Champlain-Lennoxville is a campus of Champlain Regional College. Information printed in this Calendar was last revised in August 2008 and the College reserves the right to make changes without prior notice to the information contained in this publication. Modifications are published in a Calendar supplement issued during course selection.

Please consult the Web site for updated information.

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INSTITUTIONAL POLICY ON THE EVALUATION OF STUDENT ACHIEVEMENT (IPESA)

THE OBJECTIVES OF THIS POLICY ARE

1. to ensure that the evaluation of student learning is fair and equitable;
2. to ensure that students receive clear, timely and complete information about how courses will unfold and how learning will be evaluated;
3. to empower students, faculty, professionals, support staff and administrators by providing them with clear rules, procedures and guidelines to be applied in the evaluation of student learning;
4. to ensure that the awarding of diplomas is based on evaluation of student learning that validly attests to the achievement of a program’s stated competencies; and
5. to specify procedures for the dissemination, application, evaluation and revision of this Policy.

The IPESA can be found in its entirety on the website under documents, and hard copies are available from the office of the Dean.
MISSION, VALUES AND VISION STATEMENT

Champlain Regional College is a public, English-language, post-secondary institution that provides pre-university and technical college-level education and training, primarily in English, to learners in both Regular Day and Continuing Education programs. The College, through its unique multiregional structure, responds to the needs of diverse linguistic and cultural communities and contributes to the educational and socio-economic development of the regions of Quebec served by Champlain-Lennoxville, Champlain-St. Lambert and Champlain-St. Lawrence.

The College is dedicated to fostering the individual success of its students and their development as well-rounded, responsible and informed citizens of the world.

VALUES
The College values:
• **Lifelong learning** for students, faculty and staff through personal growth and professional development;
• **Excellence** through striving for continuous improvement;
• **Respect** for all individuals, manifested through open communications and a commitment to fairness, justice and honesty;
• **Caring** through compassion, courtesy and friendliness and a commitment to the wellness of students, faculty and staff;
• **Collaboration** in the achievement of shared goals and objectives;
• **Stewardship** through the responsible and effective use of human, physical, environmental and financial resources; and
• **A sense of community and tradition** within and among all locations of the College.

VISION
Passionate in its commitment to students, and inspired by its mission and values, Champlain Regional College aspires to
• offer unique and innovative high-quality programs and services;
• graduate students who are recognized for the excellence of the knowledge and skills they have acquired;
• attract and retain outstanding faculty and staff; and
• be a learning-centred college.

(Adopted by the Board of Governors on October 21, 2005.)

MISSION, VALEURS ET VISION

Le Champlain Regional College est un établissement d’enseignement post-secondaire, public et anglophone qui dispense des programmes techniques et pré-universitaires en formation régulière ainsi que des programmes en formation continue, principalement en anglais. Grâce à une structure multirégionale unique, le Collège répond aux besoins de diverses communautés linguistiques et culturelles et il participe au développement éducatif et socio-économique des régions du Québec desservies par ses trois campus : Champlain-Lennoxville, Champlain-St. Lambert et Champlain-St. Lawrence.

Le Collège a à cœur la réussite individuelle et le développement personnel de ses étudiantes et étudiants, et contribue à leur donner les moyens de devenir des citoyennes et citoyens du monde à part entière, informées et informés et responsables.

VALEURS
Les principales valeurs prônées par le Collège sont les suivantes :
• **La formation tout au long de la vie** des étudiantes et étudiants, du personnel enseignant et non enseignant, et ce, tant sur le plan personnel que professionnel;
• **L’excellence** dans un souci constant d’amélioration;
• **Le respect** de toutes et de tous par la transparence dans ses communications et par la volonté de maintenir un climat d’équité, de justice et d’honnêteté;
• **La compassion** qui se traduit par la bienveillance, l’amitié et la courtoisie dans les relations interpersonnelles ainsi que par la préoccupation du bien-être des étudiantes et étudiants, du personnel enseignant et non enseignant;
• **La collaboration** pour atteindre des buts et des objectifs communs;
• **La gestion** responsable reposant sur une utilisation réfléchie et efficace des ressources humaines, physiques, environnementales et budgétaires;
• **L’esprit de communauté** entre ses établissements et le respect des traditions propres à chaque campus.

VISION
Passionnément engagé envers les étudiantes et les étudiants et inspiré par sa mission et ses valeurs, le Collège aspire à
• offrir des programmes et des services exceptionnels, novateurs et de haut calibre;
• former des diplômées reconnues et des diplômés reconnus pour l’excellence de leurs connaissances et de leurs compétences;
• attirer et retenir un personnel enseignant et non enseignant hautement qualifié;
• être un collège favorisant l’apprentissage.
## BOARD OF GOVERNORS

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<th>Title</th>
<th>Campus</th>
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<td>Best, Randall</td>
<td>Faculty Representative, St. Lambert</td>
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<td>Burke, Noel</td>
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<td>Desmarais, Mike</td>
<td>Parent Representative, Lennoxville</td>
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<td>Di Ioia, Pino</td>
<td>Pre-University Graduate Student, St. Lambert</td>
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<td>Drouin, Marc-André</td>
<td>Technology Student, Lennoxville</td>
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<td>Garneau, Richard</td>
<td>Support Staff Representative, St. Lawrence</td>
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<td>Hanrahan, Louis</td>
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<td>Johnston, Murray</td>
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<td>Manoli, Soheil</td>
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<td>McLernon, Richard</td>
<td>Chairman, Government Appointee, Enterprise</td>
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<td>Murray, Michael</td>
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<td>Paradis, François</td>
<td>Vice-Chairman, Technology Graduate, Lennoxville</td>
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<td>Robertson, J. Kenneth</td>
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<td>Roy, Simon</td>
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<td>Tribble, Stephen</td>
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<td>Turner, Christopher</td>
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<td>Willet, Bruce</td>
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<tr>
<td>Wu, Clara</td>
<td>Pre-University Student, St. Lawrence</td>
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## OFFICERS OF THE COLLEGE

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Brunet, Louise</td>
<td>Director of Human Resources Secretary General</td>
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<td>Haffenden, John</td>
<td>Director, Financial Services</td>
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<td>Kaeser, Paul</td>
<td>Director, Lennoxville</td>
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<td>Robertson, J. Kenneth</td>
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<td>Shewan, Donald T.</td>
<td>Director, St-Lambert</td>
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<td>Tribble, Stephen</td>
<td>Director of Studies</td>
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ADMINISTRATION AND STAFF

E-mail: All faculty and staff may be contacted by using their first initial and family name @crc-lennox.qc.ca

ADMINISTRATION
Campus Director: Paul Kaeser
Academic Dean: Andrée Lafleur
Coordinator of Financial Services: Marielle Denis
Manager Continuing Education Services: Debra McNab
Manager Buildings and Equipment: Frank Wilson
Manager Student Records and IT: Diane Wintle

ACADEMIC AFFAIRS
Education Advisor: Ivan Simoneau
Secretary (Dean): Nancy Kendall
Secretary (Dean): Joyce Kendall-Marier

ADMINISTRATIVE SERVICES
Administrative Technician (Director): Danielle Côté
Office Agent (Printroom): June Belair
Office Agent (Reception, Faculty): Sylvie Bussières

ADMISSIONS AND RECORDS
Administrative Technician: (Admissions): Jane Loiselle
Administrative Technician: (Records): Louise Pépin
Office Agent: Denise Paré

ATHLETICS
Director: Sylvain Laflamme
Athletic Therapist: Dawn Patterson
Head Coaches:
Football: Jean-François Joncas
Hockey: Jude Vallée
Men’s Basketball: Mike Hickey
Women’s Basketball: Steve Cassivi
Men’s Soccer: Juan Orellana
Women’s Soccer: Josée Cliche
Men’s Lacrosse: Jeffrey Mac Donald
Women’s Rugby: Meredith Watkins
Coed Cross Country Running: Ivan Simoneau

BUSINESS OFFICE
Administrative Technician: Linda Desrosiers
Administrative Technician: Nancy Ticehurst

ENGLISH SECOND LANGUAGE PROGRAM
Coordinator: Richard Konicki
Assistant: Sylvie Bussières
Assistant: Nancy Ticehurst

FINANCIAL AID SERVICES
Administrative Technician: Louise Pépin

HEALTH SERVICES
Physician: Lise Daniels
Nurse: Kathleen Dezan
Nurse: Marjorie Gear
Secretary: Jill Johnson

INFORMATION TECHNOLOGY SERVICES
Technician: Alain Bergeron
Technician: Pierre Roy

LABORATORY TECHNICIANS
Biology: Hélène Breault-Mayhew
Chemistry: Solange Cloutier
Physics: James Knutson

MAINTENANCE SERVICES
Carpenter: Pierre Rousseau
Trades Helper: Stéphane Auger

PASTORAL SERVICES
Chaplain: Heather Thomson

RESIDENCE SERVICES
Residence Manager: John Lombardo
Administrative Technician: Faybiann Beaudoin
E-mail: All faculty and staff may be contacted by using their first initial and family name @crc-lennox.qc.ca

GENERAL EDUCATION

ENGLISH
Vivienne Allen, M.A.  
*Bishop’s University*

Tanya Bellehumeur-Allatt, M.A.  
*McGill University*

Jesse Bouvier, M.A.  
*Concordia University*

Emily Anne Evans, M.A.  
*Concordia University*

Charles Gibbs, M.A.  
*Boise State University*

Elvina Koay, M.A.  
*Concordia University*

Kathleen McHale, M.A.  
*Concordia University*

Carl Murphy, Ph.D.  
*McGill University*

William Neale, M.A.  
*Concordia University*

Robert Rembold, M.A.  
*Université de Sherbrooke*

Katherine Warlund, M.A.  
*University of British Columbia*

James Wilson, M.A.  
*Concordia University*

FRENCH
Denis Amyot, M.A.  
*Université de Sherbrooke*

Robert Daneau, Ph.D.  
*Université de Sherbrooke*

Sonia Lachapelle, M.A.  
*Université de Sherbrooke*

Hélène Paradis, M.A.  
*Université de Sherbrooke*

Hélène Trudel, M.A.  
*Université du Québec*

HUMANITIES
Roya Abouzia, M.A.  
*McGill University*

Shawn Borris, M.A.  
*Concordia University*

Peter Cohen, M.A.  
*Rutgers University*

Paul de Gruchy, Ph.D.  
*University of Waterloo*

Murray Johnston, M.A.  
*McGill University*

Rodney Leggett, B.A.  
*Concordia University*

Darren Matthews, M.A.  
*Université de Montréal*

Anabelle Pinero, M.A.  
*York University*

Mary Purkey, M.A.  
*Occidental College*

Daron Westman, M.A.  
*McGill University*

PHYSICAL EDUCATION
Sheila Clarke-Mitchell, M.P.Ed.  
*University of Ottawa*

Philippe Ribaux, B.P.Ed., B.Ed.  
*Lakehead University*

Nancy Shannon, B.P.Ed.  
*Université de Sherbrooke*

SESSION D’ACCEUIL AND BUILDING COLLEGE SKILLS

METHODOLOGY
Jean-François Joncas, M.B.A.  
*Université Laval*

SCIENCE PROGRAM

BIOLOGY
Michael Durrant, M.Sc.  
*McGill University*

Jean-Jacques Gauthier, Ph.D.  
*Université de Sherbrooke*

CHEMISTRY
Geneviève Dufresne-Martin, M.Sc.  
*Université de Sherbrooke*

Catherine Filteau, M.Sc.  
*Université de Sherbrooke*

Jean-Jacques Gauthier, Ph.D.  
*Université de Sherbrooke*

MATHEMATICS
Allan Bayley, B.Sc.  
*Bishop’s University*

Christine Allard, M.Sc.  
*University of British Columbia*

Carole Béchamp, M.Sc.  
*Université de Sherbrooke*

Robert Purkey, Ph.D.  
*McGill University*

Brian Rowley, Ph.D.  
*McGill University*

Robert Stan, B.A., A.I.I.  
*Cusa de Iasi (Roumanie)*

PHYSICS
Charan Budhiraja, Ph.D.  
*Université Laval*

Ernest Dubéau, B.Sc.  
*Bishop’s University*

Thomas Goulet, M.Sc.  
*University of British Columbia*

Patrick Labelle, Ph.D.  
*Cornell University*

COMPUTER SCIENCE AND MATHEMATICS

CHEMISTRY
See under Science Program

COMPUTER SCIENCE
See under CIS/Mobile Information Technology

MATHEMATICS
See under Science Program

PHYSICS
See under Science Program

SOCIAL SCIENCE PROGRAM

ANCIENT CIVILIZATIONS
Darren Matthews, M.A.  
*Université de Montréal*

Daron Westman, M.A.  
*McGill University*

BIOLOGY
See under Science Program

BUSINESS
Daniel Duyck, M.A.  
*Université de Sherbrooke*

ECONOMICS
Terry Eyland, M.A.  
*University of Ottawa*

Derek Heatherington, B.B.A.  
*Bishop’s University*

Charlene Marion, B.B.A.  
*Bishop’s University*
GEOGRAPHY
Meredith Watkins, M.A.
McGill University

HISTORY
Andrew Fletcher, M.A.
University of Glasgow
Guillaume Martin, M.A.
Queen’s University
James Slocombe, M.Ed.
Bishop’s University

MATHEMATICS
See under Science Program

POLITICAL SCIENCE
Shawn Borris, M.A.
Concordia University

PSYCHOLOGY
Audrée Levesque, M.Ps.
Université Laval
Walter Marcantoni, Ph.D.
Université du Québec à Montréal
David Sangster, M.A.
Acadia University

SOCIOLOGY AND CRIMINOLOGY
Normand Petterson, M.A.
Marshall University
Luba Serge, M.U.P.
McGill University

CREATIVE ARTS, LITERATURE AND LANGUAGES PROGRAM

ART HISTORY PROFILE
Roya Abouzia, M.A.
McGill University

CINEMA
Justine Litynski, M.F.A.
Concordia University

FINE ARTS
See under Fine Arts Program

MUSIC
Fannie Gaudette, M.Music
Université Laval

THEATRE
Laurel Thomson, B.A.
Bishop’s University

MODERN LANGUAGES PROFILE

CLASSICAL LANGUAGES
Daron Westman, M.A.
McGill University

FRENCH
See under General Education

GERMAN
Myriam Augustin, M.A.
McGill University

SPANISH
Giselle Ruiz, Ph.D.
Université de Montréal

FINE ARTS PROGRAM
Lisa Driver, M.F.A.
Cranbrook Academy of Art
Susan Marsh, M.A.
Concordia University
Kevin McKenna, B.F.A.
Pratt Institute
Darren Millington, Ph.D.
Concordia University

LIBERAL ARTS PROGRAM

ANCIENT CIVILIZATIONS
See under Social Science Program

ART HISTORY
See under Creative Arts Program

HISTORY
See under Social Science Program

METHODOLOGY
Murray Johnston, M.A.
McGill University
Rodney Leggett, B.A.
Concordia University
Daron Westman, M.A.
McGill University

PHILOSOPHY
Paul de Gruchy, Ph.D.
University of Waterloo
Patrick Moran, Ph.D.
University of Ottawa

RELGIOUS STUDIES
Murray Johnston, M.A.
McGill University

ACCOUNTING AND MANAGEMENT TECHNOLOGY
Stephanie Côté, B.B.A.
Bishop’s University
Daniel Fournier, B.B.A.
Bishop’s University
Ramesh Mehta, M.B.A.
Atlanta University
Sébastien Nantel, M.B.A.
Université de Sherbrooke
Hai-Binh Nguyen, Ph.D.
University of Pittsburg

CIS/MOBILE INFORMATION TECHNOLOGY
Brent Allen, B.B.A.
Bishop’s University
Claire Bureau, Certificat en Informatique appliquée à l’éducation
Université de Québec
Yannick Daoudi, M.Sc.
McGill University
Pierre Dion, M.Sc.
Université Laval
Nadia Khelil, M.Sc.
Université de Sherbrooke
Dan Pluta, B.Sc.
Saint Joseph’s University

SPECIAL CARE COUNSELLING
Marisol Gomez, B.A.
Bishop’s University
Heather Grant, B.A.
University of Guelph
Catherine Isely, M.Ps.
Université de Sherbrooke
Zita Mueller, M.Ps.
Université de Sherbrooke
**ADMISSIONS AND REGISTRATION**

**ADMISSION PROCEDURES**
Students apply online at [http://sram.omnivox.ca](http://sram.omnivox.ca) through the SRAM services (Service régional d’admission du Montréal métropolitain).

SRAM processes applications for CRC-Lennoxville and other colleges in the region. Students must fill out the application and include all required documents as indicated and the required application fee. Applications and fees must be sent directly to SRAM and may not be left at CRC-Lennoxville.

Please consult the college website at [www.crc-lennox.qc.ca](http://www.crc-lennox.qc.ca) or contact our Admissions office at 819 564-3666, ext. 251, for additional information.

The application deadlines for the first rounds are:
- November 1st for the winter semester
- March 1st for the fall semester

**QUEBEC RESIDENT STATUS**
Applicants who hold Quebec resident status are entitled to tuition-free education. Recognition of this status requires the submission of a copy of your valid Quebec birth certificate, or an equivalent document. Details are available on request from the Admissions or Records office.

**ADMISSION REQUIREMENTS**
For Quebec high school students who graduate after May 31, 2007, the basic requirement for admission is the Quebec Secondary V Certificate (D.E.S.).

**PROGRAM-SPECIFIC REQUIREMENTS**
Some programs require the completion of specific high school courses. It is advisable that students not meeting these requirements follow makeup courses during the summer preceding enrollment at Champlain.

**PRE-UNIVERSITY PROGRAMS**

**SCIENCES**
- Chemistry: 534 or equivalent
- Physics: 534 or equivalent
- Mathematics: 536 or equivalent

**COMPUTER SCIENCE AND MATHEMATICS**
- Chemistry: 534 or equivalent
- Physics: 534 or equivalent
- Mathematics: 536 or equivalent

**SOCIAL SCIENCES**
- Criminology: no specific requirements
- General Profile: no specific requirements
- Math Profile: Math 526
- Pre-Commerce Profile: Math 526
- Pre-Psychology: no specific requirements

**CREATIVE ARTS, LITERATURE AND LANGUAGES**
- No specific requirements

**FINE ARTS**
- No specific requirements

**LIBERAL ARTS**
- No specific requirements

**CAREER PROGRAMS**

**SPECIAL CARE COUNSELLING**
- No specific requirements

**ACCOUNTING AND MANAGEMENT TECHNOLOGY**
- Math 436

**COMPUTER INFORMATION SYSTEMS**
- Math 526

**SESSION D’ACCUEIL (PRE-PROGRAM SEMESTER)**
Incoming students missing a pre-requisite must take a pre-program semester. The students registered in the session d’accueil will receive special assistance in their studies and carry a reduced course load.

**ADVANCED STANDING**
Students who have attended a college level institution or the equivalent will be considered for advanced standing. Applicants are required to submit one (1) official copy of their transcript, a written request for equivalence credit, course outlines and copies of examinations. Official transcripts are those sent directly from the institution attended.

**OUT-OF-PROVINCE APPLICANTS**
All out-of-province applications are reviewed and approved for admission by the Champlain-Lennoxville Admissions Committee. The College normally requires a high school leaving diploma equivalent to the Quebec Diploma of Secondary studies i.e. a background in Mathematics and Science equivalent to the admission requirements for Quebec students, as well as three years of French, with an overall average of 65%. Applicants from another province are subject to additional out-of-province fees of $990.00/semester (fee subject to change by Ministerial directives).

**INTERNATIONAL APPLICANTS**
In addition to the full-time student fees, international students pay an evaluation fee ($50.00) and a tuition fee of $4090.00/semester (fee subject to change by Ministerial directives).

**NOTE:** Health and accident insurance is compulsory. All non-Canadian students must show proof of having medical insurance coverage in Canada. Such a plan is available through a local agent and the appropriate forms can be obtained from the Admissions office.
FEES

ALL APPLICANTS
Application fee (non-refundable) $30.00
Late application fee $10.00

FULL-TIME STUDENTS
Services related to studies* $25.00
Registration $20.00
Auxiliary services** $70.00
Student Association*** $25.00
TOTAL/semester**** $140.00

*partially covers the cost of the student identification card, academic and career information, counselling, learning centre.

**partially covers the cost of access to computers and internet, access to library, sports facilities, health and social services, counselling, pastoral services, socio-cultural activities, financial aid services.

***collected by College and remitted to student association.

****Students have the option of making a voluntary contribution to the Champlain Foundation of $10.00 upon payment of their $140.00 registration fees. The aim of the current fund drive is dedicated to financing student field trips and acquiring multimedia equipment for academic purposes.

PART-TIME STUDENTS
A part-time student is one enrolled for less than 180 hours per semester, typically fewer than four courses.

Part-time tuition fees per hour*
- Tuition fee for Quebec students, program courses $2.00
- Tuition fee for non-program courses $6.00

Other part-time fees per course
- Fee for services related to studies $6.00
- Auxiliary services fee $15.00
- Registration fee $5.00

* (Fee subject to change by Ministerial directives.)

Part-time students in their last semester (fin de D.E.C.) taking the exact number of courses required to finish their program will only pay the other part-time fees per course noted above ($26.00 per course).

OTHER FEES
Foreign transcript file opening $50.00
Late registration $25.00
Late timetable pickup $25.00
Duplicate B.C.U. $5.00
Course descriptions/outlines (per course) $6.00
Duplicate tax receipt $10.00
Proof of attendance or non-attendance $5.00
NSF cheque processing $25.00
I.D. card replacement $10.00

REFUNDS
A full or partial refund of the $140.00 student fee is applicable in the following two cases:

a) Students who have paid their fees but did not register for courses will receive a full refund if a written request is submitted to the Admissions office by September 20 in the fall semester and February 15 in the winter semester.

b) Students who have paid their fees and who have registered for courses will receive a refund of the fees less the $20 registration charge upon submission of a written request to the Records office by the dates noted above.

REGISTRATION PROCEDURE
Each time a student selects courses, an interview between the student and an Academic Advisor takes place to ensure that the courses meet the student’s needs and his or her program requirements.
GENERAL EDUCATION COURSES

In addition to the specific courses that make up students’ program of study, all students are required to take a total of fourteen General Education courses to complete their Diploma: 4 English, 3 Humanities, 2 French, 3 Physical Education, and 2 Complementary courses.

COMMON TO ALL PROGRAMS (BLOCK A)

ENGLISH
Three (3) mother tongue courses intended to bring students to a college level of proficiency in the areas of reading, writing, listening and speaking in English.

FRENCH
One (1) course designed to allow students to participate fully in Quebec society by improving their competency in the French language. This course is selected on the basis of demonstrated ability in the French language.

SPECIFIC TO EACH PROGRAM (BLOCK B)

ENGLISH
One (1) course, unique to the chosen program, designed to develop communication skills appropriate to the field of study.

FRENCH
One (1) course designed to consolidate and complete the competencies attained in the preceding French course with a specific focus on the student’s field of study.

HUMANITIES
Two (2) courses, one each from the 102 and 103 groups of Humanities courses. The goals of these courses are to develop logical thinking, understand types of knowledge and their evolution, and to examine systems of understanding.

PHYSICAL EDUCATION
Three (3) courses, one selected from each of the three categories of Physical Education course offerings: 103, 104 and 105.

HUMANITIES
This course (1) must be chosen from the Program-specific Humanities (Ethical Issues) courses, within which students develop a critical and autonomous approach to ethical values in general and to values conveyed more specifically by a professional area or field of knowledge.

COMPLEMENTARY COURSES

Students must select 2 courses from the list of complementary courses, chosen from one or two categories outside the program. The goal of complementary courses is to bring students into contact with areas of knowledge and abilities outside of their particular program of study.

COURSE DESCRIPTIONS

Course descriptions are arranged alphabetically according to the name and number of the discipline. They include:

1. The course title
2. Ministerial title (if different)
3. An eight digit course number
4. The ponderation
5. The total number of contact hours per semester
6. The credit weighting
7. A brief course description.

FOR EXAMPLE:

THE WESTERN RELIGIOUS TRADITIONS
THINKING ABOUT RELIGION

370-121-LE (3-0-3) 45 hrs / 2 cr.

Some courses can be offered either as a complementary (e.g. German I: 609-BEA-03) or as a program-specific course (e.g. German I: 609-101-LE).
ENGLISH

Courses in English, Language of Instruction and Literature, pursue two general goals: mastery of the language of instruction and exploration of the riches of the literary heritage. Achievement of these goals is intended to bring the students to a college level of proficiency in the areas of reading, writing, listening and speaking. Building on the skills developed by students on completion of secondary school, the program of English courses places a marked emphasis on written production and reading comprehension while at the same time consolidating listening and speaking skills. The mastery of the language skills will be achieved through the regular and continuing employment of the rules of correct writing and speaking and the production of tests supported by reading and the study of literature. Students will also be encouraged to develop an appreciation of literature by becoming acquainted with a number of significant literary works representative of various genres and periods and expressing a variety of literary themes. Both the aesthetic and cultural value of these texts and their formal aspects will be the objects of study.

All entering students are asked to write a brief placement essay at or before the start of the semester. The results of this essay allow the Department to place the student in one of the following courses:

Preparation for College English or Preparation for College English X designed primarily for students who need further intensive English language instruction; Introduction to College English or Introduction to College English X depending on their level of ability in English.

In order to fulfill the requirements for the D.E.C., students will need to have completed successfully the following courses:

603-101-04: Introduction to College English
603-BE?04: (code varies by program)
603-102-04: Genres in Literature
603-103-04: Themes in Literature

A passing grade in Introduction to College English or Preparation for College English X (603-101-04) is necessary before a student can proceed to more advanced courses. In addition, students are required to take their program-specific English course before attempting a Literature course, i.e. 603-102-04 or 603-103-04. Students wishing to take two English courses in a single semester must have the permission of the Department of English.

NOTE: All students must pass the Ministerial Examination of College English in order to qualify for a D.E.C. at this and any other English language CEGEP.

PREPARATORY ENGLISH COURSES

PREPARATION FOR COLLEGE ENGLISH

603-002-06 (4-2-4) 90 hrs / 0 cr.

These are intensive non-program credit courses designed for students whose placement tests indicate that they need intensive training in the basic elements of English discourse. Through individual and group exercises, students will learn to develop their vocabulary and sentence structure, to recognize parts of speech and their function, and to understand and respond to various forms of oral and written English. Upon successful completion of one of these courses, students will enroll in Introduction to College English.

CATEGORY 101: BASIC LANGUAGE AND LITERATURE

INTRODUCTION TO COLLEGE ENGLISH

603-101-04 (2-2-4) 60 hrs / 2 2/3 cr.

The objective of the course is to enable students to recognize the structure and ideas in these works and to produce written and oral work that is clear, well organized, grammatically correct, and effective. The emphasis is on the drafting, editing, and polishing of about eight short to medium-length compositions. Students will devote three hours per week to practical writing skills and one hour per week to theory.

INTRODUCTION TO COLLEGE ENGLISH X

603-101-04 (2-2-4) 60 hrs / 2 2/3 cr.

Students in this slightly advanced version of Introduction to College English will divide their class hours evenly between theoretical and practical work. The course content will consist of a representative selection of essays, poems, plays, and stories to be read for study and pleasure. Students will become familiar with the basic approaches and terminology necessary to read and understand literature at the college level. They will be expected to demonstrate their understanding of literary texts in short and medium-length essays.

PROGRAM SPECIFIC (BLOCK B)

These English courses have three purposes: to improve the student’s English reading and writing skills, to develop the student’s mastery of the language of a particular program, and to further the student’s ability to read and respond to literature. They are all 60 hour, 2 credit courses. The following program-specific English courses are offered and are usually taken in the student’s second semester.

603-BED-04 English for Special Care Counselling
603-BEE-04 English for AMT and CIS
603-BEF-04 English for Science
603-BEG-04 English for Social Sciences
603-BEH-04 English for the Arts and Languages
603-BEH-04 English for Liberal Arts: Critical Approaches to Literature

CRITICAL APPROACHES TO LITERATURE

603-BEH-04 (2-2-2) 60 hrs / 2 cr.

We always bring – as readers – our own perspectives to the works we read: our individual experiences, our social values,
our cultural heritages, our national identities. Any time we read, whether we are reading a grocery list, a road sign, or a great work of literature, we do so within a specific context – contexts of language, place, time – which help to determine the meaning of what we read. This course examines the various and very different critical contexts, or critical approaches, that we adopt whenever we read; some of these are Formalism, New Criticism, Structuralism, and Feminism. We will discuss these contexts and read individual works of literature within them, to see how what we bring to reading inevitably affects and changes what we take away.

**NOTE:** This course fulfills the program-specific requirements for students in Liberal Arts and in Creative Arts, Literature and Languages.

**CATEGORY 102: LITERARY GENRES**

**POSTCOLONIAL LITERATURE AND THEORY**

603-102-04  
**(2-2-3) 60 hrs / 2 1/3 cr.**

The “post” in postcolonial means both “after” and “against”. That is, postcolonial writing is made up of works that come after or are resistant to colonial rule in such countries as India, South Africa, or Australia. This course is designed as both an introduction to postcolonial literary theory and a brief survey of various contemporary postcolonial texts by such writers as Salman Rushdie, Chinua Achebe, J.M. Coetzee, Shani Mootoo, and Peter Carey. We will be looking closely at four novels while exploring such theoretical issues as nationalism(s), Orientalism and the exotic, hybrid identities, and the construction of home and exile in postcolonial literature.

**NINETEENTH CENTURY NOVEL**

603-102-04  
**(2-2-3) 60 hrs / 2 1/3 cr.**

Most people have heard of the great writers of the nineteenth century - Dickens, Hardy, Lewis Carroll, Austen, the Bronte sisters, George Eliot - but few of us find the leisure to read them. This is unfortunate because they know how to tell a story. They also deal with questions of perennial interest: the nature of society, the impact of technology, the class structure, love, the relations between the sexes, coming of age. We study these issues and others in the work of three novelists.

**LITERATURE INTO FILM**

603-102-04  
**(2-2-3) 60 hrs / 2 1/3 cr.**

This course is designed to study certain works of literature, to study films made of these works, and to compare the work on the printed page with the work on the screen. Evaluation is based on written reports, essays, and two tests during the semester. The student is expected to learn the vocabulary of film criticism, as well as that of literary criticism.

**INTRODUCTION TO POETRY**

603-102-04  
**(2-2-3) 60 hrs / 2 1/3 cr.**

Samuel Taylor Coleridge defined poetry as “the best words in the best order.” This course is designed to introduce students to the ways in which poets express ideas and emotions by choosing and organizing images and words. The students will analyze a selection of poems of diverse genres from various historical periods and design a project which reflects their appreciation of a particular poet or poetic form.

**SHORT FICTION**

603-102-04  
**(2-2-3) 60 hrs / 2 1/3 cr.**

“Nature, not art, makes us all storytellers,” writes critic Barbara Hardy. “Daily and nightly we devise fictions and chronicles, calling some of them daydreams or dreams, some of them nightmares, some of them truths, records, reports, and plans. Some of them we call, or refuse to call, lies.” This course introduces the student to a wide and entertaining selection of short narratives from a variety of times and cultures.

**THE NOVEL**

603-102-04  
**(2-2-3) 60 hrs / 2 1/3 cr.**

This course introduces the student to the special and continuing appeal of the novel, its power to absorb the reader into a fully realized world, or to probe the intricacies of a single consciousness. The student is expected to develop an understanding of the techniques of novel writing by reading and discussing five or six traditional and/or contemporary works which demonstrate the genre's variety.

**MODERN DRAMA**

603-102-04  
**(2-2-3) 60 hrs / 2 1/3 cr.**

The twentieth century has seen as rapid and astonishing changes in theatre as in other aspects of life. Originally meant to be seen, heard and felt rather than read, modern plays can serve as a valuable instrument to sharpen our perceptions of ideas, methods and techniques in the theatre and other media. The general objective of this course is to present a selection of plays of the twentieth century which, when contrasted and compared, will make evident the varied analyses man has made of his situation, and his continuing ingenuity in the imaginative presentation of these ideas.

**CONTEMPORARY CANADIAN FICTION**

603-102-04  
**(2-2-3) 60 hrs / 2 1/3 cr.**

This course focuses on novels and stories written by Canadians in the last twenty-five years. It also looks at principles of fiction in general and characteristics of Canadian fiction in particular. Works for study are chosen from those of such important contemporary writers as Margaret Atwood, Alice Munro, Timothy Findley, Mordecai Richler, Audrey Thomas and Carol Shields.

**DETECTIVE FICTION**

603-102-04  
**(2-2-3) 60 hrs / 2 1/3 cr.**

This course examines the development of the modern mystery story. The first few meetings deal with the history of the “tale of ratiocination”, the Gothic horror story, the thriller, the murder mystery, and the spy novel. Subsequent classes are devoted to a study of four or five examples by writers such as Poe, Doyle, Chesterton, Rohmer, Christie, Sayers, Innes, Hammet, and Chandler.
GENRE IN CANADIAN LITERATURE

603-102-04 (2-2-3) 60 hrs / 2 1/3 cr.

An exploration into the nature and varieties of one or more genres of Canadian literature and their relationship to literary and historical contexts. At the discretion of the instructor, course material will include the systematic study of such genres as poetry, the short story, the novel, radio and stage plays, travel writing, etc. It may also consider such genre-related elements as the satiric, the comic, the documentary, the gothic and the fantastic.

MAJOR AUTHOR: BRITISH ISLES

603-102-04 (2-2-3) 60 hrs / 2 1/3 cr.

A detailed study of the work of a single author (or combination of authors) from the perspective of his or her treatment of a genre such as the novel, the short story, poetry or drama. Choice of author(s) may vary from semester to semester depending on instructor.

POPULAR LITERATURE

603-102-04 (2-2-3) 60 hrs / 2 1/3 cr.

Changes in our work, family and society are reflected in the popular works produced in each era. This course examines the development of adventure, horror, romance and other popular genres. Students will be encouraged to both question the functions of popular literature in our society and to apply the techniques of literary analysis to their favorite books.

PLAYREADING: AN INTRODUCTION TO DRAMA

603-102-04 (2-2-3) 60 hrs / 2 1/3 cr.

Plays are not really literature: they are scripts. From ritual to documentary, from ancient Greece to contemporary Canada, word and gesture are inseparable. The course develops ways of reacting to plays as physical events, explores a variety of plays through live readings, and gives a history and description of the principal forms of theatre.

WOMEN IN LITERATURE

603-102-04 (2-2-3) 60 hrs / 2 1/3 cr.

This course critically examines the tradition in women's writing, deconstructs the pervasive images of women in literature, and analyzes the ways in which women use language to define their experiences. A variety of works from the Middle Ages to the 21st century by Canadian, American and British women will be studied. The course will include two novels - Jane Eyre and The Secret Life of Bees - as well as a play by Susan Gaspell, poetry by Margaret Atwood, Emily Dickinson and Sylvia Plath, among others, and essays by Virginia Woolf and Maya Angelou.

POSTMODERNISM

603-102-04 (2-2-3) 60 hrs / 2 1/3 cr.

This course is a survey of contemporary Canadian and non-Canadian postmodern texts. We will consider the different meanings of postmodernism, using the texts to develop this understanding. Focus will be on works that break classifications or boundaries—between fiction and nonfiction, author and narrator, the concept of truth in history, gender, and so on.

ARTHURIAN LEGEND AND TRADITION

603-102-04 (2-2-3) 60 hrs / 2 1/3 cr.

“The Arthurian tales, that mixture of myth, adventure, love-story, enchantment, tragedy, live in his work as the essence of medieval romance, yet always with a contemporary relevance,” (preface to The Morte d’Arthur). Knights in armor, kings and queens, swords and chivalry may seem very remote to us today. We are, however, still concerned with issues of true love, friendship, a good society and the balance of individual and societal rights and responsibilities. We will trace the evolution of the story of King Arthur and its origins in history and myth. As well, we will explore the continuing relevance and meaning of King Arthur.

SHAKESPEARE: TRAGEDY AND ROMANCE

603-102-04 (2-2-3) 60 hrs / 2 1/3 cr.

“Shakespeare comes the closest anyone has to incorporating the sacred and profane, the ridiculous, the satiric, the political, the rough and the dirty, and the pure all within one integrated and unified image of life.” (Peter Brooke, theatre director) This course studies a selection of Shakespeare's tragedies and romances with a particular focus on the plays as dramatic literature for the Elizabethan era.

POETRY IN SONG LITERATURE

603-102-04 (2-2-3) 60 hrs / 2 1/3 cr.

This course will examine modern and contemporary poetry by looking at the lyrics of popular music chosen from the past few decades. Kinds of music will include folk, rock, alternative, hip hop; more specific singers and bands will include Bob Dylan, Leonard Cohen, Kate Bush, the Beatles, Radiohead, to name just a few. The course will also look at spoken-word performance, as a bridge between more traditional poetry and song. Students will be encouraged to offer their own suggestions for “texts”: i.e. some course material will be decided upon by the students after consultation with the instructor. In class we will occasionally listen to the songs, not simply read the lyrics.

CATEGORY 103: LITERARY THEMES

THE HUMAN JOURNEY

603-103-04 (2-2-3) 60 hrs / 2 1/3 cr.

This course will examine literature relating to the archetypes of childhood, adulthood, old age and death with particular emphasis on the first two. Through a discussion of poems, myths and short fiction students will have an opportunity to reflect upon these periods of human life. In the analysis of the texts the archetypal and psychological approaches of literary criticism will be employed. Also, in order to enhance students’ knowledge of themselves and of the literary forms being studied, there will be a
creative component involving keeping and processing a journal and writing poems and short stories.

THE BIBLE AS LITERATURE
603-103-04 (2-2-3) 60 hrs / 2 1/3 cr.

This course studies the similarities and differences between sacred and secular literary genres, and examines why Canadian critic Northrop Frye has called the Bible “the Great Code” or ur-text of Western culture.

SCIENCE FICTION
603-103-04 (2-2-3) 60 hrs / 2 1/3 cr.

Science fiction is a continuation and blend of Utopian literature and satire, of mythology and fantasy, of the grotesque, the millennial, and the apocalyptic. In a word, it is visionary. This course not only explores how and why science fiction is important, but also how skillful and crafted science fiction writing can be. Readings are from Wells, Verne, Clarke, Le Guin, Niven, Asimov, Ellison, Anderson, Bradbury and Varley.

MODERN AMERICAN LITERATURE
603-103-04 (2-2-3) 60 hrs / 2 1/3 cr.

This course examines some common denominators and some distinctions that make up the richness of the different regions and approaches in modern American literature. Twain, Hemingway, Fitzgerald, Wright, Williams, Sandburg and many others are studied.

WOMEN CANADIAN WRITERS
603-103-04 (2-2-3) 60 hrs / 2 1/3 cr.

The first Canadian novel, published in 1769, was written by a woman; since that time women have continued to be a major force in Canadian letters. From the earliest travellers and immigrants to the most recent recipients of important literary awards, Canadian women have observed and interpreted the land and communities around them, frequently offering fresh perspectives on historical events and such important issues as the relationship to the land, interaction with Native Canadians, gender roles, and education. Texts include novels, stories, poems and memoirs by such writers as Frances Brooke, Susanna Moodie, Martha Ostenso, Margaret Atwood, Audrey Thomas, and Carol Shields.

OTHER SOLITUDES: THE LITERATURE OF CANADA’S CULTURAL MINORITIES
603-103-04 (2-2-3) 60 hrs / 2 1/3 cr.

This course attempts to acquaint students with Canada’s cultural diversity, and the need to come to terms with it, through a reading of texts written by Canadians of French, Italian, Jewish, aboriginal, black, Chinese, Japanese, Hungarian, Mennonite, Caribbean, South American, and other origins. The texts will include novels, stories, poems, and plays by both men and women writers.

MANY VOICES
603-103-04 (2-2-3) 60 hrs / 2 1/3 cr.

This course will attempt to reveal the wealth and complexity of Native Writing in Canada. Among issues covered are Aboriginal rights, family relationships, and the environment. The course includes works by women and men of many tribal affiliations and from various geographic regions of Canada. Their many voices are heard in a fascinating selection of songs, short stories, poems, plays and essays.

GOTHIC LITERATURE
603-103-04 (2-2-3) 60 hrs / 2 1/3 cr.

This course is concerned with terror and mystery in Romantic literature. We study the significance of the Gothic, discover how it originated, and estimate what it adds to our enjoyment of reading. Course content includes works by Horace Walpole, Jane Austen, Mary Shelley, S. T. Coleridge, R. L. Stevenson, Oscar Wilde, A. Conan Doyle, E. A. Poe and other writers.

MYTH AND LITERATURE
603-103-04 (2-2-3) 60 hrs / 2 1/3 cr.

The study of myths is the study of beginnings, of gods and demons, of heroes and villains. In this course we explore the patterns of action, conflict, character types and themes which constitute myth. The influence of C. G. Jung and Joseph Campbell on the psychological and sometimes mystical interpretations of myth is also examined.

MAJOR AUTHOR: NORTH AMERICA
603-103-04 (2-2-3) 60 hrs / 2 1/3 cr.

A detailed study of the work of a single author (or combinations of authors) from a thematic perspective. Choice of author(s) may vary from semester to semester depending on instructor preference.

THEMES IN CANADIAN LITERATURE
603-103-04 (2-2-3) 60 hrs / 2 1/3 cr.

A systematic study of a single theme or cluster of related themes which can be traced through a selection of literary works by Canadians. The choice of theme(s) is left to the discretion of the instructor and may differ from semester to semester. Students will be asked to apply a critical approach to such themes as childhood, initiation, love, friendship, violence, gender, race, politics, heroism, nature, myth, madness, etc.

READING THE ENVIRONMENT
603-103-04 (2-2-3) 60 hrs / 2 1/3 cr.

One of today’s major concerns is the well-being and perhaps the very survival of the environment. This course presents the diverse voices and forms of environment writing. It draws from the rich variety of classic sources such as Thoreau, Carson, and Mowat, and from contemporary authors such as Lopez, Ehrlich and Dillard. It will explore themes which cover over 200 years of concern for the world in which we live. The text will include essays, articles, short stories, and poems by explorers, naturalists, scientists, poets, philosophers, and fiction writers.

READING THE WEST: COWBOYS AND OTHERS
603-103-04 (2-2-3) 60 hrs / 2 1/3 cr.

This course is an overview of the themes and values in Canadian and American western literature: good vs. evil, the passing edenic wilderness, adventure, cultural and political isolation. Arguably inescapable for writers from and about the West is the myth of the Western, which will be our point of departure. We will then trace developments in western writing, culture, human geography, and history. In studying these developments and their historical/cultural contexts,
we will look at the once-marginalized and now often best-selling voices of Amerindian, Asian-American, and other minorities. While many stories read the West as a land of possibility, others see its lost potential.

**THEMES IN CHILDREN’S LITERATURE**

*603-103-04 (2-2-3) 60 hrs / 2 1/3 cr.*

This course shows first that children’s books are literature and should be judged by the same criteria as adult fiction and, second that a study of children’s literature and its themes helps us better understand the psychology of a child and the values of a given society. The student will read a wide range of texts from Aesop and the brothers Grimm to contemporary writers.

**THEMES IN SHAKESPEARE**

*603-103-04 (2-2-3) 60 hrs / 2 1/3 cr.*

“The playwright Ben Jonson wrote of Shakespeare, “He was not of an age, but for all time.” What he didn’t say was that Shakespeare was of all places. To those who believe that the soul of Shakespeare resides in his language, Shakespeare in translation seems blasphemous. Yet the cliché about the universal appeal of the Bard takes on new life when one realizes that this Elizabethan playwright, dead for almost four hundred years, is still performed more than any other dramatist, in practically every country and language in the world”. (Epstein) This course will include a detailed study of several of his plays and a few of his poems, with a particular focus on Shakespearean tragedy and on the thematic elements in his work. In addition, his texts will be viewed against the cultural and political background of the Elizabethan era.

**AFRICAN AMERICAN LITERATURE**

*603-103-04 (2-2-3) 60 hrs / 2 1/3 cr.*

African American literature is highly regarded among literary critics because it incorporates different genres such as poetry, songs, short stories and novels that moves the reader and heightens social awareness. However, the reason for such a profound impact is that the writers have been influenced by significant historical events. Slavery in the United States inspired writers such as Alice Walker and Toni Morrison. The Civil Rights Movement helped Dr. Martin Luther King Jr. and Malcolm X to produce memorable speeches. As the African American culture transformed in the 1960’s, Maya Angelou penned poetry that helped define the black identity. Even today, hip-hop has been seen as a reaction to current societal changes that shape urban life. This course will examine the various kinds literature within a historical context to understand themes and issues raised among African Americans since the 1700’s.

**LITERARY NON-FICTION**

*603-103-04 (2-2-3) 60 hrs / 2 1/3 cr.*

The focus of this course is the analysis of non-fiction texts, as well as the recent history of publishing and the literary marketplace, and the historical and cultural context of literary non-fiction from the 1960s onward. We will begin with an excerpt from Truman Capote's non-fiction novel, “In Cold Blood”, which heralded the current interest in literary non-fiction. Students will question the concepts of truth and non-truth, fiction and non-fiction. The primary texts will be examples of the subgenres of memoir/autobiography, nature writing, personal essay, literary journalism, and others.

**LITERATURE OF SELF-HELP: ANCIENT AND MODERN**

*603-103-04 (2-2-3) 60 hrs / 2 1/3 cr.*

Reading Lao Tzu’s The Way of Life (300 B.C.), Boethius’s The Consolation of Philosophy (525 A.D.), and David Burns's Feeling Good (1999), this course examines literature written to help people adapt to reality and cope with living.

**NOTE:** Some course titles may differ slightly on students’ transcripts; please refer to course numbers.
Please note the following guidelines when selecting a required French course:

**602-100-03: Langue française I**
Students with average in French Second Language below 70%.

**602-101-03: Langue française et communication**
Students with average in French Second Language between 70% and 85%.

**602-102-03: Langue française et culture**
Students who followed enriched or immersion programs in French Second Language with an average higher than 85%.

**602-103-03: Culture et littérature**
Tous les étudiants ayant complété leurs études secondaires en français.

**BLOCK A**
Courses in **Block A** are common to all programs. They provide students with the opportunity to raise their level of knowledge of French, with particular emphasis on reading and writing. The main objective is to enable college graduates to fully participate in the social and cultural life of Quebec.

**NOTE:** Students should refer to the appropriate page outlining their program to determine in which semesters the two French courses should be taken.

**LANGUE FRANÇAISE I**
**602-100-03**
This is a basic French course for students who experience difficulty in communicating in French. Its objective is to review the fundamentals of the language with particular emphasis on understanding spoken and written French. Although a significant portion of the course will be spent on reading comprehension and oral exercises, written expression will also be encouraged.

**LANGUE FRANÇAISE ET COMMUNICATION**
**602-101-03**
Cours collégial de premier niveau (niveau moyen) pour les étudiants anglophones qui peuvent suivre un cours donné en français. Son objectif principal est d’amen er l’étudiant à communiquer avec une certaine aisance en français courant, c’est-à-dire le rendre capable d’interpréter des textes oraux et écrits tirés de situations de la vie courante et aussi de produire de tels textes.

**LANGUE FRANÇAISE ET CULTURE**
**602-102-03**
Cours collégial de deuxième niveau (niveau enrichi) pour les étudiants avancés en français. Son objectif premier est de rendre l’étudiant capable de communiquer avec aisance en français. On favorisera la lecture de textes de moyenne complexité, d’au moins une oeuvre complète, ainsi que la production de textes divers (exposés oraux et rédactions).

**CULTURE ET LITTÉRATURE**
**602-103-03**
Cours collégial avancé pour les étudiants capables de suivre un cours de niveau Français langue maternelle. On y traitera surtout de sujets culturels et littéraires. L’accent sera mis sur l’étude et l’analyse d’œuvres choisies et sur la composition.

**BLOCK B**
All students who have passed their first course (101-A, 102-A, 103-A) register in the **Block B** course at the appropriate level (see below). Students who took 602-100-03 register for the follow-up course, Langue française II, whose general objectives are similar to 602-101-03.

**LANGUE FRANÇAISE II [NIVEAU 100]**
**602-BEK-03**
(Pré-requis: 602-100-03)

**FRANÇAIS POUR TOUS [NIVEAU 101]**
**602-BFB-03**
(Pré-requis: 602-101-03)

**FRANÇAIS POUR TOUS [NIVEAU 102]**
**602-BFC-03**
(Pré-requis: 602-102-03)

**FRANÇAIS POUR TOUS [NIVEAU 103]**
**602-BFD-03**
(Pré-requis: 602-103-03)

**RELATION D’AIDE EN FRANÇAIS [NIVEAU 103]**
**602-BEJ-03**
Les étudiants de ce cours rencontrent un étudiant anglophone ou allophone du collège et deviennent, pour une session, son tuteur en langue française. Chacun des étudiants de ce groupe dirige trois rencontres hebdomadaires et participe à une classe collective de préparation, d’analyse et d’évaluation de la tâche. Ce cours se situe dans le cadre du Centre de langue écrite et orale du collège Champlain (CLÉO).

(Pré-requis: 80% de moyenne dans le cours 602-103-03)

**NOTE:** Some course titles may differ slightly on students’ transcripts; please refer to course numbers.
HUMANITIES

COURSE SEQUENCE

Students begin the Humanities program with a course in category 102 or 103, followed by a course in whichever of these categories was not selected first. An attempt at both categories - with a pass in at least one of them - is required before proceeding on to the “Block B” program-specific category. Students must complete one course from each category in order to receive a DEC.

COLLEGIAL OBJECTIVES

Central to all Humanities courses at Champlain is practice in and development of more refined reflection, critical thinking and communication. Through interdisciplinary study of questions and issues important to human beings, students in Humanities will develop insights obtainable only through an interdisciplinary approach and will come to appreciate the inter-relationships in all their learning experiences. Students in Humanities will learn to reflect on, understand and become more involved in various dimensions of human experience and thereby to examine and better understand their own assumptions and values.

CATEGORY 102: WORLD VIEWS

MINISTERIAL OBJECTIVES

To apply a critical thought process to world views, specifically:

1. to describe world views;
2. to explain the major ideas, values and implications of a world view;
3. to organize the ideas, values and experiences of a world view into coherent patterns;
4. to compare world views;
5. to convey the ideas, attitudes, and experiences of the societies, or groups studied.

NOTE: NOT ALL COURSES WILL BE OFFERED EACH TERM.

VOICES OF FREEDOM

345-102-03 (3-0-3) 45 hrs / 2 cr.

In the recent struggles for freedom, justice, peace and a better life for human beings around the world, there have been many heroes. Some, like Mahatma Gandhi, Nelson Mandela, the Dalai Lama, Martin Luther King Jr. and Aung San Suu Kyi are world famous. Others remain unsung. Some chose to fight with words and wrote moving works in defense of freedom, while others spoke loudly and clearly with their actions. Many did both, but all waged courageous battles against oppression and different forms of tyranny. By doing so, in different ways under different circumstances, they succeeded in furthering the cause of freedom and human dignity in their own lands and across the world. Students of this course will examine the lives and works of some of these “voices of freedom”.

PROGRESS IN THE LAST CENTURY

345-102-03 (3-0-3) 45 hrs / 2 cr.

This course will critically examine some of the distinctive features of life in the last one hundred years. The focus will be the march towards so-called progress of the world today. We first explore the origins of modern values and ideas such as freedom, individualism, democracy, technology and capitalism and then ask ourselves key questions about these ideas. Is real democracy possible (or even desirable)? Has capitalism delivered its promise of prosperity or has it brought a kind of freedom only available to the rich? Does pop culture encourage or restrict the human spirit, creativity, uniqueness and individuality? Has science given us the means to use nature to promote our happiness, or have we become slaves to it? Do we have full control and liberty over our thoughts and actions? No one would argue that there has been tremendous change over the last century, but change does not necessarily mean progress. Ultimately, we will attempt to answer whether the story of our world is one of progress, regress or perhaps both.

DHARMAS AND TAOS

345-102-03 (3-0-3) 45 hrs / 2 cr.

(WORLD VIEWS OF INDIA AND CHINA)

This course will concentrate on the history, basic beliefs, and practices of Hinduism, Buddhism, and Confucianism and Taoism. As well as attempting to understand these world-views within their own cultural contexts, they will be examined for what they can offer to the analysis of modern western society and its problems.

I SING THE BODY ELECTRIC: SEXUALITY IN WESTERN WORLD VIEWS

345-102-03 (3-0-3) 45 hrs / 2 cr.

This course studies the concept of a “world view” and the specific world views of different cultures in Western history by examining different cultural models of the role and place of sexuality in the lives of human beings. We will examine the relationship between the nature of a society, and what its members think such things as sex, sexuality and sexual orientation are or can be, as well as what they think these things say about themselves. This course does this by looking at four different periods: the ancient world, the early modern world, the late modern world, and the 20th century. This course will explore a multiplicity of voices, both male and female, gay and straight.

MYTHOLOGY AND CULTURE

345-102-03 (3-0-3) 45 hrs / 2 cr.

There is no known human culture that does not have myths. The question can be asked: If all cultures have myths, are myths somehow essential to human culture? In this course we will be exploring myths from a variety of human cultures, both ancient and modern, in order to understand how myths reflect the world view of the culture that produced them and also what myths say about us as humans regardless of our specific culture.
THE ANCIENT ROOTS OF MODERN IDEAS
345-102-03 (3-0-3) 45 hrs / 2 cr.

Individualism, nationalism, monotheism, atheism, law, psychology, environmentalism and medicine; these are all seen as “modern” concepts, ideas that were little known or understood by the ancient people of such lands as Egypt, Babylonia, India, and China until more recent times. But is this view of ancient people justified? Are we giving the ancient too little credit? Did many of the ideas we think of as relatively “modern” already exist in some form in ancient times? In this class we will look at many varieties of ancient literature and look for some of these “modern” ideas as expressed by these ancient societies.

INTERNATIONAL ORGANIZATIONS
345-102-03 (3-0-3) 45 hrs / 2 cr.

Students will learn how to apply the main theories and systems of analysis to the study of international relations. They will explore concepts arising from the Western tradition of political thought, the evolution of civil society and global systems. There will be an examination of international organizations and world events through the lens of liberal, radical and realist analytical models. Each of these world views is grounded in quite different understandings of human nature, national states and power held by international organizations. Students will also learn how to apply their understanding of these concepts toward a more comprehensive understanding of major conflicts and crises including the September 11, 2001 attacks, the “War on Terror” and war in Iraq. The final section of this course will focus on global perspectives including issues of poverty, sustainable development and a “New World Order”.

THE POWER OF SEX
345-102-03 (3-0-3) 45 hrs / 2 cr.

We are all conscious, on some level, of the power of sex. This course will focus on the social nature of sex and by extension, sexuality and gender and their relationship with some main aspects of power. In the first part of the course we look at how we learn about sex from a number of sources such as the media, religion, the family and the state. We will then examine just how people make sense of these often competing messages to form their own sexualities and the implications of this. We will also focus on the relationship between gender and sexuality and the role of power and dominance in sexual relationships manifesting itself in some cases as sexual terrorism. This course will finally attempt to make sense of the market, or commercial power of sex by looking at the pornography industry, sexual tourism, prostitution, the sexualization of children and tweens, and the sex in the advertising industry.

ECOLOGY AND COMMUNITY
345-102-03 (3-0-3) 45 hrs / 2 cr.

This course explores the relationship between ecology and community. It begins with an examination of the state of our natural environment and the health of our communities; moves toward a consideration of the historical origins of our contemporary ecological and social crisis; and concludes with an exploration of “imaginative” responses to our contemporary situation. Put differently, the course concludes with the “construction” of an ecologically friendly world-view. Students will devote significant effort to mastering the concepts necessary to discuss our environmental and social crisis. Finally, students will have ample opportunity to look at case studies—indeed, much of the course will be built around them.

PORTRAYALS OF HISTORY
345-102-03 (3-0-3) 45 hrs / 2 cr.

The visual arts have made it possible for us to have an image of history. How accurate and valid is this view? Through paintings, sculpture, architectural and archaeological sites, the visual arts have provided evidence of the culture of different societies and their beliefs. In this course we will explore how and why the visual arts have served past events, locations, ideas, and societies. The viewpoints promoted by the artist, the patron, and the art historian will be compared to the reception, criticism and history of the work. Examples from the Renaissance until today will be selected for study and discussion.

YOUTH IN THE 20TH CENTURY - COMING OF AGE IN HARD TIMES
345-102-03 (3-0-3) 45 hrs / 2 cr.

The last century has been a time of war and upheaval and of struggle against oppression for many people on the planet. In such a time, no one suffers as deeply as youth. Taking a historical and literary approach, this course will examine experiences of young people living through some of the hard events of the last century. It will focus on the impacts of war, social and political upheaval and oppression on youth with particular emphasis on the often courageous and creative ways in which young people meet the terrible challenges they are forced to face.

THE PERSON IN THE MIRROR
345-102-03 (3-0-3) 45 hrs / 2 cr.

The everyday experience of viewing our face in the mirror leads us to the conclusion that we know who we are. Even though he felt unsettled at times, Thomas Anderson [“The Matrix”] felt as secure about his identity as most of us do, until Morpheus demonstrated otherwise, after which he acquainted himself with his “Neo” identity. We are familiar with the age-old axiom. “Know thyself!” , but how well do we really know ourselves? Many theories have surfaced within the last 100 years to make us aware of dimensions of ourselves that most people normally miss. We will explore a large selection of these theories, and also a number of traditional theories from philosophies and religions that have been conceived over the last 2000 years.

ISLAMIC WORLD VIEWS
345-102-03 (3-0-3) 45 hrs / 2 cr.

The importance of understanding Islam, both as the second largest religion in the world and as a rapidly growing religious community within Quebec and Canada, becomes clearer every day. At the same time, the challenges posed by Islam of understanding the religion on an intellectual level, and of integrating the community on a social level, can be particularly difficult because, unlike most contemporary Western ideas of religion, Islam traditionally views the political and social
order as the critical focus of religious life, treating religion, politics, and culture as indivisible. Islamic theology, law, way of life, and the community formed by the faithful are meant to be held together in a coherent cultural statement that stems from the Qur’an and related traditions, and that lays heavy stress on law and norms of behavior to make its religious statements. Of course, it is this very difference that makes it both important and rewarding to compare the religious worldviews of the West and of Islam. It is also important to understand that Islam is a large and complex religious system, and that within this system different ways of reading its foundational texts have produced different ways of expressing of the basis Islamic world view; even though many Westerners think that all Muslims are the same.

BRINGING HEAVEN TO EARTH: UTOPIA AND INTERNATIONAL COMMUNITY

345-102-03 (3-0-3) 45 hrs / 2 cr.

From Plato to Walt Disney, we have created imagined worlds to address our dissatisfactions with our relationships to work, to community, and to the earth, in the worlds in which we actually find ourselves. In the first half of the course we look at the worlds created by some of the classic Utopian writers (Thomas More, William Morris, and Edward Bellamy) as well as the feminist inspired “science fiction” of Ursula K. Leguin and Marge Piercy. From rural communes to urban squatter communities, we will look at how, from this universe of possibilities, men and women have created communities in the real world, with the intention of changing the way we live.

PEOPLE, LAND, AND COMMUNITY

345-102-03 (3-0-3) 45 hrs / 2 cr.

In this class we will examine the relations between people, land and community by addressing the topics of scale, economy, politics and society. We will ask ourselves: Why are we responsible for conserving the planet? How do our choices impact the sustainability of our local community, and the community of others? What is good work? What is appropriate technology? How can we make political action count? Students will also collaborate to put their ideas into practice by either applying them to the Eastern Townships or to their native region. In essence, this class will explore bioregionalism.

A LOOK AT THE OTHER SIDE

345-102-03 (0-3-3) 45 hrs / 2 cr.

In this summer course students learn through their personal experience about the socioeconomic realities and the cultural values of a Latin American country. This six-week cultural exchange program with Peru offers the students the opportunity to discover a new culture and experience the warm hospitality of the Peruvian people. While in Peru they will live with a host family and do volunteer community work in various organizations such as orphanages, rehabilitation centres, schools and day centres. Students will visit many historical sites such as the ancient Incan city of Machu Picchu. The course culminates in a four-day retreat where students will explore and analyze their experiences and their newly acquired views of a different reality.

Category 103: Knowledge

MINISTERIAL OBJECTIVES

To apply a logical analytical process to knowledge is organized and used, specifically:

1. to recognize the basic elements of a field of knowledge;
2. to define the modes of organization and utilization of a field of knowledge;
3. to situate a field of knowledge within its historical context;
4. to organize the main components into coherent patterns;
5. to produce a synthesis of the main components.

Note: Not all courses will be offered each term.

INNER REVOLUTION

345-103-04 (3-1-3) 60 hrs / 2 1/3 cr.

Inner Revolution introduces students to practices of self-transformation. It will examine the Eastern practices of: Buddhism, Taoism & Yoga; the Western practices of the Ancient Greek & Roman schools of conduct, Jewish, Christian & Islamic practices as well as some contemporary figures such as: Friedrich Nietzsche, Herman Hesse, Fritz Schumacher and Pierre Hadot. Through the study of past spiritual practices, we hope students can develop a personal practice in the now.

BEING HUMAN: AN EVOLUTIONARY PERSPECTIVE

345-103-04 (3-1-3) 60 hrs / 2 1/3 cr.

Are human beings natural born killers destined for self-destruction? Is who we are and what we do predetermined by our genetic make-up or is how we were raised determine our future? One way to seek answers to these questions we all ask ourselves about what we do and why we do it, is to look back millions of years and trace the evolution of humans, which is, in essence, the study of how we got this way in the first place. By understanding where we came from as a species and how this species (Homo sapiens) has developed since our emergence over 150,000 years ago, we may hope to better understand just who we are and why we behave the way we do.

ME, MYSELF AND I

345-103-04 (3-1-3) 60 hrs / 2 1/3

This course examines the historical development and contemporary understandings of the individual. Its aim is to unpack the idea of individuality in search of self-knowledge. Students will examine a wide-variety of literary sources—from Ancient to Post-Modern—through drama, poetry and prose. They will examine the themes of fate and destiny; recognition and identity politics such as: gender, sexual orientation, group, national, ethnic, and religious identity; and psycho-philosophical problems such as: ego, difference, agency, freedom, slavery, rights, and liberty.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Cr. Hours</th>
<th>Description</th>
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<tbody>
<tr>
<td>345-103-04</td>
<td>HUMANISM IN WESTERN THOUGHT</td>
<td>(3-1-3) 60 hrs / 2 1/3 cr.</td>
<td>Beginning in ancient Greece and concluding in late twentieth century Canada, this course will explore the evolving meaning of &quot;humanism&quot; through careful study of literary, philosophical, historical, and political works. Special attention will be given to the following items: democratic and republican traditions in ancient Athens and Rome; Renaissance humanism; the intellectual background of the American Revolution; the meaning and relevance of &quot;civic virtue&quot; in the modern world, especially in Canada. Animating this course is the belief that one’s understanding of and response to events in the present are largely shaped by ideas and values acquired in the past. An enriched appreciation of our past would likely contribute to a transformed - indeed, more humanistic - vision of the present and future.</td>
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<tr>
<td>345-103-04</td>
<td>GLOBALIZATION AND DEMOCRACY</td>
<td>(3-1-3) 60 hrs / 2 1/3 cr.</td>
<td>We will step back and identify how democracy shapes how we think about our lives. Then we will take another step backwards and identify how globalization is shaping our lives. We will identify key aspects where democracy and globalization seem to be harmonious - or conflictual - processes in our day to day personal and national existence.</td>
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<tr>
<td>345-103-04</td>
<td>STORY OF ARCHAEOLOGY</td>
<td>(3-1-3) 60 hrs / 2 1/3 cr.</td>
<td>Archaeology has a long history of development, dating back to the first archaeologist, the Babylonian king Nabonidus. In this course the student will learn the basics of field archaeology through the personalities of the great archaeologists of the past such as Heinrich Schleimann, discoverer of Troy, Max Mallowan, husband of Agatha Christie and Howard Carter, who unearthed the tomb of Tutankhamun. By the end of the course students will understand the basics of how archaeologists unearth and reconstruct the past, as well have learned about its development through some of its stranger and more interesting personalities.</td>
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<tr>
<td>345-103-04</td>
<td>ONE WORLD, MANY CULTURES</td>
<td>(3-1-3) 60 hrs / 2 1/3 cr.</td>
<td>This course provides a general introduction to international studies. It will focus on critical analysis and comparison of readings by writers from a number of cultures in the non-western world. Through these readings, students will learn how these cultures understand the life cycle, economy, gender, politics and spiritual experience. In doing so, they will develop perspectives which enable them to understand and appreciate the importance of culture in knowledge and life experience.</td>
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<tr>
<td>345-103-04</td>
<td>THE DISCOVERY OF LANGUAGE</td>
<td>(3-1-3) 60 hrs / 2 1/3 cr.</td>
<td>In this course students will examine the ways in which language in general, and certain Indo-European languages in particular, affect the ways in which knowledge is organized and used. Topics to be discussed include: the origins of language, the transition from oral cultures to literacy, the development of early writing systems, the evolution of the Indo-European languages, and (briefly) such philosophers of language as Vico, Herder, Saussure and Wittgenstein. Students will do exercises with Egyptian hieroglyphics, Greek, Latin, Anglo-Saxon, Middle English and Old French, as well as some modern languages.</td>
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<td>345-103-04</td>
<td>SUSTAINABLE DEVELOPMENT</td>
<td>(3-1-3) 60 hrs / 2 1/3 cr.</td>
<td>This course examines the concept of sustainable development by examining the relationship between humans and the natural environment. The historical origins of our contemporary ecological and social crisis are examined to better understand our present dilemma. Students will identify concepts necessary to discuss our present environmental and social crisis. We will analyze case studies as much of the course will be built around them. Upon this foundation of knowledge we create a sustainable world view.</td>
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<tr>
<td>345-103-04</td>
<td>TWENTY FIRST CENTURY EXPERIENCE</td>
<td>(3-1-3) 60 hrs / 2 1/3 cr.</td>
<td>This course gives students the opportunity to explore different aspects of twenty-first century experience. It begins with an exploration of the political and cultural significance of 9/11 and then turns its attention to the imperial contours of American power, the ecological crisis, and the re-emergence of religion into the public square. One of the questions to which the course repeatedly returns concerns the meaning and value of democratic practice in the early twentieth-first century. In reflecting on these themes, particular attention will be given to our Canadian context.</td>
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<tr>
<td>345-103-04</td>
<td>THE BIBLE AS HISTORY</td>
<td>(3-1-3) 60 hrs / 2 1/3 cr.</td>
<td>In this course the focus will be the books of the Old Testament which discuss the creation of the world, the flood, the exodus of the Israelites from Egypt, the conquest of the Promised Land by the Israelites and the history of the kingdom founded by David. We will be looking at the events presented in the books of the Old Testament in the light of modern methods of understanding the past, namely archaeology, history and science. The emphasis will be not on faith but rather on proof. How do modern scholars go about separating fact (historical events) from fiction (myths believed to be fact based on faith).</td>
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<tr>
<td>345-103-04</td>
<td>A SENSE OF PLACE: THE LINK BETWEEN WHERE WE LIVE AND WHO WE ARE</td>
<td>(3-1-3) 60 hrs / 2 1/3 cr.</td>
<td>Blending both the practical and theoretical, this course will help students understand the diversity of people around them, and in the process, to better understand themselves. Students will examine different socio-cultural patterns (the “melting pot”, multicultural mosaic, etc.) as well as individual experiences (the immigrant experience, ethnic communities, displaced peoples and migrations, the traveler in unfamiliar places, “back to the roots” movement, adopting new identities, etc.). Cultural identities at the community, national, and global levels will be examined.</td>
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INTRODUCTION TO INTERCULTURAL RELATIONS
345-BEA-03 (3-0-3) 45 hrs / 2 cr.

Introduction to Intercultural Relations explores contact and communication which takes place between two or more persons from different cultures. We focus on theories of cultural difference and how people respond when faced with intercultural/cross cultural situations and circumstances.

THE MORAL DIMENSION OF CAREGIVING
345-BEA-03 (3-0-3) 45 hrs / 2 cr.

This course is designed for students who plan to go into any of a wide variety of caregiving roles. Its aim is to help them develop the skills and dispositions to become reflective, critical thinkers who can recognize the moral problems they are likely to encounter in these roles and resolve them in a rational way.

ACCOUNTING AND MANAGEMENT, COMPUTER INFORMATION SYSTEMS AND PRE-COMMERCE

COMPUTER/BUSINESS ETHICS
345-BEC-03 (3-0-3) 45 hrs / 2 cr.

Managing an organization’s data is an important responsibility. Those who work in the field are stewards of society’s data. Mismanagement of data or significant errors in the recording or processing data cannot only cost money but endanger the well-being of people whose data is mishandled. In this course we will examine many of the ethical issues relating to the management of data, including the issue of privacy, security, and copyright. Matters relating to personal integrity will be included in our case studies. General business issues surrounding IT will also be dealt with and will include that of monopoly (vs. free markets) - Microsoft’s business practices will receive special attention - copyright and trade secrets, outsourcing (especially to other countries) and whistle-blowing.

BUSINESS ETHICS
345-BEC-03 (3-0-3) 45 hrs / 2 cr.

There are two phases of this course: one descriptive and one moral/ethical. The first phase will provide a context for the second. The first will include a discussion of (i) the economic climate in which business operates (including the ecological, social and media environment) and (ii) the world created by the new information technologies. The second will deal with the "issues" which arise in these environments: (i) product safety, workplace safety, employee privacy, honesty in advertising, and (ii) automation and “downsizing”, confidentiality and consumer privacy, copyright law, computer crime, and other current issues on both of these areas.

CREATIVE ARTS, LITERATURE AND LANGUAGE, FINE ARTS AND LIBERAL ARTS

ETHICS AND THE ARTS
345-BED-03 (3-0-3) 45 hrs / 2 cr.

This course will address the relationship between art and morality. Whether aesthetic values and moral values are separate and even at times conflicting, or whether they are interrelated and/or indivisible is one of the questions this course will raise. Using examples from the visual and performing arts, it will also ask students to consider the purpose and uses of art – as self-expression, social commentary, and political action. At the same time it will examine the role of the artist in society, the role and mandate of cultural and social institutions, and the dialogue between them. We will look at case studies from the late 1980s to today, moments when cultural works were censored, prohibited, criticized, destroyed, and/or banished, and how this spurred a public ethical debate.

MODERN MORAL ISSUES
345-BED-03 (3-0-3) 45 hrs / 2 cr.

This course examines competing positions on a number of the major moral problems facing contemporary society. Topics for study here may include abortion; euthanasia; punishment; pornography and censorship; the treatment of children; poverty and social justice; freedom; equality; rights and duties.
SCIENCE

ISSUES IN BIOMEDICAL ETHICS

345-BEF-03 (3-0-3) 45 hrs / 2 cr.

This is a Block B course for science students, especially suitable for students planning a career in the health sciences. Students will focus on the philosophical, medical and legal dimensions of prevailing Western modes of medical treatment and research, and their impact on people's lives. Topics such as patient-caregiver relations (autonomy, confidentiality, and truth-telling), the allocation of scarce resources to save lives, euthanasia, experimentation on human subject, surrogate parenting, the ethics of placebo use, genetic screening and genetic therapy will be examined, with the aim of identifying, formulating, applying and evaluation ethical guidelines for dealing with such issues on a personal, professional, and social level.

SCIENCE, MORALITY AND THE HUMANITIES

345-BEF-03 (3-0-3) 45 hrs / 2 cr.

In this course we will be looking at the moral and ethical implications about what scientists do and the implications of their discoveries. To do this we will first have to understand the “science” of thinking morally and then apply this way of thinking to current issues in the sciences. A major component of this course will be the integrative assignment in which the student will be allowed to pursue a moral issue from any branch of the sciences.

NOTE: Some course titles may differ slightly on students' transcripts; please refer to course numbers.
PHYSICAL EDUCATION

PRINCIPLES

Physical Education aims to develop the whole person for his/her own sake and to help that person acquire responsible behaviors in matters of health promotion and quality of life.

Physical Education also makes the students accountable for assuming responsibility for their health through the maintenance and improvement of their physical fitness and through sufficient practice of physical activity. Through the use of a personal process involving learning by objectives which enables students to enhance their abilities and attitudes, physical education permits students to integrate the effective practice of physical activity into their lifestyle. It makes the students conscious of the importance of spreading the knowledge and behaviors required to assure a better quality of life in their personal environment.

COURSE SEQUENCE

Students may take a 103 or 104 course first. The 105 course may only be taken after the 103 course has been completed.

103 COURSES (1-1-1)

This course deals with the relationship between good health and being physically active related to a healthy lifestyle. The students are called upon to experiment with one or more activities, and to relate them to their abilities, needs, motivation, lifestyle and their knowledge of health promotion. This enables them to make an appropriate and justified choice of physical activities.

104 COURSES (0-2-1)

Through the use of a sport, outdoor-or expression-oriented activity, these courses deal with the process of effective learning by objectives as a factor influencing perseverance. As such, students are called upon to evaluate their abilities and attitudes while practicing a physical activity, and to set objectives and interpret their progress.

105 COURSES (1-1-1)

These courses aim to have students integrate physical activity into their lifestyle, more specifically through better management of the factors which facilitate this integration. During teacher contact hours, students apply the knowledge acquired from the Wellness course. This is done through the safe and effective practice of physical activity and by the development, the realization and the evaluation of a personal activity program, which is carried out and validated under the supervision of the teacher. Furthermore, the hours allocated for personal work enable students to complete this personal program.

WELLNESS

109-103-02 (1-1-1) 30 hrs / 1 cr.

This course is designed to help students have a better understanding of the value of regular physical activity and its effect on the quality of life, both on a short term and long term basis. Students will be exposed to a variety of fitness programs in the hope that the individual would continue in an autonomous manner in his/her own physical conditioning programs. This course will have a theory component covering relevant information about basic principles of exercise, nutrition and wellness as a way of life. The practical work will include fitness testing as well as the individual workouts.

104 COURSES (0-2-1)

AQUATIC TRAINING

109-104-02 (0-2-1) 30 hrs / 1 cr.

This course is a great alternative to land training. The students will learn how to use the water efficiently to train all components of fitness using different types of training such as continuous, circuit, interval training, water games and more. Designed for the swimmer or non-swimmer, love of water is an asset!

GOLF/BADMINTON

109-104-02 (0-2-1) 30 hrs / 1 cr.

This course will introduce students to the skills of golf and badminton. In golf the students will learn the rules and basic swing patterns of the woods, middle irons and long irons. Putting will also be introduced. The students will get to play on their own on the golf course. In badminton students will learn the fundamental strokes of: serve, clear, drop, and smash. Through a variety of drills the student will develop these skills. Singles and doubles strategy will also be taught.

PILATES

109-104-02 (0-2-1) 30 hrs / 1 cr.

Want something new and different? Does your body need a tune up because of overuse in different sports? Need to develop more body awareness? The Pilates method is an approach to fitness that develops balanced strength and flexibility with the goal of improving endurance, posture, movement control and mobility for optimal conditioning and ease of movement. Mat floor exercises will be used to increase range of motion, improve core strength and co-ordination. Exercise balls will also be used to add fun and challenge to your workout.

SOCCER/BOXING

109-104-02 (0-2-1) 30 hrs / 1 cr.

This course will be divided into two sections. The first half of the semester the course will focus on soccer. All the skills necessary to play soccer will be taught as well as technique, team play and a large emphasis on cardio vascular endurance. The second part of the course will focus on boxing. Students will learn how to throw proper punches, footwork, defensive positioning and effective transferring of body weight. There will also be a great deal of physical training in this section of the course. For people looking to get into great shape, this is the class to take.
SWIMMING
109-104-02 (0-2-1) 30 hrs / 1 cr.
This course focuses on skills acquisition for the various swimming strokes: front crawl, backstroke, breaststroke, elementary back and side stroke. The student will also become familiar with water safety, basic life saving skills such as artificial respiration, reaching assists, obstructed airway procedures etc. Individual improvement in stroke technique as well as swimming endurance is an important part of the course.

VOLLEYBALL
109-104-02 (0-2-1) 30 hrs / 1 cr.
This course is for the student who wants to learn and practice a team game that can be enjoyed throughout life. The student will learn and practice the fundamental skills of serve, volley, bump, spike, roll and dive. The student will also learn different team strategies and apply these in a supervised league play where games are played and refereed by the students themselves. Constant evaluation of the students’ progress both in game situations as well as individual skill development will take place.

WINDSURFING/SAILING
109-104-02 (0-2-1) 30 hrs / 1 cr.
This intensive course, usually offered in the spring or summer, will teach the basics and more about windsurfing and sailing. The course is designed for the total beginner or the intermediate sailor. On beautiful Lake Memphremagog the students will learn sailing and sail boarding using windsurfing boards, Laser sailboats, and other craft. The cost for this course is approximately $115.

BADMINTON
109-105-02 (1-1-1) 30 hrs / 1 cr.
This course is for students who want to improve their fitness and develop skills that will help them enjoy this life long sport activity. Students will learn the fundamental skills of serve, clear, drop, and smash. Through various drills and exercises the students will learn the strategies of playing badminton. The students will play in class ladder matches and round robins as well as in an out of class elimination tournament. Students will be expected to do fifteen hours of homework related to physical training, personal skill development and out of class match play to develop a better understanding of game strategies.

RELAXATION TECHNIQUES
109-105-02 (1-1-1) 30 hrs / 1 cr.
Learn to manage your stress and relax physically and mentally through different relaxation techniques, relaxercises, and physical activity. The students will also learn how to design their own personal training or physical activity program as a function of their needs, and integrate it into their daily living.

SQUASH
109-105-02 (1-1-1) 30 hrs / 1 cr.
This course is designed to introduce the student to the International and North American squash games. The students will learn the fundamental skills of: serve, drives, volleys, boasts, drop shots and lobs. Through various drills and exercises the students will learn the strategies of playing squash. The students will play in class ladder matches and round robins as well as in an out of class elimination tournament. Students will be expected to do fifteen hours of homework related to physical training, personal skill development and out of class match play to develop a better understanding of game strategies.

TENNIS
109-105-02 (1-1-1) 30 hrs / 1 cr.
This course is for the student who wants to learn the basic skills of tennis that will make them enjoy this life long game. The students will learn the basic strokes of serve, forehand, backhand, volley and overhead. Three different grips will be taught. The use of topspin versus slice will be discussed and practiced. Singles and doubles strategies will be taught. The students will play in class ladder matches and round robins as well as in an out of class elimination tournament. Students will be expected to do fifteen hours of homework related to physical training, personal skill development and out of class match play to develop a better understanding of game strategies.

NOTE: Some course titles may differ slightly on students’ transcripts; please refer to course numbers.
COMPLEMENTARY COURSES

All students are required to choose TWO complementary courses selected from categories outside their program. If both complementary courses are selected from the same category, one must be chosen from Set E and one from Set F.

- **Social science students** may not select from Category 1.
- **Science students** may not select from Category 2.
- **Creative arts/language and literature students** may not select from Categories 3 and 5.
- **Fine arts students** may not select from Category 5.
- **Liberal arts students** must see specific Liberal Arts program information regarding Elective courses.
- **Special care counselling students** may not select from Category 1.
- **Accounting and management technology students** may not select from Category 4 and courses in Economics and Business.
- **Computer information systems students** may not select from Category 4 and courses in Psychology and Business.

**IMPORTANT NOTE:** You may not select complementary courses in disciplines you are using as part of your program specific component, e.g. a computer complementary course is not permitted if you are taking other courses in this discipline among your program-specific selections.

**NOTE:** All complementary courses are 45 hours and are worth two credits.

### Category 1: Social Science

- 330-BEA-03 Introduction to Western Civilization
- 340-BEF-03 Philosophical Issues in Education
- 340-BFB-LE Alternative Realities
- 340-BFH-LE The Human Condition
- 387-BEC-LE Sociology of Unequal Relations
- 401-BFA-03 How to Start and Run a Small Business
- 401-BFB-03 Building Personal Wealth
- 413-BEA-03 Participation and Cooperation I
- 413-BFA-03 Participation and Cooperation II
- 413-BEB-LE Issues in International Development

### Category 2: Science and Technology

- 101-BEA-03 Food Fitness
- 203-BEA-03 Astronomy
- 203-BFA-03 Photography with Lasers & Related Topics (Holography)
- 310-BEA-03 Introduction to Criminology
- 310-BFA-03 Forensic Science
- 320-BEB-LE Natural Hazards
- 360-BEA-03 Building College Skills
- 360-BFA-03 College Skills Seminar

### Category 3: Modern Languages

- 607-BEA-03 Spanish I
- 607-BFA-03 Spanish II
- 609-BEA-03 German I
- 609-BFA-03 German II

### Category 4: Language of Math and Computers

- 420-BEA-03 Computers for Science
- 420-BEC-03 Advanced Computer Skills
- 420-BED-LE Multimedia
- 420-BFA-LE Intro. to Virtual Reality Programming
- 420-BFB-03 Intro. to C++ Programming Language
- 420-BFG-03 Introduction to Visual Basic
- 420-BFH-LE Web Page Design
- 420-BFL-LE Introduction to Linux
- 420-BFM-LE Computer Skills for Commerce
- 420-BFS-LE Computer Skills for Social Science
- 420-BFX-LE Using Microsoft Office

### Category 5: Art and Aesthetics

- 510-BFC-LE 3-D Design
- 520-BEA-LE Art History I
- 520-BEB-LE Art History II
- 520-BEC-LE Art History III
- 520-BED-LE Italy: Art and Architecture Through the Ages
- 530-BEA-03 Film Study
- 530-BEB-LE Genres in Cinema
- 530-BEC-LE Modern Masters of Cinema
- 550-BEA-03 Music Appreciation
- 550-BEC-03 Music Dossier II
- 550-BFB-03 Music Dossier I
- 550-BFC-03 The Listener as Artist
- 560-BEA-LE Introduction to Drama
- 602-BFP-LE La chanson d’expression française
- 602-BFO-LE Légendes, contes, et mythes
- 603-BFA-03 Creative Writing
GENERAL EDUCATION COURSES

INTRODUCTION TO WESTERN CIVILIZATION

330-BEA-03 (3-0-3) 45 hrs / 2 cr.
See p. 45.

PHILOSOPHICAL ISSUES IN EDUCATION

340-BEF-03 (3-0-3) 45 hrs / 2 cr.
No matter how sophisticated the science and technology of learning become, many of the fundamental questions about the organization and conduct of education are philosophical in nature. What should be the goals of education? How should participants in the educational process be treated? How should the curriculum be established? How should education be financed? This course will introduce students to a number of competing philosophical responses to narrower versions of these questions.

ALTERNATIVE REALITIES

340-BFB-LE (3-0-3) 45 hrs / 2 cr.
We talk today of “thinking outside the box.” Edward de Bono made a name for himself by writing books on “lateral thinking.” The idea of both is that in order to find solutions to many of our problems, we need to think about them in new ways. In line with this idea, this course will present an opportunity for students to explore the notion that there are alternative ways to understand the world. This notion has been present, historically, in Eastern thought and particularly in Zen Buddhism which is a reflection of our perceived need not to get locked into fixed modes of thinking. How different disciplines carry with them different ways of experiencing will be an essential part of the discussions.

THE HUMAN CONDITION

340-BFH-LE (3-0-3) 45 hrs / 2 cr.
A theory of human nature purports to explain the essential characteristics of our species such that we have a basis for determining how people should relate to themselves, to others, to nature, and to any transcendental dimensions of the cosmos. While it is important to have such a guideline for both understanding and improving the human situation, there is no consensus on how human nature should be viewed. We will introduce a number of influential and competing theories drawn from philosophy, religion, psychology and anthropology.

SOCIOLOGY OF UNEQUAL RELATIONS

387-BEC-LE (3-0-3) 45 hrs / 2 cr.
See p. 66.

HOW TO START AND RUN A SMALL BUSINESS

401-BFA-03 (3-0-3) 45 hrs / 2 cr.
This course will teach the basics of starting a business. The students will concentrate on sources of financing, methods of estimating projected revenues, and the preparation of financial statements for a business plan. Other aspects related to the running of an efficient and adaptable business in today’s global economy will be stressed.

BUILDING PERSONAL WEALTH

401-BFB-03 (3-0-3) 45 hrs / 2 cr.
This basic course in personal finance offers information on different financial products of various financial institutions. It shows clearly and precisely different tax planning and investment planning strategies for individual Canadian investors as well as business owners to cut their taxes to the minimum, and to earn maximum after-tax return on their investments. It shows a step-by-step approach to building wealth for individual Canadians.

PARTICIPATION & COOPERATION I

413-BEA-03 (2-1-3) 45 hrs / 2 cr.
The economic gap existing between the rich and poor of this world will only be reduced by development practices that are environmentally, as well as socially, sustainable. Food security, access to health care and education are basic requirements to end the degrading poverty present in many countries. This course will examine the impact on development of current approaches and practices to environment, agriculture and medicine. The history of colonization and its impact on the environments and economics of the developing nations will be discussed to provide an historical framework. The course will culminate in an examination of current development and environmental policies of some of the main players in the development area.

NOTE: Candidates must be prepared to become knowledgeable in the language of the selected developing nation.
CATEGORY 2: SCIENCE AND TECHNOLOGY

FOOD FITNESS
101-BEA-03  (3-0-3) 45 hrs / 2 cr.

This complementary course about nutrition is aimed at non-science students. It consists mainly of a balanced mix of lectures and “real life” projects (the “junk food” phenomenon, impulse buying, fad diets, etc.) This course will present nutrition in a relevant and practical way.

ASTRONOMY
203-BEA-03  (2-1-3) 45 hrs / 2 cr.

This course will concern itself with the present state of knowledge regarding the past, present, and future of the physical universe. Emphasis will be placed upon the myriad of stars which surround us and constitute the primary objects in the universe. Particular attention will be paid to recent discoveries in astronomical investigation.

PHOTOGRAPHY WITH LASERS AND RELATED TOPICS (HOLOGRAPHY)
203-BFA-03  (2-1-3) 45 hrs / 2 cr.

This course is designed to give students an introduction to the principles of laser holography (3-D photography). Students will have the opportunity to create 3D images of their favorite “subjects”. Information required for making holograms at home will be provided. Applications of lasers to art, health sciences, defense and energy will be considered. The degree of emphasis to be placed upon any individual topic will be tailored to suit student interests. No background in science or mathematics required.

INTRODUCTION TO CRIMINOLOGY
310-BEA-03  3-0-3) 45 hrs / 2 cr.

This course is a general or foundation course in the field of criminology and it will focus on the following areas: 1) the evolution of the science of criminology and its scientific perspective; 2) the biological, psychological, and sociological theories that have been presented to explain criminal behavior; and 3) the application or relevance of some of these theories to various human behaviors such as robbery, rape, murder, etc. Some of the technologies that are used to identify or to exonerate people involved in a crime (DNA testing, forensic science, computer graphics and computer identification, etc.) will also be presented. The course will expose the student to the field of criminology, both its strengths and weaknesses.

FORENSIC SCIENCE
310-BFA-03  (3-0-3) 45 hrs / 2 cr.

Who might have taken your missing iPod? One of your roommates? Maybe the greasy fingerprints on your desk can help you. Do the bloody shoe impressions on O.J. Simpson’s Bronco carpet match those worn by Simpson the night of the murder? In order to solve either of these mysteries you will have to use the knowledge of a crime scene investigator (CSI). What does a CSI do? This course will explore both theoretical and laboratory aspects of crime scene investigation. Covering topics such as the collection of evidence, examination of a body, toxicology, DNA matching and fingerprinting, the student will learn to apply the steps of the scientific method as a powerful tool to solve crimes. Designed for non-science students, curiosity, creativity, teamwork and an eye for detail are the main basic skills needed to be able to learn about forensic science.

NATURAL HAZARDS
320-BEB-LE  (3-0-3) 45 hrs / 2 cr.

Natural hazards afflict all corners of the Earth: often unexpected, seemingly unavoidable and frequently catastrophic in their impact. Despite this, many researchers argue that the occurrence of such phenomena can be anticipated well in advance. Preventative measures can then be taken. The key lies in unraveling the complex interplay of diverse natural forces (climatic and geological) that shape such outcomes.

BUILDING COLLEGE SKILLS
360-BEA-03  (3-0-3) 45 hrs / 2 cr.

This course is designed for students entering CEGEP in the Pre-program session to help them discover and practice ways to increase their academic success. Students will identify habits which have prevented success in the past and develop strategies to improve their performance. This will be done both in the classroom and in individual sessions with the instructor. Topics covered will include time management, motivation, personal organization, study strategies, and effective reading and writing skills.

COLLEGE SKILLS SEMINAR
360-BFA-03  (3-0-3) 45 hrs / 2 cr.

This course is offered in the second semester for new students entering CEGEP in the Pre-program session and for returning students who need to improve their academic skills.

CATEGORY 3: MODERN LANGUAGES

SPANISH I
607-BEA-03  (2-1-3) 45 hrs / 2 cr.

This course gives beginners the fundamental linguistic basis of the Spanish language. Basic grammar and vocabulary will be introduced to reinforce both oral and written skills. Greater emphasis will be on oral skills, particularly through the medium of conversation.

SPANISH II
607-BFA-03  (2-1-3) 45 hrs / 2 cr.

This course is a continuation of Spanish I, 607-BEA-03. It is designed for those who have some basic knowledge of the language. Students will have the opportunity to improve their conversational, reading, and writing skills.

(Prerequisite: 607-BEA-03 or equivalent)

GERMAN I
609-BEA-03  (2-1-3) 45 hrs / 2 cr.

See p.55.

GERMAN II
609-BFA-03  (2-1-3) 45 hrs / 2 cr.

See p.55.

(Prerequisite: 609-BEA-03 or equivalent)
COMPUTERS FOR SCIENCE

**420-BEA-03 (1-2-3) 45 hrs / 2 cr.**

This is an entry-level course for students who are interested in exploring the use of computers in the domain of the physical sciences. It will expose the science student to the computer as a versatile tool that can be used to help explore the wonders of the physical universe. More specifically, this course was designed to show the student how computers are used in science to assist in the investigation of physical phenomena, i.e. the acquisition, analysis and reporting of scientific information.

ADVANCED COMPUTER SKILLS

**420-BEC-03 (1-2-3) 45 hrs / 2 cr.**

In this course you will learn how to select and install hardware and software upgrades. System upgrades such as memory and cache will be dealt with as well as upgrade cards, e.g. sound cards and video adapter cards. You will learn such skills as how to download files, install plug-ins and build web pages. The system performance will be evaluated through various “benchmark” tools. The Internet will be a resource for the course, being used as a research tool and as a vehicle for collaboration with others.

(Prerequisite: basic computer skills)

MULTIMEDIA

**420-BED-LE (1-2-3) 45 hrs / 2 cr.**

The focus of this course will be to demonstrate how existing computer technologies can be used in the field of multimedia. Current topics include digital imaging, graphics, music, and animation, to name a few. Basic computer hardware and software fundamentals will also be covered. Designed for students without specific knowledge of computers, the objectives of this course are to give an introduction to computer and multimedia concepts, as well as train the student in the use of various multimedia application software. The student will be able to apply his or her newly acquired skills in the preparation of documents and art-related works for pedagogical and professional activities.

INTRO. TO VIRTUAL REALITY PROGRAMMING

**420-BFA-LE (1-2-3) 45 hrs / 2 cr.**

Join Alice and her friends as you create your own 3D virtual worlds filled with wizards, robots, fairies or ballerinas. Learn to write computer animations as you make your own movies or interactive games with spaceships, dinosaurs, animals, aliens and more, then post them to a web page for the world to see. No artistic ability or programming knowledge necessary.

INTRO. TO C++ PROGRAMMING LANGUAGE

**420-BBF-03 (1-2-3) 45 hrs / 2 cr.**

Addressed to non-specialists, this course is oriented toward the design and writing of computer programs using the powerful tools made available in the programming language Visual C++ for Windows. Along with the grammar and syntax of the language, object oriented programming techniques will be stressed.

(Prerequisite: some computer knowledge)

INTRODUCTION TO VISUAL BASIC

**420-BFG-03 (1-2-3) 45 hrs / 2 cr.**

This course is for students interested in exploring the possibilities of a rapid application development tool such as Microsoft Visual Basic 6. By the end of this course you will be able to develop simple event-driven applications that will include common graphic interface features such as text boxes, command and option buttons, check boxes, etc.

WEB PAGE DESIGN

**420-BFH-LE (1-2-3) 45 hrs / 2 cr.**

In this course the student will learn how to design and create World Wide Web pages in a visual design environment, using Web page authoring software. The course will cover principles of layout and design, HTML basics, creation and integration of graphical elements, forms validation, and integration of multimedia elements such as sound, music and video.

(Prerequisite: some knowledge of microcomputers, especially Windows file and folder management.)

INTRODUCTION TO LINUX

**420-BFL-LE (2-1-3) 45 hrs / 2 cr.**

Designed for students with some knowledge of computers, the objective of this course is to introduce the Linux operating system, its commands and possibilities. The field of Open Source software in general will also be explored. The student will be able to apply his or her newly acquired skills in the installation and maintenance of a Linux operating system on his or her own personal computer.

COMPUTER SKILLS FOR COMMERCE

**420-BFM-LE (1-2-3) 45 hrs / 2 cr.**

This course will provide students with the skills needed to effectively and efficiently use productivity software, namely the Microsoft Office Suite, in the context of business computing. Word processing, spreadsheets, presentation and database software will be covered. Students will also learn about the basics of how a microcomputer works, and how to search on the Internet. Students will be able to apply their new knowledge by selecting and using the appropriate tools to complete assignments in other courses in their program.

COMPUTER SKILLS FOR SOCIAL SCIENCE

**420-BFS-LE (1-2-3) 45 hrs / 2 cr.**

This course will provide students with the skills needed to effectively and efficiently use productivity software, namely the Microsoft Office Suite, in the context of the Social Sciences. Word processing, spreadsheets, and presentation software will be covered. Students will also learn about basic computer concepts, using the Microsoft Windows operating system, and searching the Internet. Students will be able to apply their new knowledge by selecting and using the appropriate tools to complete assignments in other courses in their program.
USING MICROSOFT OFFICE
420-BFX-LE (1-2-3) 45 hrs / 2 cr.
Designed for students with basic computer knowledge, this course will use a learn-by-doing approach to teach how to effectively use each of the applications that make up the MS Office Suite: Word, Excel, PowerPoint and Access, as well as how to integrate the applications through the use of hands-on projects.

CATEGORY 5: ART AND AESTHETICS

3-D DESIGN
510-BFC-LE (1-2-3) 45 hrs / 2 cr.
See p.57.

ART HISTORY I
520-BEA-LE (3-0-3) 45 hrs / 2 cr.
See p.57.

ART HISTORY II
520-BEB-LE (3-0-3) 45 hrs / 2 cr.
See p.58.

ART HISTORY III
520-BEC-LE (3-0-3) 45 hrs / 2 cr.
See p.58.

ITALY: ART AND ARCHITECTURE THROUGH THE AGES
520-BED-LE (3-0-3) 45 hrs / 2 cr.
This trip is meant to survey the cultural history of Italy. Through site study and focused readings, students will learn about the historical, socio-political, and artistic developments in Italy, from its Graeco-Roman beginnings to modern times. Topics to be selected for study will be set according to location(s), historical time period(s), and/or artistic developments.

NOTE: This course is NOT offered every year.

FILM STUDY
530-BEA-03 (2-1-3) 45 hrs / 2 cr.
See p.52.

GENRES IN CINEMA
530-BEB-LE (3-0-3) 45 hrs / 2 cr.
See p.52.

MODERN MASTERS OF CINEMA
530-BEC-LE (3-0-3) 45 hrs / 2 cr.
See p.52.

MUSIC APPRECIATION
550-BEA-03 (3-0-3) 45 hrs / 2 cr.
This course helps students to develop an open yet informed approach to music, by providing them with a basis for comprehensive listening. Genre, form, and structure of selected works are examined within their cultural context. The emphasis in this course is on developing musical perception through active participation in listening experiences.

MUSIC DOSSIER II
550-BEC-03 (3-0-3) 45 hrs / 2 cr.
See p.53.

MUSIC DOSSIER I
550-BFB-03 (3-0-3) 45 hrs / 2 cr.
See p.53.

LISTENER AS ARTIST
550-BFC-03 (3-0-3) 45 hrs / 2 cr.
See p.53.

INTRODUCTION TO DRAMA
560-BEA-LE (1-2-3) 45 hrs / 2 cr.
This course will introduce participants to the fundamentals of performance. Using dramatic expression, students will strengthen their awareness of self, trust in others and the meaning of a “genuine response”. Classes will focus on the body and voice production as

NOTE: Some course titles may differ slightly on students’ transcripts; please refer to course numbers.
ENRICHMENT OPTIONS

ADVANTAGE

Advantage is an enrichment option that offers incoming students whose second language is English the opportunity to improve their English language skills by participating in two semesters of study that emphasize the improvement of English language skills.

Focusing on the acquisition of these skills during their first and second semesters sets students on a sure path towards success at Champlain College.

WHAT IS ADVANTAGE?
There are two important sides to Advantage. First, students are required to enroll in three courses in English, Humanities, and Wellness that work together to ensure that students have ample opportunity to practice and improve their English language skills. And, second, students must participate in two out-of-class activities - supervised English Conversation Groups and the College’s Reading-and-Writing Workshop - that allow students to practice their speaking, reading, and writing skills.

WHO CAN PARTICIPATE?
Any student who qualifies for the six hour/week Preparation for College English course based on the English Placement Test results can participate in Advantage. Incoming students in Social Sciences and Liberal Arts are especially encouraged to consider applying to the English Advantage Enrichment Option.

HOW CHALLENGING?
English Advantage is a demanding enrichment option. Students chosen for this immersion experience must be committed to improving their English language skills. They will be expected to dedicate significant amounts of time and effort both inside and outside of the classroom to the achievement of this goal.

WHERE CAN I LEARN MORE ABOUT ADVANTAGE?
For further information about Advantage, please contact an Academic Advisor. We would be happy to meet with students and their parents to answer (in English or French) any questions concerning, selection criteria, curriculum activities, and, most importantly, the very real rewards in store for students who successfully complete this exciting enrichment option.
INTRODUCTION TO INTERNATIONAL STUDIES

This is an enrichment option open to all students in the college. There are two major components: extra-curricular activities and course work.

EXTRA-CURRICULAR ACTIVITIES

All International Studies students must participate in internationally-oriented extra-curricular activities. For example, students could join the Multi-Issues Club [Amnesty International/WUSC (World University Service of Canada)], or the Refugee-Student Sponsorship Committee, and work on a special event in the International Symposium Series. A work-study project in Peru offers students the opportunity to experience life overseas.

NOTE: Participation in this work-study project is optional.

COURSE WORK

Students must take at least four courses selected from the list below, including a maximum of two courses in Spanish or German.

At one of the first meetings students will receive further information and will sign a contract in order to keep track of courses and activities.

All students should seek to acquire a sound knowledge of history, politics, geography, economics, and culture.

Upon completing this program the student will receive a certificate suitable for framing. A copy of this document will be placed in the student’s file.

When choosing their courses, students must alert the Academic Advisor regarding their interest in International Studies. Upon arrival on campus students are requested to contact the coordinator of the International Education Committee.

INTERNATIONAL STUDIES COURSES

<table>
<thead>
<tr>
<th>Humanities</th>
<th>German</th>
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<tbody>
<tr>
<td>345-102-03 Progress in the Last Century</td>
<td>609-BEA-03 German I</td>
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<tr>
<td>345-102-03 A Look at the Other Side (on site in Peru)</td>
<td>609-101-LE German II</td>
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<td>345-102-03 Dharmas and Taos</td>
<td>609-BFA-03</td>
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<tr>
<td>345-103-04 One World, Many Cultures</td>
<td>609-201-LE</td>
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<td>345-103-04 Humanism in Western Thought</td>
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<tr>
<td>345-103-04 A Sense of Place: The Link Between Where We Live and Who We Are</td>
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<td>345-103-04 Globalization and Democracy</td>
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<td>345-BEA-03 Human Rights Perspective</td>
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<td>345-BED-03 Modern Moral Issues</td>
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<tr>
<th>Art History</th>
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<tbody>
<tr>
<td>520-BED-LE Italy: Art &amp; Architecture Through the Ages</td>
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<tr>
<th>Economics</th>
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<tbody>
<tr>
<td>383-291-LE International Economics</td>
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<tr>
<td>383-292-LE Economic Issues</td>
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<tr>
<th>Geography</th>
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<tbody>
<tr>
<td>320-101-LE Introduction to Geography</td>
<td></td>
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<tr>
<td>320-265-LE Geography of Tourism</td>
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<tr>
<td>320-264-LE Regional Geography</td>
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<td>320-266-LE Environmental Geography</td>
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| German                                        |                                             |
| 609-BEA-03 German I                          |                                             |
| 609-101-LE German II                         |                                             |
| 609-BFA-03                                   |                                             |
| 609-201-LE                                   |                                             |

| History                                       |                                             |
| 330-256-LE 20th Century History               |                                             |
| 330-984-91 The World Today                   |                                             |

| International Cooperation                     |                                             |
| 413-BEA-03 Participation and Cooperation I    |                                             |
| 413-BFA-03 Participation and Cooperation II   |                                             |
| 413-BEB-LE Issues in International Development|                                             |

| Political Science                             |                                             |
| 385-263-LE Introduction to International Affairs |                                             |

| Spanish                                       |                                             |
| 607-BEA-03 Spanish I                         |                                             |
| 607-101-LE                                   |                                             |
| 607-BFA-03                                   |                                             |
| 607-201-LE                                   |                                             |

NOTE: From time to time, courses are added to or deleted from this list. Please check with the coordinator.
PRE-UNIVERSITY PROGRAMS

200.B0 SCIENCES

HEALTH PROFILE

<table>
<thead>
<tr>
<th>Semester 1</th>
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<tbody>
<tr>
<td>Physical Education</td>
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<tr>
<td>Humanities – World Views</td>
<td>Humanities – Knowledge</td>
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<tr>
<td>College English</td>
<td>English for Science</td>
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<tr>
<td>French – General</td>
<td>French – Specific</td>
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<tr>
<td>Calculus I</td>
<td>Calculus II</td>
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<tr>
<td>General Chemistry</td>
<td>Chemistry of Solutions</td>
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<td>Mechanics</td>
<td>Electricity &amp; Magnetism</td>
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Total courses: 26 / Credits: 58 2/3

*2 additional compulsory courses, Linear Algebra 201-NYC-05 and Wave Motion and Modern Physics 203-NYC-05 are taken in semesters 3 or 4. Students also select 1 other option science course, usually Human Biology I 101-BFA-05 or Organic Chemistry II 202-BFB-05.

PREREQUISITES
Chemistry 534, Mathematics 536, and Physics 534.

THE PROGRAM
The Science Program prepares students for university studies in pure, applied and health sciences, so that they may pursue a career in areas such as science, engineering or medicine. The Program is unique in that students can choose from a list of science option courses, designed to meet a variety of individual interests and university requirements. Integrative projects aim to encourage creativity and an interest in learning along with good research methods. Science workshops, based on the principle of peer tutoring, are an important part of student learning. Members of the teaching staff help students achieve their goals through the Program activities and through their availability for help outside the classroom.

OBJECTIVES
At the end of the program in science the student will be able to:

- apply the experimental method;
- take a systematic approach to problem-solving;
- use appropriate data-processing technology;
- reason in a rigorous and logical manner;
- communicate effectively;
- learn in an autonomous manner;
- work as a member of a team;
- recognize the links between science, technology and the evolution of society;
- construct a personal system of values;
- identify the context in which scientific ideas originated and evolved;
- display attitudes and behaviour compatible with the scientific spirit and method;
- apply acquired knowledge and skills to new situations.
### SCIENCE COURSES

Both profiles require twelve science courses chosen from the following:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
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<tbody>
<tr>
<td><strong>COMPULSORY SCIENCE COURSES</strong></td>
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<tr>
<td>Biology:</td>
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<tr>
<td>General Biology I</td>
<td>345-BEF-03</td>
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<tr>
<td>English Literature</td>
<td>603-102-04</td>
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<tr>
<td>Complementary course</td>
<td></td>
</tr>
<tr>
<td>General Biology I</td>
<td>101-NYA-05</td>
</tr>
<tr>
<td>*</td>
<td>???-???-05</td>
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<tr>
<td>*</td>
<td>???-???-05</td>
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<td><strong>OPTION SCIENCE COURSES</strong></td>
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<tr>
<td>(F = Fall semester only, W = Winter semester only)</td>
<td></td>
</tr>
<tr>
<td>Human Biology I (F)</td>
<td>101-BFA</td>
</tr>
<tr>
<td>General Biology II (W)</td>
<td>101-BFC</td>
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<tr>
<td>Organic Chemistry I (F)</td>
<td>202-BFA</td>
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<tr>
<td>Organic Chemistry II (W)</td>
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<tr>
<td>Experimental Physics (W)</td>
<td>203-BFD</td>
</tr>
<tr>
<td>Astrophysics (F)</td>
<td>203-BFE</td>
</tr>
</tbody>
</table>

**MAKE-UP COURSE**

The make-up mathematics course, Functions/ Trigonometry/ Analytic Geometry, number 201-009-50, is a non-credit course, and can not be used as a bridging course.

**THE COMPREHENSIVE ASSESSMENT**

All students must complete three 10 hour modules of integrative activities. All science options, as well as the Humanities for Science courses, contain such modules. A 750 word essay completes the requirement for the Comprehensive Assessment.

### BRIDGING COURSES

These courses are designed to “bridge” the gap between high school and college science courses.

- Intro. to College Math (Pre-Calculus) 201-BFX
- Intro. to College Chemistry 202-BFX
- Intro. to College Physics 203-BFX

### TOOK AND APPLY PROFILE

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>CREDIT</th>
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<tr>
<td>1</td>
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<td>Humanities – World Views</td>
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<td>College English</td>
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<tr>
<td></td>
<td>French – General</td>
<td>602-107-03</td>
</tr>
<tr>
<td></td>
<td>Calculus I</td>
<td>201-NYA-05</td>
</tr>
<tr>
<td></td>
<td>General Chemistry</td>
<td>202-NYA-05</td>
</tr>
<tr>
<td></td>
<td>Mechanics</td>
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</tr>
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<td>2</td>
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<td>109-104/103</td>
</tr>
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<td></td>
<td>English for Science</td>
<td>603-BEF-04</td>
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<td></td>
<td>French – Specific</td>
<td>602-BEF-03</td>
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<tr>
<td></td>
<td>Calculus II</td>
<td>201-NYB-05</td>
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<tr>
<td></td>
<td>Chemistry of Solutions</td>
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<td>Electricity &amp; Magnetism</td>
<td>203-NYB-05</td>
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<tr>
<td>3</td>
<td>Humanities – Ethics</td>
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<td>English Literature</td>
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</tr>
<tr>
<td></td>
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<td>???-???-05</td>
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</tbody>
</table>

*2 additional compulsory courses, Linear Algebra 201-NYC-05 and Wave Motion and Modern Physics 203-NYC-05 are taken in semesters 3 or 4. Students also select 3 option science courses with physics and mathematics recommended.
Science Courses

**BIOLOGY**

**GENERAL BIOLOGY I**

101-NYA-05  (3-2-3) 75 hrs / 2 2/3 cr.

This course is designed to allow students to come to a good understanding of the origin of the biodiversity we see on Earth today. Using evolution as the umbrella concept, the course will examine mechanisms that are responsible for both the diversity and the unity of all living organisms. Looking at these mechanisms will involve examination of cells, cell division, DNA, genetics and patterns of inheritance as well as agents of evolution such as mutation and natural selection. Labs have been designed so that students can have a “hands-on” approach to concepts discussed in class. By the end of the course the student should have a deep appreciation of life on Earth and the processes that are at work in the natural world.

**GENERAL BIOLOGY II**

101-BFC-05  (3-2-3) 75 hrs / 2 2/3 cr.

Evolution continues to be the unifying theme in this course (as it is in 101-NYA-05) while the underlying principle of the unity of life is explored. This unity can be seen in the metabolic processes carried out in cells as well as in adaptations made by organisms (both plants and animals) in order to maintain their integrity and homeostasis. Classes and labs have been designed to allow students to come to an understanding and appreciation of the similarities that exist in all forms of life. Relevancy and solving real life problems will be stressed as students discover more about the dynamic world they share with all living organisms.

(Prerequisite: 101-NYA-05)

**HUMAN BIOLOGY I**

101-BFA-05  (3-2-3) 75 hrs / 2 2/3 cr.

This course looks at the human body from the cellular level to the organ system level of organization. Study of cell structure, metabolism, and the characteristics of various human tissues is followed by exploration of the digestive, cardiovascular, and respiratory systems. Dissection and experimentation in the laboratory give the student concrete experience that clarifies the theoretical material presented in lectures.

(Prerequisite: 101-NYA-05)

**CHEMISTRY**

**INTRODUCTION TO COLLEGE CHEMISTRY**

202-BFX-05  (3-2-3) 75 hrs / 2 2/3 cr.

This “bridging” course provides the necessary background for further study in chemistry. Topics included are: inorganic nomenclature; reactions between ions in solution; electric charges on ions and solubility rules; implications of chemical symbols, chemical equations and the balancing of chemical equations; descriptive chemistry of the elements in the representative families of the periodic table; stoichiometry for reactions including solids, gases and aqueous solutions, and limiting reagents; structural theory based upon carbon as a tetrahedron; combining capacity of elements based upon their electronic structure, ionization energy; electronegativity and polarity.

(Prerequisite: By recommendation of the Science Department.)

**CHEMISTRY OF SOLUTIONS**

202-NYB-05  (3-2-3) 75 hrs / 2 2/3 cr.

This course, with General Chemistry, completes college level chemistry. It is focused on analysis of properties of solutions and reactions that occur in solutions. Laboratory work provides an experimental foundation for class topics, which include: Gas laws, solution and precipitate equilibria and Le Chatelier’s Principle; acid-base reactions, pH and buffer solutions; electrochemistry, oxidation-reduction, and the Second Law of Thermodynamics; reaction kinetics, reaction rate equation and integral reaction rate equation, determination of half-life and reaction mechanisms; colligative properties: boiling and freezing point determination of solutions and osmotic pressure.

(Prerequisite: 202-NYA-05)

**ORGANIC CHEMISTRY I**

202-BFA-05  (3-2-3) 75 hrs / 2 2/3 cr.

This course provides an overview of organic chemistry. Laboratory work emphasizes the identification, purification and synthesis of organic molecules. Topics include: Systematic nomenclature of organic compounds; the three dimensional structure of organic molecules - structural isomers and stereoisomers (geometric and enantiomers, configuration); structure and reactivity of alkanes, alkenes, alkynes, dienes, aromatic hydrocarbons, carbonyl compounds, carboxylic acids and derivatives; reaction mechanisms: addition, elimination and substitution (SN1 and SN2); structure determination through chemical and physical (IR and NMR spectroscopy) methods; carbohydrates, lipids, amino acids, proteins.

(Prerequisite: 202-NYA-05)

**GENERAL CHEMISTRY**

202-NYA-05  (3-2-3) 75 hrs / 2 2/3 cr.

This course establishes the link between the structure of atoms and molecules and the properties of matter. Laboratory work helps develop the scientific method and provides an experimental foundation for class topics, including: Chemical calculations and nomenclature; Probability distribution of the electron and atomic orbitals; Electron configurations, the periodic table and periodic properties; Energy changes in the formation of chemical bonds; The structure, shape and polarity of molecules (Lewis structure, VESPR theory and hybrid orbitals); Intermolecular forces and their relationship to physical properties.
ORGANIC CHEMISTRY II

202-BFB-05 (3-2-3) 75 hrs / 2 2/3 cr.

This course provides a more complete coverage of the discipline through the reaction mechanism approach. Topics include: Stereoisomers, especially enantiomers, diastereomers and configuration (R/S); experimental and structural basis for reaction mechanisms - inductive, resonance and steric effects; addition, nucleophilic substitution and elimination (SN1, SN2, E1 and E2); electrophilic aromatic substitution; free radical reactions; the chemistry of biologically important molecules; organic synthesis; spectroscopic methods in organic chemistry - NMR, IR and mass spectrometry.

(Prerequisite: 202-BFA-05)

NOTE: Offered in winter semester only.

MATHEMATICS

FUNCTIONS / TRIGONOMETRY / ANALYTIC GEOMETRY

201-009-50 (3-2-3) 75 hrs / 0 cr.

See p.46.

INTRODUCTION TO COLLEGE MATH [PRE-CALCULUS]

201-BFX-05 (3-2-3) 75 hrs / 2 2/3 cr.

This “bridging” course provides the necessary background for further study in mathematics. Course work includes: Algebraic simplification of expressions arising in calculus; general properties of functions, polynomial functions; trigonometric, exponential and logarithmic functions; graphing skill techniques; geometry and optimization; Riemann sums and approximation of areas and volumes.

(Prerequisite: By recommendation of the Science Department.)

CALCULUS I

201-NYB-05 (3-2-3) 75 hrs / 2 2/3 cr.

Course topics include the following: Functions - algebraic, exponential, logarithmic, trigonometric and inverse trigonometric; limits - intuitive approach, definition, properties, calculation of limits; derivative - geometric interpretation, definition, standard rules and techniques of differentiation; applications - study of curves, optimization problems, related rates.

(Prerequisite: Math 536 or 201-BFX-05)

CALCULUS II

201-NYB-05 (3-2-3) 75 hrs / 2 2/3 cr.

Course work includes the following topics: Limits - indeterminate forms, L'Hopital's rule; standard rules and techniques of integration; the Fundamental Theorem of Calculus; calculation of lengths, areas and volumes; separable differential equations; Taylor and Maclaurin series.

(Prerequisite: 201-NYB-05)

LINEAR ALGEBRA

201-NYC-05 (3-2-3) 75 hrs / 2 2/3 cr.

Course material includes: Matrices and determinants - definitions, properties, operations, applications; the Gauss-Jordan and inverse matrix methods of solving systems of linear equations; geometric and algebraic vectors - definition, representation, properties, operations, applications; dot product, cross product and triple scalar product; vector spaces - basis, dimension, linear combination, linear independence; geometric applications: lines and planes, intersections of loci, calculation of angles and distances.

(Prerequisite: 201-NYB-05)

CALCULUS III

201-BFB-05 (3-2-3) 75 hrs / 2 2/3 cr.

This course includes the following topics: Curves in the plane and in space; polar equations and graphs; functions of several variables, partial derivatives, maxima and minima, Lagrange's method; multiple integrals with applications; vector calculus with applications; differential equations.

(Prerequisites: 201-NYB-05 and 201-NYC-05)

NOTE: Recommended for science or engineering at university. Offered in winter semester only.

MATHEMATICAL STATISTICS

201-BFC-05 (3-2-3) 75 hrs / 2 2/3 cr.


(Prerequisite: 201-NYB-05)

NOTE: Offered in winter semester only.

PHYSICS

INTRODUCTION TO COLLEGE PHYSICS

203-BFX-05 (3-2-2) 75 hrs / 2 2/3 cr.

This “bridging” course provides the necessary background for further study in physics. Among the objectives of the course are: to give the student an understanding of the scientific method; to emphasize the importance of practical experiments in the development of the subject; to aid the student in developing the appropriate laboratory skills; to show the importance of mathematics in physics and to give practice in solving practical problems by mathematical methods.

(Prerequisite: By recommendation of the Science Department.)

NOTE: Offered in fall semester only.

MECHANICS

203-NYA-05 (3-2-3) 75 hrs / 2 2/3 cr.

This course includes: Scalar and vector quantities - units and dimensions; kinematics of the various aspects of rotation and translation - position, displacement, linear and angular velocity, acceleration; force - dynamics of translation and rotation; energy and mechanical work; principles of conservation of energy and of quantity of motion.

(Prerequisite: Physics 534 or 203-BFX-05. With rare exception, 201-NYA-05 must be taken as a corequisite if not already completed.)
<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credits</th>
<th>Hours</th>
<th>Corequisites/Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELECTRICITY AND MAGNETISM</strong></td>
<td>203-NYB-05</td>
<td>(3-2-3)</td>
<td>75 hrs</td>
<td>(Prerequisite: 203-NYA-05; recommended corequisite: 201-NYB-05)</td>
</tr>
<tr>
<td><strong>WAVE MOTION AND MODERN PHYSICS</strong></td>
<td>203-NYC-05</td>
<td>(3-2-3)</td>
<td>75 hrs</td>
<td>(Prerequisites: 203-NYB-05 and 201-NYB-05. This course may, with departmental consent, be taken concurrently with 203-NYB-05.)</td>
</tr>
<tr>
<td><strong>EXPERIMENTAL PHYSICS</strong></td>
<td>203-BFD-05</td>
<td>(3-2-3)</td>
<td>75 hrs</td>
<td>Designed for students preparing for a scientific career. This course emphasizes the scientific method while encouraging original thinking on the part of the student. The subject matter includes primarily topics not normally covered in the regular physics program. The students are expected to undertake a project involving the design of an experiment and the successful completion of the experiment followed by a written report. (Prerequisites: 70% overall average in 201-NYB-05 and 203-NYB-05, or permission of instructor)</td>
</tr>
<tr>
<td><strong>ASTROPHYSICS</strong></td>
<td>203-BFE-05</td>
<td>(3-2-3)</td>
<td>75 hrs</td>
<td>This course enables the student to become familiar with modern astronomical research techniques and with some of the solved and unsolved problems of physical phenomena in the cosmos. Topics include: stellar structure and evolution, including pulsars and black holes; galactic structure and evolution, including quasars and radio galaxies; and cosmology and cosmogony, including the “big bang” and the ultimate fate of the universe. (Prerequisites: 203-NYB-05 and 201-NYB-05, or permission of instructor)</td>
</tr>
</tbody>
</table>

**NOTE:** Some course titles may differ slightly on students’ transcripts; please refer to course numbers.
## 200.C0 COMPUTER SCIENCE & MATHEMATICS

### Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>109-103-02</td>
</tr>
<tr>
<td>Humanities – World Views</td>
<td>345-102-03</td>
</tr>
<tr>
<td>College English</td>
<td>603-101-04</td>
</tr>
<tr>
<td>Calculus I</td>
<td>201-NYA-05</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>202-NYA-05</td>
</tr>
<tr>
<td>Introduction to Programming</td>
<td>420-201-RE</td>
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### Semester 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
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<tbody>
<tr>
<td>Humanities – Knowledge</td>
<td>345-103-04</td>
</tr>
<tr>
<td>French – General</td>
<td>602-107-03</td>
</tr>
<tr>
<td>English for Science</td>
<td>603-BEF-04</td>
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<tr>
<td>Calculus II</td>
<td>201-NYB-05</td>
</tr>
<tr>
<td>Mechanics</td>
<td>203-NYA-05</td>
</tr>
<tr>
<td>Data Structures and Object Programming</td>
<td>420-202-RE</td>
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### Semester 3

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<th>Course</th>
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</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>109-104-02</td>
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<tr>
<td>French – Specific</td>
<td>602-BE7-03</td>
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<tr>
<td>English Literature</td>
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<tr>
<td>Complementary course</td>
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<tr>
<td>Linear Algebra</td>
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<td>Electricity &amp; Magnetism</td>
<td>203-NYB-05</td>
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<tr>
<td>Program Development in a Graphic Environment</td>
<td>420-203-RE</td>
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### Semester 4

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<td>Humanities – Ethics</td>
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<td>Complementary course</td>
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<tr>
<td>Discrete Mathematics</td>
<td>201-201-RE</td>
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<tr>
<td>Wave Motion and Modern Physics</td>
<td>201-NYC-05</td>
</tr>
<tr>
<td>Integration Project in Computer Science and Mathematics</td>
<td>420-204-RE</td>
</tr>
</tbody>
</table>

### Total courses: 26 / Credits: 58 2/3

### PREREQUISITES

Chemistry 534, Mathematics 536, and Physics 534.

### THE PROGRAM

The Computer Science and Mathematics Program provides students with a balanced curriculum that integrates the fundamentals of a solid scientific education in Physics, Chemistry, Mathematics and Computer Science, along with general education, preparing them for university studies in the fields of Computer Science or Engineering, Mathematics, Engineering and most pure science programs.

### OBJECTIVES

At the end of the program the student will be able to do the following:

- situate and link the characteristics of the disciplines studied;
- integrate concepts and methods required for the study of the different fields of knowledge;
- use information technology to solve scientific problems;
- communicate clearly and correctly;
- take charge of his or her personal and social development;
- work as a member of a team.
Computer Science & Mathematics Courses

**CHEMISTRY**

**GENERAL CHEMISTRY**

202-NYA-05 (3-2-3) 75 hrs / 2 2/3 cr.

See p. 34

**COMPUTER SCIENCE**

**INTRODUCTION TO PROGRAMMING**

420-201-RE (2-3-3) 75 hrs / 2 2/3 cr.

This introductory level course will cover fundamental computer components and will teach the student to solve problems by developing efficient algorithms and writing the corresponding programs using proper programming techniques. Basic OOP (Object Oriented Programming) concepts will be covered.

**DATA STRUCTURES AND OBJECT ORIENTED PROGRAMMING**

420-202-RE (2-3-3) 75 hrs / 2 2/3 cr.

This course will expand the student’s knowledge of OOP (Object Oriented Programming) by examining various data structures that can be used to organize data, both in memory and in files.

(Prerequisite: 420-201-RE)

**PROGRAM DEVELOPMENT IN A GRAPHICAL ENVIRONMENT**

420-203-RE (2-3-3) 75 hrs / 2 2/3 cr.

Students will learn how to develop a complete solution to a problem, including determining the user requirements, designing a customized solution including the GUI (Graphical User Interface), and developing the solution using OOP (Object Oriented Programming).

(Prerequisite: 420-202-RE)

**MATHEMATICS**

**CALCULUS I**

201-NYA-05 (3-2-3) 75 hrs / 2 2/3 cr.

See p. 35

**CALCULUS II**

201-NYB-05 (3-2-3) 75 hrs / 2 2/3 cr.

See p. 35

**LINEAR ALGEBRA**

201-NYC-05 (3-2-3) 75 hrs / 2 2/3 cr.

See p. 35

**DISCRETE MATHEMATICS**

201-201-RE (3-2-3) 75 hrs / 2 2/3 cr.

Students will learn how to apply concepts of discrete mathematics to solve problems in science and information technology. Course work includes the following topics: number systems and modular arithmetic, logic and sets, mathematical induction, recursive definition of functions, combinatorics, and an introduction to graph theory.

(Prerequisite: 201-NYC-05)

**PHYSICS**

**MECHANICS**

203-NYA-05 (3-2-3) 75 hrs / 2 2/3 cr.

See p. 35

**ELECTRICITY AND MAGNETISM**

203-NYB-05 (3-2-3) 75 hrs / 2 2/3 cr.

See p. 36

**WAVE MOTION AND MODERN PHYSICS**

203-NYC-05 (3-2-3) 75 hrs / 2 2/3 cr.

See p. 36

**INTEGRATION PROJECT IN COMPUTER SCIENCE AND MATHEMATICS**

420-204-RE (1-4-3) 75 hrs / 2 2/3 cr.

This project-based course will allow the student to demonstrate his or her integration of material learned in the Computer Science and Mathematics Program, by collaborating with teammates to a) develop a program to solve a scientific problem and b) communicate the results.

(Prerequisite: 420-203-RE)

**NOTE:** Some course titles may differ slightly on students’ transcripts; please refer to course numbers.
300.A0 SOCIAL SCIENCES

GENERAL PROFILE

TOTAL COURSES: 29 / CREDITS: 56 2/3

Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td>Physical Education</td>
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Complementary recommended:

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<th>Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td>Computers for Social Science</td>
<td>420-BFS-LE</td>
</tr>
<tr>
<td>Western Civilization</td>
<td>330-910-LE</td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>350-102-RE</td>
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</table>

*One introductory level Social Science course

Semester 2

<table>
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<tr>
<th>Course</th>
<th>Credit</th>
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<tbody>
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<td>Quantitative Methods</td>
<td>360-300-RE</td>
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<tr>
<td>Macroeconomics</td>
<td>383-920-LE</td>
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</table>

*Two introductory level Social Science courses

Semester 3

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<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>Physical Education</td>
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<table>
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<tr>
<th>Course</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>Social Science Methodology</td>
<td>300-300-RE</td>
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</table>

**Two advanced level Social Science courses

* In the first year, select THREE introductory level Social Science courses from:
  • Introduction to Geography
  • In Search of Lost Civilizations
  • Political Life
  • Introduction to Sociology
  • Fundamentals of Business

** In the second year, select SIX advanced level Social Science courses from disciplines opened in your first year.

Semester 4

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<tr>
<td>Humanities – Ethics</td>
<td>345-BEA-03</td>
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<tr>
<td>English Literature</td>
<td>603-103/102</td>
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<tbody>
<tr>
<td>Integrative course</td>
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</table>

** Four advanced level Social Science courses

PREREQUISITES

Mathematics and Pre-commerce profiles: Mathematics 526

THE PROGRAM

The Social Science Program is intended to enable students to pursue university studies in the broad areas of social science, law, education, administration and commerce, through the acquisition of scientific learning based on the integration of knowledge and methods acquired in various social science disciplines.

PROGRAM PROFILES

Students may choose from one of five profiles. Pre-psychology, mathematics and pre-commerce are linked to specific university prerequisites and are intended to prepare students for those particular fields of study.

OBJECTIVES

The general objectives of the program are to enable students to:

• identify the main subject-specific and cross-curricular facts, notions and concepts related to the human phenomenon;
• explain theories, laws, models and schools of thought in relation to their proponents and the realities involved;
• situate various issues related to citizenship in a context of globalization;
• demonstrate the qualities associated with a scientific mind and critical thinking, as well as the skills required to apply the qualitative and quantitative methods used in the field of social science;
• use the work and research methods required to pursue their studies;
• use appropriate information processing technologies;
• convey their ideas clearly and correctly in English;
• read and understand basic social science documents written in French;
• integrate the learning acquired throughout the program.
### PRE-PSYCHOLOGY PROFILE (The Individual)

**Total courses: 29 / Credits : 56 2/3**

#### Semester 1
- **Physical Education**: 109-103/104
- **Humanities – Knowledge**: 345-103-04
- **College English**: 603-101-04
- **Complementary recommended:**
  - Computers for Social Science: 420-BFS-LE
  - Western Civilization: 330-910-LE
  - Introduction to Psychology: 350-102-RE

*One introductory level Social Science course*

#### Semester 2
- **Physical Education**: 109-104/103
- **Humanities – World Views**: 345-102-03
- **English for Social Science**: 603-BEG-04
- **French – General**: 602-107-03
- **Quantitative Methods**: 360-300-RE
- **Macroeconomics**: 383-920-LE

*Two introductory level Social Science courses*

#### Semester 3
- **Physical Education**: 109-105-02
- **English Literature**: 603-102/103
- **French – Specific**: 602-BE7-03
- **Social Science Methodology**: 300-300-RE

**Two advanced level Social Science courses**

*In the first year, select THREE introductory level Social Science courses from:
- Introduction to Geography
- In Search of Lost Civilizations
- Political Life
- Introduction to Sociology
- Fundamentals of Business

**In the second year, select FOUR advanced level Social Science courses from disciplines opened in your first year, with a maximum of two in psychology.*

### CRIMINOLOGY PROFILE (The Society)

**Total courses: 29 / Credits : 56 2/3**

#### Semester 1
- **Physical Education**: 109-103-02
- **College English**: 603-101-04
- **Complementary recommended:**
  - Introduction to Criminology: 310-BEA-03
  - Western Civilization: 330-910-LE
  - Introduction to Psychology: 350-102-RE
  - Macroeconomics: 383-920-LE
  - Introduction to Sociology: 387-101-LE

#### Semester 2
- **Humanities**: 345-102/103
- **English Literature**: 603-103/102
- **Human Biology**: 101-901-LE
- **Advanced Quantitative Methods**: 201-301-RE
- **Integrative course**: 300-301-RE

**Two advanced level Social Science courses**

*In the first year, select ONE introductory level Social Science course from:
- Introduction to Geography
- In Search of Lost Civilizations
- Fundamentals of Business

**In the second year, select ONE advanced level Social Science course from disciplines opened in your first year.*
### MATHEMATICS PROFILE (Prerequisite: Math 526) Total courses: 28 / Credits: 56 2/3

<table>
<thead>
<tr>
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* In the first year, select TWO introductory level Social Science courses from:  
  - Introduction to Geography  
  - In Search of Lost Civilizations  
  - Political Life  
  - Introduction to Sociology  
  - Fundamentals of Business  

** In the second year, select THREE advanced level Social Science courses from disciplines opened in your first year.

### PRE-COMMERCE PROFILE (Prerequisite: Math 526) Total courses: 28 / Credits: 56 2/3

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<td>Microeconomics recommended 383-293-LE</td>
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</tr>
<tr>
<td>One Advanced Business course 401-247-LE</td>
<td>**One advanced level Social Science course</td>
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* In the first year, select ONE introductory level Social Science course from:  
  - Introduction to Geography  
  - In Search of Lost Civilizations  
  - Political Life  
  - Introduction to Sociology  

** In the second year, select ONE advanced level Social Science course from disciplines opened in your first year.
Social Science Courses

**ANCIENT CIVILIZATIONS**

**IN SEARCH OF LOST CIVILIZATIONS**

*332-101-LE (3-0-3) 45 hrs / 2 cr.*

This course is an introduction to the study of the ancient world and highlights the contributions it has made to the understanding of human history. Students will be introduced to the process by which we have come to know past civilizations. We look at the history of our attempts to understand ancient civilizations and the methodologies and techniques that have been developed to this end. We study in detail several important ancient sites and try to understand thereby the culture and civilization which they represent. Those ancient civilizations which have had the strongest impact on our Western society are the main focus of this course. We examine the most important facts and events relating to ancient Mesopotamia, Egypt, Greece and Rome and, to a lesser extent, Mesoamerica.

**IN SEARCH OF THE GREEKS**

*THE GREEK AND ROMAN WORLD*

*332-251-LE (3-0-3) 45 hrs / 2 cr.*

In this course students will analyze the changes involved in the evolution of the Greek world from Minoan Crete to the development of democracy in ancient Athens. Students will examine the major religious, cultural, social, and political elements of ancient Greek civilization, as well as the modern legacy of ancient Greek culture. Students will analyze and interpret ancient texts and archaeological remains within their cultural contexts, and learn how to handle the problems involved in working with primary sources. Finally, students will learn how to distinguish between primary and secondary historical sources; how to interpret primary sources within their cultural contexts; and how to use and evaluate the main concepts and approaches in the study of ancient history.

(Prerequisite: 332-101-LE)

**IN SEARCH OF THE ROMANS**

*THE ROMAN EMPIRE*

*332-252-LE (3-0-3) 45 hrs / 2 cr.*

Students will examine the cultural, social, political and military factors which enabled Rome to expand from a small town into a vast empire that endured well beyond the empire's military collapse, as well as the aspects of Roman life and thought contributing to that collapse. Students will analyze the changes in the political and social environment of Rome in the evolution from the Monarchy to the Republic to the Empire. Students will analyze and interpret ancient texts and archaeological remains within their cultural contexts, and learn how to handle the problems involved with primary sources. Finally, students will learn how to distinguish between primary and secondary historical sources; how to interpret primary sources within their cultural contexts; and how to use and evaluate the main concepts and approaches in the study of ancient history.

(Prerequisite: 332-101-LE)

**BIOLOGY**

**HUMAN BIOLOGY**

*(FOR SOCIAL SCIENCE)*

*101-901-LE (3-0-3) 45 hrs / 2 cr.*

In this course students will study a number of areas of human biology relevant to the social sciences, especially psychology. The main topics to be covered include: (a) the biological relationships between the various components of the cell; (b) the interaction between the various structures involved in the human nervous system; (c) the role of the nervous system in controlling homeostasis in the human body; and (d) an analysis of the various mechanisms involved in human reproduction and heredity. Students will also learn how to apply their knowledge of these topics to various real-life situations in the social sciences (for example, genetics problems). Finally, students will learn the appropriate biological terminology to be used in these fields.

NOTE: This course is required for students in the pre-Psychology profile.

**BUSINESS**

**FUNDAMENTALS OF BUSINESS**

*401-101-LE (3-0-3) 45 hrs / 2 cr.*

In this course students are introduced to an overall integrated picture of Canadian business and its operations. Students will learn the fundamentals of business in its contemporary environment and the organizational, national and international trends that affect businesses both large and small. The major topics to be covered include: historical and contemporary foundations of business and economic systems, external environments, business ethics and social responsibility, forms of business ownership, management functions (planning, controlling, organizing and directing), and business activities (marketing, human resources, production, and financial and risk management). Upon successful completion of this course, the student will be able to:
demonstrate an understanding of current business terms, concepts, principles and practices, and their development; explain why and how businesses are formed; explain the roles of and relationships between business stakeholders; describe the various interrelated management functions and business activities, and explain how they contribute to the achievement of organizational and individual goals; describe and apply the steps in the decision-making/problem-solving process; and relate the understanding of business to other social science disciplines.

**PRINCIPLES OF MANAGEMENT**
401-241-LE  (3-0-3) 45 hrs / 2 cr.

In this course students will build on the skills and knowledge they gained in Fundamentals of Business. This course is designed to provide students with an understanding of the main methods and principles of the effective management of human, material and capital resources. Students will learn the concepts, theories and methods of management, including planning, organizing, controlling and leading. Students will apply the principles of management theory to typical situations in small and medium-sized businesses, as well as charitable, not-for-profit and other organizations in society. Through a combination of theory and practical applications, they will learn how to analyze management as a process. Upon successful completion of this course, students will be able to demonstrate a knowledge of the main concepts and principles of management theory; to analyze the functions of management and its role in organizations and in society; and to apply appropriate management practices to real-world situations.

(Prerequisite: 401-101-LE)

**PRINCIPLES OF FINANCIAL MANAGEMENT**
401-242-LE  (3-0-3) 45 hrs / 2 cr.

In this course students will apply the knowledge and skills acquired in Fundamentals of Business to a study of the theoretical foundations of finance. Students will learn how to analyze various aspects of cases, situations and problems in the field of finance. Students will also learn how to analyze the financial data of a business. Students will also learn how the stock market works, and the roles played by stock brokers and investment dealers. At the end of the course students should be able to explain the basics of the taxation system and the role and functions of such financial institutions as the Bank of Canada, chartered (commercial) banks, trust companies, caisse populaires, and insurance companies. Students should be able to use their knowledge of financial management to improve the performance of a business.

(Prerequisite: 401-241-LE)

**BUSINESS IN THE INFORMATION ERA**
401-243-LE  (3-0-3) 45 hrs / 2 cr.

In this course students will apply the skills and knowledge acquired in Fundamentals of Business to a study of how business keeps pace with the fast-changing environment of information technology. Students will apply their theoretical knowledge of business principles and methods to real-life situations in case simulations of computer-based business conduct (such as business management, E-commerce, E-business). Upon successful completion of this course, students will be able to analyze the ways in which information technology can be used in various business functions and at different management levels in a global environment.

(Prerequisite: 401-101-LE)

**ACCOUNTING FOR SOCIAL SCIENCE**
401-244-LE  (3-0-3) 45 hrs / 2 cr.

Students will learn how to apply the basic principles of accounting to practical situations, and will learn how to analyze the issues involved conceptually, in addition to developing the technical ability to record, summarize, report and interpret financial data. The major topics to be covered include: the functions of accounting in the business environment; recording business transactions; the adjusting process; completing the accounting cycle and end-of-period accounting; accounting for merchandising concern; accounting information systems; and ethical issues in accounting. After successfully completing this course, students will be able to: apply the principles and methods of accounting to the recording of business transactions; complete an accounting cycle and prepare such financial statements as the income statement and the balance sheet; operate computerized and manual accounting systems; and analyze business statements and associated financial problems.

(Prerequisite: 401-101-LE)

**LAW IN THE BUSINESS ENVIRONMENT**
401-245-LE  (3-0-3) 45 hrs / 2 cr.

In this course students will build on the knowledge and skills they gained in Fundamentals of Business. This course is structured to provide the student with a basic understanding of the nature, function, contribution and influence of law in the context of the business environment, and the opportunity to develop legal, ethical and analytical skills. Topics for study will include: sources and kinds of law, the legal profession, constitutional applications, judicial and political institutions, legal systems, the courts, the law of persons, property law, contract law, business liability, guarantees for payment, negotiable instruments, bankruptcy, consumer protection and employment and labour law. Upon successful completion of the course, the student will be able to: (1) demonstrate an understanding of the key legal terms, concepts and theories used in the current business environment; (2) apply them to identify situations that have legal implications for business; and (3) demonstrate critical thinking skills by the use of appropriate strategies to analyze legal problems and evaluate solutions.

(Prerequisite: 401-101-LE)

**INTRODUCTION TO MARKETING**
401-246-LE  (3-0-3) / 2 cr.

In this course students will enter a more in-depth study of the principles and methods of marketing. Students will learn how to apply the basic marketing concepts employed by individuals and organizations to real-life situations. The major topics to be covered include: consumer behaviour; elements of the marketing mix (product, price, promotion, distribution); marketing strategy and planning; foundations of the marketing plan; marketing communications; and not-for-profit marketing. After successfully completing this course, students
will be able to: understand the nature of marketing and apply marketing theory to real business situations; analyze how marketing decisions are made in the current business environment; describe how consumer behaviour is affected by various factors; relate product strategy to the other variables of the marketing mix and analyze marketing cases.

(Prerequisite: 401-101-LE)

**ECONOMICS**

**MACROECONOMICS**

383-920-LE  (3-0-3) 45 hrs / 2 cr.

In this course students will be introduced to the main economic questions that a society must answer, and the main techniques that societies use to answer these questions. Students will learn the principal economic goals of society, why they are important, and how performance in achieving these goals is measured. Students will learn the basic model of how the macroeconomy functions. Students will also learn the ways in which a market economy is vulnerable to a failure to achieve its main macroeconomic goals, and some of the government policy tools that can be used to rectify problems in the economy. Students will also learn where there are potential conflicts or trade-offs in the pursuit of different goals.

(Prerequisite: 383-920-LE)

**INTERNATIONAL ECONOMICS**

383-291-LE  (3-0-3) 45 hrs / 2 cr.

In this course students will build on the skills and techniques learned in Macroeconomics. Students will analyze the history of international trade and the evolution of the main ideas of trade theory. Students will learn how to explain the principle of comparative advantage, to apply it to cases of voluntary exchange, and to illustrate the impact of the terms of trade on those gains. Students will analyze trade based on differences in tastes and trade based on differences in costs of production. In their seminar presentations, students will analyze topics of historical interest, such as the Bretton Woods Agreement or the General Agreement on Tariffs and Trade, or examine the role of major international economic institutions, such as the World Bank, the International Monetary Fund or the World Trade Organization. Some presentations will look at trading blocs, such as the North American Free Trade Agreement or the European Union, while others will analyze topics of current interest.

(Prerequisite: 383-290-LE)

**MICROECONOMICS**

383-293-LE  (3-0-3) 45 hrs / 2 cr.

In this course, students will build on the skills and techniques learned in Macroeconomics. Students will learn how to apply the concepts of externalities, public goods, moral hazard and asymmetric information to the economic analysis of “macro” (e.g. unemployment, inflation, the federal budget deficit, the international balance of payments, and interest rates) and “public” (e.g. environmental problems, health care, education, the arts and sport) issues. Students will learn how to apply criteria for equity and how to combine techniques, such as supply and demand curves and marginal analysis. Other issues that can be analyzed are national defense, drug policy (both medicinal and recreational), housing and entertainment.

(Prerequisite: 383-290-LE)

**ECONOMIC ISSUES**

383-292-LE  (3-0-3) 45 hrs / 2 cr.

In this course, students will build on the skills and techniques learned in Macroeconomics. Students will learn how to analyze the interaction of consumer and producer behaviour determines prices and output. Elasticity measures will be used to analyze how supply and demand change in response to changes in prices and income. Students will apply the supply and demand model to cases of market regulation and control in such areas as agriculture and housing. Students will analyze consumer behaviour using both utility theory and indifference analysis. They will apply marginal analysis to the production behaviour of firms under different competitive conditions. They will also learn how a game theory framework can be used to analyze decision-making under conditions of uncertainty. Students will apply the supply and demand model to resource markets in order to explain differences in the prices of resources and in the distribution of income among households.

(Prerequisite: 383-290-LE)

**REGIONAL GEOGRAPHY**

320-264-LE  (2-1-3) 45 hrs / 2 cr.

Regionalisation is a delineation process used by geographers to better understand the complex realities of the human-environment relationship. Students will apply their knowledge of natural systems and human development learned in Introduction to Geography to a specific region or regions of the world. To understand the present state of a region, students will explore the physical processes that created the region’s landscape and how its landscape influenced human settlement and development.

(Prerequisite: 320-101-LE)
GEOGRAPHY OF TOURISM

320-265-LE (2-1-3) 45 hrs / 2 cr.

Changes in society - specifically technological advancement, increased holiday time and access to credit - have provided a significant population with the ability to become increasingly mobile. Traveling has enabled people to access the remote, for better and for worse. Students will use their understanding of physical and human geography obtained in Introduction to Geography to better understand tourism. The impacts of tourism can have devastating effects: Students will explore what it means to be an “ugly tourist”, examine the impact of cultural bagage, and analyse the environmental impacts of a transient population. Yet tourism can also have beneficial effects: Students will evaluate job creation, regional economic growth and the opportunity to foster humanitarian work.

(Prerequisite: 320-101-LE)

ENVIRONMENTAL GEOGRAPHY

320-266-LE (2-1-3) 45 hrs / 2 cr.

Students will explore the ambiguous nature of the word “environment” to better understand the opposing viewpoints on environmental issues from the deep rooted ecologist to the tenacious economist. The prerequisite, Introduction to Geography, will provide students with the knowledge required to understand the complex relationship between humans and nature.

(Prerequisite: 320-101-LE)

HISTORY

INTRODUCTION TO WESTERN CIVILIZATION

330-910-LE (3-0-3) 45 hrs / 2 cr.

This course will provide students with an understanding of Western Civilization and of how their world has been shaped by historical events. Students will be introduced to the fundamental characteristics of Western Civilization, and will be able to trace the evolution of our civilization in both time and space. Topics to be covered include a discussion of the tools and methods of the historian, and the place of history in the social sciences. Students will be introduced to the major themes of Western Civilization, including democracy, totalitarianism, revolution, imperialism, culture and conflict. Upon completion of the course students will be able to explain the basic concepts used in the study of history, correctly interpret a historical document, explain at least one major event or key figure in relation to the development of Western Civilization, and articulate various viewpoints as they relate to a specific historical event.

(Prerequisite: 330-910-LE)

THE MIDDLE AGES IN EUROPE

330-254-LE (3-0-3) 45 hrs / 2 cr.

In this course students will apply the skills they acquired in Introduction to Western Civilization to an analysis of the rise of Western Europe from approximately 800 to the Age of Discovery. The major topics to be covered include: the triumph of the Catholic Church; the Feudal Era (knighthood, chivalry, the courtly romance, marriage, family, and social status); the evolution of the nation-state; the effects of plague and pestilence; the Renaissance (humanism, secularization, and the re-emergence of the individual); the Reformation; and the expansion into new worlds. In this course students will apply their knowledge of the principles and methods of historical work to the history of the medieval period in order to become more familiar with the methods employed by historians to study the past. This course will also enable students to make meaningful comparisons with the age in which they themselves live. Students will also become more adept at accessing both traditional and electronic sources of information, and with working with both primary and secondary historical sources.

(Prerequisite: 330-910-LE)

THE HISTORY OF THE UNITED STATES

330-255-LE (3-0-3) 45 hrs / 2 cr.

Here students will apply the knowledge and skills acquired in Introduction to Western Civilization to an analysis of America’s rise from its colonial beginnings to becoming the world’s only true superpower. Students will explore the American dimension to such issues as democracy, revolution, racism, capitalism, and imperialism and analyze the factors explaining why America’s influence on the rest of the world has been so important and also so controversial. They will also learn how to apply the methodologies of the historian to practical problems in the study of American history.

(Prerequisite: 330-910-LE)

20th CENTURY HISTORY: A HUNDRED YEARS OF CONFLICT

330-256-LE (3-0-3) 45 hrs / 2 cr.

In this course students will build on the skills and knowledge acquired in Introduction to Western Civilization and examine contemporary world history through an analysis of the various political, social, cultural and economic conflicts that characterized the 20th century. Although the course will have a global scope, students will analyze the various factors behind the dominant influence of Europe and North America on contemporary world events, as well as the effects of this dominance. At the conclusion of the course, students will apply the knowledge and skills they have acquired to the production of a major term paper analyzing a particular modern conflict.

(Prerequisite: 330-910-LE)

THE HISTORY OF CANADA

330-257-LE (3-0-3) 45 hrs / 2 cr.

In this course students will apply the skills they acquired in Introduction to Western Civilization to an analysis of the evolution of Canadian history from the first contacts between native peoples and Europeans to the present day. The major topics to be covered include: aboriginal culture, the European conquest, American/Canadian relations, British/Canadian ties and Confederation issues, Canadian identity, Canada at war, federal/provincial affairs, and the “Noisy Evolution” (1985-2000). This course will enable students to apply their knowledge of historical principles and methods to the data of Canadian history.

(Prerequisite: 330-910-LE)
PRE-UNIVERSITY PROGRAMS

SOCIAL SCIENCES

HISTORY OF CRIME AND PUNISHMENT

330-301-LE (3-0-3) 45 hrs / 2 cr.
This course will focus on the history of crime and punishment in various societies from ancient to contemporary times. Attention will be drawn to differing approaches to criminal activity, retribution and rehabilitation. Students will explore the ingenious, and sometimes barbaric methods employed to create just and orderly societies.
(Prerequisite: 330-910-LE)

MATHEMATICS

FUNCTIONS / TRIGONOMETRY / ANALYTIC GEOMETRY

201-009-50 (3-2-3) 75 hrs / 0 cr.
Course content parallels that of secondary math 536. Topics include quadratic equations and inequalities, graphs of functions and conic sections, exponential and logarithmic functions, trigonometric functions, solving triangles. (Non-credit)
(Prerequisite: secondary Math 436)

DIFFERENTIAL CALCULUS

201-103-LE (3-2-3) 75 hrs / 2 2/3 cr.
This course is an introduction to calculus. It is designed to enable students to understand the idea of the derivative (the rate of change of a function) and to learn the principal concepts and methods of differential calculus. Students will also learn how to apply differential calculus to problem-solving in business, economics, and other social science fields.
(Prerequisite: secondary Math 526)

INTEGRAL CALCULUS

201-203-LE (3-2-3) 75 hrs / 2 2/3 cr.
In this course students will build on the skills and knowledge they acquired in Differential Calculus. The aim is for students to understand the idea of the definite integral (total variation of a function) and to learn the concepts and methods of integral calculus. Students will also learn how to apply integral calculus to problem-solving in business, economics, and other fields in the social sciences. Students will also learn how to (1) formulate a functional model of certain business, economic and other situations using the appropriate terminology and definitions, (2) solve problems based on functional models, and (3) explain and interpret the results using grammatically correct language.
(Prerequisite: 360-300-RE)

STATISTICS APPLIED TO CRIMINOLOGY

201-311-LE (2-1-3) 45 hrs / 2 cr.
In this course, students will apply the skills and knowledge acquired in the Quantitative Methods course to interpret data related to Criminology. Students will focus on statistical inference, probability, sampling, measurement techniques, as well as investigate problems related to official Crime Reports, Self Report Surveys, and Victimization Surveys that are often used by criminologists. Students will learn how to choose and perform statistical procedures appropriate to various criminal and/or deviant scenarios.
(Prerequisite: 330-300-RE)

METHODOLOGY

QUANTITATIVE METHODS IN THE SOCIAL SCIENCES

360-300-RE (2-2-2) 60 hrs / 2 cr.
The course is designed to teach students how to apply statistical tools to the interpretation of data in the social sciences. Students learn a number of descriptive and inferential statistical techniques so that they can present, analyze and interpret data using various forms of measurement. This will enable students to understand the relationships between variables. Students also learn how to estimate the parameters of a given population based on the corresponding statistics obtained from a sample.

INTRODUCTION TO SOCIAL SCIENCE METHODOLOGY

300-300-RE (2-2-2) 60 hrs / 2 cr.
This course is designed to teach students how to apply the scientific approach used in the social sciences to conduct empirical research. By the end of the course, students will be able to: explain the characteristics of the scientific method; identify a research problem; select a research method and technique that correspond to the problem identified; produce a data collection tool based on the research method and technique selected; collect data using the tool produced; analyze the collected data; interpret their findings; and present their results in a formal research report.
(Prerequisite: 360-300-RE)
INTEGRATIVE COURSE IN THE SOCIAL SCIENCES

300-301-RE (1-2-3) 45 hrs / 2 cr.

This course is designed to demonstrate that the learning achieved during the program has been integrated on an individual basis. The students begin by reviewing the methodologies of the social science disciplines in order to recall the major approaches, theories and paradigms from the courses they have taken. Students are then required to apply their learning to new situations. In groups they analyze how social problems or topics can be viewed from the perspectives of several different disciplines. They are then required to demonstrate their ability to analyze a social problem or topic through the integration of their previously gained skills and knowledge in the production of their comprehensive assessment.

(Please be precise with the subjects and their content, as well as the course descriptions.)

POLITICAL LIFE:
AN INTRODUCTION TO POLITICS

385-101-LE (3-0-3) 45 hrs / 2 cr.

The purpose of this level one course is to provide an introduction to the study of political science. Students will become familiar with the nature of politics and the various factors that influence the political process. Students will also examine various concepts and ideologies which underlie the study of politics. This course will use a comparative approach requiring students to critically examine various issues and examples and to use the approaches studied to advance their knowledge and understanding of the political process.

POLITICAL IDEOLOGIES

385-261-LE (3-0-3) 45 hrs / 2 cr.

In this course students will build upon the skills and knowledge acquired in Political Science by applying the concept of political ideology to an analysis of political systems and their development. Students will learn how to analyze the process whereby political systems are built upon ideas concerning the nature and role of the state, the rights and responsibilities of citizenship and the relative importance of individual and collective rights. Students will also analyze various approaches to the conduct of politics by examining the fundamental principles that guide and support them. Through a systematic investigation of key ideological developments and their implications, students will be able to apply the knowledge gained to new issues and circumstances. Upon completion of this course, students will be able to interpret political events and ideas through different ideological lenses and thereby appreciate the importance of ideas in political life and in social interactions in general.

(Please be precise with the subjects and their content, as well as the course descriptions.)

CRIMINAL JUSTICE: LAW AND ORDER

385-401-LE (2-1-3) 45 hrs / 2 cr.

This course will focus on the politics of criminal justice in a variety of penal systems. It will also explore the perceptions of, and penalties for, criminal activities in several Eastern and Western societies. Attention will be drawn to the delicate balance between differing concepts of power, individual freedom, and public order.

(Prerequisite: 385-101-LE)

PSYCHOLOGY

INTRODUCTION TO PSYCHOLOGY

350-102-RE (2-1-3) 45 hrs / 2 cr.

This course is an introduction to the discipline of psychology and highlights the contributions it has made to the understanding of human beings. As such, it will introduce students to the main perspectives, schools of thought and the principal methodological approaches to the study of human behaviour and mental processes. It will describe the biological, cognitive, and affective processes that underlie human behaviour and permit us, as humans, to adapt to our environment. At the end of the course a student should be able to interpret various (simple) patterns of human behaviour using the concepts and theories learned in the course.

SOCIAL PSYCHOLOGY

350-271-LE (2-1-3) 45 hrs / 2 cr.

In this course students will build on the knowledge and skills acquired in Introduction to Psychology. They will develop a basic understanding of the history, methods, and principal concepts of social psychology. They will also learn about social perception and cognition, how attitudes are formed and changed, how prejudice develops and is expressed as discrimination. In addition the topics of social influence, pro-social behaviour and the effects of groups on individual performance will be studied. Students will analyze a social problem from the perspective of social psychology and apply this analysis toward solving the social problem.

(Prerequisite: 350-102-RE)
THE PSYCHOLOGY OF HUMAN SEXUALITY

350-272-LE (3-0-3) 45 hrs / 2 cr.

In this course students will build on the knowledge and skills acquired in Introduction to Psychology. Students will develop a basic understanding of the history, methods, and principal concepts of the psychology of human sexuality. They will also learn about: (a) how the male and female anatomy affect human sexuality, (b) the male and female patterns of sexual arousal and response, (c) the role of love in the development of sexual relationships, and (d) the role of communication in sexual behaviour. In addition the course will deal with the topics of contraception and sexual victimization. Students will be expected to analyze a topic in sexuality and apply their knowledge towards a practical solution of the problem.

(Prerequisite: 350-102-RE)

THE PSYCHOLOGY OF SPORT

350-273-LE (2-1-3) 45 hrs / 2 cr.

In this course students will build on the knowledge and skills acquired in Introduction to Psychology. This course will present an introduction to sport psychology and review the research methods and ethics involved in this field of study. It will deal with why people participate in sport and examine the personalities of those who do participate. A variety of issues will be analyzed and applied to sport, such as motivation, goal setting, arousal and anxiety, aggression, coaching techniques, leadership and performance enhancement. Students will participate in debates on timely issues in sport, learn first-hand from guest speakers and work in groups to assess different problems.

(Prerequisite: 350-102-RE)

HUMAN RELATIONS AND COMMUNICATION

350-274-LE (2-1-3) 45 hrs / 2 cr.

In this course students will apply the knowledge and skills acquired in Introduction to Psychology to an analysis of the factors which foster or inhibit successful personal interactions and communication. The main topics to be covered include: communication theory, self-concept and self-esteem, perception and stereotyping, conflict resolution, emotions, trust, and the maintenance of healthy relationships. A thorough analysis of the theoretical aspects of the course will enable the students to apply this knowledge in the experiential exercises, journals, and discussions by using the appropriate communication strategies.

(Prerequisite: 350-102-RE)

PSYCHOLOGY OF MENTAL HEALTH

350-275-LE (2-1-3) 45 hrs / 2 cr.

In this course students will build on the knowledge and skills acquired in Introduction to Psychology. While analyzing mental health from a holistic body/mind perspective students will learn to distinguish between healthy and unhealthy behaviour and recognize the forces that undermine physical and mental health. Various perspectives and personality theories are examined which students will apply to the assessment and diagnosis of behaviour. The students will learn about psychological disorders and the therapies that help those in need, including the role of brain chemistry in the understanding of human behaviour.

(Prerequisite: 350-102-RE)

PSYCHOLOGY OF DEVELOPMENT

350-276-LE (2-1-3) 45 hrs / 2 cr.

Students will analyze human development throughout the life span - from the womb to the tomb! Students will learn how the basic concepts, principles and theories that describe the physical, cognitive and psychosocial changes that occur are woven together. The students will apply these concepts to the challenges at each stage of development. As well, students will learn the methods and ethics of developmental research and look briefly at the way an individual's genetic make-up affects development.

(Prerequisite: 350-102-RE)

SOCIOLOGY

INTRODUCTION TO SOCIOLOGY

387-101-LE (3-0-3) 45 hrs / 2 cr.

This course will introduce sociology as the science which seeks to explain group behaviour, the influences of groups on individuals, and the impact of social interaction and social structures. It will also introduce the basic concepts of the field of sociology and the individuals who contributed to its development as a social science. Students will learn the major sociological perspectives and how to apply them to various sociological topics such as social structure, culture, deviance, groups, sport. This course also introduces the scientific method and the research methods used most often by sociologists today. Through the application of sociological perspectives and concepts, the student will be able to demonstrate the relevance and scope of sociology, and to differentiate sociology from the other social sciences.

SOCIAL ISSUES & SOCIAL PROBLEMS

387-281-LE (3-0-3) 45 hrs / 2 cr.

In this course, students will apply the skills and knowledge developed in Introduction to Sociology to an analysis of a number of social issues or social problems which our society faces. Students will analyze such issues as social inequality, racism, sexism, ageism, urban renewal, riots and mobs, overpopulation. Student will apply a sociological perspective to some of these issues and present strategies to reduce the problems.

(Prerequisite: 387-101-LE)
MARRIAGE AND THE FAMILY

387-282-LE (3-0-3) 45 hrs / 2 cr.

In this course, students will apply the skills and knowledge developed in *Introduction to Sociology* to a cross-cultural analysis of marriage and the family. Students will apply a sociological perspective to such topics as marriage, family structure, the evolution of dating, cohabitation, the sandwich generation, single-hood, childbearing patterns, the family life cycle, parenthood, family change. Students will also analyze such family issues or problems as divorce, teenage pregnancy, aging parents, family violence from a sociological perspective as well as present strategies to reduce or eliminate these problems.

(Prerequisite: 387-101-LE)

INSTITUTIONS AND INSTITUTIONAL ISSUES

387-283-LE (3-0-3) 45 hrs / 2 cr.

In this course, students will apply the skills and knowledge they developed in *Introduction to Sociology* to such social institutions as education, sports, mass media, and health. Students will analyze the structure and links found between social institutions such as education and sport. Students will apply sociological concepts and a sociological perspective to analyze and explain issues related to these institutions. Students will also present their analysis of various strategies to reduce or eliminate problems. Students will understand the place and importance of social institutions within an information or post-industrial society.

(Prerequisite: 387-101-LE)

POPULAR CULTURE

387-284-LE (3-0-3) 45 hrs / 2 cr.

In this course, students will build on the skills and knowledge developed in *Introduction to Sociology* to an analysis of the content and social impact of various forms of popular culture, such as film, toys, music, and television. Socialization will be emphasized as students analyze such factors as racism, sexism, ageism, stereotyping, media violence, and role modeling in various media forms. Students will apply a sociological perspective to the analysis of popular culture as an agent of socialization. Students will analyze various social problems caused by popular culture and present various strategies to reduce the problems based on their sociological analysis.

(Prerequisite: 387-101-LE)

THE YOUTH EXPERIENCE

387-286-LE (3-0-3) 45 hrs / 2 cr.

In this course, students will build on the skills and knowledge developed in *Introduction to Sociology* to a sociological analysis of the changing situations that youth have faced from the early 1960s to the present. Students will examine such areas as the family, the workplace, the school, peer groups, suicide, social pressure, and youth gangs. Students will also analyze the social phenomenon of delinquency and how it relates to family, school, peer groups, the mass media, et al. Students will identify youth problems, apply a sociological perspective to analyze the problems, and present various strategies to reduce the youth-related problems.

(Prerequisite: 387-101-LE)

SOCIOLOGY OF SPORT

387-285-LE (3-0-3) 45 hrs / 2 cr.

In this course, students will apply the skills and knowledge developed in *Introduction to Sociology* to an analysis of sport as a social phenomenon and apply such factors as culture, social organization, socialization, deviance, social class, majoritiy-minority relations, sex roles, and collective behavior to its understanding. The analysis and application of a sociological perspective will show the student how sport is a reflection of the larger society and its social structure, as well as the social significance of sport and the contribution of sport to the individual and to society. Students will apply sociological concepts and methods to an analysis of a social issue or issues related to sport and on the basis of this analysis present strategies to reduce the sport-related problem.

(Prerequisite: 387-101-LE)

DEVIANCE AND DELINQUENCY

387-301-LE (3-0-3) 45 hrs / 2 cr.

The course will focus on bizarre, unexpected, predatory, or self-destructive acts committed by adults or youth. Deviance takes many forms, ranging from interpersonal violence to self-destructive, sexual, and property deviance. The social context and the factors related to deviance and delinquency, as well as their consequences, will be explored.

(Prerequisite: 387-101-LE)

NOTE: Some course titles may differ slightly on students’ transcripts; please refer to course numbers.
### The Program
The aim of this program is to give students a balanced education by enabling them to assimilate the basic elements of a rigorous literary and artistic education and providing effective preparation for university studies in the creative arts, literature and languages.

### Objectives
The general objectives of the program are:

- to become familiar with the world of contemporary culture and cultural history; the term culture refers particularly, although not exclusively, to the creative arts, literature and languages. The history of culture concerns works, artists and authors, as well as artistic and literary currents, from prehistory to the present day;
- to use different forms of languages and means of expression; each discipline within each field of study in the CALL program has its own language. A means of expression may refer to a particular system of vocal, physical or graphic signs that has a specific form in a type of language, or it may refer to a language itself;
- to communicate in the language of instruction; mastery of the language of instruction is important because language problems can make it difficult for students to succeed in the other courses in the program;
- to communicate in a language other than the language of instruction; this goal concerns the student’s second language as well as other modern or classical languages;
- to use appropriate information-processing technology; in the era of global communications all sorts of technological means are used for studies in the arts and literature. Students in the CALL program should be capable of choosing and using the available technological tools, such as computers and their peripherals and the main types of software (word processing programs, specialized software, etc.);
- to demonstrate the ability for reflection, analysis and criticism; criticism is not the spontaneous expression of an opinion; it is the result of the integration of personal reflection with acquired information, which the students assimilate by using it;
- to experience the creative process; emphasis is placed on the process of creation itself, rather than on the quality of the students’ final productions. This approach counters the widespread preconception of
creation as the result of a sudden, definitive inspiration. It also shows the importance of the medium, techniques and materials, as well as research, preparation, reworking, completion and presentation. This approach includes adaptation, interpretation and translation; to develop their capacity to integrate and to transfer learning and to make connections between various types of learning; whether the learning acquired is of a basic nature or related to a particular field of study, students must understand the necessity of applying this learning in other activities and adapting it to different contexts.

Champlain-Lennoxville has divided the program into two separate but related profiles, Creative Arts and Modern Languages. While each option includes its own set of objectives, they share three of them:

- to explore the Creative Arts and Literature (including languages);
- to identify the major currents (i.e. trends, movements or periods) in the Arts, Languages and Literature;
- to integrate skills and knowledge acquired in the program.

**MODERN LANGUAGES PROFILE**

There are six objectives specific to this profile:

- to communicate in a language other than English;
- to identify and discuss artistic or literary topics in a language other than English;
- to become familiar with basic concepts of linguistics;
- to situate a language other than English in its socio-historical and cultural context;
- to analyze and criticize elements of culture and civilization in a language other than English;
- to produce a work relevant to the study of language other than English.

**CREATIVE ARTS PROFILE**

There are seven objectives specific to this profile:

- to discuss practices related to the dissemination of artistic or literary works;
- to give examples of forms of languages used in the creative arts;
- to discuss elements of culture and civilization in artistic or literary works;
- to use techniques of creation or interpretation in the creative arts or literature;
- to analyze an artistic work;
- to criticize an artistic work;
- to produce an artistic work.
Creative Arts Courses

C.A.L.L.

EXPLORATION IN THE ARTS, LITERATURE AND LANGUAGES

502-121-LE (3-1-2) 60 hrs / 2 cr.

This is a first semester course designed to give students exposure to all the arts and the institutions which house them. Students learn about painting, sculpture, theatre, dance, music, photography and creative writing through lectures and in-class activities, often with guest artists. This course includes numerous field trips to art galleries, plays, dance shows, and concerts.

CURRENTS IN THE ARTS, LITERATURE AND LANGUAGES

502-122-LE (3-1-2) 60 hrs / 2 cr.

This is a second semester course in which students learn about the development of the arts and literature from the Middle Ages to the Nineteenth Century. Since a knowledge of major developments in the arts and literature is an important aspect of any study of Creative arts, this course will endeavor to give students an appreciation for and love of the arts by broadening both their horizons and their understanding of the creative process. Students will be made aware of the chronological progression of these currents as well as the political, social and historical factors which shaped them, through slides, videos and recorded materials. There will also be field trips.

INTEGRATIVE COURSE

502-201-LE (1-3-2) 60 hrs / 2 cr.

The integrative course for 2nd year Creative Arts students is to be completed in the 4th semester of the Creative Arts profile. The integrative course is designed to provide Creative Arts students with the opportunity to structure an activity, verbal, visual and/or dramatic, that will sum up and integrate previous experiences in the program. A presentation of each student's project as well as a written summary is expected as the major requirement of the course.

ARTS AND SOCIETY

502-202-LE (2-1-3) 45 hrs / 2 cr.

This course designed for students in the last semester of the Creative Arts profile will focus on some of the major social and philosophical issues underlying the creation, display, interpretation and evaluation of works of art. Cutting across various artistic media such as painting, sculpture, music, architecture, the performing and decorative arts, we will examine such issues as: What is art? What different sorts of objects and activities can qualify as works of art? Why do people create works of art? Can such works be objectively discussed? How is one's understanding of art and specific works of art affected by personal taste, gender, social class and ethnicity? Can works of art be judged? Should they be? What role, if any, should critics play in this process? Should the arts be publicly funded? Should they be subject to censorship? If not, why not? If so, what criteria should guide such decisions, and who should make them?

CINEMA

FILM STUDY

530-121-LE (2-1-3) 45 hrs / 2 cr.

The aim of this course is to help the student develop from a passive movie-goer into a critically aware film viewer, through a program of films which will correspond as much as possible to the material in the textbook. The student, with the help of texts, lectures and discussions, is expected to become familiar with the grammar and techniques used by film-makers, as well as with the vocabulary of film criticism. Evaluation is based on the student's journal, in which are recorded reviews of films.

GENRES IN CINEMA

530-221-LE (1-2-3) 45 hrs / 2 cr.

530-BEB-LE

Films can be classified as to genre: the western, the musical comedy, the science fiction film, and the police thriller, are a few of the categorical labels we stick on films. Each genre works on a set of principles, and depending on how the director deals with these principles, we decide whether the film is a “good” or “bad” film of its kind. The course work involves studying about a dozen films according to genre. Evaluation will be based on a journal of film notes, two essays, and a take-home exam.

VIDEO AND FILMMAKING

530-320-LE (1-2-3) 45 hrs / 2 cr.

This course introduces basic production in video and film. We critique various concepts of production, including concept and script development, technical production, and editing. We will experiment with the mechanics of the video camera; compositional elements in the framing of their selected subject; the organization of design elements within individual scenarios; the compilation of the video/film production; and the editing of various kinds of elements in their productions.

(Prerequisites: 530-121-LE & one other cinema course)

MODERN MASTERS OF CINEMA

530-421-LE (1-2-3) 45 hrs / 2 cr.

530-BEC-LE

Students in this course will study the themes, mythologies, and cinematic techniques used by a number of modern film makers recognized as masters of their art. A dozen films are studied, and the students' evaluation is based on a journal of notes, two essays, and a take-home.

FINE ARTS

PRINTMAKING

510-321-LE (1-2-3) 45 hrs / 2 cr.

This studio course will introduce techniques and procedures central to the practice of traditional and contemporary printmaking such as relief, silkscreen and intaglio. Students will explore the basic visual grammar of printmaking and explore methodologies of visual
communication. Through lectures, technical demonstrations, directed projects and critiques, students will be guided to use the printmaking medium and equipment to produce artistic works.

3-D DESIGN

510-202-LE (1-2-3) 45 hrs / 2 cr.

See p.57.

COMPUTER DESIGN

510-923-LE (1-2-3) 45 hrs / 2 cr.

This studio course introduces students to digital imaging applications with a focus on Adobe Photoshop. Students gain an understanding of digital photography, image manipulation, designing with text, scanning, printing and file management. Through lectures, demonstration, in class assignments and critiques students will explore fundamental concepts in composition as it applies to art and graphic design. Students will be guided to organize, research, produce and present a final project that will use visual concepts and digital imaging in an art work.

DRAWING MY WORLD

510-901-LE (1-2-3) 45 hrs / 2 cr.

This studio course introduces students to the materials, techniques and concepts of drawing. Studio demonstrations, directed projects, critiques, discussions and research will provide students with an opportunity to develop methods and ideas in producing as well as interpreting art.

ART HISTORY I

520-101-LE (3-0-3) 45 hrs / 2 cr.

See p.57.

ART HISTORY II

520-201-LE (3-0-3) 45 hrs / 2 cr.

See p.58.

ART HISTORY III

520-301-LE (3-0-3) 45 hrs / 2 cr.

See p.58.

MUSIC

LISTENER AS ARTIST

550-121-LE 550-BFC-03 (2-1-3) 45 hrs / 2 cr.

Students in this course will look at music as a language of communication, how composers have used musical language not only as a personal expression but also as a reflection of the age in which they lived. Finally, the students will also learn about other forms of artistic expression such as painting, sculpture and architecture as they parallel musical expression.

MUSIC DOSSIER I

550-102-LE 550-BFB-03 (1-2-3) 45 hrs / 2 cr.

This course is designed to enable students who have already begun or wish to start musical studies within the context of a college programme. The student is responsible for scheduling and paying for music lessons with an approved music instructor. (The cost and length of these lessons is flexible. See instructor for more information.) Students will also participate in ensemble groups directed by the college instructor. This course is open to instrumentalists and singers at all levels.

MUSIC DOSSIER II

550-202-LE 550-BEG-03 (1-2-3) 45 hrs / 2 cr.

See Music Dossier I.

MUSIC DOSSIER III

550-322-LE (1-2-3) 45 hrs / 2 cr.

See Music Dossier I.

MUSIC STUDIES

550-221-LE (1-2-3) 45 hrs / 2 cr.

This course is designed for students in the final semester of the program. Students will study an instrument or voice with an individual specialist and prepare a short program of selections, which will be performed and adjudicated at the end of the semester. (The student is responsible for scheduling and paying for music lessons with an approved music instructor.) Students will also participate in ensembles directed by the college instructor. The ensembles will prepare and produce a concert for the end of the semester.

THEATRE

THEATRE I

560-101-LE (1-2-3) 45 hrs / 2 cr.

The objective in this course is to introduce the fundamental skills required in the art of acting. Through a developing awareness of their own physicality, students will learn how voice and movement are essential components in creating a character and how intertwined they are in the art of acting. Because dramatic language is the actor’s medium, one or two plays will be introduced to heighten the students’ understanding of the power of language and the role it plays in building a character.

THEATRE II

560-201-LE (1-2-3) 45 hrs / 2 cr.

This course continues to develop the objectives and skills begun in Theatre I. Understanding what a playwright intends with the written work is an important tool in the actor’s repertoire. Students will further their understanding of the power of language through their study of a Shakespearean play and will learn the fundamentals of script analysis and research. Emphasis will be placed on rehearsal and workshop presentation of scenes from that play.

(Prerequisite: 560-101-LE or permission of the instructor)

THEATRE PRODUCTION

560-501-LE (2-4-6) 90 hrs / 4 cr.

This course focuses on the details that come into play when mounting a full production. Students have the choice of participating in backstage production or acting in a role. Using the skills learned in Theatre I & II, acting students will read, research and rehearse a full-length play to be produced towards the end of term. They will exercise their ability to translate a well-developed characteri-
zation into the details of speech, costume, make-up, place and period. Though all students will be involved in some part of the technical process of play production such as costume and set building, those students who chose to participate in backstage production will learn detailed time management and scheduling and will develop the necessary structures and capacities to assure the effective working of a creative team between technical staff and actors. They will develop communication techniques to aid in the solving of production problems and will assure the synchronization of all elements for the completion of the production.

(Prerequisite: 560-201-LE)

**Modern Language Courses**

**C.A.L.L.**

**EXPLORATION IN THE ARTS, LITERATURE AND LANGUAGES**

502-121-LE (3-1-2) 60 hrs / 2 cr.

The primary objectives of this course are to recognize the main cultural institutions in the creative arts and literature, and to adopt an orderly work method. It will focus on a presentation of cultural institutions’ roles and impact on society through contact with organizations in the creative arts and literature. Among the learning activities in the course will be lectures, journal writing, group study activities, and visits to cultural institutions such as libraries, Salon du Livre de l’Estrie, as well as Canadian and Quebecois plays and films.

**CURRENTS IN THE ARTS, LITERATURE AND LANGUAGES**

502-122-LE (3-1-2) 60 hrs / 2 cr.

Students will be introduced to the creative arts through the process of experiencing current trends in dance, music, cinema, theatre and visual art. They will begin to analyze, recognize and connect aspects of perception and communication of art in various media and contexts. Three major currents of the 20th century will be the framework for understanding the inter-relationship of artistic intention and its communication through time.

**CLASSICAL LANGUAGES**

**CLASSICAL LANGUAGES I**

615-121-LE (3-1-2) 60 hrs / 2 cr.

The basic elements of an inflected language are introduced. The Latin case system is explained and three of the five declensions are learned. Students will be able to conjugate the four verb groups in the indicative, imperative and infinitive moods. A 300 word vocabulary is acquired. Students are taught to pronounce Latin correctly, according to the signs of the international phonetic alphabet.

**CLASSICAL LANGUAGES II**

615-201-LE (2-1-3) 45 hrs / 2 cr.

The fourth and fifth declensions are learned. New verb tenses of the indicative system are introduced. Further uses of the various cases are studied. More complex texts are presented. Additional vocabulary is learned, and attention is drawn to the component parts of words and their origins.

(Prerequisite: 615-121-LE)

**CLASSICAL LANGUAGES III**

615-321-LE (2-1-3) 45 hrs / 2 cr.

This course introduces the subjunctive mood and passive voice. The Latin vocabulary increases to about 1000 words. There will also be an introduction to ancient Greek for the purpose of comparison, and to illustrate external forces affecting the development of Latin.

(Prerequisites: 615-201-LE)

**FRENCH**

**LITTÉRATURE QUÉBÉCOISE**

602-901-LE (3-0-3) 45 hrs / 2 cr.

Dans le cadre de ce cours, la littérature québécoise sera abordée comme phénomène social. L’étudiant apprendra à établir des liens entre le contexte socio-historique, l’évolution des idéologies et les œuvres littéraires. Étude des caractéristiques propres aux différents genres que sont la poésie, le roman et le théâtre. Lecture d’œuvres, recherche sur un auteur au choix et critique d’un spectacle théâtral.

**TRADUCTION I**

602-921-LE (3-0-3) 45 hrs / 2 cr.

Cours d’initiation au passage de l’anglais au français et aux divers problèmes qui en résultent. L’étudiant devra apprendre à découper un énoncé en éléments de sens et à réorganiser ces éléments à l’aide des ressources grammaticales et lexicales propres à la langue française. Ce cours exige une solide connaissance des deux langues.

(Pré-requis ou co-requis : 603-101-04)
LINGUISTIQUE

602-923-LE (3-0-3) 45 hrs / 2 cr.

Ce cours a pour but d’initier l’étudiant à l’organisation de la langue et à son fonctionnement interne par l’étude des rudiments de la linguistique: phonétique, sémantique, morphologie et syntaxe. Étude des propriétés des langues naturelles et de leur diversité. Analyse des différences entre le français standard et le français québécois.

THÉÂTRE

602-904-LE (3-0-3) 45 hrs / 2 cr.

Ce cours propose l’étude du théâtre comme genre littéraire et comme art de la scène. Nous y aborderons les composantes essentielles du discours théâtral et de la représentation par l’étude de textes divers, autant classiques que contemporains, et de spectacles. L’étudiant sera également initié à la pratique du genre par la production d’un texte dramatique, la mise en scène et le jeu.

TRADUCTION II

602-905-LE (3-0-3) 45 hrs / 2 cr.

Ce cours fait suite au précédent (602-921-LE) mais l’accent est surtout mis sur la stylistique comparée du français et de l’anglais. On verra comment on peut décortiquer un texte anglais, le repenser en français et en produire un texte original qui soit fidèle au sens du texte de départ. Le projet final de ce cours pourra servir de travail-synthèse pour les étudiants d’Arts et Lettres.
(Pré-requis: 602-921-LE)

COMPOSITION

602-906-LE (3-0-3) 45 hrs / 2 cr.

Ce cours propose une approche pratique de la composition de textes de différents genres. Par l’étude de techniques d’écriture de textes littéraires, tels que la narration, la description, et la stylistique, nous développerons une plus grande maîtrise de la composition française. Différents ateliers faits en classe permettront à l’étudiant de rédiger des textes poétiques ou en prose et de partager avec ses pairs ses réflexions sur le processus d’écriture comme pratique artistique. Surtout axé sur l’expérimentation d’une écriture de création, le cours permettra néanmoins d’explorer différents types de textes analytiques ou argumentatifs, comme l’analyse littéraire et l’essai critique.

NOTE: Some course titles may differ slightly on students’ transcripts; please refer to course numbers.
510.A0 FINE ARTS

THE PROGRAM
This program is designed to provide a means of gaining a basic and comprehensive foundation in the various areas of fine arts. The studio courses encourage the analysis and use of the basic elements of the visual language as a means of producing both sound visual designs as well as personal artistic statements. Courses in drawing, composition, two- and three-dimensional design, computer design, painting, printmaking, and sculpture are essential for all those who plan a future in the ever-changing and challenging fields of the visual arts. The history of art courses, by providing instruction in the arts of the Western world understood within its socio-cultural context, constitute a valuable documentation of the cultural past.

The content of many professional arts careers is changing and expanding with the world wide growth of new media and technologies. In such a world, arts and design are not only to be found in galleries and museums, but also in our homes, schools, factories, places of business, as well as in film, television, video games and on the Internet. In this light, artistic work is being produced not only by painters, printmakers and sculptors, but also by informed industrial designers, animators, illustrators, colour consultants, computer programmers, and craftspeople of all types.

OBJECTIVES
The general objectives of the program are to enable students to:

- reproduce technical processes and use technical procedures;
- adapt technical processes and procedures in the execution of two- and three-dimensional works;
- interpret the visible world through drawing;
- represent objects and spaces by means of technical drawing;
- characterize the elements of visual language;
- integrate the elements of visual language into an art work;
- produce colour compositions;
- solve colour-related problems in the execution of two-and three dimensional works;
- use information technologies to produce art works;
- interpret art works by placing them in their original context;
- recognize works of art made by Quebecers from different eras;
- produce a two-dimensional work;
- produce a three-dimensional work;
- execute and present a personal work.

Total courses: 33 / Credits : 58 2/3

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Total courses: 33 / Credits : 58 2/3
Fine Arts Courses

**FIRST SEMESTER**

**COLOUR THEORY**

510-101-LE  (1-2-2) 45 hrs / 1 2/3 cr.

Students learn about the nature of the phenomenon of colour. Examining the evolution of colour theory throughout history, from Plato through Newton, Goethe, Chevreul, Munsel and Itten, and other theorists, and applying basic principles to studio projects, students develop an appreciation of the properties of colour as well as acquire related terminology. Studying colour contrasts and values, identifying hues and colour schemes, harmony, additive and subtractive colour models, mixing, and colour interaction, they discover how colour perception influences composition and design. As well, students are presented with an overview of the importance of colour in the work of significant modern painters.

**GRAPHIC DESIGN**

510-102-LE  (1-2-1) 45 hrs / 1 1/3 cr.

This course introduces students to digital imaging applications with a focus on the Adobe Creative Suite software which includes Adobe Photoshop and Adobe Illustrator. Students gain an understanding of digital photography, vector drawing, bitmap images, typography, digital scanning, printing and file management. Through class assignments, students will learn to characterize the elements of visual language as it applies to Graphic Design. Lectures, demonstrations and exercises in logo composition and page layout will help the students to analyze spatial relations in the creation of a design.

**COMPOSITION DESIGN**

510-103-LE  (1-2-1) 45 hrs / 1 1/3 cr.

This studio course introduces students to the formal elements and terminology of the visual language. The material covered provides a basis for all further study involving design, drawing, painting, printmaking and sculpture. Through analysis and use of these basic elements in studio projects, students will learn how images function as tools for the expression and communication of visual ideas.

**OBSERVATION DRAWING**

510-104-LE  (1-2-1) 45 hrs / 1 1/3 cr.

Observation Drawing is a studio course that will provide students with the means to organize skills in the systematic observation, seeing, understanding and recording of the environment. The course will develop the capacities of drawing skills within a problem-solving context.

Structured drawing exercises, visual concepts awareness and individual research will form the basis for student visual statements. Students will develop a repertoire of drawing approaches and skills in drawing what they see.

**ART HISTORY I**

520-101-LE  (3-0-3) 45 hrs / 2 cr.
520-BEA-LE  (1-2-2) 45 hrs / 1 1/3 cr.

This course introduces students to the major movements and works of art of the western world - from pre-history to the Impressionists. The course aims to provide students with the methods and means of analyzing works of art within their societal contexts. This course provides Fine Arts students with a contextual understanding of their own studio endeavours and presents students with an analysis of these works along different ideological theories.

**SECOND SEMESTER**

**PRINTMAKING I**

510-201-LE  (1-2-1) 45 hrs / 1 1/3 cr.

This course introduces students to a range of printmaking processes, materials and techniques, in which they explore and develop ideas and imagery. From planographic to relief, to intaglio processes, students gain awareness as to the artistic possibilities of printmaking, as well as practical experience within a studio environment. Students will develop their understanding of composition, colour mixing, spatial relationships, and building up of imagery through traditional and contemporary printmaking practices. Students are introduced to artists’ works, the historical context of printmaking, and terminology associated with the medium.

**DRAWING I**

510-204-LE  (1-2-1) 45 hrs / 1 1/3 cr.

This course introduces students to further methods in the representation of form and value, where they will gain experience working with a range of materials and are introduced to a variety of techniques. The course incorporates and expands on skills acquired in previous courses in regard to drawing practices and structural analysis of form and composition. Students further develop skills in drawing from observation and exercise their imagination. Assignments are tailored for the development of visual awareness and comprehension.

**PAINTING I**

510-303-LE  (2-2-2) 60 hrs / 2 cr.

This studio-based course will allow students to begin to examine the various techniques and spatial approaches involved in modern painting. The course will require students to examine the interrelationship of the form and content underlying their painting efforts. The teaching learning activities include: studio critiques and analysis of class work.
ART HISTORY II

**520-201-LE** (3-0-3) 45 hrs / 2 cr.

This course introduces students to the ideas/ideologies underlying the modern period of western art history (1789 - Post-Impressionism). This course will provide students with background and a context for later analysis of 20th century trends and movements. The course further provides students with a contextual understanding of their own studio-based efforts, and focuses on the Neo-Classical ideal and the Romantic movement of the 19th century. It will provide student with the background and context beneficial for an understanding of the trends and movements, which will be covered in Art History III.

**NOTES:** Some course titles may differ slightly on students' transcripts; please refer to course numbers.

DRAWING II

**510-304-LE** (1-2-1) 45 hrs / 1 1/3 cr.

This studio-based course covers a variety of drawing approaches and mediums. Drawing from observation, the still-life, the figure, architectural studies in perspective, as well as on-site studies, expose the student to a variety of drawing exercises and extended projects are done both during class-time and at home. Preliminary research and sketching, drawing from the model, studio work and on-site drawing make up the majority of activities, as well as group critiques and discussions. Students are exposed to various works, begin to analyze the compositional elements of drawing, and situate the medium in a broader context.

**SCULPTURE I**

**510-302-LE** (2-2-2) 60 hrs / 2 cr.

Sculpture I is a studio based course in which students experience sculptural procedures and concepts. Students will combine 3 Dimensional design elements and organizational principles with sculptural processes to create personal sculptural statements. Teaching/learning activities include: 1) Lectures, demonstrations, audio-visual presentations; 2) Theoretical input: xeroxes, required readings; 3) Individual and group critiques.

**FOURTH SEMESTER**

PORTFOLIO

**510-401-LE** (2-2-1) 60 hrs / 1 2/3 cr.

This course requires that students conceive of and execute their own studio-based art projects. It also requires that students analyze and contextualize the art they produce in written form. Students are required to create an art portfolio of the works produced during their two years of study.

**SCULPTURE II**

**510-402-LE** (2-2-1) 60 hrs / 1 2/3 cr.

This is a studio based course in which students develop new technical procedures and new experiences with a variety of materials. Students will develop research skills as they deal with historical and contemporary sculpture procedures and ideas.

**ART HISTORY III**

**520-301-LE** (2-1-3) 45 hrs / 2 cr.

The course will examine the major trends and movements of 20th century art. It will also examine the importance of the “Refus Global” and modernism in Quebec. It will attempt to situate Quebec’s role in the art of the 20th century. The course will also introduce students to present day artists and art institutions. Teaching/learning activities include: 1) analysis of slides, museum/gallery visits and video presentations; 2) annotated bibliographies, research papers.

**TECHNICAL DRAWING**

**510-404-LE** (2-2-2) 60 hrs / 2 cr.

In the Technical Drawing course, students will develop their skills in depicting objects and their location in space. One, two and three-point perspective drawing systems will form the basis for the understanding and drawing of three-dimensional forms.

**NOTE:** Some course titles may differ slightly on students’ transcripts; please refer to course numbers.
HISTOIRE ET CIVILISATION

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<td>Ancient Philosophy</td>
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<td>Western Religious Traditions</td>
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<td>Critical Approaches to Literature</td>
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<td>Making of the Modern Mind</td>
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<td>Principles of Logic and Mathematics</td>
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<tr>
<td>History &amp; Methodology of Science</td>
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<td>Modern Moral Issues</td>
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<td>Integrative Project</td>
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The Program

The Liberal Arts Program is intended to give students an integrated education within the humanities and related disciplines in order to prepare them adequately for university studies in all programs in the fields of social science, literature, law and administration, and in most programs in the fields of education and the arts (excluding the visual arts, music and dance).

The Liberal Arts program has been designed to foster coherence. There is a harmonization of the content of courses within each semester, and a clear developmental principle connecting one semester with the next. Since Liberal Arts instructors will be dealing with relatively homogeneous groups of students they are able to plan their teaching with an understanding of what the students are taught in their other courses.

Objectives

Students will achieve the general objectives of the Liberal Arts program across all of the components of the curriculum. These objectives are to enable students to:

- situate the development of Western civilization since ancient times within its historical context;
- understand and appreciate major themes and forms of imaginative or artistic expression, and the aesthetic sensibility, in the arts and in literature in the language of instruction;
- understand and evaluate important ideas in Western religious, philosophical and scientific thought, and their character and influence in Western and other societies;
- communicate clearly and coherently;
- use the work and research methods specific to various fields of learning as an independent learner;
- use appropriate information processing technologies;
- take responsibility for their intellectual and personal development.
Liberal Arts Courses

ANCIENT CIVILIZATIONS

IN SEARCH OF THE GREEKS
THE GREEK AND ROMAN WORLD
332-251-LE (3-0-3) 45 hrs / 2 cr.

See p.42.

IN SEARCH OF THE ROMANS
THE ROMAN EMPIRE
332-252-LE (3-0-3) 45 hrs / 2 cr.

See p. 42.

ART HISTORY

THEMES IN ART
520-903-RE (3-0-3) 45 hrs / 2 cr.

This course is a general introduction to the study of art and aesthetics. In this course students will approach art history through the analysis of artistic achievements in Western culture. Students will trace the development of specific themes throughout Greek and Roman antiquity into Christian developments (early Christian, Byzantine, medieval, Renaissance and Baroque periods), as well as the later transformation of these selected themes in the modern and contemporary periods.

HISTORY

THE WORLD TODAY
330-984-LE (3-0-3) 45 hrs / 2 cr.

In this course students will examine the forces that have shaped our world over the last three centuries, and deepen their understanding of the historical underpinnings of major problems and conflicts in the world today. Because the course covers an extensive period of rapid change from the European Enlightenment of the 18th Century to our own post-Cold War era, it has to be selective. The selection will allow students to analyze themes, issues and events that have had a major impact on the course of events in the past, and yet resonate with particular relevance and meaning today.

POST CLASSICAL HISTORY

330-101-LE (3-0-3) 45 hrs / 2 cr.

This course is an introduction to some of the major developments in European civilization from 400-1700. We start with the collapse of the Western Roman Empire. Our study continues through the Middle Ages, culminating in the great creative explosions of the Renaissance, Reformation, and Age of Exploration. We end with major 17th century changes in science and politics. The course traces an exhilarating path from barbarian hordes nearly obliterating civilized life in the west to the birth of a world which students will recognize as “modern.”

METHODOLOGY

LIBERAL ARTS METHODOLOGY
300-312-LE (1-2-1) 45 hrs / 1 1/3 cr.

This course is designed to introduce students to the principles and methods of valid research, critical analysis and effective writing in the general area of the Liberal Arts. Guiding students from the first steps in research work to the finished written product, the course will not only provide students with the skills they need to develop and master at each level, but will also help them to understand the underlying ideas, issues and problems involved in research and writing in the different fields and disciplines included in the Liberal Arts. Above all, the course aspires to generate among students the abiding enthusiasm for learning that comes from scholarly research and writing in the Liberal Arts.

PRINCIPLES OF LOGIC AND MATH

360-124-LE (2-2-2) 60 hrs / 2 cr.

In this course students will gain an understanding of the structure of arguments, both deductive and inductive, and will practice evaluating such arguments. The exercises done in all modules of the course will emphasize the mastery of written language, and the clear articulation of thoughts.

HISTORY AND METHODOLOGY

360-125-LE (2-2-2) 60 hrs / 2 cr.

The focus of the course will be on the turning points in the history of science. Although the course will look at the history of science from ancient times, the key period studied will be the modern era. The story of the modern emergence of empirical science begins with Copernicus, and culminates with Newton’s formulations of the Universal Law of
Gravity and the Three Laws of Motion and the aftermath of these. Special attention will be given to the work and method of Galileo as the key pioneer in the development of what we today refer to as the scientific method. The story of the subsequent development of science will be traced, followed by the beginnings of a new revolution which characterizes the twentieth century.

INTEGRATIVE COURSE

360-126-RE (1-2-3) 45 hrs / 2 cr.

This course gives students an opportunity to explore in some depth a topic of their own choosing. They work under the guidance of teachers from at least two different disciplines and their approach to the subject should be multi-disciplinary. For example, a student might investigate ideas about personal identity in literary works and philosophical theories. Or, Anthropology, History and English could provide sources for a study of attitudes towards nature. While some proposals may not be appropriate for this course, students should feel free to propose any theme they would be interested in probing.

PHILOSOPHY

THE INDIVIDUAL AND AUTHORITY

340-225-LE (3-0-3) 45 hrs / 2 cr.

A perennial social problem is the desire for personal freedom and the quest for social controls. This course focuses on the relationship between citizens and government: we examine the nature and limits of political obligation, arguments for abolishing government, civil disobedience, and rebellion. A combination of classical and contemporary readings, reflecting a variety of viewpoints, is used to shed light on these issues.

ANCIENT PHILOSOPHY

340-910-LE (3-0-3) 45 hrs / 2 cr.

In this course, students will focus on the philosophers of ancient Greece: the pre-Socratics, Plato, and Aristotle. The process of acquiring a critical understanding of some of the specific theories put forward by these thinkers will be guided by a number of general aims. First, the concern will be to understand the birth and early development of Western philosophy in its own historical context. The second general goal will be to develop an appreciation of the importance of ancient Greek philosophers for determining the subsequent shape of Western civilization. Third, the value of studying ancient philosophy is not merely historical. As many of the ideas developed then are still quite relevant, students will also examine what ancient philosophy can offer to the analysis of contemporary society and its problems. Finally, the study of these ancient philosophers will provide a vehicle for helping students develop basic skills in thinking philosophically.

MAKING OF THE MODERN MIND

340-912-LE (3-0-3) 45 hrs / 2 cr.

This course will examine the central doctrines of 17th through 19th century philosophical thought, in the context of the major institutions (scientific, religious and political) which influenced their development, and upon which, in turn, they exerted influence. Among the major figures covered are Kepler, Copernicus, Galileo, Newton, Descartes, Locke, Berkeley, Hume, Kant, Hegel, Marx, Kierkegaard, Nietzsche, Darwin, Spencer, Bentham and Mill. Twentieth century developments examined will include Pragmatism, Process Philosophy, Analytic Philosophy (including the “Linguistic Turn”) and Phenomenology.

RELIGION

THE WESTERN RELIGIOUS TRADITIONS

THINKING ABOUT RELIGION

370-121-LE (3-0-3) 45 hrs / 2 cr.

Upon successful completion of this course students will be able to:

(1) distinguish between a variety of different approaches to the study of religion (e.g., historical, sociological, psychological, and philosophical);

(2) outline the origins, historical development, interactions and contemporary expressions of Judaism, Christianity, and Islam;

(3) explain the interplay between philosophical and religious thought (e.g., contributions of ancient Greek philosophy to the development of Western religious traditions);

(4) assess tensions between religious and secular trajectories in the modern world;

(5) evaluate the “re-emergence of the religious” in the post-modern world (e.g., religious fundamentalism, New Age religions, and alternatives to the traditional monotheistic forms of religious expression);

(6) analyze religion as a mode of cultural expression; and

(7) use and critically evaluate the distinction between popular and elite forms of religious expression.

ELECTIVE COURSES

Elective courses may be chosen from the following disciplines:

- Art, Art History, Theatre, Music, Cinema;
- Ancient Civilizations, History, Philosophy, Religion;
- French, Greek, Latin, Spanish, German;
- Economics, Geography, Political Science, Psychology, Sociology;
- Biology, Chemistry, Computer Science, Mathematics, Physics;
- Complementary courses listed in General Education.

Students may use their electives to take more courses within the Liberal Arts disciplines, to pursue some personal interest outside the program, or to make sure they have the prerequisites for the university program of their choice.

NOTE: Some restrictions apply. Students are advised to speak to the Program Coordinator or an Academic Advisor for further information.
# 351.A1 SPECIAL CARE COUNSELLING

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<td>Youth and Maladjustment</td>
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Total courses: 39 / Credits: 91 2/3
THE PROGRAM

In first year, students develop an understanding of their future professional role, work environments and work ethics. Both in fieldwork and in courses, they acquire knowledge on problems of adaptation, develop fundamental interpersonal skills, and begin to focus on intervention strategies.

In second year, emphasis is placed on the study of specific client-groups. Theory, labs, and the fieldwork allow students to acquire the specific knowledge and skills that they need in their interventions with those client-groups. They are in fieldwork for two days weekly in the fourth semester.

In third year, students continue to acquire and refine their intervention strategies. In the fall semester, the four days a week fieldwork is prominent and in the last semester, courses give them opportunities to further study current psychosocial issues and to focus on their specific interests. Integration activities prepare them to bring closure to their professional training.

OBJECTIVES

The objectives of the program are to help students acquire and demonstrate:

- Knowledge, professional attitudes and intervention skills that are specific to the profession;
- Knowledge, professional attitudes and intervention skills in dealing with adjustment and social integration problems;
- Knowledge and intervention skills that are specific to client-groups;
- Collaboration and team work skills in dealing with families and resource persons;
- Readiness to function in a variety of work-places;
- Personal qualities required in establishing helping relationships.

ROLE OF THE SPECIAL CARE COUNSELLOR

Special Care Counsellors are trained to work with people of all ages and diverse needs. The essence of their role is to develop relationships that provide support and guidance to enhance clients’ development, adaptation and quality of life.

CLIENT-GROUPS

Students develop competencies to work with a variety of client-groups such as individuals with physical, neurological, or intellectual impairments, mental health issues, substance abuse problems, behavior, language, and/or learning difficulties, seniors in loss of autonomy, and victims of violence.

WORK SETTINGS

The main places of employment are rehabilitation centres, short and long-term care facilities, psychiatric hospitals, adapted work centres, schools, CLSC’s, community organizations, group homes, day centres, and halfway houses.

GRADUATE STUDENT PROFILE

Upon completion of the program, students are expected to demonstrate an integration of the following dimensions:

Professional knowledge:

To demonstrate an understanding of theories on the adjustment process, rehabilitation and social integration, ethical issues, professional conduct, and a thorough understanding of the profession.

Intervention skills:

To demonstrate an ability to use clinical tools and developmental activities required in the planning and implementation of professional interventions.

Problem-Solving skills:

To demonstrate critical and creative thinking skills: the ability to reflect, question, analyze, evaluate, produce possible solutions, and to transfer learning from theory to practice.

Communication skills:

To demonstrate effective communication skills and the ability to use professional language.

Attitudes and personal skills:

To demonstrate self-awareness, self-regulation and motivation, responsibility and autonomy.

THE COMPREHENSIVE ASSESSMENT

The Comprehensive Assessment is a requirement that demonstrates students’ abilities to meet the program’s objectives. Students must successfully complete two activities: a final report on their professional development in the last Fieldwork, and a presentation on the work developed in the Integrative Project. Students are informed of the Comprehensive Assessment component requirements at the onset of each of these courses.
Special Care Counselling Courses

FIRST SEMESTER

NORMAL DEVELOPMENT

350-116-LE (3-1-3) 60 hrs / 2 1/3 cr.
This course provides students with a biopsychosocial understanding of normal human development throughout the lifespan. Students examine the age-related changes that occur in the physical, cognitive, and psychosocial domains of a person's development from infancy to late adulthood and their impact on behaviour. This course lays the foundation for understanding atypical behaviour and adjustment problems to be covered later on in the program.

FIELDWORK I

351-100-LE (1-3-1) 60 hrs / 1 2/3 cr.
Fieldwork I provides students a first opportunity to be directly involved in the helping profession. They are introduced to the job function and tasks of a special care counsellor as well as to the qualities and skills required in this profession. Students learn about the concept of work teams and the goals and techniques used by special care counselors. Individual and group integration activities help students understand the relevance of knowledge gained.

PROFESSION AND RESOURCES

351-111-LE (2-1-2) 45 hrs / 1 2/3 cr.
This course introduces students to the profession of Special Care Counselling and to community resources and services utilized by the profession. Students investigate the functions of the special care counsellor and explore how the role of the SCC differs from professionals in related fields. They analyze requests for services with reference to relevant laws and the mission or mandate of institutions and community organizations. This study prepares students to make referrals.

COMMUNICATION TECHNIQUES

351-112-LE (1-2-2) 45 hrs / 1 2/3 cr.
In this course, students learn how to communicate effectively with clients as well as with members of a work team. They recognize and analyze the elements that help or hinder communication, increasing self-awareness into their own interpersonal style. Communication strategies designed to improve the quality of relationships are explored.

OBSERVATION TECHNIQUES

351-113-LE (1-2-2) 45 hrs / 1 2/3 cr.
This course introduces students to the process of professional observation as it pertains to the role of the Special Care Counsellor. Students learn how to make objective observations followed by subjective, non-judgmental interpretations. The importance of attending to both verbal and non-verbal aspects of behavior as well as elements of the environment is underscored. Students experiment with a number of different information-gathering tools, learning the appropriate use and application of each. The development of writing skills necessary to produce clear, concise, and professional reports figures prominently throughout the semester.

SECOND SEMESTER

FIELDWORK II

351-222-LE (1-6-2) 105 hrs / 3 cr.
The focus of the second Fieldwork course is the client-professional interaction. Observation, communication, and intervention skills are used in helping clients deal with problems related to adaptation and social integration. Students learn to function within the limitations of their capacity to intervene, consult with resource persons, choose appropriate intervention strategies, and collaborate with the work team. Students are encouraged to develop autonomy in regard to their learning.

(Prerequisite: 351-100-LE)

BIO-PSYCHOSOCIAL ADJUSTMENT

351-224-LE (2-2-2) 60 hrs / 2 cr.
In this course, students are introduced to the multidimensional aspect of adjustment. Using current tools such as the International Classification of Functioning (ICF) and the Diagnostic and Statistical Manual IV (DSM 4), students develop the ability to recognize and assess particular adjustment problems. Students will develop a global understanding of the way biological, psychological and social factors interact in situations of adaptation and/or adjustment problems and impact on the overall functioning of the person. This course introduces the concept of bio-psychosocial adjustment to each of the population groups that will be studied during the third, fourth, and sixth semesters.

CLINICAL TOOLS AND ACTIVITIES

351-225-LE (1-2-2) 45 hrs / 1 2/3 cr.
In this course, students learn the steps involved in the process of intervention, beginning with an assessment that focuses on clients' needs. They learn to work with existing Intervention Plans and to create their own plans of developmental activities, as well as to choose appropriate clinical tools. They will pay close attention to their communication, animation, and leadership skills while implementing activities. To conclude the process, students evaluate their performance as well as the outcome of the intervention, and, if necessary, include suggestions for improvement.

LANGUAGE AND LEARNING DISABILITIES

351-226-LE (2-1-2) 45 hrs / 1 2/3 cr.
In this course, students learn how to recognize indicators of learning and/or language difficulties among young people in a school context. They apply basic strategies to help children with language development as well as with the transfer and application of learning. Intervention strategies that help the client adapt his or her behaviour to a school setting, sustain motivation, and stay in school are explored together.
with approaches to enhance children’s social and communication skills. The importance of ongoing consultation with resource persons and the implementation of concerted actions with family members and other concerned professionals is underscored.

(Prerequisite: 350-116-LE)

GROUP FACILITATION

351-227-LE (1-3-2) 60 hrs / 2 cr.

This course focuses on knowledge, attitudes, techniques and skills pertaining to group development, group dynamics, and team collaboration. Students learn to use appropriate facilitation and leadership techniques to help improve interaction, increase motivation, and enhance participation amongst group members. They learn to recognize some of the behaviours and attitudes that may be conducive to conflict, and use appropriate conflict-resolution and problem-solving strategies to help group members generate solutions and increase cohesion.

THIRD SEMESTER

AGEING AND LOSS OF AUTONOMY

351-328-LE (1-2-2) 45 hrs / 1 2/3 cr.

This course provides students with the knowledge and tools needed to help individuals experiencing loss of autonomy due to the ageing process. To understand factors that impact the client’s adaptive potential, students experiment with specific assessment tools and plan adapted activities that help evaluate the client’s deficits and functional autonomy. An emphasis is put on techniques of communication with the client and family members to help create or improve the support network of the client. Activities conducive to social integration intended to enhance the client’s quality of life are developed and analysed in labs.

(Prerequisites: 351-100-LE, 351-222-LE, 351-224-LE, 351-225-LE)

INTELLECTUAL DISABILITY

351-331-LE (1-3-2) 60 hrs / 2 cr.

In this course, students adapt the process of intervention to the intellectually disabled, and learn to associate relevant approaches, objectives and techniques of intervention with this adjustment problem. After evaluating both the disability and potential of the client, students develop an individual program plan that includes activities devised to meet the social, cognitive, and psychomotor needs of the individual. Specific attention is given to supporting the client in activities of daily living, evaluating the physical environment and helping both the client and the client’s family (or caregivers) cope with the impairment.

(Prerequisites: 351-100-LE, 351-222-LE, 351-224-LE, 351-225-LE)

CRISIS INTERVENTION

351-332-LE (1-3-2) 60 hrs / 2 cr.

In this course, students learn to deal with emergency and crisis situations. They assess the circumstances and give appropriate assistance when required. Students also learn to use preventive measures in the face of physical threat, to assess the level of danger, and to protect their personal well being. The verbal, non verbal and physical aspects of a crisis are covered thoroughly to prepare students to deal with a variety of stressful situations involving one or several people, and ranging from mild to severe physical, psychological and behavioural disorganisation.

YOUTH AND MALADJUSTMENT

351-333-LE (2-1-2) 45 hrs / 1 2/3 cr.

The focus of this course is the intervention with youth (0 to 18 years) in their natural or substitute environment. Students explore various psychological, familial and social situations that can lead to socio-emotional maladjustment. They learn to adapt and/or design intervention plans to help clients develop social skills, responsibility, and self-esteem. Students begin exploring ways of working in collaboration with families and other professionals.

(Prerequisites: 351-100-LE, 351-222-LE, 351-224-LE, 351-225-LE)

HELPING RELATIONSHIP

351-334-LE (1-2-2) 45 hrs / 1 2/3 cr.

In this course, students develop attitudes, behaviours and skills that are fundamental to professional helping relationships. They learn to recognize and explore the affective dimension of clients’ experience, and to work jointly with them in an effort to identify needs and expectations, decide on priorities, and plan appropriate action.

(Prerequisites: 351-112-LE or 351-227-LE)

FOURTH SEMESTER

FIELDWORK III

351-300-LE (2-13-2) 225 hrs / 5 2/3 cr.

The second year fieldwork is primarily focused on the process of intervention with one client-group. Intervention, work ethics, collaboration with clients’ support network and teamwork with professionals allow students to use, develop and consolidate their knowledge and skills.

(Prerequisites: 351-100-LE, 351-222-LE, 351-334-LE)

VIOLENCE AND SOCIAL EXCLUSION

351-425-LE (2-1-2) 45 hrs / 1 2/3 cr.

Students will develop an understanding of factors that promote, contribute to, and sustain violence. The focus of the course centers around identifying the dangerousness of a situation in order to intervene promptly and appropriately. Students will also develop strategies for the prevention of violence, as well as devise interventions for helping both victims and perpetrators in the aftermath of violence.

(Prerequisites: 351-100-LE, 351-222-LE, 351-224-LE, 351-225-LE)

MENTAL HEALTH AND SUBSTANCE ABUSE

351-426-LE (2-1-2) 45 hrs / 1 2/3 cr.

This course examines issues related to mental health and substance abuse. The focus is on the impact these may have on a person’s daily functioning, as well as his/her family. Students receive
theoretical knowledge allowing them to recognize and understand the major features of the more commonly encountered disorders. The focus is on current best practices in the field, preparing students to accompany clients through the process of rehabilitation, ongoing maintenance, and relapse prevention.

(Prerequisites: 351-100-LE, 351-222-LE, 351-224-LE, 351-225-LE)

NEUROLOGICAL AND PHYSICAL IMPAIRMENTS

351-427-LE (1-3-2) 60 hrs / 2 cr.

In this course students adapt the process of intervention to clients with a physical impairment or a neurological disorder. They acquire a basic understanding of the nervous system and some of the biological influences on human behaviour that may affect the individual’s adaptive potential. Students learn to modify intervention strategies to meet the needs and characteristics of this client group. Specific attention is given to evaluating the physical environment and the various support systems that contribute to meeting the client’s particular needs.

(Prerequisites: 351-100-LE, 351-222-LE, 351-224-LE, 351-225-LE)

FIFTH SEMESTER

NOTE: A student who has not successfully completed all first and second year program-specific courses may not be allowed to continue into third year. Students must request to have their profile reviewed by the department. Decisions will be made on a case by case basis.

INTERNERSHIP

351-422-LE (4-36-4) 600 hrs / 14 2/3 cr.

This course gives students the opportunity to do their internship in a setting of their choice in Montreal or the Eastern Townships. With supervision from both the college and staff at the fieldwork placement, students implement interventions, from the detection of a problem to the recommendations and follow up procedures. Professional actions are carried out in the context of the client’s daily living activities with the final goal of providing suitable activities, social integration and autonomy. Students act in line with the mission statement of their placement, and promote its underlying values. They are expected to abide by the code of ethics of the setting at all times. Part of the Comprehensive Assessment is completed within this Internship in the form of a Final Integration Report.

(Prerequisite: 351-300-LE)

SIXTH SEMESTER

REINTEGRATION AND SOCIAL INCLUSION

351-431-LE (1-2-2) 45 hrs / 1 2/3 cr.

In this course, students learn how to evaluate and facilitate a client’s ability to re-enter society and/or the workplace. They analyse issues related to the integration of people with disabilities from a systemic-ecological perspective. They become familiar with the many services, organisations, programs, community resources, laws, and policies that exist to ensure and facilitate integration and inclusion. The Special Care Counsellor’s role in empowering the client towards action and autonomy is emphasised.

(Prerequisite: 351-224-LE)

ADVANCED CLINICAL TOOLS

351-656-LE (1-2-2) 45 hrs / 1 2/3 cr.

In this course, students strengthen and consolidate their understanding of the diverse intervention approaches, techniques, strategies, and clinical tools utilized in the field of Special Care Counselling. Class lectures and exercises emphasize current best practices, along with their concomitant tools and techniques. This is supplemented by student’s research projects on areas of particular interest.

Prerequisite: 351-225-LE

INTERCULTURAL RELATIONSHIPS

351-657-LE (1-2-2) 45 hrs / 1 2/3 cr.

In this course, students learn to recognise and analyse how people experiencing adjustment and social integration problems are affected by socio-economic and cultural factors. Students assess and recognise cultural factors that facilitate or hinder adjustment and social integration. They pay particular attention to family dynamics and communication patterns with regards to cultural dimensions. They become aware of their reactions and personal values, assess their open-mindedness to cultural diversity and develop cross-cultural competence.

SOCIOLOGY OF UNEQUAL RELATIONS

387-416-LE (3-0-3) 45 hrs / 2 cr.

387-BEC-LE (3-0-3) 45 hrs / 2 cr.

This course sensitizes students to the different types of minorities that exist in Canadian society and promotes an understanding of these groups. The course also describes social inequality and explains the impact of social inequalities and minority groups standing on intergroup relations. Specific groups are studied to understand each one’s distinctiveness and possibly bury misconceptions. Lastly, the course describes and analyzes the challenges and adjustment problems which people face based on their perceived differences and foster the coexistence and integration of people with differences.
410.B0 ACCOUNTING AND MANAGEMENT TECHNOLOGY

**Semester 1**
- Physical Education 109-103/104
- College English 603-101-04
- French – General 602-107-03
- Complementary course
- Math for Business 201-131-LE
- Accounting I 410-110-LE
- Business Careers and Practices 410-120-LE
- Computers for Business I 420-135-LE

**Semester 2**
- Physical Education 109-104/103
- English for AMT 603-BEE-04
- Complementary course
- Business Statistics 201-231-LE
- Accounting II 410-210-LE
- Management 410-220-LE
- Business Law 410-230-LE
- Computers for Business II 420-235-LE

**Semester 3**
- Physical Education 109-105-02
- Humanities – World Views 345-102-03
- English Literature 603-102-04
- Business in the Economic Context 383-331-LE
- Accounting III 410-310-LE
- Financial Management 410-320-LE
- Operations Management 410-321-LE
- Purchasing and Inventory Management 410-322-LE

**Semester 4**
- Humanities - Knowledge 345-103-04
- English Literature 603-103-04
- French – Specific 602-BE?03
- Accounting IV 410-410-LE
- Management Accounting 410-411-LE
- Introduction to International Business and E-commerce 410-420-LE
- Supervision 410-421-LE

**Semester 5**
- Humanities – Business Ethics 345-BEC-03
- Taxation 410-510-LE
- Internal Control and Auditing 410-511-LE
- Decision-making with MIS 410-520-LE
- Investment 410-521-LE
- Français des affaires 602-531-LE

**Semester 6**
- Small Business Startup 410-630-LE
- Internship 410-631-LE

**Total courses: 39 / Credits : 88 1/3**

**PREREQUISITES**
Mathematics 436

**THE PROGRAM**
The Accounting and Management Technology Program provides a series of courses which impart career skills. It focuses initially on a broad understanding of the many facets of business and management. As the students advance through the program, they will become progressively immersed in a detailed study of accounting and management, culminating in a ten-week internship in a local business. Courses in computer applications to business ensure that the students become conversant with computer-based business operations of this increasingly more important tool.

**OBJECTIVES**
Upon graduation the students will be able to:

- apply basic tools and techniques as they relate to the principal business functions of marketing, finance, production, human resources, and the handling of business information;
- understand the impact of national and international economic forces on an enterprise;
- use mathematical and statistical tools for analytical and problem solving purposes;
- solve simple legal business problems and understand basic legal concepts applicable to a variety of situations;
- apply concepts pertaining to informal work relationships between individuals and in groups in the work place.
- express orally and in writing, the basic management concepts, the major business functions and their interrelationships;
CAREER PROGRAMS
ACCOUNTING AND MANAGEMENT TECHNOLOGY

SPECIFIC OBJECTIVES
The specific objectives of the A.M.T. program are to have students develop enough skills in the field of accounting and management to carry out the following types of work:

- record financial transactions;
- interpret financial statements;
- contribute to the analysis of business investment projects;
- undertake tax analysis and tax return preparation;
- provide management support to other business functions in their field of specialization.

INSTITUTIONAL OBJECTIVES
- to provide students with a practical awareness of the small and medium-sized business environment, and the knowledge and abilities to work therein;
- to have students learn how to use computer-based information systems for accounting, financial, fiscal and management work, including typical commercial packages currently used in these fields;
- to provide adequate English-language training to French-speaking students to enable them to function effectively in English which is so prevalent in the global economy;
- to improve students’ French-language skills which are so necessary to work in Quebec;
- to develop graduates who are able to work in the accounting and administrative professions;
- to contribute to students becoming literate, inquisitive, diligent, tolerant and responsible individuals who are capable of meeting the challenges of a complex and changing society.

Accounting and Management Technology Courses

FIRST SEMESTER

MATHEMATICS FOR BUSINESS
201-131-LE (2-1-3) 45 hrs / 2 cr.
This course will provide students with mathematical knowledge and basic skills that are important for analysis and problem-solving in business management and accounting. Topics include systems of linear equations with business applications, and elements of the mathematics of finance and investment such as simple and compound interest, future and present value, and annuities. The course concludes with an introduction to investment decision.

ACCOUNTING I
410-110-LE (2-2-3) 60 hrs / 2 1/3 cr.
This course will provide the student with a working knowledge of accounting for service and merchandising businesses. The student will learn the accounting principles necessary for transaction recordings in accounting books and the preparation of financial statements thereafter. Special attention will be given to understanding the flow of accounting information from inception to financial statements as the end result of the accounting process. Computer-based simulations for small business accounting will be undertaken, using a commercial package, Simply Accounting.

INSTITUTIONAL OBJECTIVES
- to provide students with a practical awareness of the small and medium-sized business environment, and the knowledge and abilities to work therein;
- to have students learn how to use computer-based information systems for accounting, financial, fiscal and management work, including typical commercial packages currently used in these fields;
- to provide adequate English-language training to French-speaking students to enable them to function effectively in English which is so prevalent in the global economy;
- to improve students’ French-language skills which are so necessary to work in Quebec;
- to develop graduates who are able to work in the accounting and administrative professions;
- to contribute to students becoming literate, inquisitive, diligent, tolerant and responsible individuals who are capable of meeting the challenges of a complex and changing society.

SECOND SEMESTER

BUSINESS CAREERS AND PRACTICES
410-120-LE (2-1-3) 45 hrs / 2 cr.
This course has a dual purpose. First, it provides the student with an overview of careers and positions in the fields of administration and commerce. Topics for study include: the work functions performed by accounting and management technicians, the context in which the activities are carried out, and the skills and behaviours required to carry them out effectively. Second, this course introduces the student to current business practices that foster the creation and maintenance of a client-focused environment. The student will acquire the practical skills and abilities needed to communicate and interact effectively with individuals from within and outside the organization. Topics for study include: organizational culture, effective communicating and negotiating, initiating client contact, maintaining client relations, identification and response to client needs, and quality control.

COMPUTERS FOR BUSINESS I
420-135-LE (1-2-3) 45 hrs / 2 cr.
This course is designed to provide students in Accounting and Management Technology with the fundamentals of common operating systems, productivity software and microcomputer systems in general. It provides the students with the ability to use, on an introductory level, software packages used for administrative purposes such as Windows, and particularly word processing software, presentation software, spreadsheet software, as well as efficient use of e-mail software. The course will also outline techniques to manage a computerized workstation effectively. Concepts learned in this course will be further developed in the course Computers for Business II.

BUSINESS STATISTICS
201-231-LE (3-1-3) 60 hrs / 2 1/3 cr.
This course will provide students with further knowledge and skills important for analysis and problem-solving in business management and accounting. In this course, students will learn to use statistical methods for management purposes. Topics include: organizing, summarizing and presenting information using statistical measures, tables and graphs, probability distributions with applications to portfolio diversification and asset allocation, methods of sampling, concepts of estimation and hypothesis testing, linear regression and time-series analysis.
ACCOUNTING II
410-210-LE (2-2-3) 60 hrs / 2 1/3 cr.
This course is the continuation of Accounting I. It is intended to give the student additional knowledge of financial accounting to do accounting work for a more complex business including sole proprietorship and partnership. The student will also learn decision-making techniques in managing assets and liabilities. For practical work, the student will continue to undertake more computer-based simulations, using a commercial software package.
(Prerequisite: 410-110-LE)

MANAGEMENT
410-220-LE (2-1-3) 60 hrs / 2 cr.
This course will provide the student with the knowledge, skills and abilities to carry out the management functions of decision-making, planning, organizing, directing, and controlling. Particular emphasis will be placed on the identification and use of current management tools and methods. The student will learn to identify, accumulate, and use information to adapt management tools and methods to changes in managerial practices in an organization. Topics for study include: computerized systems and software applications, decision-making, the planning, organizing, directing, and controlling functions, and the selection and use of appropriate management tools and methods needed to attain objectives related to the management functions.

BUSINESS LAW
410-230-LE (2-1-3) 45 hrs / 2 cr.
This course is structured to provide the student with a basic understanding of the nature, functions, contribution and influence of the laws, regulations and policies that apply in the business and professional environments. The student will develop the practical abilities to accumulate, maintain and use legal information to identify legal situations and manage issues that arise in the conduct of business and professional activities.

COMPUTERS FOR BUSINESS II
420-225-LE (1-2-3) 45 hrs / 2 cr.
This course builds upon the concepts learned in Computers for Business I and is designed to provide students in Accounting and Management Technology with advanced features available in common software applications for administrative purposes, in particular, the use of spreadsheet software and database management software as administrative information tools. The course will also outline techniques used to automate tasks in the business world, as well as take full advantage of computer networks.
(Prerequisite: 420-135-LE)

THIRD SEMESTER

BUSINESS IN THE ECONOMIC CONTEXT
383-331-LE (3-0-3) 45 hrs / 2 cr.
In this course students will be introduced to the principal macroeconomic goals of society. Students will learn how these goals are measured and what the sources of information for these measurements are. Students will use the supply and demand model to analyze situations where buyers and sellers make choices between competing alternatives. Students will analyze consumer behaviour using both utility theory and indifference analysis. They will apply marginal analysis to the production behaviour of firms under different competitive conditions. Students will learn the basic model of macroeconomics in both its algebraic form and using diagrams. Students will learn how the Bank of Canada uses the fractional reserve system to control the money supply and learn the role of government spending and taxation in influencing the levels of spending, production and employment. Students will learn to use these models, combined with macroeconomic data, to analyze some questions relevant to the operation of a business.
(Prerequisite: 410-210-LE)

FINANCIAL MANAGEMENT
410-320-LE (3-2-3) 75 hrs / 2 2/3 cr.
This comprehensive, in-depth course in the financial management of a business exposes students to various analytical and managerial functions, as well as theories and techniques which deal with the acquisition and allocation of funds for a business enterprise in the context of wealth maximization of its shareholders. Topics covered include techniques of financial statements analysis, financial forecasting, preparation of a cash budget, capital budgeting, management of cash, short-term marketable securities, accounts receivable and accounts payable, and inventory control. It also discusses various sources of short term, medium term and long term financing of a business and the role played by various financial institutions in Canada.
(Prerequisite: 410-210-LE)

OPERATIONS MANAGEMENT
410-321-LE (2-1-3) 45 hrs / 2 cr.
This course provides the student with an overview of operations management. This course demonstrates how to contribute to an integrated approach to quality. Topics will include: contribution to the quality planning of a product, measurement of the quality level, contribution to the improvement of quality, interaction with different departments of a business, use of paper or electronic source documents written in either
English or French, use of criteria, indicators and standards for measuring quality, total quality management, design of goods and services and location strategies.

**PURCHASING AND INVENTORY MANAGEMENT**

**410-322-LE (2-1-3) 45 hrs / 2 cr.**

In this course the student is introduced to purchasing and supply chain management as well as inventory management. The student will examine the role of purchasing and inventory control and how they relate to different departments of the organization. The student will learn about objectives, policies, standards, and procedures that promote efficiency in the acquisition of goods and services and contribute to a cost-effective and efficient inventory management system. Topics will include: sources of supply, outsourcing and make-or-buy decisions, global sourcing, pricing principles, cost analyses, negotiation, quality control systems, stores and warehouse management, traffic, legal considerations, and finally E-purchasing. The student will use the theoretical knowledge gained about the given topics to analyze real life situations and apply skills in realistic simulations.

**FOURTH SEMESTER**

**ACCOUNTING IV**

**410-410-LE (2-3-2) 75 hrs / 2 1/3 cr.**

This course will introduce the student to specialized accounting based on the organizational structure of the company. Topics will include preparation of a statement of cash flow in keeping with standards of presentation for financial reports, identification of transactions leading to an estimated liability or a possible liability, conversion of a cash accounting system to an accrual accounting system, preparation and presentation of accounting information related to nonprofit organizations, accounting services for projects and administrative units and computer based accounting simulations, using Simply Accounting and Fortune 1000/ACOMBA.

(Prerequisite: 410-310-LE)

**MANAGEMENT ACCOUNTING**

**410-411-LE (3-2-3) 75 hrs / 2 2/3 cr.**

In the first part of this course, students are introduced to the principles and processes of cost accounting for goods, services and activities. They learn how to do the following: collect and analyze information related to the elements of cost, calculate and breakdown costs, calculate and interpret variances from budgeted costs, record operations related to the job costing and process costing, and present cost information in financial statements and other financial reports. In the second half of the course, students develop operating budgets, cash budgets and forecasted financial statements, and learn to monitor and keep control over these budgets. Overall, students in this course learn how to use cost accounting-generated data and information to make sound, efficient and timely management decisions.

(Prerequisite: 410-210-LE)

**INTRODUCTION TO INTERNATIONAL BUSINESS AND E-COMMERCE**

**410-420-LE (2-2-2) 60 hrs / 2 cr.**

The first part of this course will introduce the student to the many facets surrounding international commercial transactions. The student will learn about international trade as well as how foreign economies, political, and legal systems work. Culture, risk, negotiation, and ethical considerations associated with global commerce will also be examined by students. Other topics will include: importing and exporting, shipping, financial, monetary, and currency issues as well as international marketing and sales activities. In the second part of the course the student will examine and analyze how international business transactions are conducted using the Internet and E-commerce. More specifically, the student will learn about online purchasing methods, retailing, partnering, promotion, and other E-business activities that encompass today’s online global economy.

**INTERNAL CONTROL AND AUDITING**

**410-510-LE (3-2-3) 75 hrs / 2 2/3 cr.**

In this course the students will learn the basic tax principles and the regulations of the federal and provincial governments, including their application to personal and business income. Students will collect and classify fiscal information, establish the fiscal situation of the taxpayer, and learn to analyze fiscal data. The students will prepare both federal and provincial income tax returns, first manually and then using two different commercial software: DT Max and Taxprep. Finally, they will learn about various tax planning techniques for reducing income tax.

(Prerequisite: 410-210-LE)

**FIFTH SEMESTER**

**TAXATION**

**410-510-LE (3-2-3) 75 hrs / 2 2/3 cr.**

In this course the students will learn the basic tax principles and the regulations of the federal and provincial governments, including their application to personal and business income. Students will collect and classify fiscal information, establish the fiscal situation of the taxpayer, and learn to analyze fiscal data. The students will prepare both federal and provincial income tax returns, first manually and then using two different commercial software: DT Max and Taxprep. Finally, they will learn about various tax planning techniques for reducing income tax.

(Prerequisite: 410-210-LE)

**SUPERVISION**

**410-421-LE (2-2-2) 60 hrs / 2 cr.**

This course introduces the student to the role and importance of a supervisory position. The course will provide the student with a practical approach to supervisory functions, tasks, and responsibilities by emphasizing the development of attitudes, habits, and skills which lead to effective supervision. Topics for study will include: human resource planning, job analysis, recruitment, selection, training, performance appraisal, compensation, communications, motivation and leadership, stress and conflict management, discipline, job evaluation, health and safety in the workplace, and labour relations.

**INTERNAL CONTROL AND AUDITING**

**410-511-LE (3-2-3) 75 hrs / 2 2/3 cr.**

This course will give the students a basic knowledge of internal control and auditing, making them able to undertake various tasks of internal control and audit. The course will cover topics such as auditing concepts, audit cycles and audit planning, evaluation of the internal control systems, the internal control process, audit sampling, and the audit process. Upon the completion of this course the students will be able to:

- synthesize the knowledge they have acquired in the other accounting courses for the conduct of internal auditing and control;
- analyze and evaluate the internal control systems of an enterprise;
• understand the working procedures and use audit tools for the auditing work;
• understand the important role of an auditor, his/her professional ethics and legal responsibilities.

(Prerequisite: 410-410-LE)

DECISION-MAKING WITH MIS
410-520-LE (3-2-3) 75 hrs / 2 2/3 cr.

This course shows how information technology is used to develop computer-based applications for business operations. AMT students will also have an opportunity for hands-on experience using PC software tools (such as MS Office, MS Project, etc.) in case simulations reflecting IT support for decision making and project management. The course will cover: the role of IT in business conduct; review of information technology; business IT infrastructure, different types of business information systems, project management, business problem solving with information system solutions, hands-on experience through computer-based simulations on project planning, and IT solutions for marketing, finance, cost, pricing etc.

(Prerequisites: 420-135-LE, 420-235-LE)

INVESTMENT
410-521-LE (3-1-3) 60 hrs / 2 1/3 cr.

This is an introductory course in investment. Considerable classroom time will be devoted to the presentation of investment opportunities, investment instruments and investment analyses. In addition, the course emphasizes the practice of portfolio management. As a major group project, the students will construct and maintain an investment portfolio by participating in the Wilfrid Laurier University Stock Competition. Topics for study include: securities investment process, types of securities, investment analysis, portfolio management and preferential tax treatment.

(Prerequisite: 410-210-LE)

FRANÇAIS DES AFFAIRES
602-531-LE (2-1-3) 45 hrs / 2 cr.

Permettre à l’étudiant de se familiariser avec l’expression écrite ou orale spécifique au monde des affaires. Savoir les règles et usages actuels de la correspondance en matière d’adressage, de présentation, de composition de lettres et de documents: curriculum vitae, proces-verbal, note de service, courriel, etc. Améliorer ses habiletés orales dans diverses situations de communication : conversation téléphonique, salutation, etc. Acquisition d’une terminologie liée au monde des affaires (gestion, droit, ressources humaines, finance, comptabilité), connaissance d’un vocabulaire technique (objets et appareils de bureau) et d’expressions à éviter dans une communication officielle. Reconnaître les imprécisions de la langue française: les anglicismes syntaxiques (phrases et expressions calquées sur l’anglais), lexicaux (emprunts directs), et sémantiques (faux-amis).

(Prerequisites: Completion of two required French courses.)

INTERNSHIP-STAGE
410-631-LE (1-22-2) 345 hrs / 8 1/3 cr.

This is the last course in the AMT Program. It allows students to integrate into the job market. They will do a self-assessment, explore the job market in the fields of accounting and management and take steps to apply for a job internship (stage). They will also participate in job interviews and develop a strategy of employability. Five weeks of internship orientation classes are held during the first five weeks of the semester, followed by work experience as trainees (stagiaires) in a business or non-profit organization for the remaining ten weeks of the semester. This internship is closely supervised by the AMT staff members. The internship culminates in two reports describing the work experience and an oral presentation. The AMT Comprehensive Assessment is based on the student’s internship experience.

(Prerequisite: All program courses preceding the sixth semester)

SIXTH SEMESTER

SMALL BUSINESS STARTUP
410-630-LE (2-1-3) 45 hrs / 2 cr.

This course will initiate the student to the numerous activities involved in starting a business enterprise. The student will examine today’s business environment and many challenges facing new business entities. More specifically, the student will learn about important factors relating to governmental or regulatory issues, legal aspects, E-business, globalization, and competition. On a primary level, the student will learn how to develop a clear vision and idea for a business project, verify its feasibility, and identify possible means of realizing it. The student will then collect and analyze economic, financial, commercial, and relevant market data to forecast demand and costs for a given product or service. The student will then build on their knowledge gained and formulate a business plan that would be presented to potential investors. Finally, the student will learn how to register a small business while considering the most appropriate legal form it should follow.

NOTE: Some course titles may differ slightly on students’ transcripts; please refer to course numbers.
### SEMESTER 1
- **Physical Education**: 109-103-02
- **Humanities - Knowledge**: 345-103-04
- **College English**: 603-101-04
- **Math for Programmers**: 201-122-LE
- **VB.NET Programming**: 420-101-LE
- **IT Skills**: 420-121-LE

### SEMESTER 2
- **Humanities – World Views**: 345-102-03
- **English for C.I.S (M.I.T.)**: 603-BEE-04
- **Statistics for Programmers**: 201-257-LE
- **Advanced VB.NET Programming**: 420-201-LE
- **How Computers Work**: 420-211-LE
- **Multimedia for the Web**: 420-221-LE

### SEMESTER 3
- **Physical Education**: 109-104-02
- **English Literature**: 603-102-04
- **French – General**: 602-107-03
- **Java Programming**: 420-301-LE
- **Computer Troubleshooting**: 420-311-LE
- **Wired/Wireless Operating Systems**: 420-331-LE
- **Business Systems Design**: 420-341-LE

### SEMESTER 4
- **Humanities – Business Ethics**: 345-BEC-03
- **English Literature**: 603-103-04
- **French – Specific**: 602-BE7-03
- **Business Information Systems**: 401-403-LE
- **Developing with Access**: 420-401-LE
- **Wired/Wireless Networks**: 420-431-LE
- **SQL Databases**: 420-441-LE

### SEMESTER 5
- **Physical Education**: 109-105-02
- **Complementary course**: 
- **Working with People**: 350-906-LE
- **Game Programming**: 420-501-LE
- **Web Programming**: 420-521-LE
- **Internet Networking Services**: 420-531-LE
- **HelpDesk/User Support**: 420-911-LE

### SEMESTER 6
- **Internship (Stage)**: 420-600-LE
- **Client/Server Web Programming**: 420-641-LE

### MOBILE INFORMATION TECHNOLOGY

Total courses: 36 / Credits: 91 2⁄3
PREREQUISITES
Mathematics 526

THE PROGRAM
Computers are found in nearly all businesses and organizations. This has led to an increase in the variety of careers open to qualified CIS professionals, ranging from the selection and installation of hardware and software to programming and implementing applications and complete information systems, as well as user support and network management. During their three years of study, future technicians will acquire a comprehensive knowledge of how to apply the computer to most common business information systems, in traditional and web-based environments as well as in newer mobile or wireless environments. They will learn to use a variety of development tools, including multimedia tools, and will learn how to assist users to get the most out of their systems. The program has a practical orientation and emphasizes the use of industry-sought structured and object-oriented techniques, whether it be in problem solving, systems analysis and development, or program design and construction. Unique to Lennoxville, the program also includes coverage of mobile computers and wireless networks. The program concludes with a 15 week, 495 hour “practical apprenticeship” in a local business where the students practice the programming and analytical skills learned in the first five semesters. This last semester is also the occasion for students to take a “distance education” course, where course material will be offered through the Internet.

The CIS professional is a person who can work alone or as a member of a team. He or she is capable of concentration and can approach a problem with a creative and analytical mind. This person also communicates effectively, both orally and in writing, and adapts quickly to changing circumstances. The nature of the ever-changing computer industry requires that the CIS professional be a lifelong learner.

OBJECTIVES
At the end of the program a graduate will be ready to enter the job market as an entry level computer technician. More specifically, he or she will be able to:

- organise work time efficiently and effectively, either alone or as a member of a team;
- carry out the analysis and design of traditional and web-based applications (needs assessment, analysis, program design, database design);
- develop applications (programming, testing, implementation, documentation);
- provide application support (user support, user training, maintenance);
- perform hardware installation, maintenance and upgrades;
- perform software installation, maintenance and upgrades;
- plan, install and maintain local area networks, in a variety of operating system environments;
- demonstrate critical thinking and problem solving skills;
- demonstrate ethical behaviour, both professionally and personally;
- communicate effectively in English in both oral and written form;
- communicate with relative ease in a French working environment;
- be aware of the importance of a healthy lifestyle to his or her general well being.
Computer Information Systems Courses

Mobile Information Technology Courses

**FIRST SEMESTER**

**MATHEMATICS FOR PROGRAMMERS**

**MATH FOR CIS**

**201-122-LE (2-2-2) 60 hrs / 2 cr.**

This course focuses on elements of mathematics important for information technology. Topics include: number systems (decimal, binary, octal, hexadecimal); mathematical representation of data in the computer memory; truth tables and the laws of logic; proof by induction; basic concepts of Boolean algebra with applications to logic gates and switching networks; and matrices and fundamental matrix operations with applications to computer graphics.

**VB.NET PROGRAMMING**

**STRUCTURED PROGRAMMING**

**420-101-LE (3-3-3) 90 hrs / 3 cr.**

This is the first course in programming. The student will learn to translate an algorithm (step by step solution to a problem) into the Visual Basic .NET structured programming language. The student will learn to develop user interfaces using a subset of the controls available in the Integrated Development Environment (IDE). The student will learn how to use flowcharts, pseudocode and TOE (Task Object Event) charts to represent algorithms. He or she will then develop these algorithms using the three programming control structures: sequence, selection and iteration. The student will also learn and apply a proper methodology in writing, testing, and debugging programs for simple interactive applications, including applications for mobile devices.

**IT SKILLS**

**TOOLS OF THE IT TRADE**

**420-121-LE (3-3-3) 90 hrs / 3 cr.**

This course introduces students to the variety of careers available to them upon graduation, as well as to some of the basic software tools used every day by workers in this field: word processing, spreadsheet, presentation, and time management software. While examining the various IT job titles, professional and work ethics as well as current laws governing the IT professions will be reviewed. Through a closer look at the User Support function, students will also learn the fundamental concepts and vocabulary of Information Technology, as well as how to perform a needs assessment and prepare hardware/software proposals, using a client-centered approach. They will also learn proper research techniques, as well as the basics of web page construction.

**SECOND SEMESTER**

**STATISTICS FOR PROGRAMMERS**

**STATISTICS FOR CIS**

**201-257-LE (2-2-2) 60 hrs / 2 cr.**

This course will allow students to become familiar with the basic tools and techniques of data analysis, probability and statistics, while learning to use a spreadsheet application such as Microsoft Excel. Topics include organizing, summarizing and presenting information using statistical measures, tables and graphs; counting methods for permutations and combinations; probability distributions such as the binomial, Poisson and normal distributions; choice of sampling methods appropriate to a given situation; and an introduction to inferential statistics.

**ADVANCED VB.NET PROGRAMMING**

**PROBLEM SOLVING AND PROGRAM DESIGN**

**420-201-LE (3-3-3) 90 hrs / 3 cr.**

This course continues the study of the programming language VB.NET. Building on the knowledge gained in the course 420-101-LE, the student will learn to design and write programs of increasing complexity with a special emphasis on developing applications for mobile devices. The student will learn the concept of data structures for organizing data in memory and in files. Arrays and structures are the main programming constructs used to store data in memory while sequential, random, and indexed file access represent three fundamental means of storing data on external media. The student will also be introduced to the different techniques for sorting and searching data. The last part of the course will give the student a preview of object-oriented programming and its implementation in VB.NET. The use of proper programming style and programming standards will be emphasized throughout the course.

**(Prerequisite: 420-101-LE)**

**HOW COMPUTERS WORK**

**COMPUTER ARCHITECTURE AND HARDWARE**

**420-211-LE (2-3-3) 75 hrs / 2 2/3 cr.**

This course will cover the architecture of computer systems, both desktop and wireless mobile devices. Students will learn to identify hardware components and recognize the characteristics and function of components such as processors, memory, buses, clocks, input/output ports, transmitters and receivers. Students will understand how these components function to form a useful device. They will also learn how peripheral devices (printers, disk drives, keyboards, touch screens, CD-ROM, etc.) function. Students will learn how to effectively and efficiently research through conventional and modern, electronic means and be asked to report on their findings through documents, class presentations, and/or web pages.

**(Prerequisite: 201-122-LE)**

**MULTIMEDIA FOR THE WEB**

**MULTIMEDIA APPLICATIONS**

**420-221-LE (2-3-3) 75 hrs / 2 2/3 cr.**

This course will introduce the students to multimedia elements and concepts, the multimedia industry, as well as hardware and software tools, such as Dreamweaver and Flash, used in building multimedia Web sites for desktop or mobile devices. As part of the required course work, students will have to collaborate on the development of a Web-based multimedia project and will learn to analyze, plan and track their work using project management software such as Microsoft Project.

**(Prerequisite: 420-121-LE)**
THIRD SEMESTER

JAVA PROGRAMMING
OBJECT-ORIENTED PROGRAMMING
420-301-LE  (2-3-3) 75 hrs / 2 2/3 cr.

This course teaches the student the fundamental concepts of Object-Oriented Programming (OOP) and their implementation in the Java programming language. The student will be introduced to the notions of class, object and data encapsulation, which constitute the core of the OOP approach to program development. This will be followed by a study of the different types of relationship between classes. In particular, the inheritance mechanism will be studied and will serve to implement the concept of code reuse. Finally, the student will learn to develop programs that make use of polymorphism, allowing them to modify their behaviour depending on the type of objects created at runtime. The student will also learn to correct faulty programs by analysing a program’s behaviour to identify the nature of the problem and to determine appropriate code modifications.

(Prerequisite: 420-201-LE)

COMPUTER TROUBLESHOOTING
MANAGING AND MAINTAINING A PC
420-311-LE  (1-2-3) 45 hrs / 2 cr.

In this course, students will learn the basics of troubleshooting microcomputer problems and will learn how to install and uninstall hardware components and the required software on desktop systems and mobile/wireless devices. Students will also learn how to properly document system maintenance.

(Prerequisite: 420-211-LE)

WIRED/WIRELESS OPERATING SYSTEMS
OPERATING SYSTEMS
420-331-LE  (2-3-3) 75 hrs / 2 2/3 cr.

In this course, students will learn how to use the file, desktop, memory and application management features of operating systems such as Windows and Linux in a workstation environment. They will also learn how to install and uninstall software, how to use the operating system’s command language to automate tasks, and how to verify the functionality of the user’s workstation environment, including wireless devices.

(Prerequisite: 420-211-LE)

BUSINESS SYSTEMS DESIGN
SYSTEMS ANALYSIS AND DESIGN
420-341-LE  (3-3-3) 90 hrs / 3 cr.

This course will teach students the concepts, tools and techniques needed to analyse, design and document information systems using the structured development approach. Students will learn to use appropriate CASE (computer-aided system engineering) tools to create data models and process models. The course will cover the theory and techniques required. Students will get to apply these newly learned techniques, as well as the project management skills learned in the Multimedia for the Web course, in a major Systems Analysis project.

(Prerequisites: 420-201-LE, 420-221-LE)

FOURTH SEMESTER

BUSINESS INFORMATION SYSTEMS
BUSINESS AND ITS INFORMATION SYSTEMS
401-403-LE  (3-2-2) 75 HRS / 2 1/3 cr.

This course gives the CIS students an understanding of the business environment and the application of the various information systems for business operations, given the fact that a CIS specialist/ technician has to understand business needs in order to support it effectively. The first part of the course will cover: the business management process and business functions such as Marketing, Production, Finance and Accounting, and Human Resources. The second part of the course will include: an understanding of the different business information systems; practical work in the computer lab for various business simulations: Introduction to Simply Accounting – Decision-Making using financial functions – Case presentations using PowerPoint – Database management.

DEVELOPING WITH ACCESS
APPLICATION DEVELOPMENT
420-401-LE  (1-4-3) 75 hrs / 2 2/3 cr.

This course will allow students to develop, implement, test, and document a small database application using Microsoft Access. In the first part of the course, the student will learn to use the basic features of Access such as tables, forms, queries and reports. The student will also be introduced to macros and VBA programming. In the second part of the course, the student will perform the analysis, design, and data modeling for a simple database system. The student will also develop the user interface, write Access code, perform quality assurance tests, and produce the program documentation.

(Prerequisite: 420-201-LE, corequisite: 420-441-LE)

WIRED/WIRELESS NETWORKS
NETWORKS 1
420-431-LE  (2-3-3) 75 hrs / 2 2/3 cr.

This course examines the fundamentals of data communications and network architectures, and how networks can be used to support the information needs of the organisation. Students will examine the features and functions of network hardware, network software, data organisation, and network topology. Students will also learn how to use a network operating system such as Windows to create accounts and award access rights and restrictions to users based on their needs and organisational practices. Set-up of network workstations and wireless devices will also be covered.

(Prerequisite: 420-331-LE)
CAREER PROGRAMS
COMPUTER INFORMATION SYSTEMS

SQL DATABASES
DATABASE DESIGN
420-441-LE  (2-2-3) 60 hrs  /  2 1/3 cr.
This course will allow students to explore data modelling for complex relational databases. Students will analyse the features of a database and of the DBMS (database management system) used to manage it. They will use SQL (Structured Query Language) to create and update databases, create queries and forms, etc. Database security and data integrity issues will also be covered.
(Prerequisite: 420-341-LE, corequisite: 420-401-LE)

FIFTH SEMESTER

WORKING WITH PEOPLE
PROFESSIONAL RELATIONS
350-906-LE  (2-1-3) 45 hrs  /  2 cr.
Emphasis will be placed on establishing and maintaining relationships, listening and speaking skills, non-verbal communication, conflict resolution, teamwork, and ethical behaviour in the workplace. There will also be some discussion of discrimination, motivation, power and stress. A practical approach will be taken regarding the process of job hunting including cover letters, resumes and interviewing. As well, students will learn to become more self-aware so they can assess their personal techniques with the aim of improving their communication skills.

GAME PROGRAMMING
GRAPHICS PROGRAMMING
420-501-LE  (1-2-3) 45 hrs  /  2 cr.
This course is an introduction to the field of game programming using Java. Building on the knowledge gained in the course 420-301-LE, the student will learn to develop casual games for mobile devices using Java 2 Micro Edition (J2ME). Topics covered will include developing a simple animation framework, image management and manipulation, sprite animation, collision detection, sound effects and music, and taking advantage of wireless networks to build mobile multiplayer games.
(Prerequisite: 420-301-LE)

WEB PROGRAMMING
WEB APPLICATION DEVELOPMENT
420-521-LE  (2-4-4) 90 hrs  /  3 1/3 cr.
This course will cover the technology needed to develop a successful and efficient Web application. Using current tools such as ASP.NET, the students will port a traditional desktop database application to the Web. To do so, they will make appropriate modifications to the application, ensure its quality through extensive testing, and produce technical and user documentation. The Web application will be developed following a three-tiered application model comprising a presentation layer (user interface), a business logic layer (code), and a data layer (database). The student will also learn to develop mobile Web applications using the built-in controls in ASP.NET.
(Prerequisites: 420-221-LE, 420-401-LE, corequisite: 420-531-LE)

INTERNET NETWORKING SERVICES
NETWORKS 2
420-531-LE  (1-4-4) 75 hrs  /  3 cr.
Expanding on the knowledge gained in the courses Wired/Wireless Operating Systems and Wired/Wireless Networks, students will learn to use network management tools such as sniffers and analysers. They will also design and set up Intranet and Internet services used in wired and wireless networks, and the required applications that will be used in the Web Programming course. They will also learn how to implement, design, secure, and troubleshoot wireless networks with extensive coverage of current wireless protocols.
(Prerequisite: 420-431-LE, corequisite: 420-521-LE)

HELP DESK/USER SUPPORT
420-911-LE  (2-1-2) 45 hrs  /  1 2/3 cr.
This course will teach students the fundamentals of organising and working at help desks. Through simulated and actual work with users (students and staff), students will learn the skills needed to help novice and intermediate users solve problems they encounter when using computers. They will also learn about the tools used to document and to track problem reports, and will prepare a short course or workshop for staff or students on a computer-related topic.
(Prerequisites: 420-311-LE, 420-331-LE)

SIXTH SEMESTER

INTERNET WORKING WITH PEOPLE
INTERNSHIP
STAGE PROJECT
420-600-LE  (1-32-2) 495 hrs  /  112/3 cr.
Through this course, students in the CIS program integrate the knowledge they have gained in all the previous courses in the program, and apply these skills in a real business environment. The project undertaken will allow the student to implement an application, the nature of which will vary with each stage site. Professional behaviour (punctuality, adherence to schedules, ethics, suitable interpersonal skills, etc.) on the part of the student will be expected at all times when dealing with employers, co-workers or clients.

Depending on the stage, the student may also have to conduct a complete or partial systems analysis, or develop an application using the structured or object-oriented methodology; he or she could also develop a database application, provide application support, perform hardware/software installation, maintenance and upgrades or plan, install and maintain local area networks in a variety of operating system environments. The classroom contact hour is reserved for weekly meetings with the stage supervisor and formal presentations to classmates at the end of the course. Students will have to write a 10-page report that summarizes their experience. The comprehensive assessment for the CIS program is attached to this course. (See Comprehensive Assessment Questionnaire.doc on the Stage Web page).

(Prerequisites: All CIS program specific and general education adapted to program courses of the first five semesters.)
CLIENT/SERVER WEB PROGRAMMING
OBJECT-ORIENTED DESIGN

420-641-LE  (1-4-3) /  2 2/3 cr.

In this course, the student will learn advanced features of Java needed to develop client/server applications. Topics covered will include networking using sockets, accessing databases with JDBC, writing servlets and creating JavaServer Pages (JSP). The student will also be introduced to Object-Oriented Design. He or she will learn to create and gradually refine an Object Model for an application using the Unified Modeling Language (UML) standard. An object model specifies the attributes and behavioural aspects of the various classes that will be used to solve a specific programming problem. It also describes the different types of relationships between the classes: generalisation/specialisation, association, and aggregation. The static and dynamic behaviour of the different objects participating in the application must also be specified. The student will learn to use the appropriate graphical elements of the UML that are needed to build the object model.

(Prerequisites: 420-341-LE, 420-501-LE, 420-521-LE)
ADVANTAGE
For students taking the Preparation for College English level; students follow a reduced course load including specific sections of Humanities, Wellness, Preparation for College English and one course of their choice from their program. This preparation is especially useful for students who wish to spend a semester improving their English language skills and are prepared to take one extra semester for completing their studies.

BLOCK A COURSES
English, French, Humanities and Physical Education courses common to all programs.

BLOCK B COURSES
English, French and Humanities courses specific to a program.

BY-LAW 8
Affects students who have not passed 50% of their semester. Please refer to the IPESA for details.

CO-CURRICULAR
A time block during which no classes are taking place at the college; this allows students to consult with their teachers and attend activities/events organized on campus; Tuesdays and Thursdays from 12:30 until 2:00 p.m.

COREQUISITE
A course that must be taken concurrently with another course.

COMMANDITE
(Cours commandite)
Permission to take a course at another college in the process of graduating from Champlain Regional College.

COMPLEMENTARY COURSES
Courses chosen from disciplines other than those in the main field of studies; complementary courses are part of the General Education courses.

COMPREHENSIVE ASSESSMENT
(Épreuve synthèse de programme)
An assignment, test or project that reflects an integration of the learning objectives required in the program of studies.

CONCENTRATION COURSES
Specific courses that belong to a program of studies.

COURSE CHANGES
Changes are permitted during the first week of each semester. Students must meet with an Academic Advisor to receive permission to make an official change.

COURSE OUTLINE
A detailed description of a course distributed by teachers during the first day of class; includes a thorough description of course objectives and standards, contents, learning activities, evaluation procedures, textbooks and any required materials or specific expectations.

CREDIT
Course credits are granted based on class/lab and homework hours per week; credits are derived by totalling the number of class, lab and homework hours per week and dividing by three.

DELETE DEADLINE
(Abandon de cours)
A deadline by which CEGEP students may delete a course or withdraw from the college without incurring failures; in the Fall semester, the delete deadline is September 20 and in the Winter semester, February 15.

DISCIPLINES
Disciplines are subject areas in a program for example: Fine Arts (510), Geography (320).

ENGLISH EXIT EXAMINATION
The English Exit Examination can be written in May, August or December; workshops are offered to help students prepare for this ministerial requirement. Students are informed, in writing, of when they are eligible for taking the Exit Exam.

FIN DE DEC
Special status accorded by an Academic Advisor to students who need less than 180 hours (usually 4 courses) in their graduating semester.

FRESHMAN MENTOR
A faculty or staff member whose role is to facilitate incoming students’ orientation at the college level; meetings provide the means to maximize academic success and integration within the college community.

FULL-TIME STUDENT
A student who is registered in at least 4 courses or 12 hours of class time per week; full-time students do not pay tuition fees.

GENERAL EDUCATION COURSES
Compulsory in all programs; 4 English (603), 2 French (602), 3 Humanities (345), 3 Physical Education (109) and 2 complementary courses.

IPESA
(Institutional Policy on the Evaluation of Student Achievement)
This Policy can be found under Documents on the College website.

MY LENNOX FILE
Students may access their individual timetables, marks, class notes and information from the College.

PART-TIME STUDENT
A student registered in less than 4 courses or less than 12 hours of class time per week; part-time students pay hourly tuition fees.

PERMANENT INCOMPLETE (IN)
A notation that appears on a transcript to indicate that there are documented extenuating circumstances for a student not having completed a course; no grade or credits are assigned.

PONDERATION
Hours in class, lab hours and homework expected weekly; found in parentheses to the right of each course description in the Academic Calendar.
**PREREQUISITE**
A course that must be passed before a subsequent course may be taken.

**R-SCORE**
*(Cote de rendement)*
A calculation by the Ministry of Education, comparing and ranking CEGEP students; used by Quebec Universities for admitting CEGEP graduates.

**SESSION D’ACCUEIL**
A semester especially designed for incoming students who require guidance and assistance in view of their admission in a specific program; students typically carry a reduced course load.

**TEMPORARY INCOMPLETE (IT)**
*(Incomplet temporaire)*
Notation that appears on a transcript to indicate that a final grade for a course has not yet been submitted.

**TRANSCRIPT OR B.C.U.**
*(Bulletin cumulatif)*
A record of all courses taken, the number of credits, the grades and objectives achieved, the class average, and the program completed.
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