

Graduate Certificate in Business

Program Overview (15 credits) CONBUS

The objective of this graduate program is for university graduates in fields other than business to develop and fine-tune a business skill set that is valued by the workplace and to learn how to build a meaningful network to support their job search.

All applicants must have completed an undergraduate degree in a field other than business from a recognized university. A minimal academic average of 70% is required. No business experience is required.

The program entails five 3-credit courses for a total of 15 credits. Four courses will consist of lectures, seminar-based and experiential learning instruction whereas one course will have practical assignments to give students the opportunity to develop a meaningful network to support their job search. Students must obtain a minimum of 65% in each required course. Courses may not be repeated more than once.

The program is three-fold. Students first need to understand the nature of the workplace, build the required skill set and strategically prepare their entry into the workplace.

The program is delivered entirely online with a blend of synchronous and asynchronous pedagogical activities. It is offered on a part-time basis with two courses in the Fall, two courses in the Winter and one course in the Spring semester. Students have the possibility of completing the program within a year, but can also spread the courses over a longer period.

Students who have allowed 24 months or more to elapse without earning any credits will have to apply for readmission within the appropriate deadline.

Visualizing Yourself in the Workplace

This portion of the program introduces students to the basic functions of all organizations. Whether the organization is a museum, a public service entity, a cooperative, a charitable organization or a profit-oriented company, it always has limited resources and must manage them with efficiency and a sense of purpose.

BAC 510	Understanding Financial Information
BMG 560	Management Fundamentals
BMK 580	Marketing Fundamentals

Fine-tune your Skill Set for the Workplace

This portion of the program introduces students to the impact that individuals, groups, and structures have on behaviour within organizations, and what behaviour is expected of them in the workplace.

BMG 563	Building your Leadership and Interpersonal Skill Set
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Prepare your Entry to the Workplace

This last portion of the program is customized according to student projects.

BMK 581	Networking
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List of Courses

BAC 510 Understanding Financial Information 3-3-0
The objective of this course is that students be able to question and discuss financial decisions with accounting and financial professionals. They will learn basic concepts in accounting, cost, taxation and finance, such as the main components of simple financial statements, the different categories of costs, the broad principles of taxation, the time value of money, the budgeting process, the different sources of funding and the notion of returns. Readings, case analysis, problems based on real-life situations will be used to apply the concepts learned in the course.

BMG 560 Management Fundamentals 3-3-0
Organizations need to manage their scarce resources with a clear view of reaching their goals. The objective of this course is to introduce students to the many other functions of organizations, namely planning, organizing, leading, and controlling, along with how they must be integrated in order to carry out the chosen organizational strategy. Readings, case analysis and class discussions are designed to help students understand the fundamentals of strategic management.

BMG 563 Building your Leadership and Interpersonal Skill Set 3-3-0
The objective of this course is to develop the skill set needed in organizations for successful leadership and teamwork, namely essential skills like emotional intelligence along with competence in the display of interpersonal communication, conflict management, and presentational skills. Readings, self-tests, practical assignments and class discussions are designed to develop students' self-awareness level and contribute to their personal and professional development.

BMK 580 Marketing Fundamentals 3-3-0
Every organization must identify exactly what specific needs it wants to respond to, what are the characteristics of the people having these needs and how to efficiently inform them of the value of its offering. The objective of this course is to introduce students to marketing fundamental topics such as segmentation, targeting, and positioning, and to the management of the marketing effort. Readings, seminars by practitioners, class discussions, case analysis and assignments are designed to help students understand marketing principles and how they can be applied in a work-based situation.

BMK 581 Networking 3-3-0
Students having identified their skills, the positions and functions they can contribute to, they will now apply key concepts of marketing to themselves and form the various types of networks that they need to bridge from their area of interest/passion to the market. Important networks to develop include (i) a personal board of directors/general mentor network, (ii) an expertise-specific/industry contact network related to the area of interest and (iii) a market network related to the area of interest (i.e. customers and users interested in the same field). Readings, practical assignments, networking activities are designed to help students build their own networks.

M.Ed. and M.A. in Education

Program Overview

Certified teachers, educational administrators and those with a first undergraduate degree may make application to graduate programs leading to a Master of Education in Leadership, Societies, and Languages or a Master of Arts in Education: Leadership, Societies, and Languages.

Leadership, societies, and languages all shape education and are shaped by education. Students in this program will further their scholarly and professional development as administrators, educational leaders, educators, and researchers, while engaging with the social, historical, cultural, and linguistic dimensions of education. Students will consider issues of power, diversity, gen-