

Williams School of Business

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Programs Overview

The Williams School of Business at Bishop's University is dedicated to providing a high-quality undergraduate business education within the liberal education tradition of the University. Students may work towards one of two undergraduate degrees: a Bachelor of Business Administration (B.B.A.) or a Bachelor of Arts (B.A.) Business Major. The B.A. Business Major is ideal for those who wish to combine their business studies with a different subject. The B.B.A. offers the most in-depth approach to business studies. B.B.A. students can also choose among seven concentrations and among six minors to develop complementary knowledge and competencies.

B.B.A. Concentrations:

- Accounting
- Business Technology and Analytics
- Entrepreneurship
- Finance
- Human Resources
- Management
- Marketing

Minors:

- Business Administration
(available only to Non-Business students)
- Business Technology and Analytics
- Entrepreneurship
- Finance
- Human Resources
- International Business
- Marketing

Joint Programs

Joint programs with other programs at Bishop's University include Majors in Arts Administration, Information Technology and Sports Studies.

Certificate in Business Administration

A certificate in Business Administration (30 credits) is also available. We pride ourselves on having an experiential learning focus within the Williams School of Business whereby each course aims at providing real-life assignments that enable students to build practical competencies and enrich their curriculum vitae.

WSB PROGRAMS STRUCTURE

- The B.A. Business Major and B.B.A. programs are both 120 credits and all Minors are 24 credits.
- The B.A. Business Major program is comprised of up to 78 but not less than 60 Business credits and at least 42 but no more than 60 Non-Business electives.
- The B.B.A. program is comprised of: 87 Business credits and 33 electives.

1) B.A. BUSINESS MAJOR (120 credits)

MAJBSS

For the business-minded student pursuing a well-diversified liberal education, who wishes to complement a traditional business degree with a major in another discipline.

45 core credits + 0 required credit + 18 optional credits + 57 (at least 42 must be Non-Business) elective credits = 120 credits

Core - 45 credits		used as a lecture course credit.	Required – 0 credit
BAC 121	Introduction to Financial Accounting I	Optional - 18 credits ANY BUSINESS COURSE	n/a
BAC 221	Introduction to Management Accounting (Prerequisite: BAC 121)		
BCS 220	Management of Information Systems (Prerequisite: BMG 100)		
BFN 200	Introduction to Finance (Prerequisites: BAC 121, BMA 140 and ECO 103)		
BHR 221	Organizational Behaviour (Prerequisite: BMG 100)		
BHR 224	Human Resource Management (Prerequisite: BHR 221)		
BMA 140	Statistical Analysis for Business Decisions I (Prerequisite: MAT 190)		
BMG 100	Understanding Business & Society (Corequisite: ILT 100 unless advanced credits received for it)		
BMG 215	Introduction to International Business (Prerequisites: BMG 100 and BMK 211)		
BMG 221	Business Law & Ethics		
BMG 311	Business Policy and Strategic Management (Prerequisites: All other Required Core courses. BMS 231 may be taken concurrently.) Note: Permission of the Departmental Chair is required for non B.B.A. or non B.A. Major Business students, including exchange students.)		
BMK 211	Marketing Management		
BMS 231	Operations Management (Prerequisite: BMA 140)		
ECO 102	Principles of Economics: Microeconomics		
ECO 103	Principles of Economics: Macroeconomics		
ILT 100	Information Literacy and Critical Thinking (lab) *		
* Mandatory 1-credit lab course for all B.A. Business Major and B.B.A. students. This lab course cannot be			

2) B.B.A. (120 credits)

Within the B.B.A. program, the Williams School of Business offers concentration streams in a variety of Business disciplines. Students should consult with the Academic Advisor for course selection advice.

a. B.B.A. ACCOUNTING CONCENTRATION

CONACC

For the business-minded student who takes a focused approach, by acquiring advanced skills and competencies in the area of Accounting.

Knowledge of accounting is fundamental to all disciplines in business. The skills acquired in the program prepare students for positions of leadership in organizations spanning all sectors of the economy including, senior management, strategic government positions, consulting, teaching, auditing and finance. At the Williams School of Business, this stream is accredited by the Order of Certified Professional Accountants of Quebec.

45 core credits + 39 required credits + 3 optional credits + 33 elective credits = 120 credits

Core - 45 credits		Required - 39 credits		Optional - 3 credits	
BAC 121	Introduction to Financial Accounting I	MAT 196	Finite Mathematics for Business Students <i>(Prerequisite: MAT 190 or equivalent or permission of instructor.)</i>	ANY BUSINESS COURSE	
BAC 221	Introduction to Management Accounting <i>(Prerequisite: BAC 121)</i>	BAC 122	Introduction to Financial Accounting II <i>(Prerequisite: BAC121)</i>	BMG 391	Co-operative Education Placement I <i>(Prerequisite: BMG 191)</i>
BCS 220	Management of Information Systems <i>(Prerequisite: BMG 100)</i>	BAC 211	Intermediate Financial Accounting I <i>(Prerequisite: BAC 122)</i>	BMG 392	Co-operative Education Placement II <i>(Prerequisite: BMG 391)</i>
BFN 200	Introduction to Finance <i>(Prerequisites: BAC 121, BMA 140, and ECO 103)</i>	BAC 212	Intermediate Financial Accounting II <i>(Prerequisite: BAC 211)</i>	BMG 393	Co-operative Education Placement III <i>(Prerequisite; BMG 392)</i>
BHR 221	Organizational Behaviour <i>(Prerequisite: BMG 100)</i>	BAC 311	Advanced Financial Accounting <i>(Prerequisite: BAC 212)</i>	MAT 191	Calculus I <i>(Prerequisite: MAT 196 or equivalent or permission of instructor)</i>
BHR 224	Human Resource Management <i>(Prerequisite: BHR 221)</i>	BAC 312	Intermediate Managerial Accounting <i>(Prerequisites: BAC 211 and BAC 221)</i>	Please note: <i>Students who were advanced at least 30 credits are advised to take BAC 121 in their first semester; BAC 122 in their second semester; BAC 211 and BAC 331 commencing their 2nd year.</i> <i>Students having been advanced additional credits are encouraged to consult with the Academic Advisor as soon as they have accepted their offer of admission.</i> <i>Students contemplating an accounting designation are advised to consult with the Departmental Chair and the respective associations (territorial, provincial, national or outside Canada) for the specific details of the requirements. Additional courses in a graduate program are required for the CPA designation.</i>	
BMA 140	Statistical Analysis for Business Decisions I <i>(Prerequisite: MAT 190)</i>	BAC 322	Management Control <i>(Prerequisite: BAC 312)</i>		
BMG 100	Understanding Business & Society <i>(Corequisite: ILT 100 unless advanced credits received for it)</i>	BAC 331	Taxation I <i>(Prerequisite: BAC 122)</i>		
BMG 215	Introduction to International Business <i>(Prerequisites: BMG 100 and BMK 211)</i>	BAC 332	Taxation II <i>(Prerequisite: BAC 331)</i>		
BMG 221	Business Law & Ethics	BAC 340	Auditing Systems and Control <i>(Prerequisite: BAC 122)</i>		
BMG 311	Business Policy and Strategic Management <i>(Prerequisites: All other Required Core courses. BMS 231 may be taken concurrently. Note: Permission of the Departmental Chair is required for non B.B.A. or non B.A. Major Business students, including exchange students.)</i>	BAC 341	Auditing: The Process <i>(Prerequisites: BAC 212 and BAC 340)</i>		
BMK 211	Marketing Management	BFN 203	Corporate Finance <i>(Prerequisite: BFN 200)</i>		
BMS 231	Operations Management <i>(Prerequisite: BMA 140)</i>	BMA 141	Statistical Analysis for Business Decisions II <i>(Prerequisite: BMA 140)</i>		
ECO 102	Principles of Economics: Microeconomics				
ECO 103	Principles of Economics: Macroeconomics				
ILT 100	Information Literacy and Critical Thinking (lab) *				
* Mandatory 1-credit lab course for all B.A. Major Business and B.B.A. students. This lab course cannot be used as a lecture course credit.					

b. B.B.A. BUSINESS TECHNOLOGY AND ANALYTICS CONCENTRATION**CONBTA**

For the business-minded student who takes a focused approach by acquiring advanced skills and competencies in the area of Business Technology and Analytics.

Organizations increasingly rely on data and sophisticated analytical tools to make effective strategic decisions and thus look not only for technical specialists but for all business professionals with a data-driven mindset that can take an active role in manipulating and analyzing data to improve decision-making. The skills acquired in the program prepare students for positions of leadership in organizations spanning all sectors of the economy.

45 core credits + 21 required credits + 21 optional credits (maximum of 6 cognate credits) + 33 elective credits = 120 credits

Core - 45 credits		Required - 21 credits		Optional - 21 credits	
BAC 121	Introduction to Financial Accounting I	MAT 196	Finite Mathematics for Business Students (Prerequisite: MAT 190 or equivalent or permission of instructor.)	MAT 191	Calculus I (Prerequisite: MAT 196 or equivalent or permission of instructor)
BAC 221	Introduction to Management Accounting (Prerequisite: BAC 121)			BCS 212	E-Business Technology and Management (Prerequisite: BMK 211)
BCS 220	Management of Information Systems (Prerequisite: BMG 100)	BCS 313	Information Technology Project Management (Prerequisite: BCS 220)	BCS 216	Business Information Technology Strategy (Prerequisite: BCS 220)
BFN 200	Introduction to Finance (Prerequisites: BAC 121, BMA 140 and ECO 103)	BCS 320	Business Intelligence and Data Analytics (Prerequisites: (BMA 140 or ESG 261 or PMA 260 or SOC 211) and BCS 220)	BCS 340	Privacy, Ethics, and Communication in Data Science (Prerequisite: BCS 220)
BHR 221	Organizational Behaviour (Prerequisite: BMG 100)	BCS 422	Integrated Enterprise Systems and Business Processes (Prerequisite: BCS 220)	BCS 410	Cyber Security Management
BHR 224	Human Resource Management (Prerequisite: BHR 221)	BCS 430	Business Applications of Artificial Intelligence (Prerequisite: BCS 220)	BCS 420	Data Mining for Business Analytics (Prerequisites: BCS 220 and BCS 320)
BMA 140	Statistical Analysis for Business Decisions I (Prerequisite: MAT 190)	BCS 450	Business Technology and Analytics Capstone Project (Prerequisites: BCS 220 and BCS 320) Note: This course can only be taken as part of the last 30 credits	BMG 323	Interpersonal skills (Prerequisite: BHR 221)
BMG 100	Understanding Business & Society (Corequisite: ILT 100 unless advanced credits received for it)	BMA 141	Statistical Analysis for Business Decisions II (Prerequisite: BMA 140)	BMG 324	Management of Innovation (Prerequisite: BHR 221)
BMG 215	Introduction to International Business (Prerequisites: BMG 100 and BMK 211)			BMG 391	Co-operative Education Placement I (Prerequisite: BMG 191)
BMG 221	Business Law & Ethics			BMG 392	Co-operative Education Placement II (Prerequisite: BMG 391)
BMG 311	Business Policy and Strategic Management (Prerequisites: All other Required Core courses. BMS 231 may be taken concurrently. Note: Permission of the Departmental Chair is required for non B.B.A. or non B.A. Major Business students, including exchange students.)			BMG 393	Co-operative Education Placement III (Prerequisite: BMG 392)
BMK 211	Marketing Management			BMG 335	Global Value Chain Analysis (Prerequisite: BMG 215)
BMS 231	Operations Management (Prerequisites: BMA 140)			BMK 440	Marketing Analytics
ECO 102	Principles of Economics: Microeconomics			BMS 303	Forecasting Techniques (Prerequisite: BMA 141)
ECO 103	Principles of Economics: Macroeconomics			CS 201	Foundations of Computer Science
ILT 100	Information Literacy and Critical Thinking (lab) *			CS 203	Interactive Web Page Design
				CS 301	Computer Ethics
				SPO 212	Applied Sport Analytics (Prerequisite: SOC 211 or PSY 213 or BMA 140 or PHY 101)

* Mandatory 1-credit lab course for all B.A. Major Business and B.B.A. students. This lab course cannot be used as a lecture course credit.

c. B.B.A. ENTREPRENEURSHIP CONCENTRATION**CONENT**

For the business-minded student who takes a focused approach by acquiring advanced skills and competencies in the area of Entrepreneurship.

This concentration is designed to enable the understanding of the entrepreneurial process of starting, growing and harvesting a new venture. By performing both in-depth comprehension of entrepreneurial process and hands-on assignments, students will learn how the entrepreneurial mind thinks, how a product/market vision is developed, how an opportunity is assessed, and how resources are harnessed to take advantage of that opportunity, throughout the entrepreneurial networks and community.

45 core credits + 18 required credits + 21 optional credits (maximum of 6 cognate credits) + 36 elective credits = 120 credits

Core - 45 credits		Required - 18 credits		BMG 322	Change Management (Prerequisite: BHR 221) <i>Note: It is recommended that students take this course in their last 30 credits.</i>
BAC 121	Introduction to Financial Accounting I	BFN 215	Small Business finance (Prerequisite: BFN 200)		
BAC 221	Introduction to Management Accounting (Prerequisite: BAC 121)	BMG 214	Introduction to Entrepreneurship: New Venture Creation	BMG 323	Interpersonal Skills (Prerequisite: BHR 221)
BCS 220	Management of Information Systems (Prerequisite: BMG 100)	BMK 214	Consumer Behaviour (Prerequisite: BMK 211)	BMG 324	Management of Innovation (Prerequisite: BHR 221)
BFN 200	Introduction to Finance (Prerequisites: BAC 121, BMA 140 and ECO 103)	BMK 291	Entrepreneurship Practicum I (Prerequisites: BMG 214, BMK 211 and BMK 214)	BMG 335	Global Value Chain Analysis (Prerequisite: BMG 215)
BHR 221	Organizational Behaviour (Prerequisite: BMG 100)	BMK 340	Product Strategy and Innovation (Prerequisite: BMK 214)	BMG 355	International Entrepreneurship (Prerequisite: BMG 215)
BHR 224	Human Resource Management (Prerequisite: BHR 221)	BMK 392	Entrepreneurship Practicum II (Prerequisite: BMK 291)	BMG 391	Co-operative Education Placement I (Prerequisite: BMG 191)
BMA 140	Statistical Analysis for Business Decisions I (Prerequisite: MAT 190)	Optional - 21 credits		BMG 392	Co-operative Education Placement II (Prerequisite: BMG 391)
BMG 100	Understanding Business & Society (Corequisite: ILT 100 unless advanced credits received for it)	MAT 196	Finite Mathematics for Business Students (Prerequisite: MAT 190 or equivalent or permission of instructor.)	BMG 393	Co-operative Education Placement III (Prerequisite: BMG 392)
BMG 215	Introduction to International Business (Prerequisites: BMG 100 and BMK 211)	MAT 191	Calculus I (Prerequisite: MAT 196 or equivalent or permission of instructor)	BMK 321	Marketing Research (Prerequisites: BMK 214 and BMA 141)
BMG 221	Business Law & Ethics			BMK 323	Marketing Communication (Prerequisite: BMK 214)
BMG 311	Business Policy and Strategic Management (Prerequisites: All other Required Core courses. BMS 231 may be taken concurrently. <i>Note: Permission of the Departmental Chair is required for non B.B.A. or non B.A. Major Business students, including exchange students.)</i>	BMA 141	Statistical Analysis for Business Decisions II (Prerequisite: BMA 140)	BMK 332	Omnichannel Marketing: Distribution Channels in The Digital Age (Prerequisite: BMK 214)
		BAC 122	Introduction to Financial Accounting II (Prerequisite: BAC 121)	BMS 303	Forecasting Techniques (Prerequisite: BMA 141)
		BCS 210	Technology Entrepreneurship (Prerequisite: BCS 220)		
		BCS 212	E-Business Technology and Management (Prerequisite: BMK 211)		
BMK 211	Marketing Management	BFN 341	Corporate Governance & Sustainability (Prerequisites: (BFN 203 and BFN 210) or BFN 215)		
BMS 231	Operations Management (Prerequisites: BMA 140)	BHR 326	Personnel Recruitment and Selection (Prerequisites: BHR 224 and (BMA 140 or PMA 260))		
ECO 102	Principles of Economics: Microeconomics	BHR 328	Occupational Health, Safety & Wellness (Prerequisite: BHR 221)		
ECO 103	Principles of Economics: Macroeconomics				
ILT 100	Information Literacy and Critical Thinking (lab)*				

* Mandatory 1-credit lab course for all B.A. Major Business and B.B.A. students. This lab course cannot be used as a lecture course credit.

d. B.B.A. FINANCE CONCENTRATION**CONBFI**

For the business-minded student who takes a focused approach by acquiring advanced skills and competencies in the area of Finance.

The curriculum is designed to provide students with broad exposure to all dimensions of finance. Students will learn professional skills and acquire technical and analytical competence to pursue challenging careers in corporate finance, portfolio management, and securities research. In addition to a thorough understanding of the principles of financial management, students will be exposed to both theoretical and practical aspects of investment management, capital budgeting, capital formation, and risk hedging. Opportunities to explore current topics and apply practical solutions to current theory are also provided. When following a prescribed sequence of courses, students are qualified to write the first level C.F.A. (Chartered Financial Analyst) exam immediately upon graduation. Students can also compete in their last two years of studies for managerial positions within the SEED Portfolio.

45 core credits + 21 required credits + 21 optional credits (maximum of 6 cognate credits) + 33 elective credits = 120 credits

Core - 45 credits		Required - 21 credits		Optional - 21 credits	
BAC 121	Introduction to Financial Accounting I	MAT 196	Finite Mathematics for Business Students (Prerequisite: MAT 190 or equivalent or permission of instructor)	BFN 301	Capital Budgeting (Prerequisites: BFN 203)
BAC 221	Introduction to Management Accounting (Prerequisite: BAC 121)			BFN 306	Behavioural Finance (Prerequisites: BFN 203 and BFN 210)
BCS 220	Management of Information Systems (Prerequisite: BMG 100)	MAT 191	Calculus I (Prerequisite: MAT 196 or equivalent or permission of instructor)	BFN 315	Derivatives (Prerequisite: BFN 203, BFN 210 and MAT 191)
BFN 200	Introduction to Finance (Prerequisites: BAC 121, BMA 140 and ECO 103)	BMA 141	Statistical Analysis for Business Decisions II (Prerequisite: BMA 140)	BFN 335	Topics in Finance I (Prerequisites: BFN 203 and BFN 210)
BHR 221	Organizational Behaviour (Prerequisite: BMG 100)	BAC 122	Introduction to Financial Accounting II (Prerequisite: BAC 121)	BFN 336	Topics in Finance II (Prerequisites: BFN 203 and BFN 210)
BHR 224	Human Resource Management (Prerequisite: BHR 221)	BFN 203	Corporate Finance (Prerequisite: BFN 200)	BFN 341	Corporate Governance & Sustainability (Prerequisites: (BFN 203 and BFN 210) or BFN 215)
BMA 140	Statistical Analysis for Business Decisions I (Prerequisite: MAT 190)	BFN 210	Capital Markets (Prerequisite: BFN 200)	BFN 353	Financial Institutions Management (Prerequisites: BFN 203 and BFN 210)
BMG 100	Understanding Business & Society (Corequisite: ILT 100 unless advanced credits received for it)	BFN 352	Investment analysis (Prerequisites: BFN 203 and BFN 210)	BFN 356	SEED Portfolio (6 credits) (Prerequisite: Permission of instructor.)
BMG 215	Introduction to International Business (Prerequisites: BMG 100 and BMK 211)			BFN 361	International Finance (Prerequisite: BFN 200)
BMG 221	Business Law & Ethics			BMG 391	Co-operative Education Placement I (Prerequisite: BMG 191)
BMG 311	Business Policy and Strategic Management (Prerequisites: All other Required Core courses. BMS 231 may be taken concurrently. Note: Permission of the Departmental Chair is required for non B.B.A. or non B.A. Major Business students, including exchange students.)			BMG 392	Co-operative Education Placement II (Prerequisite: BMG 391)
				BMG 393	Co-operative Education Placement III (Prerequisite: BMG 392)
BMK 211	Marketing Management			BMS 303	Forecasting Techniques (Prerequisite: BMA 141)
BMS 231	Operations Management (Prerequisites: BMA 140)			EMA 261	Econometrics I (Prerequisites: ECO 102, ECO 103 and BMA 141)
ECO 102	Principles of Economics: Microeconomics			EMA 361	Econometrics II (Prerequisites: EMA 261, ECO 208 and ECO 212)
ECO 103	Principles of Economics: Macroeconomics			ECO 322	Real Estate Economics (Prerequisite: ECO 102)
ILT 100	Information Literacy and Critical Thinking (lab) *			POL 346	Politics of Global Finance

* Mandatory 1-credit lab course for all B.A. Major Business and B.B.A. students. This lab course cannot be used as a lecture course credit.

e. B.B.A. HUMAN RESOURCES CONCENTRATION**CONHRM**

For the business-minded student who takes a focused approach by acquiring advanced skills and competencies in the area of Human Resources.

There is growing recognition that the quality of an organization's human resources plays a strategic role in an ever-changing business environment. With organizations facing the need for continuous change in a competitive environment they must, more than ever, begin to rely on the knowledge, skills and abilities of their workforce to confront such challenges. Through courses such as Compensation Management, Human Resource Management, Industrial Relations, Training and Development, Occupational Health and Safety and Organizational Behaviour, students will learn how to ensure that the Human Resource goals of attracting, developing and maintaining a competitive workforce are accomplished. Students completing this concentration stream may want to discuss with faculty the course options for certification as a Human Resource professional.

45 core credits + 18 required credits + 21 optional credits (maximum of 6 cognate credits) + 36 elective credits = 120 credits

Core - 45 credits		Required - 18 credits		Optional - 21 credits	
BAC 121	Introduction to Financial Accounting I	BHR 313	Compensation Management (Prerequisite: BHR 224)	MAT 196	Finite Mathematics for Business Students (Prerequisite: MAT 190 or equivalent or permission of instructor.)
BAC 221	Introduction to Management Accounting (Prerequisite: BAC 121)	BHR 315	Training and Development (Prerequisite: BHR 224)		
BCS 220	Management of Information Systems (Prerequisite: BMG 100)	BHR 316	Organizational Conflict and Negotiations (Prerequisite: BHR 221)	BMA 141	Statistical Analysis for Business Decisions II (Prerequisite: BMA 140)
BFN 200	Introduction to Finance (Prerequisites: BAC 121, BMA 140 and ECO 103)	BHR 326	Personnel Recruitment and Selection (Prerequisites: BHR 224 and (BMA 140 or PMA 260))	BHR 312	Labour Relations (Prerequisite: BHR 224 or POL 214)
BHR 221	Organizational Behaviour (Prerequisite: BMG 100)	BHR 328	Occupational Health, Safety & Wellness (Prerequisite: BHR 221)	BHR 325	Topics in Human Resource Management (Prerequisite: BHR 224)
BHR 224	Human Resource Management (Prerequisite: BHR 221)	BHR 333	Employment Law (Prerequisite: BHR 224)	BHR 334	Administrating the Collective Agreement (Prerequisite: BHR 224 or POL 214)
BMA 140	Statistical Analysis for Business Decisions I (Prerequisite: MAT 190)			BMG 322	Change Management (Prerequisite: BHR 221) Note: It is recommended that students take this course in their last 30 credits.
BMG 100	Understanding Business & Society (Corequisite: ILT 100 unless advanced credits received for it)			BMG 323	Interpersonal Skills (Prerequisite: BHR 221)
BMG 215	Introduction to International Business (Prerequisites: BMG 100 and BMK 211)			BMG 325	Leadership in a Multicultural World (Prerequisite: BHR 221)
BMG 221	Business Law & Ethics			BMG 391	Co-operative Education Placement I (Prerequisite: BMG 191)
BMG 311	Business Policy and Strategic Management (Prerequisites: All other Required Core courses. BMS 231 may be taken concurrently. Note: Permission of the Departmental Chair is required for non B.B.A. or non B.A. Major Business students, including exchange students.)			BMG 392	Co-operative Education Placement II (Prerequisite: BMG 391)
BMK 211	Marketing Management			BMG 393	Co-operative Education Placement III (Prerequisite: BMG 392)
BMS 231	Operations Management (Prerequisites: BMA 140)			PSY 101	Introduction to Psychology I: Basic Processes
ECO 102	Principles of Economics: Microeconomics			PSY 102	Introduction to Psychology II : Human Interactions
ECO 103	Principles of Economics: Macroeconomics			PSY 214	Community Psychology (Prerequisites: PSY 101 and PSY 102)
ILT 100	Information Literacy and Critical Thinking (lab)*			SOC 100	Sociological Imagination
				SOC 129	Sex & Gender
				SOC 298	Social Problems

* Mandatory 1-credit lab course for all B.A. Major Business and B.B.A. students. This lab course cannot be used as a lecture course credit.

f. B.B.A. MANAGEMENT CONCENTRATION**CONBMG**

For the business-minded student who takes a balanced approach by acquiring a diversified portfolio of skills and competencies in several areas of business.

Students electing to complete the Management Concentration are interested in inspiring people, leading organizations and creating wealth in socially in sustainable ways. Management is a broad subject area, so students are given flexibility to tailor this Concentration to their interests.

45 core credits + 18 required credits + 21 optional credits (maximum of 6 cognate credits) + 36 elective credits = 120 credits

Core - 45 credits		Required - 18 credits		Optional - 21 credits	
BAC 121	Introduction to Financial Accounting I	BCS216	Business Information Technology Strategy (Prerequisite: BCS220)	ANY BUSINESS COURSE	
BAC 221	Introduction to Management Accounting (Prerequisite: BAC 121)	BMG 214	Introduction to Entrepreneurship: New Venture Creation	BMG 391	Co-operative Education Placement I (Prerequisite: BMG 191)
BCS 220	Management of Information Systems (Prerequisite: BMG 100)	BMG 323	Interpersonal Skills (Prerequisite: BHR 221)	BMG 392	Co-operative Education Placement II (Prerequisite: BMG 391)
BFN 200	Introduction to Finance (Prerequisites: BAC 121, BMA 140 and ECO 103)	BMG 325	Leadership in a Multicultural World (Prerequisite: BHR 221)	BMG 393	Co-operative Education Placement III (Prerequisite: BMG 392)
BHR 221	Organizational Behaviour (Prerequisite: BMG 100)	BMK 214	Consumer Behaviour (Prerequisite: BMK 211)	MAT 196	Finite Mathematics for Business Students (Prerequisite: MAT 190 or equivalent or permission of instructor.)
BHR 224	Human Resource Management (Prerequisite: BHR 221)	BMK 340	Product Strategy and Innovation (Prerequisite: BMK 214)	MAT 191	Calculus I (Prerequisite: MAT 196 or equivalent or permission of instructor.)
BMA 140	Statistical Analysis for Business Decisions I (Prerequisite: MAT 190)				
BMG 100	Understanding Business & Society (Corequisite: ILT 100 unless advanced credits received for it)				
BMG 215	Introduction to International Business (Prerequisites: BMG 100 and BMK 211)				
BMG 221	Business Law & Ethics				
BMG 311	Business Policy and Strategic Management (Prerequisites: All other Required Core courses. BMS 231 may be taken concurrently. Note: Permission of the Departmental Chair is required for non B.B.A. or non B.A. Major Business students, including exchange students.)				
BMK 211	Marketing Management				
BMS 231	Operations Management (Prerequisites: BMA 140)				
ECO 102	Principles of Economics: Microeconomics				
ECO 103	Principles of Economics: Macroeconomics				
ILT 100	Information Literacy and Critical Thinking (lab)*				

* Mandatory 1-credit lab course for all B.A. Major Business and B.B.A. students. This lab course cannot be used as a lecture course credit.

g. B.B.A. MARKETING CONCENTRATION**CONMKT**

For the business-minded student who takes a focused approach by acquiring advanced skills and competencies in the area of Marketing.

The Marketing concentration aims to build the skills that students need for an exciting career in marketing. We combine academic instruction and hands-on experience to build important intellectual and professional tools that ignite students' ingenuity and communication skills. We expose students to cutting-edge marketing techniques, encourage their creativity and develop their critical thinking, analytical, strategic and leadership skills. Our approach to learning and teaching is reflective, experiential, and engaging, led by experienced faculty who demonstrate mastery in their professions, so that students will receive:

- Practical opportunities working with area industry on real projects;
- The skills and opportunity to create a launch-ready business of their own;
- Development of high demand business skills and abilities.

45 core credits + 21 required credits + 21 optional credits (maximum of 6 cognate credits) + 33 elective credits = 120 credits

Core - 45 credits		Required - 21 credits		Optional - 21 credits	
BAC 121	Introduction to Financial Accounting I	MAT 196	Finite Mathematics for Business Students (Prerequisite: MAT 190 or equivalent or permission of instructor.)	MAT 191	Calculus I (Prerequisite: MAT 196 or equivalent or permission of instructor)
BAC 221	Introduction to Management Accounting (Prerequisite: BAC 121)			BCS 320	Business Intelligence and Data Analytics (Prerequisite: BMA 140 or SOC 211 or PSY 213 or PHY 101)
BCS 220	Management of Information Systems (Prerequisite: BMG 100)	BMA 141	Statistical Analysis for Business Decisions II (Prerequisite: BMA 140)	BMG 323	Interpersonal skills (Prerequisite: BHR 221)
BFN 200	Introduction to Finance (Prerequisites: BAC 121, BMA 140 and ECO 103)	BMK 214	Consumer Behaviour (Prerequisite: BMK 211)	BMG 345	International Marketing (Prerequisite: BMG 215)
BHR 221	Organizational Behaviour (Prerequisite: BMG 100)	BMK 321	Marketing Research (Prerequisites: BMK 214 and BMA 141)	BMG 391	Co-operative Education Placement I (Prerequisite: BMG 191)
BHR 224	Human Resource Management (Prerequisite: BHR 221)	BMK 332	Omnichannel Marketing: Distribution Channels in The Digital Age (Prerequisite: BMK 214)	BMG 392	Co-operative Education Placement II (Prerequisite: BMG 391)
BMA 140	Statistical Analysis for Business Decisions I (Prerequisite: MAT 190)	BMK 340	Product Strategy and Innovation (Prerequisite: BMK 214)	BMG 393	Co-operative Education Placement III (Prerequisite: BMG 392)
BMG 100	Understanding Business & Society (Corequisite: ILT 100 unless advanced credits received for it)	BMK 381	Marketing Policies (Prerequisite: BMK 214)	BMK 291	Entrepreneurship Practicum I (Prerequisites: BMG 214, BMK 211 and BMK 214)
BMG 215	Introduction to International Business (Prerequisites: BMG 100 and BMK 211)			BMK 323	Marketing Communication (Prerequisite: BMK 214)
BMG 221	Business Law & Ethics			BMK 344	Branding and Brand Management (Prerequisites: BMK 211 and BMK 214)
BMG 311	Business Policy and Strategic Management (Prerequisites: All other Required Core courses. BMS 231 may be taken concurrently. Note: Permission of the Departmental Chair is required for non B.B.A. or non B.A. Major Business students, including exchange students.)			BMK 354	Digital Marketing (Prerequisites: BMK 211 and BMK 214)
BMK 211	Marketing Management			BMK 350	Marketing Strategies for Environment Sustainability (Prerequisite: BMK 214)
BMS 231	Operations Management (Prerequisites: BMA 140)			BMK 355	Happiness Marketing (Prerequisite: BMK 214)
ECO 102	Principles of Economics: Microeconomics			BMK 362	Sports Marketing (Prerequisite: BMK 211)
ECO 103	Principles of Economics: Macroeconomics			BMK 371	Industrial Marketing Strategy (Prerequisite: BMK 214)
ILT 100	Information Literacy and Critical Thinking (lab)*			BMK 392	Entrepreneurship Practicum II (Prerequisite: BMK 291)
				BMK 440	Marketing Analytics (Prerequisite: BMK 211)

* Mandatory 1-credit lab course for all B.A. Major Business and B.B.A. students. This lab course cannot be used as a lecture course credit.

3) MINORS

a. BUSINESS ADMINISTRATION MINOR

MINBSS

For the *Non-Business student in good University Academic Standing* only who wishes to add a portfolio of basic business skills and competencies to a major in sciences, social sciences, or humanities

15 core credits + 0 required credit + 9 optional credits = 24 credits

Core - 15 credits		Required - 0 credits	Optional - 9 credits
BAC 121	Introduction to Financial Accounting I	n/a	ANY BUSINESS COURSE
BFN 200	Introduction to Finance (Prerequisites: BAC 121, BMA 140 and ECO 103)		
BMA 140	Statistical Analysis for Business Decisions I (Prerequisite: MAT 190) or equivalent approved by the Departmental Chair		
BMG 100	Understanding Business & Society		
BMK 211	Marketing Management		

b. BUSINESS TECHNOLOGY AND ANALYTICS MINOR**MINBTA**

For the **Business student** who wishes to complement advanced skills and competencies in one area of business with skills and competencies in the area of Business Technology and Analytics; or the **Non-Business student in good University Academic Standing** who wishes to add a portfolio of basic business skills and competencies in Business Technology and Analytics to a major in sciences, social sciences, or humanities.

9 core credits + 9 required credits + 6 optional credits = 24 credits (maximum of 6 cognate credits)

Core - 9 credits		Required - 9 credits		Optional - 6 credits	
BMG 100	Understanding Business and Society	BCS 313	Information Technology Project Management (Prerequisite: BCS220)	MAT 196	Finite Mathematics for Business Students (Prerequisite: MAT 190 or equivalent or permission of instructor.)
BCS 220	Management of Information Systems (Prerequisite: BMG100)	BCS 320	Business Intelligence and Data Analytics (Prerequisite: BMA 140 or SOC 211 or PSY 213 or PHY 101)	MAT 191	Calculus I (Prerequisite: MAT 196 or equivalent or permission of instructor)
BMA 140	Statistical Analysis for Business Decisions I (Prerequisite: MAT 190) or equivalent approved by the Departmental Chair	BCS 422	Integrated Enterprise Systems and Business Processes (Prerequisite: BCS 220)	BMA 141	Statistical Analysis for Business Decisions II (Prerequisite: BMA 140)
				BCS 210	Technology Entrepreneurship (Prerequisite: BCS 220)
				BCS 212	E-Business Technology and Management (Prerequisite: BMK 211)
				BCS 216	Business Information Technology Strategy (Prerequisite: BCS 220)
				BCS 340	Privacy, Ethics, and Communication in Data Science (Prerequisite: BCS 220)
				BCS 420	Data Mining for Business Analytics (Prerequisites: BCS 220 and BCS 320)
				BCS 430	Business Applications of Artificial Intelligence (Prerequisite: BCS 220)
				BCS 450	Business Technology and Analytics Capstone Project (Prerequisites: BCS 220 and BCS 320) Note: This course can only be taken as part of the last 30 credits
				BMG 323	Interpersonal skills (Prerequisite: BHR 221)
				BMG 324	Management of Innovation (Prerequisite: BHR 221)
				BMG 335	Global Value Chain Analysis (Prerequisite: BMG 215)
				BMS 303	Forecasting Techniques (Prerequisite: BMA 141)
				CS 301	Computer Ethics
				SPO 212	Applied Sport Analytics (Prerequisite: SOC 211 or PSY 213 or BMA 140 or PHY 101)

c. ENTREPRENEURSHIP MINOR**MINENT**

For the ***Business student*** who wishes to complement advanced skills and competencies in one area of business with skills and competencies in the area of Entrepreneurship; or the ***Non-Business student in good University Academic Standing*** who wishes to add a portfolio of basic business skills and competencies in Entrepreneurship to a major in sciences, social sciences, or humanities.

6 core credits + 12 required credits + 6 optional credits = 24 credits (maximum of 6 cognate credits)

Core - 6 credits		Required - 12 credits		Optional - 6 credits	
BMG 100	Understanding Business and Society	BMG 214	Introduction to Entrepreneurship: New Venture Creation	ANY BUSINESS COURSE	
BMK 211	Marketing Management	BMK 214	Consumer Behaviour (Prerequisite: BMK 211)	MAT 196	Finite Mathematics for Business Students (Prerequisite: MAT 190 or equivalent or permission of instructor)
		BMK 291	Entrepreneurship Practicum I (Prerequisites: BMG 214, BMK 211 and BMK 214)	MAT 191	Calculus I (Prerequisite: MAT 196 or equivalent or permission of instructor)
		BMK 392	Entrepreneurship Practicum II (Prerequisite: BMK 291)		

d. FINANCE MINOR**MINBFI**

For the **Business student** who wishes to complement advanced skills and competencies in one area of business with skills and competencies in the area of Finance; or the **Non-Business student in good University Academic Standing** who wishes to add a portfolio of basic business skills and competencies in Finance to a major in sciences, social sciences, or humanities.

12 core credits + 9 required credits + 3 optional credits = 24 credits (maximum of 6 cognate credits)

Core - 12 credits		Required - 9 credits		Optional - 3 credits	
BAC 121	Introduction to Financial Accounting I	BAC 122	Introduction to Financial Accounting II (Prerequisite: BAC 121)	MAT 196	Finite Mathematics for Business Students (Prerequisite: MAT 190 or equivalent or permission of instructor.)
BFN 200	Introduction to Finance (Prerequisites: BAC 121, BMA 140 and ECO 103)	BFN 203	Corporate Finance (Prerequisite: BFN 200)	MAT 191	Calculus I (Prerequisite: MAT 196 or equivalent or permission of instructor)
BMA 140	Statistical Analysis for Business Decisions I (Prerequisite: MAT 190) or equivalent approved by the Departmental Chair	BFN 210	Capital Markets (Prerequisite: BFN 200)	BMA 141	Statistical Analysis for Business Decisions II (Prerequisite: BMA 140)
ECO 103	Principles of Economics: Macroeconomics			BFN 301	Capital Budgeting (Prerequisites: BFN 203)
				BFN 306	Behavioural Finance (Prerequisites: BFN 203 and BFN 210)
				BFN 315	Derivatives (Prerequisite: BFN 203, BFN 210 and MAT 197)
				BFN 335	Topics in Finance I (Prerequisites: BFN 203 and BFN 210)
				BFN 336	Topics in Finance II (Prerequisites: BFN 203 and BFN 210)
				BFN 341	Corporate Governance & Sustainability (Prerequisites: (BFN 203 and BFN 210) or BFN 215)
				BFN 352	Investment analysis (Prerequisites: BFN 203 and BFN 210)
				BFN 353	Financial Institutions Management (Prerequisites: BFN 203 and BFN 210)
				BFN 356	SEED Portfolio (6 credits) (Prerequisite: Permission of instructor.)
				BFN 361	International Finance (Prerequisite: BFN 200)
				BMS 303	Forecasting Techniques (Prerequisite: BMA 141)
				EMA 261	Econometrics I (Prerequisites: ECO 102, ECO 103 and BMA 141)
				EMA 361	Econometrics II (Prerequisites: EMA 261, ECO 208 and ECO 212)
				ECO 322	Real Estate Economics (Prerequisite: ECO 102)
				POL 346	Politics of Global Finance

e. HUMAN RESSOURCES MINOR**MINHRM**

For the **Business student** who wishes to complement advanced skills and competencies in one area of business with skills and competencies in the area of Human Resources; or the **Non-Business student in good University Academic Standing** who wishes to add a portfolio of basic business skills and competencies in Human Resources to a major in sciences, social sciences, or humanities.

9 core credits + 9 required credits + 9 optional credits = 24 credits (maximum of 6 cognate credits)

Core - 9 credits		Required - 9 credits		Optional - 6 credits	
BHR 221	Organizational Behaviour (Prerequisite: BMG 100)	BHR 224	Human Resource Management (Prerequisite: BHR 221)	MAT 196	Finite Mathematics for Business Students (Prerequisite: MAT 190 or equivalent or permission of instructor.)
BMA 140	Statistical Analysis for Business Decisions I (Prerequisite: MAT 190) or equivalent approved by the Departmental Chair	BHR 315	Training and Development (Prerequisite: BHR 224)	BMA 141	Statistical Analysis for Business Decisions II (Prerequisite: BMA 140)
BMG 100	Understanding Business and Society	BHR 333	Employment Law (Prerequisite: BHR 224)	BHR 312	Labour Relations (Prerequisite: BHR 224 or POL 214)
				BHR 313	Compensation Management (Prerequisite: BHR 224)
				BHR 316	Organizational Conflict and Negotiations (Prerequisite: BHR 221)
				BHR 325	Topics in HR Management (Prerequisite: BHR 224)
				BHR 326	Personnel Recruitment and Selection (Prerequisites: BHR 224 and (BMA 140 or PMA 60))
				BHR 328	Occupational Health, Safety & Wellness (Prerequisite: BHR 221)
				BHR 334	Administrating the Collective Agreement (Prerequisite: BHR 224 or POL 214)
				BMG 322	Change Management (Prerequisite: BHR 221) Note: It is recommended that students take this course in their last 30 credits.
				BMG 323	Interpersonal Skills (Prerequisite: BHR 221)
				BMG 325	Leadership in a Multicultural World (Prerequisite: BHR 221)
				PSY 101	Introduction to Psychology I: Basic Processes
				PSY 102	Introduction to Psychology II: Human Interactions
				PSY 214	Community Psychology (Prerequisites: PSY 101 and PSY 102)
				SOC 100	Sociological Imagination
				SOC 129	Sex & Gender
				SOC 298	Social Problems

f. INTERNATIONAL BUSINESS MINOR**MINBIN**

For the **Business student** who wishes to complement advanced skills and competencies in one area of business with skills and competencies in the area of International Business; or the **Non-Business student in good University Academic Standing** who wishes to add a portfolio of basic business skills and competencies in International Business to a major in sciences, social sciences, or humanities.

12 core credits + 9 required credits + 3 optional credits = 24 credits (maximum of 6 cognate credits)

Core - 12 credits		Required - 9 credits		Optional - 3 credits	
BMA 140	Statistical Analysis for Business Decisions I (Prerequisite: MAT 190) or equivalent approved by the Departmental Chair	BMG 315	International Management (Prerequisite: BMG 215)	MAT 196	Finite Mathematics for Business Students (Prerequisite: MAT 190 or equivalent or permission of instructor.)
BMG 100	Understanding Business and Society	BMG 345	International Marketing and Export Management (Prerequisite: BMG 215)	MAT 191	Calculus I (Prerequisite: MAT 196 or equivalent or permission of instructor)
BMG 215	Introduction to International Business (Prerequisites: BMG 100 and BMK 211)	BMG 355	International Entrepreneurship (Prerequisite: BMG 215)	BMA 141	Statistical Analysis for Business Decisions II (Prerequisite: BMA 140)
BMK 211	Marketing Management			BFN 361	International Finance (Prerequisite: BFN 200)
				BMG 325	Leadership in a Multicultural World (Prerequisite: BHR 221)
				BMG 335	Global Value Chain Analysis (Prerequisite: BMG 215)
				BMS 303	Forecasting Techniques (Prerequisite: BMA 141)
				ECO 102	Principles of Economics: Microeconomics
				ECO 103	Principles of Economics: Macroeconomics
				ECO 217	International Economics (Prerequisites: ECO 102 and ECO 103)
				ECO 225	Economic Development II: Macroeconomics and Policy Issues (Prerequisites: ECO 102 and ECO 103)
				GER 101	Introductory German Language I
				CHI 101	Introduction to Modern Chinese I
				CHI 102	Introduction to Modern Chinese II
				JSE 101	Introduction to Japanese Language I
				POL 140	Introduction to International Relations
				POL 346	Politics of Global Finance
				SOC 296	Globalization and Culture
				SPA 101	Spanish Language I

g. MARKETING MINOR**MINMKT**

For the **Business student** who wishes to complement advanced skills and competencies in one area of business with skills and competencies in the area of Marketing; or the **Non-Business student in good University Academic Standing** who wishes to add a portfolio of basic business skills and competencies in Marketing to a major in sciences, social sciences, or humanities.

6 core credits + 9 required credits + 9 optional credits = 24 credits (maximum of 6 cognate credits)

Core - 6 credits		Required - 9 credits		Optional - 9 credits	
BMA 140	Statistical Analysis for Business Decisions I (Prerequisite: MAT 190) or equivalent approved by the Departmental Chair	BMK 214	Consumer Behaviour (Prerequisite: BMK 211)	MAT 196	Finite Mathematics for Business Students (Prerequisite: MAT 190 or equivalent or permission of instructor.)
BMK 211	Marketing Management	BMK 332	Omnichannel Marketing: Distribution Channels in The Digital Age (Prerequisite: BMK 214)	MAT 191	Calculus I (Prerequisite: MAT 196 or equivalent or permission of instructor)
		BMK 381	Marketing Policies (Prerequisite: BMK 214)	BMA 141	Statistical Analysis for Business Decisions II (Prerequisite: BMA 140)
				BCS 320	Business Intelligence and Data Analytics (Prerequisite: BMA 140 or SOC 211 or PSY 213 or PHY 101)
				BMG 323	Interpersonal skills (Prerequisite: BHR 221)
				BMG 345	International Marketing (Prerequisite: BMG 215)
				BMK 291	Entrepreneurship Practicum I (Prerequisites: BMG 214, BMK 211 and BMK 214)
				BMK 321	Marketing Research (Prerequisites: BMK 214 and BMA 141)
				BMK 323	Marketing Communication (Prerequisite: BMK 214)
				BMK 354	Digital Marketing (Prerequisites: BMK 211 and BMK 214)
				BMK 340	Product Strategy and Innovation (Prerequisite: BMK 214)
				BMK 350	Marketing Strategies for Environment Sustainability (Prerequisite: BMK 214)
				BMK 355	Happiness Marketing (Prerequisite: BMK 214)
				BMK 362	Sports Marketing (Prerequisite: BMK 211)
				BMK 371	Industrial Marketing Strategy (Prerequisite: BMK 214)
				BMK 392	Entrepreneurship Practicum II (Prerequisite: BMK 291)

4) Co-operative Education Program PROCOP (Application required)

The Co-operative Education Program combines a student's academic program with integrated paid work experiences through work terms and regular academic sessions. The work terms are designed to present the students with the opportunity to blend theory and practice and to gain relevant work experience.

Each co-operative work term is a minimum of 420 hours (generally between 12 and 16 weeks in length) and the student will be registered in a 3-credit Co-operative Placement course (BMG 391, BMG 392 and BMG 393). All work terms must be completed before the student's final academic semester. While every effort will be made to help find a suitable placement for students in the program, no guarantee of placement can be made since the employment process is competitive and subject to market conditions.

Co-operative Education Program Courses

3 or 4 courses

BMG 191	Fundamentals of Workplace Preparation and Professional Development	(1 credit)*
BMG 391	Co-operative Education Placement I	(3 credits)
BMG 392	Co-operative Education Placement II	(3 credits)
BMG 393	Co-operative Education Placement III	3 credits)**

**This course must be successfully completed before doing the first work placement and is not included in the calculation of the cumulative average, nor the total credits required for graduation.*

*** Students who were advanced at least 30 credits can complete 2 or 3 work placements to graduate with the Co-operative Education Program Designation. Students who were advanced less than 30 credits are required to complete a third work placement to graduate with the Co-operative Education Program Designation.*

All courses will be considered electives and will count towards the 120-credit program, except for BMG 191.

Admission to the Co-operative Education Program

Students must submit an on-line application or contact the Co-op Office to be considered in the program. Full-time students in the Honours B.B.A., B.B.A. or B.A. Business Major programs who have successfully completed BMG 191 and who have a minimum cumulative average of 70% upon application are eligible for admission to the Co-operative Education Program. Students receiving advanced credits will be evaluated on a case-by-case basis. Students who are in their first year of studies will be given admission priority. All other students will be evaluated on a case-by-case basis.

A student is then required to maintain a minimum cumulative average of 70% and its full-time status in order to be eligible to remain in the Co-operative Education Program and to participate in any of the program's activities. Please consult the Co-operative Education section on the Bishop's University website for important dates, deadlines and updates at www.ubishops.ca/coop.

Work Term Registration

Once a student has signed the Co-operative Education Agreement, the student may not drop the course associated with work placement, except for exceptional circumstances. A student who decides to do so will not be able to stay in the Co-operative Education Program.

Evaluation

Each Co-operative Education course is graded on a pass/fail basis and this grade is not included in the student's cumulative average.

The evaluation is the responsibility of the Department Chair. Successful completion of the work term is based upon the receipt of satisfactory job performance reports from the employer and a satisfactory final reflective work term report and self-evaluation submitted by the student.

The job performance report will be completed by the employer, using guidelines supplied by the Williams School of Business. It is the student's responsibility to ensure that the employer sends the completed evaluation to the Co-op Advisor supervising the placement. Employer evaluations are confidential and are not reported on the student's transcript.

The work term report covers the comprehensive analysis of competencies acquired during the work placement. An outline of relevant competencies will be provided to students.

Normal academic regulations apply to the conduct and evaluation of the courses, as well as respect of deadlines for submission of all documents.

5) Honours B.B.A.

(120 credits)

BBH + Concentration

The Honours program offers students the opportunity to complete a thesis project under the guidance and supervision of one or more faculty members from the WSB.

Students will select a topic in collaboration with a professor in their concentration area and will enroll in two courses over two terms to complete the project (BMG 352 in fall and winter for a total of 6 credits). Honours credits count as Business optional courses and can also be applied toward the 120-credit B.B.A. program, depending on the student's individual academic pathway. In addition to the project, students must fulfill all the requirements of their regular B.B.A. degree program.

The Honours program is particularly well-suited for students intending to pursue graduate studies.

To qualify for an Honours B.B.A. degree, candidates must:

1. Have a cumulative average of 75% in their current program;
2. Apply for entrance into the Honours program in the term prior to their last 30 credits of their current program;
3. Complete BMG352 (Honours Project, 6 credits) with a minimum grade of 75%;
4. Obtain a cumulative average of 75% upon graduation

Students interested in pursuing the Honours program should consult with the Academic Advisor or the Departmental Chair.

6) Certificate in Business Administration

(30 credits)

CONBUS

This certificate may be completed on a full-time or a part-time basis.

Description and Objectives:

The Certificate in Business Administration provides an academic background in Business Administration to students who are pursuing or wishing to pursue a career in management in the private or public sectors. The Certificate program presents a broad survey of underlying disciplines and an introduction to the functional areas in Business Administration, both theoretical and practical.

Admission Requirements: *(See Regulations governing Certificate programs).*

The Certificate in Business Administration requires the completion of the following courses:

BAC 121 **Introduction to Financial Accounting I**

BMG 100 **Understanding Business and Society**

BMA 140

Statistical Analysis for Business Decisions I

(requires MAT 190)

BFN 200 **Introduction to Finance**

(requires BAC 121, BMA 140 and ECO 103)

BMK 211 **Marketing Management**

ECO 103 **Principles of Economics: Macroeconomics**

Plus 12 credits of Business electives

7) Joint Programs

1. **B.A. Major in Arts Administration** – see the Faculty of Humanities section of the calendar for program requirements.

The 75-credit interdisciplinary program combines the study of business, the creative arts, public culture and arts administration to provide students with the skills and knowledge needed to participate in the business and organizational areas of the cultural sector.

2. **B.A. Major in Information Technology** – see the Computer Science section of the calendar for program requirements.

This program provides the necessary skills and knowledge to work/design/participate within organizations that manage large amounts of data and provide services to a large number of users.

3. **B.A. Major in Sports Studies** — see the Sports Studies section of the calendar for program requirements.

This program exposes students to the social, biological, political, business and economic aspects of sport in society.

Regulations Applying to All Business Programs

1. Exemptions

Students who have been granted exemptions for any course must replace them with any elective courses (Business or Non-Business), if required by their program.

Students are advised to consult with the Academic Advisor or Department Chair prior to course selection.

2. Double counting policy

A maximum of 9 credits (3 courses) can be double counted towards multiple WSB Honours, Concentrations, Majors and Minors programs, including joint programs. Should there be more than 3 courses that overlap between programs, these courses will need to be replaced with other courses offered in the same program. In the case of a Major/Concentration and a Minor where there are more than 3 courses that overlap, the additional courses (4th, 5th, etc.) will need to be replaced with other courses offered in the Minor program.

3. Double Failure Rule

Rules pertaining to the double failure of a course are published in the Undergraduate Academic Regulations, under the article “Double Failure Rule.”

4. Transfers

Rules pertaining to transfer into or between Williams School of Business programs are published in the Undergraduate Academic Regulations, under the article “Change of Degrees or Degree Components.”

5. WSB Academic Standing

Notwithstanding the University regulations on Academic Standing, the Williams School of Business has its own regulations on maintenance of good standing. Students with a cumulative average of 60% or more are in good standing in the B.B.A. and B.A. Business Major.

After 24 credits attempted, students with a cumulative average less than 50% must withdraw from their program. Those with a cumulative average between 50% and 59% will be permitted to remain in the Williams School of Business for one semester in which they must improve their cumulative average to at least 60%. Students who do not achieve good standing will not be eligible to continue in the B.B.A. or B.A. Major Business programs at Bishop’s University, nor will they be eligible to later transfer back into these programs.

Students who fail to maintain the WSB Academic Standing in Business will be required to make a choice of an alternate degree program by the end of two consecutive semesters following their dismissal from the Business program. Should they fail to do so, or fail to be accepted into an alternate program, they will not be permitted to register as a full-time student in the next semester.

Students in the Certificate in Business Administration must meet the Academic Standing criteria for part-time students as outlined in the Academic Calendar and must also fulfill the requirements for maintaining the WSB Academic Standing.

6. Graduation “With Distinction” or “With High Distinction”

Rules pertaining to graduating with distinction are published in the Undergraduate Academic Regulations, under the article “Graduating with Distinction.”

7. Additional Graduation Requirement (B.B.A. and B.A. Business Major)

A student must have a minimum cumulative average of 60% in all courses taken in order to graduate with a B.B.A./B.A. Major Business or Certificate in Business. Calculation of this average will employ the same methodology as in the “WSB Academic Standing” section.

8. International Student Exchanges

Students need a minimum cumulative average of 70% to qualify to apply to go on exchange and must maintain a minimum cumulative average of 70% in the semester prior to leaving on exchange to remain eligible to go on exchange. Students are invited to consult with the WSB Academic Advisor and obtain the Departmental Chair Approval prior to registering for any course outside of the Williams School of Business. Students should also consult with the International Exchange Office for more important academic information concerning exchanges and course equivalencies approval.

Business Courses

BAC 121 Introduction to Financial Accounting I 3-3-0

The study of accounting and its role in the analysis and communication of financial events. The information provided by accounting, particularly through the financial statements, and issues associated with existing accounting processes will be explored.

BAC 122 Introduction to Financial Accounting II 3-3-0

An examination of the measuring, recording and reporting of financial information with reference to specific items in the financial statements.

Prerequisite: BAC 121

BAC 211 Intermediate Financial Accounting I 3-3-0

Further development of accounting principles. Particular emphasis is placed on an in-depth evaluation of financial statement presentations in Canada.

Prerequisite: BAC 122

BAC 212 Intermediate Financial Accounting II 3-3-0

An in-depth consideration of specific accounting topics (e.g. accounting for income taxes, partnership accounting, current value accounting). Current practices and the relevant CICA recommendations will be reviewed in terms of theoretical concepts and principles.

Prerequisite: BAC 211

BAC 221 Introduction to Management Accounting 3-3-0

This course is an introduction to the tools of accounting information for management decision making. Topics include comparison of financial and managerial accountants, job order costing, process costing, cost behaviour, cost-volume relationships, activity based costing, budgeting, standard costs and reporting for control.

Prerequisite: BAC 121

BAC 311 Advanced Financial Accounting 3-3-0

A study of accounting theory and application related to the following topics — business combinations, long-term intercorporate investments, branch accounting, non-profit accounting, and foreign exchange. Emphasis is on accounting principles currently accepted in Canada.

Prerequisite: BAC 212

BAC 312 Intermediate Managerial Accounting 3-3-0

This is the second course in managerial accounting which covers new topics such as balanced scorecards, limitations of reporting for control, non-financial measurements and outsourcing. Furthermore, application of the various techniques learned in BAC221 will be applied.

Prerequisites: BAC 211 and BAC 221

BAC 322 Management Control 3-3-0

Written and oral analysis of management control problems. Topics include decision models, performance evaluation and decentralization. This course also applies theories from other accounting courses into practice via case analysis.

Prerequisite: BAC 312

BAC 331 Taxation I 3-3-0

Introduction to income tax law in Canada with primary emphasis on the determination of the tax liability of individuals in receipt of various sources of income. Topics include Residence, Tax Status, Capital Cost Allowances, Capital Gains, Property Income and Tax Credits. Issues such as the equity fairness and complexity of the tax system, tax evasion and tax planning are considered.

Prerequisite: BAC 122

BAC 332 Taxation II 3-3-0

This course builds upon the principles and concepts of Canadian Income Tax introduced in BAC 331. In particular, it examines the application of income tax law as it applies to Corporations. Attention is given to effective income tax planning for shareholder — manager remuneration, estates and for capital gains deferrals.

Prerequisite: BAC 331

BAC 340 Auditing: Systems and Control 3-3-0

All organizations require reliable and secure information systems in order to successfully conduct their day-to-day operations. For many businesses, sophisticated accounting information systems are in place and internal control is crucial in the process of producing reliable financial information. In the context of the information age, this course examines corporate responsibility as well as the function of computerized systems. Topics such as accounting systems development, implementation of controls, fraud detection and E-commerce security will be explored.

Prerequisite: BAC 122

BAC 341 Auditing: The Process 3-3-0

The concept of internal control and fundamentals of auditing. Topics include: legal and moral responsibilities of the auditor; controls required in principal accounting systems; selection of appropriate audit techniques; and preparation of audit reports.

Prerequisite: BAC 212 and BAC 340

BCS 210 Technology Entrepreneurship 3-3-0

This course is designed for students interested in learning about the fundamental issues related to starting and managing technology-based new ventures. The course encourages students to consider how technology-based solutions can solve economic and socially oriented problems. Students will particularly learn how disruptive technology displaces existing markets. Topics include: Startup business models, business plans, funding, and risk assessment and management.

Prerequisite: BCS 220

BCS 212 E-Business Technology and Management 3-3-0

This course helps students build the knowledge and skills needed to face today's electronic business challenges, opportunities, and issues. Electronic Business Technologies focuses on the integration of information technologies with business processes and strategies within a dynamic legal and business environment. At the base of Electronic Business is the fact that the application of Internet and information technology to business processes leads to remarkable new ways of conceiving and organizing businesses. This in turn leads to a myriad of innovative modes of management, new organizational structures and information architectures as well as new laws and legal and corporate strategies. Topics include: business process reengineering, pure and partial electronic commerce, online retail, online consumer behaviour, online marketing and advertisement, online business models and revenue models, B2B supply chain reengineering, online payment and security, and ecommerce systems implementations.

Prerequisite: BMK 211

BCS 216 Business Information Technology Strategy 3-3-0

Organizations must understand and operate effectively within their technology-business value chains in order to maximize profitability. Developing and executing an effective Information Technology strategy that enables business strategy is critical for creating business value and gaining competitive advantage. This Course presents a framework and methodology for assessing, developing and implementing an effective IT strategy that is aligned with business needs. Topics include: IT-business alignment, IT strategy, IT planning, IT value and benefits, IT Governance, IT success measurement, data and information management, managing IT Outsourcing, and the role of the CIO.

Prerequisite: BCS 220

BCS 220 Management of Information Systems 3-3-0

This course covers the management perspective of Information Systems. An IS Department or IS unit manages data and information which are among the most valuable organizational resources in today's modern businesses. The MIS includes the setting of a direction for information resources, the management of technology resources and the management of the information systems function. A variety of different types of IS will be covered. The list includes Enterprise Resource Planning Systems, Knowledge Management Systems, and Electronic Systems.

Prerequisite: BMG 100

BCS 313 Information Technology Project Management 3-3-0
Modern organizations are critically dependent on information technology. It is difficult to find any organizational unit, process, or task that does not rely on some sort of information system. This course covers information systems development from the business perspective. The course educates students in fundamentals of systems analysis and design. The analysis part aims at understanding organizational processes and their informational aspects in order to define possibilities of improving process efficiency and effectiveness. The design part of is focused on creating solutions for the improvement of processes and supporting Information systems.

Prerequisite: BCS 220

BCS 320 Business Intelligence and Data Analytics 3-3-0
Organizations increasingly rely on data and sophisticated analytical tools to make effective and strategic decisions. This course focuses on enabling students to learn skills to access, prepare, analyze and visualize data to support decision-making and business problem-solving. Students will learn how to implement a variety of data analytic techniques using modern business intelligence tools. At the end of the course, students will be able to identify and structure complex business problems that can be addressed through data analysis, data mining, data visualization, and text mining.

Prerequisites: (BMA 140 or ESG 261 or PMA 260 or SOC 211) and BCS220

BCS 340 - Privacy, Ethics, and Communication in Data Science 3-3-0
This course engages with three main challenges in the modern practice of data science: data privacy, ethics, and communication. The course is designed to build students' ethical skills for collecting, storing, sharing and analyzing data derived from various subjects. This course provides historical background to understand the tenets of informed consent, discrimination, and privacy. Using case study, students will explore current applications of algorithmic transparency and unintended automation of discrimination via data that contains biases rooted in race, gender, class, and other characteristics. Finally, students will learn how to communicate data analytics outputs using storytelling and storyboarding.

Prerequisite: BCS 220

BCS 410 Cybersecurity Management 3-3-0
Cybersecurity breaches are growing at an unprecedented rate. Many organizations have gone bankrupt due to severe IT security failures. Today, billions of interconnected devices produce and share data which increases the vulnerability of IT assets. The heavy organizational reliance on data and IT largely explains the critical aspect and the vitality of cybersecurity. Organizations must protect their information resources against security threats both internally and externally. The overall intent of this course is to enable students to have an in-depth understanding of the different types of cyberattacks, the business systems that are most at risk, and the importance of an organization-wide approach to cybersecurity. In addition, students learn how organizations mitigate their risk exposure using a range of managerial, legal, technological, process and social controls.

Prerequisite: BCS 220

BCS 420 Data Mining for Business Analytics 3-3-0
This course will teach practical analytics methods and use various tool to provide hands on experience on data mining techniques. The focus of the course is on the application of the tools and techniques rather than learning the theory and math behind the models. This course builds upon concepts seen in BCS320 and covers these tools and techniques in much more depth. Students will be exposed to real world datasets and examples to get hands-experience with making business decisions using predictive and prescriptive analytics.

Prerequisites: BCS 220 and BCS 320

BCS 422 Integrated Enterprise Systems and Business Processes 3-3-0
Enterprise Resource Planning (ERP) systems are excessively important applications for organizations since they manage the exchange of information between the main business units of companies and support the integration of business processes that connect these same units. The aim of this course is to introduce students to ERP systems, more precisely, their use and configuration. The course will allow students to use SAP system by simulating real business contexts and entering data into the SAP system. The course will also develop skills in solving problems related to the use and configuration of ERP, as well as to become familiar with the main issues related to the use and implementation of ERP in companies.

Prerequisite: BCS 220

Note: Students having completed BUS 302 in Winter 2021 are not allowed to take BCS 422 for credits

BCS 424 Supply Chain Analytics 3-3-0
Supply chains are complex systems involving multiple businesses and organizations with different goals and objectives. Many different analytical methods and techniques are used by researchers and practitioners alike to better design and manage their supply chains. This course introduces the primary methods and tools that you will encounter in your study and practice of supply chains. We focus on the application of these methods, not necessarily the theoretical underpinnings.

We will begin with an overview of introductory probability, decision analysis, and regression to ensure that students understand how uncertainty can be modeled. Next, we will introduce optimization modeling from heuristics to linear, non-linear, and mixed integer linear programming. This is a hands-on course. Students will use spreadsheets extensively to apply these techniques and approaches in case studies drawn from actual supply chains

(Prerequisites: BMA 141 and BMS 231)

BCS 430 Business Applications of Artificial Intelligence 3-3-0
Artificial Intelligence (AI) is quickly becoming ubiquitous. The availability of big data and tremendous computing power have expedited the adoption of machine learning applications to build intelligent systems that can learn from data. This course will expose students to the history of AI and show how intelligent machines will dominate across all sectors. Students will also be exposed to different AI business applications and learn how to leverage these applications to enhance decision-making, customers experience and organization's profitability. The course will be very practical and leverage real world problems from an applied perspective. Through practical case studies, students will learn what strategic questions to ask and how to formulate proposals when evaluating opportunities to embed machine learning processes and artificial intelligence technology into a corporate strategy. Students will work on a project to help them apply the concepts they have learned to a specific industry and/or company.

Prerequisite: BCS 220

BCS 450 Business Technology and Analytics Capstone Project 3-3-0
Draw on all of the skills learned throughout the BTA courses this course will allow students to apply conceptual and technical knowledge in analyzing, planning, and designing an information system or work on a data analytics project. In teams, students will work on a group project that will culminate with a presentation of this final project. Restricted to eligible students in their final semester in the BTA major.

Prerequisites: BCS 220 and BCS 320

Note: This course can only be taken as part of the last 30 credits

BFN 100 Basic Finance 3-3-0
Income, inflation, interest rates, foreign exchange rates, prices of commodities, recessions, etc. are factors affecting businesses performance. Understanding the economic environment as well as the drivers of the different sectors of the Canadian economy and how these are impacting financial statements of businesses is the main focus of this course.

Prerequisites: BAC 121, ECO 103 and MAT 196

Note: Students having completed BFN 200 are not allowed to take BFN 100 for credits

BFN 200 Introduction to Finance 3-3-0
This course introduces the study of finance in the context of modern business decision-making. The central focus of the course is the valuation of real and financial assets and the tools used for that purpose. Students will become familiar with such concepts as time value, discount rate, and net present value. These concepts will be presented with the help of real-life examples and cases that will illustrate the many ways in which finance can solve business problems.

Prerequisite: BAC 121, BMA 140 and ECO 103

Note: Students having completed BFN 200 are not allowed to take BFN 100 for credits.

BFN 203 Corporate Finance 3-3-0
This course represents an introduction to corporate finance. It focuses on the determinants of financial policy at the microeconomic level. The students will become familiar with the issues and challenges faced by a financial manager. Emphasis will be placed on financial planning and corporate growth, capital structure, and dividend policy decisions.

Prerequisite: BFN 200

BFN 210 Capital Markets 3-3-0

This course is focused on the concept of risk, one the most fundamental concepts in finance. The course examines the North American capital market, global capital markets, and fundamental quantitative models. Topics covered include, but are not limited to, the basics of portfolio theory, asset pricing theory, efficient market theory, the study of specific asset classes (stocks, bonds, and derivatives), and the yield curve.

Prerequisite: BFN 200

BFN 215 Small Business Finance 3-3-0

Small business owners or entrepreneurs need to know how to (a) read basic financial statements; (b) understand product costing, initial profit-and-loss development and break-even analysis; (c) manage cash flow; and (d) understand various revenue models. This course will use Excel spreadsheets to develop practical financial projections that are immediately relevant to business operations.

Prerequisite: BFN 100 or BFN 200

BFN 301 Capital Budgeting 3-3-0

This course describes how managers are making long-term investment decisions involving capital assets, such as plant, equipment, machinery, research and development, etc. The main topics include, but are not limited to net present value, internal rate of return, cost of capital, adjusted present value, real options, mergers and acquisitions, and many others. Special emphasis is placed on tackling complex case studies that require an integrative approach to understanding various corporate finance issues.

Prerequisites: BFN 203

BFN 306 Behavioural Finance 3-3-0

This course brings together knowledge from the area of modern finance and cognitive sciences into one unified framework. Students will learn about cognitive biases and how individuals make financial decisions, the role of emotions and heuristics in dealing with complex critical systems, and how individual behaviour aggregates into corporate financial strategies and broad stock market movements.

Prerequisites: BFN 203 and BFN 210

BFN 315 Financial Derivatives 3-3-0

Futures and options markets have become increasingly important in the world of finance and investments. It is essential that all professionals understand how these markets work, and how derivatives are valued. This course will study the derivatives markets, assess their characteristics, and describe how they are used by hedgers, speculators and arbitrageurs.

Prerequisites: BFN 203, BFN 210 and MAT 197

BFN 335 Topics in Finance I 3-3-0

This is an advanced course in Finance covering special topics including, but not limited to, case studies in corporate finance and investments, complexity and networks, trading strategies, derivatives and hedging, foreign exchange risk management, international capital budgeting, risk management in financial institutions, and any other topic that might reflect current research interest of faculty members. This course should be of particular interest to those students expecting to pursue a career in the investment industry and/or graduate studies in Finance.

Prerequisites: BFN 203 and BFN 210

BFN 336 Topics in Finance II 3-3-0

This course is expanding on some themes already covered in other Finance courses, or adding new subjects including, but not limited to corporate finance and investments, complexity and networks, trading strategies, derivatives and hedging, foreign exchange risk management, international capital budgeting, risk management in financial institutions, and any other topic that might reflect current research interest of faculty members. The course will be delivered through regular class lectures, individual case studies, or group projects.

Prerequisites: BFN 203 and BFN 210

BFN 341 Corporate Governance and Sustainability 3-3-0

Corporate Governance offers insights into the relationship between economic efficiency and economic organization. The main issues addressed in this course include the comparative analysis of free markets and hierarchies, the nature and allocation of financial claims, the organization and functioning of various corporations around the world, and the connection between ethics and economic performance.

Prerequisites: (BFN 203 and BFN 210) or BFN 215

BFN 352 Investment Analysis 3-3-0

Introduction to the various security instruments and intermediaries and the structure and functioning of the markets within which they are cast. Conventional techniques for evaluating securities, including technical analysis.

Prerequisites: BFN 203 and BFN 210

BFN 353 Financial Institutions Management 3-3-0

This course provides students with an integrating framework for examining various types of financial institutions and the means of managing their operations. Topics include uniqueness of financial institutions; application of portfolio and corporate finance theories to the management of assets, liabilities, capital structure and off-balance sheet operations; interest rate and liquidity risk exposure; loan portfolio management, loan pricing and credit rationing; capital adequacy and regulatory environment. The strategic repercussions for such institutions, given the rapidly changing financial and regulatory environments, are also reviewed through the analysis of cases illustrating current issues.

Prerequisites: BFN 203 and BFN 210

BFN 356 SEED Portfolio 6-3-0

The SEED course has been designed with the objective of providing finance students with the means to practically apply their knowledge. The course gives students the opportunity to act as investment managers, in order to gain a more comprehensive understanding of portfolio management. This will be accomplished by having students invest in recognized North American equities, after prudent research and consulting with an external advisory board.

Students will apply to the program upon entering their penultimate year. After an application process which includes resumes and interviews, students will be selected as Research Assistants. Research Assistants have to complete two company analyses, which they will present to their External Board. As well, they have to answer any requests their Portfolio Managers may have. Upon completion of a year as Research Assistants, students will move into the position of Portfolio Managers, conditional upon the approval of the Faculty Advisor. Portfolio Managers are in charge of setting up the strategy for the portfolio. They are responsible for all buy/sell/hold decisions. Emphasis will be on the importance of analysis and presentation, in order to reach consensus among Portfolio Managers, and on the use of appropriate decision making tools.

Prerequisite: Permission of instructor.

BFN 361 International Finance 3-3-0

This course provides a broad overview of the major aspects of finance in an international setting. The focus will be on measuring and coping with foreign exchange risk from the managerial perspective of multinational corporations. The main topics of this course include the examination of spot, forward and futures markets, the use of derivative contracts, international financial markets, international financing, capital budgeting, direct foreign investment and international mergers and acquisitions.

Prerequisite: BFN 200

BHR 221 Organizational Behaviour 3-3-0

This course is designed as an introduction to the study of individual and group behaviour in organizations. The purpose is to enable students to understand human behaviour and its determinants in the organizational setting and, therefore, to deal with it effectively. Throughout the course emphasis will be placed on students' conceptualization of the theoretical aspects of organizational behaviour, as well as the practical application of these theories through case analyses.

Prerequisite: BMG 100

Note: Students who complete BHR 221 cannot receive credit for PSY 309. For prerequisite purposes PSY 309 is equivalent to BHR 221.

BHR 224 Human Resource Management 3-3-0

Management of people is a recognized competitive corporate advantage. This course is designed to introduce the current theory, research and practice of human resource management. Specialized topics central to human resource management are introduced. Learning is facilitated through lecture, student presentations, and class discussions.

Prerequisite: BHR 221

BHR 312 Labour Relations 3-3-0

Through an integration of theory and practice, the objective of this course is for students to be able to understand and manage Canadian labour relations. Using a broad interdisciplinary context, this course surveys the major aspects of the union-management relationship with a focus on the following: the establishment of union bargaining rights; the negotiation process; the administration of the collective agreement; and, the role of strikes and lockouts. Other topics include the changing nature of employment and the impact of globalization; minimum conditions of work; and the uniqueness of the public sector. When appropriate, reference will be made to other NAFTA and EU jurisdictions.

Prerequisite: BHR 224 or POL 214

BHR 313 Compensation Management 3-3-0
This course provides students with an understanding of the strategic role of organizational compensation management in today's competitive environment. Students will explore the theory, concepts and methods used to design compensation systems which will contribute to individual and organizational goal achievement. Current and controversial topics in the field of Compensation Management will also be discussed.

Prerequisite: BHR 224

BHR 315 Training and Development 3-3-0
The course introduces students to the practice of training and developing employees. Both practical and theoretical aspects are explored. The entire process of training is explained, from the determination of training needs, setting training objectives, designing the training programs, selecting the appropriate training and development techniques, to the evaluation of training results. Both traditional and contemporary training methods are reviewed within this framework.

Prerequisite: BHR 224

BHR 316 Organizational Conflict and Negotiation 3-3-0
This course introduces students to the structure and processes of conflict and negotiations faced by organizations. Both formal and informal conflict and negotiation practices at the interpersonal, intra group and inter group levels are examined from theoretical and practical perspectives. Particular emphasis is placed on understanding and dealing with conflict from a "conflict management" viewpoint wherein conflict is viewed as having the potential for positive and negative individual/organizational consequences. A significant portion of the course is devoted to the development of conflict management and negotiation skills.

Prerequisite: BHR 221

BHR 325 Topics in Human Resource Management 3-3-0
The course will present selected topics of current interest at an advanced undergraduate level. Topics covered may vary from year to year. Subject matter may reflect current research interests of faculty members. This course should be of particular interest to those expecting to pursue graduate studies in Human Resource Management and related fields.

Prerequisite: BHR 224

BHR 326 Personnel Recruitment and Selection 3-3-0
This course introduces students to the theory and practices of personnel recruitment and selection. In addition to critically reviewing the various recruitment and selection strategies used by organizations, students will be exposed to the technical and theoretical underpinnings of the field (e.g., Validity; Reliability; Criteria Measures). The course will cover selection and recruitment issues as they relate to the Canadian legal framework.

Prerequisites: BHR 224 and (BMA 140 or PMA 260)

BHR 328 Occupational Health, Safety, and Wellness 3-3-0
This course is designed to provide students with an introduction to the management of health and safety in the workplace. The course first examines the legislative context, and the hard and soft cost implications of effective health and safety programs. In this context, best practices in terms of occupational hygiene, safety, ergonomics, and workplace wellness are explored. Related topics such as accident investigation, workplace safety and insurance, and occupational disability management are also discussed.

Prerequisite: BHR 221

BHR 333 Employment Law 3-3-0
This course is designed to provide students with an understanding of the key statutes, case law, and adjudicative processes in employment law. Whereas students will be introduced to the theory of public law and administrative tribunals, emphasis will be placed on the practical implications of the legal rights and obligations of the workplace parties. An emphasis is placed on the contract of employment and the duty to accommodate. Other topics include the law of the following: human rights; employment standards; occupational health and safety; workplace accident insurance; pay equity; and, employment equity.

Prerequisite: BHR 224

BHR 334 Administering the Collective Agreement 3-3-0
The collective agreement constitutes the negotiated terms and conditions of employment between management and the union. Through an integration of theory and practice, students gain an understanding of the major substantive and procedural issues in administering a collective agreement. An emphasis is placed on dispute resolution from the initial stages of a grievance through to labour arbitration.

Prerequisite: BHR 224 or POL 214

BMA 140 Statistical Analysis for Business Decisions I 3-3-0
This course provides an overview of fundamental statistical and mathematical concepts needed to perform statistical data analysis to support business decision-making such as probability, random variables, descriptive statistics, and common probability distributions.

Prerequisite: MAT 190

This course is not open to students with credit for EMA 140.

BMA 141 Statistical Analysis for Business Decisions II 3-3-0
This course provides an overview of advanced statistical and mathematical concepts needed to perform statistical data analysis to support business decision-making and projections such as sampling methods and sampling distributions; statistical inference; estimation and hypothesis testing; simple linear regression and correlation; multiple linear regression; chi-square tests for independence and goodness-of-fit; introduction to analysis of variance.

Prerequisites: BMA 140

This course is not open to students with credit for EMA 141.

BMA 210 Introduction to Actuarial Science 3-3-0
This course introduces students to some key areas of actuarial science, exploring the design of social security plans, pension plans and group insurance. Some fundamental actuarial techniques are also described (but without going into the more complex mathematical aspects): reserve calculation and premium rate calculation. An overview of actuarial practice areas and employers completes the content of this course.

BMG 100 Understanding Business and Society 3-3-0
With the onset of Globalization, the rapidly improving economic conditions have led to many inequities and issues rising to the forefront. Income inequality, environmental protection and regulations, cultural extinction are just some of the many issues that are impacting all stakeholders. As businesses, governments and workers attempt to balance growth and increases in productivity to improve standards of living with social and economic costs, understanding multiple viewpoints will be critical to ensuring the future of this planet. In this class, you will be drawn into these debates and explore the underlying perspectives related to theories of society and human nature and in their value presuppositions.

Corequisite for Business students only: The 1-credit lab ILT 100 is to be taken concurrently with BMG 100 unless advanced credits have been received for it.

BMG 191 Fundamentals of Workplace Preparation and Professional Development 1-0-1

This course introduces students to notions of professional development in order to successfully transition into the workplace. Topics include job search and networking techniques, personal branding and self-awareness, cover letter and resume preparation, interviewing skills as well as workplace etiquette and professionalism in the workplace. This course is mandatory for all co-operative education students, but does not count towards overall degree credit count.

Note: Not included in the calculation of the cumulative average. This course is only open to students in Business and CS who are in COOP.

BMG 214 Introduction to Entrepreneurship: New Venture Creation 3-3-0

An introduction to thinking entrepreneurially, thinking how to pursue your goals and opportunities by "creating something new from little". The course is designed to help students pursue their goals through entrepreneurship. Topics include opportunity identification, financing your goal, and venture generation.

BMG 215 Introduction to International Business 3-3-0
This introductory course is designed to expose the student to the international business environment and its current patterns. The major theories of international business transactions are examined including the critical institutions that influence and facilitate international trade. These dynamic factors as well as the pressures of globalization are reviewed in the context of overall corporate policy. The course also briefly develops the important international issues within the framework of the various functional disciplines of management.

Prerequisites: BMG 100 and BMK 211

BMG 221 Business Law and Ethics 3-3-0
This course introduces students to the subject of law and to some major legal and ethical concerns for business professionals. This includes contract law, laws of the corporation, employment law, and product liability. Case studies will address broad ethical issues such as conflicts of interest, governance, and confidentiality.

BMG 311 Business Policy and Strategic Management 3-3-0

The objective of this course is to introduce students who have completed their B.B.A. core courses to the business policy and strategic management areas. This course attempts, through the uses of cases, readings and lectures, to provide an awareness of overall organizational goals, strategies and environmental relationships. Where possible, the course utilizes knowledge gained in other areas of the B.B.A. Division.

Prerequisites: All other Required Core courses. BMS 231 may be taken concurrently.

Note: Permission of the Departmental Chair is required for non B.B.A. or non B.A. Major Business students, including exchange students.

BMG 315 International Management 3-3-0

The course is designed to further develop the students' understanding of the international business environment. The course reviews the global competitive forces affecting the internationalization process including the decision to expand abroad and the various modes for foreign market entry i.e. licensing, joint ventures and international alliances. Other topics include various aspects of international control, organizational structure and foreign subsidiary issues. The course is developed around the case study method.

Prerequisite: BMG 215

BMG 322 Change Management 3-3-0

This course explores the process of change within organizations and the management of that process. Topics include the forces that create and inhibit change, decisions about what needs to be changed, and the techniques to implement and sustain change. The role of the change agent will also be examined.

Prerequisite: BHR 221

Note: It is recommended that students take this course in their last 30 credits.

BMG 323 Interpersonal Skills 3-3-0

Studies consistently show that good "interpersonal skills are critical to managerial success." Although individuals differ in their basic characteristics, personalities, and competencies, better interpersonal skills can be learned. This course uses both conceptual and experiential approaches to focus on key interpersonal skills of communication, conflict management, and leadership, within a team setting.

Prerequisite: BHR 221

BMG 324 Management of Innovation 3-3-0

The course is designed to introduce students to the innovation process, the management of the innovation process within the organization, and the role and treatment of innovation in the Canadian context.

Prerequisite: BHR 221

BMG 325 Leadership in a Multicultural World 3-3-0

Whether at home or abroad, the business world is becoming increasingly multicultural. Leaders must foster excellence in their diverse workforce by displaying cultural skills. This course begins by taking an in-depth look at main leadership theories while reflecting upon their relevance for a variety of sub-cultures as well as within different international contexts. Ultimately, we introduce some of the current literature on the transferable skills required for successful global leaders. Accordingly, we seek to develop students' cultural intelligence and prepare them for multicultural leadership applications.

Prerequisite: BHR 221

BMG 330 Case Competition 3-3-0

Through the use of case studies and discussion in class and in small groups, students will learn to better understand the forces shaping the current business environment and the processes of formulating, and efficiently implementing, a powerful presentation to a panel. Critical analysis of current business practices, integrative decision-making and presentation skills will be developed. Strategy formulation and implementation will be investigated in the context of complex business case competitions.

Prerequisite: Permission of Departmental Chair

This course is reserved for Business and Economic students.

BMG 335 Global Value Chain Analysis 3-3-0

The main aim of this course is to develop students' skills and capabilities for analyzing industries across countries. With this course students will learn: (a) How to apply the global value chain analytical framework to analyze the structure and dynamics of different actors in global industries, (b) How to examine the complex network of relationships between firms and institutions that span a wide range of countries, (c) How value chains are controlled and coordinated by different governance structures, (d) How to determine global competitive positions of firms in a given industry and geographic location especially in the emerging markets of Asia, Latin America and Africa. (e) How the participation of emerging markets drives the dynamics of global value chains, (f) How global value chains can be used to create social value (g) The different methods and strategies used by countries, regions and other economic stakeholders to maintain or improve their positions in the global economy.

Prerequisite: BMG 215

BMG 345 International Marketing and Export Management 3-3-0

The aim of this course is to provide students with the necessary tools and resources that will enable them to manage the process of exporting and marketing products across countries. The course will examine the broad issues related to exporting and marketing products, countries and services as well as technical concepts and processes that are specific to exporting. At the end of this course students will be able to: (a) Know the necessary steps required to successfully export products and services (b) Appreciate the opportunities, challenges and risks related to exporting (c) Develop an international export and marketing business plan, (e) Identify the escalating costs related to exporting (f) Differentiate the different pricing methods and their implications to profitability and competitiveness in foreign markets, (g) Understand the necessary documentation and institutions involved in the exporting process, (h) To follow emerging digital technologies and exploit them for international competitive advantage.

Prerequisite: BMG 215

BMG 351 Independent Studies 3-3-0

Proposals for independent studies should be submitted to the faculty member who is to supervise the project. All such studies must be approved by the Faculty.

BMG 352 Honours Project 6-3-0

The Honours project will be taken by all students accepted by the Department into the BBA Honours program. The student will select a topic in consultation with a professor in the concentration area. The completed project will be reviewed by three professors, two of which must be in the area, and be subject to an oral defense.

Prerequisite: acceptance in the Honours program

BMG 355 International Entrepreneurship 3-3-0

International entrepreneurship is an interdisciplinary field that is based upon theoretical foundations of international business and entrepreneurship. The rapid scale and intensity of globalization and the advancement of digital technologies has created opportunities for entrepreneurs to create new ventures that take advantage of these new technologies to exploit opportunities that emerge across the world. The aim of this course is to provide students with the necessary tools and frameworks for developing new ventures that take advantage of emerging global opportunities for both, for profit entrepreneurs, as well as, non-profit social entrepreneurs.

Prerequisite: BMG 215

BMG 391 Co-operative Education Placement I 3-0-0

Students will integrate theory and practice through the analysis of an issue, opportunity or problem in some way related to the student's work placement.

Prerequisite: BMG 191

BMG 392 Co-operative Education Placement II 3-0-0

Students will integrate theory and practice through the analysis of an issue, opportunity or problem in some way related to the student's work placement

Prerequisite: BMG 391

BMG 393 Co-operative Education Placement III 3-0-0

Students will integrate theory and practice through the analysis of an issue, opportunity or problem in some way related to the student's work placement.

Prerequisite: BMG 392

BMK 211 Marketing Management 3-3-0

Introduction to the nature of marketing in our competitive business environment. The main emphasis of the course revolves around a close examination of the "marketing mix" (product, price, place and promotion) in a managerial setting, and interpretation of market forces and opportunities.

BMK 214 Consumer Behaviour 3-3-0

To understand how consumers and organizations interact and the processes that take place as part of this exchange. The main emphasis of this class is on how consumers and organizations drive change and the impact of these changes on both a micro and macro level. In addition, a secondary focus examines the process by which consumers and organizations consume/deliver products and services in order to understand the evolution of this process from both a managerial and global perspective.

Prerequisite: BMK 211

BMK 291 Entrepreneurship Practicum I 3-1-2

The main goal of Entrepreneurship Practicum I is to guide teams through the process of how to develop a product/market vision. Student teams will work through exercises aimed at developing a joint core competence description for the team, linking this joint core competence to emerging market opportunities using market research, experiencing a mentoring relationship and developing a product concept based on their product/market vision. This course is to be taken in the same calendar year as BMK392, which will be offered in the winter term.

Prerequisites: BMG 214, BMK 211 and BMK 214

BMK 321 Marketing Research 3-3-0

The course equips students with the key concepts and methods of marketing research, and allows students to understand how to apply those tools to solve real-life business problems. The emphasis in the course is on interpretation of results of marketing research and the use of such information to facilitate strategic marketing decision making.

Prerequisites: BMK 214 and BMA 141

BMK 322 Personal Selling and Sales Management 3-3-0

Selling is a skill. While good interpersonal abilities and friendly personality can help, selling is much more than just being a good people person, and this course will teach students how to develop these skills. This course will explore Personal Selling, in both B2B and B2C context. The goal of the course is to provide students with the basic sales and communication knowledge and abilities to achieve professional life competencies. Communication is the basis of life in society and must be done with respect for the other person

Prerequisites: BMK 211

BMK 323 Marketing Communications 3-3-0

This course will examine the theory and techniques applicable to all the major marketing communication functions: advertising, direct marketing, sales promotions, public relations, and personal selling. It will provide a knowledge base that will allow students to research and evaluate a company's marketing and promotional situation and use this information in developing effective communication strategies and programs.

Prerequisite: BMK 214

BMK 332 Omnichannel Marketing: Distribution Channels in The Digital Age 3-3-0

Technological advances and the proliferation of eCommerce are transforming distribution channels and the way consumers buy products. Today's consumers, whether retail or business consumers, are omnichannel consumers: they want to shop across online, mobile, social, and physical distribution channels however they wish. They expect a seamlessly integrated multichannel experience that allows them to shop on their own terms, starting their customer journeys anywhere in the distribution channel system and finishing them anywhere. This means that distribution channels need to be transformed. This transformation requires a holistic reimagination and re-creation of the distribution channel system to transform it into an omnichannel ecosystem. In this advanced course, students study the fundamentals of omnichannel marketing and learn how companies design, implement, and manage an omnichannel marketing ecosystem to optimize the performance of their distribution channels.

Prerequisite: BMK 214

BMK 340 Product Strategy and Innovation 3-3-0

This course focuses on the nature of the decisions and actions taken by firms concerning innovation with respect to their products and services. Topics covered will include innovation and R&D management, managing knowledge and networks, and the new product development process. The course will expose students to the contemporary challenges encountered by innovative firms in developing and launching new products and services, and the strategies which are used by those firms in building and defending brand equity throughout the product life cycle.

Prerequisite: BMK 214

BMK 344 Branding and Brand Management 3-3-0

Branding has become one of the most important aspects of marketing strategy. A strong understanding of branding is essential for the success of a small or large business. This course covers the building blocks and principles of branding and brand management. How can a brand stay relevant? What is brand strategy? How are meaningful brands created? Why do some brands have greater longevity and loyalty? How to build and manage brand equity? This course will provide opportunities to understand the building blocks of a strong brand and apply strategies and management techniques.

Prerequisite: BMK 211 and BMK 214

BMK 350 Marketing Strategies for Environment Sustainability 3-3-0

This course aims to provide a forum for students to consider innovative approaches to advancing environmental sustainability through the marketing function of organizations. The course is designed to help students build effective strategies for gaining competitive advantage through environmentally sustainable practices which need to be built into the core areas of strategic marketing: product and process development, design of the supply chain, communications and pricing. In addition, the course will help students understand the publics which need to be involved and the macro factors which need to be considered in order for such strategies to be effective.

Prerequisite: BMK 214

BMK 354 Digital Marketing 3-3-0

The Digital Marketing course will provide students with the necessary knowledge to plan, execute, monitor and adjust an innovative online marketing campaign. The course will touch upon social media, reputation management, email marketing, online advertising, SEM, SEO, web analytics and web design.

Prerequisites: BMK211 and BMK214

BMK 355 Happiness Marketing 3-3-0

The course discusses practical applications of positive psychology in marketing. Backed up by evidence-based scientific research findings, it aims to help students understand how to be a happier person, a happier consumer, and a better marketer who is able to enhance consumers' well-being. The course introduces cutting-edge marketing tools which help create win-win situations for both consumers and companies alike.

Prerequisite: BMK 214

BMK 362 Sport Marketing 3-3-0

This course will illuminate the theoretical underpinnings and practical applications of marketing strategies to collegiate and professional sport, special events, international sport, broadcasting, facility management, and the sporting goods industry. The course is designed to allow students an opportunity to apply key marketing concepts and strategies within various settings in order to garner a better understanding of both participant and spectator markets.

Prerequisite: BMK 211

BMK 371 Industrial Marketing Strategy 3-3-0

This course is designed to help students understand the complexities and unique challenges faced by marketing managers and top management in their efforts to harmonize the organization's objectives, capabilities, and resources with marketplace needs and opportunities, in the specific case of industrial or business-to-business marketing. Particular emphasis is placed on high technology and dynamic environments which drive specific industries that play key roles in today's society including, but not limited to, biopharmaceuticals, nanotechnology, integrated networks and energy.

Prerequisite: BMK 214

BMK 381 Marketing Policies 3-3-0

This course integrates the marketing elements in an overall business approach and is designed as a capstone course for graduating students in the marketing and entrepreneurship stream. It focuses on helping students become a strategic marketer, so that they can create, gain support for and execute marketing plans that will build strong and enduring businesses. Special consideration will be given to the playing of a realistic marketing simulation game.

Prerequisite: BMK 214

BMK 392 Entrepreneurship Practicum II 3-1-2

The team from Entrepreneurship Practicum I builds a business plan to take the concept developed in BMK 291 to the next stage. The exercises will include niche market detailing, idea blueprinting, prototype/concept development, concept testing with lead users in the market place, web site development, brand creation and final market tests. The final business plan will be vetted with potential funding organizations/investors. Students are expected to enroll in both BMK 291 and BMK 392 in the same calendar year.

Prerequisite: BMK 291

BMK 440 Marketing Analytics 3-3-0
This course introduces students to a broad view of product, consumer, marketing mix, and digital analytics. In order to make great marketing decisions, companies typically analyze timely and in-depth data about consumers, competitors, and the environment. During the course, students are encouraged to think like marketers by asking questions about their data, setting their own directions for analysis and thinking about how a company could implement the results.

Prerequisite: BMK 211

BMS 231 Operations Management 3-3-0
This course views the management of operations as the design, management and control of business processes. The course introduces the decisions and trade-offs associated with production of goods and services. Topics include: strategy in operations and supply chain, process design and selection for manufacturing and services, capacity planning, six-sigma quality, lean manufacturing, inventory management, aggregate sales and operations planning, MRP/JIT, and scheduling operations.

Prerequisites: BMA 140

BMS 303 Forecasting Techniques 3-3-0
This course introduces various forecasting techniques used in the business world. Computers are used to apply and interpret the forecasting information.

Prerequisite: BMA 141

ILT 100 Information Literacy and Critical Thinking (lab) 1-0-1
This one credit lab course is required for all Business Students. The objective of this laboratory course is to introduce students to the skills necessary to effectively complete their research assignments in Business. The course includes the correct use of library resources, including the online catalogue, periodical indexes, and other relevant databases. Other areas of study include the identification of key terms for effective searching, productive use of the internet, and the critical evaluation of retrieved resources. Academic integrity, plagiarism and the correct citation of print and online sources are also taught. The course is practical, and students are given the opportunity for hands-on experience in the library's electronic classroom. This lab course cannot be used as a lecture course credit.

Prerequisite: Permission of Departmental Chair

Courses Offered on a Sporadic Basis

BMS 325 Operations Research 3-3-0
This course introduces more concepts and applications of quantitative management techniques not covered in BMS 231. Topics to be covered are: linear programming: the simplex method; simplex-based sensitivity analysis and duality; integer programming; introduction to dynamic programming; queuing models; and Markov processes. Computer programs are available for students to experiment with specific techniques.

Prerequisite: BMS 231

BMG 330 Case Competition 3-3-0
Through the use of case studies and discussion in class and in small groups, students will learn to better understand the forces shaping the current business environment and the processes of formulating, and efficiently implementing, a powerful presentation to a panel. Critical analysis of current business practices, integrative decision-making and presentation skills will be developed. Strategy formulation and implementation will be investigated in the context of complex business case competitions.

Prerequisite: Permission of Departmental Chair

BMS 332 Supply-Chain Management 3-3-0
The main purpose of the course is to learn how models can be effectively constructed and applied to supply-chain planning problems. Specific topics include: Motivation for using models to analyze supply chain problems with particular attention to developments in Information Technology, Linear and mixed Integer programming models, applications of modelling systems to strategic, tactical, and operational supply chain problems. The perspective is the resource-view of the firm, a new paradigm for strategic planning.

Prerequisite: BMS 231

BUS 200 Business Experiential Learning Project (for-profit) 3-1-10
Students will provide business services to “for-profit” organizations based on the needs that are mutually determined by both the students and the organization. The student or student team will be involved in creating a needs analysis, providing strategic recommendations as well as a critical reflection of the learning that occurred. The course will normally take place over a regular semester or the summer. The course must be supervised and evaluated by a business professor and an organizational representative. Each BUS200 course is unique; therefore, the description of the mandate and its objective must be approved by the Business Faculty for each experience.

Prerequisite: Permission of instructor

BUS 201 Business Service Learning Project (not-for-profit) 3-1-10
Students will provide business services to “not-for-profit” organizations based on the needs that are mutually determined by both the students and the organization. The student or student team will be involved in creating a needs analysis, providing strategic recommendations as well as a critical reflection of the learning that occurred. The course will normally take place over a regular semester or the summer. The course must be supervised and evaluated by a business professor and an organizational representative. Each BUS 201 course is unique; therefore, the description of the mandate and its objective must be approved by the Business Faculty for each experience.

Prerequisite: Permission of instructor

BUS 202 International Business Experience 3-0-10
The International Business Experience course is an ideal experience for students who want their first study abroad experience or those who are unable to study abroad for a semester. This course is designed to provide students with a truly real-world experience in international business, where they will gain an understanding of the local culture and learn the challenges and opportunities of doing business in that country, firsthand. Students will participate in business visits and discussions with the country's business leaders, while sharing in a different and unforgettable cultural experience.

Prerequisite: Permission of instructor.

Note: Countries will be determined in collaboration with professors who are interested in engaging in this type of course as well as availability of resources and contacts in that given country.

BUS 301 Topics in Business I 3-3-0
The course will present selected topics of current interest at an advanced undergraduate level. Topics covered may vary from year to year. Subject matter may reflect current research interests of faculty members or innovative industry topics.

Prerequisite: Permission of Departmental Chair

BUS 302 Topics in Business II 3-3-0
The course will present selected topics of current interest at an advanced undergraduate level. Topics covered may vary from year to year. Subject matter may reflect current research interests of faculty members or innovative industry topics.

Prerequisite: Permission of Departmental Chair

BUS 303 Topics in Business III 3-3-0
The course will present selected topics of current interest at an advanced undergraduate level. Topics covered may vary from year to year. Subject matter may reflect current research interests of faculty members or innovative industry topics.

Prerequisite: Permission of Departmental Chair

BUS 304 Topics in Business IV 3-3-0
The course will present selected topics of current interest at an advanced undergraduate level. Topics covered may vary from year to year. Subject matter may reflect current research interests of faculty members or innovative industry topics.

The School of Education

Dean

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B.Sc. M.A., Ph.D. (U. de Montréal), M.BA (U. Laval); Full Professor

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Dawn Wiseman

BEng, MA (Concordia), PhD (University of Alberta); Professor
Chair of Department

Colette Yellow Robe

B.A., M.A., Ph.D. (University of Nebraska-Lincoln); Associate Professor

- B.Ed. in Teaching and Learning of the Creative Arts (Drama, Fine Arts and Music concentrations)
- B.Ed. in Teaching English as a Second Language

Students in all B.Ed. programs are required to pass the English Exam for Teacher Certification (EETC) before entry into the final 30 EDU credits of the program (including the final practicum). Students are strongly encouraged to register and attempt the EETC beginning in Year 1 of their program. Information about the cost and the procedures for this test are available from the School of Education.

Successful completion of one of these programs results in a recommendation to the *Ministère de l'Éducation, et de l'Enseignement supérieur* (MEES) for teacher certification in the Province of Quebec. Prior to certification, students will be subject to a judicial background check performed by the *Ministère de l'Éducation, et de l'Enseignement supérieur* (MEES).

Students who have completed an initial degree in a discipline other than Education either at Bishop's or another university requesting entry into any program may require at least three to four years to complete the course of studies, depending on their academic record.

Costs

In addition to the costs listed in the Fees section of this Calendar, students are responsible for all travel and accommodation costs related to the required student teaching practica in the Bachelor of Education degree.

General Regulations

1. Academic Standing for B.Ed. programs in Education:

Notwithstanding the University regulations on Academic Standing, the School of Education has its own regulations on Maintenance of Good Standing.

Students in the Bachelor of Education programs must maintain a cumulative average of 70% or more to remain in good standing. Once students have completed two academic semesters, their averages will be calculated on all courses attempted. Failures will be included in the calculation of this average. If a failed course is repeated, or if a passed course is repeated to achieve a higher mark, the second attempt in either case will be used in the cumulative average.

After 24 credits attempted, students with cumulative averages less than 50% must withdraw from the program; those with cumulative averages between 50% and 69% will be permitted to remain in the Education program for one semester on probation in which they must improve their cumulative average to 70%. Students who do not achieve that standard will not be eligible to continue in the Education programs at Bishop's University. Students have the right to appeal this decision to the Review Committee of the School of Education.

Students who fail to maintain good standing in the School of Education will be required to withdraw from the Education program. They must make a choice of an alternate degree program at

Program Overview

The School of Education offers four programs leading to teacher certification. It also offers minors. As a teaching and learning institution, the School of Education works in collaboration with the greater educational community, and is dedicated to developing reflective and exemplary educators. Our graduates are prepared to assume leadership roles in education as a result of theory and practice oriented courses founded on the principles of equity, responsibility, and respect for individual dignity.

Undergraduate Studies

Students complete an undergraduate program (four years for Quebec students or five years for students from outside Quebec) which includes four options:

- B.Ed. in Teaching and Learning at the Elementary Level
- B.Ed. in Teaching and Learning at the Secondary Level (English, Mathematics, Science and Technology, and Social Sciences profiles)

the university by the end of two consecutive semesters following their withdrawal. Should they fail to do so or to be accepted into an alternate program, they will not be permitted to register as full-time students in the next semester.

A student who fails to maintain a cumulative average of 70% in the semester prior to the final practicum will be compelled to withdraw from the Bachelor of Education program and will not be permitted to register for the final practicum.

2. Brevet d'enseignement (Teaching Certificate)

Students who have successfully completed all academic and practicum requirements of their program will be eligible to apply for the Quebec Brevet d'enseignement (Teaching Certificate).

The *Ministère de l'Éducation, et de l'Enseignement supérieur* (MEES) requires a Declaration concerning a student's judicial record prior to certification.

3. Practica (Student Teaching)

Students must successfully complete the requirements of all practicum components in order to complete the B.Ed. with a recommendation to the *Ministère de l'Éducation, et de l'Enseignement supérieur* (MEES) for the "brevet d'enseignement". The practicum components are evaluated as follows:

- Practicum I: Orientation to Professional Practice (EDU 128 / EDU 129): numerical grade
- Practicum II: Initiation to Working With and For Students (EDU 228 / EDU 229): (P) pass or (F) fail.
- Practicum III: Professional Practice (EDU 328 / EDU 329): (P) pass or (F) fail.
- Practicum IV: Internship (EDU 428 / EDU 429): (P) pass or (F) fail. (Access to the fourth year practicum is dependent on successful completion of the English Exam for Teacher Certification.)

Students completing the Introduction to Professional Practice (EDU 128 / EDU 129), Reflective Practicum (EDU 228 / EDU 229), and Professional Practice (EDU 328 / EDU 329) practicum and receiving a failing numerical grade or grade of F, may only be permitted to continue in their School of Education program with the School's approval. In the case of a failure in the Internship (EDU 428 / EDU 429), the student must withdraw from the Bachelor of Education program.

Students removed from any practicum course before its completion as a result of an unsatisfactory report submitted by an associate teacher, school principal or university supervisor risk being withdrawn from the program. Final decisions regarding removal from the program rest with the School of Education. Cases of this kind will be referred to the School's Review Committee for a decision regarding continuation in the program.

Placements are made in schools throughout the province according to criteria established by the School of Education. Student teachers may have additional travel and accommodation costs during a practicum.

Further information and regulations concerning Practice Teaching are contained in the Practice Teaching Handbook.

4. Transfer Credits

Students may obtain advanced credits for courses which meet the teaching subject requirements and for courses which have appropriate content and meet program requirements.

5. Graduation "With Distinction" or "With High Distinction"

Rules pertaining to graduating with distinction are published in the Undergraduate Academic Regulations, under the article "Graduating with Distinction."

6. Review Committee

Students encountering difficulty in practicum placements or in academic courses may be required to meet with the Review Committee of the School of Education for recommendations or decisions regarding their situation.

B.Ed. in Teaching and Learning at the Elementary Level

CONELE

Foundational Courses (42 credits + 2 Labs)

- EDU 102 Philosophy of Education
- EDU 107 Child Development and Elementary Teaching
- EDU 122 Using Technology to Support Learning
- EDU 138 Foundations of the Teaching Profession (Elementary)
- EDU 203 Educational Psychology
- EDU 205 Education, Colonialism and Decolonization
- EDU 230 Kindergarten Education I:
Holistic Learning and Early Intervention
- EDU 231 Kindergarten Education II: Theory and Pedagogy
- EDU 238 Teaching and Learning at the Elementary Level:
Practice and Reflection
- EDU 305 Social Justice and Anti-Discrimination Education
- EDU 315 Applying the Psychology of Learning and Motivation
to the Design of Learning Environments
- EDU 348 Professional Seminars Lab (1 credit)
- EDU 401 Quebec Education Policy and Law
- EDU 407 Individual Differences
- ILT 101 Information Literacy Critical Thinking Lab (1 credit)

One of:

- EDU 204 Indigenous Education
- EDU 211 Introduction to Young Adult Literature and Texts
"Beyond the Canon"
- EDU 214 Gender and Sexuality in Education
- EDU 218 History of Education
- EDU 219 Getting dirty: Hands-on, experiential teaching and
learning for elementary and secondary students
- EDU 220 Linguistic Diversity
- EDU 221 Methods in Plurilingual and
Pluricultural Teaching and Learning
- EDU 222 Teaching and Learning Online
- EDU 240 Readings to Support Education Thinking
- EDU 285 The Reading Process
- EDU 303 Sociology of Education

Methods Courses (33 credits)

- EDU 309 Effective Teaching Methods at the Elementary Level
- EDU 314 Methods in Teaching Culture and
Citizenship in Québec
- EDU 319 Student Centered Evaluation at the Elementary Level

EDU 321 Methods of Teaching Language Arts I
 EDU 331 Methods in Teaching Language Arts II
 EDU 334 Methods in the Teaching of Mathematics
 EDU 335 Methods in the Teaching of Creative Arts – Elementary
 EDU 419 Interdisciplinary Teaching and Integration of Learning
 at the Elementary Level (6 credits)
 EDU 433 Methods in the Teaching of Elementary Social
 Sciences
 EDU 434 Methods for Scientific Inquiry and Problem Solving

Practica (24 credits)

EDU 128 Practicum I: Orientation to Professional Practice
 (Elementary)
 EDU 228 Practicum II: Initiation to Working With and For
 Students (Elementary)
 EDU 328 Practicum III: Professional Practice (Elementary) (6
 credits)
 EDU 428 Practicum IV: Internship (Elementary) (12 credits)

Disciplinary Courses (21 credits)

One of:

ENG 102 Approaches to Media Studies
 ENG 104 Approaches to Short Fiction
 ENG 111 Canadian Short Story
 ENG 123 Introduction to Indigenous Literatures in Canada
 ENG 206 Creative Writing: The Graphic Novel
 ENG 210 Children's Literature
 EDU 211 Introduction to Young Adult Literature and Texts
 "Beyond the Canon"

One of:

MAT 100 Excursions in Modern Mathematics
 MAT 101 Further Excursions in Modern Mathematics

One of:

BIO 194 Introduction to Biological Sciences
 CHM 181 The Chemistry of Everyday Life
 CHM 185 The Science of Cooking
 EDU 326 Engineering for Science and Technology Teachers
 EXS 127 Introduction to Exercise Physiology
 PHY 111 Physics of Everyday Life
 PHY 113 Introduction to Astronomy

One of:

ESG 126 Introduction to Human Geography
 ESG 127 Living in the Environment

One of:

HIS 108 A Global History of Indigenous Peoples
 HIS 109 New World: The Americas to 1850

One of:

DRA 101 Introduction to Technical Theatre
 DRA 110 Introduction to Theatre after 1800
 DRA 135 Acting for Non-Actors
 FIS 106 Beginning Drawing
 FIS 107 Beginning Sculpture
 FIS 118 Beginning Painting
 FIS 128 Beginning Photography
 MTH 100 Intro. to Dance and Movement
 MUS 100 Music Basics for Non-Musicians (1-credit course)

One of:

CLA 112 Greek Mythology: Gods, Heroes, and Monsters
 CLA 280 Roman Religion
 LIB 216 The Divine and Ultimate Concern
 PHI 100 On the Way to the Good Life
 RSC 100 Middle Eastern Matrix: Religions of the West
 RSC 101 Asian Origins: Religions of the East

Compulsory Language Requirement

EDU 100 English Exam for Teacher Certification (EETC)
 (P/F, students who do not pass will not be permitted to register in
 the fourth practicum)

B.Ed. in Teaching and Learning at the Secondary Level

The Secondary teacher education program at Bishop's University
 leads to a Bachelor of Education in Teaching and Learning. This
 degree is required in order to be eligible for a teaching license.
 Students choose from one of the following profiles in a teaching
 subject area: English, Mathematics, Science and Technology, or
 Social Sciences.

Overview of Total Program Credits

In order to earn a Bachelor of Education in Teaching and Learning
 at the Secondary Level, students must complete a 150-credit
 program. Students entering with a DEC from a Quebec CEGEP
 will normally be awarded 30 advanced credits. Mature students
 and students transferring from another university may be awarded
 certain advanced credits. Students entering without a completed
 DEC from a Quebec CEGEP and without any advanced credits
 are required to earn a total of 30 elective credits in addition to the
 120 credits plus labs listed below.

B.Ed. in Teaching and Learning at the Secondary Level: English

CONEEG

Foundational Courses (30 credits + 2 Labs)

Required Courses:

EDU 102 Philosophy of Education
 EDU 122 Using Technology to Support Learning
 EDU 203 Educational Psychology
 EDU 205 Education, Colonialism and De-Colonization
 EDU 239 Teaching and Learning at the Secondary Level: Prac-
 tice and Reflection
 EDU 305 Social Justice and Anti-Discrimination Education
 EDU 315 Applying the Psychology of Learning and Motivation
 to the Design of Learning Environments
 EDU 349 Professional Seminars Lab (1 credit)
 EDU 401 Quebec Education Policy and Law
 EDU 407 Individual Differences
 ILT 101 Information Literacy Critical Thinking Lab (1 credit)

One of:

EDU 204 Indigenous Education
 EDU 211 Introduction to Young Adult Literature
 and Texts "Beyond the Canon"
 EDU 214 Gender and Sexuality in Education
 EDU 218 History of Education
 EDU 219 Getting dirty: Hands-on, experiential teaching and
 learning for elementary and secondary student
 EDU 220 Linguistic Diversity

EDU 221 Methods in Plurilingual and
Pluricultural Teaching and Learning
EDU 222 Teaching and Learning Online
EDU 240 Readings to Support Education Thinking
EDU 285 The Reading Process
EDU 303 Sociology of Education

Methods Courses (18 credits)

EDU 339 Effective Teaching and Evaluation Methods I
EDU 341 Methods Teaching English Language Arts
at the Secondary Level I
EDU 410 Effective Teaching and Evaluation Methods II
EDU 411 Methods Teaching English Language Arts
at the Secondary Level II
EDU 420 Interdisciplinary Teaching and Integration of
Learning at the Secondary Level (6 credits)

Practica (24 credits)

EDU 129 Practicum I: Orientation to Professional Practice
(Secondary)
EDU 229 Practicum II: Initiation to Working With and For
Students (Secondary)
EDU 329 Practicum III: Professional Practice
(Secondary) (6 credits)
EDU 429 Practicum IV: Internship (Secondary) (12 credits)

Disciplinary Courses (48 credits)

Required Courses:

ENG 100 Introduction to English Studies
ENG 102 Approaches to Media Studies
ENG 112 English Literary Tradition:
The Middle Ages and the Renaissance
ENG 113 English Literary Tradition:
The Eighteenth Century to the Present

Two of:

ENG 110 English Writers of Quebec
ENG 111 Canadian Short Story
ENG 252 English-Canadian Literature to the First World War
ENG 253 English-Canadian Literature from the
First World War to the Present
ENG 275 The Contemporary Canadian Novel
ENG 352 Canadian Literature and Theories of Globalization

One of:

ENG 123 Introduction to Indigenous Literatures in Canada
ENG 358 Approaches to Indigenous Literary Cultures in Canada
ENG 375 Colonial Narratives

One of:

ENG 223 Elizabethan Shakespeare (1590-1603)
ENG 224 Jacobean Shakespeare (1603-1614)
ENG 225 The Stratford "Shakespeare"
DRA 222 Introduction to Shakespeare

One of:

ENG 200 Creative Writing: Poetry
ENG 201 Creative Writing: Prose
ENG 203 Creative Writing: Experiments in Prose
ENG 204 Creative Writing: Experiments in Poetry
ENG 206 Creative Writing: The Graphic Novel
ENG 382 Screenwriting
ELA 201 Advanced Composition

One of:

ENG 210 History of Children's Literature
EDU 211 Introduction to Young Adult Literature and Texts
"Beyond the Canon"

One of:

ENG 228 Introduction to Post-colonial Literature
ENG 232 Ecocriticism
ENG 234 Contemporary Literary Theory
ENG 236 Popular Culture
ENG 239 Feminist Literary Theory
ENG 291 Film Theory
ENG 353 Marked Men: American Literature,
Feminist Theory, and Masculinity Studies

*Plus 15 credits in English, of which nine (9) credits must be at
the 200 level or above*

Compulsory Language Requirement

EDU 100 English Exam for Teacher Certification (P/F, students
who do not pass will not be permitted to register in the fourth
practicum)

**B.Ed. in Teaching and Learning at the
Secondary Level: Mathematics**

CONEMT

Foundational Courses (30 credits + 2 Labs)

Required Courses:

EDU 102 Philosophy of Education
EDU 122 Using Technology to Support Learning
EDU 203 Educational Psychology
EDU 205 Education, Colonialism and De-Colonization
EDU 239 Teaching and Learning at the Secondary Level:
Practice and Reflection
EDU 305 Social Justice and Anti-Discrimination Education
EDU 315 Applying the Psychology of Learning and Motivation
to the Design of Learning Environments
EDU 349 Professional Seminars Lab (1 credit)
EDU 401 Quebec Education Policy and Law
EDU 407 Individual Differences
ILT 101 Information Literacy Critical Thinking Lab (1 credit)

One of:

EDU 204 Indigenous Education
EDU 211 Introduction to Young Adult Literature and Texts
"Beyond the Canon"
EDU 214 Gender and Sexuality in Education
EDU 218 History of Education
EDU 219 Getting dirty: Hands-on, experiential teaching and
learning for elementary and secondary student
EDU 220 Linguistic Diversity
EDU 221 Methods in Plurilingual and
Pluricultural Teaching and Learning
EDU 222 Teaching and Learning Online

EDU 240 Readings to Support Education Thinking
 EDU 285 The Reading Process
 EDU 303 Sociology of Education

Methods Courses (18 credits)

EDU 339 Effective Teaching and Evaluation Methods I
 EDU 346 Methods in Teaching Mathematics,
 Science and Technology I
 EDU 410 Effective Teaching and Evaluation Methods II
 EDU 416 Methods in Teaching Mathematics,
 Science and Technology II
 EDU 420 Interdisciplinary Teaching and Integration of
 Learning at the Secondary Level (6 credits)

Practica (24 credits)

EDU 129 Practicum I: Orientation to Professional Practice
 (Secondary)
 EDU 229 Practicum II: Initiation to Working With and For
 Students (Secondary)
 EDU 329 Practicum III: Professional Practice
 (Secondary) (6 credits)
 EDU 429 Practicum IV: Internship (Secondary) (12 credits)

Disciplinary Courses (48 credits + 6 prerequisite credits)

Students entering this profile must first complete or have credited
 the following prerequisites:

MAT 191 Calculus I
 MAT 192 Calculus II

Required Courses:

MAT 108 Matrix Algebra
 MAT 110 Excursions in Modern Mathematics
 PHY 101 Statistical Methods in Experimental Sciences
 MAT 200 Introduction to Discrete Mathematics
 MAT 206 Advanced Calculus I
 MAT 207 Advanced Calculus II
 MAT 209 Linear Algebra

Plus 12 credits in Mathematics at the 300 level

*Plus 15 credits in Mathematics, of which three (3) credits must be
 at the 200 level or above*

Compulsory Language Requirement

EDU 100 English Exam for Teacher Certification
 (P/F, students who do not pass will not be permitted to register in
 the fourth practicum)

B.Ed. in Teaching and Learning at the Secondary Level: Science and Technology CONSCT

Foundational Courses (30 credits + 2 Labs)

Required Courses:

EDU 102 Philosophy of Education
 EDU 122 Using Technology to Support Learning
 EDU 203 Educational Psychology
 EDU 205 Education, Colonialism and De-Colonization
 EDU 239 Teaching and Learning at the Secondary Level:
 Practice and Reflection
 EDU 305 Social Justice and Anti-Discrimination Education
 EDU 315 Applying the Psychology of Learning and Motivation
 to the Design of Learning Environments
 EDU 349 Professional Seminars Lab (1 credit)

EDU 401 Quebec Education Policy and Law
 EDU 407 Individual Differences
 ILT 101 Information Literacy Critical Thinking Lab (1 credit)

One of:

EDU 204 Indigenous Education
 EDU 211 Introduction to Young Adult Literature and Texts
 “Beyond the Canon”
 EDU 214 Gender and Sexuality in Education
 EDU 218 History of Education
 EDU 219 Getting dirty: Hands-on, experiential teaching and
 learning for elementary and secondary student
 EDU 220 Linguistic Diversity
 EDU 221 Methods in Plurilingual and
 Pluricultural Teaching and Learning
 EDU 222 Teaching and Learning Online
 EDU 240 Readings to Support Education Thinking
 EDU 285 The Reading Process
 EDU 303 Sociology of Education

Methods Courses (18 credits)

EDU 339 Effective Teaching and Evaluation Methods I
 EDU 346 Methods in Teaching Mathematics, Science and
 Technology at the Secondary Level I
 EDU 410 Effective Teaching and Evaluation Methods II
 EDU 416 Methods in Teaching Mathematics, Science and
 Technology at the Secondary Level II
 EDU 420 Interdisciplinary Teaching and Integration of Learning
 at the Secondary Level (6 credits)

Practica (24 credits)

EDU 129 Practicum I: Orientation to Professional Practice
 (Secondary)
 EDU 229 Practicum II: Initiation to Working With and For
 Students (Secondary)
 EDU 329 Practicum III: Professional Practice (Secondary) (6
 credits)
 EDU 429 Practicum IV: Internship (Secondary) (12 credits)

Disciplinary Courses (48 credits + labs + 21 prerequisite credits)

*Students entering this profile must first complete or have credited
 the following prerequisites:*

BIO 196 Introductory Biology I: Introduction to Cellular and
 Molecular Biology (with lab BIL 196)
 CHM 191 General Chemistry I (with lab CHL 191)
 CHM 192 General Chemistry II (with lab CHL 192)
 MAT 191 Calculus I
 MAT 192 Calculus II
 PHY 191 Introductory Physics I – Mechanics (with lab PHL 191)
 PHY 192 Introductory Physics II – Electricity and Magnetism
 (with lab PHL 192)

Required Courses:

BIO 201 Cellular and Molecular Biology
 BIO 205 Animal Diversity (with lab BIL 205)
 BIO 233 Human Anatomy
 CHM 121 Inorganic Chemistry I
 CHM 141 Analytical Chemistry (with lab CHL 141)
 EDU 326 Engineering for Science and Technology Teachers
 ESG 127 Living in the Environment

PHY 101 Statistical Methods in Experimental Sciences
 PHY 206 Waves, Optics and Modern Physics (with lab PHL 206)
 PHY 207 Thermal and Fluid Physics
 PHY 214 Astronomy & Astrophysics

One of:

ESG 265 The Atmosphere and Weather
 ESG 367 Climate Change

Four of:

BCH 210 General Biochemistry
 BIO 206 Plant Diversity (with lab BIL 206)
 BIO 207 Introduction to Evolution and Ecology
 BIO 208 Genetics (with lab BIL 208)
 BIO 320 Programmed Cell Death
 BIO 327 Advanced Ecology
 BIO 329 Invertebrate Biology (with lab BIL 329)
 BIO 331 Freshwater Biology
 BIO 336 Animal Physiology I
 BIO 341 Population genetics and evolution
 BIO 349 Medical and Forensic Entomology
 BIO 354 Insect Biodiversity
 BIO 358 Animal Behaviour
 BIO 359 Human Genetics
 CHM 111 Organic Chemistry I:
 Introductory (with lab CHL 111)
 CHM 211 Organic Chemistry II:
 Introductory (with lab CHL 211)
 CHM 225 Inorganic Chemistry II (with lab CHL 225)
 CS 201 Foundations of Computer Science (with lab CSL 201)
 ESG 226 Physical Oceanography
 ESG 227 Biogeochemical and Environmental Oceanography
 ESG 250 Geomorphology
 ESG 251 Biogeography
 ESG 269 The Earth's Crust
 MAT 108 Matrix Algebra
 MAT 200 Introduction to Discrete Mathematics
 MAT 202 Modern Geometry: Euclidean to Fractal
 MAT 206 Advanced Calculus I
 MAT 209 Linear Algebra
 PHY 208 Introduction to Mechanics
 PHY 273 Observational Astronomy I

Compulsory Language Requirement

EDU 100 English Exam for Teacher Certification
 (P/F, students who do not pass will not be permitted to register in the fourth practicum)

B.Ed. in Teaching and Learning at the Secondary Level - Social Sciences Profile **CONESS**

Foundational Courses (30 credits + 2 Labs)

Required Courses:

EDU 102 Philosophy of Education
 EDU 122 Using Technology to Support Learning
 EDU 203 Educational Psychology
 EDU 205 Education, Colonialism and De-Colonization
 EDU 239 Teaching and Learning at the Secondary Level:
 Practice and Reflection
 EDU 305 Social Justice and Anti-Discrimination Education

EDU 315 Applying the Psychology of Learning and Motivation
 to the Design of Learning Environments
 EDU 349 Professional Seminars Lab (1 credit)
 EDU 401 Quebec Education Policy and Law
 EDU 407 Individual Differences
 ILT 101 Information Literacy Critical Thinking Lab (1 credit)

One of:

EDU 204 Indigenous Education
 EDU 211 Introduction to Young Adult Literature and Texts
 "Beyond the Canon"
 EDU 214 Gender and Sexuality in Education
 EDU 218 History of Education
 EDU 219 Getting dirty: Hands-on, experiential teaching and
 learning for elementary and secondary student
 EDU 220 Linguistic Diversity
 EDU 221 Methods in Plurilingual and
 Pluricultural Teaching and Learning
 EDU 222 Teaching and Learning Online
 EDU 240 Readings to Support Education Thinking
 EDU 285 The Reading Process
 EDU 303 Sociology of Education

Methods Courses (18 credits)

EDU 339 Effective Teaching and Evaluation Methods I
 EDU 344 Methods in Teaching Social Sciences
 at the Secondary Level I
 EDU 410 Effective Teaching and Evaluation Methods II
 EDU 414 Methods in Teaching Social Sciences
 at the Secondary Level II
 EDU 420 Interdisciplinary Teaching and Integration of Learning
 at the Secondary Level (6 credits)

Practica (24 credits)

EDU 129 Practicum I: Orientation to Professional Practice
 (Secondary)
 EDU 229 Practicum II: Initiation to Working With and For
 Students (Secondary)
 EDU 329 Practicum III: Professional Practice (Secondary)
 (6 credits)
 EDU 429 Practicum IV: Internship (Secondary) (12 credits)

Disciplinary Courses (48 credits)

Required Courses:

ECO 103 Principles of Economics: Macroeconomics
 ESG 126 Introduction to Human Geography
 ESG 127 Living in the Environment

Three of:

AGR 100 Introduction to Sustainable Agriculture and Food Systems
 AGR 204 Urban Agriculture
 ESG 224 Human Impact on the Environment
 ESG 226 Physical Oceanography
 ESG 227 Biogeochemical and Environmental Oceanography
 ESG 249 Resource Management
 ESG 250 Geomorphology
 ESG 251 Biomorphology
 ESG 264 Outdoor Recreation
 ESG 265 The Atmosphere and Weather
 ESG 266 Environmental Policy
 ESG 267 Global Environmental Change: A Physical Perspective

ESG 269 The Earth's Crust*Two of:***HIS 105 Introduction to Global Studies:**

A Century of Conflict and Resolution

HIS 108 A Global History of Indigenous Peoples**HIS 109 New World: The Americas to 1850***Three of:***HIS 207 Canada 1867-1945****HIS 211 Canada Since 1945****HIS 221 Pre-Confederation Canada****HIS 240 History and Heritage****HIS 241 Canada and the World in the 20th Century****HIS 265 Quebec: Political Change and Industrialization
1840-1930****HIS 267 History of Sport in Canada****HIS 269 First Nations/Settler Relations in Canada****HIS 288 Women in 19th and 20th Century Canada***One course in Global History at the 200 level**One course in European or United States History at the 200 level**One course in the History of Asia, Latin America, Middle East, or
North Africa at the 200 level**Two of:***POL 101 Introduction to Comparative Politics****POL 112 Introduction to Canadian Politics****POL 118 Constitutional Law and Canadian Government****LIB 212 In Search of Justice****PHI 104 The Hopes and Conflicts of Social and Political Life****Compulsory Language Requirement****EDU 100 English Exam for Teacher Certification**(P/F, students who do not pass will not be permitted to register in
the fourth practicum)**B.Ed. in Teaching and Learning of the Creative
Arts****Foundational Courses (33 credits + 2 Labs)***Required Courses:***EDU 102 Philosophy of Education****EDU 122 Using Technology to Support Learning****EDU 203 Educational Psychology****EDU 205 Education, Colonialism and De-Colonization****EDU 230 Kindergarten Education I: Holistic Learning and Early
Intervention****EDU 305 Social Justice and Anti-Discrimination Education****EDU 315 Applying the Psychology of Learning and Motivation
to the Design of Learning Environments****EDU 349 Professional Seminars Lab (1 credit)****EDU 401 Quebec Education Policy and Law****EDU 407 Individual Differences****ILT 101 Information Literacy Critical Thinking Lab (1 credit)***One of:***EDU 238 Teaching and Learning at the Elementary Level:
Practice and Reflection****EDU 239 Teaching and Learning at the Secondary Level:
Practice and Reflection***One of:***EDU 204 Indigenous Education****EDU 211 Introduction to Young Adult Literature and Texts
"Beyond the Canon"****EDU 214 Gender and Sexuality in Education****EDU 218 History of Education****EDU 219 Getting dirty: Hands-on, experiential teaching and
learning for elementary and secondary student****EDU 220 Linguistic Diversity****EDU 221 Methods in Plurilingual and
Pluricultural Teaching and Learning****EDU 222 Teaching and Learning Online****EDU 240 Readings to Support Education Thinking****EDU 285 The Reading Process****EDU 303 Sociology of Education****Methods Courses (21 credits)****EDU 319 Student Centered Evaluation at the Elementary Level****EDU 335 Methods in the Teaching of Creative Arts (Elementary)****EDU 339 Effective Teaching and Evaluation Methods I****EDU 410 Effective Teaching and Evaluation Methods II****EDU 415 Methods in Teaching Creative Arts (Secondary)***One of:***EDU 419 Interdisciplinary Teaching and Integration of Learning
at the Elementary Level (6 credits)****EDU 420 Interdisciplinary Teaching and Integration of Learning
at the Secondary Level (6 credits)****Practica (24 credits)****EDU 129 Practicum I: Orientation to Professional Practice
(Secondary)****EDU 228 Practicum II: Initiation to Working With and For
Students (Elementary) OR****EDU 229 Practicum II: Initiation to Working With
and For Students (Secondary)****EDU 328 Practicum III: Professional Practice (Elementary)
(6 credits) or EDU 329 Practicum III:****Professional Practice (Secondary) (6 credits)****EDU 428 Practicum IV: Internship (Elementary) (12 credits) OR****EDU 429 Practicum IV: Internship (Secondary)
(12 credits)****Disciplinary Courses listed by concentration
(42 credits)****Option 1: Drama****CONEED***Required Courses:***DRA 101 Introduction to Technical Theatre****DRA 102 Introduction to Theatre: Theatre and Dramatic
Literature Before 1800****DRA 110 Introduction to Theatre Part II: Theatre and Dramatic
Literature After 1800****DRA 131 Acting I****DRA 201 Theatre in Canada I****DRA 222 Introduction to Shakespeare**

Four of:

DRA 132 Acting II
DRA 233 Acting III
DRA 234 Acting IV
DRA 246 Introduction to Directing
DRA 250 Intermediate Technical Theatre Stagecraft
DRA 251 Lighting Design
DRA 331 Production I: Performance
DRA 332 Production II: Performance
DRA 341 Production I: Technical Production
DRA 342 Production II: Technical Production
MTH 110 Intro. To Acting with Song 1
MTH 210 Acting with Song II: Production
MTH 211 Acting with Song III: The Golden Age
MTH 212 Acting with Song IV: Modern
MTH 100 Intro. to Dance and Movement I
MTH 300 Musical Production I
MTH 301 Musical Production II

Four of:

DRA 211 Ritual and Theatre
DRA 212 Theatre and the State
WOM 230/DRA 230 Women in Performance
DRA 311, DRA 312, DRA 313 Production Dramaturgy:
Theatre Research in Action I, II, III
DRA 315 Medieval Drama
DRA 322 Topics in Shakespeare
DRA 391, 392, 393 Theatre Praxis:
Contemporary Theatre Creation I, II, III

Option 2: Fine Arts**CONEEF***Required Courses:*

FIH 100 The Art of Viewing: Introduction to Art History
FIH 102 Survey of Western Art II: Renaissance to Neoclassicism
FIH 220 Twentieth Century Art to the Sixties
FIH 221 Art from the 1960s to the end of the Twentieth Century
FIN 301 Being an Artist: Ontological encounters in
Aesthetics and Art Education

Nine courses from at least three of the groups below:

Group 1

FIS 160 Drawing I
FIS 260 Drawing II
FIS 360 Drawing III
FIS 460 Drawing IV

Group 2

FIS 181 Painting I
FIS 281 Painting II
FIS 382 Painting III
FIS 383 Painting IV

Group 3

FIS 170 Sculpture I
FIS 271 Sculpture II
FIS 372 Sculpture III
FIS 373 Sculpture IV

Group 4

FIS 140 Foundation Studio
FIS 180 Colour: Theory and Practice
FIS 182 Photography I
FIS 190 Printmaking: Intaglio
FIS 275 Fibre Art I
FIS 285 Landscape Drawing and Painting I
FIS 291 Printmaking: Relief
FIS 296 Photography II
FIS 302 Photography III
FIS 384 Photography IV
FIS 385 Printmaking: Contemporary Practice

Option 3: Music**CONEEM***Required Courses:*

MUS 130 Materials of Music I
MUS 135 Materials of Music II
MUS 120 Musicianship I (2 credits)
MUS 125 Musicianship II (2 credits)
MUS 220 Musicianship III (2 credits)
MUS 230 Materials of Music III

One of:

MUS 140 The ABC's of Classical Music
MUS 251 Western Art Music to 1750
MUS 252 Western Art Music 1750-1900
MUS 253 Western Art Music 1900 – Today
MUS 295 Special Topics in Music History/Literature

Two of:

MUS 101 Rock 101
MUS 102 Rock/Pop Music 1975 to Present
MUS 103 Classic Jazz
MUS 104 Modern Jazz
MUS 115 Film Music I
MUS 116 Film Music II
PSY 292 Psychology of Music and the Fine Arts

One of:

MUS 291 Song and Instrumental Writing
MUS 395 Special Topics in Music Theory

12 credits from and including the following:

MUS 172 Principal Instrument I (2 credits)
MUS 173 Principal Instrument II (2 credits)
MUS 272 Principal Instrument III (2 credits)
MUS 273 Principal Instrument IV (2 credits)
Plus 4 credits of Individual Practical Study

3 credits from the following:

MUS 111 Keyboard Proficiency (1 credit)
MUS 160 The Professional Musician (2 credits)
MUS 310 Independent Study I: Music History
MUS 312 Independent Study I: Theory
MUS 375 Instrument Techniques (2 credits)
MUS 378 Introduction in Recording Technology

Compulsory Language Requirement

EDU 100 English Exam for Teacher Certification

(P/F, students who do not pass will not be permitted to register in the fourth practicum)

B.Ed. in Teaching English as a Second Language CONTSL

Foundational Courses (30 credits + 2 Labs)

Required Courses:

EDU 102 Philosophy of Education

EDU 122 Using Technology to Support Learning

EDU 203 Educational Psychology

EDU 205 Education, Colonialism and De-Colonization

EDU 230 Kindergarten Education I: Holistic Learning and Early Intervention

EDU 305 Social Justice and Anti-Discrimination Education

EDU 315 Applying the Psychology of Learning and Motivation to the Design of Learning Environments

EDU 349 Professional Seminars Lab (1 credit)

EDU 401 Quebec Education Policy and Law

EDU 407 Individual Differences

ILT 101 Information Literacy Critical Thinking Lab (1 credit)

One of:

EDU 238 Teaching and Learning at the Elementary Level: Practice and Reflection

EDU 239 Teaching and Learning at the Secondary Level: Practice and Reflection

One of:

EDU 204 Indigenous Education

EDU 211 Introduction to Young Adult Literature and Texts
“Beyond the Canon”

EDU 214 Gender and Sexuality in Education

EDU 218 History of Education

EDU 219 Getting dirty: Hands-on, experiential teaching and learning for elementary and secondary students

EDU 220 Linguistic Diversity

EDU 221 Methods in Plurilingual and
Pluricultural Teaching and Learning

EDU 222 Teaching and Learning Online

EDU 240 Readings to Support Education Thinking

EDU 285 The Reading Process

EDU 303 Sociology of Education

Methods Courses (21 credits)

EDU 308 Methods in Teaching English Grammar

EDU 319 Student Centered Evaluation at the Elementary Level

EDU 339 Effective Teaching and Evaluation Methods I

EDU 410 Effective Teaching and Evaluation Methods II

EDU 418 Methods in Teaching Second Languages

One of:

EDU 419 Interdisciplinary Teaching and Integration of Learning at the Elementary Level (6 credits)

EDU 420 Interdisciplinary Teaching and Integration of Learning at the Secondary Level (6 credits)

Practica (24 credits)

EDU 129 Practicum I: Orientation to Professional Practice (Secondary)

EDU 228 Practicum II: Initiation to Working With and For Students (Elementary) **OR**

EDU 229 Practicum II: Initiation to Working With and For Students (Secondary)

EDU 328 Practicum III: Professional Practice (Elementary) (6 credits) **OR**

EDU 329 Practicum III: Professional Practice (Secondary) (6 credits)

EDU 428 Practicum IV: Internship (Elementary) (12 credits) or

EDU 429 Practicum IV: Internship (Secondary) (12 credits)

Disciplinary Courses (42 credits)

Required Courses:

EDU 105 Introduction to Linguistics for Language Teaching

EDU 206 Perspectives on SLA

EDU 207 Teaching Young Second Language Learners

EDU 209 Oral Communication

EDU 210 Critical Pedagogical Orientation to
Second Language Teaching

EDU 224 Media, Play, and Creativity in Language Teaching

EDU 307 Literature and Language Teaching

ENG 116 Effective Writing

ENG 210 Children's Literature

Two of:

ENG 104 Approaches to Short Fiction

ENG 108 The American Short Story

ENG 110 English Writers of Quebec

ENG 111 Canadian Short Story

ENG 113 English Literary Tradition

ENG 118 Literature of the Environment

ENG 123 Intro. to Indigenous Literatures in Canada

ENG 124 Introduction to the Graphic Novel

One of:

ENG 200 Creative Writing: Poetry

ENG 201 Creative Writing: Prose

ENG 203 Creative Writing: Experiments in Prose

ENG 204 Creative Writing: Experiments in Poetry

One of:

ENG 212 Crime Stories: The Great Detectives

ENG 223 Elizabethan Shakespeare

ENG 225 The Stratford “Shakesperience”

ENG 228 Introduction to Post-Colonial Literature

ENG 238 Confessions, Memoirs and Life Writing

ENG 234 Contemporary Literary Theory

ENG 239 Feminist Literary Theory

ENG 241 War and Literature

ENG 250 The Modern British Novel:

Experiments in Fictional Form

ENG 251 Keep Calm and Carry On:

The British Dystopian Novel

ENG 252 English-Canadian Literature to the First World War

ENG 253 English-Canadian Literature from the First World War to the Present

ENG 254 Tooth and Claw: Animal Nature in Victorian Culture

ENG 255 Legal Bodies: Crime & Culture in Victorian England
 ENG 256 The Early Twentieth-Century American Novel
 ENG 257 Contemporary American Novel
 ENG 275 Contemporary Canadian Novel

One of:

ENG 102 Approaches to Media Studies
 ENG 236 Popular Culture
 ENG 278 Science Fiction in Literature and Film
 ENG 280 Film History after 1939
 ENG 282 Film Adaptation
 ENG 283 The Documentary Film
 ENG 287 Image and Communication:
 Visual Culture and Critique
 ENG 293 Four Filmmakers
 ENG 294 Film Comedy
 ENG 295 Jane Austen and Film
 ENG 297 From Aliens to Zombies

Compulsory Language Requirement

EDU 100 English Exam for Teacher Certification
 (P/F, students who do not pass will not be permitted to register in the fourth practicum)

Teaching English as a Second Language Minor (24 credits) MINTSL

This Minor provides an opportunity for students to study how second languages are learned and taught, with an introduction to linguistics, second language acquisition research, and second language pedagogy. The Teaching English as a Second Language Minor requires the completion of 24 credits. This Minor does not lead to teaching certification. This Minor must be combined with a full or part time degree program.

Required courses:

EDU 105 – Introduction to Linguistics for Language Teaching
 EDU 206 – Perspectives on Second Language Acquisition
 EDU 207 – Teaching the Second Language Learner
 EDU 210 – Critical Pedagogical Orientation to Second Language Teaching

Plus 12 credits from the following list:

EDU 209 – Oral Communication
 EDU 220 – Linguistic Diversity
 EDU 307 – Literature and Language Teaching
 EDU 224 – Media, Play, and Creativity in Language Teaching
 EDU 308 – Teaching English Grammar
 EDU 325 – Selected Topics in Teaching ESL

Teaching French as a Second Language Minor/ Mineure en enseignement du français, langue seconde (24 credits) MINTFS

This Minor, a collaboration between the School of Education and Études françaises et québécoises, provides an opportunity for students to observe and study how second languages are learned and taught, with an introduction to linguistics, second language acquisition research, second language pedagogy and French grammar, including the nouvelle grammaire and the nouvelle orthographe. The Teaching French as a Second Language Minor requires the completion of 24 credits. To graduate with this minor students must complete 12 credits of the B2-C1-C2 level in French (*Cadre européen commun de référence pour les langues*). A maximum of 2 FRE courses can be taken.

Cette mineure, offerte en collaboration entre la School of Education et le Département d'études françaises et québécoises, permet aux étudiant.es d'observer et d'analyser comment les langues secondes sont apprises et enseignées. Les étudiant.es y reçoivent une formation de base en linguistique, en recherche sur l'acquisition d'une langue seconde, en pédagogie de la langue seconde et en grammaire française, ce qui inclut la nouvelle grammaire et la nouvelle orthographe. Pour obtenir cette mineure de 24 crédits, l'étudiant.e doit notamment avoir complété un total de 12 crédits en français de niveau B2-C1-C2 (*Cadre européen commun de référence pour les langues*). Un nombre maximal de deux cours FRE peuvent être suivis.

3 required credits in Education:

EDU 206 Perspectives on Second Language Acquisition

9 credits in Education from the courses below:

EDU 105 Introduction to Linguistics for Language Teaching (MLA 101)
 EDU 207 Teaching Young Second Language Learner
 EDU 209 Oral communication
 EDU 210 Critical Pedagogical Orientation to Second Language Teaching
 EDU 220 Linguistic Diversity
 EDU 307 Literature and Language Teaching

12 credits in French (maximum of 6 FRE credits)

FRE 140 Grammatical Review (French V)
 FRE 141 Grammatical Review (French VI)
 FRE 155 Culture and Society. Conversational French II
 FRE 156 French Written Communication II
 FRA 227 Le génie de la langue: Stylistique comparée du français et de l'anglais
 FRA 309 Assistantat en enseignement du français langue seconde
 FRA 310 Tutorat au Centre d'aide en français
 FRA 166 Textes en contexte : initiation à la littérature québécois
 FRA 209 Littérature jeunesse
 FRA 230 Tout est dans la logique : analyse grammaticale et phrase complexe
 FRA 247 Rédaction et communication

Any other Niveau 4 – Level 4 FRA courses

Note that FRE 140, FRE 141, FRA 227, FRA 309 and FRA 310 are highly recommended.

Departmental prerequisites apply. This Minor does not lead to teaching certification. This Minor must be combined with a full or part time degree program. / Les prérequis départementaux s'appliquent. Cette mineure ne mène pas à la certification d'enseignement. Cette mineure doit être combinée avec un programme d'études à temps plein ou partiel.

Teaching German as an Additional Language Minor (24 credits)

MINTGL

This Minor, a collaboration between the School of Education and German, provides an opportunity for students to observe and study how second languages are learned and taught, with an introduction to linguistics, second language acquisition research, and second language pedagogy. In order to obtain this Minor, the student must complete 24 credits plus a 1 credit experiential learning lab associated with an advanced German language class.

3 required credits in Education:

EDU 206 Perspectives on Second Language Acquisition

9 credits in Education from the courses below:

EDU 105 Introduction to Linguistics for Language Teaching (MLA 101)

EDU 207 Teaching Young Second Language Learner

EDU 209 Oral communication

EDU 210 Critical Pedagogical Orientation to Second Language Teaching

EDU 220 Linguistic Diversity

EDU 307 Literature and Language Teaching

12 credits from the courses below plus one lab credit in German:

GER 301 Advanced German Language: Reading and Translating German I

GER 302 Advanced German Language: Reading and Translating German II

GER 303 Advanced German Language: Language and Cultural I

GER 304 Advanced German Language: Language and Cultural II

GER 305 Advanced German Language: Language, Literature and Film I

GER 306 Advanced German Language: Language, Literature and Film II

ELL 200 Experiential Learning lab (required)

Students interested in completing this Minor should contact the School of Education at soe@ubishops.ca for more information.

Teaching Spanish as an Additional Language Minor (24 credits)

MINTSA

This Minor, a collaboration between the School of Education and Spanish, provides an opportunity for students to observe and study how second languages are learned and taught, with an introduction to linguistics, second language acquisition research, and second language pedagogy. In order to obtain this Minor, the student must complete 24 credits plus a 1 credit experiential learning lab associated with an advanced Spanish language class.

3 required credits in Education:

EDU 206 Perspectives on Second Language Acquisition

9 credits in Education from the courses below:

EDU 105 Introduction to Linguistics for Language Teaching (MLA 101)

EDU 207 Teaching Young Second Language Learner

EDU 209 Oral communication

EDU 210 Critical Pedagogical Orientation to Second Language Teaching

EDU 220 Linguistic Diversity

EDU 307 Literature and Language Teaching

12 credits plus one lab credit in Spanish:

SPA 301 Advanced Spanish: Topics and Texts I (required)

SPA 302 Advanced Spanish: Topics and Texts II (required)

ELL 200 Experiential Learning lab (required)

Any other 6 credits at the 300-level or above

Students interested in completing this Minor should contact the School of Education at soe@ubishops.ca for more information.

List of Courses

EDU 102 Philosophy of Education

3-3-0

The course will focus upon philosophical ideas as they are applied to educational problems. Students will undertake a critical inquiry into several philosophical schools of thought with the view of developing a personal philosophy of education. Each school of thought will be examined in the light of its essential elements and basic principles as well as how each has influenced educational theory and practice. Questions of ethics are central to the course.

EDU 105 Introduction to Linguistics for Language Teaching

3-3-0

This course provides the theoretical background in linguistics for teachers of second languages. Topics covered include the major themes in linguistics (phonetics, phonology, morphology, syntax and semantics) that inform the teaching and learning of languages.

Anti-requisites: MLA 101

EDU 107 Child Development and Elementary Teaching

3-3-0

This course is designed to provide elementary pre-service teachers with an introduction to theories about how children develop, learn and grow up. This course will review current theory about child development and cover various domains of development (social, emotional, cognitive, physical) from infancy to middle childhood. The implications of children's development in relation to elementary teaching and learning are a central focus of this course.

Anti-requisites: PSY 235

EDU 122 Using Technology to Support Learning

3-3-0

This course will focus on using technology to support teaching and learning processes. By studying the foundations of educational technology, pre-service teachers will develop an understanding of the role of technologies can play to improve education. They will explore the role of the educator in technology-facilitated learning environments. They will build skills in designing technology-based learning environments to support meaningful learning.

EDU 138 Foundations of the Teaching Profession (Elementary) 3-3-0

In this course students will explore and make use of current research on the teaching, learning and evaluation processes. Students will also learn how to apply education policy and curriculum program documents in their planning and teaching. Students will continue the identification process with the teaching profession begun in their first field placement.

EDU 203 Educational Psychology 3-3-0

This course introduces pre-service teachers specializing in elementary and secondary education to the area of Educational Psychology. Educational Psychology prepares the teacher to understand principles of learning/cognition, human development, and motivation and the application of these theories to classroom learning, problem-solving, critical thinking and teaching, design of curricula, learners with special needs, classroom management, and assessment and evaluation.

Prerequisites: EDU 138 and EDU 128 or EDU 129 are prerequisites or corequisites if student is also enrolled in EDU 227, EDU 228 or EDU 229

EDU 204 Indigenous Education 3-3-0

This course provides opportunities for education candidates to engage with Indigenous foundations of education and to develop a more complex understanding of the philosophical, social, economic and political considerations that bear on the educational conditions and contexts of Indigenous peoples in Canada. It is structured around engagements with Indigenous peoples, histories, and knowledges, and involves university and field-based experiences. Students will examine exemplary cases and approaches to curriculum planning, extra-curricular programming, pedagogy, and relationship-building with First Nations, Inuit, and Metis families and communities. The course will be graded on a pass/fail basis, which will be recorded on the student's transcript: as P – pass or F – fail.

Prerequisite: EDU 205 or permission of the instructor.

EDU 205 Education, Colonialism and De-Colonization 3-3-0

In this course, we examine the implication of education in ongoing histories of colonialism in Canada. A particular focus will be on the history of residential schools, their continuing legacy as well as what it might look like for educators to take ownership of this history and build conditions for reconciliation between settler Canadians and First Nations, Inuit and Metis. This will involve studying Aboriginal perspectives, goals and approaches to teaching and learning. We will engage with examples of pedagogies aimed at de-colonization for Indigenous and non-Indigenous peoples in Canada. The course aims for students to develop an intersectional analysis and approach to pedagogy.

EDU 206 Perspectives on Second Language Acquisition 3-3-0

Through this course, students will examine the implications of theories of language acquisition for the teaching and learning of second languages at the elementary, secondary and adult levels. The relevance of past and current research in both first and second language acquisition will be a major topic of discussion.

Prerequisite or co-requisite: EDU 128 or EDU 129 or permission of the professor.

EDU 207 Teaching Young Second Language Learners 3-3-0

With a focus on young learners and their needs, this course will introduce students to a learner-centered approach to the teaching of a second language. Topics covered include early literacy development and instruction, elementary curriculum, social and cognitive dimensions of learning as well as issues related to bilingualism. Students will explore the roles of a second language teacher in a variety of teaching situations and classroom environments specific to young learners. Should be taken in the first year of study.

EDU 209 Oral Communication 3-3-0

This course will address issues related to the development of listening and speaking skills in second language learners, including those related to pronunciation. In addition, it will focus on varieties of oral communication in different contexts and for different levels and ages of learners.

Prerequisite or Co-Requisite: EDU 105 or MLA 101

EDU 210 Critical Pedagogical Orientation to Second Language Teaching 3-3-0

The purpose of this course is to inquire into the socio-political dimension of ESL and other second language teaching and learning. We will examine and challenge the traditional notions of literacy and literacy practices pertaining to second language education. Together we will explore some critical approaches to teaching second languages as well as different classroom strategies and practices that bear a transformative pedagogical orientation. This course should not be taken in the first year of your program.

EDU 211 Introduction to Young Adult Literature and Texts “Beyond the Canon” 3-3-0

This course is intended for future elementary teachers who wish to better investigate how to evaluate, select and share young adult literature “beyond the canon” through a critical intercultural perspective. In the course, students will examine different genres of literature such as poetry, short stories, plays and novels. Furthermore, students will reconsider the traditional meaning of “text” and examine contemporary texts such as film, television, music lyrics and videos and how and if they play a role in classrooms.

EDU 214 Gender and Sexuality in Education 3-3-0

This course will introduce pre-service teachers to Quebec's Learning Content in Sexuality Education program, the Government Action Plan against Homophobia and Transphobia, and Bill C-16. It will prepare pre-service teachers with the knowledge, skills, and methods to support their learners' in understanding themselves, their bodies, and their identities. This course will offer pre-service teachers a thorough introduction to the theoretical and applied aspects of gender and sexuality in education. Pre-service teachers will develop a comprehensive understanding of gender and sexuality and debunk the conflation between sex, gender, and sexual orientation. In this course, pre-service teachers will explore such topics as gender identity and gender expression, sexual identity, gender norms and stereotypes in education, gender and sexual diversity in schools, sexual health, and school-related gender-based violence. Through this course, pre-service teachers will learn how to develop curriculum resources and instructional strategies for gender and sexuality education.

EDU 218 History of Education 3-3-0

This course will examine education and schooling through a historical perspective. Students will analyze the social, economic, and political trends and themes that have both challenged educational policymakers and impacted the development of modern education systems. Students will engage in historical thinking as a way to contextualize education today.

EDU 219 Getting Dirty: Hands-on, Experiential Teaching and Learning 3-3-0

This course focuses on community service learning and experiences in/with the natural world (e.g. gardening, field trips, teaching and learning outside etc.) as a means of cultivating relationships with place and land for both teachers and students. There will be a significant hands-on component to the course in order to break down the fear of getting dirty, making mistakes, and other perceived risks of moving beyond the confines of a classroom or school space. Students should expect to go outside regularly and engage with knowledge holders from beyond the School of Education. The course will work towards development of systems thinking where teachers and learners see themselves as a part of a relational world rather than in control of an objectified existence. Leveraging cultural resources as defined in the Quebec Education Program, and building partnerships with community groups beyond schools will be explored.

EDU 220 Linguistic Diversity 3-3-0

This course focuses on the teaching of students with diverse language abilities. It examines theoretical perspectives on first and second language acquisition and the relevance of these perspectives to educational practices. Discussion will include examination of the relationship between linguistic diversity and identity construction, the importance of first language maintenance and additive bilingualism. Students will discuss strategies for supporting and integrating linguistically diverse students into content area classes.

**EDU 221 Methods in Plurilingual and
Pluricultural Teaching and Learning****3-3-0**

This methods course explores plurilingual approaches to teaching and learning that valorize students' multiple linguistic, cultural, and modal resources and experiences in learning. Particularly, it aims to equip participants with the knowledge, skills, and stance to support and advocate for linguistically and culturally minoritized students' social integration as well as literacy and language learning across the curriculum. Participants will learn about curricular design, material development, and teaching and learning practices that foster transversal language and literacy development and critical intercultural awareness to promote effective knowledge construction and communicative performance.

EDU 222 Teaching and Learning Online**3-3-0**

This course will focus on how to integrate teaching and learning online (asynchronously), including using student portfolios, creating websites, and supporting online dialogue to promote students' critical thinking skills. It will also discuss 'emergency' remote teaching and learning.

EDU 224 Media, Play, and Creativity in Language Teaching**3-3-0**

This course introduces the future language teacher to the creative potential of playful, media literate, and dramatic language teaching. The course develops future teachers' own creative potential, inviting them to explore how to create lessons centered around role playing, improvisation & theatre games, games of all sorts, creative arts, and authentic texts drawn from current media. Participants will critically examine the benefits and issues involved in using various media for language learning, and will plan, pilot, and share their ideas for creative activities and lessons.

**EDU 230 Kindergarten Education I:
Holistic Learning and Early Intervention****3-3-0**

Young learners' health and well-being are important for their success at school and beyond. This course offers students an introduction to the philosophical underpinnings of holistic learning and what it means to teach the whole child in kindergarten for 4 and 5 year olds. In line with the Preschool Cycle Program's emphasis on nurturing young children's global development, the topics to be explored in this course include diversity and inclusion in early childhood, the importance of social and emotional learning, holistic approaches to early education, well-being and trauma-informed care, building partnerships with families and communities, and interprofessional collaboration.

EDU 231 Kindergarten Education II: Theory and Pedagogy**3-3-0**

Kindergarten marks a significant period in young learners' lives. This course introduces students to the theoretical and applied aspects of kindergarten education for 4 and 5 year olds. With particular attention given to the Preschool Cycle Program, students will examine the theories that inform early learning curricula, develop appropriate and stimulating learning environments for young learners, explore play-based education, and examine social-justice- oriented pedagogy in the context of early education. In this course, students will be expected to reflect critically on teaching and learning with young children.

Prerequisite: EDU 138 and EDU 230

**EDU 238 Teaching and Learning at the Elementary Level:
Practice and Reflection****3-3-0**

In this course students will learn to apply current research on the Elementary teaching, learning and evaluation processes to designs for learning. Students will learn about Quebec curriculum-related documents; they will deepen their understanding of the application of education policy and curriculum program documents to their planning process. Students will document the development of their professional identity.

Prerequisite: EDU 138

**EDU 239 Teaching and Learning at the Secondary Level:
Practice and Reflection****3-3-0**

In this course students will learn to apply current research on the Secondary teaching, learning and evaluation processes to designs for learning. Students will learn about Quebec curriculum-related documents; they will deepen their understanding of the application of education policy and curriculum program documents to their planning process. Students will document the development of their professional identity. It is a co-requisite for the second year practicum course taken by all Secondary candidates in their second year.

EDU 240 Readings to Promote Educational Thinking**3-3-0**

This readings course is intended to encourage student teachers to consider educational issues in profound and critical ways. Drawing from a wide selection of historical and current literature on education, students will produce an academic paper (or alternative assignment) which may be reviewed by their peers for publication in a School of Education collection of student work. The course will be organized around seminar sessions that highlight specific readings as well as group and individual discussions with the professor(s).

EDU 285 The Reading Process**3-3-0**

The lifelong acquisition of reading skills is complex. Teachers need to understand the integrated language system: oral language (listening and speaking), reading and writing. Designed for teachers, the aim of this course is to learn about the psychological processes involved when we read. Theoretical approaches to language acquisition will be examined. Teaching strategies using multi-modal approaches supporting the development of reading skills will be introduced for various age and educational levels. Issues such as bilingualism, English language learning and cultural differences will be addressed. Reading disabilities affect many learners and impact all subject areas; consequently, knowing how language is acquired will enable teachers to understand the nature of reading disabilities and to learn strategies to meet the needs of all students in an integrated classroom setting.

EDU 303 / SOC 299 Sociology of Education**3-3-0**

The purpose of this course is to examine education in Canada from a critical sociological perspective. Education is a major institution in most societies and is a vital part of our social existence. The sociology of education, a subfield of sociology, focuses on the institution of education and the structures, processes and interaction patterns within it. We will look at the educational system as a whole, integrated and dynamic entity. To do so, reference will be made to a variety of sociological studies, but the main perspective is critical.

EDU 305 Social Justice and Anti-Discrimination Education**3-3-0**

This course is designed to engage teacher candidates in a critical examination of key concepts and issues in the field of education that help us approach questions of social inequality, identity, difference, pluralism and social justice from a critical historical, philosophical and sociological perspective. Drawing from a range of theoretical and practical as well as multimedia resources, we will try to develop a critical awareness as reflective practitioners in relation to the social forces that influence the teaching-learning process in diverse societies and a globalizing world.

Prerequisite: EDU 238 or EDU 239 or permission of instructor

EDU 307 Literature and Language Teaching**3-3-0**

This course will explore the use of literature as a basis for the teaching of ESL. Theories regarding the connection between literature and language learning will be introduced, and students will be involved in the construction of classroom learning situations based on poetry, short stories and novels.

Pre- or co-requisites: 100-level English course or ENG 210 or EDU 211

EDU 308 Teaching English Grammar**3-3-0**

This course is intended to achieve two aims: to provide students with an overview of grammatical issues for learners of English as a second language, and to address the strategies and methods that ESL teachers might adopt to integrate the teaching of grammar into their classrooms. Practice in the effective design of instruction and materials for the teaching of grammar will be a significant component of the course.

EDU 309 Effective Teaching Methods at the Elementary Level**3-3-0**

In this course students will deepen their understanding of Elementary level teaching, learning and evaluation processes and practices fundamental to the development of elementary students' competencies. They will explore and construct a conceptual understanding of learning and assessment strategies and how these strategies can be built into daily practice. Drawing on Quebec curriculum guides and policies and current related research, they will develop complex learning and evaluation situations (LES), which will be implemented while in the practicum.

Prerequisite: EDU 228 or EDU 229

Co-requisite: EDU 328

EDU 314 Methods in Teaching Culture and Citizenship in Québec**3-3-0**

This methods course takes a critical and inclusive approach to the Culture and Citizenship in Québec program. Students will situate the program in relation to contemporary and evolving considerations of culture and citizenship, and gain an understanding of the core competencies and objectives, as well as of the conceptual foundations of the program. Among the topics to be explored, students will learn how to develop student capacities for civic dialogue, critical thinking, and ethical reasoning. As a methods course, there will be particular attention to praxis and classroom implementation of the program, with consideration of planning and assessment.

Prerequisite: EDU 128, EDU 138, EDU 205;

Prerequisite or Co-requisite: EDU 305

EDU 315 Applying the Psychology of Learning and Motivation to the Design of Learning Environments**3-3-0**

This course will assist pre-service teachers to apply the psychology of learning and motivation to the design of learning environments. In this course pre-service teachers will deepen their comprehension of learning environments that foster learning and motivation. They will explore different approaches to organizing schools and classrooms based on supporting student's engagement within an inclusive learning community. They will study motivational theories and how to improve student motivation in relation to the design of learning and evaluation situations.

Prerequisite: EDU 203

EDU 319 Student Centered Evaluation at the Elementary Level**3-3-0**

This course introduces pre-service teachers to the multi-dimensional and complex nature of the evaluation processes fundamental to equitably fostering and tracking development of competencies at the elementary level. In this course we will explore and construct a conceptual understanding of evaluation strategies that support student learning and how these strategies can be built into daily practice. We will also construct an understanding of those classroom practices that are required to focus students on expected learning outcomes and determine to what extent these expectations have been met. Drawing on Quebec curriculum guides and policies and current related research, students will begin learning how to incorporate effective assessment within a complex learning and evaluation situation.

Prerequisite: EDU 228 or EDU 229

Co-requisite: EDU 328 or EDU 329

EDU 321 Methods in the Teaching of Language Arts I (Elementary)**3-3-0**

This course introduces pre-service teachers to literacy-related concepts, competencies and instructional and assessment approaches, the role of Language Arts in helping learners develop a critical understanding of the world, trends in literacies research, and related Quebec program documents. Pre-service teachers will begin to plan and design learning that fosters the literacy development of young learners in kindergarten and cycle one.

EDU 325 Selected Topics in Teaching ESL**3-3-0**

This course is designed to provide opportunities for students to explore recent and/or controversial topics related to second language teaching and learning. Specific topics will vary from year to year so that current issues may be addressed.

EDU 326 Engineering for Science and Technology Teachers**3-0-0**

The Quebec Education Program has a strong engineering component that appears in the technological world. It focuses on engineering science, skills, technologies, and methods, and considers applied science in areas such as biotechnology, genetics, etc. This course will consider how engineering and science are related and what applied science actually means. Students will explore engineering in a hands-on manner via problem-solving and design. Critical consideration of implementing engineering in elementary and secondary education will be included.

EDU 330 Independent Study in Education**3-3-0**

Students in the first degree (BA Educational Studies/Elementary Education or BA/BSc Double Major/Secondary Education) may be granted permission to pursue an independent study project under the guidance of a faculty supervisor on a topic in Education. Topics must be approved by the School of Education.

EDU 331 Methods in the Teaching of Language Arts II**3-3-0**

This course will allow pre-service teachers to deepen their knowledge and application of literacy-related instructional approaches, particularly for elementary Cycles 2 and 3. It prepares the candidates to plan and design learning that leads students to work critically with all kinds of print, digital texts and multi-model sources, contributing to the development of their language arts competencies. Pre-service teachers will explore: the role of Language Arts in helping learners develop a critical understanding of the world, how to apply literacy practices in the classroom (including new literacies, multiliteracies, critical literacies, and so on) to support examination of concepts across the curriculum, and application of new trends and appropriate assessment tools relevant to literacy practices across subject areas.

Prerequisite or Co-requisite: EDU 321.

EDU 334 Methods in the Teaching of Mathematics**3-3-0**

The general goal of the course is to learn to teach mathematics in such a way that your students develop "mathematical power." Mathematical power includes both ability (to conjecture, reason logically and communicate about mathematics) and attitude (self-confidence and a disposition to question and explore significant mathematical situations). The course will focus on the following: Mathematical content. Students will develop and/or refine their conceptual and procedural knowledge of the mathematics included in the elementary curriculum. Particular attention will be given to the content recommended in the QEP Math Curriculum Guide.

Mathematical learning. Students will explore instructional strategies and tools for the teaching and assessment of mathematics consistent with constructivist theories. Students will be expected to use this knowledge when planning for instruction.

Connecting mathematical ideas. Students will explore ways to link mathematical ideas and to relate mathematics to other subject areas and everyday situations.

EDU 335 Methods in the Teaching of Creative Arts – Elementary**3-3-0**

This course provides starting points for students to examine Visual Arts and Music both as separate disciplines and as potent tools in an integrated curriculum. Through a variety of approaches, students receive instruction in theory and teaching practices as well as hands-on experience. During the term students develop their own instructional strategies through the development of a curriculum unit of thematically related, arts based lesson plans and projects.

EDU 339 Effective Teaching and Evaluation Methods I**3-0-0**

In this course students will deepen their understanding of Secondary level teaching, learning and evaluation process and practices fundamental to the development and tracking of secondary students' competency. They will explore and construct a conceptual understanding of strategies and how these strategies can be built into daily practice. Drawing on Quebec curriculum guides and policies and current related research, they will develop complex learning and evaluation situations (LES), which will be implemented while in the practicum.

Prerequisite: EDU 239

Co-requisite: EDU 328 or EDU 329

EDU 341 Methods in Teaching English Language Arts at the Secondary Level I**3-3-0**

This course will help to prepare students to teach English Language Arts at the Secondary and Adult Education levels. Students will have the opportunity to work on their own writing skills while learning more about how to encourage secondary and adult learners to improve their abilities to read and communicate orally and in writing. They will become familiar with the QEP curriculum objectives for the English program and will be involved in planning units in assorted texts within the current Secondary English curriculum. Students will be exposed to new trends and appropriate assessment tools through classroom activities and assignments.

EDU 342 Methods in Teaching Mathematics at the Secondary Level I**3-3-0**

This course will focus on strategies for the teaching of Mathematics in the secondary school curriculum. Students will gain an understanding of the general curriculum objectives, trends and teaching methods through lectures, practice in the problem-solving approach, and discussions of appropriate means for assessment. Students will work on projects and assignments related to course topics at the secondary or adult education levels.

**EDU 343 Methods in Teaching Science and Technology
at the Secondary Level I 3-3-0**

This course will address the inquiry and problem-solving processes of the Quebec Education Program for Secondary Science and Technology. It will focus on enactment of program competencies in relation to stipulated progressions of learning. Consideration of the nature of science and technology, the kinds of understanding that secondary students develop in science and technology, and how they develop such understandings via collection and interpretation of data will be emphasized. Pre-service teachers will be asked to apply developing understandings through creation of lessons/LESSs, conversations and other explorations with peers, evaluation of research in science and technology education, and their subsequent practicum. In addition, the course will consider how science and technology are cultural practices deeply connected to European colonialism, and students will consider how other peoples have come to a practices empirical understanding of the world in ways that might also be considered science.

**EDU 344 Methods in Teaching Social Sciences
at the Secondary Level I 3-3-0**

This course focuses on teaching strategies and learning concepts in the social sciences as outlined in the Quebec Education Program. Students will gain an understanding of the general curriculum competencies, objectives and trends as well as of the conceptual base and associated methodologies of the social science disciplines. Students will learn how to design a curriculum resource unit including appropriate tasks and assessment tools. They will also learn how to select as well as create resource materials.

**EDU 346 Methods in Teaching Mathematics, Science and Technology
at the Secondary Level I 3-3-0**

This course will focus on approaches for the teaching of Mathematics, Science and Technology while considering the significance of history and culture in the evolution of these fields. Students will learn how to interpret curriculum competencies, objectives and trends, as well as the conceptual bases and associated methodologies of these disciplines. They will also learn how to critically select, design and develop curriculum resource materials and units.

EDU 348 Professional Seminars Lab (Elementary) 1-0-0

This course is comprised of seminars, workshops, and related activities on special topics aimed to enhance the students' induction into the teaching profession. Students will also be engaged in the reading of selected texts intended to encourage them to consider educational issues in profound and critical ways. The seminars may include guest speakers, discussions and panels, and conferences in preparation for the third practicum. Students will demonstrate their learning. This course is graded on Pass/Fail basis.

Co-requisite: EDU 328

EDU 349 Professional Seminars Lab (Secondary) 1-0-0

This course is comprised of seminars, workshops, and related activities on special topics aimed to enhance the students' induction into the teaching profession. Students will also be engaged in the reading of selected texts intended to encourage them to consider educational issues in profound and critical ways. The seminars may include guest speakers, discussions and panels, and conferences in preparation for the third practicum. Students will demonstrate their learning. This course is graded on Pass/Fail basis.

Co-requisite: EDU 329

EDU 401 Quebec Education Policy and Law 3-3-0

Students will have an opportunity to study the development of the Quebec education system from historical, political, and legal perspectives. Students will explore major educational ideas such as access to education and the growth of professionalism in the system. Legislation and regulations such as the Quebec Education Act will be examined in the course.

Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 403 Readings to Promote Educational Thinking 3-3-0

This readings course is intended to encourage student teachers to consider educational issues in profound and critical ways. Drawing from a wide selection of historical and current literature on education, students will produce an academic paper (or alternative assignment) which may be reviewed by their peers for publication in a School of Education collection of student work. The course will be organized around seminar sessions that highlight specific readings as well as group and individual discussions with the professor(s).

EDU 407 Individual Differences 3-3-0

This course focuses on the teaching of students with exceptionalities in inclusive settings. Class discussions will centre on issues surrounding inclusion and its implications for teaching adaptations in the classroom and school community. Students will gain an understanding of classroom-based approaches to assessment and instruction, including differentiated instruction and universal design for learning, that recognize the uniqueness of each student and of the methods and strategies which successfully integrate exceptional students in the inclusive classroom, including the development and implementation of individual education plans (IEPs).

Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 410 Effective Teaching Methods and Evaluation II 3-3-0

This course will provide secondary education student teachers with an additional exposure to general methods of teaching and enhance their knowledge of student centered evaluation principles and practices.

Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

**EDU 411 Methods in Teaching English Language Arts
at the Secondary Level II 3-3-0**

This course will help to prepare students to teach English Language Arts at the Secondary and Adult Education levels. Students will have the opportunity to work on their own writing skills while learning more about how to encourage secondary and adult learners to improve their abilities to read and communicate orally and in writing. They will become familiar with the QEP curriculum objectives for the English program and will be involved in planning units in assorted texts within the current Secondary English curriculum. Students will be exposed to new trends and appropriate assessment tools through classroom activities and assignments.

Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

**EDU 412 Methods in Teaching Mathematics
at the Secondary Level II 3-3-0**

This course will focus on strategies for the teaching of Mathematics in the secondary school curriculum. Students will gain an understanding of the general curriculum objectives, trends and teaching methods through lectures, practice in the problem-solving approach, and discussions of appropriate means for assessment. Students will work on projects and assignments related to course topics at the secondary or adult education levels.

Prerequisite: EDU 342 and EDU 339

**EDU 413 Methods in Teaching Science and Technology
at the Secondary Level II 3-3-0**

This course will address the inquiry and problem-solving processes of the Quebec Education Program for Secondary Science and Technology. It will focus on enactment of program competencies in relation to stipulated Secondary Science and Technology. It will focus on enactment of program competencies in relation to stipulated progressions of learning. Consideration of the nature of science and technology, the kinds of understanding that secondary students develop in science and technology, and how they develop such understandings via collection and interpretation of data will be emphasized. Pre-service teachers will be asked to apply developing understandings through creation of lessons/LESSs, conversations and other explorations with peers, evaluation of research in science and technology education, and their subsequent practicum. In addition, the course will consider now science and technology are cultural practices deeply connected to European colonialism, and students will consider how other peoples have come to a practiced empirical understanding of the world in ways that might also be considered science.

Prerequisite: EDU 343 and EDU 339

**EDU 414 Methods in Teaching Social Sciences
at the Secondary Level II 3-3-0**

This course focuses on teaching strategies and learning concepts in the social sciences as outlined in the Quebec Education Program. Students will gain an understanding of the general curriculum competencies, objectives and trends as well as of the conceptual base and associated methodologies of the social science disciplines. Students will learn how to design a curriculum resource unit including appropriate tasks and assessment tools. They will also learn how to select as well as create resource materials.

Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 415 Methods in the Teaching of Creative Arts – Secondary 3-3-0

The class itself models several teaching and learning situations and strategies for both elementary and secondary levels of instruction. Students work in groups, with partners and alone. Peer tutoring is used for part of the creative movement/dance unit. Students are given the opportunity each semester to talk with an artist currently exhibiting at the art gallery. Students are expected to develop sequential arts-based lessons formally, thematically and experientially, drawing on in-class situations modeled for them. Students are made aware of Howard Gardner's Multiple Intelligences Model and the importance of matching teaching and learning styles.

Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 416 Methods in Teaching Mathematics, Science and Technology at the Secondary Level II 3-3-0

The class itself models several teaching and learning situations and strategies for both elementary and secondary I This course will focus on approaches for the teaching of Mathematics, Science and Technology while considering the significance of history and culture in the evolution of these fields. Students will learn how to interpret curriculum competencies, objectives and trends, as well as the conceptual bases and associated methodologies of these disciplines. They will also learn how to critically select, design and develop curriculum resource materials and units.

Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 418 Methods in Teaching Second Languages – Secondary 3-3-0

This course examines recent developments in second language teaching approaches and methods, particularly as they relate to the selection of teaching material, choice of techniques for the second language classrooms and appropriate means of assessment. It includes a brief historical overview of language teaching methods and approaches.

Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 419F Interdisciplinary Teaching and Integration of Learning at the Elementary Level 6-6-0

In this two-term, final year capstone course, students synthesize theoretical and practical learning over their time in program in relation to the School of Education's outcome statement and the contemporary context of teaching and learning at the elementary level. They thus consider teaching as an intellectual pursuit and social responsibility by exploring how education in Québec is framed and positioned, the manner in which multiple stories and different ways of knowing, being, and doing can and do circulate together in teaching and learning, the importance of critical reflection and research to teaching and learning, and how leadership begins with change and action at the very local level. Students explore the meanings of commitment to "transformation through education" by individually and collaboratively designing formal and informal approaches to fostering change through their professional practice, some of which are taken up during the internship practicum. Students return to the university after practicum, where they discuss their emerging professional identities, synthesize their learning, and provide evidence of the capacity for ongoing critical reflection and commitment to the transformative power of education in service of a more equitable and sustainable world for all our relations.

Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 420F Interdisciplinary Teaching and Integration of Learning at the Secondary level 6-6-0

In this two-term, final year capstone course, students synthesize theoretical and practical learning over their time in the program in relation to the School of Education's outcome statement and the contemporary context of teaching and learning at the Secondary Level. They consider teaching as an intellectual pursuit and social responsibility by exploring how education in Québec is framed and positioned, the manner in which multiple stories and different ways of knowing, being, and doing can and do circulate together in teaching and learning, the importance of critical reflection and research to teaching and learning, and how leadership begins with change and action at the very local level. Students take up the meanings of commitment to "transformation through education" by individually and collaboratively designing formal and informal approaches to fostering change through their professional practice, some of which are taken up during the internship practicum. Students return to the university after practicum, at which time they discuss their emerging professional identities, synthesize their learning, and provide evidence of the capacity of ongoing critical reflection and commitment to the transformative power of education in service of a more equitable and sustainable world for all our relations.

Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 433 Methods in the Teaching of Elementary Social Sciences 3-3-0

This course will prepare pre-service teachers with the understandings, skills, and methods to support their learners' social science curriculum competencies, and support their evolving world view. Pre-service teachers will explore the role of social sciences in helping learners develop a critical understanding of the Canadian history and environment; this includes specific attention to FNIM issues and perspectives. The course also addresses relevant assessment tools and practices.

Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 434 Methods for Scientific Inquiry and Problem Solving 3-3-0

This course will prepare pre-service teachers in supporting their learners' evolving world view. Pre-service teachers will explore: the role of science and mathematics in helping learners develop a critical understanding of the world, how inquiry strategies and problem solving can be applied in a natural science and mathematics context, and assessment tools relevant to inquiry and problem solving in science and mathematics.

Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

ILT 101 Information Literacy and Critical Thinking Lab 1-0-1

The objective of this laboratory course is to introduce students to the skills necessary to effectively complete their research assignments, in Education. The course includes the correct use of library resources, including the online catalogue, periodical indexes and other relevant databases. Other areas of study include the identification of key terms for effective searching, productive use of the internet and the critical evaluation of retrieved resources. Academic integrity, plagiarism and the correct citation of print and online sources are also taught. The course is practical, and students are given the opportunity for hands-on experience in the library's electronic classroom. Taught in conjunction with EDU 128 / EDU 129, "Orientation to Professional Practice", students retrieve the resources necessary to complete their assignments for the course. ILT 101 is a required core course.

The following, EDU 128, EDU 129, EDU 227, EDU 228, EDU 229, EDU 328, EDU 329, EDU 428 and EDU 429, take place in assigned educational settings:

EDU 128 Practicum I: Orientation to Professional Practice (Elementary) 3-3-0

Students will focus on the human and professional elements of teaching in order to identify those personal traits that are characteristic of effective teachers. This course introduces students to the process of reflective practice and to the professional knowledge base that inspires it. The above course components combined with field-based experiences and classroom presentations will help students make informed judgments as to their suitability for the teaching profession.

Co-requisite: ILT 101

EDU 129 Practicum I: Orientation to Professional Practice (Secondary) 3-3-0

Students will focus on the human and professional elements of teaching in order to identify those personal traits that are characteristic of effective teachers. This course introduces students to the process of reflective practice and to the professional knowledge base that inspires it. The above course components combined with field-based experiences and classroom presentations will help students make informed judgments as to their suitability for the teaching profession.

Co-requisite: ILT 101

EDU 227 Practicum II: Initiation to Working With and For Students (Alternative Placement) 3-3-0

This second-year field experience in the elementary or secondary school setting, involves a minimum of 70 hours. Students begin to integrate theory from courses with field-based practice and carry out aspects of the teaching act in collaboration with associate teachers and university supervisors. They participate in the life of the school inside and outside the classroom. In extenuating circumstances, with the permission of the Department Chair.

Prerequisites: EDU 128 and EDU 138, or EDU 129

Co-requisite: EDU 238 or EDU 239

EDU 228 Practicum II: Initiation to Working With and For Students (Elementary) 3-3-0

This second-year field experience in the elementary school setting involves a minimum of 70 hours. Students begin to integrate theory from courses with field-based practice and carry out aspects of the teaching act in collaboration with associate teachers and university supervisors. They participate in the life of the school inside and outside the classroom.

Prerequisites: EDU 238 or EDU 239

EDU 229 Practicum II: Initiation to Working With and For Students (Secondary) 3-3-0

This second-year field experience in the secondary school setting involves a minimum of 70 hours. Students begin to integrate theory from courses with field-based practice and carry out aspects of the teaching act in collaboration with associate teachers and university supervisors. They participate in the life of the school inside and outside of the classroom.

Prerequisite: EDU 238 or EDU 239

EDU 328 Practicum III: Professional Practice (Elementary) 6-3-0

Through field experience in the elementary school setting, students will integrate theory with practice in this practice teaching placement. Students will plan, present, and self-evaluate lessons in collaboration with faculty supervisors, university teaching associates, and associate teachers. They will evaluate students and participate in the life of the school inside and outside the classroom.

Prerequisite: EDU 228 or EDU 229

EDU 329 Practicum III: Professional Practice (Secondary) 6-3-0

Through field experience in the secondary school setting, students will integrate theory with practice in this practice teaching placement. Students will plan, present, and self-evaluate lessons in collaboration with faculty supervisors, university teaching associates, and associate teachers. They will evaluate students and participate in the life of the school inside and outside of the classroom. Students in certain secondary profiles may be placed in an adult education setting.

Prerequisite: EDU 228 or EDU 229

EDU 428 Practicum IV: Internship (Elementary) 12-0-0

This practicum is the culmination of the students' socialization into the profession of teaching. Through a lengthy elementary school immersion, students synthesize theories with practice to assume the competencies required of a teacher in the classroom and in the profession. Students become full-time teachers and colleagues with associate teachers, university teaching associates and faculty supervisors. They focus on long term and short term planning and implementing units of study. They experience all the challenges of the profession: teaching and evaluating students, interviewing parents, working on teams, organizing extra-curricular activities, and participating in professional development activities.

Prerequisite: Successful completion of all other program requirements, except EDU 419 or EDU 420.

EDU 429 Practicum IV: Internship (Secondary) 12-0-0

This practicum is the culmination of the students' socialization into the profession of teaching. Through a lengthy secondary school immersion, students synthesize theories with practice to assume the competencies required of a teacher in the classroom and in the profession. Students become full-time teachers and colleagues with associate teachers, university teaching associates and faculty supervisors. They focus on long term and short term planning and implementing units of study. They experience all the challenges of the profession: teaching and evaluating students, interviewing parents, working on teams, organizing extra-curricular activities, and participating in professional development activities. Students in certain secondary profiles may be placed in an adult education setting.

Prerequisite: Successful completion of all other program requirements, except EDU 419 or EDU 420.