



Volume M18, Issue No. 15, April 24, 2017

Intercom is published regularly and serves to inform Vanier staff and teachers of notices and special events. It is posted on the [Vanier College Website](http://vaniercollege.qc.ca) and distributed electronically. Submissions should be sent to intercom@vaniercollege.qc.ca. Submissions should be in **WORD**, and sent as an **attachment**. No formatting or bullets. **Deadline: 4:00 p.m. on the Wednesday preceding publication.**

Time to register for the annual AQPC Symposium



The 37th AQPC symposium will take place June 6 to 8, 2017 in downtown Montreal, at Concordia University. This year Vanier College and Cégep de Saint-Laurent are co-hosting the event whose theme for 2017 is *Our legacy*.

The official program and schedule are now posted on the AQPC website: <http://aqpc.qc.ca/en/symposium/program>

Time to register and take advantage of the early-bird savings and advantages: <http://aqpc.qc.ca/en/symposium/register>

Darren Becker, Vanier Communications and Corporate Affairs

English Exit Exam Information Sessions

The Tutoring and Academic Success Centre (TASC) is offering information sessions to help students prepare for the English Exit Exam. Please encourage your students to make use of all the assistance available to them.

This 1-hour session will give information about the exam: what it looks like, what one will be asked to do, how it is assessed and suggestions on how to write it. We will also discuss tips on what to

do to pass the English Exit Exam. All of these sessions are the same; students only need to attend one:

- Wednesday, April 26th, 12:00pm-1:00pm, Amphitheatre (B223)
- Thursday, April 27th, 5:00pm-6:00pm, A-001H
- Friday, April 28th, 2:30pm-3:30pm, A-001H
- Wednesday, May 3rd, 12:00pm-1:00pm, Amphitheatre (B223)

If you have any questions or concerns, please send me a MIO or visit TASC, E300.

Kimberley-Blue Muncey, Tutoring and Academic Success Centre (TASC)

2017 Student Life Award

The **Student Life Award** recognizes those **graduating students** who deserve recognition for their commitment, integrity and perseverance in contributing to Vanier's student life, aside from academic achievement. Leadership, effort, and the ability to motivate and involve others are often the qualities exhibited by *Student Life Award* recipients.

The Selection Committee invites recommendations from those persons familiar with the candidate's activities at Vanier College. **Any student, faculty or staff member of Vanier College may nominate a candidate** for the *Student Life Award*.

Please **print and complete the nomination form found on the web at:**

<http://vaniercollege.qc.ca/student-services/student-development/student-life-awards.php> and **return it together with your letter of recommendation** to the *Student Life Award Selection Committee* in Student Services, C-203, no later than 4pm on **May 11, 2017**.

Donata Parisella, Student Services

3rd Annual Science Symposium Check out our budding science researchers



Vanier College is proud to be hosting the 3rd Annual Science Symposium, on April 26th from 12:50 to 6pm.

Students registered in the Research Methods for Science course here at Vanier will be presenting research that they have done in labs at McGill, Concordia, and Armand Frappier over the course of the semester.

Their work includes projects done in Biology, Math, Physics and Chemistry so whatever your interest in science, this will be a great opportunity for you to see fellow Vanier students apply what they have learned in their Science program.

We will be joined by students from John Abbott who will also present the research they have done during their last semester of college. We also expect some of the student mentors from various universities to visit.

So please do join us from 12:50 until 6pm to see poster presentations and talks prepared by your peers.

Please tell your students about this event.

Christopher Gregg, Science

Saltise Conference Registration now Open

This year, the 6th Annual Saltise Conference taking place on June 5th has been organized by teachers from Vanier, Kevin Lenton and myself. This year's theme is: *Interconnecting Design and Assessment: New frontiers for engaging the learner*

Registration is currently open.

<http://www.saltise.ca/conference-2017/registration/>

Registration is free for early birds.

Marielle Beauchemin, Micromedia

Vanier Business Administration international exchanges



Vanier Interns: Alvarez Rey; Carolina, Bonspille; Samuel, DiMaria, Luca; Excellent, Kimberly; Hakim, Fida; Lopez, Diego; Morales Ramos Shenna; Ordonez, Juan Daniel; Tran, Selena; Zambon, Laura Cristina

France Interns: Ametowoglo, Laurene; Rigaud, Heloise; Ulageswaran, Purusoth

For the twelfth straight year, the Vanier Business Administration program hosted approximately forty students from ten Universities in France and Belgium last fall. As part of the exchange, Vanier students complete internships in France each spring in the cities of Paris, Troyes, Montbeliard, Belfort and Vannes. They work for major corporations, government organizations and small companies.

We also place French students with local companies and organizations in Montreal. The bonds that are built and the memories that are created last a lifetime. The photo above includes Rosa Baldassare, a former Vanier exchange student who completed her Accounting internship in Nice, France in 2009. Rosa was attending a networking event held for current Vanier students; she provided valuable advice and insights to this latest group before they embarked on their voyages. The students will all complete 6-8 week project mandates.

*George Dracopoulos, Business Administration
International Business Exchange Coordinator*

Vanier Gardens up-date – New location unveiled & Informal meet & greet

New location: We are pleased to announce the new location of the main garden area, aka “Open Garden”, which will replace the front A-wing area. We invite you to consult the map and view this short clip form more details

<https://www.youtube.com/watch?v=GMfv4zVQgtY&feature=youtu.be>

Meet and greet: You are all invited to come over to A310, during UB, April 26, to meet with garden members and find out more about the plans. Come chat with us, taste medicinal herbal teas, and even take a rosemary cutting to grow your own plant!

To access educational material:

- Visit the Garden website: <http://www.vaniercollege.qc.ca/sustainability-major/collective-gardens/>
- Visit the Garden Omnivox Portal community: <https://vaniercollege.omnivox.ca/intr/VanierCollectiveGardens/>

To stay tuned or get involved:

- Sign up to our mailing system, Mail Chimp: <http://eepurl.com/b7vStn>
- Join our face book page: Vanier College Collective Gardens: <https://www.facebook.com/groups/956934947670755/?ref=bookmarks>

Myriam Mansour, Geography

Location of the new “Open Garden”



PERFORMA summer program registration extended to April 24

The deadline for Registration has been extended to today: April 24, 2017. At the end of Intercom, you will find attached the summer PERFORMA schedule for the Master Teacher Program (MTP) courses. Dates run in between May 15 and June 22, 2017, and vary depending of the courses. Courses will take place either at John Abbott College or at Champlain College as mentioned below:

1. College Teaching and Course Design – John Abbott College
2. Instructional Strategies for Active Learning – John Abbott College
3. Dynamics and Diversity in the College Classroom – John Abbott College
4. Developmental Psychology: The Emerging Adult – Champlain College
5. Teaching with Technology, Level 2 – Champlain College
6. Integration Seminar – Champlain College
7. Critiquing a Research Proposal – Can be taught as a Tutorial Course

Please see the attached document for specific dates and times of these courses.

For more information or to register for a course, please contact: Joanne Guay, (514) 744-7500 extension 7559 or guayj@vaniercollege.qc.ca

Isabelle Delisle, Pedagogical Support and Innovation

Music News

TWO UB Concerts to Choose From!

Decisions, decisions...this coming Wednesday, April 26 during Universal Break the Music Department is putting all you music lovers in a quandary, especially if you are a fan of both jazz and classical styles. How so, you dare to ask. Well, if you drop down to the Auditorium, you'll find jazz combos from the studios of **Eric Harding** and **Jim Bland** pounding out some tunes on the big stage. If you are into something more intimate, you can swing by the Robert Frederick Jones Choir Room (A-250) and enjoy some classical piano, strings, and winds from the studios of **Julia Gavrilova**, **Sylvie Allaire**, and **Zaven Zakarian** respectively.

Now, unless you are unequivocal in your musical tastes, absolutely preferring one over the other, how do you choose? Perhaps I can put your mind at ease with this thought: near the end of the movie *Indiana Jones and the Last Crusade*, the villain picks up what he thinks is the Holy Grail and drinks from it, with the horrible result that he instantly ages, his face melts and his whole body explodes against the wall of the cave. The ancient knight guarding the Grail comments succinctly, "he chose poorly." But don't worry—both of these concerts are **GOOD** choices for you, so I can guarantee a minimum of face-melting this week.

Vanier College Choir Performs *Elijah*



What could be more musical and appropriately Spring-like than the chorus of birds that I hear welcoming each new day as I walk my dog before coming in to work? How about our own **Vanier College Choir** teaming up with the **Choeur Saint-Laurent** and the **McGill Chamber Orchestra**—all coordinated and directed by our very own **Philippe Bourque**—in a production of Felix Mendelssohn's oratorio ***Elijah*** on May 9.

Philippe and all the singers have been preparing this work since the school year began waaaaay back in August, and are now putting the finishing touches on the music. And they sound great—I hear them every week as they practice and practice to make it as perfect as possible. Mind you, it's all muffled because I hear them through the heavy doors of our choir rehearsal room, but they still sound terrific. Imagine what it will sound like live!

More details of the time, place, and venue are on the full size poster at the end of Intercom. **Tickets are available through the Place des Arts box office:**

<http://placedesarts.com/shows/18696/elijah.en.html>.

Start planning now to take in this impressive concert.

Glen Ethier, Department of Music

Learning Commons

VANIER
CEGEP/COLLEGE

LIBRARY

TASC
Tutoring & Academic
Success Centre

STEM

Returning of Borrowed Library Material

In order to conduct a physical inventory of our collections (space allocation), please return all material you have checked out by May 1st. When the inventory is completed, you will be able to borrow them again.

Access to Books for Students

Even though all the books have now been shelved in the F-400 area (and is currently not accessible to the public), students are still able to request and check out books.

Students who are looking to borrow books should follow the following steps:

1. Find the call numbers through the library catalogue (<http://koha.vaniercollege.qc.ca/>) and then write them down.
2. Bring the list to the Circulation Desk in D-100 (temporary library space).
3. Library staff will retrieve the books and ask students to pick up the books at a later point during the day or the day after.

An alternative to physical books from the library are the databases Science Direct or Ebsco's ebook Academic Collection.

Web of Science Database Trial

The Vanier Library has a trial for Web of Science through June 27th. If you have the opportunity to try it out, please let us know what you think about it. To access WoS (on campus only), go to the library web page (www.vaniercollege.qc.ca/library) and click on databases under MENU. Web of Science is at the bottom of the list. Please contact Susan Bissonnette (bissonns@vanier.college) if you have any questions.

Scholarships for Students

There are a number of scholarships and bursaries that are currently available to students. Some are program specific, while others are open to all students. Here is a list of all available scholarships along with the eligibility criteria: <http://www.vaniercollege.qc.ca/scholarships/>. If students are looking for help with reviewing their application(s), they can visit Joshua Berman in B-205F. Please encourage your students to apply.

The new Tutoring & Academic Success Centre opened as of April 3rd

The Tutoring & Academic Success Centre (TASC) is accessible through the F-300 lobby and as of April 3rd, peer tutoring for English, Math, and Sciences takes place in the new space (E-300 wing). The space features access to 8 desktop computers, over 60 seats, versatile desks that students will be encouraged to move around based on their needs, offices for TASC professional staff, and a future Writing Centre.



The new STEM Centre opened as of March 20th

The Science, Technology, Engineering, and Mathematics Centre (formally the Math & Science Centre), has officially opened to everyone. It is located in D-301 and includes collaborative study space, the hackerspace/robotics lab, access to textbooks for in centre use, and 10 computers.



Thank you for your continued patience,

Haritos Kavallos, Learning Commons
kavalloh@vanier.college

AQPC Symposium: Call for Volunteers – A Reminder



Vanier College and Cégep Saint-Laurent will be hosting the Association québécoise de pédagogie collégiale (AQPC) Symposium that is set to take place from June 6th to 8th this year. Approximately 1,500 attendees are expected for this event which will primarily take place at Concordia University's downtown campus.

The preparation of the Symposium is long and involved, and the local organizing committee has already been hard at work planning the event for months. The committee is composed of staff members from both host colleges.

As we approach the date, I remind you to consider volunteering and helping us make this event a great success. Current students, alumni, and retired staff members are equally encouraged to volunteer. Volunteer tasks are diverse and it will be possible for you to get involved based on hours that are convenient. The hours you dedicate to volunteering will be recognized as work hours.

Those willing to volunteer can sign up to do so by completing the following form: <https://goo.gl/forms/bfsxOoh13IG7udsJ3>

Thank you in advance for your support and collaboration.

Haritos Kavallos, Learning Commons
kavalloh@vanier.college

Tutoring & Academic Success Centre (TASC): Seeking Student Tutors for Fall 2017

The Tutoring & Academic Success Centre (TASC) is looking to recruit new student tutors for next semester. Ideal English tutors should have a solid grasp of English written communication skills, strong study habits, as well as superior communication/social skills. Potential English tutors can be from any program. Ideal math/science tutors should also have strong study habits and superior communication skills, as well as a solid grasp of Math and/or Science subjects.

If you have encountered any students who you feel would make excellent tutors, could you please forward their names and ID numbers to the attention of Joshua Berman (English tutors) or Ashley Rankin (Math & Science tutors). Thank you very much for your help.

Joshua Berman & Ashley Rankin, Tutoring & Academic Success Centre (TASC)

STEM Centre

UB Review Sessions

During most universal breaks we host review sessions for various topics. These reviews are open to all students. The final UB reviews of the semester:

- General Chemistry on April 26th in D505 by Prof. Jailson Lima
- Waves on April 26th in D506 by Prof. Stephen Cohen
- Chemistry of Solutions on May 3rd in D505 by Prof. Jailson Lima
- Secondary IV & V Math on May 3rd in D508 by Prof. Ellen Cooper
- Electricity & Magnetism on May 3rd in D506 by Prof. Stephen Cohen

Students wishing to attend should sign up online: <http://bit.ly/hVuZ4y>

Pre-Final Exam Review Sessions for Select Math & Science Courses

Please inform your students of the following pre-final exam review sessions:

MATH (with Prof. Ellen Cooper)

Calculus 1

Friday, May 19th from 1-3pm in N-226

Calculus 2

Tuesday, May 23rd from 1pm-3pm in B-223 Amphitheatre

PHYSICS (with Prof. Stephen Cohen)

Waves

Friday, May 12th from 10am-12pm in B-223 Amphitheatre

Mechanics

Friday, May 19th from 10am-12pm in N-226

CHEMISTRY (with Prof. Jailson Lima)

Chemistry of Solutions (NYB)

Monday, May 15th from 10am-12pm in B-223 Amphitheatre

General Chemistry (NYA)

Tuesday, May 16th 10am-12pm B-223 Amphitheatre

BIOLOGY (with Prof. Lissiene Neiva)

Biology II

Monday, May 15th from 10 to 12, room TBA

Biology I

Monday, May 15th from 1 to 3pm, room TBA

Students wishing to attend must sign up online in advance: <http://bit.ly/hVuZ4y>

Space is limited.

McGill Physics Laboratory Visit with Dr. Nikolas Provas on May 5th

Motivated Vanier science students wishing to participate can expect the following:

“How can you use light to identify materials? We will discuss the wave model of light and observe these properties in action. We will discuss how the electrons in different atoms interact with light in characteristic ways, creating a kind of fingerprint of the material called the emission (or absorption) spectrum. We will observe the spectra of two gasses, finding the similarities and differences. We will explain how physicists and astronomers use this property to identify materials as one tool in their investigations. If there's time, we will describe how subatomic particles like electrons also have wave-like properties.”

Space is **very** limited. Students wishing to attend must sign up online in advance: <http://bit.ly/hVuZ4y>

Thank you for passing on the information to your students.

Ashley Rankin, STEM Centre

REGISTER NOW FOR (Dis)Comfort Zones: Negotiating Tensions and Cultivating Belonging in College Classrooms in Quebec



Dear Vanier community,

The Critical Diversity in Higher Education (CDHE) research team at Vanier cordially invites you to **(Dis)Comfort Zones: Negotiating Tensions and Cultivating Belonging in College Classrooms in Quebec**, a two-day conference exploring issues of diversity and inclusion in the Cégep system.

The event takes place Wednesday, May 17 to Thursday, May 18, 2017 in the auditorium (A-103).

The primary objective of this conference—what we have termed a multi-vocal participatory workshop (MPW)—is to identify and exchange strategies for effectively managing the discomforts that inevitably emerge when individuals from diverse backgrounds encounter and interact with each other in the classroom. In the spirit of conversation, this event intertwines the voices of students, college educators, and experts on different forms of diversity and the “pedagogy of discomfort” in post-secondary educational institutions.

Among the sessions offered are keynote presentations by the University of Toronto’s Dr. Megan Boler and the University of Minnesota’s Dr. Michael Goh; four panel discussions focusing on race and ethnicity, gender and sexuality, culture and religion, and language; a presentation on disability and inclusivity; and a Playback Theatre performance.

This bilingual event, which is co-funded by the Social Sciences and Humanities Research Council (SSHRC), aims not only to redefine the discussion around the topic of diversity and inclusion in higher education, but also to foster a more holistic perception of campus life and, ultimately, we hope, a greater sense of respect and belonging among all members of the Vanier community.

With this in mind, we welcome not only faculty members, administrators, and professional staff to attend our conference, but also students, as they are the key stakeholders in this domain.

To register, please visit <http://www.vaniercollege.qc.ca/psi/discomfort-zones/discomfort-zones-conference-registration/>.

We kindly ask that you also disseminate this invitation to your students if you are a faculty member, as well as any other individuals you know outside of Vanier who would be interested in the topic of the conference.

We look forward to seeing you at Vanier!

Alan Wong, English Department

Pedagogical Animation

PSI Workshop Series—Winter 2017

Find the full schedule, detailed descriptions and registration forms here: <http://www.vaniercollege.qc.ca/psi/professional-development/psi-workshop-series/>

Registrations are currently open for these workshops:

- **THIS WEEK Anyone Can Code: Create a Website Using Bootstrap.**
Presenter: Bruce Norton. Date: April 26. Time: UB 12:00-13:30. Rm D221.
- **Presenting at a Conference Soon?**
Presenter Isabelle Delisle. Date: May 10. Time: UB 12:00-13:30. Rm D221.

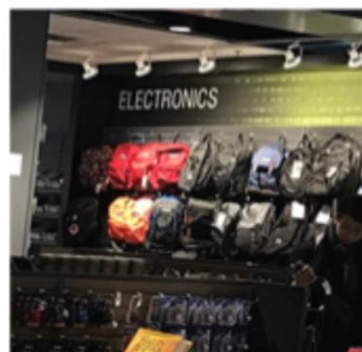
AQPC

2017 AQPC Conference Programs

Print copies of the program for the 2017 AQPC Conference are now available in the PSI office. Please feel free to come by and pick up a copy!

Isabelle Delisle, Pedagogical Support and innovation

Need supplies? Visit Jake's Coop Bookstore



•:coopsco MEMBER

Paper supply | Vanier items | Dividers | Backpacks
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Accessories | Notebooks | Personal Care | Headphones

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 /jakescoopbookstore

Art Contest for an exhibition of students' work during the Annual AQPC Meeting in June



Please tell your students about an art competition that will lead to an exhibition of student work at the AQPC's (Association québécoise de pédagogie collégiale) annual symposium that Cégep de Saint-Laurent and Vanier College are co-hosting this year. The theme of the 2017 Symposium is Our Legacy.

To compliment the symposium's theme, the art competition's theme is **identity**. How has a sense of identity impacted your legacy as a student studying at college? Nine works will be chosen from Vanier students for the finalists exhibition that will be held at Concordia University and at the Palais des congrès in June 2017.

All finalists will have the opportunity to sell their photos at the banquet exhibition. The contest is reserved for students currently studying at Vanier College. The contest is open to all mediums (eg. drawings, photographs, painting, sculpture) with the exception of video based work. All works must be well documented and in digital format. For example, if you have a drawing or sculpture you need to document it photographically.

Grand prize: \$250 + gifts from sponsors

For more information on the symposium, visit: <http://aqpc.qc.ca/en>.

HOW TO ENTER:

- Submit a maximum of two individual works in digital format. Minimum resolution of the image must be 3000 pixels on the longest side. Each work must fit in a 16" X 20" paper.
- If documenting work, use the camera's maximum resolution (e.g., 12.7 megapixels = 4372 pixels x 2906 pixels)
- Supported file formats: JPG, TIFF, RAW, CR2, NEF
- Each work needs to include your name, title, original dimensions (if applicable), medium, year.
- Each work must have a short 250 word description about its connection to the theme of identity.
- Use www.wetransfer.com or a similar site for sending large files.

Email the above to: artcontestaqpc@gmail.com **Contest deadline: May 1st, 2017**

Christoph Heldt, Communications, Media and Studio Arts

The Peter Gonda Memorial Scholarship



Peter Gonda passed away on August 20th 2016 at the age of 47. He was a Montreal-based artist, novelist and screenwriter. One of his main passions was photography. He travelled around the world and exhibited his photographs in London, Paris and Montreal.

Last fall the Vanier College Foundation established The Peter Gonda Scholarship, valued at \$500. It will be awarded annually to any Vanier College student who demonstrates original photographic works.

Students wishing to apply must submit a maximum of five individual photographic works in digital format. The minimum resolution of the image must be 3000 pixels on the longest side while each work must fit in a 16" X 20" paper. Supported formats are JPG, TIFF, RAW, CR2 and NEF. Finally, each photograph needs to include its title, medium and year.

Please email submissions to: petergondascholarship@gmail.com

Darren Becker, Communications and Corporate Affairs

PETER GONDA

MEMORIAL SCHOLARSHIP



THE UNGUARDED MOMENT

FOR PHOTOGRAPHY

\$500

DESCRIPTION:

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- Each photograph needs to include its title, medium and year.
- Use www.wetransfer.com or a similar site for sending large files.

Email the above to: petergondascholarship@gmail.com

SUBMISSION DEADLINE: May 1st, 2017

Submissions may be used by Vanier for promotional purposes.

VANIER
COLLEGE

CALL FOR SUBMISSIONS

ART CONTEST

Grand prize: \$250
+ gifts from sponsors

DESCRIPTION:

The goal of the art competition is to have an exhibition of student work at the AQPC's (Association québécoise de pédagogie collégiale) annual symposium that Cégep de Saint-Laurent and Vanier College are co-hosting this year. The theme of the 2017 Symposium is *Our Legacy*.

To compliment the symposium's theme, the art competition's theme is identity. How has a sense of identity impacted your legacy as a student studying at college? Nine works will be chosen from Vanier students for the finalists exhibition that will be held at Concordia University and at the Palais des congrès in June 2017.

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For more information on the symposium, visit:
<http://aqpc.qc.ca/en>.

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- Each work needs to include your name, title, original dimensions (if applicable), medium, year.

- Each work must have a short 250 word description about its connection to the theme of identity.

- Use www.wetransfer.com or a similar site for sending large files.

Email the above to: artcontestaqpc@gmail.com

Contest deadline: May 1st, 2017

Lozeau



SIMON
CAMERA



CÉGEP DE
Saint-Laurent

VANIER
CÉGEP/COLLEGE

ELIJAH



CHŒUR ST-LAURENT
ST. LAWRENCE CHOIR

CHŒUR ST-LAURENT • ST. LAWRENCE CHOIR

Philippe Bourque, directeur artistique • Artistic Director



**ORCHESTRE DE CHAMBRE MCGILL
MCGILL CHAMBER ORCHESTRA**

Boris Brott, directeur artistique • Artistic Director

VANIER
CÉGEP / COLLEGE

VANIER COLLEGE CHOIR



Felix Mendelssohn : Elijah

Philippe Bourque, chef

Aline Kutan, soprano

Lauren Segal, mezzo-soprano

Michael Colvin, ténor

James Westman, baryton
(Elijah)

**LE MARDI 9 MAI 2017 • 19 H 30
TUESDAY, MAY 9, 2017 • 7:30 P.M.**

Église Saint-Jean-Baptiste
4237, Henri-Julien, Montréal

billets/tickets : placedesarts.com



Canada Council
for the Arts

Conseil des Arts
du Canada

Culture
et Communications
Québec



Montreal



DisComfort —Zones— d'inComfort & diversité

NEGOTIATING TENSIONS
AND
CULTIVATING BELONGING
IN
DIVERSE COLLEGE
CLASSROOMS IN QUEBEC

NÉGOCIER LES TENSIONS
ET FAVORISER
L'APPARTENANCE
AU CÉGEP

9:00 AM - 4:00 PM

MAI 17 & 18 20
MAY 17 & 18 17

AUDITORIUM (A-103), CÉGEP VANIER COLLEGE
821 AVENUE SAINTE-CROIX, MONTRÉAL, QC

INFORMATION & REGISTRATION/INSCRIPTION

WWW.VANIERCOLLEGE.QC.CA/PSI/DISCOMFORT-ZONES

SPONSORS/PARTENAIRES

VANIER
CÉGEP/COLLEGE

VC.TA

Vanier College
Teachers' Association

fneeq 



Conseil de recherches en
sciences humaines du Canada

Social Sciences and Humanities
Research Council of Canada

Canada 

MTP COLLEGE TEACHING COURSE DESIGN

MASTER TEACHER PROGRAM

AND

WHEN

Thu. May 18	F2F & Online	9:30-12:30pm
Thu. May 25	F2F & Online	9:30-12:30pm
Thu. June 1	F2F & Online	9:30-12:30pm
Thu. June 8	* F2F Only	9:30-4:30pm
Thu. June 15	Online only	9:30-12:30pm
Thu. June 22	F2F & Online	9:30-12:30pm

* Attendance in person is required

WHERE

John Abbott College

21 275 Lakeshore Road
Sainte-Anne-de-Bellevue, Québec

Course Topics:

Intro to educational concepts and beliefs • **Learner-centered teaching** • Course design for the fall semester • **Evaluate a college course** •

NEW SUMMER OFFERING 2017

FOR ALL TEACHERS

BENEFITS

Design or Redesign a
course for the Fall

Gain insights into your
teaching practice!

REGISTRATION

Deadline: April 24, 2017

CONTACT

Joanne Guay (ext. 9559)

guayj@vaniercollege.qc.ca

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Master Teacher Program

Summer 2017 Course Schedule



IMPORTANT DEFINITIONS:

- F2F & Online:** Online format (*WebEx*) will be used by 'out-of-Montreal-region participants' only and all other participants are to be present in class.
- Online only:** Online format (*WebEx*) will be used by all participants.
- F2F only:** Face-to-Face format. All participants must be present in the class.

1. College Teaching and Course Design

Certificate Program: Core course
Course Reference: PED-601, 2 credits
Teacher: Lorelie Bouchard
Location: John Abbott College

Thu. May 18	F2F & Online	9:30-12:30pm
Thu. May 25	F2F & Online	9:30-12:30pm
Thu. June 1	F2F & Online	9:30-12:30pm
Thu. June 8	* F2F Only	9:30-4:30pm
Thu. June 15	Online only	9:30-12:30pm
Thu. June 22	F2F & Online	9:30-12:30pm

Notes: Recommended first course in the Master Teacher Program

* Attendance in person is required

2. Instructional Strategies for Active Learning

Certificate Program: Core course
Course Reference: PED-604, 2 credits
Teacher: Wilma Brown
Location: John Abbott College

Mon. May 15	F2F & Online	9-12:00pm
Wed. May 17	F2F & Online	9-12:00pm
Wed. May 24	Online only	9-12:00pm
Fri. May 26	F2F & Online	9-12:00pm
Fri. June 2	F2F & Online	9-12:00pm
Fri. June 9	Online only	9-12:00pm
Mon. June 12	F2F & Online	9-12:00pm
Wed. June 14	F2F & Online	9-12:00pm

3. Dynamics and Diversity in the College Classroom

Certificate and Diploma Programs: Elective course
Course Reference: COL-874, 2 credits
Teacher: Marc Belanger
Location: John Abbott College

Mon. May 15	F2F & Online	1:00-4:00pm
Wed. May 24	Online only	1:00-4:00pm
Fri. May 26	F2F & Online	1:00-4:00pm
Fri. June 2	F2F & Online	1:00-4:00pm
Fri. June 9	Online only	1:00-4:00pm
Mon. June 12	F2F & Online	1:00-4:00pm
Wed. June 14	F2F & Online	1:00-4:00pm

4. Developmental Psychology: The Emerging Adult

Certificate and Diploma Programs: Elective course
Course Reference: COL-882, 2 credits
Teacher: Susan Kerwin-Boudreau
Location: Champlain College

Wed. May 24	F2F & Online	9:30-12:30pm
Mon. May 29	Online only	9:30-12:30pm
Wed. May 31	F2F & Online	9:30-12:30pm
Mon. June 5	Online only	9:30-12:30pm
Wed. June 7	F2F & Online	9:30-12:30pm
Mon. June 12	Online only	9:30-12:30pm
Wed. June 14	F2F & Online	9:30-12:30pm

5. Teaching with Technology, Level 2

Certificate Program: Elective course
Diploma Program: Core course
Course Reference: PED-621, 2 credits
Teacher: Paule Gaudet
Location: Champlain College

Fri. May 12	F2F & Online	2:00-5:00pm
Tue. May 23	F2F & Online	1:00-4:00pm
Thu. June 1	Online only	1:00-4:00pm
Tue. June 6	F2F & Online	1:00-4:00pm
Thu. June 8	Online only	1:00-4:00pm
Tue. June 13	F2F & Online	1:00-4:00pm
Thu. June 15	F2F & Online	1:00-4:00pm

Prerequisites: PED-601, College Teaching and Course Design and PED-609, Teaching with Technology, Level 1

6. Integration Seminar

Diploma Program: Core course
Course Reference: COL-803, 2 credits
Teacher: Dianne Bateman
Location: Champlain College

Tue. May 16	F2F & Online	9:00-12:00pm
Thu. May 18	F2F & Online	9:00-12:00pm
Tue. May 23	F2F & Online	9:00-12:00pm
Thu. May 25	F2F & Online	9:00-12:00pm
Tue. May 30	F2F & Online	9:00-12:00pm
Thu. June 1	F2F & Online	9:00-12:00pm
Tue. June 6	F2F & Online	9:00-12:00pm

7. Critiquing A Research Proposal

Master Component: Core course
Course Reference: MEC-803, 1 credit
 This course may be offered as a Tutorial Course. Please contact your college's RL.
Prerequisite: MEC-802 Designing a Research Proposal



Revised Registration Deadline:

Monday, April 24, 2017

To register, please contact Joanne Guay
 PSI Office (extension 7559)

Revised: 2017-04-11

Master Teacher Program

Summer 2017 Course Schedule

Brief Course Descriptions

- 1. PED-601: College Teaching and Course Design, 2cr (Core course in GCCT)**
Educational concepts, beliefs, values, practices, issues, philosophies and outcomes associated with learner-centered teaching are examined while designing, developing and evaluating a college level course.
- 2. PED-604: Instructional Strategies for Active Learning, 2cr (Core course in GCCT)**
This course is designed to enable teachers to call upon instructional strategies to suit particular classroom situations. Participants will design instructional strategies that foster active learning and further the reciprocal relationship between teachers and students.
- 3. COL-874: Dynamics and Diversity in the College Classroom, 2cr (Elective course in GCCT or GDCT)**
Participants gain an awareness and understanding of the role diversity plays in classroom dynamics. As well, they will have a better understanding of how to embrace and use their legitimate authority for the purpose of empowering students to learn.
- 4. COL-882: Developmental Psychology: The Emerging Adult, 2cr (Elective course in GCCT or GDCT)**
The purpose of this course is to increase the teacher's awareness and understanding of the meaning and complexities of adolescence and early adulthood.
- 5. PED-621: Teaching with Technology, Level 2, 2cr (Elective course in GCCT, Core course in GDCT)**
Level 2 takes an in-depth look at using technology in the classroom. Participants examine preparation needs, issues surrounding assessment and overcoming the barriers to using IT. Participants will design and use a course management system.
Prerequisites: PED-601 College Teaching and Course Design and PED-609 Teaching with Technology, Level 1
- 6. COL-803: Integration Seminar, 2cr (Core course in GDCT)**
The purpose of this course is to provide an opportunity for participants completing the MTP Diploma a chance to revisit, synthesize, and re-integrate into their practice, the concepts and principles that have been studied in the MTP curriculum. At the same time those who are moving forward into the Research Component will develop a deep understanding of the research that has been done on selected problems and current issues in higher education.

The Master Teacher Program in a Nutshell

Graduate Certificate in College Teaching (GCCT): A total of 15 credits (9 Core + 6 Elective). Program #46Y 000
Graduate Diploma in College Teaching (GDCT): A total of 30 credits (13 Core + 2 Elective). Program #52M 000
Master of Education in College Teaching (M.Ed.): A total of 45 credits, Research Component. Program #666 001

PROGRAM / COURSE FORMAT IS BLENDED

Participants from *outside* the Montreal region will need the following equipment for ALL online classes:

- High-speed Internet access
- Headset with microphone
- Webcam

When the entire class is ONLINE, *all students* will need the above equipment.

NOTES:

- Each course has additional online, asynchronous hours.
- Registration is based on the needs of participants within the Consortium of Anglophone Colleges
- The consortium of Anglophone Colleges reserves the right to cancel courses with insufficient registration.
- Course dates are subject to change.

- ♦ To withdraw a course registration without penalty, participants must notify their local PERFORMA Representative (RL) at least five (5) working days **BEFORE** the first class date. Failure to do so will result in a grade of AB (Abandon) and payment of course fees will be applicable.

FEES:

- University of Sherbrooke Admission and Re-Admission fee, is **\$83.00**
- The University of Sherbrooke will invoice participants for the following fees which are subject to change without notice:
 - * Tuition Fee per credit, **\$95.17**
 - * Administration Fee per Academic Year, **\$30.94**
 - * Program Change when applicable, **\$83.00**
- MTP Administration Fee, payable to the host college for each course and subject to change, is **\$30.00**
- Textbooks, if required, may be purchased at the host college before classes begin

Master Teacher Program

Consortium of Anglophone Colleges: *Centennial, Champlain: Lennoxville and Saint-Lambert, Dawson, Heritage, John Abbott, Marianopolis, Vanier*

Accredited by the University of Sherbrooke at the Master level, the Master Teacher Program is an integrated program designed by Cegep teachers for Cegep teachers. It supports the development of professional competencies needed to be a reflective practitioner in college education.

Three consecutive levels are available for participants: a Graduate Certificate, a Graduate Diploma, and a Master of Education. All courses are offered in English at local Montreal Cegeps. The courses offer an online blended format for participants from outside the Montreal region. While most classes are face-to-face, some classes use a fully online format for all participants.

The Master of Education level curriculum is designed to prepare participants to design and implement research projects that will increase their understanding of how their professional decisions impact on their work with students, colleagues, and the institutions they serve.

PERFORMA (PERfectionnement et FORMation des MAîtres) is a cooperative venture of the Ministry of Education (*subsidy*), the University of Sherbrooke (*central administration and accreditation*) and the local colleges (*program development and local administration*). This program is unique in that the courses are designed to suit the Cegep milieu and the needs of college teachers.

For more information, visit:
<http://www.usherbrooke.ca/performa/en/programs/masters/>



PERFORMA

Three Consecutive Programs

Graduate Certificate in College Teaching (GCCT) - 15cr, program #46Y 000

Graduate Diploma in College Teaching (GDCT) - GCCT plus 15cr, for a total of 30 credits, program #52M 000

Master of Education in College Teaching (M.Ed.) - GDCT plus 15cr, for a total of 45 credits, program #666 001

GRADUATE CERTIFICATE IN COLLEGE TEACHING (GCCT)

The Graduate Certificate in College Teaching is earned after completion of nine (9) Core credits and six (6) Elective credits.

Core courses, nine (9) credits

- PED-601 College Teaching and Course Design, 2cr
- PED-602 Assessment as Learning, 3cr
- PED-604 Instructional Strategies for Active Learning, 2cr
- PED-603 How Students Learn, 2cr

Elective courses, six (6) credits

ELECTIVE COURSES

- COL-874 Dynamics and Diversity in the College Classroom, 2cr
- COL-882 Developmental Psychology: The Emerging Adult, 2cr
- PED-609 Teaching with Technology, Level 1, 1cr
- PED-621 Teaching with Technology, Level 2, 2cr
- PED-613 Lecturing to Enhance Learning, 1cr
- PED-617 Group Work to Team-Based Learning, 1cr
- PED-618 Inclusion: Issues, Challenges and Solutions, 1cr
- PED-619 Reading and Thinking in Your Discipline, 1cr
- PED-620 Motivation for Learning, 1cr
- PED-622 Leading Change through Program Evaluation, 2cr

GRADUATE DIPLOMA IN COLLEGE TEACHING (GDCT)

The Graduate Diploma in College Teaching is earned after completing fifteen (15) credits in the Graduate Certificate in College Teaching and fifteen (15) credits in the Graduate Diploma in College Teaching.

Core courses, thirteen (13) credits

- PED-609 Teaching with Technology, Level 1, 1cr
- PED-621 Teaching with Technology, Level 2, 2cr
- COL-855 Constructing Knowledge in Your Discipline, 3cr
- COL-869 Constructing Knowledge Across the Disciplines, 3cr
- COL-883 Philosophy of Education: What Matters Most, 2cr
- COL-803 Integration Seminar, 2cr

Elective courses, two (2) credits

MASTER OF EDUCATION IN COLLEGE TEACHING

The Master of Education in College Teaching is earned after completion of the Graduate Certificate in College Teaching, the Graduate Diploma in College Teaching, and the following 15 credits in the Research Component.

- MEC-800 Understanding the Research Cycle, 3cr
- MEC-801 Exploring Research Strategies, 3cr
- MEC-802 Designing a Research Proposal, 2cr¹
- MEC-803 Critiquing a Research Proposal, 1cr
- MEC-804 Conducting a Research Project, 6cr

For more information about the Master Teacher Program, please contact your local PERFORMA Representative (RL)

Core Courses

For additional information, please contact your local PERFORMA Representative (RL).

GRADUATE CERTIFICATE IN COLLEGE TEACHING (Core-9 credits, Elective-6 credits)

PED-601: College Teaching and Course Design, 2cr

Educational concepts, beliefs, values, practices, issues, philosophies and outcomes associated with learner-centered teaching are examined while designing, developing, and evaluating a college level course.

PED-602: Assessment as Learning, 3cr

Participants apply the concept of curriculum alignment and performance based assessments while focusing on improving student learning. Cegep teachers will increase awareness and understanding of how they can support student learning through assessment.

Prerequisite: PED-601, College Teaching and Course Design

PED-604: Instructional Strategies for Active Learning, 2cr

This course is designed to enable teachers to call upon instructional strategies to suit particular classroom situations. Participants will design instructional strategies that foster active learning and further the reciprocal relationship between teachers and students.

PED-603: How Students Learn, 2cr

Participants examine the cognitive nature of what is to be learned, how learning occurs, and the intellectual characteristics of the learner. Several learning theories will be studied.

GRADUATE DIPLOMA IN COLLEGE TEACHING (Core-13 credits, Elective-2 credits)

COL-855: Constructing Knowledge In Your Discipline, 3cr

The purpose of this course is to connect each teacher's content knowledge with the theoretical and practical knowledge about teaching and learning that has been acquired in the preceding courses in the program. Its primary purpose is to allow for a detailed analysis and integration of principles, theories, and assumptions about learning and instruction that underlie expert knowledge and competence in different disciplines.

COL-869: Constructing Knowledge Across the Disciplines, 3cr

This course focuses on the theory and practice of constructing knowledge across the disciplines to facilitate the integration of learning within a program approach. The principal objective is to enable participants to incorporate this into their teaching practice.

Prerequisite is COL-855.

COL-883: Philosophy of Education, 2cr

The primary goal of this advanced course is to encourage the teacher-participant to formulate his/her own vision about how some of the various practices, which together make up education, ought to function. This course is based on the assumption that when practicing teachers read, think critically about, and discuss philosophic tradition in education, they gain a greater self-understanding and critical consciousness about their own theory and practice.

GRADUATE DIPLOMA IN COLLEGE TEACHING (Core-13 credits, Elective-2 credits)

cont'd

PED-609: Teaching with Technology-Level 1, 1cr

This course is designed to help teachers blend educational theory with digital tools and media creation. This introductory course will provide a pedagogical basis for using technology to promote student learning

PED-621: Teaching with Technology-Level 2, 2cr

Level 2 takes an in-depth look at using technology in the classroom. Participants examine preparation needs, issues surrounding assessment, and overcoming the barriers to using IT. Participants will design and use a course management system.

Prerequisites: PED-601 College Teaching and Course Design, and PED-609 Teaching with Technology, Level 1

COL-803: Integration Seminar, 2cr

The purpose of this course is to provide an opportunity for participants completing the MTP Diploma a chance to revisit, synthesize and reintegrate into their practice, the concepts and principles that have been studied in the MTP curriculum. At the same time those who are moving forward into the Research Component will develop a deep understanding of the research that has been done on selected problems and current issues in higher education.

MASTER OF EDUCATION IN COLLEGE TEACHING (Core-15 credits, Elective-0 credits)

MEC-800: Understanding the Research Cycle, 3cr

Participants are introduced to the research process and learn about various types of educational research. Various methods are introduced and students are given an opportunity to practice using them.

Prerequisites: Completion of the Graduate Certificate in college Teaching (GCCT) and at least 24 credits in the Graduate Diploma.

MEC-801: Exploring Research Strategies, 3cr

Participants are encouraged to scrutinize scholarly articles in terms of methods used in data collection, tools used for analysis, and modes of presentation. Basic concepts in statistics are introduced to better understand research studies published in educational journals and to enable those using quantitative data to use a statistical package, such as SPSS, to present, describe, and analyze data they will be collecting.

MEC-802: Designing a Research Proposal, tutorial, 2cr¹

An independent study course in which participants draft, edit, and write their research proposal under the direction of their supervisor. During the process, they receive regular feedback on their project from their supervisor.

MEC-803: Critiquing a Research Proposal, 1cr

A seminar where participants share their research proposal with others. They have an opportunity to receive constructive criticism and use the feedback to improve their own proposal.

MEC-804: Conducting a Research Project, tutorial, 6cr

An independent course wherein the research project is completed under the direction of the supervisor. The research project arrives at a coherent, valid conclusion, supported by a sound literature review, conceptual framework, and appropriate methodology.

Elective Courses

For additional information, please contact your local PERFORMA Representative (RL)

COL-874: Dynamics and Diversity in the College Classroom, 2cr

Participants gain an awareness and understanding of the role diversity plays in classroom dynamics. As well, they will have a better understanding of how to embrace and use their legitimate authority for the purpose of empowering students to learn.

COL-882: Developmental Psychology: The Emerging Adult, 2cr

The purpose of this course is to increase the teacher's awareness and understanding of the meaning and complexities of adolescence and early adulthood.

PED-609: Teaching with Technology, Level 1, 1cr (elective GCCT, Core GDCT)

This course is designed to help teachers blend educational theory with digital tools and media creation. This introductory course will provide a pedagogical basis for using technology to promote student learning.

PED-621: Teaching with Technology, Level 2, 2cr (elective GCCT, Core GDCT)

Level 2 takes an in-depth look at using technology in the classroom. Participants examine preparation needs, issues surrounding assessment and overcoming the barriers to using IT. Participants will design and use a course management system.

Prerequisites:

PED-601 College Teaching and Course Design
PED-609 Teaching with Technology, Level 1

PED-613: Lecturing to Enhance Learning, 1cr

This course offers ideas for preparing both the content and the presentation of a lecture. It will address delivering a lecture, evaluating a lecture, and ways of using lecture time for more successful, challenging, and interesting ways of teaching large groups of students.

PED-617: Group Work to Team-Based Learning, 1cr

Participants examine different ways to use small groups and the instructional challenges these approaches often present. Principles and strategies for working with casual groups, cooperative groups, and team-based learning groups are also examined.

PED-618: Inclusion: Issues, Challenges and Solutions, 1cr

Participants gain an understanding of how to adapt their curriculum in order to integrate students with special needs into the college classroom. They will also examine the history of inclusion and how the idea has evolved into current policies.

PED-619: Reading and Thinking in Your Discipline, 1cr

This course examines the connection between *thinking* in a discipline and *reading* in a discipline. Its premise is that each discipline has unique habits of mind or dispositions that are required for successful learning. Making these habits of mind explicit deepens the learner's comprehension of the texts they are being asked to read and the course content they are being asked to learn.

PED-620: Motivation for Learning, 1cr

This course focuses on aspects of student and teacher motivation that influence learning. Participants examine concepts, principles and theories of motivation with a focus on how to translate these ideas into effective instruction.

PED-622: Leading Change through Program Evaluation, 2cr

This course is an introduction to program evaluation for teachers, pedagogical counsellors, department chairpersons, and administrators. Participants will examine the relationship between the program approach, competency-based education and the current emphasis on ensuring continuous improvement. They will learn about the guidelines and framework put forward by the Commission d'évaluation de l'enseignement collégial (CEEC), purposes of evaluation, the link between program evaluation and classroom assessment, and program evaluation methods. Participants will also examine how to promote an institutional commitment to self-evaluation.

Frequently asked questions

<p>How can I assure that I will be free to take a course on Friday afternoons?</p> <p>We encourage you to meet with your Department Chair to request a schedule with Friday afternoon open to enable you to take a course in the Master Teacher Program.</p> <p>Your request must be submitted to the college 60 days prior to the start of the following semester. Contact your college's PERFORMA representative for a sample letter and additional information</p>	<p>What computer equipment will I need to participate in the courses?</p> <p>For classes on WebEx (online) and for participants from out-of-the-Montreal-region' for ALL classes, you will need:</p> <p>A computer with HIGH-speed Internet, a Webcam, Headset and microphone (if not built-into your computer).</p> <p>Before classes begin, it is imperative that you fully test your equipment using WebEx and Moodle. See your college's PERFORMA Representative for the instructions.</p>
<p>Can I register in the program if I am a part-time teacher or if I don't know whether my contract will be renewed?</p> <p>Once you are admitted to the University of Sherbrooke in the PERFORMA program, you have the right to take courses continuously in the program even if you are no longer employed at a Cegep in Quebec.</p>	<p>Will information technology be used in the courses?</p> <p>Information technology is used in every course. Moodle is the course management system used in every course and WebEx is for online delivery to 'out-of-the-Montreal-Region' participants.</p>
<p>If I have taught for years, what will these courses offer me?</p> <p>The courses will give you the opportunity for continuing development in the art and science of Cegep teaching. In addition, through your participation, you will make a contribution to the less experienced teachers.</p>	<p>How long will it take me to complete the final fifteen (15) credits of the Master of Education in College Teaching?</p> <p>That depends almost entirely on you and the workload you assume.</p> <p>The maximum period allowed by the University of Sherbrooke to complete the final fifteen credits is fourteen (14) semesters.</p>
<p>If I am teaching in more than one Cegep, which PERFORMA Representative should I contact?</p> <p>Contact the Cegep where you feel most at home or have the heaviest teaching load.</p>	<p>Will I receive an increase in Scholary or an increase in Pay?</p> <p>Contact the Human Resources Department in your college for a complete explanation, as certain conditions may apply.</p>
<p>Do any of the courses have prerequisites?</p> <p>GCCT Core: PED-602, Assessment as Learning. Prerequisite is PED-601 (<i>College Teaching and Course Design</i>)</p> <p>GCCT, GDCT Elective Courses: PED-621, Teaching with Technology, Level 2. Prerequisites are PED-601 (<i>College Teaching and Course Design</i>) and PED-609 (<i>Teaching with Technology, Level 1</i>).</p> <p>Graduate Diploma Program (GDCT): prerequisite is completion of the Graduate Certificate in College Teaching (GCCT).</p> <p>GDCT Core: COL-869, Constructing Knowledge Across the Disciplines. Prerequisite is COL-855 (<i>Constructing Knowledge in Your Discipline</i>).</p> <p>Master of Education Research Component: prerequisites are completion of the Graduate Certificate and at least twenty-four (24) credits in the Graduate Diploma program.</p> <p>The five courses in the Research Component are sequential.</p>	<p>What does it cost to be admitted to the University of Sherbrooke and to take courses?</p> <p>University of Sherbrooke fees (subject to change):</p> <ul style="list-style-type: none"> \$82.00 Admission Fee, \$95.17 Tuition Fee per credit, \$30.94 Administrative Fee per academic year. <p>The host college will collect an Administration fee of \$30.00 on the first day of class.</p> <p>You may be able to recoup the above costs through your college's professional development funding.</p>
<p>Can I register for a course if I don't live in the Montreal region?</p> <p>Yes. Participants from colleges 'out-of-the-Montreal-region' can participate in the class through WebEx (online).</p>	