

### Admission to the Co-operative Education Profile

Students must submit an application to be admitted to the program. Full-time students in the Honours B.B.A., B.B.A. or B.A. Business Major programs who have completed the entire application, 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 Profile. Students receiving advanced credits will be evaluated on a case-by-case basis; however, students who receive advanced credits in excess of 54 credits or who are in business as a second major will not be eligible for the co-operative education profile. 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 Cooperative Education Profile 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](http://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 Profile.

### Evaluation

Each 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 a satisfactory job performance report from the employer and a satisfactory 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 and Academic 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.

### Entrepreneurship Profile (12 credits) PROENT

In accordance with the growing entrepreneurial movement worldwide and the wide interest of our students, we have designed a profile that enables 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. The entrepreneurship profile is a relevant and valuable add-on to any business concentration, except the Marketing and Entrepreneurship concentration.

#### Entrepreneurship Profile Courses: 4 courses

#### The following courses are required for this profile:

BMG 214	Introduction to Entrepreneurship: New Venture Creation
BMK 214	Consumer Behaviour
BMK 291	Entrepreneurship Practicum I
BMK 392	Entrepreneurship Practicum II

Students pursuing the Marketing and Entrepreneurship concentration are not eligible to add the Entrepreneurship profile to their concentration.

### Information Technology Profile (12 credits) PROINF

The fundamental liaison between business and IT is that business people first identify the business problems, develop logical solutions and then choose the appropriate IT to support these solutions. The premise for this unique approach is that business initiatives should drive technology choices. The expected learning outcomes of the IT profile are to enable students understand typical business problems and how these problems are resolved by typical IT solutions. The IT profile is a relevant and valuable add-on to any business concentration.

*Professors Agourram, Gagnon*

#### Information Technology Profile Courses: 4 courses

#### Any four courses amongst the following are required for this profile:

BCS 210	IT Entrepreneurship
BCS 212	Electronic Commerce
BCS 216	Managing Information Technology
BCS 313	System Design and Development
BMA 142	Quantitative Modeling

### International Business Profile (12 credits) PROIBU

The international business profile provides students with a multi-disciplinary analytical framework for mapping the global business environment, analyzing international business strategies, and the management of international business operations. It builds on the existing strengths of the core business program to provide a global perspective and the necessary tools for the management of multinational enterprises and the internationalization processes of small and medium size enterprises. It exposes students to a wide range of resources and analytical models for analyzing and managing country political risk, currency risks, economic risks, and cross-cultural differences. By taking this profile

students will examine and apply existing analytical frameworks for global strategy formulation, knowledge transfer across foreign subsidiaries, management of international joint ventures and strategic alliances, management of international mergers and acquisitions, global supply chain management, financial management of international firms, international marketing and export management. Students are strongly encouraged to complement this profile with a study abroad exchange. The International Business profile is a relevant and valuable add-on to any business concentration, except the Global Management and Leadership concentration.

*Professors Béquet, Fortier, Rutihinda*

#### **International Business Profile Courses: 4 courses**

#### **The following courses are required for this profile:**

BMG 315 International Management  
BMG 345 International Marketing and Export Management  
BFN 361 International Finance

#### **Plus any one course (3 credits) of:**

BMG 325 Leadership in a Multicultural World  
BMG 335 Global Value Chain Analysis  
BMG 355 International Entrepreneurship

Students pursuing the Global Management and Leadership concentration are not eligible to add the International Business profile to their concentration.

## **II. Honours B.B.A.**

### **(126 credits)**

#### **BBH+ Concentration**

Doing an honours program in the WSB automatically adds an additional 6 credits to your B.B.A. program.

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

1. complete their regular B.B.A. Program
2. apply for entrance into the honours program in the term **prior** to their last 30 credits in the program, and have, at that time, a cumulative average of 75% in all courses taken in their program.
3. obtain a cumulative average of 75% upon graduation
4. register for BMG 352 (Honours Project) – 6 credits

## **III. B.A. Business Major**

### **(120 credits)**

#### **MAJBUS**

Required core courses .....	42 credits
Business electives .....	18 credits
Non-Business electives* .....	42 credits
Business or non-Business electives** .....	18 credits

\* If no credits were advanced for MAT 196 and MAT 197, students must successfully complete these courses as part of their program.

\*\* Co-op Business electives courses (BMG 391, BMG 392 and BMG 393) will only count in this portion of the program.

#### **The B.A. Business Major requires the completion of the following courses:**

BAC 121	Purposes of Accounting
BAC 221	Introduction to Managerial Accounting
BCS 220	Management Information Systems
BFN 100	Basic Finance
BHR 221	Organizational Behaviour
BHR 224	Human Resource Management
BMA 140	Statistical Analysis for Business Decisions I
BMG 100	Understanding Business and Society
BMG 215	Introduction to International Business
BMG 311	Business Policy
BMK 211	Marketing Management
BMS 231	Operations Management
ECO 102	Principles of Economics: Microeconomics
ECO 103	Principles of Economics: Macroeconomics
ILT 100	Information Literacy and Critical Thinking Lab (1-credit lab)

**Note:** All required Business core courses are normally offered in each semester (Fall and Winter).

In addition to the core courses, students will also be required to successfully complete the Business electives, Non-Business electives and optional courses for a total of 120 credits.

## **IV. Major in Management**

### **(48 credits)**

#### **MAJMG**

*(Application required – see section 4b Transfers from other Bishop's programs under Regulations Applying to All Business Programs)*

*(For non-business students only. Students following the B.A. Arts Administration, B.A. Major Information Technology or the B.A. Major Sports Studies Business and Society concentration programs are not eligible for the Major in Management.)*

The Major in Management requires the completion of the following courses:

Required core courses .....	36 credits
Business electives* .....	12 credits

#### **The 12 required core courses are:**

BAC 121	Purposes of Accounting
BAC 221	Introduction to Managerial Accounting
BCS 220	Management Information Systems
BFN 100	Basic Finance
BHR 221	Organizational Behaviour
BHR 224	Human Resource Management
BMA 142	Quantitative Modeling
BMG 100	Understanding Business and Society
BMG 214	Introduction to Entrepreneurship: New Venture Creation
BMG 215	Introduction to International Business
BMK 211	Marketing Management
ECO 103	Principles of Economics: Macroeconomics
Plus 12 credits of Business electives*	

\* Prerequisites for the chosen Business electives courses must have been met or if not, permission from the Departmental Chair must have been granted

## V. Joint Programs

### 1. B.A. Arts Administration – see the Division of Humanities section of the calendar for program requirements.

The 75-credit interdisciplinary program combines the study of business, the creative arts and arts administration to provide students with the skills and knowledge needed to be active participants in the cultural sector. In addition to the core courses in business and the core courses in one of the creative arts (Drama, Fine Arts, Film Studies, Music or Public History), students also take 15 required credits in Arts Administration. As they proceed through the program, they will enrol in two practicum courses: AAD 253 (Internal Practicum), where they will be placed with an on-campus organization (Centennial Theatre, Foreman Art Gallery, Musique Chez Nous, Drama department, etc.) for their first work experience; and nearer to graduation AAD 353 (External Practicum), in an off-campus cultural venue consistent with their disciplinary focus.

### 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 Major and Minor section of the calendar for program requirements.

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

## VI. Minor in Business Administration (24 credits) MINBUS

(Application required – see section 4b Transfers from other Bishop's programs under *Regulations Applying to All Business Programs*)

*(For non-business students in good University Academic Standing only. Students following the B.A. Arts Administration, B.A. Major Information Technology or the B.A. Major Sports Studies Business and Society concentration programs are not eligible for the Minor in Business Administration.)*

### The Minor in Business Administration requires the completion of the following courses:

- BAC 121 Purposes of Accounting
- BMG 100 Understanding Business and Society
- BMA 140 Statistical Analysis for Business Decisions I  
(requires MAT 196)
- BFN 100 Basic Finance  
(requires BAC 121, ECO 103 and MAT 196)
- BMK 211 Marketing Management
- Plus 9 credits of Business electives

It is important to note the following:

1. While the Minor in Business Administration appears to require the completion of 24 credits, in fact a minimum of 30 credits is generally necessary as a result of required course prerequisites for BMA 140 and BFN 100 (see above).

2. Students who have been granted course equivalence for BMA 140 must replace BMA 140 with a Business elective course.
3. Students pursuing the Minor in Business Administration must respect all prerequisite requirements for senior Business courses they take as Business electives. For example, a student wishing to take Human Resource Management (BHR 224) must first take Organizational Behaviour (BHR 221). In some cases, required prerequisites may include MAT 196 and MAT 197.
4. It is strongly suggested that students consult the Academic Advisor or the Department Chair prior to embarking on this Minor.

## VII. Minor in Entrepreneurship (24 credits) MINBEN

(Application required – see section 4b Transfers from other Bishop's programs under *Regulations Applying to All Business Programs*)

*(For non-business students in good University Academic Standing only. Students following the B.A. Arts Administration, B.A. Major Information Technology or the B.A. Major Sports Studies Business and Society concentration programs are not eligible for the Minor in Entrepreneurship.)*

### The Minor in Entrepreneurship requires the completion of the following courses:

- BMG 214 Introduction to Entrepreneurship:  
New Venture Creation
- BMK 211 Marketing Management
- BMK 214 Consumer Behaviour
- BMK 291 Entrepreneurship Practicum I
- BMK 392 Entrepreneurship Practicum II
- Plus 9 credits of Business electives

It is important to note the following:

1. Students pursuing the Minor in Entrepreneurship must respect all prerequisite requirements for senior Business courses they take as Business electives. For example, a student wishing to take Human Resource Management (BHR 224) must first take Organizational Behaviour (BHR 221). In some cases, required prerequisites may include MAT 196 and MAT 197.
2. It is strongly suggested that students consult the Academic Advisor or the Department Chair prior to embarking on this Minor.

## VIII. 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*).

### Prerequisites to the program:

The Certificate in Business Administration requires that applicants complete MAT 196.

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

BAC 121	Purposes of Accounting
BMG 100	Understanding Business and Society
BMA 140	Statistical Analysis for Business Decisions I (requires MAT 196)
BFN 100	Basic Finance (requires BAC 121, ECO 103 and MAT 196)
BMK 211	Marketing Management
Plus 15 credits of Business electives	

## Regulations Applying to All Business Programs

### 1. Exemptions

Students who have been granted exemptions from Required Business core courses must replace them with Business courses. Students are advised to consult with the Academic Advisor or Department Chair prior to course selection.

### 2. Double counting policy

In cases where B.B.A. students are pursuing more than one concentration, double counting will be allowed and there will not be any need to replace the courses with other business courses. In order to graduate with more than one concentration, students will be required to have completed all requirements for each concentration.

#### Exceptions

Students pursuing any concentration are not eligible to graduate with the General Business stream.

Students pursuing the Global Management and Leadership concentration are not eligible to add the International Business profile to their concentration.

Students pursuing the Marketing and Entrepreneurship concentration are not eligible to add the Entrepreneurship profile to their concentration.

### 3. Double Failure Rule

Any student who twice receives a failing grade in a course offered by the Business Department or in ECO 102, ECO 103, MAT 196 or MAT 197 will not be permitted to repeat the course again. If this is a **required** course to graduate with any business programs, the student will not be eligible to graduate with that program. This regulation also applies to students in non-business programs where a business course is **required** to complete their degree. Receiving twice a failing grade in a course precludes a student from later receiving transfer credits for this course.

### 4. Transfers

#### a. Between Business programs

Students already enrolled in the B.B.A. or the B.A. Business Major wishing to transfer to the Major in Management can do so at any time upon request, provided that they have no double failure in a course required by the Major in Management. They would then have 12 months following the transfer to be admitted in an additional primary major program. Failing to do so will prevent them from graduating with a Major in Management.

Students in the B.B.A. or B.A. Business Major can transfer between the two programs at any time upon request.

#### b. From other Bishop's programs

To be eligible to transfer into either the B.B.A. or B.A. Business Major from a non-business program, a student must have successfully completed at least 30 credits at Bishop's and have achieved a minimum cumulative average of 75% based on all courses attempted. Students may also be required to meet with the



Dean of Business for an interview. The number of student transfers is determined based on final enrolment figures and the quota for the School's maximum enrolment. Deadline to apply is May 31 for the Fall semester and October 1 for the Winter semester. This regulation also applies to part-time general students.

To be considered for entry into the Major in Management, students must already be admitted to a primary major at Bishop's, have successfully completed at least 30 credits at Bishop's University and have achieved a minimum overall average of 75% based on all courses attempted. The Major in Management can only be a second major.

To be considered for entry into the Minor in Business Administration, students must be in good University Academic Standing.

To be considered for entry into the Minor in Entrepreneurship, students must be in good University Academic Standing.

## 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., B.A. Business Major or Major in Management programs.

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., B.A. Business Major or Major in Management 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"

The notation "with Distinction" will appear on the transcript of students who graduate with a cumulative average of 80% or more and is only available for first degree students.

## 7. Additional Graduation Requirement (B.B.A., B.A. Business Major and Major in Management)

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. Business Major or a Major in Management degree. Calculation of this average will employ the same methodology as in the "WSB Academic Standing" section.

Students will need to meet all the requirements in their primary major to be allowed to graduate with the Major in Management.

## 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. Also, students studying on exchange, whether it be for one or multiple semesters, will only be recognized a maximum of 9 credits in total in their concentration. Students are invited to consult with the Departmental Chair and the International students' office for more important academic information concerning exchanges and course equivalencies approval.

### Exceptions

B.B.A. students in the Accounting, Finance or Marketing and Entrepreneurship concentration streams are allowed to take BMA 141 Statistical Analysis for Business Decisions II while on exchange, in addition to these 9 credits.

B.B.A. students in the Global Management and Leadership concentration or the General Business stream are allowed to take 3 other credits in their concentration while on exchange, in addition to these 9 credits.

## BUSINESS COURSES

### BAC 121 Purposes of Accounting 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 Financial Accounting 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 Introductory Managerial 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 212 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 212

**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 340

**BCS 115 Spreadsheet Applications 1-0-1**  
Use of spreadsheets has become very common in all business disciplines to organize complex issues into simpler models. Its use has become essential to increase one's productivity and decision support. Workers and prospective employees are required to learn Spreadsheet software to enter or remain in the workplace. This course will provide a strong foundation to allow students to utilize spreadsheets in any discipline and also adapt to their specific need. The topics include: working with formulas and Functions, Creating charts and Graphics, analyzing data with Excel, using Advanced Excel features such as, Pivot tables, what if Analysis, goal seeking and solver. This course does not count towards overall degree credit count.

**BCS 210 IT Entrepreneurship 3-3-0**  
This course is designed to introduce undergraduate students to Information Technology (IT) Entrepreneurship. First of all, it provides the history and background of IT-enabled start-up companies (originating from Silicon Valley and now widespread throughout the world). Second, students in this course will learn the process that IT entrepreneurs use to launch and manage IT-enabled start-up companies. Third, students will gain experience building up their own detailed business plans and models for an IT-enabled start-up company, which involves generating business ideas, identifying customers, funding their business, developing a team for the start-up, and addressing legal issues.

*Prerequisite:* BCS 220

**BCS 212 Electronic Commerce 3-3-0**  
Internet technology has dramatically changed the way people communicate, collaborate, coordinate and conduct business. This course is about Electronic Commerce and Electronic Business; a different way of doing business. The course deals with EC technological infrastructure including the World Wide Web networks, hardware and software. It also deals with EC implementation strategies and the impact of EC on traditional businesses and organizational structures, strategies and management.

*Prerequisite:* BMK 211

**BCS 216 Managing Information Technology 3-3-0**  
The objective of this course is to provide students with a better understanding of modern techniques to manage information Technology. This includes a basic knowledge of main ideas and key theories relating to IT management; management of hardware, software and network of large scale information systems; management and control of information systems security; and understanding complex concepts of data management.

*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 System Design and Development 3-3-0**  
This course combines concepts and practices in business information systems development. The entire process of MIS development will be studied: the feasibility study, structured analysis techniques, data file modelling and normalizing, database schema definition, implementation strategies, security and maintenance constraints. To emphasize the concepts covered in class, a MIS prototype will have to be developed using a DBMS such as ACCESS. A case study approach will be used.

*Prerequisite:* BCS 220

**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

**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, ECO 103 and MAT 196

**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**  
The emphasis in this course is on domestic and international capital markets — stocks, bonds, foreign currencies, etc. Whereas Finance I and Finance II concentrate on internal financial decision making, this course surveys the external environment in which the firm operates. Managers need to know how to satisfy investors' demands and obligations in order to meet their external needs for capital resources. Students interested in a career as a money manager, research analyst, investment sales and virtually any occupation involved with the investment management process should consider this course. Topics will include the efficient market hypothesis, analysis of fixed income and equity securities, derivatives and principles of portfolio management.

*Prerequisite:* BFN 200 and BMA 140

**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 and BFN 210

**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 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 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

**BFN 352 Investment Analysis and Portfolio Management 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. The construction of a portfolio by traditional diversification, randomized selection and efficient diversification methods.

*Prerequisite:* 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 100 or 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 BHR221 cannot receive credit for PSY309. For prerequisite purposes PSY309 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 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 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 BMA140 or PMA260

**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

**BMA 140 Statistical Analysis for Business Decisions I 3-3-0**

Data summarization: frequency distributions, measures of central tendency and variability; probability; introduction to statistical decision analysis; discrete probability distributions: binomial, Poisson probability distributions; continuous probability distributions: normal, uniform and exponential probability distributions.

*Prerequisite:* MAT 196

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

**BMA 141 Statistical Analysis for Business Decisions II 3-3-0**

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:* MAT 197 and BMA 140

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

**BMA 142 Quantitative Modeling 3-3-0**

This is an introductory course dealing with quantitative models used in decision-making. Focus of this course would be in developing analytical skills to create precise and structured models for understanding of a complex business problem. Topics to be covered in this course would include, dash-boarding, linear programming, project management, etc. to demonstrate how analytical techniques and statistical models can help enhance decision making by converting data to information and insights for decision making. Excel would be used to impart students how to understand, analyze, summarize and communicate quantitative information in a business setting through spreadsheet models and presentations. Other specialized software for project management (MS Projects) and other modelling would be used where needed.

**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.



**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: Restricted to Business and Computer Science students only and is not included in the calculation of the cumulative average.*

**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****3-3-0**

In addition to the fundamentals of basic contract law, students will be introduced to a number of legal issues affecting contemporary business including: competition policy, environmental law, securities legislation, fiduciary responsibilities, property law, professional liability and consumer protection.

**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. Business Major 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 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 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.

*Prerequisites: BMG 100 and BHR 221*

**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 Division.

**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 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: Admission to the Co-operative Education Program and BMG 191*

*Note: It cannot count as a 300-level Business course but only as a Business elective.*

**BMG 392 Co-operative 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*

*Note: It cannot count as a 300-level Business course but only as a Business elective.*

**BMG 393 Co-operative 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*

*Note: It cannot count as a 300-level Business course but only as a Business elective.*

**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 Behavior 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 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 Marketing Channels 3-3-0**

This course views marketing channels as a key strategic component of the marketing mix and builds an understanding of how the firm can best maximize its position with respect to its environment. Key concepts include the types of participants in marketing channels, channel structures, functions and flows, and the various behavioural processes which exist. The course examines how the firm can best maximize its strategy to influence these factors through strategic channel design, building good networks and alliances and, finally, by understanding how to motivate members of the channel.

*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 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.

*Prerequisites: 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 enrol in both BMK 291 and BMK 392 in the same calendar year.

*Prerequisite: BMK 291*

**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.

*Prerequisite: BMA 140*

**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.

## Courses Offered on a Sporadic Basis

**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 and BFN 210*

**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 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 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*

**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 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 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*

**BPH 240 Business and Professional Ethics 3-3-0**  
An examination of ethical issues and responsibilities in the field of business, surveying contemporary and traditional ethical theory and undertaking case study of contemporary issues.

*Prerequisite: Students must have completed a minimum of 30 credits at Bishop's University.*

*Note: This course is cross listed as PHI 240. Students who receive credit for BPH 240 cannot receive credit for PHI 240.*

**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 Topics in Marketing 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 and will reflect current research interests of marketing faculty members.

*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*

**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*

**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*

**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 Division for each experience.

**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 Division for each experience.

**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.

*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.*

# The School of Education

## Dean

**Corinne Haigh,**

B.A. (Mount Allison), M.A., Ph.D. (Western)

## Faculty

**Avril Aitken,**

B.Ed., M.Ed. (McGill), Ph.D. (Ottawa); Full Professor,

**Eva Mary Bures,**

B.A. (Reed College), M.A., Ph.D. (Concordia); Full Professor  
Graduate Program Co-ordinator

**Anthony Di Mascio,**

B.A., B.Ed., M.A. (Toronto), Ph.D. (Ottawa); Associate Professor  
Departmental Chair

**Trevor Gulliver,**

B.A.(Trent), M.A.(Leicester), Ph.D. (Ottawa); Full Professor

**Sunny Man Chu Lau,**

B.A., M.A., M.Ed. (Hong Kong), Ph.D. (OISE/UT); Associate Professor

**Darren Millington,**

B.A. (Bishop's), M.F.A. (UQAM), Ph.D. (Concordia);  
Full Professor (joint appointment with the Fine Arts Department)

**C. Darius Stonebanks,**

B.A., M.A.Ed. (Concordia), Ph.D. (McGill);  
Full Professor

**Lisa Taylor**

B.A., B.Ed., M.A., Ph.D.(OISE); Full Professor

Students in both secondary and elementary programs are required to pass the **English Exam for Teacher Certification (EETC)** approved by the Ministère de l'Éducation, du Loisir et du Sport, prior to the final practicum of step one. Success on this exam is a requirement for progression through the program. Information about the cost and the procedures for this test are available from the School of Education.

The second step is a one-year, 36-credit Bachelor of Education program which, upon successful completion, results in a recommendation to the Ministère de l'Éducation, du Loisir et du Sport for teacher certification in the Province of Quebec. Prior to certification, students will be subject to a check on their judicial background by the Ministère de l'Éducation, du Loisir et du Sport.

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 Elementary Teacher Education Program, Secondary Teacher Education Program or Bachelor of Education degree.

## Program Overview

As a teaching and learning institution, the Bishop's School of Education, in collaboration with the greater educational community, is dedicated to developing reflective and exemplary educators. Graduates of the Bachelor of Education program will be prepared to assume leadership roles in education as a result of both a theory based and a practice-oriented course of studies founded on the principles of social responsibility and respect for individual dignity.

## Undergraduate Studies

The first step is an undergraduate program (three years for Quebec students or four years for students from outside Quebec) which includes two options:

- preparation for teaching at the elementary level (Elementary Teacher Education Program) resulting in a B.A. in Educational Studies
- preparation for teaching at the secondary level (Secondary Teacher Education Program) resulting in a B.A. or B.Sc. with a Double Major: Education and a teaching discipline.

## General Regulations

### 1. Academic Standing for programs in Education:

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

#### B.A. or B.Sc. Double Majors, B.A. in Educational Studies

Students entering the first step of the program 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 two semesters, 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 and will not be eligible to transfer back into an Education program. They must make a choice of an alternate degree program at 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.

### **Bachelor of Education**

Students applying to the Bachelor of Education program after their B.A. or B.Sc. require a cumulative average of 70% or more.

Students in the B.Ed. program must maintain a cumulative average of 70%\* or more and have successfully completed the required practicum components in order to graduate with a B.Ed.

*\* A student who fails to maintain a cumulative average of 70% 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, du Loisir et du Sport 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, du Loisir et du Sport of Quebec for the "brevet d'enseignement". The practicum components are evaluated as follows:

- a. The Introduction to Professional Practice (EDU 128 / EDU 129): numerical grade
- b. Practicum II (EDU 227 / EDU 228 / EDU 229): (P) pass or (F) fail.
- c. The Professional Practice Practicum (EDU 328 / EDU 329): (P) pass or (F) fail (Access to the third-year practicum is dependent on successful completion of the English Exam for Teacher Certification.)
- d. The Internship (EDU 428 / EDU 429): (P) pass or (F) fail.

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. Residency Requirements**

Students must normally complete a minimum of 36 credits in Education at Bishop's University as students in the B.Ed. program, which includes the practicum.

## **6. Distinctions**

The notation "with Distinction" will appear on the transcript of students who graduate with a cumulative average of 80% or more and is only available for first degree students. To be awarded a degree with distinction, students must not only achieve first class academic standing in their courses, (cumulative average of 80% or more) but must also perform at a highly successful level in all practicum components as evaluated by the Dean of the School of Education in consultation with the Director of Practice Teaching and faculty members who courses are directly associated with the student's practicum sessions. The "with distinction" designation cannot be applied to the B.Ed. degree.

## **7. 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.

---



# Secondary Teacher Education Program

The Secondary Teacher Education Program at Bishop's University is a two step program leading to two degrees, a Bachelor of Arts (B.A.) or a Bachelor of Sciences (B.Sc.) with a Double Major (Education and a teaching discipline) and a Bachelor of Education (B.Ed.). This combination of degrees is required in order to be eligible for a teaching permit or "brevet d'enseignement."

## Step 1

Students must choose from one of the following ten profiles: Mathematics, English, English Second Language Teaching, Social Studies, a Science Teaching Major (one of Biology, Chemistry or Physics), Fine Arts, Drama or Music.

The first degree, the B.A. or B.Sc., is a 123-credit program with a Double Major in Secondary Education and one of the above profiles. This degree may be completed on a part time basis.

Students entering with completed CEGEP (Diplôme d'études collégiales) will receive 30 advanced credits to bring the number of credits to complete to 93 credits for the degree.

## Step 2

The second degree, the B.Ed., is a 36-credit program that must be completed on a full time basis and begins in the fall semester only.

## Specific Profiles

Students must choose from one of the following ten profiles for the initial degree of B.A. or B.Sc. Please consult the School of Education for further information and for a list of the specific required courses for each of the profiles. Requirements within each profile are subject to change in accordance with stipulations of the Ministère de l'Éducation, du Loisir et du Sport.

## Major in Secondary Education (45 credits or 54 credits for Fine Arts, Drama and Music Majors) MAJESS

### Major in Secondary Education – Courses

EDU 102 Philosophy of Education

**OR**

EDU 218 History of Education

EDU 122 Using Technology to Support Learning.....3 credits

EDU 139 Foundations of the Teaching Profession  
(Secondary)..... 3 credits

EDU 203 Educational Psychology .....3 credits

EDU 239 Teaching and Learning at the Secondary  
Level : Practice and Reflection.....3 credits

EDU 285 The Reading Process .....3 credits

EDU 305 Social Justice and  
Anti-Discrimination Education .....3 credits

EDU 309 Effective Teaching Methods .....3 credits

EDU 315 Applying the Psychology of Learning  
and Motivation to the Design of  
Learning Environments .....3 credits

EDU 406 Student Centered Evaluation .....3 credits

*One of:*

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

**OR**

EDU 212 Mind, Brain, and Education

**OR**

EDU 218 History of Education

**OR**

EDU 220 Linguistic Diversity

**OR**

EDU 303/SOC 299 Sociology of Education

**OR**

EDU 204 Indigenous Education

**OR**

EDU 205 Education, Colonialism and De-Colonization

**OR**

SLP 399 Situated Learning and Praxis.....3 credits

**33 credits**

### Practicum Requirements

EDU 129 Orientation to Professional Practice .....3 credits  
with co-requisite ILT 101 Information Literacy  
Critical Thinking Lab .....(1 credit)

EDU 100 English Exam for Teacher Certification

EDU 229 Practicum II– Secondary (full Year) .....3 credits

EDU 329 Professional Practice .....6 credits

**12 credits**

### Additional courses in Education for Fine Arts, Music, and Drama profiles:

EDU 232 Elementary Curriculum (Cycle 1-3) .....3 credits

EDU 321 Methods in the Teaching  
of Language Arts I.....3 credits

EDU 335 Methods in the Teaching of Creative Arts ...3 credits

**9 credits**

## **B.A. Double Major Mathematics and Secondary Education (48 credits Major in Mathematics + 45 credits in Education) MAJEDM**

### **Required courses**

MAT 200 Introduction to Discrete Mathematics ...	3 credits
MAT 206 Advanced Calculus 1 .....	3 credits
MAT 207 Advanced Calculus 11.....	3 credits
MAT 108 Matrix Algebra.....	3 credits
MAT 209 Linear Algebra .....	3 credits
MAT 110 Excursions in Modern Mathematics .....	3 credits
MAT 310 Ordinary Differential Equations .....	3 credits
MAT 313 Introduction to Probability .....	3 credits
MAT 314 Introduction to Mathematical Statistics.....	3 credits
MAT 315 Real Analysis 1 .....	3 credits

### **OR**

MAT 317 Complex Analysis.....	3 credits
MAT 322 Introduction to Modern Algebra 1 .....	3 credits
Plus 12 credits from any MAT 100 level or higher...	12 credits
Plus 3 credits from MAT 200 level or higher.....	3 credits

**Total of credits for the Major in Mathematics: 48 credits**

**45 credits Major in Secondary Education** (*see list above*)

## **B.Sc. Double Major Mathematics and Secondary Education (63 credits Major in Mathematics + 45 credits in Education) MAJEDM**

### **Required courses**

MAT 200 Introduction to Discrete Mathematics ...	3 credits
MAT 206 Advanced Calculus 1 .....	3 credits
MAT 207 Advanced Calculus 11.....	3 credits
MAT 108 Matrix Algebra.....	3 credits
MAT 209 Linear Algebra .....	3 credits
MAT 110 Excursions in Modern Mathematics .....	3 credits
MAT 310 Ordinary Differential Equations .....	3 credits
MAT 313 Introduction to Probability .....	3 credits
MAT 314 Introduction to Mathematical Statistics.....	3 credits
MAT 315 Real Analysis 1 .....	3 credits

### **OR**

MAT 317 Complex Analysis.....	3 credits
MAT 322 Introduction to Modern Algebra 1 .....	3 credits
Plus 12 credits from any MAT 100 level or higher...	12 credits
Plus 3 credits from MAT 200 level or higher.....	3 credits
PHY 191 Introductory Physics I (Mechanics) .....	3 credits
PHY 192 Intro PHY II (Electricity & Magnetism) .....	3 credits
Plus 9 credits of electives in any science course.....	9 credits
<i>MAT 191/192/198/199 may not be used for MAT 100 level</i>	

**Total of credits for the B.Sc. Major in Mathematics: 63 credits**

**45 credits Major in Secondary Education** (*see list above*)

## **B.A. Double Major English and Secondary Education (48 credits Major in English + 45 credits in Education) MAJEEN**

ENG 100 – Introduction to English Studies .....	3 credits
ENG 101 – Responding to Literature .....	3 credits
ENG 112 – English Literary Tradition:	

The Middle Ages and the Renaissance.....3 credits

ENG 113 – English Literary Tradition II:

The Eighteenth Century to the Present.....3 credits

two of: ENG 110 – English Writers of Quebec,

ENG 111 – Canadian Short Story,

ENG 252, ENG 253, ENG 275 .....6 credits

one of: ENG 123, ENG 215, ENG 228, ENG 358, **OR**

ENG 375 .....3 credits

one of: ENG 223, ENG 224, ENG 225 **OR**

DRA 222.....3 credits

one of: ENG 200, ENG 201, ENG 203, ENG 204,

ENG 206 **OR** ELA 201 .....3 credits

one of: ENG 210 **OR** EDU 211 .....3 credits

one of: ENG 234, ENG 236, ENG 239, ENG 291 **OR**

ENG 353.....3 credits

**36 credits**

Plus 15 credits (5 courses) in English, 12 credits (4 courses)

of which must be at the 200-level or above. ....15 credits

**Total of credits for English Major: 48 credits**

**45 credits Major in Secondary Education** (*see list above*)

## **B.A. Double Major Teaching English as a Second Language (48 credits) and Secondary Education (45 credits) MAJETE**

EDU 105 Introduction to Linguistics for Language Teaching .....	3 credits
---	-----------

EDU 206 Perspectives on Second Language Acquisition .....	3 credits
---	-----------

EDU 308 Teaching English Grammar .....	3 credits
--	-----------

EDU 207 Teaching Young Second Language Learners .....	3 credits
---	-----------

EDU 307 Literature and Language Teaching .....	3 credits
--	-----------

ENG 116 Effective Writing .....	3 credits
---------------------------------	-----------

EDU 208 Drama Techniques for Language Teaching ...	3 credits
--	-----------

EDU 209 Oral Communication .....	3 credits
----------------------------------	-----------

ENG 210 Children's Literature .....	3 credits
-------------------------------------	-----------

EDU 210 Critical Pedagogical Orientation to Second Language Teaching .....	3 credits
--	-----------

*Two of: (6 credits)*

ENG 102, ENG 104, ENG 108, ENG 110, ENG 111

*Two of: (6 credits)*

ENG 200, ENG 201, ENG 203, ENG 204, ENG 219, ENG 236, ENG 257, ENG 275, ENG 285, ENG 290, ENG 296

*One of: (3 credits)*

ENG 278, ENG 280, ENG 282, ENG 283 , ENG 284, ENG 288, ENG 293, ENG 294, ENG 295, ENG 297

*One of: (3 credits)*

EDU 213 Didactique de français langue seconde ...	3 credits
EDU 220 Linguistic Diversity .....	3 credits
EDU 325 Selected Topics in Teaching ESL .....	3 credits
FRA 227 Le génie de la langue: stylistique comparée du français et de l'anglais .....	3 credits
PSY 386 Psychology of Language .....	3 credits

**Total credits of ESL Teaching Major: 48 credits**

**45 credits Major in Secondary Education** (see list above)

## Minor in the Teaching of English Second Language (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 Minor in the teaching of English Second Language requires the completion of 24 credits.

**This minor includes 12 credits from the courses below:**

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 208 Drama Techniques for Language Teaching
EDU 209 Oral Communication
EDU 307 Literature and Language Teaching
EDU 308 Teaching English Grammar
EDU 220 Linguistic Diversity
EDU 325 Selected Topics in Teaching ESL

## B.A. Double Major Social Studies and Secondary Education (24 credits in Environment and Geography + 24 credits in History + 45 credits in Education) MAJESO

**Required courses**

ESG 100 Introduction to Environmental Studies ....	3 credits
ESG 126 Introduction to Human Geography .....	3 credits
ESG 127 Introduction to Physical Geography .....	3 credits

*Three of:*

ESG 211, ESG 224, ESG 226, ESG 227, ESG 249, ESG 250, ESG 251, ESG 264, ESG 265, ESG 266, ESG 267, ESG 268, ESG 269

*Two of:*

ESG 339, ESG 340, ESG 348, ESG 349, ESG 350, ESG 353, ESG 354, ESG 358, ESG 361, ESG 363, ESG 365, ESG 366, ESG 367

**24 credits in Environment and Geography**

**24 credits in History including:**

**Required courses**

*Two of:*

HIS 104	The West in the World to 1750	
HIS 105	The 20th Century World	
HIS 108	A Global History of Indigenous Peoples	
HIS 109	New World: The Americas to 1850.....	6 credits

*Three of:*

HIS 207	Canada 1867–1945	
HIS 211	Canada Since 1945	
HIS 221	Pre-Confederation Canada	
HIS 240	History and Heritage	
HIS 265	Quebec: Political Change and Industrialization 1840–1930	
	One course in European History at the 200 level	
	One course in History of the Africa, Asia, Latin America OR History of the United States at the 200 level	6 credits

*One from the list of Global Courses:*

HIS 241, HIS 245, HIS 249, HIS 285, HIS 289 OR HIS 292

**24 credits in History**

**Total of credits of Social Studies Major: 48 credits**

**45 credits Major in Secondary Education** (see list above)

## B.Sc. Science Teaching Major - Biology Concentration and Secondary Education (48 credits Biology; appropriate labs + 45 credits in Education) MAJEBI

BIO 196 Introductory Cellular & Molecular Biology .....	3 credits
BIO 201 Cellular & Molecular Biology .....	3 credits
BIO 205 / BIL 205 Diversity of Life I & Lab .....	3 credits / 1 lab credit
BIO 206 / BIL 206 Diversity of Life II & Lab .....	3 credits / 1 lab credit
BIO 207 / BIL 207 General Ecology & Lab .....	3 credits / 1 lab credit
BIO 208 / BIL 208 Genetics & Lab ....	3 credits / 1 lab credit
BIO 233 / BIL 233 Human Anatomy ..	3 credits / 1 lab credit
BIO 311 Quantitative Methods in Biology.....	3 credits
BIO 336 Animal Physiology I .....	3 credits

**3 credits Biochemistry**

BCH 210 General Biochemistry .....	3 credits
------------------------------------	-----------

**3 credits Physics**

PHY 101 Statistical Methods in Exp. Science.....	3 credits
--	-----------

*Plus five of:*

BCH 313 / BCL 313\*, BCH 383, BIO 327, BIO 394, BIO 337, BIO 330, BIO 331, BIO 329, BIO 442, BIO 332, BIO 428, BIO 433, BIO 349, BIO 352, BIO 358, BIO 359, BIO 365, CHM 111 / CHL 111, ESG 127, PBI 379\*\*, PBI 380\*\*

(\* Prerequisite CHM / CHL 111 \*\* Prerequisite PBI 288)

**Total of credits of Biology Major: 48 credits**

**45 credits Major in Secondary Education** (see list above)

## B.Sc. Science Teaching Major - Chemistry Concentration and Secondary Education (48 credits Chemistry; appropriate labs + 45 credits in Education)

MAJECH

CHM 121 Inorganic Chemistry I .....	3 credits
CHM 131 / CHL 131	
Physical Chemistry I & Lab .....	3 credits / 1 lab credit
CHM 141 / CHL 141	
Analytical Chemistry & Lab .....	3 credits / 1 lab credit
CHM 111 / CHL 111 Organic Chemistry I:	
Introductory & Lab .....	3 credits / 1 lab credit
CHM 211 / CHL 211 Organic Chemistry II:	
Introductory & Lab .....	3 credits / 1 lab credit

Choose 3 from the following selection of courses  
(no required labs):

CHM 311 Organic Chemistry III.....	3 credits
CHM 221 Inorganic Chemistry II .....	3 credits
CHM 222 Elements and Minerals .....	3 credits
CHM 231 Physical Chemistry II .....	3 credits
CHM 241 Environmental Chemistry I:	
Atmosphere and Energy .....	3 credits
CHM 242 Environmental Chemistry II:	
Water and Soil .....	3 credits
CHM 341 Chemical Spectroscopy .....	3 credits

### 9 credits Biochemistry plus appropriate labs

BCH 210 General Biochemistry .....	3 credits
BCH 311 Proteins .....	3 credits
BCH 312 Lipids and Bio membranes .....	3 credits

### 9 credits Biology plus appropriate labs

BIO 196 Introductory Cellular &	
Molecular Biology .....	3 credits
BIO 201 Cellular and Molecular Biology .....	3 credits
BIO 208 / BIL 208 Genetics & Lab .....	3 credits 1 lab credit

### 6 credits Physics

PHY 101 Statistical Methods in Exp. Science .....	3 credits
PHY 207 Thermal & Fluid Physics .....	3 credits

**Total credits of Chemistry Major: 48 credits**

**45 credits Major in Secondary Education (see list above)**

## B.Sc. Science Teaching Major - Physics Concentration and Secondary Education (48 credits Physics; appropriate labs + 45 credits in Education)

MAJEPH

PHY 101 Statistical Methods in	
Experimental Science .....	3 credits
PHY 206 / PHL 206 Waves and Optics & Lab	
.....	3 credits / 1 lab credit
PHY 207 Thermal and Fluid Physics .....	3 credits
PHY 113 or PHY 214 Intro. to Astronomy/	
Astronomy and Astrophysics .....	3 credits
PHY 208 Introduction to Mechanics .....	3 credits
PHY 319 Electric Circuits and Electronics .....	3 credits
PHY 315 Relativity Theory .....	3 credits
PHY 316 Physics and Contemporary Optics .....	3 credits
PHY 318 Advanced Mechanics .....	3 credits

### 9 credits Mathematics

MAT 206 Advanced Calculus I .....	3 credits
MAT 108 Matrix Algebra .....	3 credits
PHY 270 Differential Equations .....	3 credits

### 6 credits Biology

BIO 196 Introductory Cellular &	
Molecular Biology .....	3 credits
BIO207 / BIL207 General Ecology & Lab	
.....	3 credits / 1 lab credit

### 6 credits Chemistry

CHM 131 / CHL131 Physical Chemistry I & Lab	
.....	3 credits / 1 lab credit
CHM 111 / CHL111 Organic Chemistry I:	
Introductory & Lab .....	3 credits / 1 lab credit

**Total credits of Physics Major: 48 credits**

**45 credits Major in Secondary Education (see list above)**



## Minor in Teaching of French as a Second Language / 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 Minor in the Teaching of French as a Second Language requires the completion of 24 credits. In order to obtain this Minor, the student must have completed at least two courses at French Level 4 or higher (advanced level); for more information, please consult the Études françaises et québécoises section in the Academic calendar.

Cette mineure de 24 crédits, offerte en collaboration avec le School of Education, donne l'occasion aux étudiants d'observer et d'analyser comment les langues secondes sont apprises et enseignées. Les étudiants y reçoivent une formation de base en linguistique, en recherches sur l'acquisition d'une langue seconde, en pédagogie de la langue seconde, et en grammaire française, incluant la nouvelle grammaire et la nouvelle orthographe. Pour obtenir cette mineure, l'étudiant doit avoir complété un minimum de deux cours au niveau 4 ou supérieur en français (niveau avancé; pour plus d'informations, consulter la section Études françaises et québécoises de l'Annuaire universitaire.

### Mandatory credits (3)

EDU 213 Didactique du français, langue seconde

### 9 credits from the courses below:

- EDU 105 Introduction to Linguistics for Language Teaching
- EDU 206 Perspectives on Second Language Acquisition
- EDU 207 Teaching Young Second Language Learner
- EDU 210 Critical Pedagogical Orientation to  
Second Language Teaching
- EDU 220 Linguistic Diversity

### Plus 12 credits from the following list:

- FRE 140 Grammatical Review (French V)
- FRE 141 Grammatical Review (French VI)

### Niveau 4 - Level 4

- FRA 227 Le génie de la langue: Stylistique comparée  
du français et de l'anglais
- FRA 309 Assistanat en enseignement du  
français langue seconde
- FRA 310 Tutorat au Centre d'aide en français  
Or any other Niveau 4 - Level 4 FRA course

Students interested in completing this Minor should contact the School of Education at [soe@ubishops.ca](mailto:soe@ubishops.ca) for more information. Departmental prerequisites apply.

Les étudiants intéressés par cette mineure doivent contacter le School of Education à l'adresse [soe@ubishops.ca](mailto:soe@ubishops.ca). Les prérequis départementaux s'appliquent.

Students in the following profiles will take 9 additional credits in Elementary Education.

## B.A. Double Major Fine Arts and Education (39 credits Fine Arts + 54 credits in Education) (15 credits Art History, 24 credits Studio Art)

### MAJEFI

### Required courses:

- FIH 100 The Art of Viewing:  
Introduction to Art History.....3 credits
- FIH 102 Survey of Western Art II .....3 credits
- FIH 220 Twentieth-Century Art to the 1960s.....3 credits
- FIH 221 Art Since the 1960s .....3 credits
- FIN 301 Art Education: Theory and Practice .....3 credits

8 courses (24 credits) from at least three of the lists below:

- FIS 160 Drawing I
- FIS 260 Drawing II
- FIS 261 Drawing III
- FIS 300 Drawing IV
- FIS 181 Painting I
- FIS 281 Painting II
- FIS 382 Painting III
- FIS 383 Painting IV
- FIS 170 Sculpture I
- FIS 271 Sculpture II
- FIS 372 Sculpture III
- FIS 373 Sculpture IV
- FIS 140 Foundation Studio
- FIS 175 Introduction to Fibre Art
- FIS 180 Colour: Theory and Practice
- FIS 182 Photography I
- FIS 190 Printmaking I
- FIS 275 Fibre Art II
- FIS 285 Landscape Drawing and Painting II
- FIS 291 Printmaking II
- FIS 296 Photography II
- FIS 302 Photography III
- FIS 384 Photography IV
- FIS 385 Printmaking III

45 credits Major in Secondary Education (see list above)

9 additional credits in Elementary Education (EDU 232, EDU 321, and EDU 335)

## B.A. Double Major Drama and Secondary Education (39 credits Drama + 54 credits in Education) MAJEDR

### Required courses:

DRA 101 Introduction to Technical Theatre .....	3 credits
DRA 102 Introduction to Theatre before 1800 .....	3 credits
DRA 110 Introduction to Theatre after 1800 .....	3 credits
DRA 131 Acting I .....	3 credits
DRA 201 Contemporary Canadian Drama .....	3 credits
DRA 222 Introduction to Shakespeare .....	3 credits

*\*DRA 222 is offered in alternating years*

*Four of: 12 credits*

DRA 132, DRA 160, DRA 233, DRA 234, DRA 246, DRA 250, DRA 251, DRA 331, DRA 332, DRA 341, DRA 342

*\*Only students who have done Acting I–IV may do the production courses.*

*Three of: 9 credits*

DRA 211, DRA 212, DRA 230, DRA 300, DRA 301, DRA 302, DRA 315, DRA 322

**45 credits Major in Secondary Education (see list above)**

**9 additional credits in Elementary Education (EDU 232, EDU 321, and EDU 335)**

## B.A. Double Major Music and Secondary Education (39 credits Music + 54 credits in Education) MAJEMU

### I. Compulsory courses:

Music Theory .....	15 credits
MUS 131, MUS 132, MUS 231, one of MUS 332, MUS 333, MUS 335, or MUS 337 and MUS 121, MUS 122, MUS 221	
Musical Literature ( <i>any two courses</i> ) .....	6 credits
Music History ( <i>any course</i> ) .....	3 credits
Two complete years of Ensemble Performance .....	4 credits
MUS 172 / MUS 173, MUS 272 / MUS 273	
Individual Practical Study .....	8 credits

### II. Music Electives 3 credits

MUS 375 Instrumental Techniques .....	3 credits
or	
MUS 310 / MUS 311 Conducting .....	3 credits

**45 credits Major in Secondary Education (see list above)**

**9 additional credits in Elementary Education (EDU 232, EDU 321 and EDU 335)**

Students from outside of Quebec are strongly encouraged to take 9 additional credits in Music to complete a 48-credit major.

## Bachelor of Education – Secondary Teacher Education (36 credits) CONSEC

### The required courses are:

EDU 401 Quebec Education Policy and Law .....	3 credits
EDU 403 Readings to Promote Educational Thinking .....	3 credits
EDU 407 Individual Differences .....	3 credits
EDU 410 Effective Teaching and Evaluation II .....	3 credits
EDU 420 Interdisciplinary Teaching and Learning at the Secondary Level .....	6 credits
EDU 429 Internship .....	15 credits

Plus one of the following according to your teachable discipline:

EDU 411 Methods in Teaching Language Arts Secondary .....	3 credits
EDU 416 Methods in the Teaching of Mathematics, Science and Technology .....	3 credits
EDU 414 Methods in Teaching Social Sciences Secondary .....	3 credits
EDU 415 Methods in Teaching Creative Arts Secondary .....	3 credits
EDU 418 Methods in Teaching Second Languages Sec. ....	3 credits

**For a total of 36 credits**

## Elementary Teacher Education Program

The Elementary Teacher Education Program at Bishop's University is a two-step program leading to two degrees, a Bachelor of Arts in Educational Studies and a Bachelor of Education. This combination of degrees is required in order to be eligible for a teaching permit or "brevet d'enseignement." The first degree prepares the student to teach a broad range of subjects in the elementary school curriculum. Students who have completed a previous degree will be required to fulfill the requirements of this program before being eligible for the Bachelor of Education degree. Please note that requirements of this program are subject to change in accordance with stipulations of the Ministère de l'Éducation, du Loisir et du Sport.

## B.A. Major in Educational Studies

### The compulsory courses in Education are:

- EDU 102 Philosophy of Education **OR**
- EDU 218 History of Education
- EDU 122 Using Technology to Support Learning
- EDU 138 Foundations of the Teaching Profession (Elementary)
- EDU 203 Educational Psychology
- EDU 231 Early Childhood Curriculum (Preschool-Kindergarten)
- EDU 232 Elementary Curriculum (Cycle 1-3)
- EDU 238 Teaching and Learning at the Elementary Level: Practice and Reflection
- EDU 285 The Reading Process
- EDU 305 Social Justice and Anti-Discrimination Education
- EDU 309 Effective Teaching Methods
- EDU 313 Teaching Ethics and Religious Culture (Elementary & Secondary)
- EDU 315 Applying the Psychology of Learning and Motivation to the Design of Learning Environments
- EDU 321 Methods of Teaching English Language Arts I
- EDU 406 Student Centered Evaluation
- EDU 331 Methods in Teaching Language Arts II
- EDU 334 Methods in the Teaching of Mathematics I
- EDU 335 Methods in the Teaching of Creative Arts – Elementary

### One of:

- EDU 204 Indigenous Education **OR**
- EDU 205 Education, Colonialism and De-Colonization **OR**
- EDU 211 Introduction to Young Adult Literature and Texts “Beyond the Canon” **OR**
- EDU 212 Mind, Brain, and Education **OR**
- EDU 218 History of Education **OR**
- EDU 220 Linguistic Diversity **OR**
- EDU 303 Sociology of Education **OR**
- SLP 399 Situated Learning and Praxis

### Practicum

- EDU 128 Orientation to Professional Practice with co-requisite
- ILT 101 Information Literacy Critical Thinking Lab .....(1 credit)
- EDU 100 English Exam for Teacher Certification (EETC) P/F
- EDU 228 Reflective Practicum – Elementary with co-requisite EDU 238

### OPTION A:

EDU 328 Professional Practice

### OPTION B:

Six (6) credits in EDU. **Option B does not allow entry into the Bachelor of Education program and, thus, does not lead to certification.**

### The compulsory courses in other disciplines are:

One of: HIS 108 (recommended) **OR** HIS 104 **OR** HIS 109

One of: ESG 126 **OR** ESG 127 **OR** ESG 162 **OR** ESG 100

MAT 100 Excursions in Modern Math

ENG 210 Children’s Literature

\*PSY 235 Child Development: Infancy to Middle Childhood

*\*The Psychology Department normally requires that students take some prerequisite Psychology courses prior to taking the above course.*

### Two of:

- PHY 113 Introduction to Astronomy
- PHY 111 Physics of Everyday Phenomena
- BIO 193 / BIL 193 Introductory Biology + lab
- CHM 181 The Chemistry of Everyday Life
- BCH 101 Introduction to Nutrition
- CHM 185 The Science of Cooking

### One of:

DRA 102, DRA 110, FIS 140, FIS 181, FRA 244, FRA 245, or any course in Quebec or French Civilization or Literature from the French Department, MUS 110, MUS 111, MUS 130, REL 100 or REL 101

### Electives:

For Quebec Students..... no elective credits  
For Out of Province students .....30 credits

## Bachelor of Education – Elementary Teacher Education

CONPRI

### The required courses for the Bachelor of Education are:

- EDU 401 Quebec Education Policy and Law .....3 credits
- EDU 403 Readings to Promote Educational Thinking.....3 credits
- EDU 407 Individual Differences .....3 credits
- EDU 419 Interdisciplinary Teaching and Integration of Learning at the Elementary Level.....6 credits
- EDU 428 Internship.....15 credits
- EDU 433 Methods in the Teaching of Elementary Social Science.....3 credits
- EDU 434 Methods for Scientific Inquiry and Problem Solving.....3 credits

**For a total of 36 credits**

# 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.

## **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.

## **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.

## **EDU 128/129      Orientation to Professional Practice      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 - Information Literacy Critical Thinking Lab*

## **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 139      Foundations of the Teaching Profession (Secondary)      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 130 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 develop a more complex understanding of the social, economic and political contexts that bear on the conditions of First Nations communities in which they may teach. 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.

## **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.

*Prerequisites: One 100-level course in Education, Sociology, or History*

## **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.

## **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 208      Drama Techniques for Language Teaching      3-3-0**

This course is an introduction to the creative process of drama (using role playing, improvisation and theatre games to explore language learning). The focus is on developing one's own creative potential using improvisation, theatre games, movement, voice and play making. Through individual and group work, participants will learn strategies for using drama in the classroom.

## **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.

## **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 212      Mind, Brain and Education      3-3-0**

An individual's brain and cognitive development are shaped by his or her learning experiences and environment - in other words, education changes the brain. This course will review recent research from neuroscience and psychology to discuss how such studies can be useful to education, and how insights from education can in turn inform these disciplines. It will investigate the different histories, philosophies, and epistemological lenses through which common problems in neuroscience, psychology, and education are approached. Students will gain awareness and understanding of the complexity of issues and theories within the discipline of neuroeducation and the methods and models associated with it, and will identify questions from education that remain unanswered in the context of educational neuroscience and propose methods of addressing these questions. Topics such as bilingualism, reading and language, literacy, numeracy and arithmetic, cognitive control, emotion, and creativity will be addressed.



- EDU 213 Didactique du français langue seconde 3-3-0**  
Through this course, students will examine the issues related to the development of competency in French as a second language and understand the contexts in which French is taught as a second language in Canada. Attention will be paid to particular pedagogical approaches related to the teaching of French as a second language. This course will be offered in French.
- 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 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 231 Early Childhood Curriculum (Preschool - Kindergarten) 3-3-0**  
Preschool, Kindergarten and Cycle One mark a significant period in young learners where ongoing development is nurtured so that children can achieve their full potential. This course will offer a thorough introduction to theoretical and applied aspects of early childhood education where students will be expected to reflect critically on their teaching philosophy and practice with the youngest learners in our schools. With particular attention given to the Quebec Education Program, they will explore appropriate and stimulating learning environments, planning and implementation of learning centers, play based curriculum and instruction, teaching the “whole” child, the educational and developmental needs of young children and other current issues in early childhood education.  
*Pre-requisite: EDU 130*
- EDU 232 Elementary Curriculum (Cycle 1-3) 3-3-0**  
Students participating in this introductory course will explore the principles and practices which are germane to organizing and operating the classroom for learners in the Cycle One to Three classrooms. With particular attention given to the Quebec Education Program, they will examine representative primary school curricula emphasizing active and experiential learning, critical thinking, the physical environment, and a variety of current and age appropriate teaching and learning strategies. Authentic operational components, including criteria for creating and evaluating children’s learning, will also be addressed to develop best professional practices.  
*Pre-requisite: EDU 130*
- 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.  
*Pre-requisite: EDU 130 Foundations of the Teaching Profession*
- 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.  
*Pre-requisite: EDU 130 Foundations of the Teaching Profession*
- EDU 275 Managing Classrooms and Student Behaviours 3-3-0**  
This course will deal with the general principles of classroom and behaviour management. Its four goals are the following: to provide future teachers with the knowledge to manage their classrooms effectively; to present different models and theories of classroom management; to identify and discuss specific behaviour problems; to examine how schools attempt to work effectively with difficult students and their parents.
- 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.  
*Pre-requisite: 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-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 3-3-0**  
This course will focus on the curriculum process and will examine how teachers and learners participate in the various dimensions of that process. Students will use their prior knowledge and understanding of effective learning in order to generate curricular frameworks to guide their classroom practice. They will design strategies to make student learning more meaningful. The primary goals of this course are to (1) understand the roles of the schools, curricula, teachers and learners in the 21st century, (2) understand several different modes of teaching and how each influences the learners’ way of coming to know and (3) understand how to construct and effectively use unit level and lesson level plans.  
*Prerequisites: EDU 129 and EDU 229 or EDU 128 and EDU 228. Third-year standing or permission of the school.*
- EDU 313 Teaching Ethics and Religious Culture (Elementary & Secondary) 3-3-0**  
The purpose of this course is to introduce pre-service teachers to the Ethics and Religious Culture program, first implemented in Quebec schools as of 2008. Principal topics covered will include the familiarization with the manner in which religious and non-religious worldviews can be understood and respected through cultural phenomena and the manner in which ethics can be explored to meet the criteria of “recognizing others” and the “pursuit of the common good”. With respect to the progression of learning from elementary to secondary, particular attention will be given to making the theoretical dialogue within this course applicable to the students’ teaching context. The pre-service teacher will also be expected to deliberate the professional responsibilities that arise from the shift of confessional schooling to structures that are entirely non-religious.

**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 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 students' literacy and the development of their language arts and competencies.

**EDU 324 Teaching English to Adults 3-3-0**

This course will explore the particular needs and challenges of adult learners of English as a Second Language. Students will be connected to local classrooms of adult learners to observe their language learning experience and to consider ways to construct appropriate learning situations for them.

**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 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. It prepares the candidates to plan and design learning that leads students to work critically with all kinds of print, digital texts and multi-modal 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.

*Pre 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 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.

**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 406 Student Centered Evaluation 3-3-0**

This course introduces pre-service teachers to the multi-dimensional and complex nature of the evaluation process fundamental to the development and tracking of competency. 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.

**EDU 407 Individual Differences 3-3-0**

This course focuses on the teaching of students with special needs in inclusionary settings in the school community. 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 that recognize the uniqueness of each student and of the methods and strategies which successfully integrate special populations (including, but not limited to learning disabled, physically challenged, sensory impaired and behavior disordered).

**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.

**EDU 411 Methods in the Teaching of Language Arts – Secondary 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 414 Methods in the Teaching of Social Sciences – Secondary 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 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.

**EDU 416      Methods in Teaching of Mathematics,  
Science and Technology****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 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.

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

In this course, students explore the meanings of “transformation through education” by designing interdisciplinary learning situations [unit plans] that lead learners to explore issues and questions that are trans-disciplinary in nature, such as those described in the Broad Areas of Learning of the QEP. This course also provides the context for students to integrate their learning, as their unit plans must show evidence of understanding of a range of concepts, methods, and strategies from other courses taken as part of the program. This course is scheduled over two semesters; when the internship practicum is complete, students return to the university where they synthesize their learning and provide evidence of the capacity of ongoing critical reflection and commitment to the transformative power of education.

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

In this course, students explore the meanings of “transformation through education” by designing interdisciplinary learning situations [unit plans] that lead learners to explore concepts such as peace and human security, sustainable urbanization, gender equality, and poverty reduction. Students are required to collaboratively plan the learning situations, thereby increasing their awareness of the conceptual and textual features of disciplines other than their own. This course also provides the context for students to integrate their learning, as their unit plans must show evidence of understanding of a range of concepts, methods, and strategies for other courses taken as part of the program. This course is scheduled over two semesters; when the internship practicum is complete, students return to the university where they synthesize their learning and provide evidence of the capacity of ongoing critical reflection and commitment to the transformative power of education.

**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.

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

As a complement to Methods for Social Inquiry and Literacy, this course will continue to 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

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

**EDU 227      Alternate Practicum II****3-3-0**

This second-year field experience in the elementary or secondary school setting, involves a combination of half and full days over the Fall semester of a minimum of 70 hours. Students begin to integrate theory. 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.

**EDU 228      Practicum II - Elementary****3-3-0**

This second-year field experience in the elementary school setting involves a combination of half and full days over the Fall and Winter semester of 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.

**EDU 229      Practicum II - Secondary****3-3-0**

This second-year field experience in the secondary school setting involves a combination of half and full days over the Fall and Winter semester of 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.

**EDU 328      Professional Practice****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.

**EDU 329      Professional Practice****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 the classroom. Students in certain secondary profiles may be placed in an adult education setting.

**EDU 428      Internship – Elementary****15-0-0**

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.

**EDU 429      Internship- Secondary****15-0-0**

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.

