; corporate power and irresponsibility; environmental degradation. The main focus in this course will be on Canada but we will also explore the global dimensions of social justice as well.

POLI 321 H(3-0) Canadian Government and Politics

This course is an introduction to the Canadian political system, with an emphasis on the formal institutions of the Canadian state as well as an analysis of the processes, groups and culture of Canadian politics.

Prerequisites: POLI 201 or permission of the instructor

POLI 353 H(3-0) Property and Justice

An ethical reflection on property and money, work and prosperity in the political context. The course focuses on Augustine, Aquinas and contemporary Christian views.

POLI 357 H(3-0) Contemporary Issues in Canadian Public Policy

An introduction to public policy in Canada through an examination and evaluation of public policy responses to contemporary Canadian social, economic, environmental, technical, cultural and political issues. The course includes consideration of the policy-making process, those who participate, and the various assumptions and factors that influence the shape, scope and distributive dimensions of public policy.

POLI 359 H(3-0) Comparative Government and Politics

Whoever knows only one country knows none. This course introduces students to the importance of comparative political analysis by examining the variety of political systems in the world. Particular attention will be paid to the problems confronting industrial and post-industrial societies as well as the nature of democracy and the processes of democratization in an increasingly interdependent world.

POLI 361 H (3-0) Environmental Politics and Policies

This course explores a range of environmental problems (from toxic chemicals to nuclear waste to climate change) and policies that have been created to deal with these issues. A key focus of the course is approaching the subject with a wide lens to capture the immense complexities and perspectives involved. This course will therefore explore scientific, economic, sociological, philosophical and religious views to thinking about the environment, in order to appreciate and assess the various political aspects of acting (or not acting) on it.

POLI 381 H(3-0) International Relations

This course introduces students to the discipline of International Relations (IR). The main objectives of this course are: (1) to understand the IR discipline and the central concepts and theories that have shaped it; (2) to understand the dynamics of conflict, war, peace and cooperation; (3) to examine significant patterns of change and continuity in the global political order; (4) and to debate the political and ethical objectives of foreign and global policy-making in relation to security, order, rights and justice.

POLI 499 H(3-0) Directed Reading in a Political Topic

A course of directed reading, writing and research to meet the needs of individual students who wish to pursue an area of study not covered by the current course offering. The course is structured around weekly tutorial discussions of required readings and the completion of a major research paper.

Prerequisites: 12 credits in political science, at least 6 of which must be at senior level

PSYCHOLOGY**PSYC 201 H(3-0) Principles of Psychology**

This course provides an introduction to psychological theory and research. The course provides an introduction to the history of psychology and research methods. In addition, topics with an emphasis on the experimental analysis of behaviour will be covered; including sensation and perception, intelligence, memory, and the biological basis of behaviour.

PSYC 203 H(3-0) Critical Issues in Psychology

A continuation of PSYC 201, with emphasis on social, developmental and clinical areas of psychological inquiry.

Prerequisites: PSYC 201

PSYC 305 H(3-0) History of Psychological Thought

This course covers the development of psychological thought in Western culture and the relationships between theories of human nature.

Prerequisites: PSYC 201 and PSYC 203

PSYC 312A H(3-2L) An Introduction to Experimental Design and Quantitative Methods for Psychology

An integrated approach to the methods, principles, and ethics of psychological research, and to the statistical techniques utilized for analysis of these data. The statistical focus is on descriptive statistics, with an introduction to inferential statistics, including independent and dependent t-tests.

Prerequisites: PSYC 201, PSYC 203 and either Pure Mathematics 30, Mathematics 30-1, Applied Mathematics 30, Mathematics 30-2, MATH 030 or MATH 105

Antirequisites: PSYC 312

PSYC 312B H(3-2L) Advanced Experimental Design and Quantitative Methods for Psychology

This course is a continuation of the introduction to experimental design and quantitative methods course (PSYC 312A). Students will continue to examine inferential statistics and more advanced research designs in psychological research. Topics will include oneway and repeated measures ANOVA, factorial ANOVA, post-hoc comparisons, correlation and regression, as well as chi square analyses of frequency data. Students will also gain experience with statistical software for the purposes of analyzing data. Finally, students will gain experience in APA-style, including presenting results of statistical analyses.

Prerequisites: PSYC 201, PSYC 203 and PSYC 312A

Antirequisites: PSYC 312

PSYC 329 H(3-0) Adolescent Development

This course examines the physical, cognitive, social, and emotional development of adolescents in a variety of contexts (e.g. family, peers, school, culture). Transitory difficulties and psychosocial problems that may arrive during this period, as well as historical events and development, will be discussed.

Prerequisites: PSYC 201 and PSYC 203

Antirequisites: PSYC 429

PSYC 331 H(3-0) Industrial and Organisational Psychology

This course is designed to introduce students to the theories, methods, findings and applications of industrial and organisational (I-O) psychology. This course focuses both on understanding the psychological bases of work behaviour and on the organisational practices used to create a good fit between people's characteristics and the demand of the workplace. Topics will include job analysis, personnel selection, placement, training, work motivation, job satisfaction, leadership, teams, organisational culture and work-life balance.

Prerequisites: PSYC 201 and PSYC 203

PSYC 333 H(3-0) Psychology of Gender

This course examines a variety of psychological theories and research on gender. Topics include the meaning of gender and how gender relates to roles, relationships, stereotypes, mental health, sexuality, family issues, moral development, personality and workplace issues. The course format will focus on group discussions, reflective writing and small research projects.

Prerequisites: PSYC 201 and PSYC 203

PSYC 335 H(3-0) The Psychologist and the Law

This course addresses legal issues confronting mental health professionals in Alberta. Family law, dealing with the courts, court referrals and giving testimony will be important components of this course. The legal responsibilities of those in the mental health profession will be highlighted.

Prerequisites: PSYC 201 and PSYC 203

PSYC 337 H(3-0) Community Psychology

This course is an introduction to the principles and practice of community psychology. Emphasis will be placed on the application of psychological theories and social justice. The course will introduce the student to ecological systems affecting social change, needs and resource assessment, capacity building, diversity and empowerment. Students will better understand the theory and research surrounding community-based problems and how successful prevention and intervention programs are developed and implemented.

Prerequisites: PSYC 201 and PSYC 203

PSYC 341 H(3-1T) Tests and Individual Differences

This course introduces the description, purpose, evaluation, and development of psychological tests used in various kinds of assessments. Important issues in human differences will be discussed. Also, issues around the future of testing, the law, cultural diversity, test bias and the role of the internet will be introduced.

Prerequisites: PSYC 201 and PSYC 203

PSYC 345 H(3-0) Psychology of Education

This course is intended to provide an overview of the psychology of education. It will facilitate a greater understanding and appreciation of the role and function of psychological principles in educational settings. Particular focus will be contributions of psychological principles in educational settings, and contributions of psychological theory and practice in the areas of human development and learning. This course will consist of lecture presentations, group projects and group presentations.

Prerequisites: PSYC 201 and PSYC 203

PSYC 353 H(3-0) Psychology of Aging

This course covers recent developments in the psychology of aging. The major theories, types of research and processes related to aging are examined. Topics to be covered include the physiological, cognitive and social aspects of aging.

Prerequisites: PSYC 201 and PSYC 203

PSYC 355 H(3-0) Social Psychology

This course provides an overview of the major topics and issues in social psychology, focusing on how we think about ourselves and interact with others. The course emphasizes the unique contribution of social psychologists to the theory and understanding of social behaviour in such areas as the self, social beliefs and judgements, behaviour and attitudes, attitude change, culture and gender, conformity and obedience, persuasion, prejudice and discrimination, and aggression.

Prerequisites: PSYC 201 and PSYC 203

PSYC 357 H(3-0) Introduction to Cross-Cultural Psychology

This course provides an overview of cross-cultural research in a broad range of areas, including human development, identity, social behaviours, personality, cognition and abnormal behaviour. This course will also examine theories of acculturation and the experiences of ethnic and minority groups living in the Canadian cultural mosaic, in areas such as the family, education, the workplace, and counselling settings.

Prerequisites: PSYC 201 and PSYC 203

PSYC 359 H(3-0) Health Psychology

This course will provide a detailed examination of how personal health issues impact an individual's psychological functioning as well as the impact of psychological issues on the health of the individual. Health care issues that impact an individual's psychological functioning are addressed. Examples of these issues are stress, lifestyle choices, and sociocultural difference in health care.

Prerequisites: PSYC 201 and PSYC 203

PSYC 361 H(3-0) Child Development

This course presents students with a broad and integrative overview of child development through the lens of psychology. Major theories and research findings will be discussed in order to understand how children develop physically, socially, emotionally, and cognitively from the periods of conception to late childhood.

Prerequisites: PSYC 201 and PSYC 203

PSYC 365 H(3-0) Cognitive Psychology

This course offers an investigation into research and theory in cognitive psychology. Topics include the processing, storing and retrieval of information; perceptual, attentional and language processes, and problem solving. The biological bases for these processes are also investigated.

Prerequisites: PSYC 201 and PSYC 203

PSYC 369 H(3-0) Sensation and Perception

The physiological and psychological bases of sensation and perception are explored. Topics such as pitch perception, colour vision and perception of movement, size and distance are included. The areas of sensation and perception are integrated through a human information-processing approach to the understanding of audition, vision and other modalities.

Prerequisites: PSYC 201 and PSYC 203

PSYC 375 H(3-0) Brain and Behaviour

An introduction to the anatomy, development and plasticity of the nervous system. Other topics will include the brain mechanisms involved in regulating internal body states, sensations, perception, cognition and psychological disorders.

Prerequisites: PSYC 201 and PSYC 203

PSYC 393 H(3-0) Personality

An introductory survey including representative theoretical points of view and research relevant to the study of personality, its development and manifestation in an individual's life. Students will study how environmental and genetic factors make us both unique and similar to one another.

Prerequisites: PSYC 201 and PSYC 203

PSYC 400 F(3-0) Psychology Senior Seminar

This course is designed as a capstone course for students in their final year of study in the 120-credit Bachelor of Arts, Honours Psychology degree. Students will conduct a research project in an area of psychology, under consultation with a supervisor. Students will be required to write a formal research proposal, carry out a research project, write up a manuscript-style-paper of the research and present it to their peers. This course must be taken in the final year of study.

Prerequisites: PSYC 201, PSYC 203, PSYC 312A with a minimum grade of B, PSYC 312B with a minimum grade of B, and acceptance into the Honours stream

PSYC 407 H(3-0) Communication and Counselling Skills

This course is intended for students who wish to develop basic communication and counselling skills. Students will learn a variety of skills that enhances communication in relationships and helps develop a working alliance with clients. The emphasis in this course will be on developing one's helping skills through in-class practice and observation. The general applicability of the skills covered in this course makes them relevant to a wide variety of situations involving interaction between individuals.

Prerequisites: PSYC 201, PSYC 203, 6 senior credits in psychology and 3rd or 4th year standing

Note: Students are encouraged to take PSYC 407 in combination with PSYC 409.

PSYC 409 H(3-0) Theories of Counselling

This course provides a thorough review of all of the major counselling and psychotherapy theories. A detailed discussion of strategies and approaches associated with each perspective will be presented. Students will assess the strengths and weaknesses of each theory. Practitioner commentaries and assessments will be reviewed. Multicultural perspectives will be examined and students will be encouraged and expected to address relevant cultural issues of each theory. Students will be encouraged to develop their own theoretical orientation.

Prerequisites: PSYC 201, PSYC 203 and 6 senior credits in psychology

PSYC 411 H(3.0) Advanced Studies in Clinical Psychology

This course provides an in-depth study of psychological concepts introduced in introductory psychology courses. Students will integrate clinical principles and research as they develop their own theoretical orientation. Multicultural perspectives will be examined and students will be expected to apply this knowledge in the development of their own theoretical orientation. A more in-depth study of research and clinical ethics, psychology as a regulated profession, and developing perspectives for the future will be presented.

Prerequisites: PSYC 201, PSYC 203 and 6 senior credits in psychology

PSYC 413 H(3-0) Psychology of Trauma

This course is designed for students interested in the study of traumatic stress and the psychology of trauma. The course will provide an overview of the different types of traumatic stress; the cognitive, neurological, and clinical components of trauma; cultural components of trauma, and clinical assessment. There will be a brief review of trauma in the counselling setting.

Prerequisites: PSYC 201, PSYC 203 and PSYC 359

PSYC 441 H(3-0) Forensic Psychology

This course examines the research and application of psychological knowledge to the justice system. Areas such as the empirical and theoretical analysis of criminal behaviour and correctional psychology will be discussed. Special topics such as the use of the polygraph, false confessions and the question of whether treating adolescents as adults in the criminal justice system is appropriate or not will also be presented. There will be an emphasis on the Canadian justice system.

Prerequisites: PSYC 201, PSYC 203 and PSYC 393

PSYC 453 H(3-0) Advanced Topics in the Psychology of Aging: Cognitive Processes

This advanced seminar course takes an in-depth look at cognitive processes during aging: sensation, perception, attention, memory, intelligence. The theory and research surrounding cognitive aging will be reviewed and discussed. Students will explore sociocultural and environmental factors in relation to cognitive functioning, as well as the real-world implications of cognitive functioning. The focus will be on expected changes in normal adults, with some discussion of pathological changes.

Prerequisites: PSYC 201, PSYC 203 and PSYC 353

PSYC 463 H(3-0) Sport Psychology

This course provides the student with an understanding of the psychological and social factors inherent in sport and exercise. Topics will include understanding participants' (e.g., personality, motivation, stress); sport and exercise environments (e.g. competition, reinforcement); group processes (e.g., team dynamics, leadership); enhancing performance (e.g., imagery, concentration); improving health and wellbeing (e.g., injuries, unhealthy behaviours, burnout and overtraining). This course will provide students with a greater understanding of the psychological dimensions of sport, exercise and health.

Prerequisites: PSYC 201, PSYC 203 and either PSYC 355 or HMKN 201 and HMKN 203

PSYC 465 H(3-0) Language Development

An in depth examination of language development. Topics will include phonological, lexical and syntactic development, as well as the role of culture and family on the development of language. Bilingualism and language development in special populations will also be explored.

Prerequisites: PSYC 201, PSYC 203 and PSYC 361

PSYC 475 H(3-0) Human Neuropsychology

This course will explore how brain damage can affect various cognitive, behavioural, and affective processes. After a brief review of neuroanatomy and physiology we will discuss a variety of diseases studied by neuropsychologists and examine the effects of brain damage in humans on specific cognitive, perceptual, affective, and motor functions. We will cover a number of different clinical conditions such as Alzheimer's disease, amnesia, stroke, agnosia, and aphasia.

Prerequisites: PSYC 201, PSYC 203 and PSYC 375

PSYC 485 H(3-0) Psychology of Abnormal Behaviour

Students will examine abnormal behavior and how this behaviour is understood in both the historical and modern perspective. Students will be introduced to the Diagnostic and Statistical Manual of Mental Disorders (DSM) to assist them with the description and causes of the major psychological disorders.

Prerequisites: PSYC 201, PSYC 203 and PSYC 393

PSYC 495 H(3-0) Consumer Psychology

This course will enable students to apply psychological, social and cultural concepts to marketing decision making. Topics will include theories of attitude formation and change, memory, personality, consumer decision making, behavioural outcomes and the importance of consumer behavior and research. Throughout the course an emphasis will be placed on applying theoretical knowledge to various marketing situations.

Prerequisites: PSYC 201, PSYC 203 and PSYC 355 or MGST 321

RELIGIOUS STUDIES**RLGS 201 H(3-0) World Religions – Western**

The course begins with an introduction to the nature of religion and a survey of prominent features in Aboriginal traditions. Subsequent study focuses on the origins and development of the three monotheistic religions: Judaism, Christianity and Islam. The lectures will examine prominent sacred texts of these religions in the Hebrew Bible, the New Testament and the Qur'an, respectively. In addition, the class examines the theology, practices and observances that account for the distinctive culture each of these religions generates.

RLGS 203 H(3-0) World Religions – Eastern

This course surveys the origins and development of the major religions of the East: Hinduism, Buddhism, Jainism, Sikhism, Chinese Buddhism, Confucianism, Taoism and Shinto. The lectures focus on the historical development, sacred stories, belief systems, forms of prayer and worship, community structures and ethical principles of these religions.

RLGS 205 H(3-0) Reading Biblical Texts

An introductory survey of the geographical, historical and cultural milieu of the Ancient Near East and Mediterranean world provides the backdrop for examining texts that represent the diversity of biblical literature. The survey of biblical literature includes examples from the Pentateuch, the Prophets, the Deuteronomistic History, the Wisdom Literature, the Gospels, the Pauline letters and the Johannine corpus. Treatment of the texts illustrates that sensitivity to the various literary forms is essential to biblical interpretation. The course introduces the student to the religion of ancient Israel, the emergence of early Judaism and the genesis of Christianity.

Antirequisites: THEO 201

RLGS 301 H(3-0) The Catholic Intellectual and Cultural Tradition

Catholicism is a conversation among people seeking God in community for more than 2,000 years. The course surveys the historical development of Catholicism and its embodiment in diverse cultures across the world. Students will contemplate the intellectual pursuits, architectural wonders, and artistic masterpieces that are emblematic of every era in the history of Catholicism. These intellectual and cultural achievements are expressions of diverse communities such as early assemblies of Jews and Gentiles, monasteries of monks or nuns, parishes around the world. This overview of history and culture encourages inquiry into biblical interpretation, philosophical analyses, developments in art and literature, and ethical concerns of the contemporary world.

Antirequisites: CATH 301

RLGS 305 H(3-0) Rome and Christian Spirituality

This course has special costs and required international travel. This travel study course explores the development of Christian spirituality from its origins to the present day through the lens of Rome. From ancient imperial capital to centre of the Roman Catholic Church today, Rome presents a living history like no other city. This course examines how Christians throughout history have approached God in prayer and practice, and how these diverse spiritualities have intersected with art, architectures, politics, and culture.

Note: Credit for both RLGS 305 and HIST 381 will not be allowed.

RLGS 311 H(3-0) The Torah: A Debate About God and Religion

The first five books of the Bible constitute the Torah, the core of Scripture in Jewish Tradition. This course will survey the contents of this compendium. A close reading will expose a diversity of traditions that underlay the texts and bespeak the rich oral and literary heritage of this corpus. The course will consider a variety of literary forms including epic, myth, novella, poetry, song legislation, and discourse. The course will consider the major issue of theology and humanism in the Pentateuch including the portrayals of God and of humankind respectively as well as their interaction under the rubrics of creation, elections, redemption, and covenant.

Prerequisites: RLGS 205 or THEO 201

Antirequisites: THEO 311

RLGS 313 H(3-0) Jesus and the Gospels

This course focuses on the four gospels. The course begins with a discussion of, "Who was Jesus of Nazareth?" It then focuses on how each gospel portrays him. A discussion of the "Synoptic Problem" will elaborate on the literary connections between Mark, Matthew and Luke and the distinctiveness of John. The course will introduce the student to the methods of historical, form, source, and redaction criticism respectively. Moreover, the course will provide a narrative analysis of each of the gospels.

Prerequisites: RLGS 205 or THEO 201

Antirequisites: THEO 301

RLGS 315 H(3-0) Paul and His Letters

A biographical sketch of Paul provides the background for interpreting the letters that scholars universally agree come from his hand. This course introduces the students to: 1 Thessalonians, Galatians, 1 and 2 Corinthians, Philippians, and Romans. Attention focuses on the humanism in Paul and cultural issues that are distinctive of each letter. The course provides a synthesis of Paul's outlook on God, Jesus, humankind, grace, faith, community, and the dynamics of history.

Prerequisites: RLGS 205 or THEO 201

Antirequisites: THEO 303

RLGS 317 H(3-0) Social Justice and the Bible

This course will examine legislation and narratives concerning social justice in the biblical word. Legal texts and the history of social reform in Mesopotamia and Egypt provide background for understanding the emerging preoccupation with justice themes in the Torah, Prophets and Writings of the Hebrew Bible. This course will focus on legislation, narratives and prophetic material which relate to issues of justice and peace in our contemporary world. Two-thirds of the course will focus on material in the Hebrew Bible and one-third will concentrate on material in the New Testament within the setting of the Greco-Roman world.

Prerequisites: RLGS 205 or THEO 201

Antirequisites: THEO 321

RLGS 321 H(3-0) Vatican II and Beyond

Through objective analysis, this course aims to familiarize students with the essential components of Catholic thought and tradition as expressed in the documents of Vatican II, the Catechism of the Catholic Church, and other preconciliar and post-conciliar sources. The course seeks to provide students with the skills necessary to critically review material from many sources and to situate the arguments in their historical contexts. Sources and articles critical of recent developments and those that highlight issues relevant to the modern world will be assigned. Justice issues, women's roles, war and peace, liberation theology, feminist perspectives and conservatism are but a few of the critical issues that may be discussed. Additionally, students may choose from an unlimited range of other contemporary sources as they research and present issues.

Antirequisites: THEO 349

RLGS 323 H(3-0) Catholic Social Justice

Catholic social justice offers a vision for enhancing the lives of everyone everywhere in the world today. Catholic social thought expresses a commitment to justice through a network of principles including: the dignity of the human person, human rights, cultural development, the common good, global solidarity, preferential care for the poor, economic viability for all, democratic participation, stewardship of creation, peace and disarmament, and institutional change that benefits everyone, especially marginalized people. This course examines the historical evolution of these principles especially from the 19th century to the present. Students will experience the practical application of these principles through a required Community Service-Learning (CSL) placement.

Antirequisites: CATH 311

RLGS 325 H(3-0) Religious Agents of Social Change

Many of history's most significant social movements have been built on a foundation of religious and spiritual commitment by extraordinary individuals. Using select profiles [case studies] of such religious leaders from multiple world religions, this course will examine how social justice principles and religious ideals have contributed to dynamic cultural, economic, and political change in society. By critically engaging in the complex question of whether religions have either facilitated or inhibited social change, students will confront contemporary social ethical issues and investigate how religion seeks to engage and change the world.

RLGS 331 H(3-0) Christianity and Empire, Origins to 1492

This course explores the historical engagement of various Christian traditions with the prevailing political, social and ethnic cultures in the western world and beyond. Students will also examine the development of Christianity as it confronts changes in the symbolic and intellectual universes over the first 1,500 years of Christian life and thought. The course describes the prominent figures and theological debates that led to controversies in the early church, delves into the new challenges and opportunities that faced the imperial church, and surveys the rich diversity of Christianity in the Latin West and Byzantine East during the Middle Ages.

Antirequisites: THEO 345

Note: Credit for both RLGS 331 and HIST 311 will not be allowed.

RLGS 333 H(3-0) Christianity, Conquest and Science, 1492 to Present

This course explores the momentous events of post-Reformation Christianity as it engages with the prevailing political, social and ethnic cultures around the world. Students will also examine the development of Protestant, Catholic, and Orthodox Christianities as they confront changes in the symbolic and intellectual universes. Beginning with the Protestant Reformation of the sixteenth century, this course surveys; the missionary ventures in the 16th and 17th centuries and the establishment of colonial Christianity in the New World; the struggles between science and faith during the Enlightenment and later; and how Christianity responded to modernity in the twentieth century and postmodernity in the twenty-first.

Antirequisites: THEO 347

Note: Credit for both RLGS 333 and HIST 313 will not be allowed.

RLGS 339 H(3-0) Augustine of Hippo: His Life, Times and Thought

This course offers an introduction to the life and thought of Augustine of Hippo through the study of his autobiography, the Confessions. Our focus will be a close reading of the text. However, our reading will be informed by a consideration of the historical context of Augustine's life and work, the major theological themes of his writings, and Augustine's far-reaching legacy in the history of Christian thought and practice.

Prerequisites: RLGS 205 or THEO 201

Note: Credit for both RLGS 339 and HIST 315 will not be allowed.

RLGS 341 H(3-0) Medieval Women Mystics

This course investigates the mystical and visionary experiences of women in the medieval period in Europe, focusing on the representation of gender in their writings and the cultural contexts of their lives. We will read texts written by women including Hildegard of Bingen, Hadewijch of Brabant, Mechthild of Magdeburg, Catherine of Siena, Julian of Norwich and Margery Kempe. We will learn the stories of their lives, explore the varieties of their spiritual practices and consider the images they employ to convey their unique visions of the divine.

Antirequisites: THEO 341

Note: Credit for both RLGS 341 and HIST 317 will not be allowed.

RLGS 343 H(3-0) Women in Early Christianity

This course investigates the role and representation of women in early Christianity from the period of Jesus' ministry to the fifth century AD. The course study includes specific historical women, attitudes toward women, and constructions of female gender as they relate to ideas and behaviours in early Christianity. The emphasis of this course rests on primary sources and their interpretation, using feminist, historical, socio-cultural, theological and literary methods to explore the ways in which women are represented in canonical and non-canonical sources.

Note: Credit for both RLGS 343 and HIST 303 will not be allowed.

RLGS 351 H(3-0) Religion and Science in Dialogue

This course discusses the conversation between science and religion in the 21st century. The discussion begins with a brief review of their interactions from antiquity to the medieval period. It focuses on developments in Newtonian physics, Darwinian evolutionary biology and quantum physics and cosmology in the tradition of Stephen Hawking. The course takes account of religious traditions across the world, but its primary focus is on the monotheistic traditions, particularly Judaism and Christianity.

RLGS 363 H(3-0) Introduction to Judaism

This course provides a survey of the history, theology, ritual and practise of Judaism. A survey of the biblical foundations in the Torah, prophets, and post-exilic restoration to Judah provides the foundation for a treatment of subsequent developments in Judaism up to the present era. Topics include the formation of the Torah, the Mishnah and the Talmud; traditions of prayer; history of European Jewry; tensions with the Christian Church; the Jewish Year; Hasidism; the development of anti-Semitism; responses to modernity; the emergence of Zionism, and contemporary life in a synagogue.

Note: Credit for both RLGS 363 and HIST 309 will not be allowed.

SCIENCE**SCIE 201 H(3-3/2L) Everyday Science: The Physical World**

Have you ever wondered about the nature of the universe, how hybrid cars work, or wanted to understand the science behind ongoing debates such as climate change? In this course designed for non-science majors we will examine the basic physical and chemical principles behind these and many other science-based questions we encounter in society. In the laboratory component of the course, students will learn the methods by which science is done, core principles of the physical sciences, and the limitations of knowledge. Some laboratory sessions will recreate historic experiments in science, such as Galileo's famous experiment on gravity. At the conclusion of this course students will be able to comprehend the basic physical and chemical principles behind many societal issues as well as understand the nature of science and its strengths and limitations.

SCIE 301 H(3-3/2L) Everyday Science: The Living World

Have you ever questioned whether you must get the flu shot each year, the safety of genetically modified foods, or if there might be life on other planets? In this follow up course to SCIE 201 we will continue our examination of scientific issues in our lives, focusing on the biological and chemical principles behind them. Since students are assumed to have an understanding of the basic nature of science, a greater emphasis will be placed on examining the interdisciplinary nature of science. This will be evidenced in the laboratory component of the course, where laboratory exercises will focus on integrating concepts from SCIE 201 with applications in the living world, such as how the wavelength of light affects photosynthesis in plants. Students completing this course will understand the science component of societal issues, will be able to appreciate the interdisciplinary nature of science, and will be able to intelligently discuss and understand most scientific issues.

Prerequisites: SCIE 201

SCIE 399 H(0-3) Directed Studies in Science

A course to meet the needs of individual students who wish to pursue an area of study not covered by current course offerings. Students will meet with the professor weekly for structured tutorial discussion and produce a major project showing extensive independent exploration of the subject area.

Prerequisites: at least 9 senior credits in science (e.g. BCEM, BIOL or CHEM) and permission of the instructor

SOCIOLOGY

SOCI 201 H(3-0) An Introduction to Sociology

This course presents an introduction to sociology, with a strong focus on the theories of the sociological perspective and the methods used in sociological research. Students will also learn about areas of substantive interest to sociologists, including social processes, social problems and social institutions.

SOCI 303 H(3-0) Sociology of Gender and Gender Relations

This course provides an overview of the sociological study of gender and gender relations. Students use theories of the sociological perspective to study a variety of issues, including the social construction of masculinity and femininity, gender socialization, representations of gender in the mass media and gender inequality.

Prerequisites: SOCI 201

SOCI 313 H(3-0) Introduction to Research Methodology

This course provides students with a comprehensive introduction to research methodology. Students will discuss the many issues, debates and methods that characterize research, including the philosophy of scientific inquiry and the accumulation of knowledge, qualitative and quantitative styles of research, and the strengths and weaknesses of various research methods such as experiments, surveys, observation, secondary data analysis and content analysis.

Prerequisites: SOCI 201

Antirequisites: IDST 313

SOCI 325 H(3-0) Crime and Deviance

Analysis of deviant, criminal and delinquent behaviours, including adult and youth activities. A study of the social processes involved in defining deviant and criminal behaviour patterns, and an examination of the factors that influence conformity and change.

Prerequisites: SOCI 201

SOCI 327 H(3-0) Social Stratification

This course provides an introduction to the sociological study of structured inequality in Canadian and global contexts. Topics include theories of inequality and their application to inequalities of class, race/ethnicity, gender, age and ability.

Prerequisites: SOCI 201

SOCI 343 H(3-0) Sociology of Media

This course offers a sociological examination of mass media as a critical aspect of society and culture, with an emphasis on the Canadian context. Students will use the sociological perspective to examine various issues and controversies including the role of the media as a social institution, its complex interplay with other social institutions and the way that media messages influence our individual and collective identities.

Prerequisites: SOCI 201

SOCI 353 H(3-0) Sociology of Education

This course offers an introduction to the sociological study of education, both as a social institution and as a context for individual experience. The primary emphasis will be on education in Canadian society. Students will use the theories of the sociological perspective to analyze a variety of topics including the development of education as a social institution in Canada, critical issues in Indigenous education, educational structures, barriers, policies, and practices, and educational experiences from pre-school to postsecondary and beyond.

Prerequisite: SOCI 201

SOCI 371 H(3-0) Sociology of Families

This course provides an overview of the sociological study of families with an emphasis on the Canadian context. Students consider theoretical debates surrounding a number of issues of interest to family sociologists, including definitions of “families” and events of the family life cycle.

Prerequisites: SOCI 201

SOCI 375 H(3-0) Race and Ethnic Relations

This course provides a conceptual framework for the study of race and ethnic relations. Within this general context we examine a variety of topics including assimilation, pluralism, multiculturalism and specific intergroup relations. Our discussions are not restricted to Canadian society, but include countries such as the United States, Israel, Germany, Northern Ireland, South Africa, Brazil and others.

Prerequisites: SOCI 201

SOCI 377 H(3-0) Sociology of Religion

An introduction to the theories and concepts used by sociologists to interpret religious behaviour and the organization of religion. We will approach the dilemmas of religion by focusing on religious experience, myths, rituals, ethics and social organization. The course will also consider the interface between religion and family, economy and the post-modern world. Integrated into the subject matter will be the discussion of secularization as a central concept and process.

Prerequisites: SOCI 201

SOCI 393 H(3-0) Sociology of Sport

This course offers a sociological overview of some of the issues and controversies involving sport in society, with an emphasis on the Canadian context. Issues examined will include the complex interrelationships between sport and social institutions (such as government and politics, the economy and big business, the mass media, the education system and the family) as well as how sport influences our individual and collective identities.

Prerequisites: SOCI 201

SPANISH**SPAN 201 H(4-0) Beginners' Spanish I**

This is a beginner course in grammar and composition for students who have no knowledge of the language. An oral approach is stressed through the use of dialogues, structural patterns and conversation. The study of grammar will be contextualized in culture through a variety of authentic lectures.

Note: Not open to students who have completed Spanish 30.

SPAN 203 H(4-0) Beginners' Spanish II

This is an intensive course in grammar and composition, with further development of oral skills. The study of grammar will be contextualized in culture through a variety of authentic lectures.

Prerequisites: Spanish 30, SPAN 201 or permission of the instructor

SPAN 301 H(3-0) Intermediate Spanish

Comprehensive development of listening, speaking and writing skills, with an emphasis on reading about the cultures of the Hispanic world.

Prerequisites: SPAN 203 or permission of the instructor

SPAN 303 H(3-0) Intermediate Spanish II

This course explores a variety of topics related to Latin American, Spanish and North American Hispanic cultures to enhance and further develop language skills and cultural appreciation of the Spanish-speaking world.

Prerequisites: SPAN 301

STATISTICS**STAT 213 H(3-2L) Introduction to Statistics I**

Topics include collection and presentation of data; introduction to probability, including Bayes's rule; expectations and distributions; properties of the normal curve; the sampling distribution of the sample mean, and introduction to estimation and hypothesis testing.

Prerequisites: Pure Mathematics 30, Mathematics 30-1, MATH 030 or MATH 105

STAT 217 H(3-2L) Introduction to Statistics II

Topics include estimation of population parameters, confidence intervals for the difference of two means, tests of hypotheses including 2-sample tests and paired data comparison, analysis of variance (ANOVA), goodness-of-fit and independence tests, variance estimates and tests, and non-parametric methods, time series and forecasting.

Prerequisites: STAT 213

THEOLOGY**THEO 503 H(3-0) Understanding the Sacraments**

Historical development and current understandings of sacramental rites, the role of the sacraments in Christian life and as community celebrations, and the role of the school in the teaching of sacraments.

Note: Restricted to students enrolled in one of the Catholic Educators' Programs.

THEO 505 H(3-0) Spiritual Traditions in Christianity

An overview of Christian spirituality and the universal call to holiness. Attention will be given to understanding Christian spirituality as it relates to contemporary Christian living and the quest for the integration of mind, body and soul. The study will be rooted in scripture and Christian tradition. The course will cultivate an awareness of the variety of Christian spiritualities.

Note: Restricted to students enrolled in one of the Catholic Educators' Programs.

THEO 521 H(3-0) Scriptural Themes

The formation of the Old and New Testament texts, literary forms, critical analysis, the major themes of the Old and New Testament, and the life, death and resurrection of Jesus. A pedagogical perspective is included.

Note: Restricted to students enrolled in one of the Catholic Educators' Programs.

THEO 541 H(3-0) Theology of the Church

A survey of the self-understanding of the Church as articulated in the documents of Vatican II and in subsequent statements of the Magisterium and studies by theologians. An examination of biblical images of the Church provides a foundation for discussing issues such as authority and structure, community, ministry, mission to the world at large, ecumenism and interfaith dialogue.

Note: Restricted to students enrolled in one of the Catholic Educators' Programs.

THEO 543 H(3-0) Theology of Christ

An overview of the manner in which tradition and contemporary theologians interpret the person of Christ in relationship to the world, the Church, and the individual. The course begins with research into the person and mission of Jesus of Nazareth as well as the diverse portraits of Christ in the New Testament literature. Students examine the Christological formulations of major councils of the Church. Particular attention is paid to the developments in understanding Christ in the wake of Vatican II.

Note: Restricted to students enrolled in one of the Catholic Educators' Programs.

THEO 551 H(3-0) Social Issues in the Theological Tradition

A survey of Christian social thought. The course traces the development of social thought in the Christian tradition from the biblical era to the present day. Students will become familiar with basic concepts such as the common good, natural law and social justice. They will examine, in particular, the social teaching of the Church from Leo XIII to Vatican II and beyond that to the present.

Note: Restricted to students enrolled in one of the Catholic Educators' Programs.

THEO 561 H(3-0) Contemporary Issues

An investigation of topics central to Christian education from fields such as ecclesiology, Christology, moral theology and ethics. Credit for this course is available to students who fulfill the course requirements during either the SPICE or Blueprints conference, which is sponsored by the Alberta Catholic School Trustees' Association.

Note: Restricted to students enrolled in one of the Catholic Educators' Programs.

THEO 599 H(3-0) Supervised Thematic Study

Under a professor's guidance, the student will research and write a major presentation on a topic within the scope of the GDRE curriculum. The student will follow a program of directed reading. The written work will include an examination of the theological implications of a specific issue in religious education. This course affords the student an opportunity to produce a work that represents the culmination of the GDRE program.

Prerequisites: EDPA 591, 593, 595, THEO 503, 505, 541, 543, and 551 or consent of the Dean

Note: Restricted to students enrolled in one of the Catholic Educators' Programs.



ORGANIZATION

FACULTY

Arciniega, Lourdes

Adjunct Assistant Professor, English
 PhD, English, University of Calgary
 MA, English, University of Calgary
 BA, English, University of Lima
 Specialization/research interests: Twentieth-century women playwrights, Shakespeare and Canadian and British literature

Baltutis, Peter

Chair, Humanities
 Associate Professor, History and Catholic Studies
 PhD History of Christianity,
 University of St. Michael's College, Toronto
 MA Theology, University of St. Michael's College, Toronto
 MA European History, University of Toronto
 BA (Honours) History (magna cum laude),
 University of Richmond, VA
 Specialization/research interests: history and theology of modern Catholicism (1789 to the present); Canadian religious history; Catholic social thought; Vatican II; 19th- and 20th-century European political and diplomatic history; Community Service Learning

Barron, Gary

Adjunct Associate Professor, Sociology
 PhD (Cand.) Sociology, University of Alberta
 MA Sociology, University of Calgary
 BA Sociology, University of Calgary
 BSc Psychology, University of Calgary
 Specialization/research interests: The politics and organization of knowledge, research methods, social theory, surveillance, socio-legal studies, science and technology studies, mental health and illness, sociology

Blaise, Stephanie

Adjunct Assistant Professor, Biology

Boyle, Thérèse

Adjunct Assistant Professor, Art History
 PhD, Communication and Art History, University of Calgary
 MA, Communication, University of Calgary
 BA, Art History, University of Calgary
 Specialization/research interests: Art history, modern art, history of communication

Braverman, Leonid

Adjunct Assistant Professor, Astronomy, Physics and Mathematics
 PhD Applied Mathematics, Perm State University, Russia
 MSc Physics (Distinction), Perm State University, Russia
 BSc Physics and Education, Perm State University, Russia
 Specialization/research interests: fluid dynamics; free convection; interfacial phenomena in fluids; computer algebra tools

Bresky, Luke

Associate Professor, English
 PhD English, University of California, Los Angeles
 MA English, University of California, Davis
 BA English, University of Calgary
 Specialization/research interests: American literature; critical theory; African-American literature

Briggs, Brian

Lecturer, Education
 MEd, University of Lethbridge
 BEd, McGill University/University of Calgary
 Specialization/research interests: Elementary and Middle School Science; Learning through Inquiry; Hands-on, Minds-on Learning Models

Brinsmead, Tom

Lecturer, Education
 MEd, University of Portland
 BEd, University of Calgary

Burnett, Ashley

Adjunct Assistant Professor, Linguistics
 PhD Linguistics, University of Calgary
 MA Linguistics, University of Victoria
 BA Linguistics, University of Calgary
 Specialization/research interests: Phonological, morphological, syntactic and semantic development of the English language

Burns, Dane

Adjunct Assistant Professor, Psychology
 PhD Psychology, University of Calgary
 MSc Psychology, University of Calgary
 BA Psychology, University of Calgary
 Specialization/research interests: social and theoretical psychology; new history of psychology; philosophy and psychology; John Dewey's psychology

Chilton, Glen

Professor Emeritus, Biology
 PhD Biology, University of Calgary
 MSc Zoology, University of Manitoba
 BSc Zoology, University of Manitoba
 Specialization/research interests: avian behavioural ecology;
 ornithology; bird song and cultural evolution; conservation
 biology and parasitology

Clay, Matthew

Assistant Professor, Chemistry
 PhD Chemistry, University of Ottawa
 BSc Chemistry and Psychology, Dalhousie University
 Specialization/research interests: synthetic organic chemistry;
 chemical education; science outreach

Crawford, Shawn

Lecturer, Psychology
 PhD Philosophy, University of Calgary
 MEd Special Education, University of Alberta
 BSc Psychology, Mount Allison University

Davis, Trent

Associate Professor, Education
 PhD Education, York University, Toronto
 MEd, York University, Toronto
 BEd, Memorial University of Newfoundland
 BA (Honours) Political Science, Memorial University of
 Newfoundland
 Specialization/research interests: philosophy of education/
 ethics; pragmatism and education for democracy;
 existentialism; spirituality and Catholic education; learning in
 therapy; learning from literature

Doherty, Peter

Associate Professor, Psychology/Family Studies
 PhD Psychology, United States International University,
 San Diego
 MSc Pastoral Counselling, Loyola College, Baltimore
 BTh, Saint Paul University, University of Ottawa
 BA (Special) Psychology, University of Alberta
 BA General Studies, University of Alberta
 Specialization/research interests: relationship beliefs of
 premarital couples; family dynamics in the development of
 spirituality

Duggan, Michael

The CWL Chair for Catholic Studies
 Professor, Religious Studies and Theology
 PhD Biblical Studies, Catholic University of America,
 Washington, D.C.
 SSL Sacred Scripture, Pontifical Biblical Institute, Rome
 STB Sacred Theology, Pontifical Gregorian University, Rome
 BA Philosophy, University of Saskatchewan
 Specialization/research interests: early Judaism; early
 Christianity; Hebrew narrative; social justice and human
 rights in the Bible; the Ancient Near East and the Greco-
 Roman world; post-Vatican II theological tradition; Catholic
 social thought; inter-religious dialogue East and West

Edwards, Malcolm

Adjunct Professor, Music
 MME, University of Montana, Missoula
 BEd, University of Lethbridge
 LTCL, Trinity College of Music, London, England
 Certificate in Education, College of Education,
 Sheffield, England
 Specialization/research interests: choral education; choir
 training; popular music and culture; philosophy of music
 education

Feng, Dandong

Adjunct Assistant Professor, Statistics
 PhD Statistics, University of Calgary
 MSc Statistics, University of Calgary
 BSc Mathematics, Xiamen University, Fujian Province, P.R.
 Specialization/research interests: survival analysis

Garrison, Jennifer

Associate Professor, English
 PhD English, Rutgers University
 MA English, Rutgers University
 BA English (Honours), University of Alberta
 Specialization/research interests: Middle English literature
 and culture; Old English language and literature; Chaucer;
 Renaissance literature; Shakespeare

Gordon, Jan

Lecturer, Family Studies
 MSc Marriage and Family Therapy, Loma Linda University
 BSW, University of Calgary
 Specialization/research interests: resiliency in families;
 gender discourse

Grothman, Gary

Assistant Professor, Biology
 PhD Microbiology and Immunology,
 State University of New York HSC at Syracuse
 BSc Cellular, Molecular and Microbial Biology,
 University of Calgary
 Specialization/research interests: Tardigrades; immunology

Hagon, Margret

Lecturer, Education
 MEd, University of Calgary
 BEd, University of Calgary
 Permanent Professional Teacher's Certificate

Harding, Craig

Lecturer, Education
 PhD Curriculum Studies, University of British Columbia
 MA Curriculum and Administration, Gonzaga
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 Specialization/research interests: history education, citizenship education; issues in education

Harvie, Timothy

Associate Professor, Philosophy & Ethics
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 Master of Arts and Religion (High Honours), Canadian Theological Seminary
 BTh, Ambrose University College
 Specialization/research interests: modern theology; social ethics; historical philosophy; hermeneutics

Henderson, Linda

Associate Professor, Sociology
 PhD Sociology, University of Calgary
 MA Sociology, University of Calgary
 BA (Honours) Sociology, University of Calgary
 Specialization/research interests: teaching and learning; research methodology; sport; gender; media

Hill, Laurie

Assistant Professor, Education
 PhD Education, University of Calgary
 MEd Education, University of Toronto
 BEd, University of Western Ontario
 BA (Honours) Sociology and History, University of Guelph
 Specialization/research interests: teacher education; student teacher identity; children's literacy and socio-cultural influences; gender studies; student transitions; practicum experiences

Hopkins, Howard

Assistant Professor, Philosophy
 PhD Philosophy, University of Alberta
 MA Classical Studies, Dalhousie University
 BA (Honours) Philosophy, Dalhousie University
 Specialization/research interests: epistemology; existentialism; hermeneutics; contemporary metaphysics

Hyland-Russell, Tara D.

Vice-President Academic and Dean
 Professor, English
 PhD English, University of Calgary
 MA English, Wilfrid Laurier University
 BA (Honours) English/Social Developmental Studies, University of Waterloo
 Specialization/research interests: Radical Humanities programs; critical pedagogy; marginalised non-traditional learners; life writing; 20th-century literature; folk and fairy tales

Ireland, Alana

Adjunct Assistant Professor, Psychology
 PhD Counselling Psychology, University of Calgary
 MSc Counselling Psychology, University of Calgary
 BA Psychology, University of Calgary

Johnston, Sonja

Lecturer, Accounting and Management Studies
 MBA Haskayne School of Business, University of Calgary
 BSc Honours equivalent in Psychology, Behavioural Neurosciences, University of Calgary
 Specialization/research interests: consumer behaviour in the realm of e-commerce and online retail; entrepreneurship and small business development; ethical strategy; corporate social responsibility as a business foundation v. behaviour

Kilcommons, Michael

Lecturer, Education
 MEd, University of Lethbridge
 BEd, University of Lethbridge

Kimball, Samantha

Adjunct Assistant Professor, Human Kinetics
 PhD Nutritional Sciences, University of Toronto
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 BSc (Hon) Biology, University of Guelph
 Specialization/research interests: The role of vitamins and minerals in nutrition, vitamin D3 and Multiple Sclerosis, research methods and ethics

Knowles, Norman

Director of Research and Grants /
 Associate Dean of Arts & Sciences
 Professor, History
 PhD History, York University
 MA History, Queen's University
 BA (Honours) History/Political Science, Huron College, University of Western Ontario
 Specialization/research interests: 19th- and 20th-century North American social, cultural and religious history; religion and the working class in Canada; religion in Alberta

Kongnetiman, Linda

Lecturer, Psychology
 PhD (Cand.) Philosophy, University of Calgary
 MSW Social Work, University of Calgary
 BSW Social Work, Paramaribo, Suriname
 Specialization/research interests: Addressing issues related to helping professionals develop skills to work in cross-cultural settings. Research and quality improvement regarding cultural sensitivity and racism in healthcare.

Larsen, Krista

Lab Instructor, Biology
 MSc Ecology, University of Calgary
 BSc Biological Sciences, University of Calgary

Lickers, Michael

Adjunct Assistant Professor, Indigenous Studies
 PhD Social Sciences, Royal Roads University
 MA Leadership & Training, Royal Roads University
 General Management Certificate, University of Calgary

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 MSc Psychology, University of Calgary
 BA Psychology, University of British Columbia
 BSc University of Alberta

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Chair, Natural & Mathematical Services
 Assistant Professor, Biology
 PhD Biology, University of Calgary
 MSc Ecology, University of Calgary
 BSc Biology, Auburn University, AL
 Specialization/research interests: avian behavioural ecology; ornithology; bird song; evolution; conservation biology; wildlife biology

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Instructor, GDRE & GCCEL
 MRE (Distinction), Newman Theological College
 MA Counseling, Gonzaga University
 BEd, University of Calgary
 REAP Certificate, St. Mary's University College
 Specialization/research interests: Catholic education; religious education; contemporary issues in Catholic education

MacLeod, Michael

Chair, Social Sciences
 Associate Professor, Political Science
 PhD Political Science, George Washington University, Washington, DC
 MA Political Studies, Queen's University
 BA (Honours) Political Studies & Geography, Queen's University
 Specialization/research interests: International politics; business and government; corporate social responsibility; environmental politics

Mader, Allison

Adjunct Assistant Professor, English
 PhD English, University of Calgary
 MA English, University of Calgary
 BA English/Political Science, Mount Allison University
 Specialization/research interests: postcolonial literature and theory

Martin, Norm

Lecturer, Education
 MEd, University of Calgary
 BEd, University of Calgary
 BA Political Sciences, University of Calgary

Mayers, David

Lecturer, Psychology
 PhD (Cand.) Psychology, University of Calgary
 MSc Psychology, University of Calgary
 BA Psychology, York University
 Specialization/research interests: Industrial Organizational Psychology

McArthur, Alisa

Program Coordinator, Psychology
 Associate Professor, Psychology
 PhD Psychology, University of Calgary
 MSc Psychology, University of Calgary
 BA Psychology, University of Saskatchewan
 Specialization/research interests: cognitive aging; human-animal interaction; teaching and pedagogy

McLean, Mary Ann

Associate Professor, Biology
 PhD Soil Ecology, University of Calgary
 MSc Soil Ecology, University of Calgary
 BSc Soil Science, University of Guelph
 Specialization/research interests: natural history; microbial ecology; the pedagogy of authentic lab experiences; creativity in biological science

McLeod, Eric

Laboratory Co-ordinator, Chemistry
MSc Chemistry, University of Calgary
BSc Chemistry, University of Calgary

Mills, Joseph

Adjunct Assistant Professor, Human Kinetics
PhD Psychology/Sociology in Kinesiology,
University of Alberta
MSc Sport and Exercise Psychology, University of Brunel, UK
BA History and Politics, University of Essex, UK
Specialization/research interests: the formation of the
physically active body; the formation of high-performance
sports coach practices; sports psychology through a post-
structural lens

Moldovan, Lavinia

Lecturer, Economics
PhD (Cand.) Economics, University of Calgary
MA Economics, Academia Istropolitana Nova, Slovakia
BA International Economic Relations, Babeş-Bolyai
University, Cluj-Napoca, Romania
Specialization/research interests: industrial organization;
competition policy; regulatory economics

Morden, Lesley

Adjunct Assistant Professor, Classics
PhD History, Simon Fraser University
MLIS, University of Western Ontario
MA History, McMaster University
BA (Joint Honours) Classics/History, McGill University
Specialization/research interests: Medieval European history;
history of the Renaissance; ancient Greek and Roman history;
early-modern European history; incorporating and combining
various methodologies (such as archaeology) to the study of
history

Morrison, Scott

Lecturer, Education
EdD, William Howard Taft University, Denver, CO
MA Administration and Curriculum,
Gonzaga University,
Spokane, WA
BEd, University of Lethbridge
Specialization/research interests: organizational storytelling;
educational leadership; student learning; safe and caring
schools; educational psychology

Natali, Bryan

Adjunct Assistant Professor, Latin
PhD Greek & Roman Studies, University of Calgary
MA Classics, University of Manitoba
BA Classics, University of Manitoba
Specialization/research interests: Latin; Ancient Greek; Latin
Poetry; Roman History; the late Roman Republic; the early
Roman Empire; Roman Social History

Neufeldt, Brad

University Librarian
MLIS, University of Western Ontario
MA Comparative Literature, University of Alberta
BA English, University of Winnipeg
Specialization/research interests: First Nations literature;
Canadian literature; oral traditions; copyright law

Pagnucco, Nicholas

Adjunct Assistant Professor, Sociology

Park, Elaine

Professor Emeritus, English
PhD English, University of Calgary
MA English, University of Alberta
BA (Honours) English, University of Alberta
Specialization/research interests: history of English literature;
medieval and early modern English literature; modern poetry
and fiction; medieval literary theory; early Latin hymnody;
patristic and medieval Latin literature; contemporary
Canadian literature

Porter, Ronald

Assistant Professor, Psychology
PhD, Psychology, Queen's University
MSc, Organisational Psychology, University of Calgary
BA (Honours), Military Leadership and Applied Psychology,
Royal Roads Military College of Canada
Specialization/research interests: Behavioral psychology,
organizational behavior, sport psychology

Potts, Marilyn

Professor Emeritus, Drama
MA Drama Education, University of Calgary
Graduate Diploma Education, University of Calgary
BA English/History, University of Saskatchewan
Specialization/research interests: Alberta drama education
origins 1912-1962; Canadian theatre history; Canadian
contemporary drama; educational drama curriculum building;
acting; directing

Salomons, Carolyn

Assistant Professor, History
 PhD History, Johns Hopkins University
 MA History, University of Alberta
 MA English, Carleton University
 BA English, Simon Fraser University
 Specialization/research interests: late medieval Spanish religious and cultural history; conversion and religious identity in the 15th- and 16th-century Spanish world; religious toleration in late medieval/early modern Europe

Sassine, Antoine

Adjunct Assistant Professor, French
 PhD French Language and Literature, Wayne State University, Detroit
 MA French Language and Literature, University of Windsor
 BA (Honours) French Language and Literature, University of Windsor
 Specialization/research interests: French and Francophone literature

Seitz, Paolina

Assistant Professor, Education
 PhD Educational Psychology, University of Alberta
 MEd, University of Lethbridge
 BEd, University of Calgary
 Specialization/research interests: curriculum alignment; second language learning; student assessment; outcome-based reporting; district and school assessment policies; school leadership; school improvement; teacher education

Shaw, Jacqueline

Lecturer, Humanities
 MEd Education Foundations, University of Saskatchewan

Shaw, Joe-Norman

Lecturer, Drama
 MFA Drama (Directing), University of Calgary
 BA (Honours) Acting/Directing, University of Guelph

Shelley, Trevor

Lecturer, History

Skelton, Shelley

Lecturer, Psychology
 PhD (Cand.) Psychology, Walden University
 MC Psychology, Athabasca University
 Diploma in Elementary Education, McGill University
 BA French, Dalhousie University
 Specialization/research interests: Child studies and social work.

Spielman, Timothy

Lecturer, Accounting
 MBA IT and Strategy, Athabasca University
 BComm Accounting, University of Calgary
 Specialization/research interests: Human resources management, information technology, finance and accounting

Stickland, Eugene

Lecturer, English
 Writer-in-Residence
 MFA Playwriting, York University
 BA English (Honours), University of Regina

Syrnyk, Corinne

Associate Professor, Psychology
 PhD Psychology, University of Lincoln, UK
 PGCE in Higher Education, University of Lincoln, UK
 BSc Psychology (Honours), University of Manitoba
 Specialization/research interests: the 'Nurture' approach for children with social, emotional and behavioural difficulties; standardized language assessment methodology; early language comprehension; aspects of child development including: children's health and welfare, introductory and advanced child psychology, social and cognitive development, atypical development, contemporary issues in the early years; research skills; research projects

Thrift, Gayle

Assistant Professor, History and Interdisciplinary Studies
 PhD History, University of Calgary
 MA History, University of Calgary
 BA History, University of Calgary
 BA Psychology, Carleton University
 Specialization/research interests: Cold War Canada; Protestantism; social movements, disarmament, pacifism, protest; Western Canada

Tomiyama, Larry

Lecturer, Education
 MA Educational Leadership and Administration, Gonzaga University, Spokane, WA
 BEd, University of Calgary

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Lecturer, Spanish
 MEd Second Language Learning, University of Calgary
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 BCom, Instituto Politecnico Nacional, Mexico
 Specialization/research interests: business Spanish

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President and Vice-Chancellor
Professor, English
PhD English Literature, University of Sydney
MA English Literature, University of Ottawa
BA (Honours) English Literature, McGill University
Specialization/research interests: Canadian and Australian literature; gothic and speculative fictions; minority discourses; creative writing

Walker, Joan

Lecturer, Education
MA (Educational Research), University of Calgary
BEd (Special Education, Reading), University of Calgary
Permanent Professional Teacher's Certificate

Walsh, Patrick

Professor Emeritus
PhD Anglo-Irish Literature and Drama,
National University of Ireland
MA English, Boston College, Chestnut Hill
BA English, St. Francis Xavier University, Nova Scotia
Specialization/research interests: Irish literature; film and drama; creative writing

Wilcke, Jonathon

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PhD English, Simon Fraser University
MA English, University of Calgary
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Williams, Jocelyn

Associate Professor, English
PhD English Literature, Memorial University
MA English Literature, University of Toronto
BA English Literature, St. Francis Xavier University
Specialization/research interests: Canadian literature; Catholic literature; trauma theory; life writing; 18th- and 19th-century literature; poetry

Wright-Maley, Cory

Associate Professor, Education
PhD Curriculum & Instruction, University of Connecticut
MEd, Stanford University
BA (Honours) Political Science, University of Calgary
BA (Honours) History, University of Calgary
Specialization/research interests: social studies education; preservice teacher education; simulations; education for democracy; English language learning in the content areas; critical pedagogy; social justice education; linking theory and practice in educational practice; perspectives on family diversity in elementary classrooms

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| Executive Assistant & University Secretary..... | Kim Bourque | 403.254.3708 |
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ACADEMIC SERVICES

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| Vice-President Academic & Dean..... | Tara Hyland-Russell..... | 403.254.3771 |
| Assistant to the VP Academic & Dean | Shakeela Hussain | 403.254.3751 |
| Dean of Education..... | Sarah Twomey | 403.254.3122 |
| Education Program Officer/Advisor..... | Hanah Pigeau | 403.254.3127 |
| University Librarian..... | Brad Neufeldt | 403.254.3722 |
| Acquisitions Services Specialist..... | Vacant..... | 403.254.3721 |
| Cataloguing & Collections Specialist | Cindy Wiebe | 403.254.3723 |
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| Humanities 101 Coordinator..... | Vacant | 403.254.3713 |

STUDENT SERVICES

| | | |
|--|----------------------------------|--------------|
| Vice-President Student Services | Bob Hann | 403.254.3772 |
| Assistant to the VP Student Services..... | Shakeela Hussain | 403.254.3751 |
| Registrar | Marsha Kuchelema | 403.254.3707 |
| Associate Registrar..... | Verna Wright | 403.254.3125 |
| Admissions Assistant..... | Erin MacDonald..... | 403.254.3126 |
| Enrolment Services Officer | Gisele Hamlyn | 403.254.3760 |
| Enrolment Services Officer | Jack Nodwell..... | 403.254.3700 |
| Director of Admissions & Recruitment | Darcy Smereka..... | 403.254.3762 |
| Academic & Career Advisor | Maggie Marsdin..... | 403.254.3709 |
| Student Advising & Recruitment Officer..... | Kalissa Blik..... | 403.254.3757 |
| Director of Learning Centre & Accommodations Coordinator | Rafael de la Peña | 403.254.3735 |
| Learning Centre Assistants | Patti Berg / Gisele Hamlyn | 403.254.3137 |
| Continuing Education Coordinator..... | Elizabeth Cressman | 403.254.3130 |
| Sport Manager | Nathan Ruff..... | 403.254.3770 |
| Fitness Centre Manager | Rhonda Thiessen..... | 403.254.3141 |
| Director of Indigenous Initiatives | Michelle Scott | 403.254.3133 |
| Inclusive Post-Secondary Educational Facilitator..... | Sabrina Buzzalino | 403.629.7334 |

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| Vice-President Advancement..... | Thérèse Takacs | 403.254.3139 |
| New Media & Web Coordinator | Taylor Gittins..... | 403.254.3144 |
| Manager, Donor Relations & Stewardship | Heather Hadden | 403.254.3739 |
| Senior Development Officer..... | Patience Mbwezhu..... | 403.254.3128 |
| Communications, Marketing & Media Coordinator..... | Adam Bowen | 403.254.3706 |
| Events & Marketing Specialist..... | Kara Shaw..... | 403.254.3138 |

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| Vice-President Business & Finance | Debra Osiowy | 403.254.3702 |
| Assistant to the VP Business & Finance and Privacy Officer | Sonia Beniwai | 403.254.3132 |
| Controller | Oxana Digodi | 403.254.3741 |
| Accounting Assistant | Pat Theal | 403.254.3763 |
| Human Resources & Payroll Manager..... | Athena Pulzoni | 403.254.3703 |
| Payroll & Benefits Administrator..... | Astrid Kozlik..... | 403.254.3711 |
| Junior Accountant | Leslie Hornbeck..... | 403.254.3711 |
| Bookstore Manager..... | Jerrod McCormack | 403.254.3726 |
| Director of Information Technology..... | David Brawn..... | 403.254.3765 |
| IT Infrastructure Administrator | Andrew Yao..... | 403.254.3743 |
| IT and Deskside Support..... | Josh Kupper | 403.254.3123 |
| Director of Facilities, Safety & Security..... | Eddy Souriol | 403.254.3733 |
| | | 403.613.3550 cell |
| Building Operator..... | Jack Boone | 403.620.8285 cell |
| Custodial Supervisor..... | Jim Szabo | 403.835.3403 cell |
| Campus Services..... | Henry Bansiloy | 403.671.4357 cell |
| Campus Services..... | Peter Fournier | 403.671.4357 cell |
| Campus Services..... | Ayla Gooding..... | 403.531.9130 ext. 2266 |
| | | 403.874.9418 cell |

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| Mr. Peter Freeman (deceased) | 2002-2006 |
| Mr. Joseph Ladouceur..... | 2006-2011 |
| Mr. James T. (Terry) McCoy | 2012-2016 |

PRESIDENTS EMERITI

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|-----------------------------------|-----------|
| Dr. David Lawless (deceased)..... | 1996-1999 |
| Dr. Terrence Downey | 1999-2011 |

CURRENT PRESIDENT

| | |
|-------------------------|-------|
| Dr. Gerry Turcotte..... | 2011- |
|-------------------------|-------|

HONOURARY FELLOWS

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| Dr. Allan Markin..... | 2004 |
| Ms. Yolande Gagnon | 2005 |
| Dr. David Lawless (deceased)..... | 2006 |
| Mr. Frank Upshaw..... | 2007 |
| Dr. John Thompson | 2008 |
| Fr. Thomas Mohan (deceased) | 2009 |
| Fr. James T. Mulligan | 2010 |
| Mr. Peter Freeman (deceased) | 2011 |
| Mrs. Geraldine Perry | 2012 |
| Mr. Gerald Watkins..... | 2013 |
| Mr. Joseph Ladouceur..... | 2014 |
| Dr. Ernest McCullough (deceased)..... | 2015 |
| Mr. John Cordeau..... | 2016 |
| Dr. David Bershad (deceased) | 2017 |
| Ms. Marilyn Potts..... | 2017 |
| Dr. Patrick Francis Walsh | 2017 |

DR. DAVID LAWLESS SCHOLARS

| | |
|-----------------------------------|------|
| Dr. Norman Knowles | 2007 |
| Dr. Michael Duggan..... | 2008 |
| Dr. Tara Hyland-Russell | 2009 |
| Dr. Jocelyn Williams | 2010 |
| Dr. Jennifer Garrison..... | 2011 |
| Dr. Timothy Harvie | 2012 |
| Dr. Gayle Thrift..... | 2013 |
| Dr. Luke Bresky..... | 2014 |
| Dr. Norman Knowles | 2015 |
| Dr. Corinne Syrnyk | 2016 |
| Dr. Cory David Wright-Maley | 2017 |

ST MARY'S UNIVERSITY AWARD FOR TEACHING EXCELLENCE

| | |
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| Dr. Mary Ann McLean..... | 2017 |
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ST MARY'S UNIVERSITY STAR AWARD

| | |
|----------------------------|------|
| Ms. Siarra Weisensel | 2017 |
|----------------------------|------|

GLOSSARY OF ACADEMIC TERMS

This glossary contains a list of some commonly used academic terms. It is designed to assist readers in the interpretation of this calendar and other University documents.

Academic Year: The school year that runs from September to April and normally includes the Fall and Winter terms.

Academic Term: The University offers four terms during the year as follows: Fall (13 weeks from September to December), Winter (13 weeks from January to April), Spring (six weeks in May and June), Summer (six weeks in July and August). Also referred to as a semester or session.
Note: the Spring and Summer terms are not part of the normal academic year for academic or funding purposes.

Admission: The process of applying and being accepted as a potential student of the University. This process does not include course selection or registration.

Antirequisites: Course(s) which cannot be completed for credit before, after or at the same time as the course with which it is listed.

Audit: Students who audit a course attend the course but do not receive credit for it.

Award: Awards are gifts of money to students for use toward their educational costs. Awards can include both scholarships and bursaries.

Bursary: An award issued to a student based primarily on financial need. Award of a bursary may be subject to additional criteria such as academic standing or community involvement.

Certificate: A document certifying that an individual has fulfilled the requirements of a particular program of study.

Concentration: A specific area of study within a three-year degree program and a specific and secondary area of study in the four-year Liberal Studies degree.

Corequisites: Course(s) in which a student must enroll for credit in the same term for which he/she is enrolling in a given course.

Credit: Students who receive credit for a course may use the course toward a degree program or as a prerequisite, unless otherwise noted in the course description.

Credit hours: A number that determines the weight a course will be given when calculating GPA or determining degree or program requirements, relating directly to the number of hours of instruction. Courses lasting one academic term are generally three credit hours, while full-year courses are generally six credit hours.

Diploma: A document bearing record of graduation from or of a degree conferred by an educational institution.

Discipline: A subject area or branch of knowledge.

Drop: Before the appropriate deadline, a student may have a course removed from his or her registration. Dropped courses do not appear on a student's transcript.

Elective: Courses taken for credit toward a degree program that do not meet any specific program requirement.

Faculty: The academic teaching staff of a college or university.

Fees: A sum charged for services, approved annually by the Board of Governors. The amount assessed may be based on credit value and other criteria.

Full load: Enrolment in fifteen credit hours per term.

Full time: Enrolment in at least nine credit hours per term.

GPA: Grade point average. A calculation of a student's academic performance obtained by dividing the total number of grade points received by the number of credit hours in which the student was registered.

Grade report: An unofficial list of the grades a student received in the previous term.

Loan: A repayable fund of money distributed by the government and financial institutions based on financial need. Loans are interest bearing and may require that interest payments be made while a student is still at school. Loan applications must be made to the granting government program or financial institution.

Major: A specific and primary area of study in a four-year degree program.

Minor: A specific and secondary area of study in a four-year degree program.

Part time: Enrolment in fewer than nine credit hours per term.

Prerequisites: Course(s) students are required to have completed for credit prior to enrolling in a given course. A grade of C- or better is required to satisfy a prerequisite.

Probation: A student will be placed on academic probation for unsatisfactory academic performance. Probation is a temporary state requiring that a student abide by certain conditions and return to satisfactory academic standing.

Registration: The process of selecting and enrolling in courses for a particular term.

Scholarship: An award given primarily on the basis of exceptional academic achievement.

Subject Area Concentration: A specific and secondary area of study in the four-year Liberal Studies degree program.

Suspension: A student may be suspended from the University for unsatisfactory academic performance or intellectual dishonesty. Suspended students are not permitted to register for any courses while suspended.

TOEFL: Test of English as a Foreign Language. This test is administered by an independent organization and is used to assess the English language abilities of those applicants for whom English is not a native language.

Transcript: A complete list of the courses taken and grades received at an educational institution.

Transfer credit: Credit granted at St. Mary's University for studies completed at another institution.

Tuition: The price assessed for courses.

Withdrawal: A student may withdraw from a course before the appropriate deadline. The student will be given a grade of W for the course and the course will remain on the student's transcript. Grade of W is not included in GPA calculations. Tuition and fees will be charged for the course(s).

Withdrawal with Cause: A student may be granted a withdrawal with cause from a course(s) with appropriate documentation. The student will be given a grade of WC for the course(s) and the course(s) will remain on the student's transcript. Grade of WC is not included in GPA calculations. Tuition and fees will be charged for the course(s).

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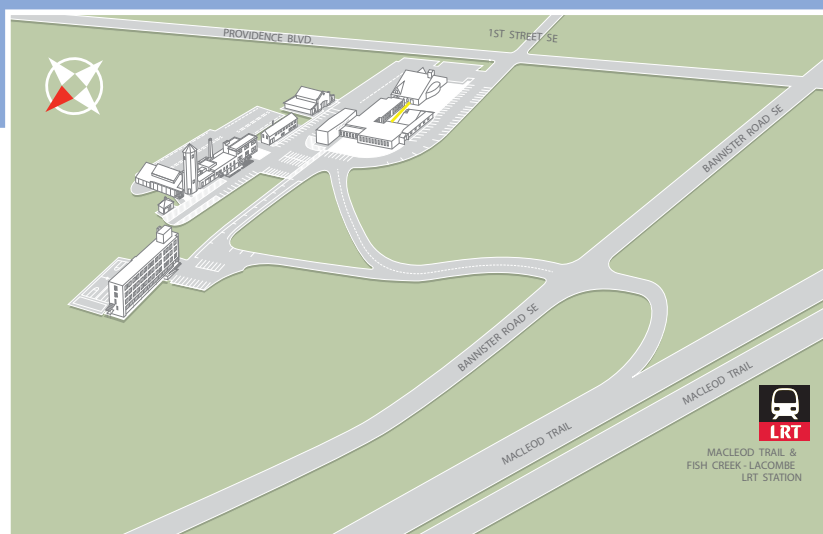
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CAMPUS MAP



- A** Administration Building
14500 Bannister Rd SE
- B** St. Basil's Hall/Library
14590 Bannister Rd SE
- C** Classroom Building
14540 Bannister Rd SE
- D** Students' Association Building
14586 Bannister Rd SE
- E** Le Fort Centre/St. Mary's Bistro
14580 Bannister Rd SE
- F** McGivney Hall
14550 Bannister Rd SE
- G** Water Tower
The Mauro Gallery
- H** Heritage Centre
- I** St. Mary's Bookstore
- P1** Staff Parking
- P2** Student/Visitor Parking



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