

Area of Interest: Public Safety and Legal Studies

Community and Justice Services

Ontario College Diploma

Program Code: 0466X01FWO

2 Years

Ottawa Campus

Our Program

Choose a career that teaches you to fight for social justice!

The two-year Community and Justice Services Ontario College Diploma program emphasizes alternatives to policing and prisons and teaches students skills to work with people and communities to address issues such as criminalization, poverty, affordable housing scarcity, food insecurity, and immigration. Through theory and practical experiences, the program teaches you to work with people and communities in ways that respect their inherent dignity and humanity. Learn to understand the historical, political, and economic forces that create these social justice issues.

In this program, you develop skills such as a critical analysis, advocacy, community organizing, group facilitation, conflict mediation, and individual support work with adults, youth, and children. You learn the importance of addressing issues not just on an individual level, but also at a community-based level. Woven throughout the program is a commitment to human rights, social justice, and alternatives to policing and prisons. Study topics include:

- Indigenous studies
- anti-Racism/anti-oppression
- gender and sexuality studies
- disability justice
- trauma informed practice
- addiction and harm reduction
- mental health
- community building practices

As a student, you participate in a field placement experience in the community and justice field. In this placement, you identify, practise and integrate skills and theory that you have learned in the program.

SUCCESS FACTORS

This program is well-suited for students who:

- Have an interest in social justice and working towards change in their community.
- Have a commitment to anti-racism.
- Have a strong sense of empathy for others.
- Are collaborative and comfortable working and learning in group environments
- Are able to work independently.

Employment

Graduates may find employment in:

Community-based agencies offering programs and support to youth and/or adults who need services related to issues such as:

- mental health
- disability supports
- resettlement
- employment
- housing

Learning Outcomes

The graduate has reliably demonstrated the ability to:

- Communicate in a manner consistent with professional ethics and practice, and a respect for self, others, and relevant law, policies and legislation.
- Employ all relevant static and dynamic safety and security techniques to ensure the protection of the public, staff, and clients in institutional, residential, and community settings.
- Intervene with clients, individually and in groups, in order to address and manage barriers to promote inclusion, positive growth and personal development.
- Collect information, observe, monitor, record and assess client behaviour accurately in compliance with legal and organizational requirements.
- Assist in the prevention, management and resolution of conflict, crises, and emergency situations using intervention strategies as prescribed by relevant legislative requirements and industry certification and/or standards.
- Develop and maintain positive working relationships with colleagues, supervisors and community justice stakeholders to maintain a productive, professional and safe working environment.
- Engage in program planning, implementation, assessment, and evaluation to meet the needs of clients, staff, community and administration within the context of an interdisciplinary setting.
- Apply knowledge of the history, philosophy, and diverse models of corrective action, of detention, rehabilitation, and reintegration to decision-making and institutional practices.
- Develop and implement self-care strategies using self-awareness, self-inquiry and reflection.
- Work in a manner consistent with professional ethics demonstrating respect for self, others and relevant legislation, policies and procedures in a multi-disciplinary workplace.
- Assess and respond to the strengths and needs of clients, including complex responses impacted by mental health, addictions and other social factors in order to support and promote positive change.
- Promote inclusive practices within community and justice services to increase understanding within the community and meet the needs of diverse populations.
- Identify and apply discipline-specific practices that contribute to the local and global community through social responsibility, economic commitment and environmental stewardship.

Program of Study

Level: 01	Courses	Hours
COR1834	Canadian Legal System 1	42.0
COR1910	Social Justice Seminar	28.0
COR1914	Community and Justice Resources	42.0
COR1917	Indigenous Studies	28.0
COR1919	Interviewing and Counselling Skills	42.0
COR1959	Community Building Practices	28.0
ENL1813A	Communications I	42.0
GED5007	Transatlantic Slavery and Its Abolition	42.0
Level: 02	Courses	Hours
COR1740	Mental Health	42.0
COR1800	Sexuality and Gender Studies	42.0
COR1803	Disability Justice	28.0
COR1835	Canadian Legal System 2	42.0
COR1916	Group Facilitation	42.0
COR1960	Trauma-Informed Practice	28.0
COR1961	Anti-Racism/Anti-Oppression	28.0
ENL1823A	Communications II	42.0
Level: 03	Courses	Hours
COR1801	Ethics and Professional Practice	28.0
COR1802	Working with Children, Youth and Families	28.0
COR1804	Advocacy and Crisis Prevention	28.0
COR1805	Land-Based Social Justice Education	42.0
COR1806	Immigration and Settlement	28.0
COR1807	Transformative Justice	42.0
COR1949	Addictions and Harm Reduction	28.0
ENV0002	Environmental Citizenship	42.0
Level: 04	Courses	Hours
COR1963	Integrative Seminar	42.0
COR1965	Field Placement	350.0
COR1966	Field Placement Seminar	10.0
Choose one from equivalencies:	Courses	Hours

GED0466

General Education Elective

42.0

Fees for the 2023/2024 Academic Year

Tuition and related ancillary fees for this program can be viewed by using the Tuition and Fees Estimator tool at <https://www.algonquincollege.com/fee-estimator> .

Further information on fees can be found by visiting the Registrar's Office website at <https://www.algonquincollege.com/ro> .

Fees are subject to change.

Additional program related expenses include:

- Books and supplies cost approximately \$1,000 in first year and \$500 in second year and can be purchased from the campus store. For more information visit <https://www.algonquincollege.com/coursematerials> .
- Students going out of town for field placements may need to account for additional living expenses.

Admission Requirements for the 2024/2025 Academic Year

College Eligibility

- Ontario Secondary School Diploma (OSSD) or equivalent. Applicants with an OSSD showing senior English and/or Mathematics courses at the Basic Level, or with Workplace or Open courses, will be tested to determine their eligibility for admission; OR
- Academic and Career Entrance (ACE) certificate; OR
- General Educational Development (GED) certificate; OR
- Mature Student status (19 years of age or older and without a high school diploma at the start of the program). Eligibility may be determined by academic achievement testing for which a fee of \$50 (subject to change) will be charged.

Program Eligibility

- English, Grade 12 (ENG4C or equivalent).
- Applicants with international transcripts must provide proof of the subject-specific requirements noted above and may be required to provide proof of language proficiency. Domestic applicants with international transcripts must be evaluated through the International Credential Assessment Service of Canada (ICAS) or World Education Services (WES).
- IELTS-International English Language Testing Service (Academic) Overall band of 6.0 with a minimum of 5.5 in each band; OR TOEFL-Internet-based (iBT)-overall 80, with a minimum of 20 in each component: Reading 20; Listening 20; Speaking 20; Writing 20; OR Duolingo English Test (DET) Overall 110, minimum of 110 in Literacy and no score below 95.

Not sure if you meet all of the requirements? Academic Upgrading may be able to help with that: <https://www.algonquincollege.com/access/> .

Should the number of qualified applicants exceed the number of available places, applicants will be selected on the basis of their proficiency in English.

Program-specific Requirements:

Though not an admission requirement, applicants must note the important information listed below regarding program-specific requirements.

Program Progression:

This applies to all students studying on-campus and on-line.

Upon admission to the program, all students must complete the College's Health Assessment

process, which includes ensuring that immunizations are up to date.

Any student studying in any level two courses over the summer will NOT be eligible for field placement until all credits have been successfully completed. This means that students who successfully complete their level two studies by the end of April will be given first consideration during the field placement selection process.

Successful completion of field placement is a requirement for graduation from the Community and Justice Services program. Agencies that provide placement opportunities require you to have a clear Police Records Check for Service with the Vulnerable Sector (PRCSVS). Your acceptance for placement is at the discretion of the agency. If you register in the program without a clear PRCSVS and as a result are unable to participate in placement, you will not be able to graduate.

You are required to obtain passing grades in all program courses in order to proceed, and if you fail three or more courses, you will not be allowed to continue in the program.

Field Placement Eligibility:

To be eligible for placement, all third-level students must:

- have completed all of Levels 01, 02 and 03 courses with a minimum grade point average of 2.0.
- submit a Police Records Check for Service with the Vulnerable Sector (PRCSVS).
- completion of the Health Assessment process for returning students, which includes ensuring that immunizations are up to date; placement agencies may require a copy of current immunization records as well.
- **Note:** Acceptance for placement is at the discretion of appropriate and approved program partner agencies. Also, it is the responsibility of the student to pay for and obtain all program and placement required documents and certifications.

Admission Requirements for 2023/2024 Academic Year

College Eligibility

- Ontario Secondary School Diploma (OSSD) or equivalent. Applicants with an OSSD showing senior English and/or Mathematics courses at the Basic Level, or with Workplace or Open courses, will be tested to determine their eligibility for admission; OR
- Academic and Career Entrance (ACE) certificate; OR
- General Educational Development (GED) certificate; OR
- Mature Student status (19 years of age or older and without a high school diploma at the start of the program). Eligibility may be determined by academic achievement testing for which a fee of \$50 (subject to change) will be charged.

Program Eligibility

- English, Grade 12 (ENG4C or equivalent).
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You are required to obtain passing grades in all program courses in order to proceed, and if you fail three or more courses, you will not be allowed to continue in the program.

Field Placement Eligibility:

To be eligible for placement, all third-level students must:

- have completed all of Levels 1, 2 and 3 courses with a minimum grade point average of 2.0.
- submit a Police Records Check for Service with the Vulnerable Sector (PRCSVS).
- completion of the Health Assessment process for returning students, which includes ensuring that immunizations are up to date; placement agencies may require a copy of current immunization records as well.

Note: Acceptance for placement is at the discretion of appropriate and approved program partner agencies. Also, it is the responsibility of the student to pay for and obtain all program and placement required documents and certifications.

Application Information**COMMUNITY AND JUSTICE SERVICES**
Program Code 0466X01FWO

Applications to full-time day programs must be submitted with official transcripts showing completion of the academic admission requirements through:

ontariocolleges.ca
60 Corporate Court
Guelph, Ontario N1G 5J3
1-888-892-2228

Students currently enrolled in an Ontario secondary school should notify their Guidance Office prior to their online application at <http://www.ontariocolleges.ca/>.

Applications for Fall Term and Winter Term admission received by February 1 will be given equal consideration. Applications received after February 1 will be processed on a first-come, first-served basis as long as places are available.

International applicants please visit this link for application process information:
<https://algonquincollege.force.com/myACint/>.

For further information on the admissions process, contact:

Registrar's Office
Algonquin College
1385 Woodroffe Ave
Ottawa, ON K2G 1V8
Telephone: 613-727-0002

Toll-free: 1-800-565-4723
TTY: 613-727-7766
Fax: 613-727-7632
Contact: <https://www.algonquincollege.com/ro>

Additional Information

The on-campus Community and Justice Services program only has a Fall start date.

FIELD PLACEMENT:

Students complete one twelve-week block field placement in a community and/or justice service agency during the fourth semester of the program.

Note: The Community and Justice Services program also has an on-line delivery through AC Online.

Contact Information

Program Coordinator(s)

- Cat Baron, <mailto:baronc@algonquincollege.com> , 613-727-4723, ext. 2451

Course Descriptions

COR1740 Mental Health

The ways in which various systems (e.g. criminal justice, income assistance, health, education, child welfare, etc.) have been established means that those with mental health disabilities are more likely to come into contact with the law. Coming into contact with the law can also lead to significant mental health distress. Students examine how the community and justice field supports people with mental health disabilities. Students recognize some of the most common signs and symptoms associated with mental health disabilities. Essential information on mental health, including an understanding of assessment and treatment options is explored. Students develop a strengths-based approach to work with clients with mental health disabilities and examine the impacts of stigma, social isolation, and poverty on mental health and wellbeing.

Prerequisite(s): none
Corerequisite(s):none

COR1800 Sexuality and Gender Studies

In order to be an effective community and justice services worker, one must have strong skills to work with people from a wide variety of diverse sexual and gender orientations. Students have the opportunity to discuss themes related to sexuality, sexual orientation, gender identity, and gender expression. Students learn to self-reflect and unpack their internalized beliefs and the societal norms that influence the way that they view topics relating to gender and sexuality. They also learn practical skills to work with diverse clients in a way that is respectful and values their dignity.

Prerequisite(s): none
Corerequisite(s):none

COR1801 Ethics and Professional Practice

Ethical guidelines inform the day-to-day decisions made by people working in the community and justice field. Focus is on supporting students to develop an ethical decision-making compass based on client rights as well as agency and ministry standards. Students also have the opportunity to sharpen their skills in professional practice in preparation for transitioning into their placement.

Prerequisite(s): none
Corerequisite(s):none

COR1802 Working with Children, Youth and Families

The skills required to work with children, youth, and families are essential in the community and justice field. Students examine developmentally appropriate approaches to working with children,

youth, and caregivers, as well as inclusive practices to support diverse families. Students also have an opportunity to better understand family dynamics and the ways in which family struggles are influenced by forces of oppression.

Prerequisite(s): COR1916 and COR1919
Corerequisite(s):none

COR1803 Disability Justice

Disability justice is an intersectional movement started by queer, disabled, people of colour. Students examine the principles of disability justice, explore ableism and accessibility, and take stock of the ways in which this impacts people every day. They also look at the connections between ableism, white supremacy and capitalism, as well as the impact of state violence on people with disabilities. There is an opportunity to hear from a variety of people with different disabled identities through videos, readings and guest speakers. Students develop an understanding of what solidarity work looks like and learn practical ways to make the programs and services that they offer in the field more accessible.

Prerequisite(s): none
Corerequisite(s):none

COR1804 Advocacy and Crisis Prevention

Trauma-informed practice is a strengths-based approach that focuses on safety, relationship, choice, collaboration and empowerment as well as respect for diversity. It supports community and justice workers to understand how the experiences of clients may shape the ways in which they engage in the system. Students develop trauma-informed case management, advocacy and crisis intervention skills. Students develop skills relating to case management which is a collaborative process of assessment, planning, systems navigation, and care coordination. They also develop advocacy skills and develop an understanding of how learning appropriate Legislation can assist with this process. Finally, students also develop crisis prevention and intervention skills including verbal and non-verbal disengagement skills that focus on the principles of empowerment and collaboration.

Prerequisite(s): COR1919 and COR1960
Corerequisite(s):none

COR1805 Land-Based Social Justice Education

Land-based social justice education can be used to support the wellbeing of people whom we work with in the community and justice field. People who are impacted by the criminal legal system are typically also impacted by other oppressive forces such as colonization, white supremacy, and racial capitalism. Land-based social justice education focuses on learning from the Land in ways that are inherently decolonial. Students have the opportunity to learn Land-based social justice education practices in the context of connecting with the Land. An emphasis will be placed on Indigenous voices and cross-cultural Land-based social justice practices that inherently promote wellbeing for the people whom we work with.

Prerequisite(s): none
Corerequisite(s):none

COR1806 Immigration and Settlement

Many of the people that we work with in the field find themselves at the intersections between the criminal legal system and the immigration system. It is essential that community and justice workers gain the skills to support and advocate for newcomers. Students examine the history of migration to Canada and understand how it is connected to the racialization process. They look at settlement, the pressures to become 'Canadian' and examine the barriers that many newcomers face due to the inherent exclusionary design of the system. Through the use of guest speakers, case studies and role play opportunities, students develop their skills for supporting newcomers.

Prerequisite(s): none
Corerequisite(s):none

COR1807 Transformative Justice

Transformative justice is an approach for responding to violence at the grassroots level without relying on policing and prisons. Students learn about alternatives to the criminal legal system, discussing the history of abolition in Canada and why it is important to Community and Justice Services work. They also examine restorative justice within the community and criminal legal system.

Prerequisite(s): none
Corerequisite(s):none

COR1834 Canadian Legal System 1

In order to support clients, it is necessary to understand the systems and institutions which have significant and often harmful impact on their lives. Students critically examine the different components of the Canadian criminal legal system. Students become familiar with how these components relate to each other, and how legislation impacts the system as a whole. Through assignments and presentations, students explore contemporary issues relating to the field.

Prerequisite(s): none
Corerequisite(s):none

COR1835 Canadian Legal System 2

In the Community and Justice Services field, many clients have experience with the carceral system. Students learn more about this system and how it impacts people. Students develop an understanding of the organizational framework of federal and provincial prisons. Through a critical perspective, emphasis is on the many structural reasons why people become involved in or return to the criminal legal system.

Prerequisite(s): none
Corerequisite(s):none

COR1910 Social Justice Seminar

When working in the community and justice field, it is essential to understand the impact of systemic oppression on people's lives. Students explore a range of social justice issues and deepen empathy for people impacted by these issues. Using self-reflective practices, students examine personal beliefs, feelings, and experiences that inform their perspectives on these issues. Students learn about the historical, social and economic forces that have led to the development of these social justice issues and learn to apply an anti-racist/anti-oppressive lens to understand and discuss social change. Through a variety of activities including group discussions, videos, articles, and personal journals, students begin to understand the ways in which belief systems can impact professional practice with marginalized communities.

Prerequisite(s): none
Corerequisite(s):none

COR1914 Community and Justice Resources

Those working in the community and justice field must have a strong awareness of the resources and services available to support the people with whom they work. Students explore community supports and programs available for youth and adults. This includes community and social services, alternatives to incarceration, programs inside institutions, as well as after-care and transitional housing programs. Topics are discussed in a seminar-type learning environment, enhanced by guest speakers from various community and institutional resources.

Prerequisite(s): none
Corerequisite(s):none

COR1916 Group Facilitation

Community and justice workers are often expected to facilitate groups when working in the field.

Students cultivate a capacity to plan and facilitate effective groups. Emphasis is on holding space for people in a group setting to communicate, support, or collaborate with each other. Through applied learning activities, students develop the skills to prepare them for group facilitation in the field.

Prerequisite(s): COR1919

Corerequisite(s):none

COR1917 Indigenous Studies

It is essential that workers in the community and justice field have knowledge and understanding of colonization and its impacts on the people with whom we work. Students explore the relationships between Indigenous peoples and settler communities within the context of colonization. Students learn about the legislation and oppressive practices which have had and continue to have an impact on Indigenous people in Canada. These impacts include the Indian Act, residential schools, the Sixties Scoop, contemporary approaches to child protective services and the over-representation of Indigenous peoples in the criminal justice system. Additionally, students examine cultural practices and symbols, self-determination, self-governance, the treaty-making process, as well as resistance and change movements.

Prerequisite(s): none

Corerequisite(s):none

COR1919 Interviewing and Counselling Skills

Community and justice workers require a toolkit of counselling approaches to support the people with whom they work. Students develop basic individual support skills widely used in the community and justice field. Students examine approaches and interventions which foster strong and collaborative relationships with clients, including those skills associated with anti-oppressive practice. These skills are developed through a variety of learning approaches, including lectures, role plays, discussions, videos, and small group activities.

Prerequisite(s): none

Corerequisite(s):none

COR1949 Addictions and Harm Reduction

Substance use should be viewed as occurring on a continuum. As a result, the addiction and recovery support that an individual can seek will vary from person to person. Students learn to work from a client-centered, trauma-informed perspective to support a wide variety of clients dealing with substance use-related challenges. Students also develop competency in harm reduction as well as other addiction counselling modalities. Emphasis is on de-pathologizing and de-stigmatizing narratives associated with drug use as well as anti-racism/anti-oppression. Students have the opportunity to learn from a variety of mediums including guest speakers, videos, discussions, small group activities, and lectures.

Prerequisite(s): COR1960

Corerequisite(s):none

COR1959 Community Building Practices

Flourishing communities tend to have strong community support systems in place. Students develop an understanding of the foundations of community development by building community with each other and examining concepts of safety and belonging. Students also explore and develop a process for engaging in generative conflict. Through experiential activities, students examine how to centre accessibility in community building and how to engage in practices that address systemic and structural issues in our communities.

Prerequisite(s): none

Corerequisite(s):none

COR1960 Trauma-Informed Practice

It is essential for community and justice workers to have a solid understanding of and empathy for the ways in which trauma can impact behaviour. Using a strengths-based perspective, students develop an understanding of the connection between trauma and criminalization. They focus on the relational and systemic components of trauma including: intergenerational trauma, interpersonal violence, trauma of oppression and colonization, as well as war and genocide. Students learn interventions that support clients to find a sense of safety in the present and connect with resources. Students also examine vicarious trauma and the importance of self-care to this work.

Prerequisite(s): none
Corerequisite(s):none

COR1961 Anti-Racism/Anti-Oppression

An essential component of community and justice work includes supporting people dealing with systemic barriers to accessing the resources needed to thrive. Many people who continuously face oppression in everyday life also struggle with issues of social identity and self-worth due to internalized oppression. Focus is on developing tools and strategies to support these clients, specifically anti-racist and anti-classist practices. Students hear from guest speakers and engage in role plays, group activities and resource sharing to better enhance their anti-oppressive skill set.

Prerequisite(s): COR1910 and COR1917
Corerequisite(s):none

COR1963 Integrative Seminar

In preparation for the employment search, students need to be able to articulate their skillset. Students participate in a two-week intensive course that brings together theory and practice, and provides students with the opportunity to integrate the learning they have had over the two-year Community and Justice Services program. Students develop the skills necessary to clearly and concisely articulate the skillset they have developed during their participation in the CJS program.

Prerequisite(s): COR1740 and COR1800 and COR1801 and COR1802 and COR1803 and COR1804 and COR1805 and COR1806 and COR1807 and COR1834 and COR1835 and COR1910 and COR1914 and COR1916 and COR1917 and COR1919 and COR1949 and COR1959 and COR1960 and COR1961 and ENL1813A and ENL1823A
Corerequisite(s):none

COR1965 Field Placement

Authentic work experiences provide students with a realistic perspective of a career and provide potential employers with much-desired experience with respect to new employees. Students work in a community or justice services agency selected by the faculty in consultation with the student. This is an opportunity for students to integrate theory and practice. The completion of practicum is based on an assessment of performance by faculty in consultation with the fieldwork supervisor and the student.

Prerequisite(s): COR1740 and COR1800 and COR1801 and COR1802 and COR1803 and COR1804 and COR1805 and COR1806 and COR1807 and COR1834 and COR1835 and COR1910 and COR1914 and COR1916 and COR1917 and COR1919 and COR1949 and COR1959 and COR1960 and COR1961 and ENL1813A and ENL1823A
Corerequisite(s):COR1966

COR1966 Field Placement Seminar

Reflective practice provides opportunities for growth and development for all participants. Students have the opportunity to make connections between the theory they have learned in the first three semesters of study and their practical experience in field placement. Students learn from each other's direct experience. Through group discussions and self-reflection opportunities, students continue to build skills as community and justice workers in preparation for employment opportunities in the future.

Prerequisite(s): COR1740 and COR1800 and COR1801 and COR1802 and COR1803 and COR1804 and COR1805 and COR1806 and COR1807 and COR1834 and COR1835 and COR1910 and COR1914 and

COR1916 and COR1917 and COR1919 and COR1921 and COR1923 and COR1928 and COR1949 and COR1959 and COR1960 and COR1961 and ENL1813A and ENL1823A
Corerequisite(s):COR1965

ENL1813A Communications I

Communication remains an essential skill sought by employers, regardless of discipline or field of study. Using a practical, vocation-oriented approach, students focus on meeting the requirements of effective communication. Through a combination of lectures, exercises, and independent learning, students practise writing, speaking, reading, listening, locating and documenting information, and using technology to communicate professionally. Students develop and strengthen communication skills that contribute to success in both educational and workplace environments.

Prerequisite(s): none
Corerequisite(s):none

ENL1823A Communications II

Students continue to develop their workplace writing and speaking skills. Students learn the protocols to write request letters, daily logs, occurrence reports, proposals and meeting minutes. They prepare for field placement and workplace interviews by creating resumes and undergoing a situational-style job interview. Students also complete a variety of role-play exercises designed to prepare them for speaking tasks in the field, such as participation in meetings and delivery of educational workshops.

Prerequisite(s): ENL1813A
Corerequisite(s):none

ENV0002 Environmental Citizenship

Environmental citizenship is based on the principles of national citizenship, yet it goes beyond political borders to emphasize global environmental rights and responsibilities. An environmental citizen is committed to learning more about the environment and to taking responsible environmental action. Through a combination of interactive activities, assignments and discussions, students learn how they are personally connected with current environmental issues. Students are also encouraged to adopt attitudes and behaviours that foster global environmental responsibility.

Prerequisite(s): none
Corerequisite(s):none

GED0466 General Education Elective

Students choose one course, from a group of general education electives, which meets one of the following five theme requirements: Arts in Society, Civic Life, Social and Cultural Understanding, Personal Understanding, and Science and Technology.

Prerequisite(s): none
Corerequisite(s):none

GED5007 Transatlantic Slavery and Its Abolition

The effects of transatlantic slavery, which began in the 15th century and was not abolished until the 19th, are still present in contemporary social, political and economic systems. In this course, students are provided with a chronological understanding of the transatlantic slave trade that charts: 1) its creation and its economic underpinnings in European and American power and wealth; 2) the resistance to slavery and its eventual abolition; and 3) the afterlife of slavery in the present day. Through class discussion, examination of academic and non-academic literature, and analysis of images and videos, students will be introduced to the history and continuing legacy of the transatlantic slave trade.

Prerequisite(s): none
Corerequisite(s):none

